

**UNIVERSITY SENATE**  
Fifth Meeting, Monday, 20 February 2017, 2:30 p.m.  
Stewart Center, Room 302

**AGENDA**

1. Call to order Professor David A. Sanders
2. Approval of Minutes of 30 January 2017
3. Acceptance of Agenda
4. Remarks of the Senate Chair Professor David A. Sanders
5. Remarks of the President President Mitchell E. Daniels, Jr.
6. Question Time
7. Résumé of Items Under Consideration  
by Various Standing Committees For Information  
Professor Gerald E. Shively
8. Senate Document 16-05 Course Evaluation Resolution For Action  
Professor Levon Esters
9. Senate Document 16-06 Nominees for Senate Vice-Chair For Discussion  
Professor Michael A. Hill
10. Senate Document 16-07 Student Affairs Committee Resolution in  
Support of the Student-led Honor Pledge For Discussion  
Professor Russell Jones
11. Senate Document 16-08 Changes to the Senate Bylaws for Term  
Limits and Eligibility For Discussion  
Professor Natalie Carroll
12. Presentation by the Director of the Asian American and Asian  
Resource and Cultural Center For Information  
Director Xavier Hernandez
13. Presentation about the Wilmeth Center For Information  
Dean of the Libraries James Mullins & TLT Director Jason Fish
14. New Business
15. Memorial Resolutions
16. Adjournment



**UNIVERSITY SENATE**  
Fifth Meeting, Monday, 20 February 2017, 2:30 p.m.  
Stewart Center, Room 302

**Present:** *D. A. Sanders (Chairperson of the Senate), J. W. Camp (Secretary of Faculties and Parliamentarian), C. L. Ashendel, J. Ann Banks, S. P. Beaudoin, A. M. Beck, E. Blackwood, G. Blaisdell, J. Stuart Bolton, K. Bross, S. S. Broyles, C. E. Butzke, R. Cabot, N. Carroll, M. Ming Chiu, A. Ciftci, C. W. Clifton, M. R. Conaway, C. Cooky, R. A. Cosier, J. Cover, B. Craig, G. Denger, P. E. Dunn, D. S. Elliott, L. T. Esters, D. M. Fekete, D. Ferullo, C. D. Fisher, A. M. Friedman, M. A. Hill, R. Johnson-Sheehan, R. E. Jones, Y. Kaakeh, R. Kaufmann, C. M. Krousgrill, S. Landry, V. Lowell, J. R. Mariga, H. A. McNally, J. Mohler, N. Neumeister, D. L. Nichols, L. Nies, J. C. Niser, B. Nowack, R. Pinal, L. Prokopy, V. Quinn, A. J. Rodriguez, C. S. Ross, S. M. Rotar, A. Ruple, G. E. Shively, J. Sinfield, K. Sriramesh, J. A. Story, E. Strickland, J. M. Thom, F. Wang, L. Weldon, K. Williams, J. F. Yacilla, A. K. Zeller, H. Beasley, M. B. Cline, F. J. Dooley, B. Frazee, P. Hollenbeck, J. Huber, L. Mason, L. Parker, A. C. Rollock, J. Ross, K. L. Sermersheim, S. Johnson (Sergeant-at-Arms).*

**Absent:** P. M. Aaltonen, R. Adams, S. C. Chang Alexander, B. J. Alge, K. D. Alter, J. Appenzeller, B. Bhargava, T. Bhattacharya, B. Blankenship, M. Boutin, J. Cheng, G. Cheng, E. Coda, M. Comer, M. Corless, L. P. DeBoer, D. Dutta, E. A. Fox, C. A. Hrycyna, G. S. Hundley, W. J. Hutzel, M. Ivantysynova, T. Kelley, S. Liu, R. Lucht, J. Ma, K. Matsuki, S. I. Mohammed, C. Morales, R. Pasupathy, D. Ragland, J. H. Rodriguez, H. L. Servaty-Seib, T. Sizyuk, E. Slamovich, W. E. Sullivan, J. Watt, P. Wenthold, F. Yang, C. (Hanley) Archer, T. Eakin, L. Kane,

**Guests:** *Valerie O'Brien (Marketing & Media), Krista Henery (WLFI-TV), Spencer Deery (Public Affairs), Valerie O'Brien (Marketing & Media), Monal Patel (OIRAE), Denny Darrow (HR), Jason Fish (ITAP-TLT), Amit Shah (PSG), Jason Harris (HSCI), Xavier Hernandez (AAARCC), Cameron Mann (Human Pledge Student), Azra Ceylan (Press-WBAA), Jim Mullins (Libraries), Meghan Holden (J&C).*

1. The meeting was called to order at 2:35 p.m. by Chairperson David Sanders.
2. The minutes of the 30 January 2017 Senate meeting were approved as distributed.
3. The Agenda was accepted as distributed.
4. Professor Sanders presented the remarks of the Chairperson (see **Appendix A**).
5. President Daniels presented the remarks of the President (see **Appendix B**).
6. Question Time
  - Professor Sanders inquired about faculty and staff raises for this cycle. President Daniels said that by the next Senate meeting we should be able to address this issue. We are currently learning about the revenue situation for the upcoming year. In addition, the legislature is meeting and we will have information from them about public support in the near future. President Daniels noted that we try to remain competitive with our peer institutions.
  - Professor Kristina Bross asked: "How many of our students for next year come from the 7 banned countries?" President Daniels: We have admitted some, but we do not know what the future holds. He estimates that about 20 have been admitted at this time. We currently have about 100 students from the 7 countries on campus.
  - Professor Sanders noted that the smoking area between Armory and Hovde is



covered with cigarette butts and it is not attractive, especially to people visiting campus. President Daniels said that this will be put on the list for possible relocation in addition to those sites mentioned in his presentation (see [Appendix B](#)). Professor Alan Friedman, Chair of the University Resources Policy Committee (URPC) noted that his committee approved a resolution supporting smoking cessation activities. He asked about the options for supporting smoking cessation among students. President Daniels mentioned that students have access to the same counseling and gum distribution services that are available for staff and faculty members.

7. Professor Gerald Shively, Chair of the Steering Committee, presented the Résumé of Items under Consideration (ROI) by various standing committees (see [Appendix C](#)). The Chairs or designees of the Senate standing committees briefly described the current activities of their respective committees.
8. Professor Levon Esters, Chair of the Faculty Affairs Committee (FAC), introduced, for Action, Senate Document 16-05, *Resolution on Student Evaluations*. Professor Esters was joined at the podium by Professors Linda Prokopy and Steve Landry. They introduced the document to the Senate and explained its rationale. They also gave a presentation in support of the resolution ([Appendix D](#)). They elaborated on the things that this resolution is meant to achieve as well as those things it is not meant to achieve. It is strictly focused on the results of the two questions (see [Appendix D](#)) for summative evaluations. This resolution does not deal with other aspects of the evaluation system. The Equity and Diversity Committee (E&DC) reviewed the document after changes were made based on suggestions from last month's Senate meeting. The E&DC members voted unanimously in favor with one abstention. Professor Russell Jones, Chair of the Student Affairs Committee (SAC) said his committee did not receive the new version, but had a full discussion of the issue. The student members of the SAC are against this resolution as they believe they will no longer have direct input into rating faculty. They believe the document is backwards as the work of the Provost Office to create new questions should come first and then we will have a tool to replace the questions that are no longer required. Professor Prokopy mentioned that the revised document has additional wording that takes into account the student voice. She reiterated that the two numbers are meaningless. The students might like them, but they are essentially a popularity contest. She emphasized that with no solution we are using biased, inaccurate numbers based on the two questions. This Senate document is designed to encourage the search for alternatives to the two questions. Professor Landry said that the choice is between approving the suggested changes and keeping a process that has failed, in spite of the help of the personnel from the Center for Instructional Excellence (CIE). The intent is to have the academic units find a mechanism to include the student voice as well as create alternative questions. Currently, the numbers from these questions may have a negative effect if used as part of the process for promotion and tenure. Professor Chuck Krousgrill applauded adding the wording that ensures the student voices are heard. He asked if student input was obtained for this resolution. Student input was not directly obtained during the crafting of the document, which is why it was sent to the SAC and reviewed by the three students on the E&DC. All three students on the E&DC spoke positively as they understood the bias inherent in the results obtained with the current questions. Professor Prokopy does not see this as a student issue as much as it is a faculty issue for P&T (this is strictly her opinion). Professor Richard Cosier as a former Dean believes it is too strong to say the numbers are meaningless, but they may have a gender bias. Professor Ralph Kaufmann asked the Educational Policy Committee (EPC) student members what they wanted to get out of the evaluations. These students want a way to give feedback on the teaching methods and content of the courses they take. The



existing two questions do not accomplish this. The other questions that are available with the current evaluation system do address the students' concern. Professor Kaufmann emphasized that we are not taking away evaluations or even the two questions (they would now be optional). The Purdue Student Government (PSG) created a report about the student evaluation system, among other topics (see [Appendix E](#)). It was noted that the current system does not give feedback to students. Senator Geri Denger (PSG President) stated that the PSG members are opposed to the Senate resolution. They believe that the new process will take away the student voice. Once again, it was mentioned that this resolution merely removes the mandatory nature of the two questions. All present were reminded that it is important that all stakeholders are engaged with the Provost Office during the process of developing alternative questions. Professor Alberto Rodriguez said that the resolution is a good compromise to give us the time and the ability to come up with a better instrument. Professor Prokopy suggested adding "... and representatives of student government..." in the third "Therefore" paragraph. This suggestion was accepted by consent of the Senate, essentially a "friendly amendment". Professor Laurel Weldon said that the students want the current evaluation system going forward. She suggested that this resolution does not change anything, but will enable local experimentation within academic units to try to find a replacement for the two questions. With student input now included in the document, the student voice will be heard. Whether we use this system or another system student input will be part of the system. Professor Feng-Song Wang suggested a change in the title to emphasize this resolution is for Purdue West Lafayette and not the Purdue University system as a whole. This suggestion was accepted by consent of the Senate. Professor Evelyn Blackwood mentioned that she is excited that we are finally at this point and it is just the start to making changes in the evaluation system. The urgency to take action is due to the bias in the two questions. Young faculty members are very concerned about the biased questions and have expressed their concern. The concern is especially acute among women faculty and faculty of color. This evaluation system revision has been worked on for years and would put many at ease as well as provide a more fair evaluation of faculty. Professor Jones suggested the notion that the teaching evaluations are tied to P&T could be mandated to not be used by the Provost Office. Professor Julie Mariga echoed the statements of Professor Blackwood as the changes are important for retention of women and Underrepresented Minority (URM) faculty members. Senator Andrew Zeller reiterated the PGSG statement in opposition to the resolution from the previous Senate meeting (see [Appendix G](#) of the [January 2017 Senate Minutes](#)). The vote in opposition by the PGSG policy group was unanimous. Senator Zeller mentioned that the resolution is not about P&T, but deals with student evaluations of professors. He pushed back against the friendly amendment suggesting that students can be involved in the discussions because the added wording does not say that the students will be involved in any meaningful way. The question was asked: "Why is it substantive for the students to be involved if there are not any alternatives?" Professor Prokopy said that the early discussions of the resolution did include many alternatives, but academic units pushed back and said they wanted to make their own alternative questions. Professor Sanders reminded the Senate that the current documents do not allow useful feedback during the course, only after the course has ended for the semester. A formative mid-semester feedback set of questions would be more useful for making changes in a course and improving the course content. The Senators were told that the reason the resolution appears in this fashion is that the Senate does not control the P&T process. Senate Document 97-9 dictated that the two questions be asked campus-wide and that is what has happened since that document was approved. Professor Kaufmann said that if we have the two numbers, they will be used. The other questions that are available in the current system are less biased, are substantive and can provide meaningful guidance to professors. Professor Kaufmann suggested that the



results from the two currently mandated questions provide false objectivity and are just naked numbers. They are not a representation of what is going on. Professor Weldon reiterated her support for the resolution; many questions are available with the current system that are not nearly as subject to bias. She stated that the problem is that these are merely numbers and are not data. The numbers are too biased for the purposes for which they are being used; the bias effect results in scores about 0.5 points lower for female and URM faculty members. A gender penalty is being applied and female faculty are not in favor of the current system. Professor Esters acknowledged the hard work of Professors Prokopy, Landry, the FAC members and all of the other stakeholders involved in crafting this resolution. The discussion ended and the vote was taken. The motion to approve **Senate Document 16-05** passed with 45 votes in favor and 14 in opposition with 2 abstentions. It is now up to the University's Administration to promulgate the recommended changes.

9. The Senate Nominating Committee presented, for Discussion, **Senate Document 16-06**, *Nominees for Senate Vice-Chair*. Current nominees are Professor Natalie Carroll and Professor Ralph Kaufmann. Additional nominations can be made up until the time the vote is taken at the March Senate meeting. Prior to the vote, the nominees will make a brief presentation to the Senate.
10. **Senate Document 16-07**, *Student Affairs Committee Resolution in Support of the Student-led Honor Pledge*, was presented, for Discussion, by Professor Russell Jones and Student Board of Trustees member Cameron Mann. Part of the rationale for the resolution is to reinforce the commitment to academic integrity among the students of Purdue University. Many universities have an "Honors Pledge." Hence, our students decided to develop one for Purdue University. It can be used on examinations and as a code that could be used throughout their academic careers to enhance their education. The PSG and the PGSG have passed resolutions in support of the Honor Pledge and are working with stakeholders for its implementation. The intent is to enhance a culture of academic integrity. Following the introduction, they took questions from the Senate floor.
  - Professor Ming-ming Chiu mentioned that if a university has a pledge, a few percent of students are less likely to cheat according to a study he is familiar with. Professor Feng-Song Wang asked if there had been Regional Campus student input. This has not occurred, but they are willing to work with the students from the Regional Campuses. Professor Blackwood noted that the wording is very broad. Can it be changed to be more specific? Ms. Mann stated that academic integrity is the primary value, but core values go beyond that and include all aspects of the individual's life. For implementation, there would be more specifics for dealing with each situation, such as introducing it during Boiler Gold Rush. The Pledge speaks to all values and not just academic integrity. Professor Alan Beck asked: "What does Boilermaker on Track mean?" Ms. Mann said it referred to staying on course; one does not go off track and it is also a play on words on the Purdue culture. Professor Kaufmann asked if it would be a spoken or signed Pledge. Ms. Mann stated it would be up to the colleges, but students hoped it would be a signed Pledge. For example, the Pledge and a signature line could be included on the front of an examination. Professor Feng-Song Wang encouraged buy-in from the students at the Regional Campuses. Ms. Mann ensured that they will contact the Regional Campus students. Professor Prokopy likes the idea, but thought the current statement is not concrete enough. Ms. Mann said that among the international students polled the current words resonated. Professor Mark Thom likes this, but he is concerned about being forced to put it on an examination. He likened it to fine print on a contract that is often ignored. Ms.



Mann said they will take that into consideration. Professor Greg Blaisdell said that Cal-Tech has an honor code that is simple and applies to life, in general. This is similar to the intent of the proposed Honor Pledge for Purdue University.

11. **Senate Document 16-08**, *Changes to the Senate Bylaws for Term Limits and Eligibility*, was presented, for Discussion, by Professors Michael Hill and Natalie Carroll. Professor Hill presented a PowerPoint that covered some of the changes (see **Appendix F**). Professor Chris Clifton pointed out confusion in the wording and Professor Hill offered to alter the wording to make it clearer. Professor Blackwood noted that the wording for the number of semesters and years is also confusing. Professors Carroll and Hill will clean up this wording. Professor Landry noted additional wording that required clarification. Professor James Mohler spoke against the exclusion of Deans, Associate Deans and Assistant Deans and provided a written statement (see **Appendix G**). Professor Cosier said that he had opposed a previous version of the Bylaws changes, but he supports the current compromise wording. Professor Mohler stated that as an Associate Dean he views his administrative role to be less important than his faculty role. In answer to a question from the floor, it was noted that Directors are excluded from the proposed Bylaws changes. Professor Hill suggested that if administrators are choosing faculty as Senators, without faculty input, there could be recriminations against the faculty members. Professor Hill noted that one of the Veterinary College department heads chosen to be a Senator had insufficient time to serve, but she did not know that would occur until after she started serving on the Senate. Professor Hill said that a department head is also involved in P&T as well as hiring and firing issues, so the aforementioned individual chose to no longer serve on the Senate. Professor Alberto Rodriguez is in favor of the proposed wording changes. He wants to include department heads in the wording change, based on his experience as a chair at another university. Professor Clifton suggested that there are four separable issues in the current Senate document and asked if they can be separated. Professor Carroll said it could be done, but would require four separate documents to change the Bylaws. Professor Hill said that lumping is more expeditious, but risks having the changes voted down. Professor Peter Dunn noted that there is no mention of Assistant and Associate Vice Presidents. Professor Carroll acknowledged his point. Professor Mohler said that if this passes, we will not get administrators such as him to be on the Senate. He also said that the PPI did vote him in as a Senator. It was suggested that one surrenders faculty rights if excluded and it might create an “us versus them” mentality. Professor Carroll will take the suggested text changes to the Nominating Committee for discussion and additional suggestions can be sent to her and Professor Hill.
12. An update about the Asian American and Asian Resource and Cultural Center (AAARCC) was provided by Director Xavier Hernandez (see **Appendix H**).
13. A presentation about the Wilmett Active Learning Center (WALC) was given by the Dean of the Libraries James Mullins and TLT Director Jason Fish (see **Appendices I – L**).
14. There was no New Business.
15. No Memorial Resolutions had been received this month.
16. Having no additional business, the meeting adjourned at 4:35 p.m.



**To: The University Senate**  
**From: University Senate Faculty Affairs Committee**

**Subject: Summative Evaluation of Teaching Effectiveness at Purdue University**  
**Disposition: University Senate for Discussion**

**WHEREAS:** University Senate Document 97-9 (Revised) indicates that “learning outcomes are important and should be evaluated;” and

**WHEREAS:** student input on teaching is highly valued and helps ensure excellence; and

**WHEREAS:** The use of the group medians of the students’ responses to the questions “overall, I would rate this instructor as” and “overall, I would rate this course as” are the current “common items” being used primarily, if not exclusively, for summative evaluations of faculty members, i.e., for promotion and tenure decisions; and

**WHEREAS:** There is compelling evidence that student responses to this question are not accurate measures of student achievement of learning outcomes; and

**WHEREAS:** Research on student evaluations of teaching is indicating that the requirements in the “common items” section of University Senate Document 97-9 (revised) result in summative evaluation systems that are biased, easily manipulated, and inaccurate.

**THEREFORE, BE IT RESOLVED THAT:**

Starting with the fall, 2017 semester, the questions “overall, I would rate this instructor as” and “overall, I would rate this course as” will no longer be mandatory university questions. Moreover, academic units are strongly encouraged not to use student responses to these questions for summative evaluation purposes, i.e. for promotion and tenure decisions, beginning with fall 2018.

For tenure-track faculty members that started at Purdue prior to fall, 2017, academic units should come to a mutual agreement on what will be used for their summative evaluations in support of the promotion and tenure process.

We request that the Provost’s office meet with Deans, individual promotion committees, and School/Department heads to describe the University’s expectations, identify proposed alternative assessment methods suggested by the academic units, as well as to gather feedback with respect to the use of summative course evaluation scores on the Promotion and Tenure Document and to ensure teaching excellence.

The Provost’s office will present the results of their review of proposed alternative assessment methods and a summary of the feedback they received from academic units to the University Senate no later than January 2019. At that time, appropriate committees of the University Senate will consider whether additional review or action is warranted.

Appropriate University groups should review all methods in use for summative evaluations as soon as possible initially, and then on a routine basis not to exceed an interval of 4 years. The review should include a report on best practices across the University and a comparison to methods used or proposed elsewhere for summative evaluations. These reports should be submitted and reviewed by appropriate personnel with the Provost’s office and by appropriate University Senate committees, and disseminated to primary and area committees.



**Respectfully submitted by**

Levon T. Esters

**Voted For:**

Linda S. Prokopy

Steven Landry

Elizabeth A. Strickland

Evelyn Blackwood

Peter Dunn

Peter Hollenbeck

Ming-Ming Chiu

Bob Lucht

Vanessa Quinn

Paul Wenthold

**Voted Against:**

**Did Not Vote/Abstained:**

**Absent:**

Greg Blaisdell

Stuart Bolton

Sriramesh Krishnamurthy



**TO:** The University Senate  
**FROM:** University Senate Nominating Committee  
**SUBJECT:** Nominees for Vice Chairperson of the University Senate  
**REFERENCES:** Bylaws, Section 3.20b, c  
**DISPOSITION:** Election by the University Senate

The Nominating Committee proposes the following slate to serve as vice chairperson of the University Senate for the academic year 2017-2018. The nominees for Vice Chairperson are:

Natalie Carroll	Youth Development and Agricultural Education
Ralph Kaufmann	Mathematics

Candidate biographical sketches are attached.

### **Natalie Carroll**

Academic work – Professor Natalie Carroll works in the three land-grant mission areas. Her work is multi-disciplinary with a primary focus on natural resource and environmental education for youth. She is a nationally recognized expert as reflected by recent awards for her engagement work from Purdue and professional societies: Christian J. Foster Awardee, for Contributions to K-12 STEM Education, Purdue University Office of Engagement, 2016; American Association of Agricultural and Biological Engineers (ASABE) Blue Ribbon Award, Publication, Comprehensive (More than 32 pages), 2016; Universities Council on Water Resources, Education and Public Service Award, 2015; Indiana Association of Floodplain and Stormwater Managers, Education and Outreach Award (inaugural awardee), 2015; and the Corps of Engagement award, Purdue University Office of Engagement, Purdue Improved Crop Storage (PICS), 2015.

Dr. Carroll is a member of two departments: Agricultural and Biological Engineering (ABE) where she teaches Environmental Systems Management and Youth Development and Agricultural Education (YDAE) where she teaches graduate students and is active in graduate education – serving on committees from 12 departments across the university and as chair for two Ph.D. and five master's students. Natalie is heavily involved in Purdue's engagement efforts and has provided sessions at 455 Extension conferences, schools, workshops, short courses, and other organized educational activities for nearly 12,000 youth and over 9,500 adults.

Natalie has been investigator, co-investigator, or collaborator on grants totaling more than \$27 million, primarily in the role of outreach coordinator or curriculum developer. This work has led to 64 educational works (books, manuals, and short Extension publications) for youth and adults. She has also collaborated on 12 refereed journal articles, two books, and seven non-referred journal articles.

Purdue University Service – Natalie is dedicated to service. She is currently serving her 14<sup>th</sup> year (since 2002) on the Senate as both a departmental representative (2 terms) and college representative (in second term). She has served on the following committees:

- Nominating Committee – 11 years; Chairperson or co-Chairperson – 7 years
- Advisory Committee – 6 years
- Steering Committee – 2 years
- Faculty Committees (Documents and Records and Libraries) – 11 years total

Other current university-level service:

- Graduate Council (Chairperson of Committee E (Life Sciences) – 2<sup>nd</sup> of 3 years
- Faculty Mediation committee – 3 years



- Advance Faculty Hiring workshops table facilitator – actively engaged in promoting diversity in hiring at the university and college levels; 5 years

Dr. Carroll co-chaired a special review of the Graduate School commissioned by Provost Dutta this past fall. And, she has served on eight other university-level committees: A/P Grievance (3 years); Murphy Award Selection (2 years); Community Standards Board (2 years); Discovery Learning Research Center, Internal Advisory Board (2 years); Promotions, Panel X (2 years), and the Institutional Review Board (IRB), Human Subjects Committee (3 years).

Natalie has served on 19 college-level committees, including the Area promotions committee (9 years), four search committee for Dean or Associate Deans, and as a faculty mentor for a. She has served on 20 departmental-level committees, chairing two searches and co-chaired the YDAE departmental review in 2014.

Carroll is an Associate Editor of the Journal of Contemporary Water Research & Education. She has served as a reviewer for the NIH and EPA and faculty promotion documents from Rutgers, Univ. of Oklahoma, and DePaul. She has attended trainings and is the secretary/treasurer of the Purdue chapter of American Association of University Professors (AAUP) for over 5 years and worked diligently to promote the principles of academic freedom, tenure, and due process in higher education.

### **Ralph Kaufmann**

Ralph Kaufmann is a professor of mathematics at Purdue joining the faculty in 2007. His research interests lie in algebraic topology, algebraic geometry, mathematical physics and higher structures in which he has published extensively and is a main journal editor. He earned a double BSc in mathematics and physics, as well as an MSc in physics, an MA in Philosophy and a PhD in mathematics. He held post-doctoral positions at two of the internationally leading research institutions -the Max-Planck-Institute for Mathematics in Bonn, Germany and the Institut des Hautes Etudes Scientifiques near Paris, France. He is in strong demand as a speaker nationally and internationally, is a frequent guest at the world's foremost institutes for mathematical research institutes and a sought after referee for journals and government foundations.

His research has been funded by the NSF, a Humboldt Foundation fellowship, the Simons Foundation and the European Research Council as a Marie Curie Fellow. He has twice been a member of the Institute for Advanced study at Princeton. As a student he was a summer fellow at CERN, the European Center for Nuclear Research and a fellow of the national merit scholarship foundation of Germany.

Besides extensive research in several fields of mathematics he has reached across disciplines with co-operations and research initiatives jointly with physics, chemical engineering and philosophy. He has also written commentaries for a poet and about mathematical language in art and other disciplines. Through this he has had the opportunity to gain insight into the different cultures of several colleges and departments.

Ralph Kaufmann has a great passion for teaching, teaching both small and large lectures. He is particularly involved in undergraduate service courses, advanced undergraduate courses and graduate courses. He is and has been an advisor to many PhD students. He has been awarded the Ruth and Joel Spira award for excellence in graduate teaching and mentoring.

Ralph Kaufmann became a member of the senate in fall 2015 as a senator at-large for the college of science. Since that time he has been on the EPC committee and was voted to be the chair of the EPC committee starting fall 2016. He has served on the advisory committee and furthermore volunteered for many subcommittees, such as academic integrity, academic rigor and transfer credit evaluation. His further service contributions come through several departmental committees, such as the personnel committee, undergraduate, graduate committees, through the university grievance committee and through service on the current science dean search.

Ralph Kaufmann is married with two sons. His wife Birgit is an associate professor of mathematics and physics and their sons are attending the West Lafayette schools.



**Approving**

Natalie Carroll  
Richard Cosier  
Michael Hill  
Sulma Mohammed  
Mark Thom

**Did not Vote (Absent)**

Ji-xin Cheng  
Julie Mariga  
Larry Nies  
Robert Nowack



**TO:** University Senate  
**FROM:** Russell Jones, Chair, Student Affairs Committee  
**SUBJECT:** Resolution in support of Student-led Honor Pledge  
**DISPOSITION:** University Senate for Discussion

*WHEREAS*, The topics of academic integrity and academic dishonesty have been identified as areas of concern by both faculty and students at Purdue, as indicated in the Spring 2015 Academic Integrity Survey conducted by the Office of Student Rights and Responsibilities; and

*WHEREAS*, According to the student survey administered by the Office of Student Rights and Responsibilities, over 85% of students surveyed “agree or strongly agree” that Academic Integrity is important to quality of education; and

*WHEREAS*, A diverse group of students passionate about preserving and moving forward the culture of academic integrity at Purdue have developed a student-led honor pledge stating, **“As a boilermaker on track, I pledge to be honest and true in all that I do. Accountable together - we are Purdue,”** to reinforce an everyday culture of academic integrity at Purdue; and

*WHEREAS*, Honor pledges exist at other Universities such as Texas A&M University, University of Florida, University of Virginia, Princeton, etc.; and

*WHEREAS*, Implementation of the proposed student-led honor pledge throughout University life promises to reinforce the importance of academic integrity in daily life at Purdue; and

*WHEREAS*, The end goal of the implementation of the student-led honor pledge is to reinforce and enhance a culture of academic integrity at Purdue starting even from the time students are admitted to Purdue through communications and programming and to have both faculty and students know and utilize the honor pledge; and

*WHEREAS*, the Purdue Student Government officially support the implementation in student life of the aforementioned student-led honor pledge, as outlined by Purdue Board of Trustees Student Trustee Cameron Mann; and

*WHEREAS*, the Purdue Student Government delivered this resolution to Purdue Graduate Student Government for consideration as a joint resolution; and

*WHEREAS*, the Purdue Student Government delivered this resolution to the University Student Affairs Committee for consideration;

*THEREFORE, BE IT RESOLVED* that the Purdue University Senate fully supports the implementation of this Student-led Honor Pledge in student life at Purdue.

