

Sixth Meeting, Monday, 20 March 2023, 2:30 p.m.
Zoom Meeting

AGENDA:

1. Call to order Professor Colleen Brady
2. Statement of Land Use Acknowledgement Professor Colleen Brady
3. Approval of [February 2023 Meeting Minutes](#)
4. Acceptance of Agenda
5. Remarks of the President President Mung Chiang
6. Question Time
7. [Résumé of Items Under Consideration by Various Committees](#) For Information
Professor Elizabeth A. Richards
8. Senate Document 22-21 Nominees for Vice Chair For Action
Professor Rick Mattes
9. Senate Document 22-24 Request to Transition to Pass/Not Pass Grading* For Action
Professor Eric Kvam
10. Senate Document 22-18 Call for Purdue University to Join the Greater Lafayette Climate Action Plan* For Action
Professor Yuan Yao
11. Senate Document 22-22 Calling for Purdue to Commit to Carbon Neutrality (revised)* For Action
Professor Yuan Yao

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| 12. Senate Document 22-19 Senators' Rights and Responsibilities* | For Action
Professor Eric Waltenburg |
| 13. Senate Document 22-23 Schedule Revisions Policy Update* | For Discussion
Professor Eric Kvam |
| 14. Senate Document 22-25 Resolution Calling for Changes to the False Allegations, Statements, and Evidence Section of the Title IX and Anti-Harassment Policy* | For Discussion
Andrew Jensen (PSG) and
Alex Seto (PGSG) |
| 15. Senate Document 22-26 Resolution Calling for Clarification of the Incapacitation Definition in the Title IX and Anti-Harassment Policy* | For Discussion
Andrew Jensen (PSG) and
Alex Seto (PGSG) |
| 16. Senate Document 22-27 Full-time Students Not Enrolled in Any College or Department Due to Academic Underperformance* | For Discussion
Professor Eric Kvam |
| 17. Senate Document 22-28 Closure of Defunct Faculty Committee: Committee for Student Excellence* | For Discussion
Professor Eric Kvam |
| 18. Senate Document 22-29 Enhancements to Retirement Programs* | For Discussion
Professor Eric Waltenburg |
| 19. IUPUI reorganization update | For Information
Vice Provost for Purdue University in
Indianapolis David Umulis |
| 20. Remarks of the Senate Chair | Professor Colleen Brady |
| 21. New Business | |
| 22. Adjournment | |

*Please note that the time for items marked For Action and For Discussion will be limited to ten minutes per Document with the exception of the election for vice chair.

Sixth Meeting
Monday, 20 March 2023, 2:30 p.m.

Zoom Meeting

Present: *Manushag N. Powell (Secretary of Faculties and Parliamentarian), President Mung Chiang, Colleen Brady (Chair of the Senate), Brian Leung (Vice-Chair of the Senate), Patrick Wolfe (Provost), Se'Andra Johnson (Sergeant-at-Arms), Dulcy Abraham, Abdelfattah Nour, Burton (Lee) Artz, Paul Asunda, Saurabh Bagchi, Jonathan Bauchet, Peter Bermel, Ximena Bernal, Françoise Brosseau-Lapré, Thomas Brush, Michael Champion, Yingjie (Victor) Chen, Laura Claxton, Matt Conaway, Amanda Darbyshire, Chittaranjan Das, Patricia Davies, Brian Dilkes, Donna Ferullo, Daniel Frank, Jennifer Freeman, Geraldine Friedman, James Greenan, Stephen Hooser, Katie Jarriel, Andrew Jensen, Hyunyoung (Young) Jeong, Cara Kinnally, Neil Knobloch, David Koltick, Eric Kvam, Damon Lisch, Julie Liu, David Love, Oana Malis, Richard Mattes, Seema Mattoo, Shannon McMullen, Muhsin Menekse, Terrence Meyer, Deborah Nichols, Jan Olek, Erik Otárola-Castillo, Li Qiao, Julio Ramirez, Elizabeth Richards, Brian Richert, Joseph Robinson, Gustavo Rodriguez-Rivera, Chris Ruhl, Antônio Sá Barreto, David Sanders, Dennis Savaiano, Jennifer Scheuer, Steven Scott, Juan Sesmero, Alexander Seto, John Sheffield, Michael Smith, Qifan Song, Susan South, John Springer, Kevin Stainback, Dengfeng Sun, Ariana Torres Bravo, Anish Vanaik, Tony Vyn, Eric Waltenburg, Jeffrey Watt, Ann Weil, Denise Whitford, Kipling Williams, Rod Williams, John Yaninek, Yuan Yao, Dabao Zhang, Mark Zimpfer. **Advisors:** Heather Beasley, Stephen Beaudoin, Keith Gehres, Laurie Hitze, Lowell Kane, Carl Krieger, Lisa Mauer, Beth McCuskey, Jamie Mohler, Jenna Rickus, Alysa Rollock, Katherine Sermersheim.*

Guests: Jen Conklin (Captioner), Ed Dun (iT), Amanda Emmons (Bursars Office), Lillian Ferguson (Dept of Food Science), Abbey Nickel (MarComm), David M Umulis (Sr V Provost for PU Indianapolis).

Absent: Kathleen Abrahamson, Bradley Alge, Charles Bouman, Sabine Brunswicker, Min Chen, Todor Cooklev, Abigail Engelberth, Lori Hoagland, Nastasha Johnson, Erika Birgit Kaufmann, Alexander Kildishev, Nan Kong, Andrew Lu Liu, Angeline Lyon, Rose Mason, John McConnell, Lin Nan, Mark Roachat, Thomas Siegmund, Joseph Sobieralski, Howard Sypher, Rusi Taleyarkhan, Robin Tanamachi, Darci Trader, Mario Ventresca. **Advisors:** Michael Cline, Peter Hollenbeck, James Sadler, Kris Wong Davis. **Sabbatical:** Alan Friedman, Yuan (Brad) Kim, Pete Pascuzzi, Alice Pawley, Yumary Ruiz.

1. The meeting was called to order at 2:31pm by Chair Colleen Brady.
2. Chair Brady read the following Statement of Land Use Acknowledgement, as required by Senate Document 20-55:

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

3. The minutes of the 20 February 2023 Senate meeting were entered as read.
4. Professor Denise Whitford moved that the Senate add Document 22-31 Support of LGBTQ+ Students to the Agenda under New Business. The motion was seconded and approved by general consent. The Agenda was approved as amended by acclamation as well.
5. President Mung Chiang raised two topics for consideration. He reminded Senators that in the last meeting, he and the Provost had asked about streamlining processes to return time to faculty schedules. He clarified that this request was *not* intended to imply that faculty needed to work an extra hour per day; rather the opposite. President Chiang said that one idea that had emerged from the initiative to return time to faculty centers around improving processes for curricular innovation, so as to allow for maximum creativity among faculty in their instructional offerings. He noted that thoughts are welcome on this topic from Senators as well. He next raised the question of what place AI (artificial intelligence) should hold in institutions such as universities, not only with respect to curriculum but also in the operations of the university itself. Input from Senators was welcomed around the possible role, or non-role, of AI in teaching and learning, extracurricular activities, co-curricular activities, and enhancing efficiency in performing repetitive administrative tasks. He inquired whether the Senate had any proposal to make or guidelines to recommend regarding the potential use, non-use, misuse, or better use of open software like ChatGPT, or ideas about what AI could do for the business operations / paperwork components of university routines. It was also expressed that Vice Provost Jenna Rickus had been working on a number of initiatives to ensure that Purdue would be at the forefront of AI thought, and that she was an important point for contact and information on the topic.

Provost Patrick Wolfe was invited to add his thoughts. He reminded the community of the plans for the Systemwide Summit on AI in Teaching and Learning in Fall 2023. He said he believed this was an area where Purdue was positioned to be able to become a national leader. Regarding the project to return time to faculty, Provost Wolfe stated that his office had ended Cognos emails and was in general trying to move towards a model of less email spam. He also pointed to the new design of Purdue Today as an example of innovations meant to improve faculty experience. Also on this topic, he stated that Vice Provost Rickus was working on removing barriers to innovation re: proposals for curriculum modifications, which will now need far fewer steps for approval. The administrative weight of standing up Purdue Indianapolis was also being reduced to the extent possible.

6. Answers to pre-submitted questions were posted to the Senate website. [\[Appendix A\]](#) Professor Geraldine Friedman asked whether there were already tools on Brightspace, such as those created by TurnItIn, that would assist instructors in preventing the misuse of ChatGPT in assignments. President Chiang said that the question brought up an interesting topic: is there going to be an institutional conversation about the uses / misuses of AIs such as ChatGPT, and whether there

should be some uniform policy to govern its appearances (in the classroom, but also with respect to infrastructure, administrative tasks, etc.). If used, what citation principles should undergird its use? And so on: he said we are only at the tip of the iceberg in understanding how AI will intersect with the work we do. Vice Provost Rickus added that Teaching and Learning Technologies is working closely with TurnItIn to prepare for AI-detection technologies as they roll out.

Professor Seema Mattoo argued that AI was going to be part of everyone's life moving forward, and that rather than trying to ban it, we should get ahead of it: learn what it is good at, and of course learn its limitations. She said that she was planning her coursework with this issue in mind: ChatGPT frequently makes up citations for the data it generates. It is easy to check for false citations, but it does take time to do this in the context of marking the homework of an entire class. She asked how Purdue might help with the kind of fact checking we will need as we plan our courses. Chair Brady theorized that we will probably need the assistance of AI to check for the use of AI.