Respectfully Submitted,



Russell Jones, Chair  
Student Affairs Committee

Approve:

Pamela Aaltonen  
Caren Archer  
Heather Beasley  
Chris Clifton  
Donna Fekete  
Chuck Krousgrill  
Russell Jones  
Linda Mason  
Kenji Matsuki  
Robert Nowack  
Jon Story  
Dina Verdin



**TO:** The University Senate

**FROM:** Natalie Carroll & Michael Hill, Chair & Vice Chair, Nominating Committee

**SUBJECT:** Bylaws of the University Senate

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

**RATIONALE:** Recent questions to the Nominating Committee suggest that changes to the Bylaws would clarify policy:

- Two-term limit for a Senator serving as a replacement (while a Senator is on sabbatical, for example)
- Eligibility for service as Senate Vice-Chair and Chair

We would also like to specify that elections of Senators take place via secret ballot.

Current Bylaws text with recommended changes in red/strikethrough:

#### *2.03 Election of Senators*

The normal term of an elected Senator shall be three years, beginning on the June 1 following his/her election. A Senator can serve no more than two consecutive terms (3 years each) on the Senate. *Service on the University Senate, when a Senator serves for another faculty member (as in the case of a sabbatical or medical absence), for one or two semesters, will not affect the faculty member's ability to serve two consecutive terms (3 years each). It will be considered a term of service, however, if a Senator serves on the Senate for three semesters, or more, for another faculty member.*

In the event a Senator does not complete his or her term, a replacement Senator shall be elected for the remainder of the original term. After reapportionment of the Senate in November, the individual faculties (see Section 2.00 b 6) will complete the election of Senators who are to assume office on the coming June 1, and report the results to the Secretary of the Senate by February 1. *The individual faculties will set up their own methods for nomination and election of senators. Senator nominations may be made by a faculty member themselves or by a colleague, with the agreement of the nominee. Eligible faculty for election to the Purdue University Senate must be tenured, tenure track, or clinical. Deans, Associate Deans, and Assistant Deans may not serve as Senators. Election must be by secret ballot (paper or online). Faculty units may provide alternates to serve, if an elected Senator is unable to serve temporarily, or to replace a Senator recalled on request of the Senate.*

#### *3.20 Chairperson and Vice Chairperson of the University Senate*

- b) At the regular February meeting of the University Senate the Nominating Committee shall nominate at least two members of the University Senate for the office of Vice Chairperson. Additional nominations shall be accepted from the floor at any time before the election. Nominees must be elected Senators *and members of the voting faculty with professorial rank.*



Respectfully submitted,

**Voted for:**

Natalie Carroll  
Michael Hill  
Julie Mariga  
Bob Nowack  
James Mark Thom

**Voted Against:**

**Not Present:**

Richard Cosier  
Ji-Xin Cheng  
Sulma Mohammed  
Loring Nies



## **CALENDAR OF STATUS OF LEGISLATION**

<b>SENATE DOCUMENT</b>	<b>TITLE</b>	<b>ORIGIN</b>	<b>SENATE</b>
<b>15-13</b>	<b>Senate Document 15-13</b> Student Affairs Committee English Language Support Resolution	Student Affairs Committee Professor Russell Jones	*Approved 19 October 2016
<b>15-19</b>	<b>Senate Document 15-19</b> Resolution on Enhancing Faculty Recruitment and Retention	Professors Alberto Rodriguez	*Approved 19 October 2016
<b>16-01</b>	<b>Senate Document 16-01</b> Resolution on Immigrants, International Students & Scholars and Visitors to Purdue University	Equity and Diversity Committee Professor Linda Prokopy and Professor Feng-Song Wang	*Approved 12 September 2016
<b>16-02</b>	<b>Senate Document 16-01</b> Bylaws Revision Section 5.30	Equity and Diversity Committee Professor Heather Servaty-Seib	*Approved 21 November 2016
<b>16-03</b>	<b>Senate Document 16-03</b> Reapportionment of the Senate	Steering Committee Professor Gerald Shively	*Approved 21 November 2016
<b>16-04</b>	<b>Senate Document 16-04</b> University Senate Resolution on IPFW Program Restructuring	Senate Chair – Professor David Sanders	*Approved 21 November 2016
<b>16-05</b>	<b>Senate Document 16-05</b> Course Evaluation Resolution	Professor Levon Esters Faculty Affairs Committee	*For Action 20 February 2017
<b>16-06</b>	<b>Senate Document 16-06</b> Nominees for Senate Vice-Chair	Professor Michael A. Hill Nominating Committee	*For Discussion 20 February 2017



## ***CALENDAR OF STATUS OF LEGISLATION***

<b>16-07</b>	<b>Senate Document 16-07</b> Resolution in Support of the Student-led Honor Pledge	Professor Russell Jones Student Affairs Committee	*For Discussion 20 February 2017
<b>16-08</b>	<b>Senate Document 16-08</b> Changes to the Senate Bylaws for Term Limits and Eligibility	Professor Natalie Carroll Nominating Committee	*For Discussion 20 February 2017



Colleagues,

Welcome to the February meeting of the Purdue University Senate! You will hear soon about a number of areas of Senate committee activity. Two items of my presentation represent a continuation of the discussion from the last meeting. First, we will be voting on a resolution concerning teaching evaluation. The authors of the legislation that we considered at the last meeting have responded effectively to the comments made by you, and we have an improved resolution that is deserving of your support. All concerned recognize that this measure is not the end of the process of reinforcing the teacher-evaluation methodology.

The second topic to which I return is that of the titles of classes. It is easy for someone from outside of education to ridicule our objects of inquiry. I ran across a Purdue Exponent article with the title “Dragons in Space.” It described a Purdue course called “Dragons: Myth and Literature.” It is not difficult to envision someone with a superficial understanding of education adding this course to a list of those with risible class names. The irony of the situation is that one of the instructors is a distinguished scholar who was the presenter at a recent session of the Presidential colloquia to which President Daniels asked me to extend his invitation to attend to you. I have no doubt that the Dragons course is a serious academic endeavor that is worthy of praise rather than disdain.

Many of us have had the privilege of a well-rounded college education. When I was an undergraduate I took all the courses required for a History major, although the degree I ultimately received was a Bachelor of Science in Molecular Biophysics and Biochemistry. I learned that authoritarian governments shared four power strategies. They included scapegoating foreigners, immigrants, and ethnic minorities, assailing the media, assaulting the independent judiciary, and attacking academia. The current manifestation of this undermining of these core, free-society institutions is a product of a long-term endeavor. It is merely the shameless nakedness with which the pursuit of the antidemocratic goals is occurring that is new.

I know there are some who will dismiss my words as mere “politics.” Nevertheless, it is clear, as the University Senate and President Daniels have affirmed, that the safety and wellbeing of our international and immigrant students IS our concern. The subversion of public belief in the existence of factual information IS our concern.



It is not sufficient for us merely to express our opposition to the inversion of rational discourse that we observe in the body politic. It is not adequate only to demolish the false equivalencies that defenders of demagoguery employ.

I have often urged the thesis that scientists in particular and academics in general need to think deeply about their vocation and to articulate effectively the product of their meditation. In brief I would like to share what I propose as a declaration of principles.

We are committed to the principle that every object in the natural world or human society is potentially worthy of our investigatory efforts.

We are committed to the principle that freedom of inquiry and freedom of expression are essential components of a free society and that they thrive in coexistence with a democratic republic.

We are committed to the principle that education is an end in itself and not reducible to a means to some other end.

We are committed to the principle that we take seriously the responsibility of transmitting the culture and highest values of American society and the society of other nations to our students.

We are committed to the principle that diversity in all of its manifestations is not simply tolerated but embraced as the major contributor to the richness of the human experience.

We are committed to the principle that it is frequently the counterintuitive insight that is the most productive.

We are committed to the principle that both individual and collective endeavors should be valued.

We are committed to the principle that we are training individuals for meaningful participation as leaders in society by providing them with enhanced capacities for critical thinking, quantitative reasoning, empathy, and lifelong learning.

We are committed to the principle that, despite the fact that technology causes problems as it solves others, there is no existing alternative to science as a means for rational interpretation of the natural world and making plausible predictions about its future behavior.

We are committed to the principle that our obligation to conduct our scholarly mission extends beyond the academic environment to educating society and the world at large.

I am sure that there are many of you who would like to augment or amend these principles. They are proposed as a stimulus for cogitation; I hope you will consider them in this spirit. I welcome your contributions.





**PURDUE**  
UNIVERSITY

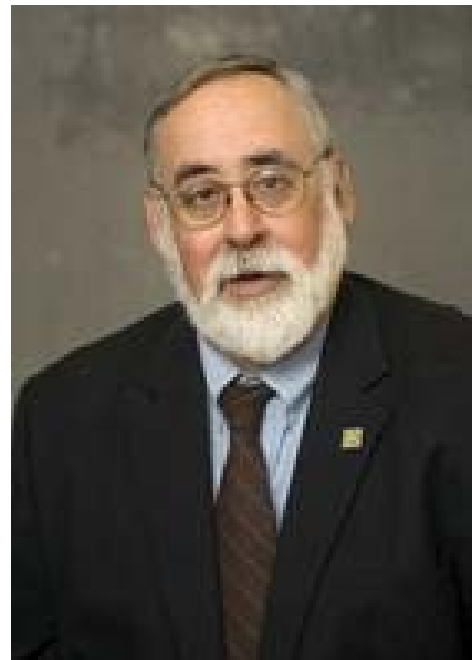


# VETTING COMMITTEE REPRESENTATIVE

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INDIANA *for* COMMISSION  
HIGHER EDUCATION

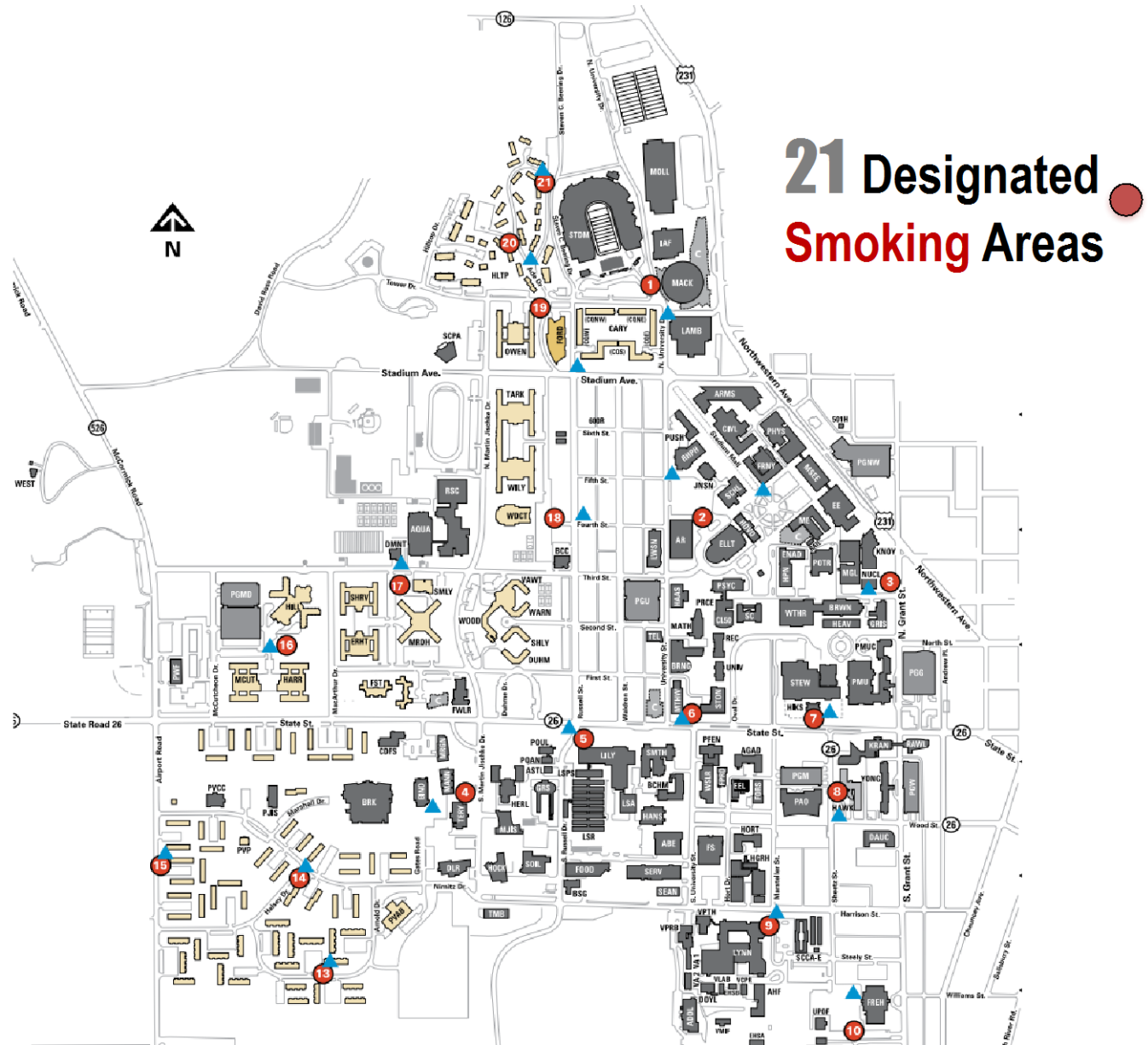


**George Bodner**

*Arthur Kelly Distinguished Professor,  
Chemical Education*



# PURDUE SMOKING POLICY





# FACULTY & STAFF FEEDBACK

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## **University Resources Policy Committee:**

- 7-6 vote in favor; 5-3 among senators only
- Concerns about effectiveness & international students

## **APSAC & CSAC**

- Declined to take formal vote
- Provided survey of benefits eligible employees
  - 62% Support
  - 29% Oppose



# SELECTED FACULTY & STAFF COMMENTS

## In Favor

- “I find it very offensive for smoking to occur by doorways to buildings or major walk ways ...”
- “Smoke in your car, smoke at home, but others don't want to inhale it! Also, I don't get paid to take a 'smoke break' or any other break – others shouldn't either. ”
- “This is a great proposal that will improve employee health and lower long-term health costs for the university.”





# SELECTED FACULTY & STAFF COMMENTS

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## Opposed

- “...if smokers go to a designated place outside and away from non-smokers AND they are willing to pay premiums in their insurance, Purdue should not make that nearly impossible for them. Let's keeps some personal freedom of choice intact.”
- “[On-campus living students] can't ‘go home and smoke.’ Could this discourage students from living in residence halls?”
- “Current designated areas seem to work well. [Under a]100% ban, people will just go back to [smoking] wherever instead of adhering to the designated areas.”



# PSG & PGSG

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## Leadership: **Opposed in Aug. 2016 Letter**

“...we believe that education, incentives, and cessation programs can work toward the same ends while respecting the individual choices of all members of the Purdue community...For students, Purdue is, often literally, their home....eliminating designated smoking zones and their ability to use tobacco may push these students off campus, working against the positive benefits the Gallup-Purdue Index has shown for living and studying on campus.”

**PSG: Passed resolution Feb. 15 in favor of gradual implementation**



# CHANGES

- Move two locations that receive the most complaints
- Explore a reduction in the number of designated areas
- Look for enhancements to cessation support





# EXISTING SERVICES & INCENTIVES

## Health Coaching:

- 1-on-1, classroom, online or by phone

## Medications

- 100%, no-copay coverage of gums, patches, inhalers & prescriptions

## Tobacco Premium

- \$500 annual insurance premium per covered user



*Center for Healthy Living*







**PURDUE**  
UNIVERSITY



20 February 2017

**TO:** University Senate  
**FROM:** Gerald Shively, Chairperson of the Steering Committee  
**SUBJECT:** Résumé of Items under Consideration by the Various Standing Committees

**STEERING COMMITTEE**

Gerald Shively [shivelyg@purdue.edu](mailto:shivelyg@purdue.edu)

**ADVISORY COMMITTEE**

David Sanders [senatechair17@purdue.edu](mailto:senatechair17@purdue.edu)

**NOMINATING COMMITTEE**

Natalie Carroll [ncarroll@purdue.edu](mailto:ncarroll@purdue.edu)

1. Completed Faculty Committee nominations
2. Presenting Senate Document 16-06 Nominees for Senate Vice-Chair
3. Presenting Senate Document 16-08 Changes to the Senate Bylaws for Term Limits and Eligibility
4. Will begin selecting nominees for Standing Committees on February 23

**EDUCATIONAL POLICY COMMITTEE**

Ralph Kaufmann [rkaufman@purdue.edu](mailto:rkaufman@purdue.edu)

**EQUITY AND DIVERSITY COMMITTEE**

Linda Prokopy [lprokopy@purdue.edu](mailto:lprokopy@purdue.edu)

1. Implementing Senate Document 15-19: Enhancing faculty recruitment and retention
2. Sexual assault on campus
3. Students' demands

**FACULTY AFFAIRS COMMITTEE**

Levon Esters, Chairperson [lesters@purdue.edu](mailto:lesters@purdue.edu)

1. Procedures for Reducing Teaching Duties in Cases of Child Birth, Adoption and Foster Placement

**STUDENT AFFAIRS COMMITTEE**

Russell Jones, Chairperson [russjones@purdue.edu](mailto:russjones@purdue.edu)

1. Presenting a resolution in support of the student-led Purdue Honor Pledge
2. Presenting a resolution on Absence Approval for Students on University Sanctioned Activities
3. Reviewing the Purdue Graduate Student Government Bill of Rights from Purdue Graduate Student Government
4. Reviewing a Graduate Student Success document from Purdue Graduate Student Government
5. Reviewing a resolution on displaying access to CAPS on syllabi from Purdue Student Government

**UNIVERSITY RESOURCES POLICY COMMITTEE**

Alan Friedman [afried@purdue.edu](mailto:afried@purdue.edu)

1. Passed a resolution on tobacco cessation programs, full Senate should be seeing this at a future meeting
2. Recommended to the libraries and University Library Committee that they develop a plan for the many-faceted (and very frustrating) problem of ever increasing periodical costs. One proposal is the hiring of an experienced consultant to assess the issues here and make recommendations.
3. Developing a list of concerns and best practices for budget transparency, especially in the various units.
4. Considering again the issues of bicycle, skateboarder, and pedestrian safety.

Chair of the Senate, David A. Sanders, [senatechair17@purdue.edu](mailto:senatechair17@purdue.edu)  
Vice Chair of the Senate, Alberto J. Rodriguez [senate-vice-chair@purdue.edu](mailto:senate-vice-chair@purdue.edu)  
Secretary of the Senate, Joseph W. Camp, Jr., [jcamp@purdue.edu](mailto:jcamp@purdue.edu)  
University Senate Minutes; <http://www.purdue.edu/senate>



Senate Resolution 16-05



# Summary from last meeting

- This resolution is a starting point to make changes to how student evaluations of teaching are being used for promotion decisions.
- This is because the two particular questions currently in use have been shown to contain bias, to be easily manipulated, and to poorly reflect teaching effectiveness.
- This resolution would clear a path to enable a discussion about this to take place, to enable academic units to find better ways to incorporate student feedback, and to start the process for Purdue to have a better student evaluation of teaching system for use in promotion/tenure decisions.



# Changes since the last meeting (based on feedback we received)

- Added “WHEREAS: Student input on teaching is highly valued and helps ensure excellence”
- Modified, “*there is compelling evidence* that student responses to these questions are not accurate measures of student achievement of learning outcomes”
- Added, “beginning with fall 2018” for when units are strongly encouraged to stop using the responses to the current two questions.
- Modified third paragraph of resolution to ensure the Provost gathers feedback on the current and proposed systems
- Added/modified the fourth paragraph to have the Provost report back to the Senate in January 2019.
- Added those “absent” for the vote on the resolution.

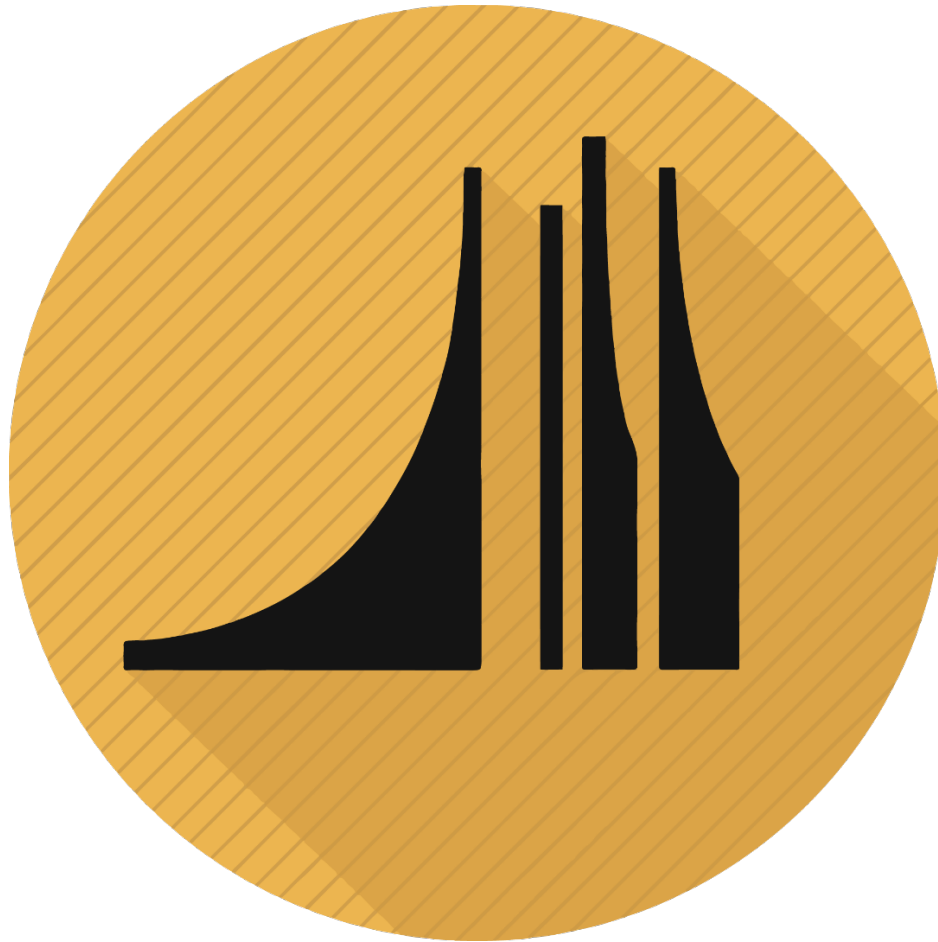


# EXECUTIVE REPORT

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**FALL 2016 CAMPUS-WIDE SURVEY**

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## PURDUE STUDENT GOVERNMENT

**GERI DINGER**  
STUDENT BODY PRESIDENT

**DONNIE SPENCER**  
CHIEF OF STAFF

**EASHVAR VENKATRAMAN**  
EXECUTIVE DIRECTOR OF STRATEGIC PLANNING & ASSESSMENT



## **INTRODUCTION**

My name is Eashvar Venkatraman and I am the Executive Director of Strategic Planning and Assessment. Along with my directors, Ethan Chau, Spencer Henderson, Sonal Chaudhry, Nicholas Hamp-Adams, and Paul Dawley, our job was to create a survey that gauged how the campus feels about various issues and initiatives that Student Body President Geri Denger, Student Body Vice President Jacob Goedde, and Purdue Student Government as a whole are working towards. Through the mediums of focus groups and surveys, our committee analyzes data to understand what the student body wants. Additionally, we continuously aim to carry out the goals outlined in the Purdue Student Government Strategic Plan. This guiding governing document is updated every 4 years and describes what administrations would like to achieve during their time in office. This specific executive report outlines only the information from the campus-wide fall survey relating to the “tobacco block” – described herein. All additional data and information collected from this survey will be analyzed separately at a later time.

For any questions, comments, or concerns regarding the report below, please feel free to reach out to the Purdue Student Government at any time – whether that be via email to [studentgovernment@purdue.edu](mailto:studentgovernment@purdue.edu) or meeting with us in the Krach Leadership Center, Room 270.

## **PURPOSE**

The Fall Survey is an annual survey that the entire undergraduate population at Purdue University receives. Written, analyzed, and reported by the Strategic Planning & Assessment committee, this addresses the opinions of our student body. In the recent months, smoking on Purdue University’s campus has become a topic of discussion. The University’s current policy regarding smoking allows it to occur in specified smoking zones. However, the idea of having a tobacco free campus has come up as a policy change. Thus, through the Fall Survey, the undergraduate population was asked their background in regards to tobacco use and their opinion on having a tobacco free campus. In the methodology section below, you will find how the aforementioned questions were asked and linked. Following that section, the analysis of the responses will be found.

## **METHODOLOGY**

The campus-wide fall survey written by the Purdue Student Government was sent out to the entire undergraduate student body on the Purdue University - West Lafayette campus on Tuesday, 01 November 2016 at 11:00AM and ran through Friday, 04 November 2016 at 11:59PM. This survey was administered through the Purdue Qualtrics Survey Software and sent out to the student population in two separate emails: the



first was sent out by Purdue University President Mitch Daniels on behalf of the Purdue Student Government on Tuesday, 01 November 2016 and the second was sent out by Student Body President Geri Denger, as a reminder to students, on Thursday, 03 November 2016. All responses submitted for this survey are completely anonymous.

Again, this campus-wide survey was sent out to the entire undergraduate student body on the Purdue University - West Lafayette campus. This survey was sent out to 30,043 individuals, and the Purdue Student Government received 5,320 total responses for the entire campus-wide fall survey - equaling a 17.71% total response rate. In comparison, the 2015 PSG Fall Survey recorded 5,385 total responses.

## **DEMOGRAPHICS**

### **Purpose:**

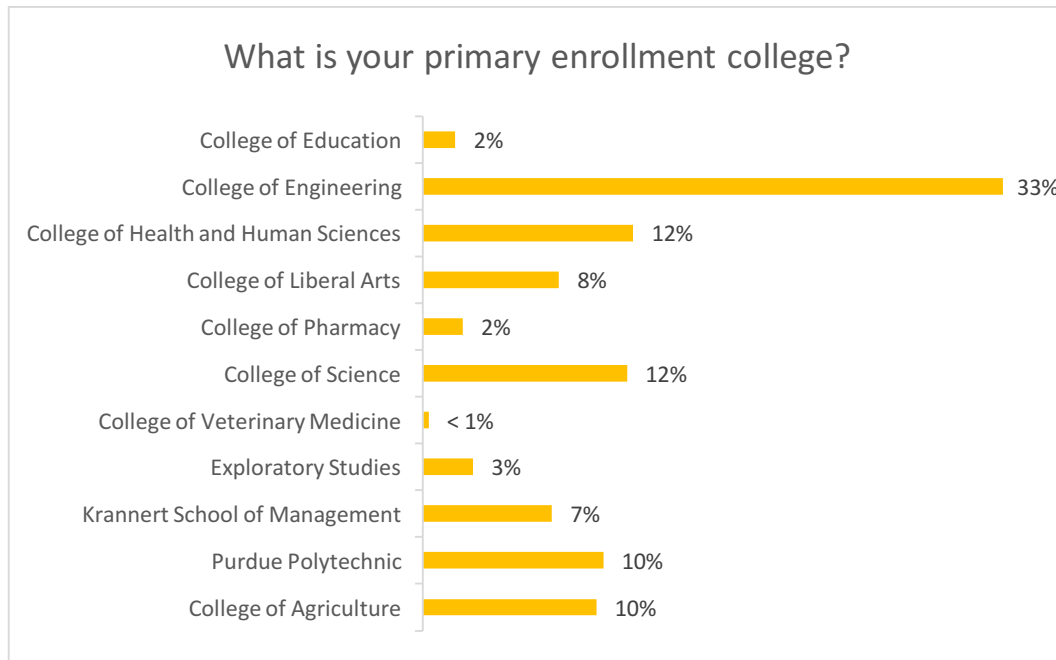
The purpose of this section is pretty standard for all surveys. Due to the anonymity of the Fall Survey, the demographics sections allows the Strategic Planning and Assessment (SPA) committee to analyze the data effectively.

### **Methodology:**

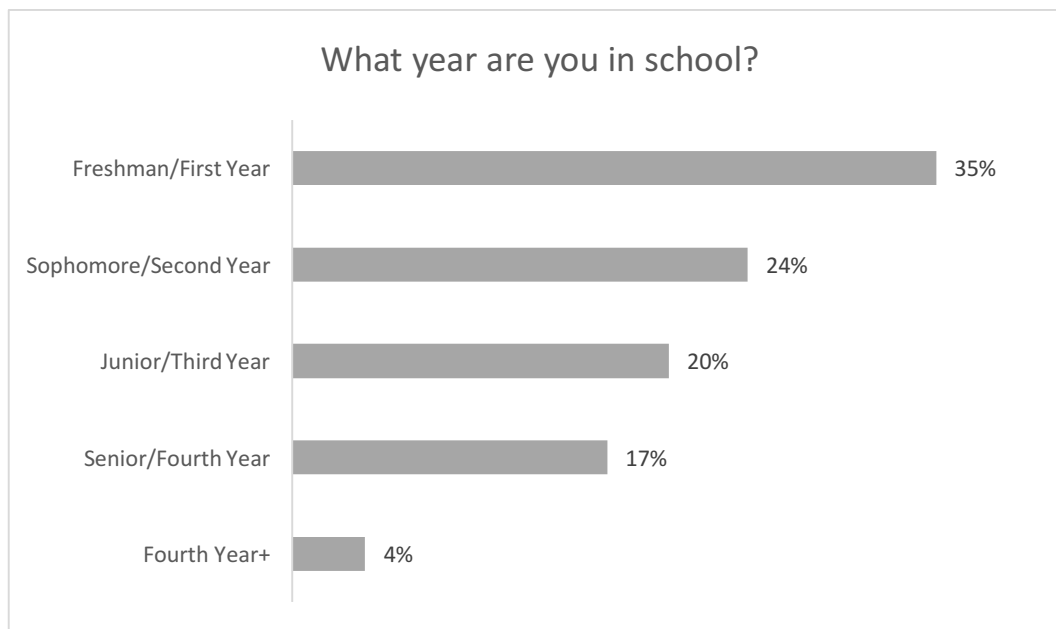
Each question in this block had a forced response applied to it. This means that the surveyors would not be able to move on to the next page of the survey unless they completely filled out each question. None of the questions were linked in any special way. All surveyors saw the exact same questions. Every question in this block had 5,048 responses.

### **Analysis:**



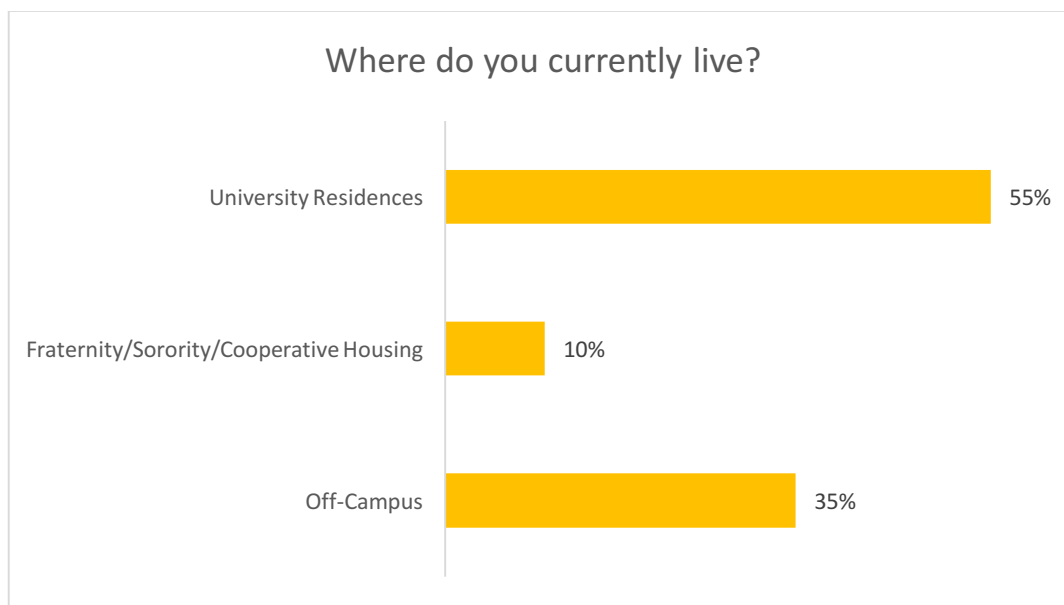


This was the first question asked in the survey. We saw the highest responses (33%) come from the College of Engineering. The second highest (12%) came from the College of Health and Human Sciences and the College of Science. The third highest response rate (10%) came from the Purdue Polytechnic college and the College of Agriculture. The rest of the colleges had less than 10% rate of response.



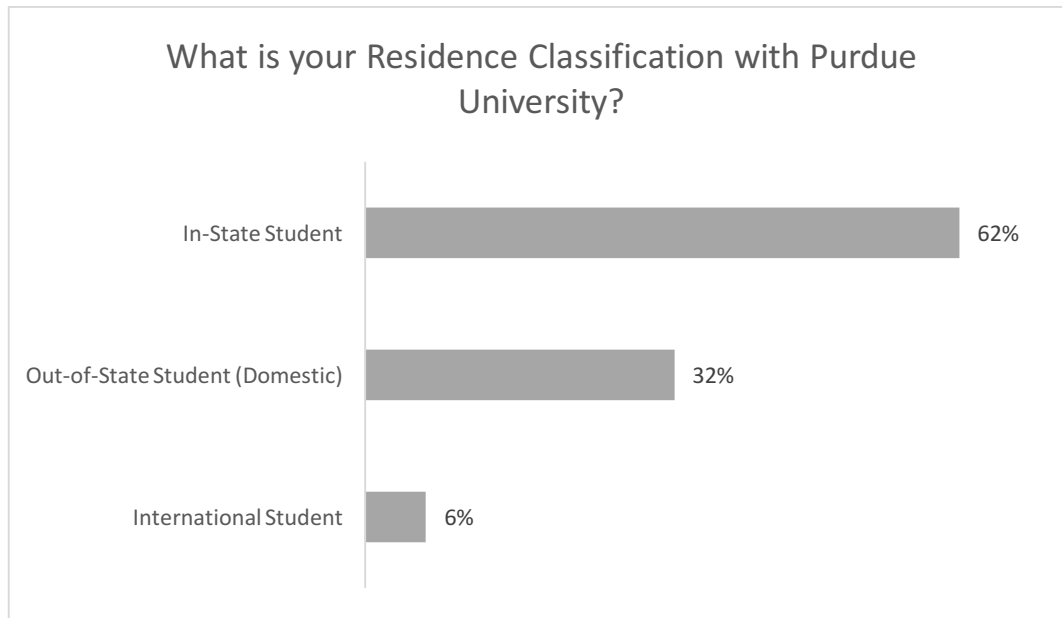


This was the second question asked and helped us see what year of students were taking the survey. It is interesting to see that a student who is at Purdue longer is less likely to take the Fall Survey. First year students made up 35% of the responses on the survey. Twenty-four percent of respondents were second year students. Juniors made up 20% of the responses and Fourth year students made up 17%. Fourth Year+ were for students who were doing an extra semester or year and only 4% of these students took the Fall Survey. It should be noted that this survey was only sent out to undergraduate students.

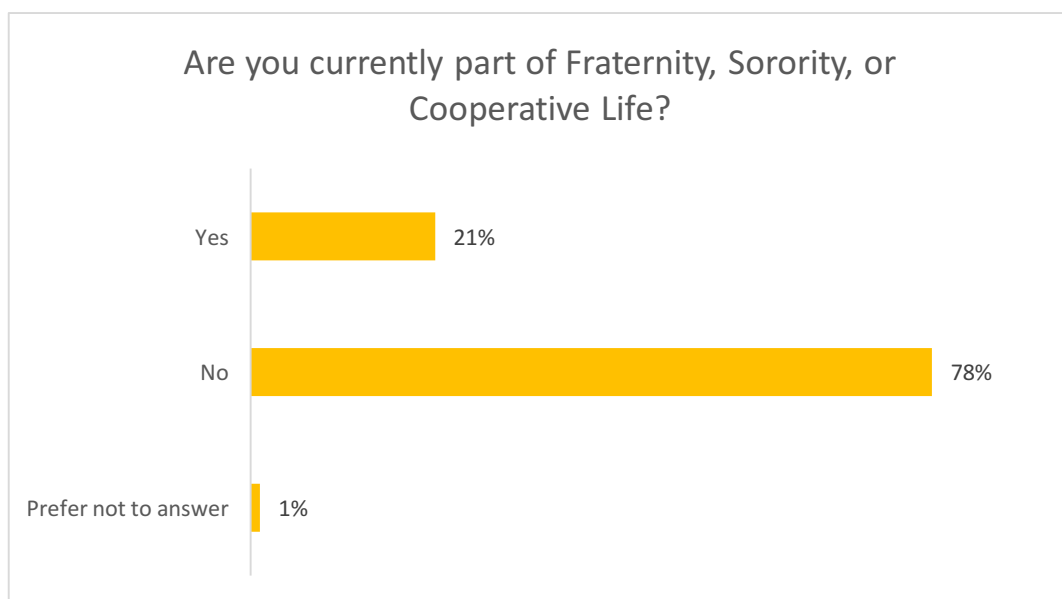


This question helped us determine what percentage of students lived in University Residences, Fraternity/Sorority/Cooperative Housing, or Off-Campus. Fifty-five percent of students who responded to the survey lived in University Housing. This can be attributed to the fact that most of the respondents were also First and Second year students— those who mainly live in University Residences. Ten percent of students said they lived in Fraternity/Sorority/Cooperative Housing and 35% said they lived Off-Campus.





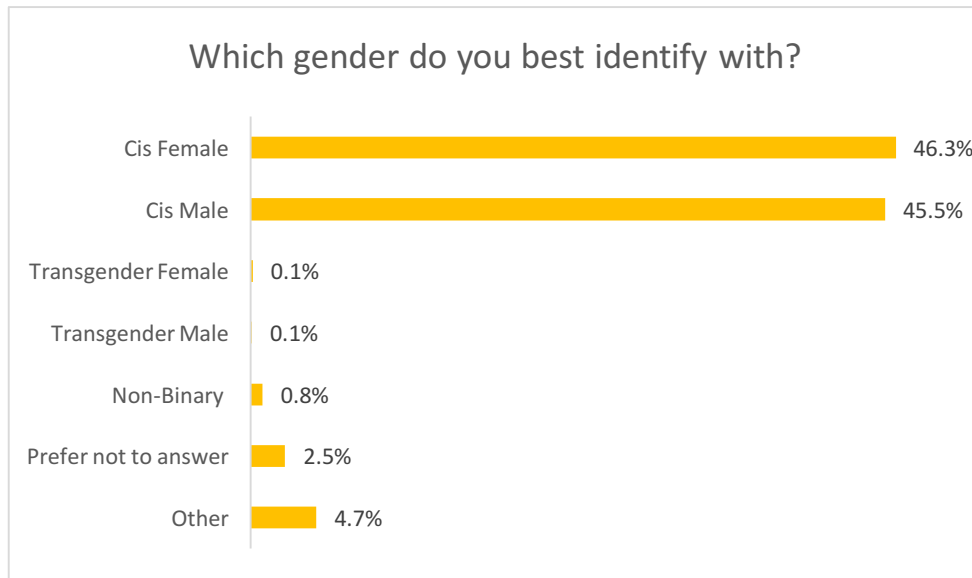
This fourth question helped us analyze how many students were In-State, Out-of-State, and International. Most of the respondents were In-State students (62%). Thirty-two percent of students who responded were Out-of-State and only 6% of respondents were International.



This question was asking whether students were part of Fraternity/Sorority/Cooperative Housing at Purdue University. We saw the majority answer No to the question (78%)



and saw that 21% answered Yes. This left 1% of students preferring not to answer the question.



The final question in this block asked how the respondents best identified with the following genders. Approximately 46% of students identified as Cis Female and 45.5% of students identified as Cis Male. The rest of the responses were all under 5%.



## **CHANGE OF DEGREE OBJECTIVE (CODO)**

### **Purpose:**

The “CODO block” of questions was asked to gather information surrounding the Change of Degree Objective – referred to herein as CODO – process, including the frequency at which respective schools were switched into or out of, satisfaction with the CODO process, and the amount of time the CODO process took for students.

### **Methodology:**

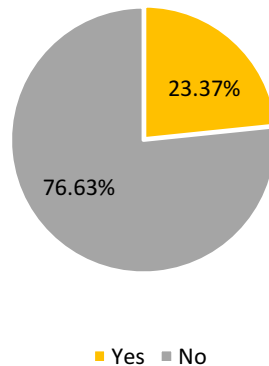
All students who responded “Yes” to if they had ever gone through the CODO process would see 5 additional questions: “From which school did you switch?”, “To which school did you switch?”, “How satisfied were you with your CODO experience?”, “How long did it take to complete your CODO experience?”, and “Do you have any other comments you would like to add regarding your experience while changing your degree objective?”. The question asking for additional comments about the CODO process was formatted as a text entry box. All students who responded “No” to if they had ever gone through the CODO process would not be asked any more questions in the CODO block.

For this specific section of the report, members of the Strategic Planning & Assessment committees within Purdue Student Government analyzed the questions and data relating to the CODO process– referred to herein as the “CODO block.” This specific voting block totaled 5007 responses.

### **Analysis:**

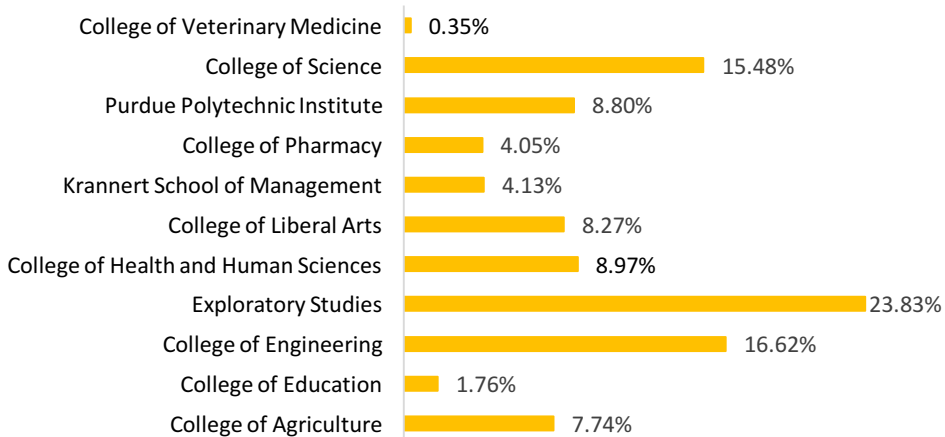


### Have you ever gone through the Change of Degree Objective (CODO) process?



Among the total 5007 respondents for this question, 1170 individuals answered “Yes”, which is around 23% of the overall total, whereas 3837 answered “No”. Individuals who answered “Yes” to this question were sent to question 2 and individuals who answered “No” to this question were finished with this section.

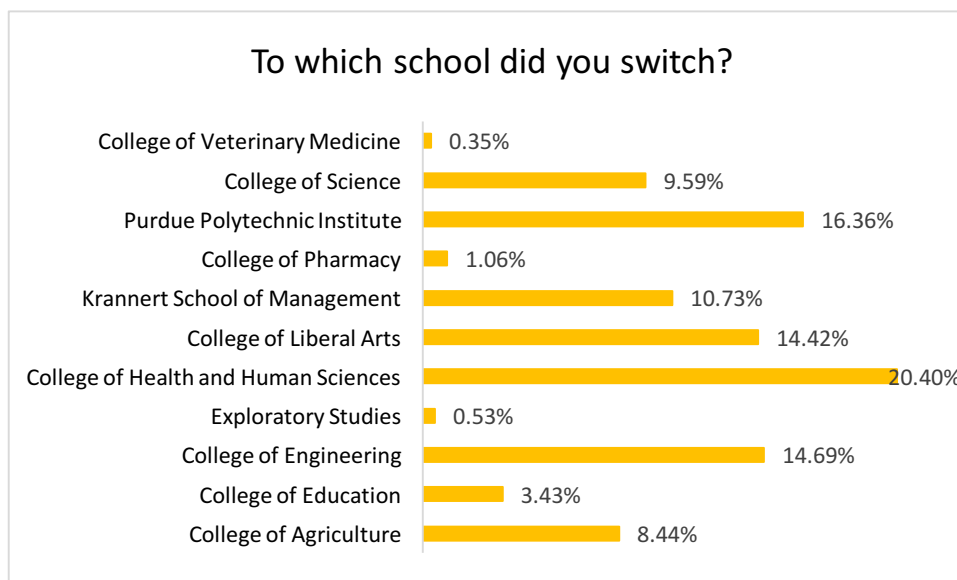
### From which school did you switch?



Among the total 1137 respondents for this question, almost 24% of students that had gone through the CODO process switched out of Exploratory Studies. About 17% switched out of the College of Engineering, 15% from the College of Science, 9% from the College of Health and Human Sciences, 9% from the Purdue Polytechnic Institute, 8% from the College of Liberal Arts, 8% from the College of Agriculture, 4% from

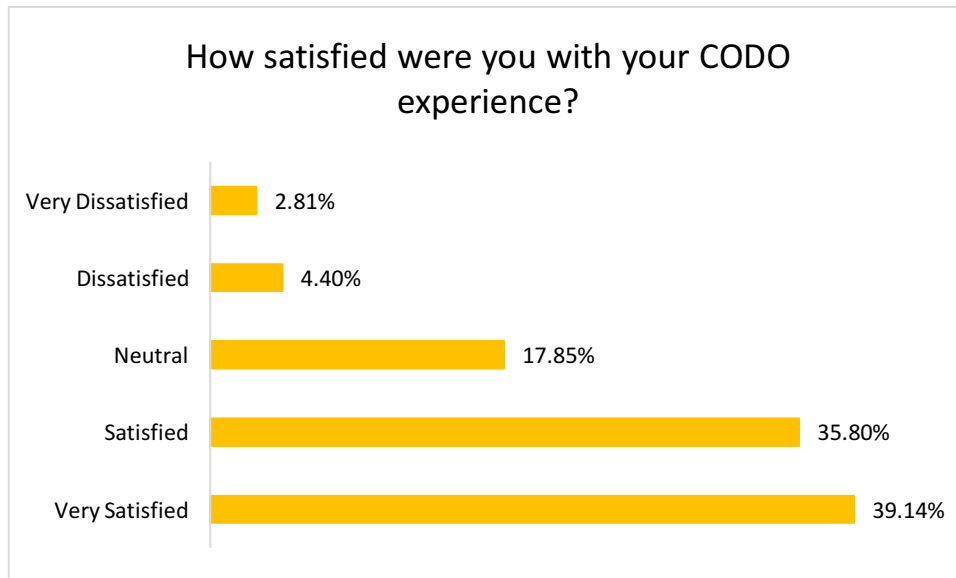


Krannert School of Management, 4% from the College of Pharmacy, 2% from the College of Education, and less than 1% from the College of Veterinary Medicine. Students in Exploratory Studies are required to switch out, hence the high rate of students switching out of the school. Also, the size of a college correlates to the percentage of students switching out of it, as a larger portion of the respondents switched out of schools with higher total enrollments.

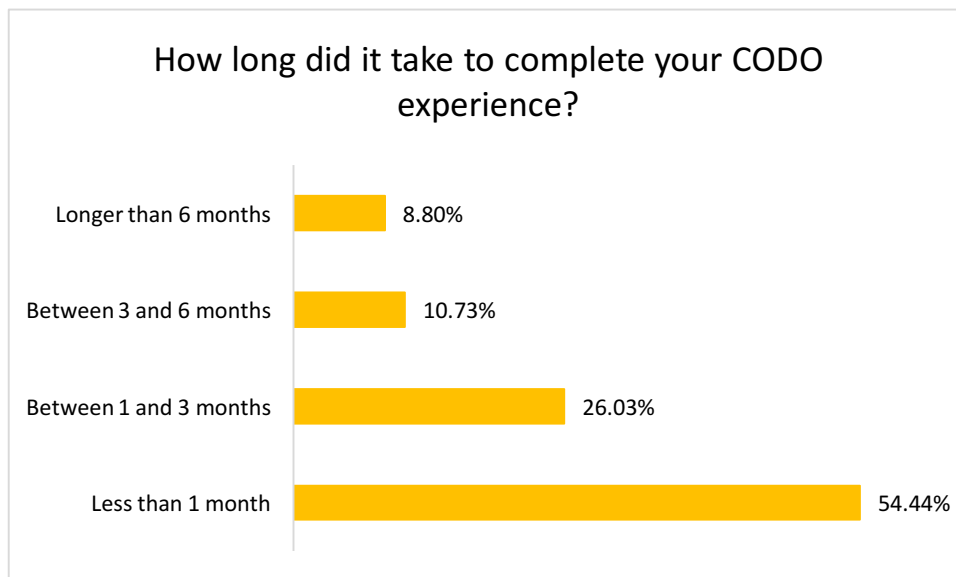


Among the total 1137 respondents for this question, around 20% of students that had gone through the CODO process switched into the College of Health and Human Sciences. About 16% switched into the Purdue Polytechnic Institute, 15% to the College of Engineering, 14% to the College of Liberal Arts, 11% to Krannert School of Management, 10% to the College of Science, 8% to the College of Agriculture, 3% to the College of Education, 1% to the College of Pharmacy, and less than 1% to Exploratory Studies and the College of Veterinary Medicine. The size of a college correlates to the percentage of students switching into it, as a larger portion of the respondents switched out of schools with higher total enrollments.





Among 1137 respondents, approximately 39% reported that they were very satisfied with their CODO experience. Almost 36% reported being satisfied with their CODO experience, while about 18% were neutral. Around 4% of respondents were dissatisfied with their CODO experience, and about roughly 3% said they were very dissatisfied. The distribution of satisfaction was largely positive, with only around 7% of respondents expressing some form of dissatisfaction with their CODO experience.



Among 1137 respondents, around 54% said it took them less than 1 month to complete their CODO process. About 26% said it took them between 1 and 3 months, roughly 11% responded that it took between 3 and 6 months, and approximately 8% said it



took longer than 6 months to complete their CODO experience. This is useful to see how quickly the CODO process is normally completed for students.



## **CAMPUS RESOURCES**

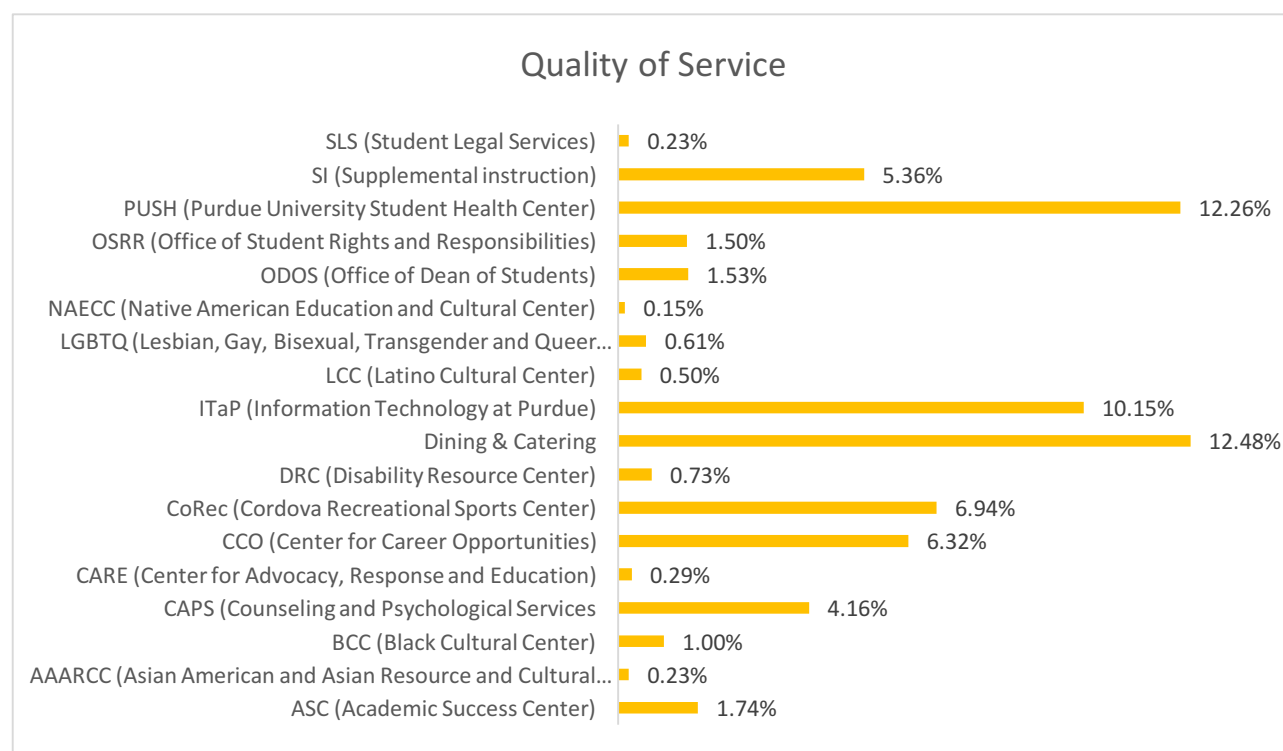
### **Purpose:**

The purpose of this question in the survey was to gather data about how familiar students are with the resources provided by the university. It also helped the students rank the campus resources that they may have used based on the following factors: quality of service, ability to schedule appointments without delays, helpfulness of the staff and respectfulness.