President Chiang clarified that he had not endorsed any particular approach to AI, but was instead summarizing some of the possible reactions a university or individual might have. Many more conversations on this matter were needed.

Chair Brady urged Senators to contribute their feedback on the uses of and other issues surrounding AI.

7. Professor Elizabeth Richards, Chair of the Steering Committee, presented the [Résumé of Items Under Consideration by Various Committees](#). [\[Appendix B\]](#) Professor David Sanders reported that the Student Affairs Committee had recently been contacted by Alex Seto, President of the Purdue Graduate Student Government, regarding a resolution on student well-being. Professor Richards thanked the Standing Committees for their updates, and for the hard work all had been doing to meet during the very busy spring semester.
8. Professor Richard Mattes, chair of the Nominating Committee, presented [Senate Document 22-21](#) Nominees for Vice Chair of the Senate. There were no additional nominations from the floor. Nominees were invited to address the Senate briefly on their candidacies.

Professor Neil Knobloch made the first remarks, as follows: “Thank you, Chair Brady. And good afternoon, Senators, colleagues, and guests. It's an honor to accept the nomination, and to share the why I accepted this opportunity. As a first-gen student, I was pretty much clueless about going to college, and my appreciation of the land grant university has grown tremendously after unexpectedly earning three degrees from land grant university. I'd like to share how it started. As a freshman in my first couple of weeks at Iowa State University, a professor stopped and asked me how I was doing. Although this was a bit surprising to me, as you can imagine, from the start of the conversation, which resulted in long-term positive relationship, Dr. Taylor made me feel like I was valued, and I belonged at Iowa State University, even though

I was still questioning whether or not I could really do this and pull off a BS degree. After a few meetings with him, he shared that my mom asked him during orientation to watch out for me. And so he did. And this had an impact on me and how I tried to look out for students, even today. This brief story represents the “Why” I accepted the nomination for Vice Chair. And so I tried to simplify this into an ABC values framework. A: the vice chair is an advocate for faculty, staff, and students. The chair asks important questions, listens, and represents the views of faculty and staff to administration. In my two terms as a senator, I’ve observed six different chairs. And those who are most effective, in my opinion, are those who are servant leaders, and made decisions for the greater good. The Chair of the Senate is a balancing act of prioritizing issues, gathering enough information, and making timely decisions while facilitating discussions where opposing views are heard, also being efficient when we meet. Balancing inclusive excellence and getting the task done is what I will strive to do as chair. B: a productive and engaged senate is when committee chairs collaboratively engage senators and advisors in committee. This is where the heavy lifting is done. C: Collaboration and communication are critically important in faculty governance. Secretary Powell has been amazing at keeping the Senate focused and helping everyone understand the role. In visiting with previous chairs, I understand the complexity of this job and its demands. I’ll remember the ABC framework in carrying out this responsibility. Advocate for faculty, staff, and students to strike a balance with all voices being heard, make timely decisions, and promote collaboration and communication among the committees and administration of the Senate. Thank you for this opportunity.”

Professor Steven Scott made the following remarks: “Good afternoon. I’m Steven Scott, Associate Professor and Director of Alumni Engagement in the Department of Pharmacy Practice. I consider it a great honor to have been nominated for the position of Chair-elect to University Senate. I am currently in my 45th year in higher education, and 41st year here at Purdue. My decision to put forward my name allows me to give back to the university that has given so much to me during my professional career. If elected, I would be following an example of service to the university set forth by two of my former mentors, George Spratto and Stanley Hem, who also served as chairs of this body. As a first-generation student from Lafayette many many years ago, Purdue University was the place that allowed me to grow both as a learner but most of all as a person. Spending the majority of my career at a land grant university has exposed me to a wide variety of students from varied backgrounds, who I learned from on a daily basis. I’m convinced that land grant universities are special, and are perhaps best defined as the education and experience they provide to the typical student who attends. The fruits of the students’ experience on campus are often not realized and really appreciated until many years following graduation. Exceptional students at land grant universities have the opportunity to flourish at the highest level. And maybe most importantly, the more challenged students are provided with the support and inspiration necessary to succeed at a level much higher than they ever envisioned. The unique cadre of dedicated faculty and staff, plus peers from a wide variety of backgrounds and locations, like we have here at Purdue, make the land grant experience so special and valuable to our students. Since first being elected to the Senate in 2018, I’ve

served on the Student Affairs, Educational Affairs, and Advisory committees. I've observed how this body serves as a forum for the concerns and welfare of faculty, staff, and our students. If elected, I promise to shepherd the most important matters through the body as efficiently as possible, and to bring the voice of this body to the administration and also to the Board of Trustees. During the past few years, higher education, science, free speech, and the diversity of ideas and people have come under assault in this country. I consider this a great threat to those of us in higher education, and the future of our current students. A strong governance structure here at Purdue is perhaps one of our best means to maintain these values that have long been the standing foundation of higher education. In closing, I ask for your support, and promise that I will serve as a good steward of your vote. Thank you very much."

Professor Susan South made the following remarks: "Hello, everyone. Thank you for considering me for the position of Vice Chair of the Senate. I've been at Purdue since 2008; this was my very first faculty position. And I've been here my entire career, moving from assistant professor to associate professor to full professor in 2021. Along the way, I've made many friends. I met my husband here at a Purdue Young Faculty Association event (when we were both younger faculty). We had a child, and we built a life here in West Lafayette. My career at Purdue has been bookended by two major societal catastrophes: the 2008 financial collapse, and the COVID pandemic that began three years ago. Through both of these, and especially the last three years, I've seen how my fellow faculty have persevered through incredibly difficult conditions to give their very best to students here and to our institution. If I was elected to the position of Vice Chair, I would strive to be the voice for my fellow faculty as they continue the mission of this land grant institution in discovery, teaching, and engagement. It is the faculty who really are the heart of this institution. And our voices should be heard by students, administration, and the public who we help with our research, teaching, and service to community. Senate leadership has a responsibility to be the voice of the faculty, and I certainly have preferences and opinions, but the vice chair and chair need to know that the faculty view is key to their ability to do their jobs. The faculty can't be successful without the university's support, and different faculty will need different things. For some it might be more accessible and affordable daycare. For others it might be more visible support for their DEI initiatives. For others it might mean the resources to conduct grant-funded work. My agenda will be built around helping attain the tools faculty need to be successful. I'd be honored to serve as the faculty's advocate for these necessary pieces that will give them time, energy, and ability to do the work that they do."

Last but not least, Professor Mark Zimpfer made the following remarks: "Good afternoon, everyone, and thank you for a few minutes of your time today. I'll spare everyone from reading from my bios—that would be akin to reading from the PowerPoint slides during class—but I'm happy to answer any questions you have about my background. Instead, I'll just share a few thoughts. During my 25-plus years of running a successful construction company, I've been fortunate to take part in hundreds of projects with thousands of stakeholders, as well as my eight years here at Purdue. I've been fortunate to participate in multimillion dollar research projects, teaching teams and teaching lots of classes, service appointments across all levels

of Purdue and curriculum development. I have learned one important lesson through all this time. Everything is about relationships. Without relationships, we cannot achieve our goals and we cannot help those around us achieve theirs. I see the role of the vice chair as fostering relations that help the Senate achieve its goals. This might be strengthening current relationships, creating new ones, or repairing those that have weakened over time. We have amazing colleagues here in the Senate, doing the heavy lifting of committee work. The vice chair and chair should add value to this work by fostering those beneficial or renewed relationships to solve the issues at hand. This would be my goal if elected by this body. My track record in this regard is strong. And I promise to be an enthusiastic builder of positive mutually beneficial relationships for the Senate. I feel like in my time at Purdue, as a grad student, an adjunct, an assistant professor of practice, and now an associate professor of practice, I've seen almost every facet at Purdue. I've had two children graduate from Purdue University, and one currently enrolled. So, I feel like my worldview of Purdue has grown over the last eight years and then some. I'd be honored by this position. And I appreciate your time today. Thank you."

After the first round of voting, no candidate received a majority of votes. A run-off followed, between Professors Knobloch and South. Ultimately, Professor South was elected Vice Chair. Chair Brady congratulated Professor South, and thanked the candidates for running, and the Nominating Committee for their work in securing an excellent, well-qualified slate.

9. On behalf of the Educational Policy Committee, Professor Eric Kvam moved that the Senate adopt [Document 22-24](#) Request to Transition to Pass/Not Pass Grading for the Doctor of Veterinary Medicine Program. Professor Kvam reminded the Senate that the DVM is a professional program, and that Pharmacy, also a professional program, already had a similar practice. He stated the proposed practice was consistent with other programs of its types around the country. There was no discussion, and the Document was accepted by acclimation.
10. On behalf of the University Resources Policy Committee, Professor Yuan Yao moved that the Senate adopt [Document 22-18](#) Call for Purdue University to Join the Greater Lafayette Climate Action Plan. Professor Amanda Darbyshire, Chair of the Sustainability Committee, was invited to make introductory remarks. She clarified that joining the GLCAP would not bind the university to any plans created by the county and cities; rather, Purdue would be able to follow its own plan, but would be a part of the on-going conversation. She stated that they had just received a letter of support from the Go Greener Commission, which asked "that Purdue commit to developing their own climate action plan and participation in collaborative conversation with the GLCAP joint leadership team." There was no discussion, and the Document was accepted by acclimation.
11. On behalf of the University Resources Policy Committee, Professor Yao also moved that the Senate adopt [Document 22-22](#) Calling for Purdue to Commit to Carbon Neutrality (revised). Professor Darbyshire was again invited to make introductory remarks. She explained that the Document had been revised due to concerns that

the original proposed 2030 date was too ambitious. Instead, the language asked that Purdue choose a date “aligned with our Big Ten peers.” This would allow the administration and physical facilities to set an appropriate goal.