### **Methodology:**

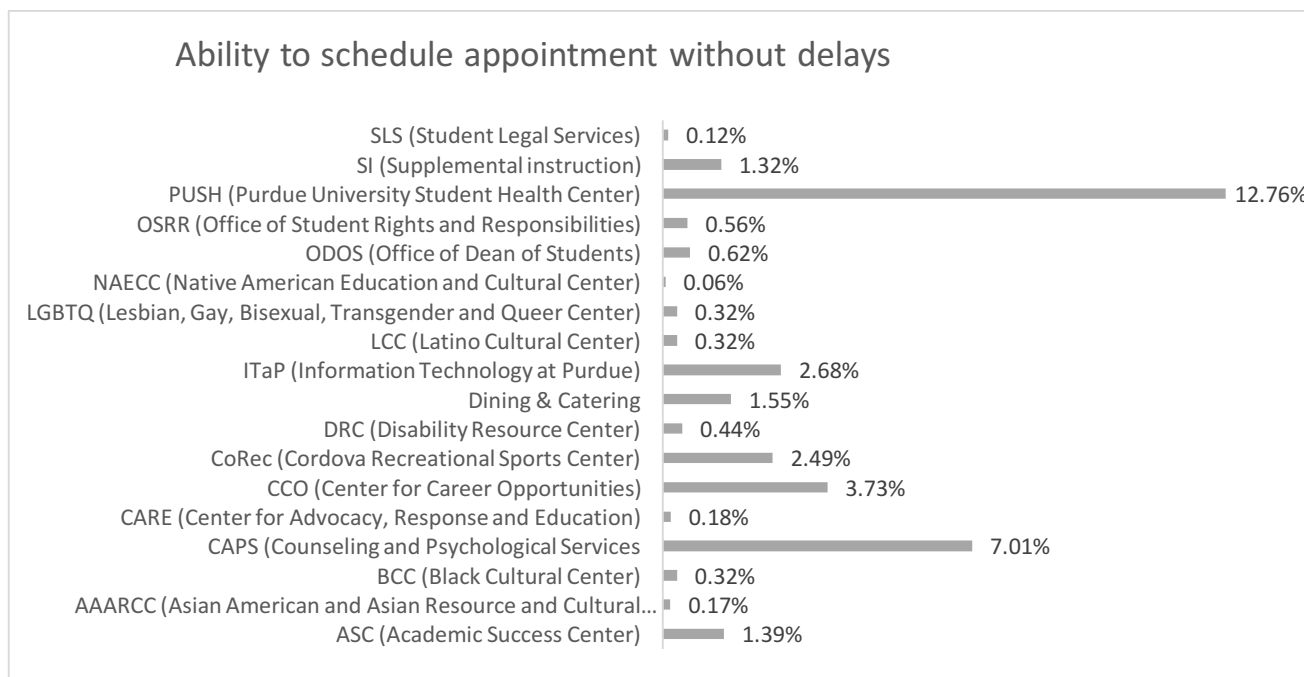
There were about 4,200 respondents to this question. Eighteen important resources provided by Purdue were listed and the participants had to select those aspects of the resources and/or services which they were dissatisfied with. Two additional choices were provided in case the participants were satisfied with the resource or they did not use the campus resource at all.

### **Analysis:**





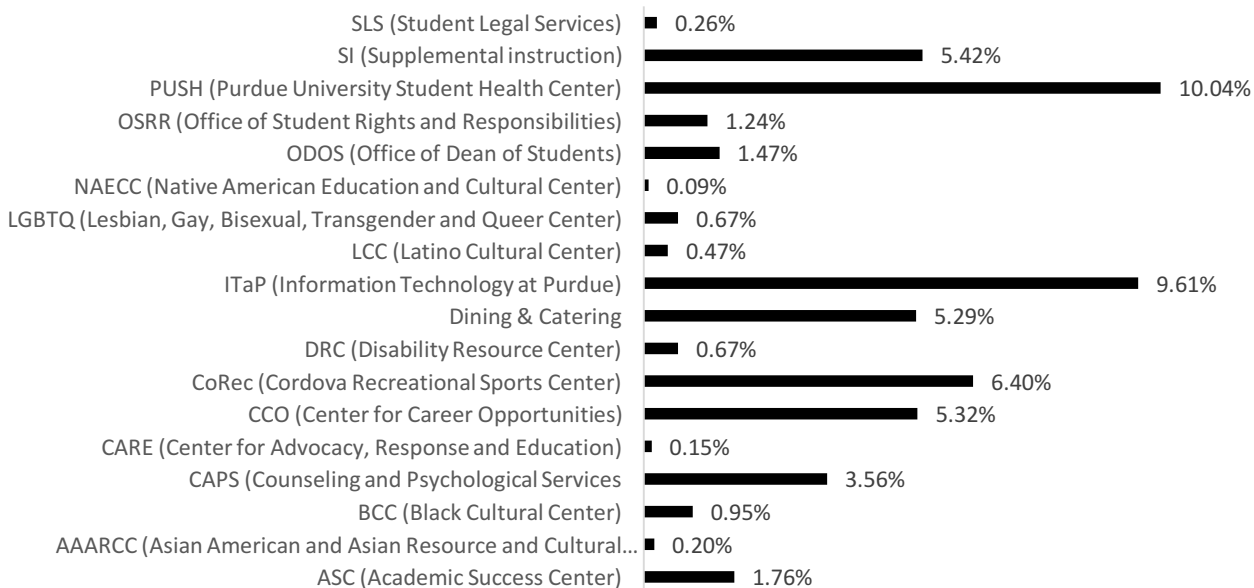
About 2,359 respondents were dissatisfied with the quality of services provided by the campus. Around 12% (442) of the participants were dissatisfied with the quality of services provided by PUSH and about 451 respondents (12.5%) were unhappy with Dining and Catering at Purdue. About 10% (356) of the respondents were dissatisfied with iTaP. Around 7% (250) of the participants were unhappy with resources such as CCO and CoRec followed by 5% (187) being dissatisfied with SI.



About 1,285 respondents were dissatisfied with the fact that they were unable to schedule appointments without long delays. Around 13% (460) of the participants were dissatisfied with this aspect of services provided by PUSH and about 7% respondents (246) were unhappy with CAPS. About 4% (131) of the respondents were dissatisfied with CCO followed by 2% (91) being dissatisfied with CoRec.

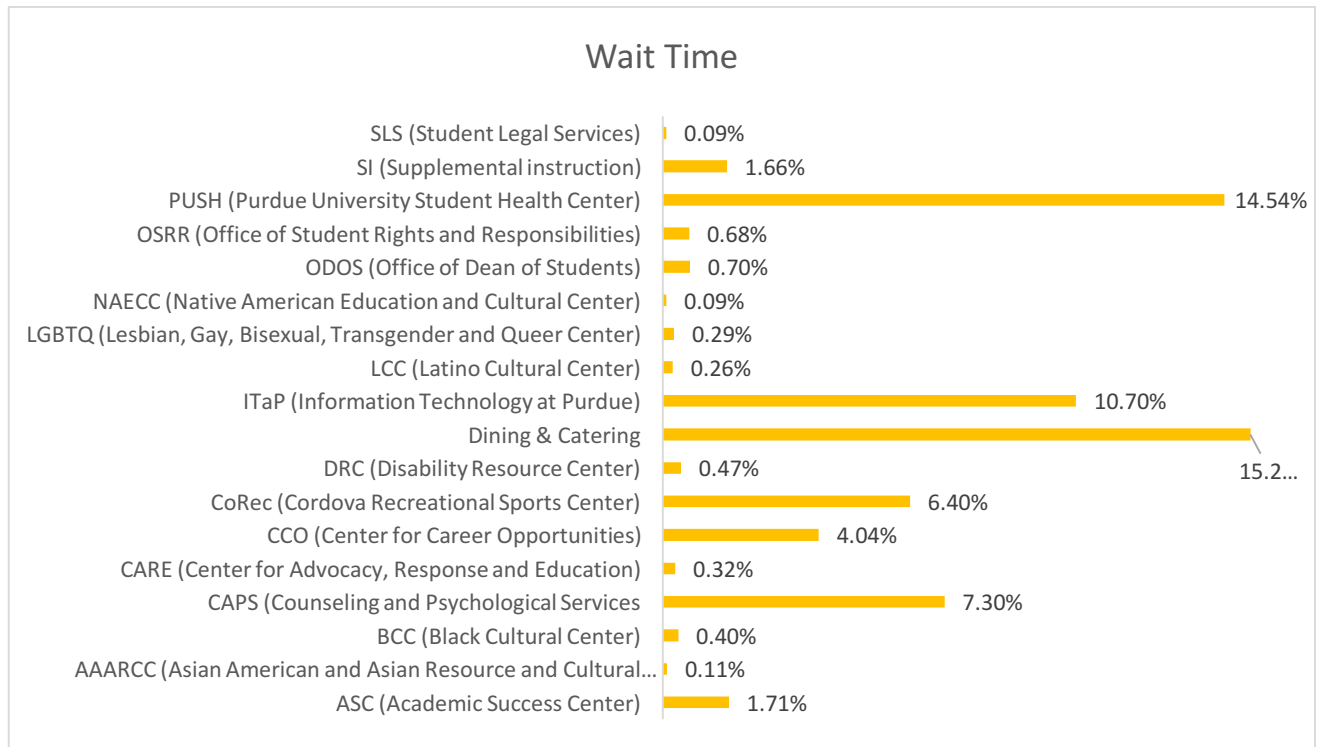


## Helpfulness of staff



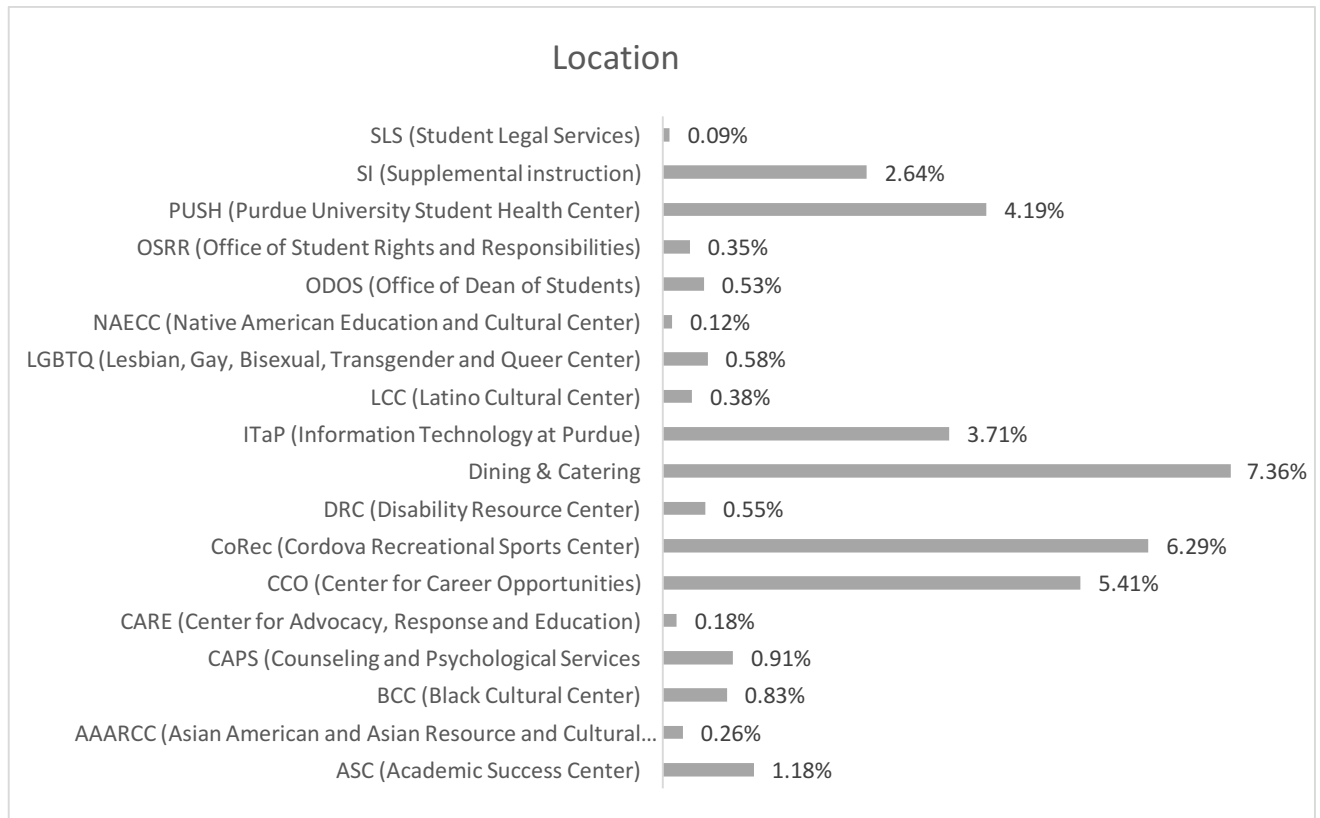
About 1,906 respondents were dissatisfied with the helpfulness of the staff. Around 10% (362) of the participants were dissatisfied with the quality of services provided by PUSH and about 9% (336) of the respondents were unhappy with iTap. About 6% (234) of the respondents were dissatisfied with CoRec. Around 5% of the participants were unhappy with resources such as CCO and SI followed by 4% being dissatisfied with CAPS.





About 2,324 respondents were dissatisfied with the amount of time that they had to wait to use a resource or service provided by the University. Around 15% (550) of the participants were dissatisfied with this aspect of the services provided by Dining and Catering. Around 14% (524) of the participants were unhappy with PUSH and about 11% (375) of the respondents were unhappy with iTaP. About 7% (246) of the respondents were dissatisfied with CAPS followed by 6% (234) being dissatisfied with CoRec

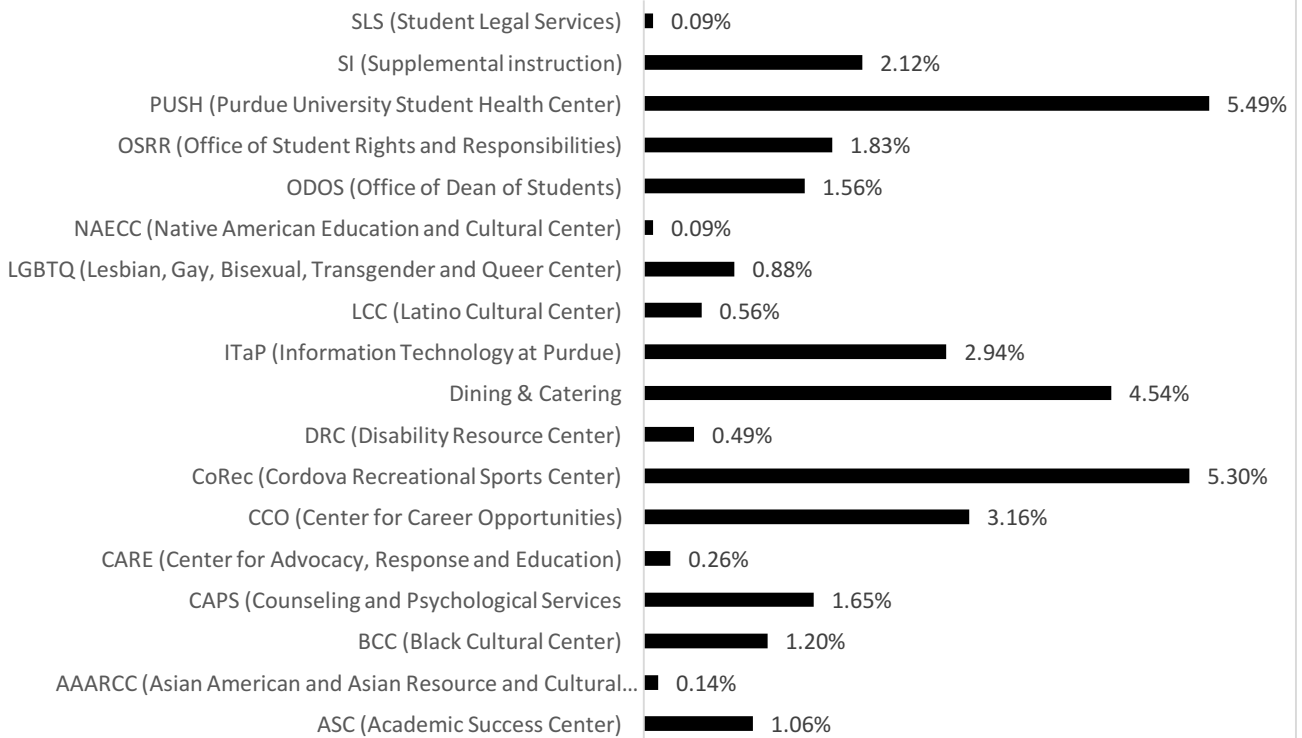




About 1,271 respondents were dissatisfied with the location from which the services and/or resources could be accessed. Around 7% (226) of the participants were dissatisfied with this aspect of the services provided by Dining and Catering. Around 6% (239) of the participants were unhappy with CoRec and about 5% (190) of the respondents were unhappy with CCO CAPS followed by 4% (151) being dissatisfied with PUSH and iTap.



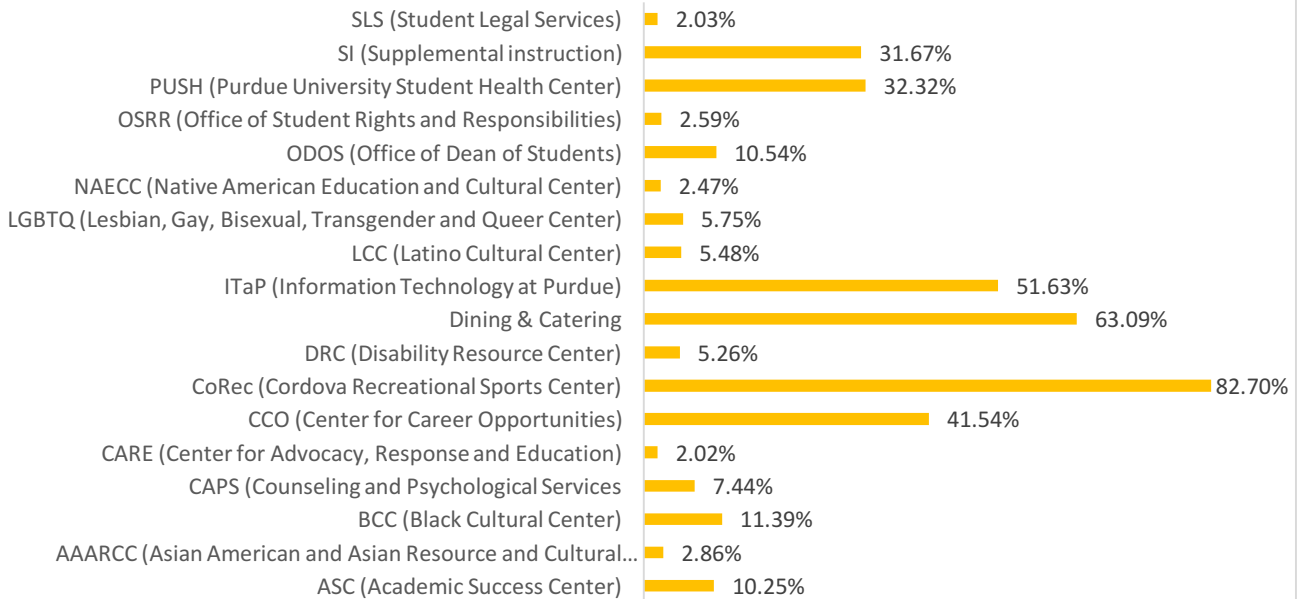
## Respectfulness



About 1,187 respondents were dissatisfied with the way they were treated by the staff members. Around 5% (193) of the participants were dissatisfied with this aspect of PUSH and CoRec. Around 4% (164) of the participants were unhappy with Dining and Catering followed by 3% (111) being dissatisfied with CCO. And iTap.



### Satisfied with the experience



It can be observed that about 83% of the respondents were satisfied with their experience in CoRec. Around 63% of the participants were happy with the services provided by Dining and Catering followed by 51% being satisfied with iTap. About 32% of the participants were happy with the services offered by PUSH and SI followed by 10% of the respondents being satisfied with ODOS, BCC and ASC.



## **MENTAL HEALTH**

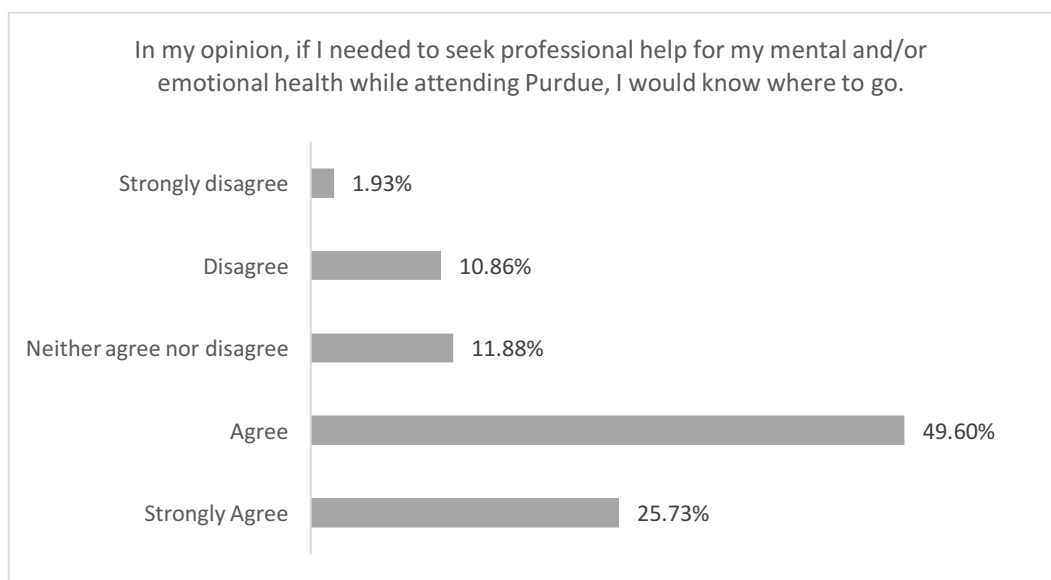
### **Purpose:**

This section in the survey gathers data about how familiar students are about the resources available on campus for their mental and/or emotional needs

### **Methodology:**

There were 4613 responses to the questions in this section. The questions were directed mainly towards their willingness to seek out help for their mental and/or emotional health needs.

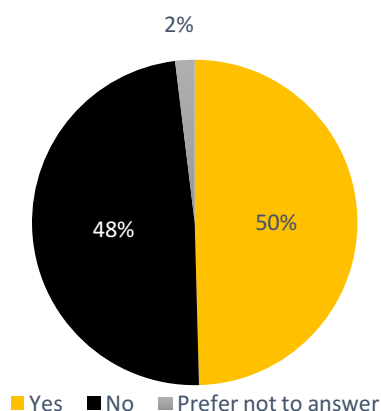
### **Analysis:**



There were 4,613 responses to this question. About 50% (2288) respondents agreed that they knew where to go to seek professional help for mental and/or emotional health while attending Purdue. Around 26% (1187) respondents strongly agreed with the statement, 12% (548) of the participants neither agreed nor disagreed, 11% (501) disagreed and 2% (89) of the respondents strongly disagreed with the statement.

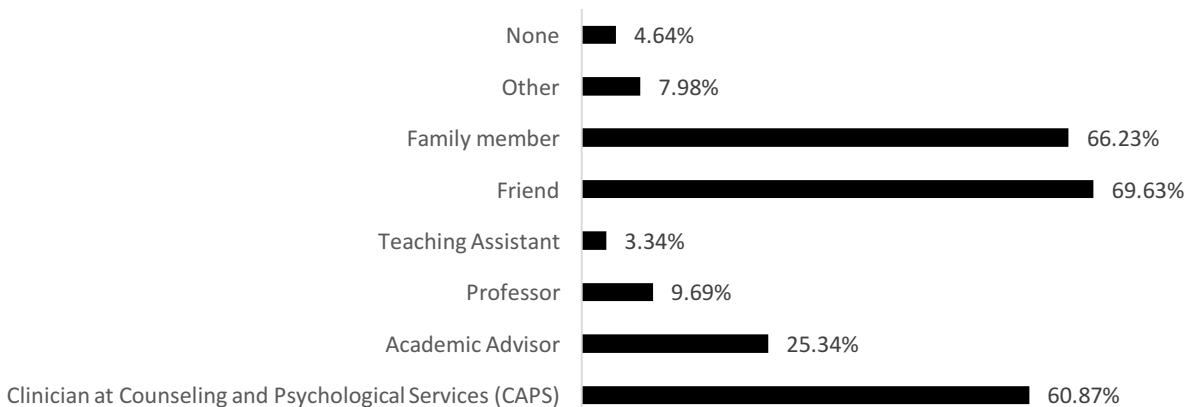


While on campus, have you ever known of anyone needing professional support with their mental and/or emotional health?



About 50% (2287) participants knew someone on campus who needed professional support for their mental and/or emotional health and responded yes to this question. About 48% (2237) participants responded no to this question. Around 2% (89) respondents preferred not to answer the question.

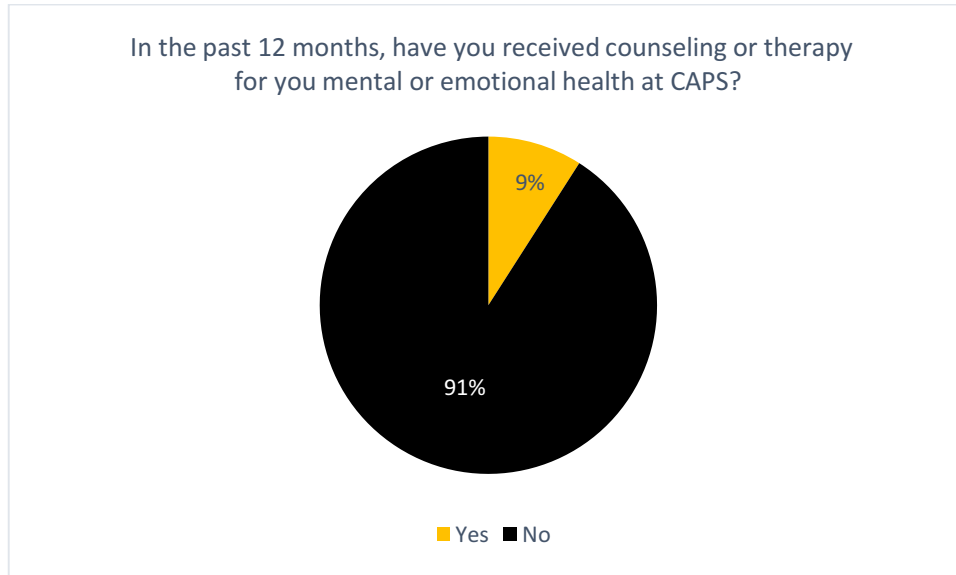
If you had a mental and/or emotional health need that you believed was affecting your academic performance, who would you talk to?



About 70% (3212) participants would talk to a friend if they had a mental and/or emotional health need that was affecting their academic performance. Around 66% (3055) respondents would talk to a family member, 61% (2808) participants would seek help from a clinician at CAPS, 25% (1169) respondents would talk to their



academic advisor, 10% (447) respondents would talk to their professor about their mental health need and around 8% (386) participants would seek help from other sources.



About 91% (4195) respondents have not received counseling or therapy for their mental and/or emotional health at CAPS in the past 12 months and 9% (418) participants have received counseling at CAPS.



## **TRANSFER CREDIT**

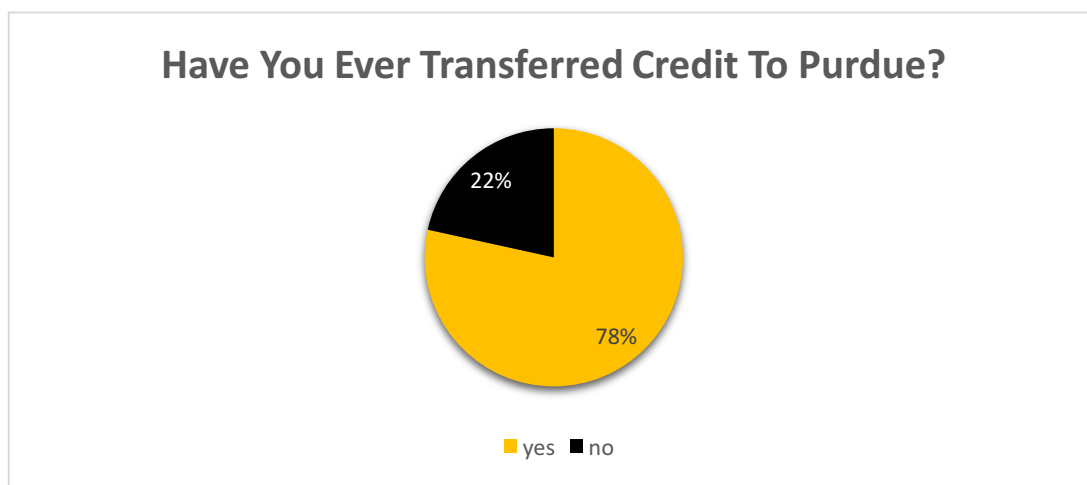
### **Purpose:**

The goal of this question block was to survey the undergraduate student population about their previous experience with the course transfer process and status as a transfer student. The first question asked was simply to identify what percentage of students were transfer students. The follow up question for this asked from what institution the respondent transferred from if applicable. The second question asked students if they had ever transferred credit from outside institutions. Respondents who answered “yes” were then asked to check off all options that applied to them. The next question asked students how they found the transfer process to be whether easy or difficult to transfer question. The final question in this block asked if respondents were aware that Purdue had a transfer course eligibility guide.

### **Methodology:**

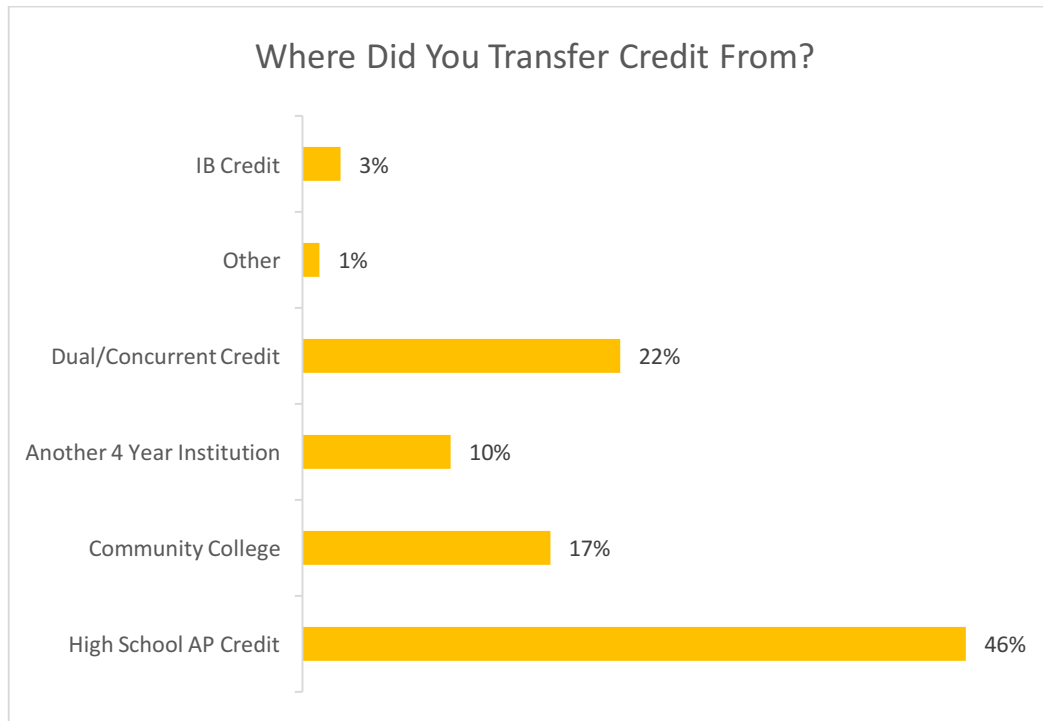
The first two questions were linked. Only respondents who said that they were transfer students got the option of responding to which institution they transferred from. The next three questions were also linked. Only respondents who said that they had previously transferred credit were asked to check off all sources of their transfer credit and were asked what they thought of the transfer process. The final question related to students’ awareness of Purdue’s transfer course eligibility guide was asked of all students taking the survey.

### **Analysis:**

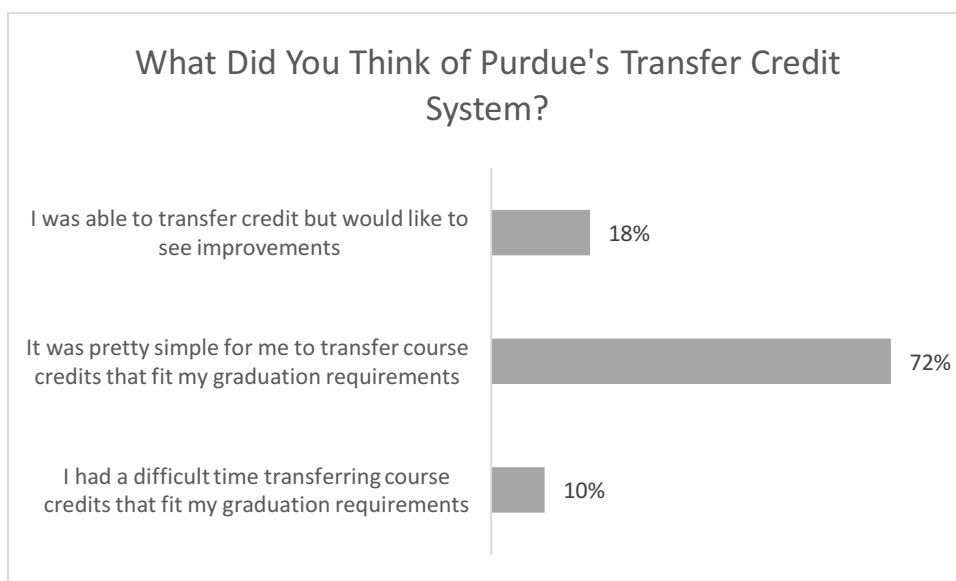


Among 4613 respondents, an overwhelming 78% have transferred credit from an outside institution.



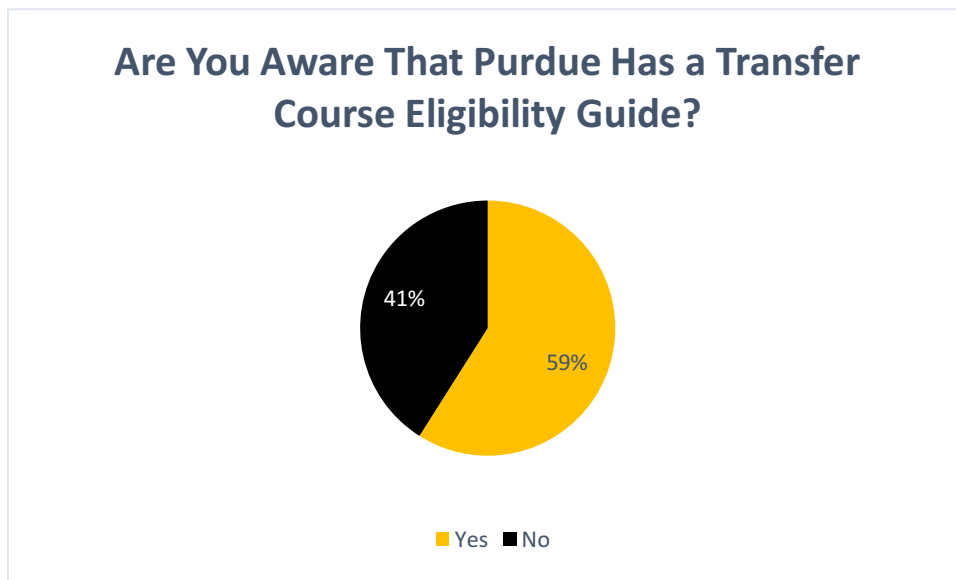


Among 3618 responses, 46% were course credit transferred from High School AP credit. Another 22% of transfer credit came from Dual/Concurrent and 17% from Community Colleges. IB Credit and other sources of transfer made up only 4% of responses.





Among 3603 respondents, 72% felt that Purdue's transfer credit system was simple to use. Only 10% of respondents found it hard to transfer credit into Purdue while 18% were able to transfer credit but would like to see improvements made.



Among 4596 respondents, 59% were aware of Purdue's transfer course eligibility guide. On the other hand, 41% of respondents were not aware of Purdue's transfer course eligibility guide.



## **INCLUSIVE LIVING**

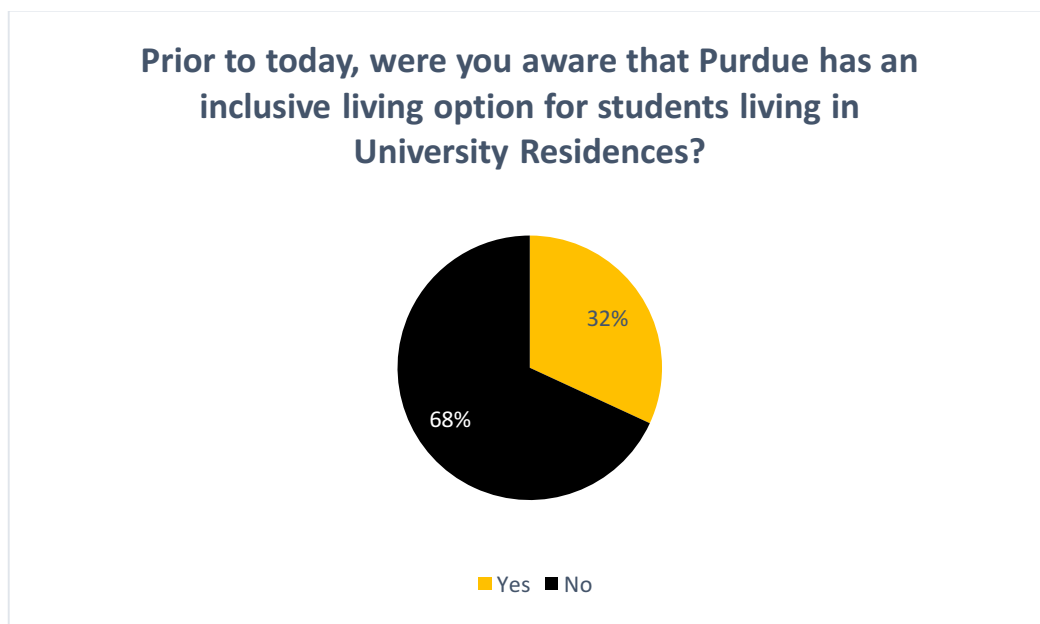
### **Purpose:**

The goal of this question block was to see what percentage of students were aware of Purdue's University Residences inclusive living option. The question block was simply and short, with the first question asking whether students knew about the inclusive living option and the second question asking if students were interested in this living option.

### **Methodology:**

Both questions were asked of the students and for the second question regarding whether students were interested in potentially living in the inclusive living community, there was the option of selecting "no opinion."

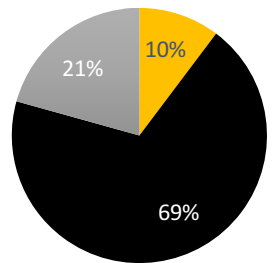
### **Analysis:**



Among 4497 respondents, 68% were not aware of Purdue's inclusive living option for University Residences while 32% were aware of the option.



### Would you be interested in living in Purdue's inclusive living community?



■ Yes ■ No ■ No Opinion

Among 4497 respondents, 69% stated that they were not interested in being a part of Purdue's inclusive living community while 21% had no opinion. Only 10% of respondents expressed interest in living in Purdue's inclusive living community.



# **ABSENCE POLICY**

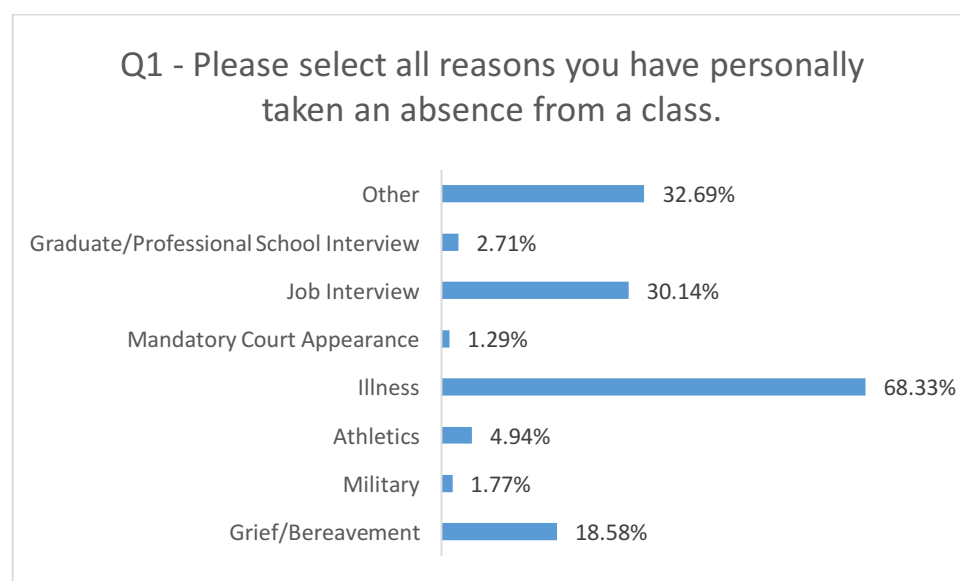
## **Purpose:**

We sought to discover the frequency of what causes students to miss class. Currently, the only official university excused absences are for grief/bereavement, military obligations, or athletic obligations. We were interested to see how frequently these and other excuses are used by students so as to help the university decide if other excuses should be included in the official list of excused absences.

## **Methodology:**

As part of the 2016 Fall Survey students were asked to “Please select all reasons you have personally taken an absence from a class.” Reasons available included “Grief,” “Military,” “Athletics,” “Illness,” “Mandatory Court Appearance,” “Job Interview,” “Graduate/Professional School Interview,” and “Other” (with the option of filling in a blank). A total of 4576 students responded to this block.

## **Analysis:**



By far the most common response was “Illness” with 3127 (68.33%) respondents. “Illness” was followed by “Other” at 1496 (32.69%) respondents and “Job Interview” at 1379 (30.14%). Common responses filled in the blank for Other included “sleep/slept in,” “family event/issue,” and “I have never missed class”. The least common responses were “Mandatory Court Appearance” at 59 (1.29%), “Military” at 81 (1.77%), and



“Graduate/Professional School Interview” at 124 (2.71%). This data suggests that job interviews and illness are the most common excuses students use that are officially excused by the university. It would therefore be useful to have an official university policy on absence for serious illnesses and for interviews.



## **COURSE EVALUATIONS**

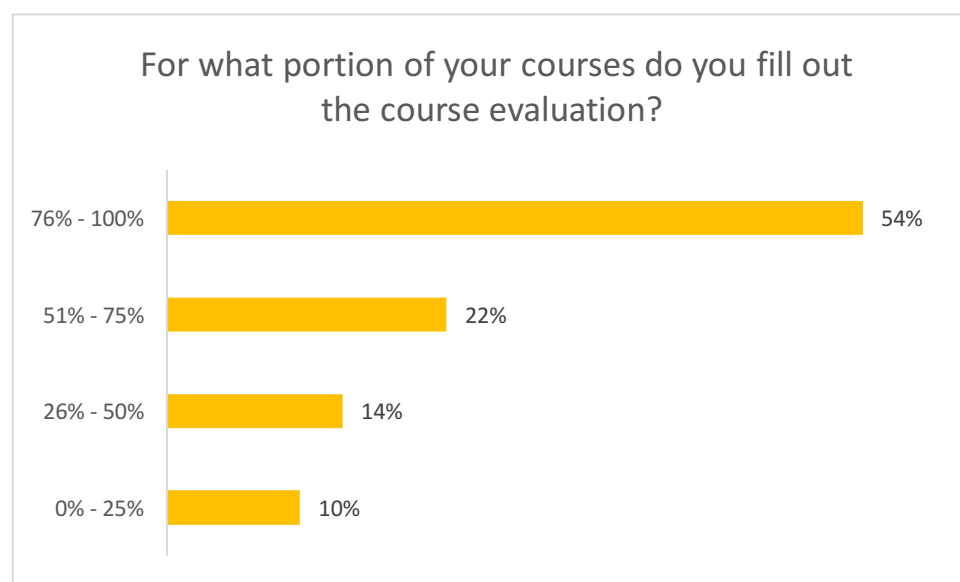
### **Purpose:**

We sought to discover what the student body's opinion on course evaluations is. Specifically, we wanted to know how often students use course evaluations-- whether they find them useful, how course evaluations could be modified, and how course evaluations can be used to make the university better. This data will help the university decide when to send course evaluations to students (mid-semester versus end-semester) and how to use course evaluation data to make the university experience better for students.

### **Methodology:**

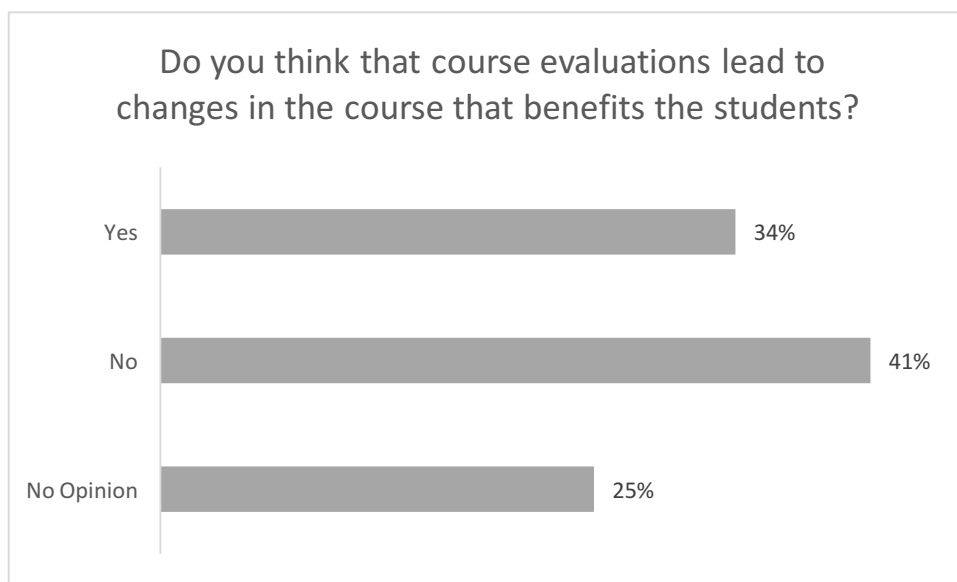
As part of the 2016 Fall Survey students were asked a series of questions in a block of questions about course evaluations. Questions were asked in the same sequential order to all respondents with no variation. Students were asked how many of their course evaluations they fill out each semester, whether they think course evaluations help students, when they would rather take course evaluations, whether they think professor promotion should depend on course evaluations, and whether they would use an online database of course evaluation data. 4,522 students completed this question block.

### **Analysis:**



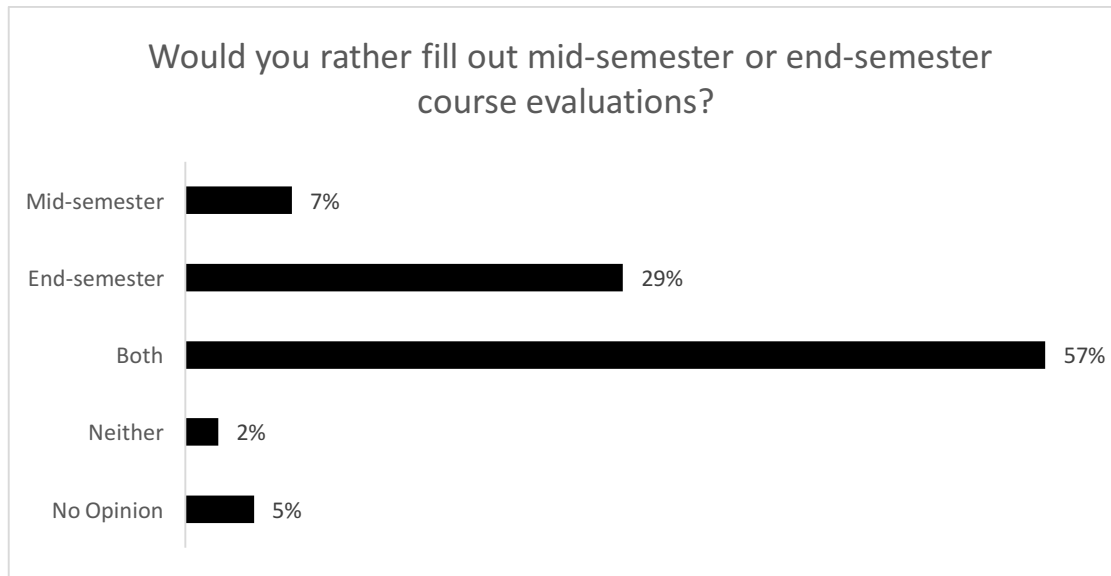


The majority of students, 54%, report that they fill out all or almost all of their course evaluations – between 75% and 100% of their evaluations. Twenty-two percent of students reported filling out between 51% and 75% of their evaluations. Fourteen percent report filling out between 26% and 50% of their evaluations. Only 10% of respondents fill out none or very few of their evaluations – between 0% and 25% of evaluations. Since the Fall Survey was, like course evaluations, voluntary, it is possible that students who do not fill out course evaluations were less likely to take the Fall Survey. This might have artificially inflated the number of respondents who said they fill out all of their course evaluations. Nevertheless, the data we gathered implies that most students fill out the majority of their evaluations.

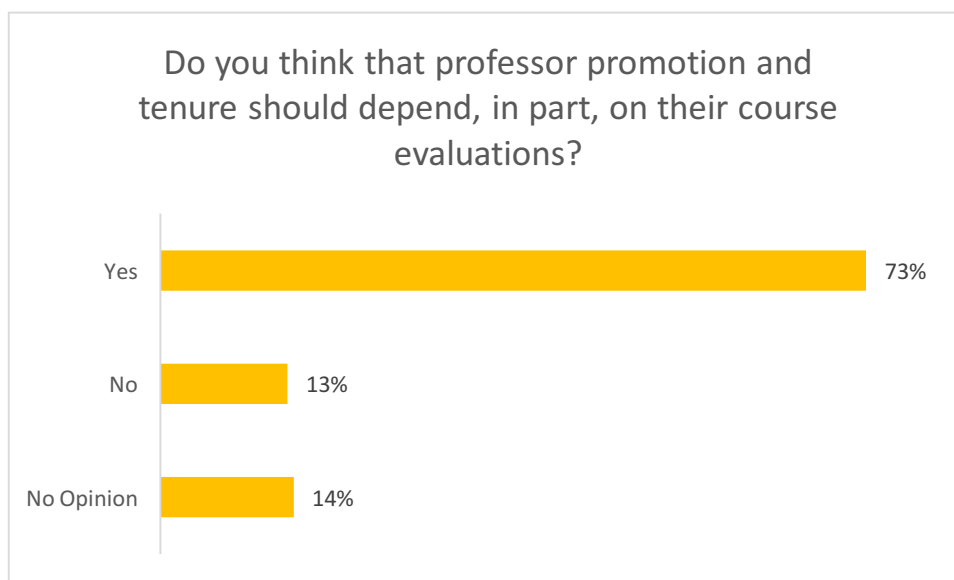


A plurality of students (41%) believe that course evaluations have no positive benefit to students. Thirty-four percent believe that course evaluations do help bring about positive changes, and 25% have no opinion. Given the responses to Q1, this implies that even among students who consistently fill out all of their course evaluations, a substantial number are not sure that the course evaluations actually matter.



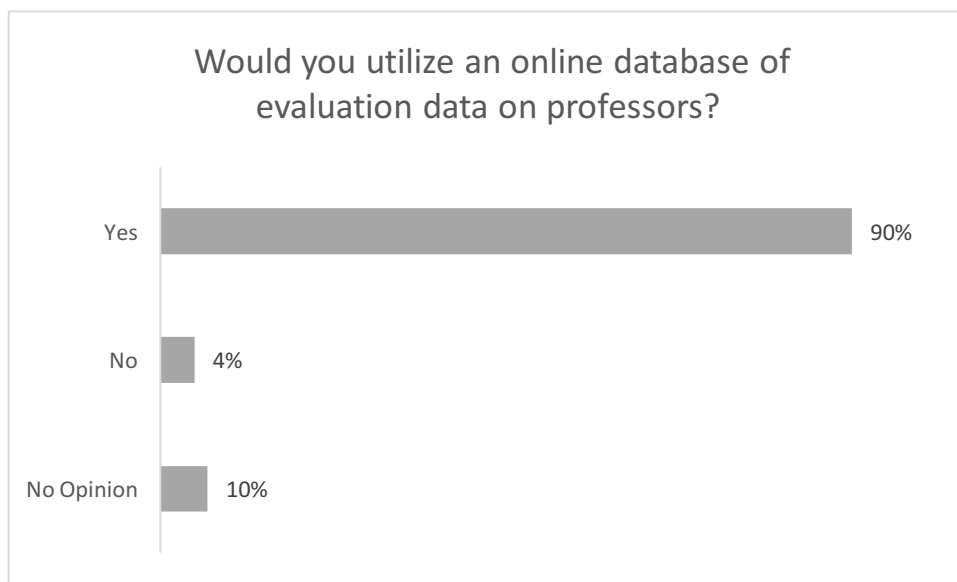


The majority (57%) of respondents would like to fill out both mid and end-semester course evaluations. Twenty-nine percent are content with the current system of end-semester evaluations and 7% would rather only fill out mid-semester course evaluations. Five percent had no opinion, and 2% of respondents would rather fill out no evaluations at all. These responses suggest that most students would be happy to have the option of filling out mid-semester evaluations in addition to the current end-semester evaluations.





A large majority (73%) of respondents think that professor promotion and tenure should be effected by the quality of their course evaluations. Only 13% of respondents thought that evaluations should have no effect on professor promotion and tenure and 14% had no opinion. Although it is unclear how much the average student knows about the professor promotion process, students generally believe that professors' performance as undergraduate instructors should impact their promotion.



An overwhelming majority (90%) of respondents said they would use an online database of course evaluation data on professors. Four percent of respondents said they would not use such a resource, and 6% answered with No Opinion. These responses suggest that students are very interested in finding out how their fellow students are describing professors via course evaluations.



# **ACADEMIC DISHONESTY**

## **Purpose:**

It was unilaterally agreed by Purdue Student Government to ask this question in the campus-wide survey to gauge what, if any, academic dishonest activity is currently taking place. It is known throughout the nation that academic dishonesty is a serious issue on many university campuses and in order to address the problem, information is needed to find solutions to prevent and ultimately stop academic dishonesty from taking place. President Daniels brought up this issue at the first Board of Directors meeting at the beginning of the 2016/2017 academic year, and in order to help him solve this problem, we would supply him with the necessary data on how the student body feels regarding this.