Purdue Graduate Student Government President Alex Seto shared the following: “according to an Indiana Climate Change Impacts Assessment, climate change has profound and measurable impacts in our home state here in Indiana. Higher overnight temperatures have been reducing the yield of crops over the past decade. Over the past 30 years, there’s been a declining number of days suitable for field work. Higher temperatures put livestock at risk. Climate change in general has been increasing pests and disease pressures. This is a report authored by some people in this very Senate, and at Purdue. There’s a lot of active research going into this area. And it’s important to keep that in mind as things progress. I’m not in agriculture; I’m in computer science. But, you know, I come from a family of farmers. And my grandparents are farmers, and my uncles are still farmers. And they’ve seen the everyday impact of this. They’re in California, not in Indiana, but they see the impact of climate change. California has had the driest three years on record as of October 2022. It’s raining now, but that’s still not enough to mitigate some of these drought impacts. They’re seeing this in the water prices and potential restrictions coming in this future. And this is more than just about us. This is about our children and our children’s children. I’m a grad student. I don’t have kids yet. But you know, future generations will inherit the results of our actions now, and I would want my children and grandchildren to be proud of us and of what we did to make the world a better place for them.”

Professor Sanders reiterated that the West Lafayette Go Greener Commission had encouraged Purdue to support the proposal.

Professor Friedman asked a question about Duke Energy’s interest in exploring the feasibility of using nuclear energy to meet Purdue’s long-term energy needs, but this was not deemed germane to the immediate question.

There was no further discussion, and the Document was adopted by acclamation.

12. On behalf of the Faculty Affairs Committee, Professor Eric Waltenburg moved that the Senate adopt [Document 22-19](#) Senators’ Rights and Responsibilities (revised). Professor Waltenburg noted that the Faculty Affairs Committee had revised their proposal to address some concerns raised about the language re: consequences for expulsion language, changing the wording to better emphasize that individual Senator actions that would deny the rights of other Senators would potentially be a cause for expulsion.

Professor Sanders agreed that this change would improve the Bylaws. He then moved that the Senate amend the Document to strike 2.042 c, and replace items 2.05, 2.051, and 2.052 with, “The protocols of the ‘Discipline and Expulsion of Members’ Section of The American Institute of Parliamentarians Standard Code of Parliamentary Procedure will be followed.” Professor

Sanders stated that the AIP had a robust protocol for discipline and expulsion with good and time-tested routines, as well as adequate protections for individual Senators. The amendment was seconded and discussion began. Chair Brady reminded the body that the amendment must be dealt with before returning to the question of the Document itself.

Professor Waltenburg responded re: the amendment that the language under Section 2.042 c was in fact largely adapted from the AIP. Its statement concerning the abuse of parliamentary law, for example, could be found on pp 3-4. With respect to the sections 2.05, 2.051, and 2.052, he asserted that although AIP did speak to discipline and expulsion, it did so in sweeping and general terms, and did not provide a detailed procedure or policy with respect to the steps and processes necessary for expulsion. The FAC had attempted to fill in these gaps. For example, the AIP called for an investigatory committee to be formed, but it did not at all specify how such a committee would be constituted, or who would create this committee. In developing their model, the FAC had relied on language used by Purdue's Research Integrity Procedures concerning academic misconduct. The language in the Document was meant to fill in the gaps and flesh out the essential steps provided for in AIP, and to make them consistent with other aspects of Purdue's policies and procedures.

Immediate Past Chair Stephen Beaudoin remarked that in the past, when the Senate had needed a system like the one described, the university's lawyers had drawn one up based on the AIP language, and it had failed miserably. He stated that the FAC's proposal was well thought-out, and felt it was a better alternative than following the AIP language alone, which had already proven to be too broad.

Professor Antônio Sá Baretto wished to know how often such a procedure was needed.

Professor Brian Dilkes noted that the CIA's [Simple Sabotage Field Manual](#) specifically included using parliamentary procedure to ask too many questions and block progress on work. He felt that having a Bylaws mechanism to prevent such things [i.e. item 2.042 c] was a good idea, and important to address. He was concerned that the amendment would limit that capacity of the Senate to keep itself moving fluidly, and favored the original language in the main motion.

Professor Paul Robinson declined to opportunity to argue with the CIA, but still argued that the AIP standard offered uniformity, and said he thought the Senate would be better off staying with that process, as it was used by other institutions across the country.

Professor Sanders responded that he agreed the actions described in 2.042 c were inappropriate and in need of sanction if attempted, but argued that such work was the responsibility of leadership, not of individual Senators.

There being no further discussion, the question was put. The amendment was defeated, 22-43.

Discussion resumed on [Document 22-19](#). Senator Beaudoin stated that he wished this Document had been in place earlier. There being no further discussion, the Bylaw change was adopted by unanimous consent. Chair Brady thanked the FAC for their year-plus of work on the issue.

13. On behalf of the EPC, Professor Kvam presented [Senate Document 22-23](#) Schedule Revisions Policy Update for discussion. He explained that this Document had come to the Senate from two of the Advisors on the EPC. The COVID pandemic had changed our handling of when drop dates could be processed. While there was no desire to move to a plan where any student could drop at any time, the proposal at hand would change the final drop date for a class to Week 13 of the semester. This would align Purdue with the majority of its peer institutions.

Vice Provost Rickus shared an illustrative example: a student had been doing well in their courses, but developed a significant medical condition in Week 11. Facing treatment, the student could not feasibly keep up with all their courses, but at the moment, policy would dictate that their only choices would be to keep all courses, or withdraw from the university entirely, losing all their work from that semester. The proposed change to the drop date would allow this student to stay in at least some of their courses and continue to make some academic progress during treatment. While this scenario might sound rare, with our large student body, in fact it happens more than one might think, she said.

14. There being no further discussion on 22-23, Purdue Student Government (PSG) President Andrew Jensen presented [Senate Document 22-25](#) Resolution Calling for Changes to the False Allegations, Statements, and Evidence Section of the Title IX and Anti-Harassment Policy for discussion. Lilliana Ferguson, President Pro-Tempore of the PSG, was recognized to speak on its behalf. She explained the Document was a joint resolution of PSG and PGSG seeking to change the “False Allegations, Statements, and Evidence” section of the [Purdue Title IX and Anti-Harassment Policies](#). She said that Title IX was a federal regulation that governs all universities across in all educational institutions across the United States. This policy was given to these institutions to create their regulations out of. PSG’s sexual violence prevention committee approached the Title IX language with the intent of asking, “What can we do to help improve this policy?” and had looked to the University of Minnesota, whose policy included more good faith language rather than bad faith language, as well more easily digestible terminology for students, staff, and faculty members needing to read and understand the policy.

Vice President for Ethics and Compliance Alysa Rollock thanked the student governments for their work, and stated this was an amenable proposal. She shared that while Purdue's policy language did not include all of the language that is being proposed, the procedures for both the Title IX harassment and the general anti-harassment policy do provide that making a good faith report that is not later substantiated is not considered a false statement. In the case of Title IX, a determination regarding responsibility alone is not sufficient to conclude that an individual made a materially false statement in bad faith. She felt it was reasonable to include this language in both the policy and the procedures, rather than procedures alone, to be even more clear with what the standard is. She assured the Senate that no one had been disciplined simply because allegations were not substantiated, or responsibility found in one way or another. She suggested that the OIE and student governments were fundamentally on the same page.

Immediate Past Chair Beaudoin thanked the students for their continued work, and for taking the lead on the issues touching upon sexual violence on campus.

President Jensen emphasized that this was an attempt at clarification of the existing policies and regulations, suggested in order to address concerns among the student body that incidents might go unreported because of a mistaken fear that the reported might face consequences.

15. There being no further discussion, President Jensen presented [Senate Document 22-26](#) Resolution Calling for Clarification of the Incapacitation Definition in the Title IX and Anti-Harassment Policy. President Pro Tem Ferguson was again recognized to speak on its behalf. She explained that this piece was similar to the previous one and was also presented by the PSG and PGSG jointly, but that it had important differences. The Document had come as a response to the [Roe v. Purdue](#) case and surrounding conversations. Its objective was to explicate for students what it meant to be incapacitated, and what that definition of incapacitation could look like. After researching different definitions of incapacitation at peer institutions, the student governments favored the clarity of the Title IX policy language employed by Ball State University Title Nine policies definition of incapacitation, the difference between incapacitation and intoxication, and what impairment looks with respect to different levels of consciousness. The hope was that Purdue would adopt this language.
16. There being no discussion on this proposal, Professor Kvam, speaking on behalf of the EPC, presented [Senate Document 22-27](#) Full-time Students Not Enrolled in Any College or Department Due to Academic Underperformance for discussion. He explained that the Document addressed the problem that there were students who, due to low GPAs, could not transfer into any department or major. Exploratory Studies had an advisor who had been working with these students as, essentially, a voluntary overload, but this was unfair to that advisor as a long-term solution. The proposal was that those students who were underperforming to the point that they could not CODO into any department should, first, be given an advisor, and second, be given one year before being academically separated from the university.