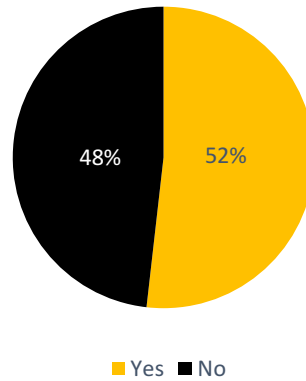
## **Methodology:**

The maximum number of questions that could be answered regarding academic honesty was 7. If the participants answered yes to witnessing academic dishonest activities, they were prompted to respond to whether or not they had reported that instance. If the participants answered no to that, they were then prompted to respond as to why they did not report it. Whether or not they answered yes or no to question 1, the fourth question was who the participants thought were responsible for reporting instances of academic dishonesty. The following question, question 5, was whether or not the participants had been involved in academic dishonest activities. If they responded yes, they were prompted to select from a list of various common acts of academic dishonesty. The final question asked if the participants would agree with the formation of a student panel to deal with students accused of academic dishonesty. This question was asked to all participants, regardless of their previous answers.

## **Analysis:**

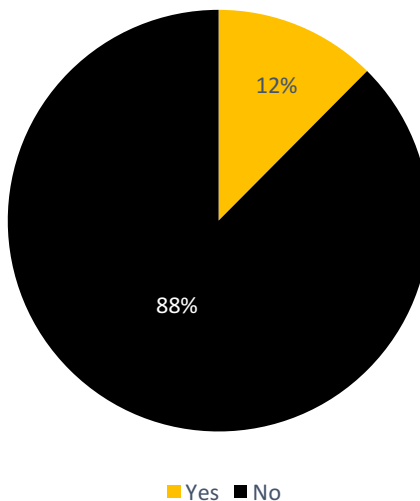


**While at Purdue University, have you ever witnessed any form of academic dishonesty?**



Of the 4494 respondents to this question, 2328 answered yes and 2166 answered no.

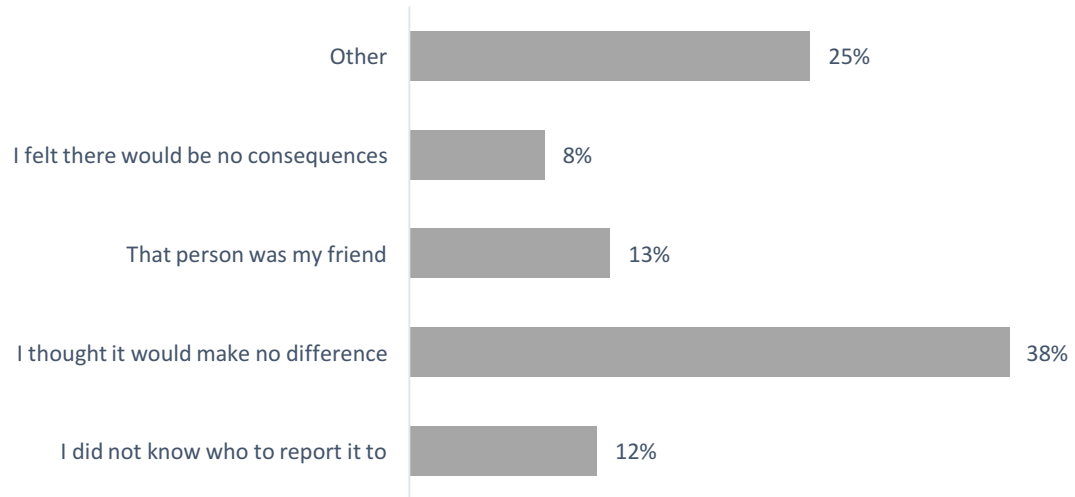
**Did you report the instance(s) of academic dishonesty?**



Of the 2323 respondents to this questions, 289 answered yes and 2034 answered no.

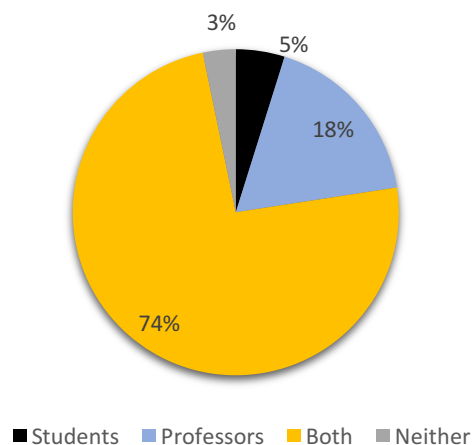


### Why did you not report the instance(s) of academic dishonesty?



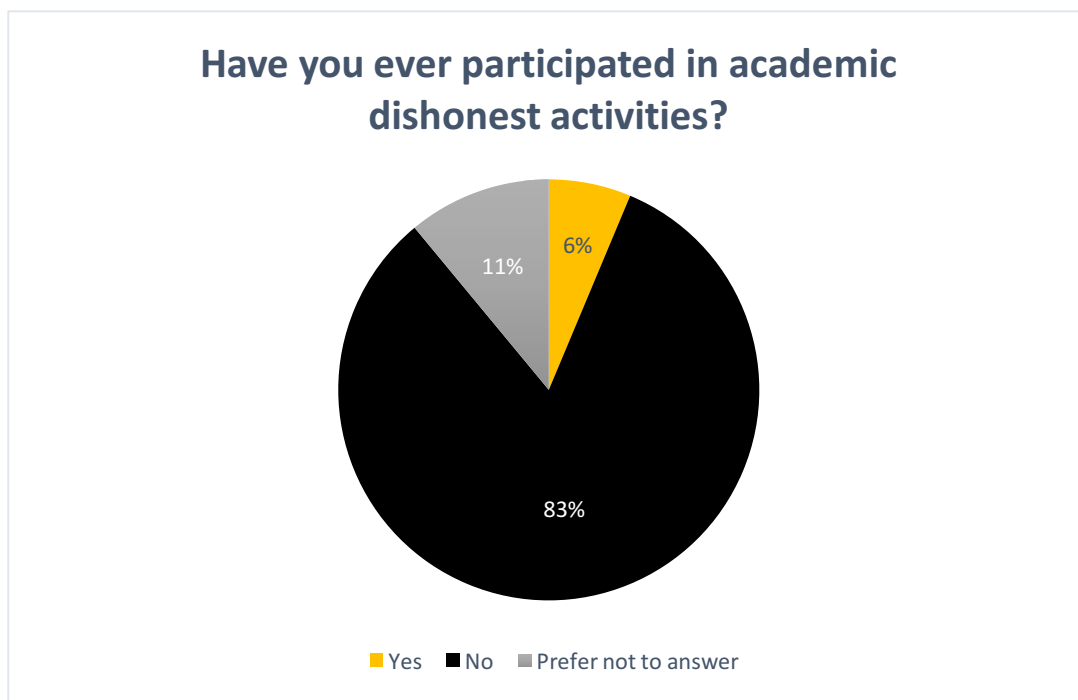
Of the 1,929 respondents to this question, 237 answered “I did not know who to report it to”, 760 answered “I thought it would make no difference”, 254 answered “that person was my friend”, 171 answered “I felt there would be no consequences”, and 507 answered “other”.

### In your opinion, whose responsibility is it to report instances of academic dishonesty?

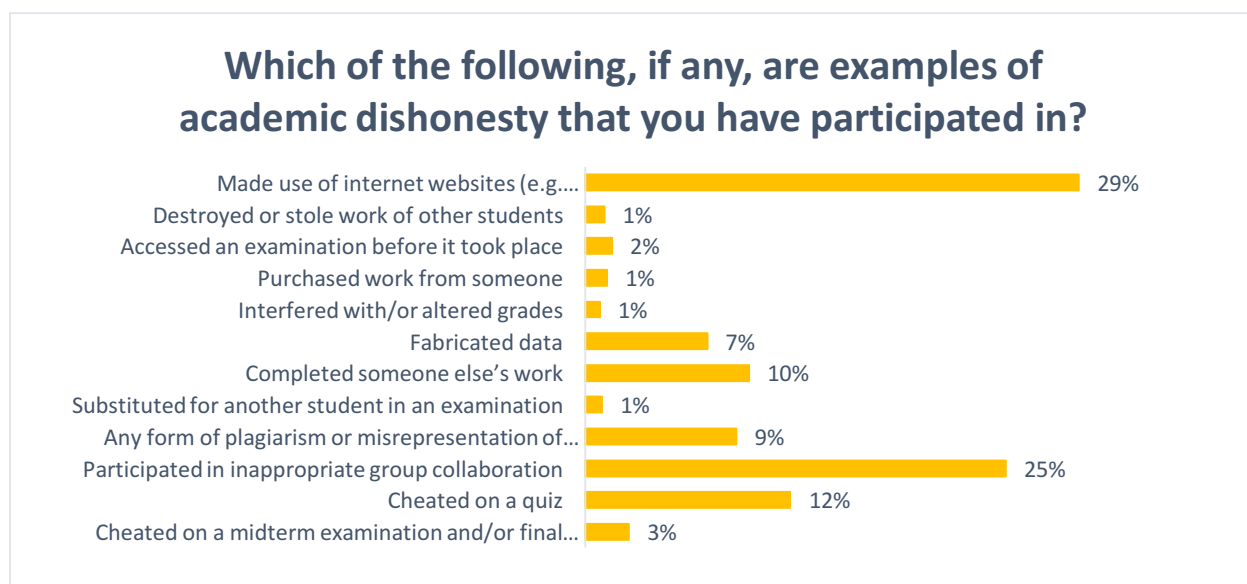




Of the 4462 respondents to this question, 216 answered “students”, 791 answered “professors”, 3310 answered “both”, and 145 answered “neither”.

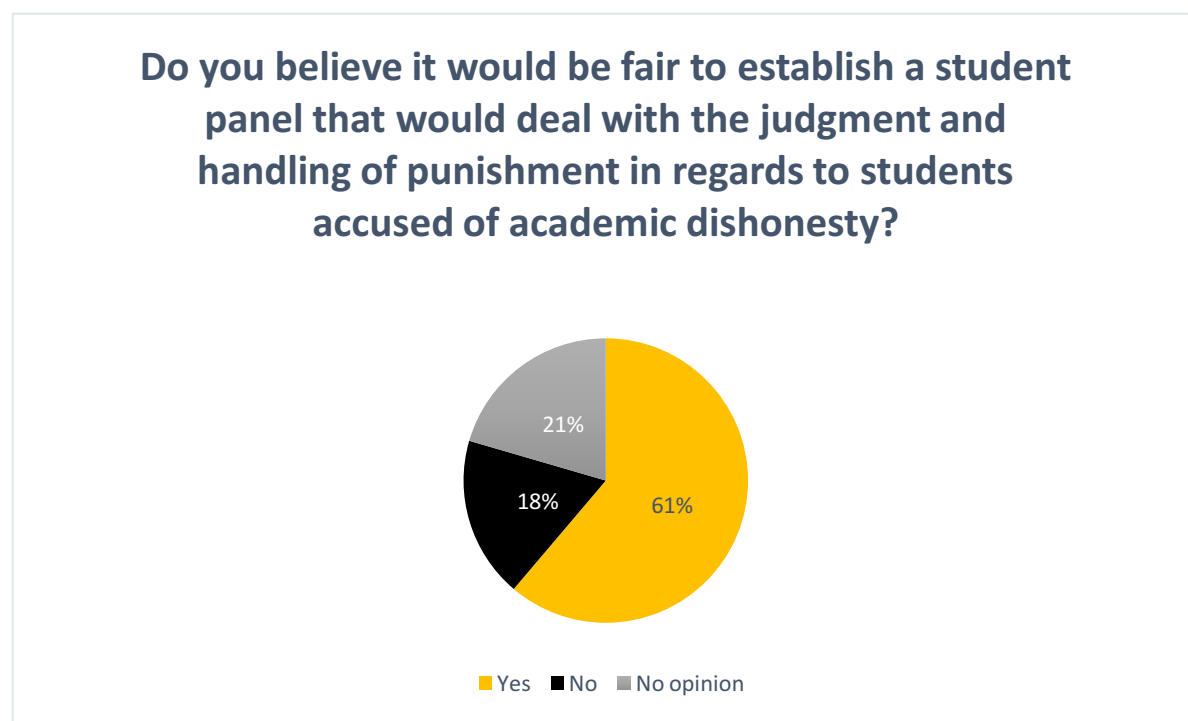


Of the 4462 respondents to this questions, 282 answered “yes”, 3689 answered “no”, and 491 answered “prefer not to answer”.





Of the 696 respondents to this question, 18 answered “cheated on a midterm examination and/or final examination”, 84 answered “cheated on a quiz”, 172 answered “participated in inappropriate group collaboration”, 62 answered “any form of plagiarism or misrepresentation of information”, 7 answered “substituted for another student in an examination”, 67 answered “completed someone else’s work”, 50 answered “fabricated data”, 6 answered “interfered with/or altered grades”, 9 answered “purchased work from someone”, 11 answered “accessed an examination before in took place”, 8 answered “destroyed or stole work of other students”, and 202 answered “made use of internet websites (e.g. Chegg/Coursehero) to complete homework for grading”.



Of the 4441 respondents to the question, 2718 answered “yes”, 813 answered “no”, and 910 answered “no opinion”.



## **GUNS ON CAMPUS**

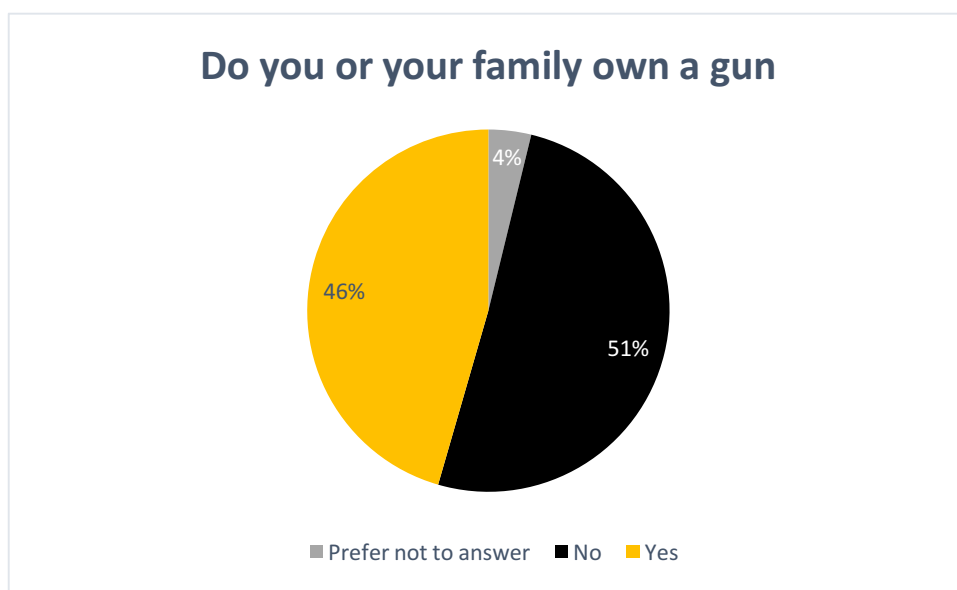
### **Purpose:**

The purpose of this section was to see how the undergraduate population felt about various different gun policies on campus. Due to the nature of this question, it was placed before the voting block because we didn't want it to seem biased in any way and wanted to ensure the data was irrespective of student's political stances.

### **Methodology:**

There 5 questions in this block. The first question asked if "You or your family owned a gun". The answer choices for this question were Yes, No, and Prefer not to answer. The following three questions were regarding if the respondent would support a University Concealed Carry Policy. So depending on how you answered the first question, you'd see this secondary question. The final question in the block asked if students felt safer with a Concealed Carry Policy.

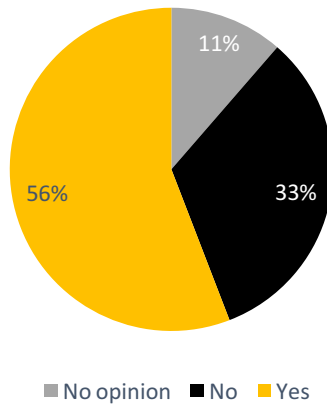
### **Analysis:**



This was the first question in the block which had 4,435 responses. The majority of the students (51%) responded with No. Forty-six percent of students answered Yes and 4% preferred not to answer the question.

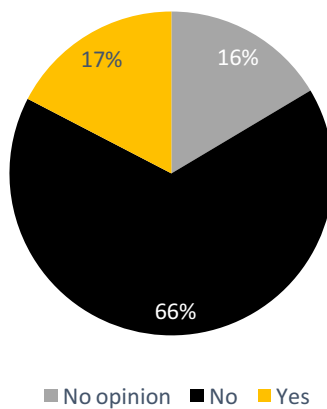


**Would you support a University Concealed Carry Policy (Yes Respondents)**



This chart depicts the responses of those who responded to the first question about owning a gun or having a family member own a gun. Of the 2,014 responses, 56% stated they would support a University Concealed Carry Policy. Thirty-three percent responded with No and 11% had no opinion on the matter.

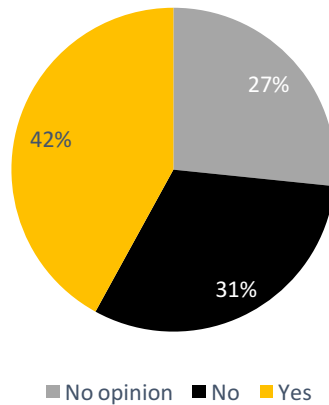
**Would you support a University Concealed Carry Policy (No Respondents)**



This graph represents those who answered No to the initial question about owning a gun. Of the 2,244 respondents, 66% would not support a University Concealed Carry Policy. Seventeen percent answered Yes and 16% had no opinion.

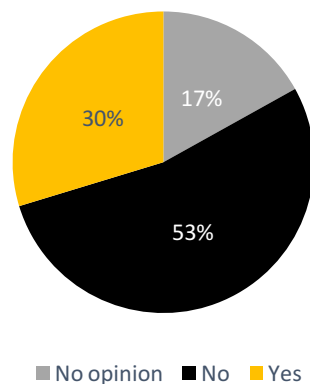


**Would you support a University Concealed Carry Policy (Prefer Not To Answer Respondents)**



This graph represents those students who preferred not to answer the first question. It should be noted that this was a small sample size of 169 students. Forty-two percent responded with Yes, 31% answered with No and 27% had no opinion on the matter.

**Would you feel safer with a Concealed Carry Policy**



This question garnered 4,427 responses from the student body. Fifty-three percent of students answered with No, 30% answered Yes and 17% had no opinion on the matter. Many times the question of feeling safe is brought up with the conversation on Concealed Carry, so this question was asked to collect data around that idea.



## **EDUCATIONAL IMPROVEMENT**

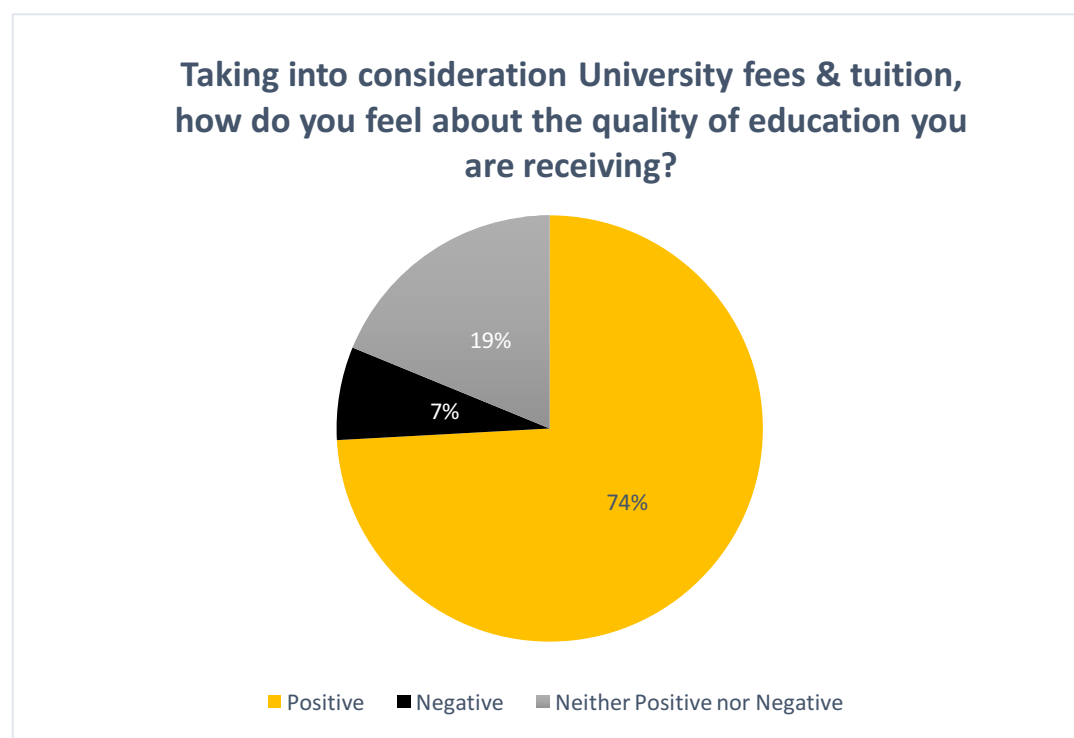
### **Purpose:**

The purpose of this block was to study how students felt about technological recourses on campus. Part of what PSG can achieve, with the right input from the student body, can be done with working with the necessary bodies on campus.

### **Methodology:**

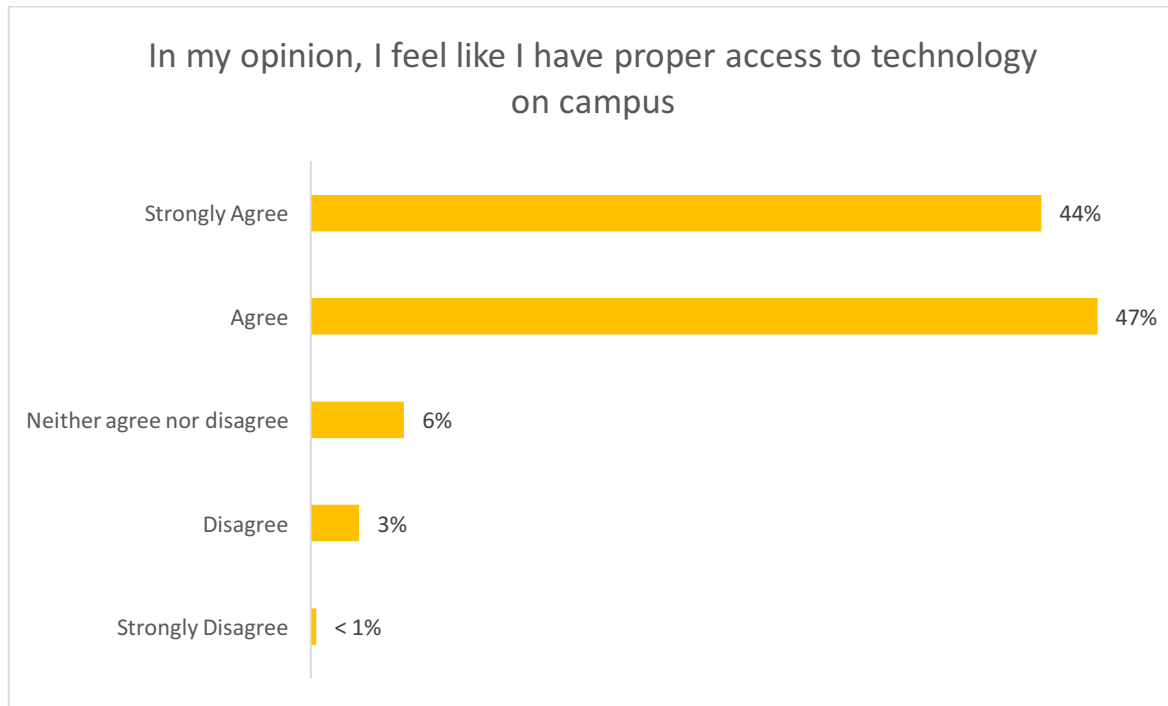
This question had no linking involved with it. This meant that all questions in the block are independent and are shown to all surveyors. The questions asked were first, how the students felt about University Fees and Tuition. The second question asked surveyors how they felt about access to technology on campus. And the final question was an open ended question regarding where technology can be improved on campus. Only the first two questions forced responses for them. Thus, a maximum of 4,372 responded to this block.

### **Analysis:**





The first question asked in this block had a large majority respond positively to it (74%). Nineteen percent had neither a positive nor negative feeling and 7% had a negative feeling towards University Fees and Tuition.



This second question also had a fairly positive response to it. An overwhelming 91% of students agreed in some way that they had proper access to technology on campus. Six percent neither agreed or disagreed with the statement and a little over 3% disagreed in some way with the statement.



## **EVALUATION OF PURDUE STUDENT GOVERNMENT (PSG)**

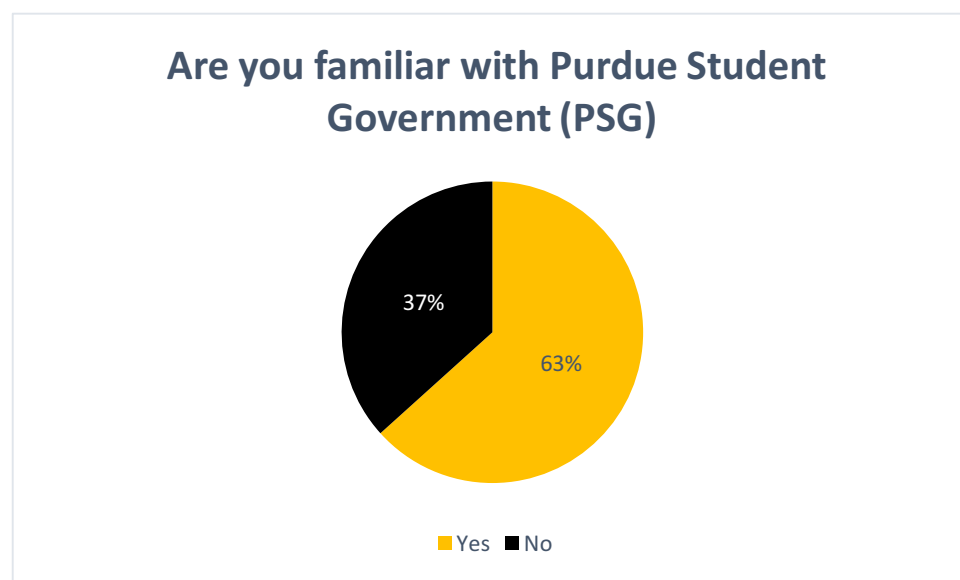
### **Purpose:**

The purpose of this block was to help us understand how better we can interact with the student body. We also wanted to see how much exposure we had already on campus and in what ways we can increase that. The reason this is important to us is because it is outlined in the Strategic Plan. This document, which is updated every 4 years, is a guiding document for the organization and sets out broad-based goals for what the organization wants to accomplish. One of the key things outlined in the Strategic Plan was to interact with the student body more and thus we thought collecting data in that area would help out the organization make decisions.