Vice Provost Rickus shared that this situation, which effects a small subset of students, had emerged as the CODO or major change requirements have evolved and become more strict. She suggested the issue was less a matter of a change in student outcomes, and more about where students were in the structure of the university. While Exploratory Studies does not have a GPA requirement, they do have a Senate-defined credit hour limit, because Exploratory Studies is intended for students in the first part of their time at Purdue. These students should not be trapped in policy limbo, argued Rickus. Some of them, after working with advisors for a year, would find a chance to CODO into a home; for those that did not, the advising community recommended the one-year period to give students a chance without letting them just persist in perpetuity without the ability to pursue a degree.

17. There being no further discussion on this proposal, Professor Kvam, again speaking on behalf of the EPC, presented [Senate Document 22-28](#) Closure of Defunct Faculty Committee: Committee for Student Excellence for discussion. Professor Kvam described the Document as an attempt to reduce bureaucracy, and an example of a committee's success in that its purpose had been accomplished and it no longer needed to exist. When the Honors College was created, it overtook most of the duties of the Committee for Student Excellence. As a consequence, CSE had not met for several years and had not been active recently. Professor Kvam suggested the logical next step was to throw a fist in the air, declare victory, and walk away.

There was no discussion of the Document. Chair Brady invited Professor Kvam to move to suspend the rules so that action could be taken on the item immediately. It was so moved and seconded. The rules were suspended by general consent, and the motion was passed by acclamation. The Committee on Student Excellence was discharged with thanks for its service. Chair Brady praised the EPC for its work to remove a tiny piece of bureaucracy, making a tiny but meaningful step in the direction of saving faculty an hour, and reducing the email load by just a bit (and saving the grateful Parliamentarian rather more than this).

18. Professor Waltenburg, on behalf of the FAC, presented [Senate Document 22-29](#) Enhancements to Retirement Programs for discussion. He explained that this was a proposal to acknowledge and thank the HR staff who made efforts to provide important enhancements to Purdue's retirement benefits. This Document came to the Senate with the unanimous support of both the Faculty Affairs Committee and the Faculty Compensation and Benefits Committee. There was no discussion of the Document. Chair Brady invited Professor Waltenburg to move to suspend the rules so that action could be taken on the item immediately. It was so moved and seconded. The rules were suspended by general consent, and this motion was also passed by acclamation.
19. Vice Provost for Purdue University in Indianapolis David Umulis was recognized to provide an update on the IUPUI reorganization. His presentation emphasized the message that Purdue in Indianapolis was to become a long-term presence with same quality, expectations, and prestige as the main campus, but located in the more

urban setting of Indianapolis. To get to that point, a number of processes and deadlines needed to be completed shortly to continue the march toward the deadlines established during the Trustees' meeting of August 2022, of having a definitive agreement by the end of June 23, and Purdue fully operational in Indianapolis by July 2024.

Vice Provost Umulis stated that the definitive agreement included items such as program transfer, programs for curriculum offerings, requirements for the teach-out of students who currently at IUPUI, material for the facilities where Purdue will be physically present on the campus, and also student, faculty, and staff services. All of these items were being worked on with various levels of agreement achieved thus far. The process of alignment with the West Lafayette campus and the review of current faculty in the engineering and technology and computer science programs at IUPUI were being worked on actively by West Lafayette faculty. This group included electrical engineering, mechanical engineering, biomedical engineering, computer sciences, and computer graphics technology. The School of Engineering Technology had several different degree-granting programs, and several other technology-focused programs, including a leadership development in technology. Those faculty packets were provided for review on March 1, and had been distributed to the academic units across Purdue's campus in West Lafayette, where they were undergoing review.

Several deadlines concerning academic programs and facilities would approach within the next month. Following the ratification of those agreements, there would be a formal approval process with the Higher Learning Commission (HLC) and the Indiana Commission for Higher Education (ICHE). While new wrinkles and developments continued to appear, work was progressing apace towards required dates and milestones.

Chair Brady asked about what the process would be for people are looking for help with collaborations and connections between West Lafayette and Indianapolis from other disciplines besides those already named. For example, in the College of Agriculture, colleagues in Food Science had expressed interest in working with Indianapolis. Vice Provost Umulis said that he had just met with faculty in Agriculture that morning, in fact. He emphasized that what was of immediate importance was having current programs at IUPUI align with programs in WL, since that is needed for the license to operate predicated upon the definitive agreement between Purdue and IU. Teachout plans and alignment with those units were needed for the HLC applications. However, those negotiations would not limit the types of programs and collaborations and activities that would become possible in Indianapolis. If the question progressed to standing up new degree programs, they would need to be consistent with the President's vision for Purdue and Indianapolis as bookends of a high-tech corridor.

Professor Robinson asked how many faculty at IUPUI needed to be relocated to Purdue WL departments, and whether any of them had initiated the process yet.

Umulis said that 81 tenure-track faculty were in the realignment process, as well as 41 non-tenure-track faculty in lecturer or clinical positions. In all cases, notification of where they would be reviewed in by West Lafayette units had been received. Some faculty had made other choices, including retirement. The non-tenure-track cases would be predominantly reviewed by the department heads, the deans, and the Provost, without having to go through the same primary committee review process.

Vice Provost Umulis thanks the Senate for its time, and promised to provide future updates as needed.

20. Chair Brady thanked Vice Provost Umulis, and commenced her remarks. She promised to keep her remarks brief, because the Senate wished to show respect for faculty and staff commitments by respecting their time.

Chair Brady noted that there has been a great deal of discussion in the past several weeks about the President's and Provost's stated goal for Purdue to become a top-5 public university. Brady argued that this represented an important opportunity for faculty and administration to collaborate for the good of all. She asked for the Senate's leadership on this issue, and posed a series of questions: in keeping with President Chiang's requests for ideas about how to make faculty life more productive and efficient, were there initiatives we could begin in the Senate to help Purdue move towards that top-5 goal? Were there types of support we could request from Purdue's administration? Important questions the Senate could ask (even discipline-specific ones), about how we raise up and grow the *entire* university, and not only pieces of it? Chair Brady suggested Senators should discuss this matter in their committees, and share ideas with Standing Committee Chairs, who could then bring them to the Advisory Committee's monthly discussions.

21. Chair Brady recognized Professor Whitford to present [Senate Document 22-31](#) Support of LGBTQ+ Students. Professor Whitford indicated that she planned to move that the Senate suspend the rules so that it could adopt the time-sensitive Document immediately. Professor Whitford was asked to provide an introduction to the Document. She explained that she was approached, as Chair of the Equity, Diversity, and Inclusion Committee, by several members of the Purdue community about a situation on campus. Because of the timing, she felt that it was best take the matter directly to the full body of the Senate, as opposed to waiting for the next scheduled EDIC meeting. She explained that an event was scheduled to take place on campus that week that had the potential to lead to violence against some Purdue community members. The Purdue Graduate Student Government had passed a resolution just prior to spring break to support the LGBTQ+ community after they found out about the speaker coming to Purdue, concerned that this person had incited existential harm toward some Boilermakers and Indiana citizens. The Document presented to the Senate affirmed that the Senate supported the PGSG resolution. The heart of this Document, she said, was that although we recognize the importance of free speech, we also feel that the university's free speech policy must not be used to abdicate our role as mentors. The Purdue University Senate would call upon all administrators, faculty, staff, and students to exercise their responsibility to oppose and condemn

the use of Purdue as a platform to incite existential harm to our community members and the citizens of Indiana.

Vice Chair Brian Leung stated that he was a member of the EDIC, which is why he had been informed of the efforts around **SD 22-31**. He stated that he stood alongside the transgender community on Purdue University's campus and in Indiana at large. He said that, too often, members of the LGBTQIA community were discouraged from leading productive, happy, and public lives in our state. Vice Chair Leung said he was attracted to this resolution's positive focus on support and mentorship. Of our free speech policy, he noted that the quote University is not itself sentient. Purdue University does not have opinions, and there were legal lanes to abide. He connected this principle to a recent development in fighting climate change, one of our most nationally and globally fraught political and cultural issues. The prior week, a Purdue University representative praised the Purdue researchers' development of the world's whitest paint when it won the South by Southwest Innovation Award. Specifically, the Purdue representative praised the possibility of the paint's ability to combat global warming—thereby addressing the politically weighted reality that climate change is actual, and at the same time, acting as a public mentor on the subject. In the same way, the resolution before the Senate asked Senators to be personal and public mentors. He called for the Senate to pass the resolution, and in the coming days for the community to hear public mentorship from those Boilermakers with the loudest megaphones. He asked the Senate to remain positive, and demonstrate that at Purdue, we support our people at least as much as we support our paint.

PGSG President Seto remarked that this kind of support was deeply appreciated by the community. PGSG had put forward this legislation and would soon be putting out a statement in support of the community, but, having spoken with some representatives, he felt that seeing support from the University Senate would be really meaningful and might help LGBTQIA people at Purdue feel seen and cared for.

There being no further discussion, the rules were suspended and the question was put. The motion was adopted by a vote of 54-4 (93%, surpassing the required 2/3 majority). Chair Brady praised Document 22-31 for reminding everyone that Purdue expects faculty to take their mentoring responsibilities seriously.

22. There being no further business, the Senate adjourned at 4:34pm.

Questions

Promotion and Tenure Guidelines 2

I am interested in the rationale for requesting a minimum of 8 letters of recommendation for faculty recruited to tenured positions. What is the evidence this large number of letters results in better decisions? I mean no offense, but it seems to show a disrespect for the tenure process at our sister institutions; conveys a lack of confidence that recruiting departments can judge the quality of candidates; increases burden on colleagues who have to write letters that may not be heavily weighed; and may actually deter recruitment by creating logistical obstacles to the process. 2

Purdue Global 2

Since 2021 the School of Nursing Graduate program has had decreased enrollment in the master’s and Doctor of Nursing Practice degree programs. Enrollment has decreased by 34% since 2022. The master’s degree program is ranked #25, while the Doctor of Nursing Practice program is ranked #45 nationally. A significant factor due to the decrease in PWL School of Nursing enrollment is the presence of Purdue Global, which offers identical nurse practitioner programs within the state entirely online and at a lower tuition rate. Of note, Purdue Global’s nursing programs are not ranked. 2

When Purdue Global was launched, an agreement was made between Purdue Global and Purdue Northwest to protect PNW master’s degrees in nursing leadership and nursing education from being impacted by Purdue Global, who offers the same degrees. Per this agreement, Purdue Global cannot recruit Indiana students into these programs helping PNW maintain the integrity of its master’s program. In the meantime, no such agreement was made between Purdue West Lafayette to protect the nurse practitioner tracks (Family Nurse Practitioner, Psychiatric Mental Health Nurse Practitioner, and Adult-Gerontology Primary Care Nurse Practitioner) offered by both the PWL campus and Purdue Global. 2

This lack of protection for the Purdue West Lafayette campus has led to decreased enrollment. Further, there are tremendous advertisement and recruitment resources employed by Purdue Global that the PWL School of Nursing cannot compete with. For example, when web searching Purdue Nursing, PNW or Purdue Global are the first to appear. In addition, Purdue Global ads for their nursing programs are constantly seen on social media and other platforms. These factors put the Purdue University – West Lafayette School of Nursing Graduate program at a severe disadvantage. 3

How can administration help in mitigating this competition with Purdue Global? How can administration help with increasing/protecting local enrollment by addressing the large presence and university push for Purdue Global programs?..... 3

Back-a-Boiler 3

Income-share agreements are the equivalent of sharecropping. There have been questions about whether the marketing of the agreements has been legal. Purdue's program, originally called "Bet on a Boiler" (now called "Back a Boiler"), has been criticized as discriminatory and has now been suspended. Are there any

plans to make restitution to harmed students and their families and are there any plans to revive this unfair and perplexing financial scheme?3

Faculty Salaries..... 3

Early career faculty members are over-worked and under-paid. Are there plans to increase overall base salaries? Please consider the following: Engineering grad students get \$33K per year for 0.5 FTE (this is equivalent to \$66K per year for 1.0 FTE), while many tenure-track professors in engineering earn \$90K-100K for working up to 70-90 hours per week, which is more than 1.0 FTE.....3

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Answer: As noted in the February 2023 Senate Q&A and the memo it references, the consideration of a tenured appointment for senior faculty being recruited from elsewhere is of the utmost gravity to Purdue and our academic mission. It involves a careful weighing of the benefit to the institution and a consideration of the risks and opportunity costs, which external evaluatory letters can help to inform as part of a robust process.

Purdue Global

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How can administration help in mitigating this competition with Purdue Global? How can administration help with increasing/protecting local enrollment by addressing the large presence and university push for Purdue Global programs?

Answer: Motivated by questions such as these, and recognizing the importance of differentiated offerings, Purdue University Global is now working with Purdue West Lafayette and Purdue University Online to create a future vision statement that identifies the optimal placement of Global within the Purdue system.

Back-a-Boiler

Income-share agreements are the equivalent of sharecropping. There have been questions about whether the marketing of the agreements has been legal. Purdue's program, originally called "Bet on a Boiler" (now called "Back a Boiler"), has been criticized as discriminatory and has now been suspended. Are there any plans to make restitution to harmed students and their families and are there any plans to revive this unfair and perplexing financial scheme?

Answer: As noted in June 2022, the Purdue Research Foundation (PRF) decided to pause new income-sharing agreement (ISA) originations under Back-a-Boiler for the time being. PRF continues to service the ISAs already outstanding under the program.

Faculty Salaries

Early career faculty members are over-worked and under-paid. Are there plans to increase overall base salaries? Please consider the following: Engineering grad students get \$33K per year for 0.5 FTE (this is equivalent to \$66K per year for 1.0 FTE), while many tenure-track professors in engineering earn \$90K-100K for working up to 70-90 hours per week, which is more than 1.0 FTE.

Answer: Each year Purdue determines an overall salary merit pool to increase base salaries according to individual performance ratings, with a 4% merit pool for West Lafayette faculty and staff for the fiscal year that began July 1, 2022, marking the largest such amount in over 20 years.

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

Steering Committee

Libby Richards, erichards@purdue.edu

1. Soliciting reports and informational sessions in response to faculty and committee requests
2. Coordinating with FAC to request review of number of Senators, definition of quorums, and MaPSAC and CCSAC representation

Advisory Committee

Colleen Brady, bradyc@purdue.edu

Nominating Committee

Richard D. Mattes, mattes@purdue.edu

1. Populating Senate Standing Committees: slates to be voted on by Senate in April

Educational Policy Committee

Eric P. Kvam, kvam@purdue.edu

1. Request to Transition to Pass/Not Pass Grading
2. Schedule Revisions Policy Update
3. Closure of Inactive Faculty Committee: Committee for Student Excellence (CSE)
4. Full time students not enrolled in any College or Department due to academic underperformance (academically unhoused)

Equity, Diversity, and Inclusion Committee

Denise Whitford, dwhitford@purdue.edu

1. Deaf and Hard of Hearing Accessibility

Faculty Affairs Committee

Eric N. Waltenburg, ewaltenb@purdue.edu

1. Document addressing Senator Rights and Responsibilities
2. Issues concerning Senate apportionment
3. Enhancements to Retirement Programs
4. Issues regarding Purdue daycare policies & procedures

Student Affairs Committee

David Sanders, retrovir@purdue.edu

1. Resolution Calling for Changes to the False Allegations, Statements, and Evidence Section of the Title IX and Anti-Harassment Policy
2. Resolution Calling for Clarification of the Incapacitation Definition in the Title IX and Anti-Harassment Policy Improved Responses to Reports of Sexual Misconduct
3. Protecting Student Privacy/Recording Accommodations
4. Purdue Student Senate Resolution 21-69 “Resolution in Support of Editable Gender-Inclusive Options Amongst Purdue Affiliated Websites”

University Resources Policy Committee

Yuan Yao, yao1@purdue.edu

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

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

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

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

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

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

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

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

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

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

Joining GLCAP would mean:

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

Proposal:

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

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

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

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

Works cited:

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

Committee Votes, URPC:**For:**

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

Students

Theodora Amuah

Against:

Faculty
Lin Nan

Abstained:

N/A

Absent:

Faculty
John McConnell
Tony Vyn

Students
Evan Adam

Advisors
Michael B. Cline
Carl Krieger

Committee Votes, Sustainability:

For:

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

Against:

N/A

Abstained:

N/A

Absent:

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

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

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

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

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

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

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

and

[3] Attendance at a majority of Senate committee meetings

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

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

Disposition: University Senate for Discussion and Adoption

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

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

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

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

2.042 Responsibilities

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

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

2.05 Procedures for Expulsion

2.051 Cause for Expulsion

If a **Senator takes action** to deny the rights of other Senators, or to thwart the will of the Senate, the Senator is not acting consistently with the responsibilities of a Senator.

2.52 Process for Expulsion

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

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

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

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

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

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

2.06 Attendance and Recall

2.061 Cause for Recall

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

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

2.062 Process of Recall

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

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

2.07 Knowledge of Purdue University Senate Bylaws

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

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

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

For:

Faculty

Françoise Brosseau-Lapré
Patricia Davies
Stephen Hooser
Nastasha Johnson
David Koltick
Angeline Lyon
Brian Richert
Jennifer Scheuer
Susan South
John Springer
Eric Waltenburg (chair)

Advisors

Peter Hollenbeck
Lisa Mauer

Against:

N/A

Abstained:

Faculty

Anish Vanaik

Absent:

Faculty

Charles Bouman

Proposal: It is moved to (1) strike item 2.042 (c) and correct the letters for rest of sections,

and (2) to replace 2.05, 2.051 and 2.52 with,

“2.05 Procedures for Discipline and Expulsion of Members”

“The protocols of the ‘Discipline and Expulsion of Members’ Section of *The American Institute of Parliamentarians Standard Code of Parliamentary Procedure* will be followed.”