### **Methodology:**

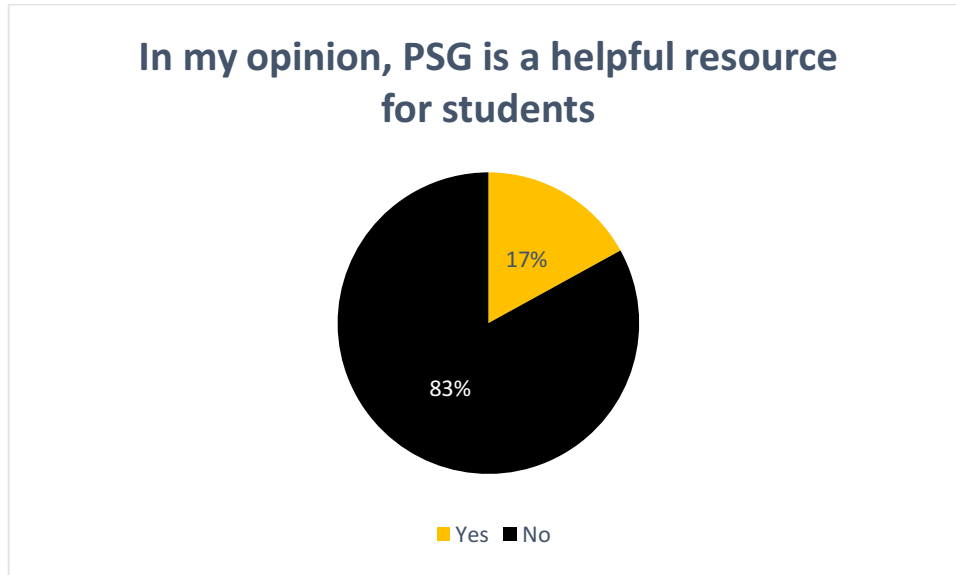
There were several questions, both multiple choice and open ended, asked in this block. The first question wanted to know if the surveyors were familiar with the organization. The next question regarded if the surveyors had interacted with PSG. If they had answered yes to that question, they were asked in what ways they had interacted with the organization. The final two questions asked if PSG was a helpful resource to students and if PSG could substantially affect change. This block had a maximum of 4,365 responses.

### **Analysis:**

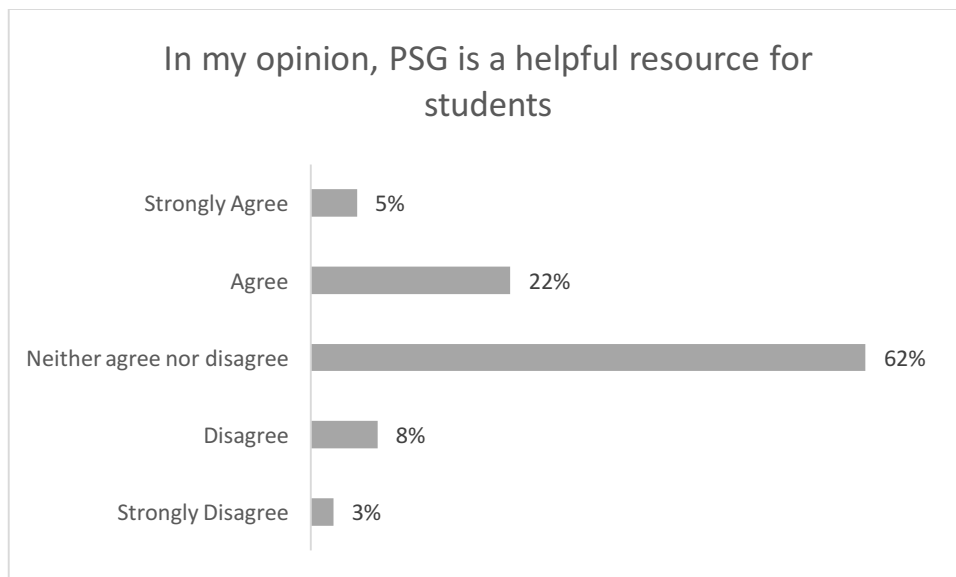




Of the 4,365 responses, 63% of the surveyors were familiar of PSG and 37% were not. As an organization, it would be more impactful if more students were familiar with PSG.

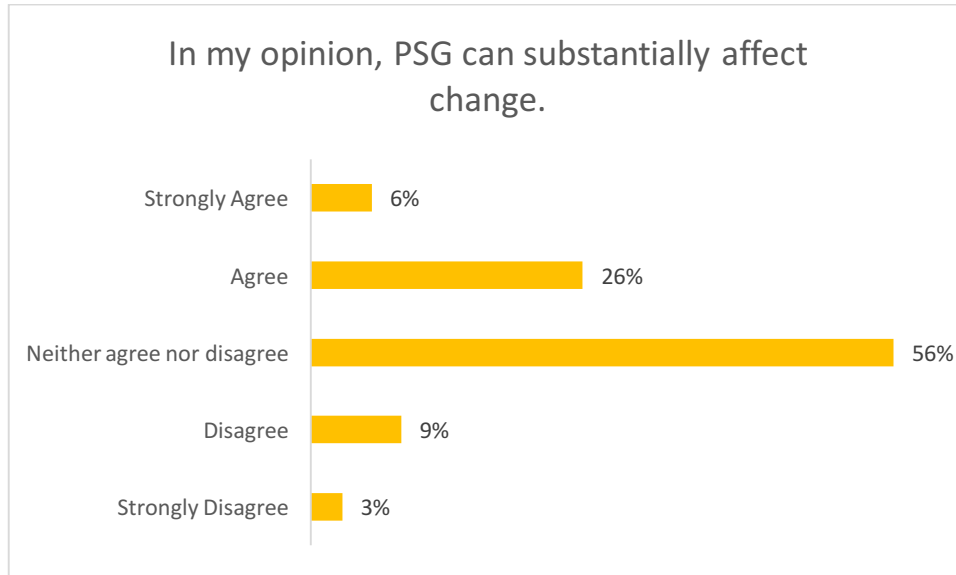


This question had 4,365 responses as well. A large majority (83%) do not believe that PSG is a helpful resource and only 17% felt that it is a helpful resource. To be more effective as an organization, the student body has to believe that PSG is a helpful resource on campus.





This question had 4,317 responses and much of the responses (62%) neither agreed or disagreed with the statement asked. Twenty-seven percent agreed in some way with the statement and 11% disagreed some way with the statement.



This question had 4,317 responses and the distribution is very similar to the last question asked. A majority (56%) neither agreed or disagreed with the statement. Thirty-two percent of students agreed in some way and 12% of students disagreed in some way.



# Proposed By-law Changes

**TO:** The University Senate

**FROM:** The Nominating Committee

**SUBJECT:** Bylaws of the University Senate

**DISPOSITION:** University Senate Document 15-7 for Discussion

**RATIONALE:** Recent questions to the Nominating Committee suggest that changes to the Bylaws are needed to clarify senator elections

Presented by: Natalie Carroll & Michael Hill, Co-Chairs



# Bylaw changes recommended:

- Two-term limit for a senator serving as a replacement for another faculty member (for example, while a senator is on sabbatical)
- Eligibility to serve as faculty representatives on the PU Senate
- Eligibility for service as Senate Vice-Chair and Chair
- Specify that elections of senators must take place via secret ballot of the faculty

Note: The Nominating Committee voted 5 to 4 in favor of these changes. The major concern of those voting against the document was with respect to the eligibility of faculty to serve on the senate.



# Recommended Bylaw changes:

## *2.03 Election of Senators*

The normal term of an elected senator shall be three years, beginning on the June 1 following his/her election. A Senator can serve no more than 2 consecutive terms (3 years each) on Senate, **with the exception of one or two semesters served as a replacement, for a maximum of 8 semesters of continuous service, unless elected as PU Senate Vice-Chair.** In the event a Senator does not complete his or her term, a replacement Senator shall be elected for the remainder of the original term. After reapportionment of the senate in November, the individual faculties (see Section 2.00 b 5) will complete the election of senators who are to assume office on the coming June 1, and report the results to the secretary of the senate by February 1. ~~The individual faculties will set up their own methods for nomination and election of senators.~~ Each faculty unit will request nominations – either self-nominated or by a nomination by a colleague and agreement by the nominee. Only faculty in the categories of Tenure track and Clinical Track are eligible for election to the Purdue University Senate. Only faculty with a rank less than Department Head, or Associate or Assistant Department Heads with less than 50% commitment to academic administrative duties, are eligible to serve as senators. Election must be by secret ballot (paper or online). ~~They~~ Faculty units may provide alternates to serve, if an elected senator is unable to serve temporarily, or to replace a senator recalled on request of the senate.

Changes shown in **red** text.



# Recommended Bylaw changes:

## *3.20 Chairperson and Vice Chairperson of the University Senate*

- b) At the regular February meeting of the University Senate the Nominating Committee shall nominate at least two members of the University Senate for the office of vice chairperson. Additional nominations shall be accepted from the floor at any time before the election. Nominees must be elected senators **and members of the voting faculty with professorial rank.**



# Change 1

## Proposed:

- The normal term of an elected senator shall be three years, beginning on the June 1 following his/her election. A Senator can serve no more than 2 consecutive terms (3 years each) on Senate, with the exception of one or two semesters served as a replacement, for a maximum of 8 semesters of continuous service for their first term, unless elected as PU Senate Vice-Chair. After their first term, the Senator can again stand for election by their unit for a second term.

## Why?

- If someone serves the remaining 2 semesters of a Senator's term, shouldn't the individual be allowed to stand for elections as if the remaining term didn't occur?

## Why not?

- Because the senate voted on a 2-term rule, limiting total semesters to 6.
  - But the issue of completing terms of other Senators was mute in the By-laws



# Change 2

## Proposed





- ~~The individual faculties will set up their own methods for nomination and election of senators.~~ Each faculty unit will request nominations – either self-nominated or by a nomination by a colleague and agreement by the nominee.....
- Election must be by secret ballot (paper or online). ~~They~~ Faculty units may provide alternates to serve,.....

## Why?

- Some Senators were concerned that administrators in a few colleges appointed Senators
  - In a simple Qualtrics survey of Senators, Hill found that among the respondents, 18% indicated that they were nominated by Department Heads
- The objective is to ensure that the non-administrative faculty nominate Senators, making it a democratic process across the board
- For volunteers, we believe that a secret ballot conforms to the developing process of secret votes in the Senate



# How were you nominated?

Table Options 				
#	Answer		Response	%
1	<a href="#">Self</a>		11	22%
2	<a href="#">By colleague(s)</a>		30	60%
3	<a href="#">By department head</a>		9	18%
4	<a href="#">By your Dean</a>		0	0%
	Total		50	100%



# Change 3

- Only faculty in the categories of Tenure track and Clinical Track are eligible for election to the Purdue University Senate. Only faculty with a rank less than Department Head, or Associate or Assistant Department Heads with less than 50% commitment to academic administrative duties, are eligible to serve as senators.

Why?

- At what point does administrative duty supersede simple responsibility as a Senator, representing the general faculty viewpoint?

Vote:

- Majority for change as presented
  - Minority was for only barring faculty with administrative responsibility of Dean and above



# Concerns with Possible Conflict Of Interest:

- If a line manager (involved with the Senate) and a Senator from the same institutional unit vehemently disagree with proposed upper administrative changes in a public forum
  - Might the Senator be put at risk of reprisal?
  - What impact might that have on promotion, tenure, salary increases etc?
- One Assistant Department Head, who had served as a Senator, considered that there was conflict of interest
- One Department Head, when promoted, admitted that they did not have the time to devote to Senate duties (should include involvement with Senate Standing Committees) and regretted that they did not resign when appointed as Head



# Change 4

- Nominees must be elected senators and members of the voting faculty with professorial rank.

## Why?

- The By-laws could be interpreted in various ways as written
  - For example, should a representative of the student body be able to serve as chair of the Senate?



# The revised Bylaws would read (1):

## *2.03 Election of Senators*

The normal term of an elected senator shall be three years, beginning on the June 1 following his/her election. A Senator can serve no more than 2 consecutive terms (3 years each) on Senate, with the exception of one or two semesters served as a replacement, for a maximum of 8 semesters of continuous service for their first term, unless elected as PU Senate Vice-Chair. After their first term, the Senator can again stand for election by their unit for a second term.

In the event a Senator does not complete his or her term, a replacement Senator shall be elected for the remainder of the original term. After reapportionment of the senate in November, the individual faculties (see Section 2.00 b 5) will complete the election of senators who are to assume office on the coming June 1, and report the



# The revised Bylaws would read (2):

## *2.03 Election of Senators*

Each faculty unit will request nominations – either self-nominated or by a nomination by a colleague and agreement by the nominee. Only faculty in the categories of Tenure track and Clinical Track are eligible for election to the Purdue University Senate.

Only faculty with a rank less than Department Head, or Associate or Assistant Department Heads with less than 50% commitment to academic administrative duties, are eligible to serve as senators. Election must be by secret ballot (paper or online). Faculty units may provide alternates to serve, if an elected senator is unable to serve temporarily, or to replace a senator recalled on request of the senate.



The revised Bylaws would read (3):

*3.20 Chairperson and Vice Chairperson of the University Senate*

b) At the regular February meeting of the University Senate the Nominating Committee shall nominate at least two members of the University Senate for the office of vice chairperson. Additional nominations shall be accepted from the floor at any time before the election. Nominees must be elected senators and members of the voting faculty with professorial rank.



Questions?

Comments?



As I read Senate Document 16-08, I was encouraged by much of the language and changes suggested. Overall, I generally agree with the document, apart from the addition that “Deans, Associate Deans, and Assistant Deans may not serve as Senators.”

I began serving in administrative roles over 10 years ago as an assistant department head and now as an associate dean. Over that time, I do not recall foregoing my rights as a faculty member. I find it offensive that the University Faculty Senate would suggest that because I am an Associate Dean I have forfeited my voting rights as a tenured faculty member or am now unable to represent my peers, when in fact, my peers voted me into this position.

I could layout my continued involvement in faculty teaching activities, graduate student mentoring, and service to my department but I want to be courteous of my fellow senators’ time. The point I am attempting to illustrate is, I am, and always will be, faculty first and administrator second.

Suffice to say, I would like to cordially recommend that the language in Senate Document 16-08 that suggests prohibiting Deans, Associate Deans, and Assistant Deans from serving as Senators, be struck from the proposed document. Instead, it should be left up to the units to decide who may best represent them and their interest in this body.

Thank you

//

**James L. Mohler, Ph.D.**

*Associate Dean of the Graduate School &  
Professor of Computer Graphics Technology*





# THE ASIAN AMERICAN & ASIAN RESOURCE AND CULTURAL CENTER





- 915 5<sup>th</sup> St.
  - Corner 5<sup>th</sup>/Waldron
- Director
  - Xavier Hernandez
- Secretary
  - Sydni Hair
- Student Ambassadors
  - Sebastian Kenny
  - Yvonne Chen
- Graduate Assistant
  - Taejung Ma





### Asian Americans Spring 2017 Undergraduates

College	Number	% of College
Agriculture	71	2.75%
Education	8	1.55%
Engineering	730	9.04%
Health/Human Sci	192	5.18%
Liberal Arts	102	4.39%
Pharmacy	112	17.61%
Science	384	11.24%
Vet Med	2	0.84%
Exploratory	48	5.86%
Krannert	165	6.85%
Polytechnic	194	5.75%
Temp	15	9.04%
<b>TOTAL</b>	<b>2,023</b>	<b>7.16%</b>



### Asian International Students Fall 2016 Undergraduates

Country	Students
China	2,665
India	881
South Korea	368
Malaysia	133
Indonesia	101
Taiwan	87
Pakistan	51
Thailand	45
Turkey	40
Hong Kong	37



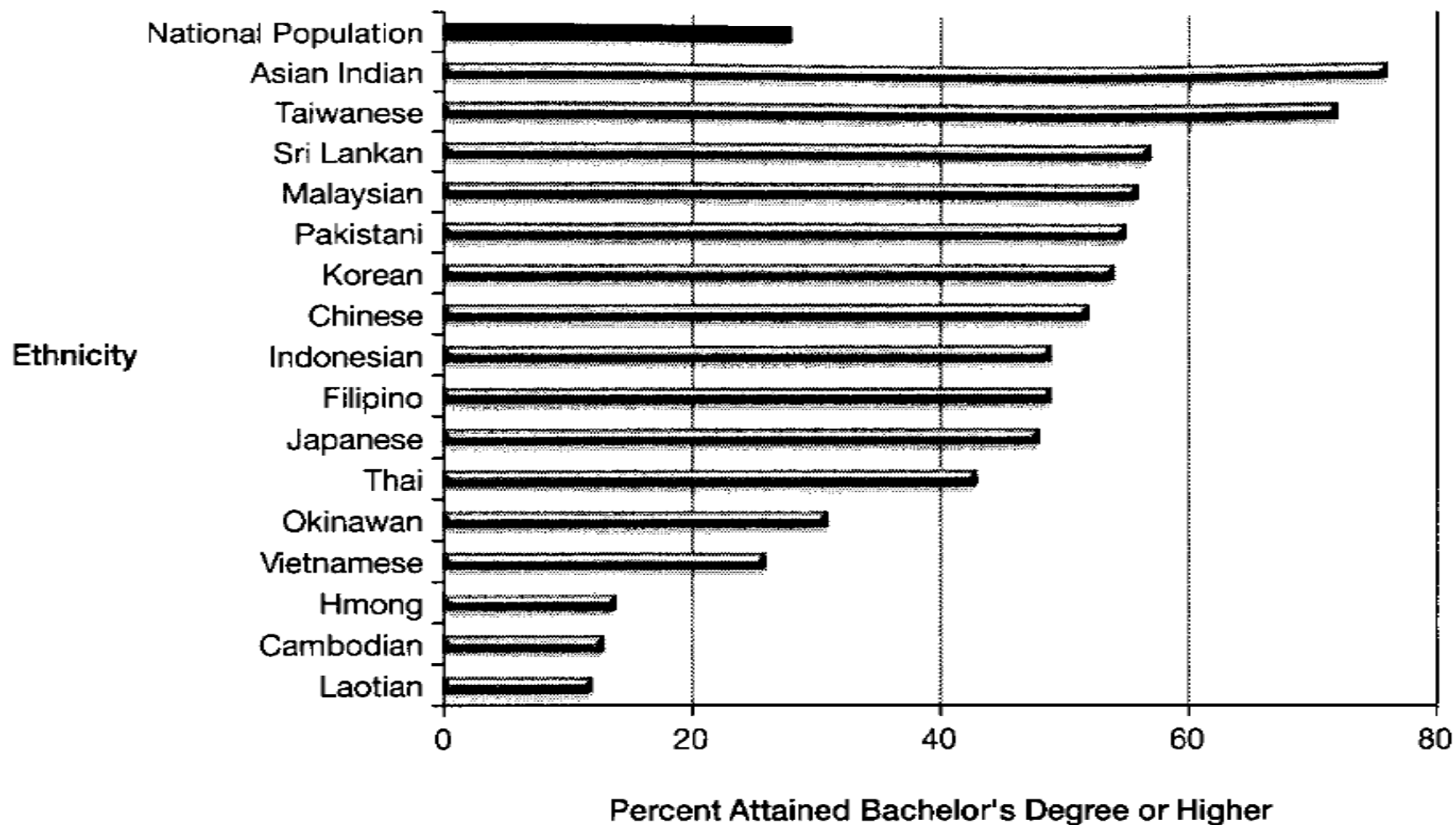


Figure 3.12 Percent of Asian Americans with Bachelor's Degree by Ethnicity.



# An Educational Conversation with the AAARCC

COMING SOON!





Which racial/ethnic group(s) do you identify with? (Check all that apply)

☐ African American (one or more ethnicities)

☐ Bangladeshi

☐ Burmese

☐ Cambodian

☒ Chinese

☐ Filipino

☐ Guamanian/Chamorro

☐ Hmong

☐ Indian

☐ Indonesian

☒ Japanese



☐ Bangladeshi

☐ Bu

☐ Ca

☒ Ch

☐ Fil

☐ Guamanian/Chamorro

☐ Hmong

☐ Indian

☐ Indonesian

☒ Japanese

☐ Korean

☐ Laotian

## Response



There are an estimated 4,947,000 Chinese Americans in the United States Source: US Census Bureau, 2015 American Community Survey

There are an estimated 1,411,000 Japanese Americans in the United States Source: US Census Bureau, 2015 American Community Survey

Continue



- ~9,000 Asian, Asian American, Native Hawaiian/Pacific Islander, and Multi-racial students
- Undergraduate, Graduate, and Professional
- 1,000+ students are unaccounted for
  - Word of mouth recruitment is crucial
  - Students can email [AAARCC@purdue.edu](mailto:AAARCC@purdue.edu) if they do not receive a recruitment email
- Participants can enter a drawing to win a \$50 Amazon gift card (5 winners chosen)



AAARCC Hours:

Mon-Thurs: 8:00-7:00

Fri: 8:00-5:00

[www.Purdue.edu/AAARCC](http://www.Purdue.edu/AAARCC)

Xavier Hernandez

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

765-49-60464



# Presentation to the Purdue University Senate

February 20, 2017

## Overview of the Wilmeth Active Learning Center

James L. Mullins

Dean of Libraries & Esther Ellis Norton Professor

Jason Fish

Director of Teaching and Learning Technologies,  
ITaP





View of Bell Tower from Grand Reading Room, Engineering & Science Library, WALC

- Six Libraries to close during summer 2017:  
Siegesmund Engineering Library – Potter; Mellon Chemistry Library – Wetherill; Physics Library – Physics; Life Sciences Library – Lilly; Pharmacy, Nursing, Health Sciences – Heine; Earth, Atmospheric & Planetary Sciences – Hampton
- Libraries as of Fall 2017: Engineering & Science Library - WALC; Humanities, Social Sciences and Education Library – Stewart; Hicks Undergraduate Library; Parrish Library of Management and Economics - Krannert; Vet Med Library – Lynne; Mathematical Sciences Library – MSB; AvTech – Airport Terminal; Karnes Archives & Special Collections – Stewart
- PSET and HLS Libraries Faculty & Staff Offices in Engineering & Science Library - WALC  
Supporting maximum interdisciplinary collaboration
- Print Collections:
  - 30,000 volumes to Engineering & Science Library, WALC.
  - 300,000 to Hicks Repository.
  - Remainder de-accessioned, supported by BTAA Print Repository Program and Digital Access



# Wilmeth Active Learning Center

[www.lib.purdue.edu/walc/](http://www.lib.purdue.edu/walc/)





# Scheduling

Instructor → Schedule Deputy → Office of the Registrar



# Capabilities

4 floors (lower level– 3<sup>rd</sup> floor)

27 total classrooms

Seat capacity ranges from 40 – 329

Multiple room configurations

## All Rooms

- ADA compliant lectern
- Interactive hearing loop
- Wireless microphone capabilities
- At least one document camera
- Boilecast ready
- Wireless display sharing



**SCALE-UP (2)**

72 Sta.

Loose 120° Tables  
Dual Proj. Both Ends

**6Round Fixed**

102 Sta.

Fixed 60" Dia. Tables  
Dual Proj. Both Ends

**Eye2Eye**

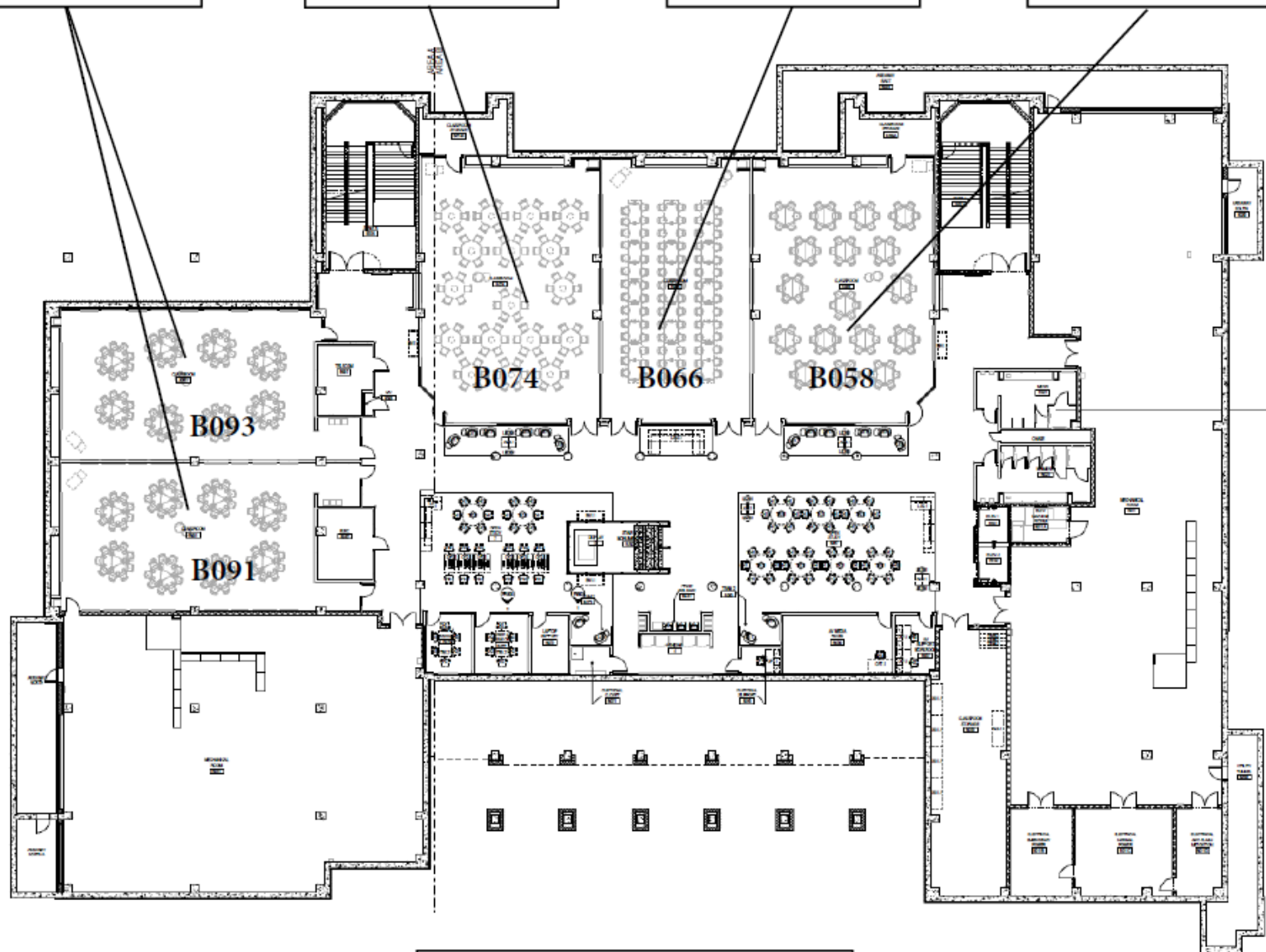
84 Sta.

Fixed Benching  
Dual Proj. Both Ends

**6Round Mobile**

102 Sta.

Loose Trapezoid Tables  
Dual Proj. Both Ends





# Training

## **Spring 2017**

- **Survey faculty**
- **Provide best practices**
- **Technology training**

## **Pre-week Fall 2017**

- **Open house**
- **Technology training**
- **Virtual tours**

## **Fall Semester 2017**

- **Learning Communities**

## **Faculty Partners**

- **Steve Beaudoin**
- **Jennifer Dobbs-Oats**
- **Tim Newby**
- **Pete Bill**

## **Administrative Areas**

- **Office of Institutional Assessment**
- **Center for Instructional Excellence**
- **Libraries**
- **Office of the Registrar**
- **Physical Facilities**
- **ITaP**



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





## **WILMETH ACTIVE LEARNING CENTER (WALC)**

### Classrooms – Sorted by Model

#### **1) SCALE-UP Classrooms (Flat Floor)**

The concept, known internationally as SCALE-UP, describes 9-person teams at seven foot diameter tables that allow larger discussion groups or teams of 3 students working together at user-provided laptops. Purdue's tables are comprised of (3) 120° tables ganged around a technology hub or left loose for reconfiguration.