Proposed Language	Proposed Amended Language
<p>2.042 Responsibilities</p> <p>Responsibilities of Senators include, but are not limited to, the following:</p> <ul style="list-style-type: none"> a) Protect the parliamentary rights of all members b) Act in fairness and good faith c) Act when rules are used to deny the rights of other members, or to thwart the will of the assembly, including overemphasis on minor technicalities or dilatory tactics d) Attend at least 50% of Senate meetings and committee meetings in a single academic year e) Represent their constituents by soliciting their input on Senate items for discussion, and by providing to them information on Senate actions f) Possess a detailed knowledge of the Purdue University Senate Bylaws 	<p>2.042 Responsibilities</p> <p>Responsibilities of Senators include, but are not limited to, the following:</p> <ul style="list-style-type: none"> a) Protect the parliamentary rights of all members b) Act in fairness and good faith e) Act when rules are used to deny the rights of other members, or to thwart the will of the assembly, including overemphasis on minor technicalities or dilatory tactics c) Attend at least 50% of Senate meetings and committee meetings in a single academic year d) Represent their constituents by soliciting their input on Senate items for discussion, and by providing to them information on Senate actions e) Possess a detailed knowledge of the Purdue University Senate Bylaws

2.05 Procedures for Expulsion

2.051 Cause for Expulsion

If a **Senator takes action** to deny the rights of other Senators, or to thwart the will of the Senate, the Senator is not acting consistently with the responsibilities of a Senator.

2.52 Process for Expulsion

- a) The offending Senator is reported to the Secretary of Facilities and/or the Sergeant-at-Arms.
- b) The Senate Chair and Vice Chair are notified of a possible disciplinary matter and appoint an ad hoc investigatory committee of 3 voting Senators. (Steps will be taken to ensure members of the investigatory committee do not have any conflicts of interest.) At this time the accused Senator (respondent) is notified of an inquiry.
 - i. If the complaint is made against the Senate Chair and/or Vice Chair, the Secretary of Facilities will randomly select 3 Standing Committee chairs.
 - ii. The group of 3 Standing Committee chairs will create an ad hoc investigatory committee consisting of 3 voting Senators. (Steps will be taken to ensure that the group of 3 randomly drawn Standing Committee chairs and the members of the ad hoc investigatory

2.05 Procedures for **Discipline and Expulsion** of Members

The protocols of the “Discipline and Expulsion of Members” Section of *The American Institute of Parliamentarians Standard Code of Parliamentary Procedure* will be followed.

~~2.051 Cause for Expulsion~~

~~If a **Senator takes action** to deny the rights of other Senators, or to thwart the will of the Senate, the Senator is not acting consistently with the responsibilities of a Senator.~~

~~2.52 Process for Expulsion~~

- ~~f) The offending Senator is reported to the Secretary of Facilities and/or the Sergeant-at-Arms.~~
- ~~g) The Senate Chair and Vice Chair are notified of a possible disciplinary matter and appoint an ad hoc investigatory committee of 3 voting Senators. (Steps will be taken to ensure members of the investigatory committee do not have any conflicts of interest.) At this time the accused Senator (respondent) is notified of an inquiry.
 - ~~i. If the complaint is made against the Senate Chair and/or Vice Chair, the Secretary of Facilities will randomly select 3 Standing Committee chairs.~~
 - ~~ii. The group of 3 Standing Committee chairs will create an ad hoc investigatory committee consisting of 3 voting Senators. (Steps will be~~~~

<p>committee do not have any conflicts of interest.)</p> <p>c) The ad hoc investigatory committee examines the charges and alleged behavior.</p> <p> i. The respondent will be allowed to respond in person or in writing to the charges relating to the respondent.</p> <p>d) If a majority of the ad hoc investigatory committee finds, from a preponderance of the evidence, that the respondent acted in a harassing manner or contrary to the will of the Senate, a report is made to the Chair and Vice Chair of the Senate, or to the group of 3 Standing Committee chairs who set up the ad hoc investigatory committee if the Chair and/or Vice Chair of the Senate are the object of the complaint, that disciplinary actions are in order.</p> <p>e) Upon this notification, the Chair and Vice-Chair of the Senate, or the group of 3 Standing Committee chairs, will constitute an ad hoc disciplinary committee of 3 voting Senators. (Steps will be taken to ensure members of the ad hoc disciplinary committee have no conflicts of interest.)</p> <p> i. The ad hoc disciplinary committee will review the findings of the ad hoc investigatory committee and all other related documents, and determine whether expulsion is in order.</p>	<p>taken to ensure that the group of 3 randomly drawn Standing Committee chairs and the members of the ad hoc investigatory committee do not have any conflicts of interest.)</p> <p>h) The ad hoc investigatory committee examines the charges and alleged behavior.</p> <p> i. The respondent will be allowed to respond in person or in writing to the charges relating to the respondent.</p> <p>i) If a majority of the ad hoc investigatory committee finds, from a preponderance of the evidence, that the respondent acted in a harassing manner or contrary to the will of the Senate, a report is made to the Chair and Vice Chair of the Senate, or to the group of 3 Standing Committee chairs who set up the ad hoc investigatory committee if the Chair and/or Vice Chair of the Senate are the object of the complaint, that disciplinary actions are in order.</p> <p>j) Upon this notification, the Chair and Vice Chair of the Senate, or the group of 3 Standing Committee chairs, will constitute an ad hoc disciplinary committee of 3 voting Senators. (Steps will be taken to ensure members of the ad hoc disciplinary committee have no conflicts of interest.)</p> <p> i. The ad hoc disciplinary committee will review the findings of the ad hoc</p>
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<p>ii. A finding of expulsion requires a unanimous vote of the ad hoc disciplinary committee, and subsequently a two-thirds affirmative vote of the Senators voting and present at a regular meeting.</p> <p>iii. If an expulsion order is made, the Secretary of Facilities will inform the respondent that removal from the Senate has occurred, and will contact the Senator's academic unit for a replacement. The chair of the Nominating Committee will be informed immediately and will manage the replacement of the respondent on any Standing Committees.</p>	<p>investigatory committee and all other related documents, and determine whether expulsion is in order.</p> <p>ii. A finding of expulsion requires a unanimous vote of the ad hoc disciplinary committee, and subsequently a two-thirds affirmative vote of the Senators voting and present at a regular meeting.</p> <p>iii. If an expulsion order is made, the Secretary of Facilities will inform the respondent that removal from the Senate has occurred, and will contact the Senator's academic unit for a replacement. The chair of the Nominating Committee will be informed immediately and will manage the replacement of the respondent on any Standing Committees.</p>
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To: The University Senate
From: University Senate Nominating Committee
Subject: Nominees for Vice Chairperson of the University Senate
Reference: Bylaws, Section 3.20b, c
Disposition: Election by the University Senate

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

Neil Knobloch, Agricultural Sciences Education and Communication

Steven Scott, Pharmacy Practice

Susan South, Psychological Sciences

Mark Zimpfer, Construction Management Technology

Committee Votes:

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

Candidate Biographical Sketches

Neil Knobloch, Agricultural Sciences Education and Communication

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

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

Steven Scott, Pharmacy Practice

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

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

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

Susan South, Psychological Sciences

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

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

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

Mark Zimpfer, Construction Management Technology

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

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

To: The University Senate

From: University Resources Policy Committee
Sustainability Committee

Subject: Calling for Purdue to Commit to Carbon Neutrality

Reference: Purdue Student Government Resolution 21-92

Disposition: For Discussion and Adoption

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

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

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

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

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

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

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

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

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

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

Proposal: The University Senate amplifies the leadership of Purdue Student Government and Purdue Graduate Student Government and joins with them in calling for a research-intensive commitment to achieving carbon neutrality **by a date aligned with our Big Ten peers**, and to achieving complete Scopes 1 and 2 carbon neutrality on its West Lafayette campus **in this timeframe**, with the consent of the University Senate and the Purdue Board of Trustees.

In addition, the University Senate requests:

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

Works Cited:

1. Purdue Student Senate Resolution 21- 92
https://docs.google.com/document/d/1uqMiQG_Jso9DYq8mVqAenLeG2njUjFKd/edit
2. IPCC.
<https://www.ipcc.ch/sr15/chapter/spm/>
3. Environmental Protection Agency, “Causes of Climate Change”,
<https://www.epa.gov/climatechange-science/causes-climate-change#>
4. Purdue University Sustainability Master Plan,
<https://www.purdue.edu/physicalfacilities/units/cpas/sustainability/sustainability-master-plan/energy.html>
5. Indiana Climate Change Impacts Report:
<https://docs.lib.purdue.edu/agriculturetr/1/>
6. University of Michigan
<https://planetblue.umich.edu/campus/goals/carbonneutrality/#:~:text=U%2DM%20is%20on%20pace%20to,IPCC's%20global%20net%2Dzero%20target.>
7. The Ohio State University <https://si.osu.edu/campus/carbon-neutrality#:~:text=Achieve%20carbon%20neutrality%20by%202050,than%20the%20original%20goal%20commitment.>
8. Rutgers University <https://www.rutgers.edu/president/our-efforts-address-climate-change#:~:text=Last%20fall%2C%20I%20announced%20the,achieve%20carbon%20neutrality%20by%202040.>
9. University of Wisconsin <https://uwm.edu/news/uwm-rolls-out-new-climate-action-plan-aiming-for-carbon-zero-by-2050/>
10. University of Illinois Urbana-Champaign
<https://fs.illinois.edu/services/sustainability/illinois-climate-action-plan#:~:text=The%20University%20of%20Illinois%20at,be%20carbon%20neutral%20by%202050.>
11. University of Nebraska-Lincoln <https://sustainability.unl.edu/reducing-greenhouse-gas-emissions-unl-facilities#:~:text=Expecting%20that%20goal%20is%20achieved,of%20fossil%20fuels%20for%20heating.>

12. Michigan State University
<https://www.michigan.gov/egle/about/organization/climate-and-energy#:~:text=But%20climate%20action%20also%20presents,to%20chart%20Michigan's%20path%20forward.>
13. IPCC. <https://www.ipcc.ch/2022/04/04/ipcc-ar6-wgiii-pressrelease/#:~:text=The%20global%20temperature%20will%20stabilise,is%20in%20the%20early%202070s.>
14. Indiana University <https://bfc.indiana.edu/policies/statements-resolutions/policy-resolutions/sustainability.html>
15. University of Maryland <https://sustainingprogress.umd.edu/measuring-progress/carbon-neutrality#:~:text=UMD%20is%20committed%20to%20achieving,and%20Carbon%20Neutral%20Air%20Travel.>
16. Purdue and Duke Energy
<https://www.purdue.edu/newsroom/releases/2022/Q2/purdue-and-duke-energy-to-explore-potential-for-clean,-nuclear-power-source-for-campus.html>
17. Net Zero Coalition
<https://www.un.org/en/climatechange/net-zero-coalition>
18. Petition: Carbon Neutral Purdue by 2030
<https://www.carbonneutralindiana.org/purdue-university-carbon-neutral-petition>
19. Letter to Mitch Daniels
<https://www.carbonneutralindiana.org/blog-final-purdue-university-carbon-neutral-petition>
20. Purdue University PSG 2022 Climate Action Plan
https://drive.google.com/file/d/176t1F5e2YVCR7Y6ELq_acfHRX5QDwaeI/view

Committee Votes, URPC:

For:

Faculty

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

Against:

Faculty

Yingjie Chen
John McConnell
Lin Nan
Tony Vyn

Abstained:

N/A

Absent:

Faculty

Laura Claxton

Students

Evan Adam
Theodora Amuah

Advisors

Michael B. Cline
Carl Krieger

Committee Votes (Sustainability):

For:

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

Against:

N/A

Abstained:

N/A

Absent:

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

To: The University Senate
From: The Educational Policy Committee
Subject: Schedule Revisions Policy Update
Reference: [Academic Regulations](#)
Disposition: University Senate for Discussion and Adoption

Rationale: Students regularly struggle with personal, financial, and health-related issues that complicate their ability to perform in the classroom. For a variety of reasons, the need may arise to remove one or more courses from their schedule. Given that grading timelines and information available to students when making such a decision are inconsistent, this proposal recommends extension of the deadline for students to drop one or more courses. This proposed extension aligns with landscape information from Big 10 and aspirational peers.

The decision to drop a class in college will often be the first such decision of that type made by a college student who may have never encountered academic challenges in high school. Data from the Fall 2022 semester indicates that 36.8% of students requesting a class drop are first-year students. Extending the drop deadline will give students more time and more information from instructors with which to make a more informed choice. The extension would also allow advisors more space in their schedules to see students, as the current drop deadline falls during the peak of advising period.

The average GPA of students dropping a course in Fall 2022 is 2.51. Knowledge of the possibility of probation may also influence a student's decision to drop a course. Extended time allows those students more information before making that choice. We must also acknowledge that, given the profile of the Purdue undergraduate student, most initial poor grades may be overcome with connection to the instructor and a plan for improvement. An extension of the drop deadline allows us to reinforce that fact with students.

The recent report commissioned by First Year Engineering indicates that students are aware of decision-making challenges. "When meeting with advisors, students are often overwhelmed with the decisions they need to make to select courses, and are highly

concerned with the nuanced consequences of their decisions” (FYE Advising Evaluation Report, pp. 55).

Although findings are varied about the efficacy of decision-making under pressure, we can comfortably assert that student decisions are influenced by the bolded points below.

Lack of information: In discussion with advisors, one of the most common events that motivate students to consider dropping a class is the receipt of the first major grade in the course. Depending on the instructor’s format, however, students may often not receive that grade until very close to or after the current drop deadline. Heavily weighted assignments that come after the drop deadline affect students’ ability to make an informed decision. Although there is discussion about requiring more reporting from faculty, it is reasonable to address this issue with the extension of the deadline.

Risk aversion: Students consider two possible outcomes when deciding if they should drop a class: 1) remain and fail the class, or 2) drop the course and focus that time on the remaining courses. Deadline extension may provide a third option to continue and reassess at a more appropriate time. This option is a critical learning opportunity regarding decision making.

Inconsistent guidance provided: As a part of the proposal process, UUAA has developed a discussion protocol for advisors to guide in the decision. The protocol is attached as Appendix A. Regardless of this proposal outcome, UUAA will be implementing ongoing training for drop/withdraw conversation.

Sources:

Simonsohn, U. (2009). “Direct risk aversion: Evidence from risky prospects valued below their worst outcome.” *Psychological Science*, 20(6), 686–692. <https://doi.org/10.1111/j.1467-9280.2009.02349.x>

Young, D. L., Goodie, A. S., Hall, D. B., & Wu, E. (2012). “Decision making under time pressure, modeled in a prospect theory framework.” *Organizational Behavior and Human Decision Processes*, 118(2), 179–188. <https://doi.org/10.1016/j.obhdp.2012.03.005>

Proposal: Proposed new deadline for dropping a course is week 13 of 16-week terms. No change is recommended for drop deadlines in summer terms.

Current language	Proposed language
<p>F. Schedule Revisions</p> <p>(Applies to West Lafayette and North Central campuses only. University Senate Document 81-10, February 15, 1982, and University Senate Documents 83-7, March 26, 1984, and 83-8, March 26, 1984)</p> <p>Schedule revisions may occur following the beginning of a semester or session and are governed by policies intended to be uniformly administered across the various schools of the University. Students may revise their schedule in accordance with the following policy:</p> <p>1. Course Additions, Change of Level, or Change of Pass/Not-Pass Option. A student may add a course, change course level, or change the pass/not-pass option during the first four weeks of a semester or the first two weeks of a summer session by obtaining on the schedule revision form the signatures of the academic advisor and the instructor of the course to be added or changed, if in their judgments the student could satisfactorily fulfill the course objectives.</p> <p>In the case of extenuating circumstances, course changes may be made during weeks five through nine of a semester or during weeks three through four and one-half of a summer session, upon recommendation of the student’s academic advisor, instructor, and head of the department in which the course is listed. Such course changes shall not be made during the last seven weeks of a</p>	<p>F. Schedule Revisions</p> <p>(Applies to West Lafayette only. University Senate Document 81-10, February 15, 1982, and University Senate Documents 83-7, March 26, 1984, and 83-8, March 26, 1984)</p> <p>Schedule revisions may occur following the beginning of a semester or session and are governed by policies intended to be uniformly administered across the various schools of the University. Students may revise their schedule in accordance with the following policy, through the process and calendars managed by the Office of the Registrar:</p> <p>1. Course Additions. A student may add a course during the first four weeks of a semester or the first two weeks of the proportional dates of summer or winter sessions by obtaining the necessary permissions to be added if, in their judgment, the student could satisfactorily fulfill the course objectives.</p> <p>In the case of extenuating circumstances, course changes may be made during weeks five through thirteen of a semester or the proportional dates of summer or winter sessions, upon recommendation of the student’s academic advisor, instructor, and head of the department in which the course is listed. Such course changes shall not be made during the last three weeks of a</p>

<p>semester or three and one-half weeks of a summer session.</p> <p>Week Restrictions</p> <p>1: No approval required</p> <p>2-4: Approval of academic advisor and instructor</p> <p>5-9: Extenuating circumstances only. Approval of academic advisor, instructor, and head of the department in which the course is listed.</p> <p>10-16: Not permitted.</p> <p>2. Cancellation of Assignment. Students shall receive a grade for every course in which they are assigned unless the course assignment has been properly cancelled at the registrar's office upon presentation by the student of a request approved by the academic advisor. If there are extenuating circumstances, these must be stated on the request.</p> <p>When a course assignment is cancelled prior to the end of two weeks of a semester or one week of a summer session, the course will not be recorded on the student's record. When a course assignment is cancelled after two weeks and prior to the end of four weeks of a semester or after one week and prior to the end of two weeks of a summer session, a grade of W shall be recorded.</p> <p>After four weeks and prior to the end of nine weeks of a semester or after two weeks and prior to the end of four and one-half weeks of a summer session, a course assignment may be cancelled upon the request of the student with the approval of the academic advisor. The</p>	<p>semester or three and one-half weeks of a summer session.</p> <p>Week Restrictions</p> <p>1: No approval required</p> <p>2-4: Approval of academic advisor and instructor</p> <p>5-13: Extenuating circumstances only. Approval of academic advisor, instructor, and head of the department in which the course is listed.</p> <p>14-16: Not permitted.</p> <p>2. Cancellation of Assignment. Students shall receive a grade for every course in which they are assigned unless the course assignment has been properly cancelled at the registrar's office upon presentation by the student of a request approved by the academic advisor. If there are extenuating circumstances, these must be stated on the request.</p> <p>When a course assignment is cancelled prior to the end of the second week of a semester or the proportional dates of summer or winter sessions, the course will not be recorded on the student's record. When a course assignment is cancelled after two weeks and prior to the end the fourth week of a semester or the proportional dates of summer or winter sessions, a grade of W shall be recorded.</p> <p>After four weeks and prior to the end of the thirteenth week of a semester or the proportional dates of summer or winter sessions, a course assignment may be cancelled upon the request of the student with the approval of the academic advisor. The instructor</p>
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instructor shall indicate whether the student is passing or failing (see Academic Procedures and Regulations: Grades and Grade Reports, section D). If the student is not passing, the case may be referred by either the student or the instructor to the dean of students, who, after consultations with the dean or the designee of the student's school and other appropriate University agencies, shall determine whether there are sufficient extenuating circumstances beyond the student's reasonable control to justify the cancellation of the course assignment without a failing grade.