- a. WALC B091 72 seats ganged 9-sta tables / Dual projection both ends
- b. WALC B093 72 seats ganged 9-sta tables / Dual projection both ends
- c. WALC 1087 108 seats ganged 9-sta tables / Dual projection both ends
- d. WALC 1121 72 seats ganged 9-sta tables / High-tech, dual projection both ends, 8 flat panels
- e. WALC 2124 54 seats ganged 9-sta tables / High-tech, 6 flat panels
- f. WALC 3122 54 seats ganged 9-sta tables / 6 flat panels

#### **2) BoilerUp Classrooms (Tiered)**

In these fan-shaped classrooms, students will work at 6-person wedge-shaped tables with power at the tabletop. Triple projection screens will assure every student an excellent view of dual projected images. All tables will have personal portable whiteboards and comfortable swivel task chairs.

- a. WALC 1018 180 seats fixed wedge tables for 6, tiered / Dual projection
- b. WALC 1132 108 seats fixed wedge tables for 6, tiered / Dual projection

#### **3) Eye2Eye Classroom (Flat Floor)**

This model serves 4-person teams seated face-to-face at built-in long benching tables with swivel task chairs. The classroom will have dual projected images at both ends, and power will be provided to the tabletop for use of student-provided laptops.

- a. WALC B066 84 seats fixed benching / Dual projection both ends

#### **4) 6Round Classrooms (Flat Floor)**

The 6Round model supports 6-person discussion groups seated at either:

- Built-in 60" round tables
- Loose pairs of trapezoidal tables (ganged into a hexagon)

These classrooms will have dual projected images at both ends. Floor boxes or convenience outlets at the tabletops will be provided.

- a. WALC B058 102 seats ganged trapezoid tables for 6 / Dual projection both ends
- b. WALC B074 102 seats fixed 60" diameter tables for 6 / Dual projection both ends
- c. WALC 2051 72 seats ganged trapezoid tables for 6 / Dual projection both ends

#### **5) Turn2Team Classrooms (Flat Floor)**

These classrooms are furnished with pairs of wide and narrow strip-tables with power at the tabletop. Students will be provided with comfortable swivel task chairs and can face forward for presentation or exams, or turn to team in groups. Those sitting at the narrower front tables can swivel and move backward to gather in teams of 4 or more with students sitting at the wider rear 'teaming table'.

- a. WALC 2088 66 seats fixed tables / Dual projection
- b. WALC 3090 60 seats fixed tables / Dual projection



## 6) Performance Classroom (Sloped Floor)

WALC will provide an intimate theatre-style classroom that will support a choice of either dual projected images or widescreen projection for films. It will be furnished with upholstered seating with self-storing tablets. The small ADA-compliant performance area will have user-friendly theatrical lighting and curtains. The WALC receiving room, abutting the performance area, may be used as an ersatz 'Green Room'.

- a. WALC 1055      329 seats theatre, performance area / Dual and wide-format projection

## 7) Flexible Classrooms (Flat Floor)

Flexible classrooms will be furnished to support rapid user-reconfiguration into face-forward, face-to-face, horseshoe, or conference table layouts, using one of two furnishing options.

- Mobile large-form tablet arm chairs
- 2- or 3-person 60" trapezoidal tables and mobile chairs. 'Trap' tables can be paired to create a 6-person hexagonal table.

Flexible classrooms will support dual images, either on projection screens or on large flat panel displays.

- a. WALC 2007      90 seats mobile tablet chairs / Dual projection
- b. WALC 2087      126 seats mobile tablet chairs / Dual projection
- c. WALC 2121      40 seats trapezoid tables, reconfigurable / Dual flat panels, 1 touchscreen
- d. WALC 2127      45 seats mobile tablet chairs / 3 flat panels, 1 touchscreen
- e. WALC 3084      40 seats trapezoid tables, reconfigurable / Dual flat panels, 1 touchscreen
- f. WALC 3087      126 seats mobile tablet chairs / Dual projection
- g. WALC 3121      40 seats trapezoid tables, reconfigurable / Dual flat panels, 1 touchscreen
- h. WALC 3127      45 seats mobile tablet chairs / 3 flat panels, 1 touchscreen
- i. WALC 3132      40 seats trapezoid tables, reconfigurable / Dual flat panels, 1 touchscreen
- j. WALC 3138      50 seats trapezoid tables, reconfigurable / Dual projection
- k. WALC 3148      40 seats trapezoid tables, reconfigurable / Dual flat panels, 1 touchscreen
- l. WALC 3154      50 seats trapezoid tables, reconfigurable / Dual projection



## **WILMETH ACTIVE LEARNING CENTER (WALC)**

### Classrooms – Sorted by Floor

#### **1) Basement (5 Classrooms) –**

B058	6Round Classroom	102 seats ganged trapezoid tables for 6 / Dual projection both ends
B066	i2i Benching Classroom	84 seats fixed benching / Dual projection both ends
B074	6Round Classroom	102 seats fixed 60" diameter tables for 6 / Dual projection both ends
B091	SCALE-UP Classroom	72 seats ganged 9-sta tables / Dual projection both ends
B093	SCALE-UP Classroom	72 seats ganged 9-sta tables / Dual projection both ends

#### **2) First Floor (5 Classrooms) –**

1018	BoilerUp Classroom	180 seats fixed wedge tables for 6, tiered / Dual projection
1055	Performance Classroom	329 seats theatre, performance area / Dual and wide-format projection
1087	SCALE-UP Classroom	108 seats ganged 9-sta tables / Dual projection both ends
1121	SCALE-UP Classroom	72 seats ganged 9-sta tables / High-tech, Dual projection both ends, 8 flat panels
1132	BoilerUp Classroom	108 seats fixed wedge tables for 6, tiered / Dual projection

#### **3) Second Floor (7 Classrooms) –**

2007	Flexible Classroom	90 seats mobile tablet chairs / Dual projection
2051	6Round Classroom	72 seats ganged trapezoid tables for 6 / Dual projection both ends
2087	Flexible Classroom	126 seats mobile tablet chairs / Dual projection
2088	Turn2Team Classroom	66 seats fixed tables / Dual projection
2121	Flexible Classroom	40 seats trapezoid tables, reconfigurable / Dual flat panels, 1 touchscreen
2124	SCALE-UP Classroom	54 seats ganged 9-sta tables / High-tech, 6 flat panels
2127	Flexible Classroom	45 seats mobile tablet chairs / 3 flat panels, 1 touchscreen

#### **4) Third Floor (10 Classrooms) –**

3084	Flexible Classroom	40 seats trapezoid tables, reconfigurable / Dual flat panels, 1 touchscreen
3087	Flexible Classroom	126 seats mobile tablet chairs / Dual projection
3090	Turn2Team Classroom	60 seats fixed tables / Dual projection
3121	Flexible Classroom	40 seats trapezoid tables, reconfigurable / Dual flat panels, 1 touchscreen
3122	SCALE-UP Classroom	54 seats ganged 9-sta tables / 6 flat panels
3127	Flexible Classroom	45 seats mobile tablet chairs / 3 flat panels, 1 touchscreen
3132	Flexible Classroom	40 seats trapezoid tables, reconfigurable / Dual flat panels, 1 touchscreen
3138	Flexible Classroom	50 seats trapezoid tables, reconfigurable / Dual projection
3148	Flexible Classroom	40 seats trapezoid tables, reconfigurable / Dual flat panels, 1 touchscreen
3154	Flexible Classroom	50 seats trapezoid tables, reconfigurable / Dual projection



**SCALE-UP (2)**

72 Sta.  
Loose 120° Tables  
Dual Proj. Both Ends

**6Round Fixed**

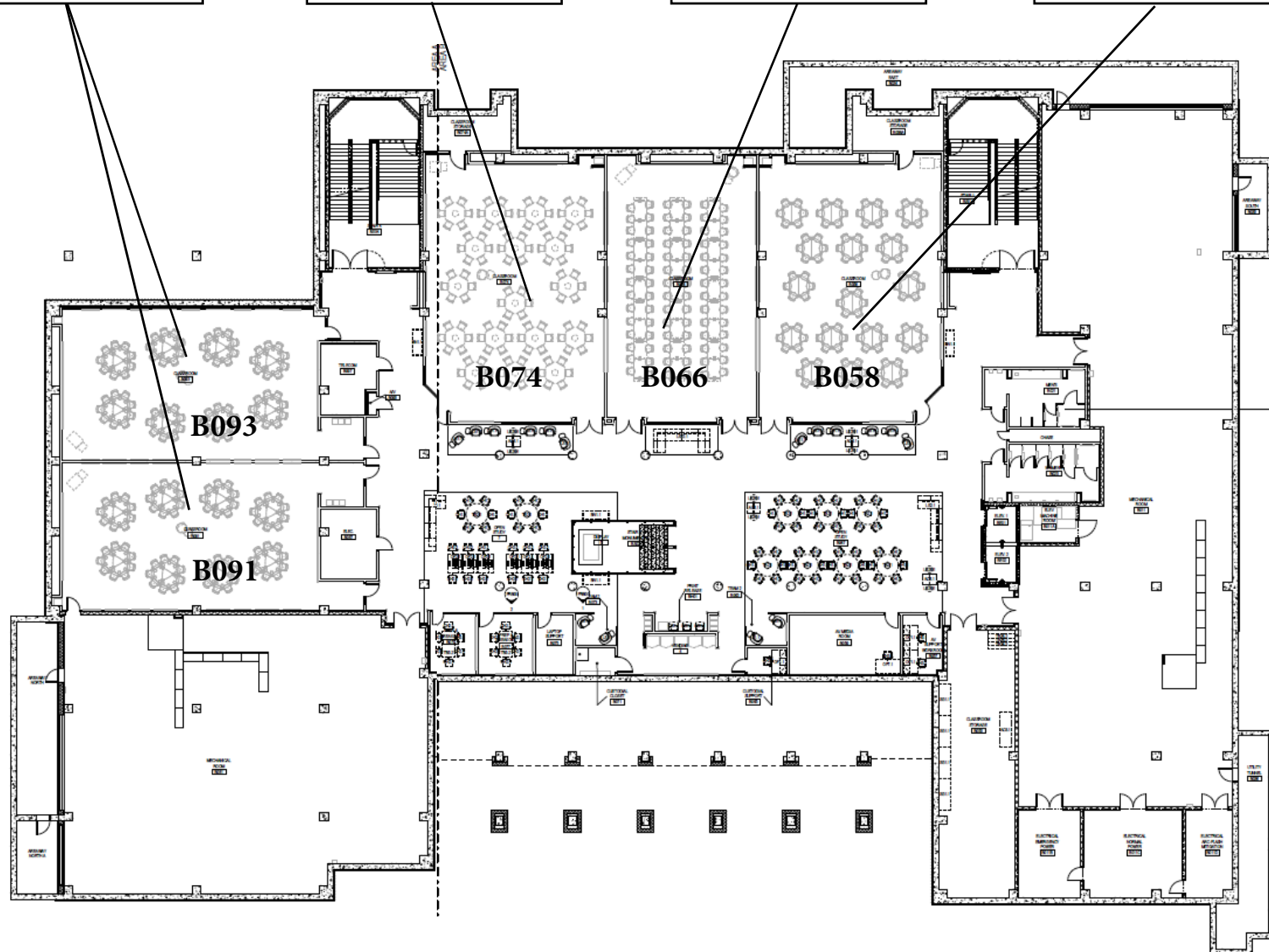
102 Sta.  
Fixed 60" Dia. Tables  
Dual Proj. Both Ends

**Eye2Eye**

84 Sta.  
Fixed Benching  
Dual Proj. Both Ends

**6Round Mobile**

102 Sta.  
Loose Trapezoid Tables  
Dual Proj. Both Ends



**Wilmeth Active Learning Center  
BASEMENT**

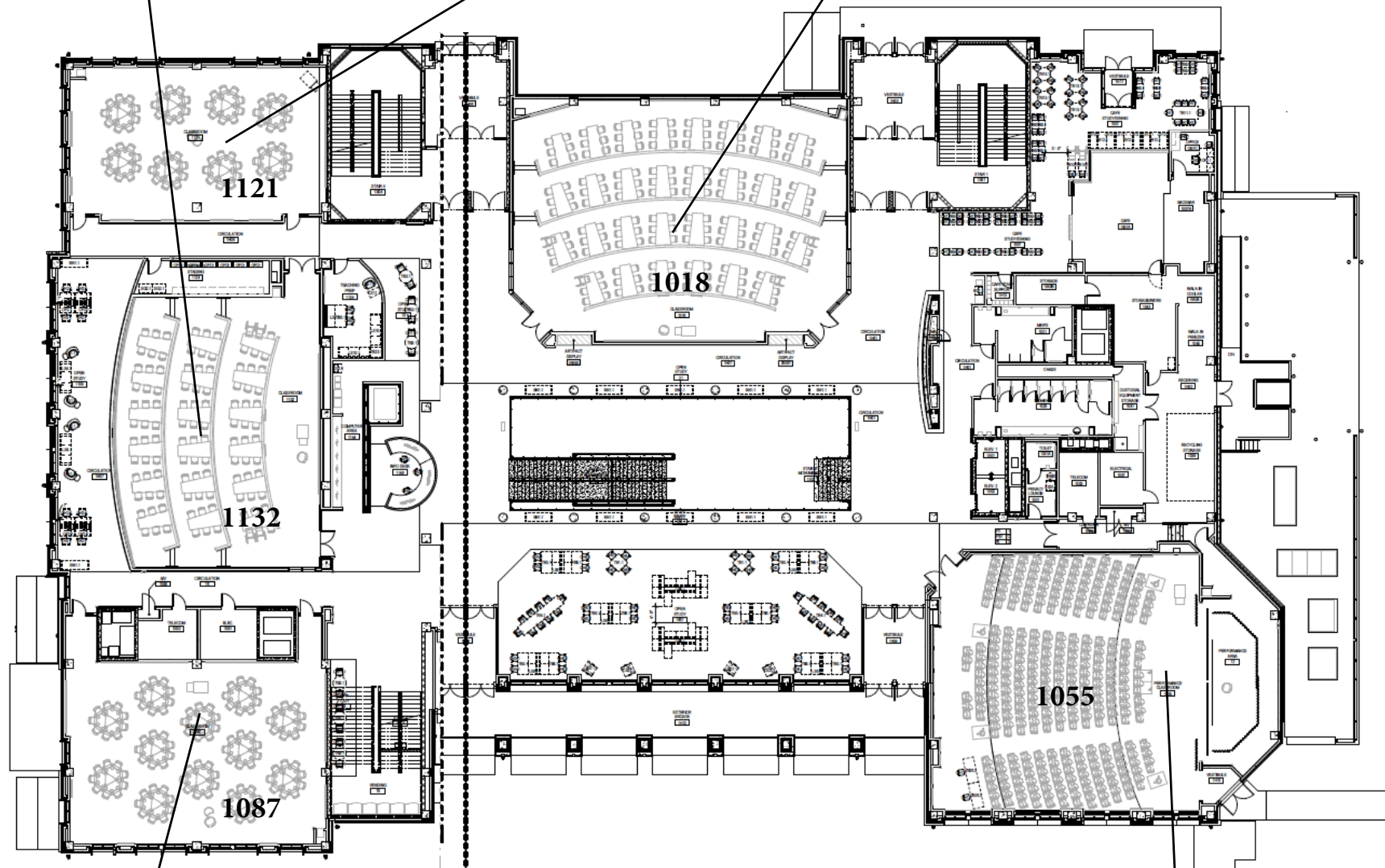


**BoilerUp**

108 Sta.

Wedge Tables for 6  
Dual Projection 1 End**SCALE-UP**72 Sta. High-Tech  
8 Flat Panels  
Dual Proj. Both Ends**BoilerUp**

180 Sta.

Wedge Tables for 6  
Dual Projection 1 End**SCALE-UP**

108 Sta.

Loose 120° Tables  
Dual Proj. Both Ends**Wilmeth Active Learning Center  
FIRST FLOOR****Performance**

329 Sta.

Theatre Seating  
Dual & 16:10 Projection

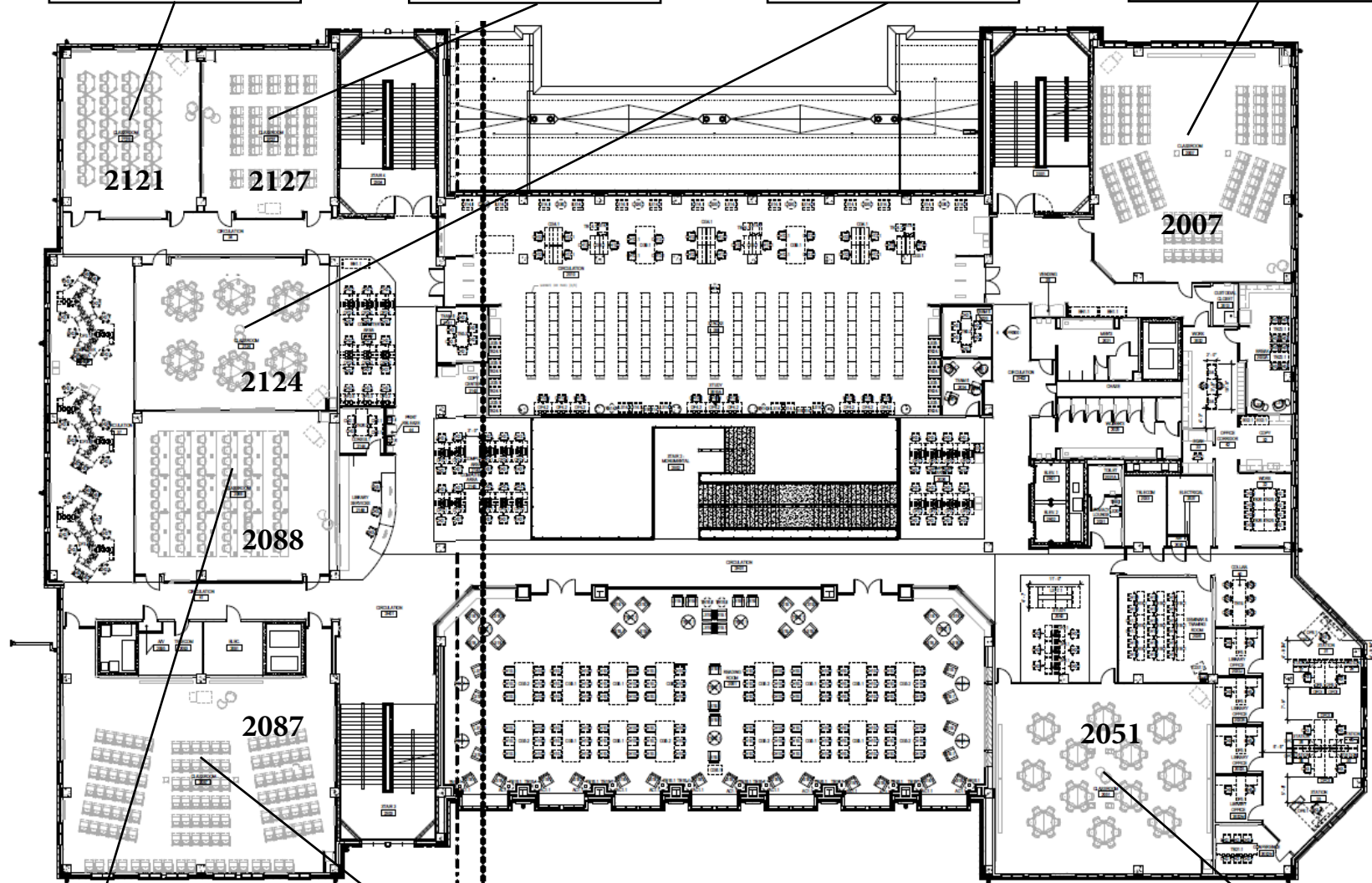


**Flexible**  
40 Sta.  
Loose Trapezoid Tables  
2 Flat Panels, 1 Touch

**Mobile Tablet Chairs**  
45 Sta.  
3 Flat Panels, 1 Touch

**SCALE-UP**  
54 Sta. High-Tech  
Loose 120° Tables  
6 Flat Panels

**Mobile Tablet Chairs**  
90 Sta.  
Dual Projection 1 End



**Turn2Team**  
66 Sta.  
Built-In Tables  
Dual Projection 1 End

**Mobile Tablet Chairs**  
126 Sta.  
Dual Projection 1 End

**Wilmeth Active Learning Center  
SECOND FLOOR**

**6Round Mobile**  
72 Sta.  
Loose Trapezoid Tables  
Dual Proj. Both Ends



**SCALE-UP**

54 Sta.  
Loose 120° Tables  
6 Flat Panels

**Mobile Tablet Chairs**

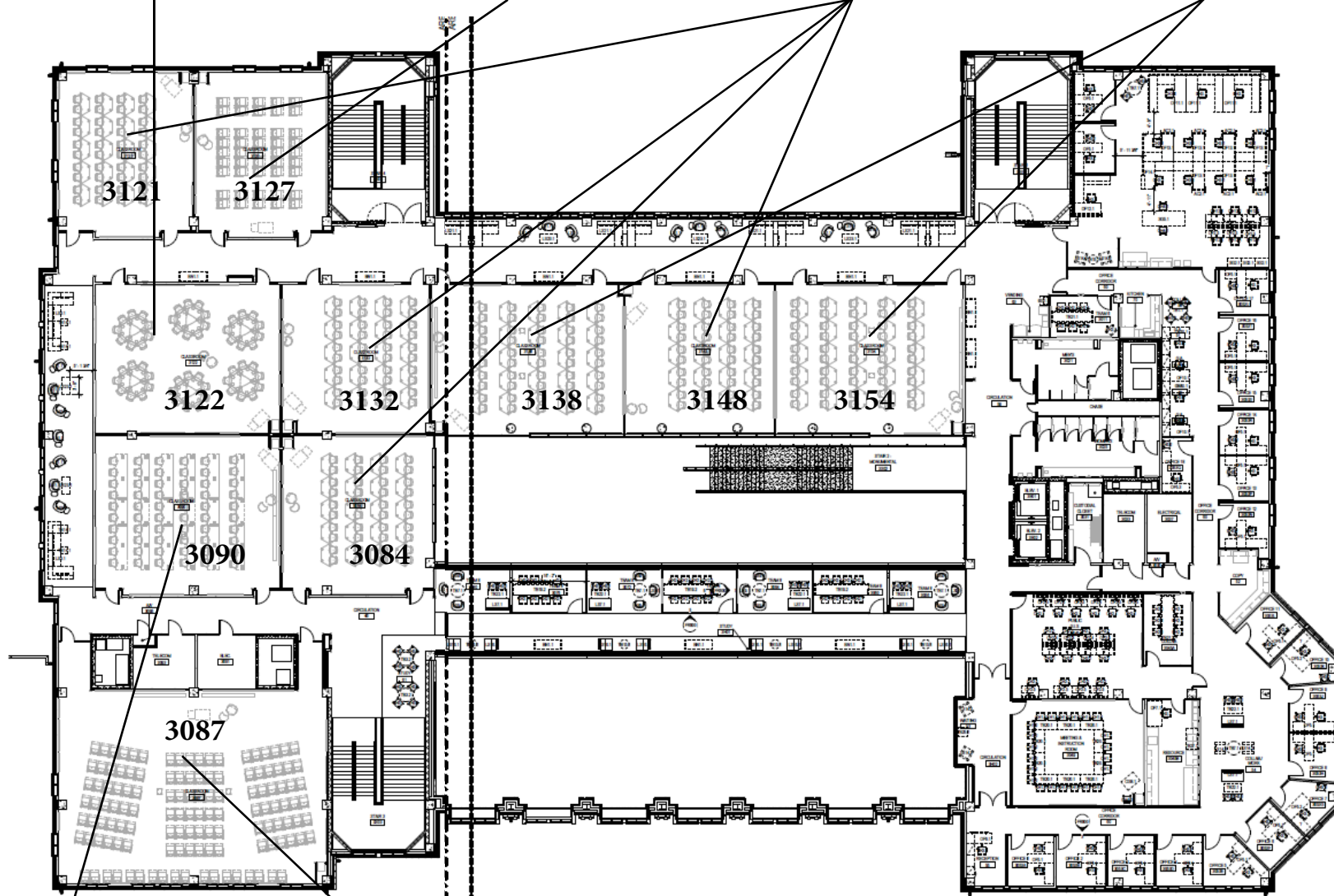
45 Sta.  
3 Flat Panels, 1 Touch

**Flexible (4)**

40 Sta.  
Loose Trapezoid Tables  
2 Flat Panels, 1 Touch

**Flexible (2)**

50 Sta.  
Loose Trapezoid Tables  
Dual Projection 1 End

**Turn2Team**

60 Sta.  
Built-In Tables  
Dual Projection 1 End

**Mobile Tablet Chairs**

126 Sta.  
Dual Projection 1 End

**Wilmeth Active Learning Center  
THIRD FLOOR**



# DEPARTMENTAL SCHEDULE DEPUTIES

## Office of the Registrar

SUBJ	Name	Phone	Bldg/Room	E-Mail Address
AAE	Ms. Lisa Crain	45157	ARMS 3314	<a href="mailto:lcrain@purdue.edu">lcrain@purdue.edu</a>
AAS	Ms. Matilda Stokes	45680	BRNG 6182	<a href="mailto:mstokes@purdue.edu">mstokes@purdue.edu</a>
ABE	Ms. Becky Peer	41162	ABE 219	<a href="mailto:peerb@purdue.edu">peerb@purdue.edu</a>
AD	Ms. Star Brown	43056	PAO 1190B	<a href="mailto:star@purdue.edu">star@purdue.edu</a>
AFT	Ms. Sarah Prater	42042	AR 228	<a href="mailto:snprater@purdue.edu">snprater@purdue.edu</a>
AGEC	Ms. Malissa Allen	44201	KRAN 681	<a href="mailto:malissa@purdue.edu">malissa@purdue.edu</a>
AGR	Ms. Kelly Lough	48481	AGAD 121	<a href="mailto:klough@purdue.edu">klough@purdue.edu</a>
AGRY	Ms. Dawn Foushi	44786	LILY 3440	<a href="mailto:dfoushi@purdue.edu">dfoushi@purdue.edu</a>
AMST	Ms. Matilda Stokes	45680	BRNG 6182	<a href="mailto:mstokes@purdue.edu">mstokes@purdue.edu</a>
ANSC	Ms. Marlene Miller	44863	LILY 2109	<a href="mailto:marlenem@purdue.edu">marlenem@purdue.edu</a>
ANTH	Ms. Brenda Gunion	44672	STON 219A	<a href="mailto:gunion@purdue.edu">gunion@purdue.edu</a>
ARAB	Ms. Betty Lewis	43882	SC 146F	<a href="mailto:lewisbl@purdue.edu">lewisbl@purdue.edu</a>
ASAM	Ms. Matilda Stokes	45680	BRNG 6182	<a href="mailto:mstokes@purdue.edu">mstokes@purdue.edu</a>
ASL	Ms. Betty Lewis	43882	SC 146F	<a href="mailto:lewisbl@purdue.edu">lewisbl@purdue.edu</a>
ASM	Ms. Becky Peer	41162	ABE 219	<a href="mailto:peerb@purdue.edu">peerb@purdue.edu</a>
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