No course assignment shall be cancelled within the last seven weeks of any semester or three and one-half weeks of a summer session. The cancellation of all course assignments constitutes withdrawal from the University. Cancellation of all course assignments as a result of withdrawal shall be treated and recorded in the same manner as the cancellation of a single course assignment with the additional provision that the dean of students shall determine and assign the appropriate effective date to the withdrawal.

Week Restrictions

1-2: No approval required, course will not be recorded.

3-4: Approval of academic advisor; course will be recorded with grade of W.

5-9: Approval of academic advisor. The instructor shall indicate whether the student is passing or failing (University Senate Document 91-5, February 24, 1992). A grade of W, WF, WN, or WU will be recorded. In case of a W, WF, WN, or WU, exceptions shall be determined by the dean of students. This restriction

shall indicate whether the student is passing or failing (see Academic Procedures and Regulations: Grades and Grade Reports, section D). If the student is not passing, the case may be referred by either the student or the instructor to the dean of students, who, after consultations with the dean or the designee of the student's school and other appropriate University agencies, shall determine whether there are sufficient extenuating circumstances beyond the student's reasonable control to justify the cancellation of the course assignment without a failing grade.

No course assignment shall be cancelled within the last **three weeks of any semester or the proportional dates of summer or winter sessions**. The cancellation of all course assignments constitutes withdrawal from the University. Cancellation of all course assignments as a result of withdrawal shall be treated and recorded in the same manner as the cancellation of a single course assignment with the additional provision that the dean of students shall determine and assign the appropriate effective date to the withdrawal.

Week Restrictions

1-2: No approval required; course will not be recorded.

3-13 **4**: Approval of academic advisor; course will be recorded with grade of W.

5-13: Approval of academic advisor. The instructor shall indicate whether the student is passing or failing (University Senate Document 91-5, February 24, 1992). A grade of W, WF, WN, or WU will be recorded. **In case of a W, WF, WN, or WU, exceptions shall be determined by the dean of students.**

includes weeks 5-12 at the North Central Campus (University Senate Document 93-14, September 26, 1994). Undergraduate students with a semester classification of 0 and fewer than 31 hours of college credit, or with a semester classification of 1 or 2, need not have the instructor's signature. Grades recorded for these students will be W (University Senate Document 91-5, February 24, 1992).

10-16 Course assignments cannot be cancelled during this period.

Undergraduate students with a semester classification of 0 and fewer than 31 hours of college credit, or with a semester classification of 1 or 2, need not have the instructor's signature.

Grades recorded for these students will be W (University Senate Document 91-5, February 24, 1992).

14-16 Course assignments cannot be cancelled during this period.

Appendix A:

ADVISOR PROTOCOL: DROPPING COURSE(S) AND TOTAL WITHDRAWAL

Advising for students who are considering dropping a class may be done via email, although in-person meetings are preferred.

All meetings about total withdrawal should be held in-person, with virtual meetings as an option if the student needs it. Total withdrawal discussions *should not* be held via email or over the phone.

BoilerConnect documentation should be thorough, especially if the request is to drop a class that will affect degree progression or CODO.

Please ensure that students answer all the questions provided:

Dropping course(s) but remaining enrolled:

What prompted you to consider dropping the class (a grade on an exam, etc.)?

How much additional information do you have about your performance in the course? Have you spoken to the instructor?

Have you reviewed the effect this drop will have on your major progression and your anticipated graduation date?

Does the course(s) you plan to drop include group work? How do you intend to notify the members of your team of your decision to drop the class?

Total withdrawal:

What is your reason for withdrawing? Have you connected with appropriate resources (ODOS, CAPS, Financial Aid, academic department)?

Do you expect to return to Purdue? Do you know how to apply for readmission?

Is a total withdrawal your only option? Could you manage a part-time schedule?
What other support or resources can we provide?

Committee Votes:

For:

Faculty

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

Advisors

Jeff Elliott
Keith Gehres
Jenna Rickus
Jeffery Stefancic

Against:

N/A

Abstained:

N/A

Absent:

Faculty

Burton Lee Artz
Todor Cooklev
Erik Otárola-Castillo

Students

Elli DiDonna
Izzy Weber

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

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

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

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

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

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

Current language	Proposed language
<p data-bbox="203 457 799 888">C. Pass / Not-Pass Option In order to provide students with the opportunity to broaden their educational foundations with minimum concern for grades, an alternative grading system, the pass/not-pass option, is established. Students will register for the pass/not-pass option in accordance with “Academic Regulations and Procedures: Registration and Course Assignment,” section A (University Senate Document 73-6, January 28, 1974).</p> <ol data-bbox="251 930 799 1896" style="list-style-type: none"><li data-bbox="251 930 799 1539">1. The option is open to all students in the University subject to the regulations of the school in which the student is enrolled. In particular, the school will specify under what conditions a course that is passed under this option may be used to satisfy its graduation requirements. A department or school may specify that certain courses intended only for students in that department or school are available only on the pass/not-pass option (University Senate Document 75-10, as amended and approved, April 19, 1976).<li data-bbox="251 1581 799 1896">2. Subject to the regulations of his/her school, a student may elect this option in any course that does not already appear on his/her academic record and in which he/she is otherwise eligible to enroll for credit with letter grade. A student may not elect this option for more than 20 percent of the	<p data-bbox="826 457 1412 888">C. Pass / Not-Pass Option In order to provide students with the opportunity to broaden their educational foundations with minimum concern for grades, an alternative grading system, the pass/not-pass option, is established. Students will register for the pass/not-pass option in accordance with “Academic Regulations and Procedures: Registration and Course Assignment,” section A (University Senate Document 73-6, January 28, 1974).</p> <ol data-bbox="875 930 1412 1896" style="list-style-type: none"><li data-bbox="875 930 1412 1539">1. The option is open to all students in the University subject to the regulations of the school in which the student is enrolled. In particular, the school will specify under what conditions a course that is passed under this option may be used to satisfy its graduation requirements. A department or school may specify that certain courses intended only for students in that department or school are available only on the pass/not-pass option (University Senate Document 75-10, as amended and approved, April 19, 1976).<li data-bbox="875 1581 1412 1896">2. Subject to the regulations of their school, students may elect this option in any course that does not already appear on their academic record and in which they are otherwise eligible to enroll for credit with letter grade. A student may not elect this option for more than 20 percent of the total credit

total credit hours required for graduation.

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

hours required for graduation.

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

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

Committee Votes:

For:

Faculty

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

Advisors

Jeff Elliott
Keith Gehres
Jenna Rickus
Jeffery Stefancic

Against:

N/A

Abstained:

N/A

Absent:

Faculty

Burton Lee Artz
Todor Cooklev
Muhsin Menekse
Erik Otárola-Castillo

Students

Elli DiDonna
Izzy Weber

To: The University Senate
From: Purdue Student Government
Purdue Graduate Student Government
Subject: Resolution Calling for Changes to the “False Allegations, Statements, and Evidence” Section of the Title IX and Anti-Harassment Policy
Reference: PSG / PGSG Joint Resolution 22-JR002
[Title IX Harassment \(III.C.4\)](#)
[Anti-Harassment \(III.C.1\)](#)
Disposition: University Senate for Discussion and Adoption
Rationale: [Title IX is a federal law](#) given to universities that protects individuals from discrimination based on sex in educational programs, including but not limited to sexual harassment and sexual violence. Despite the fact that this regulation is given to the university, each educational institution has the ability to create policy within these guidelines to best serve students.

The current Purdue “False Allegations, Statements and Evidence” section of both the Title IX Harassment (III.C.4) and the Anti-Harassment (III.C.1) policies reads as follows:

This policy may not be used to bring charges against any faculty, staff, students or Recognized Student Organizations, including fraternities, sororities and/or cooperatives, in bad faith. Disciplinary action will be taken against any person or group found to have brought a charge of Title IX Harassment in bad faith or any person who, in bad faith, is found to have encouraged another person or group to bring such a charge. In addition, individuals who, in bad faith, provide false statements or evidence, or who deliberately mislead a University official conducting an investigation under this policy may be subject to discipline under this policy or another University policy or process.

After the decision of Roe v. Purdue, it can be seen that the current policy and procedures regarding false allegations are not clear; and without clear and consistent guidelines and procedures there is more room for error in the system.

Sexual violence is a horrifically underreported crime with only 20% of female student victims, age 18–24, reporting to law enforcement.[1] 20% of female student victims that did not report cited that they declined to do so because of fear of reprisal.[2] Based on our research, there is limited to no accessible statistics on non-female identifying victims under-reporting.

Proposal:

That Purdue reevaluate the “False Allegation, Statements and Evidence” section of both the Title IX Harassment (III.C.4) and Anti-Harassment (III.C.1) policies, and that the current policy be rewritten to state the following, based upon policies from the University of Minnesota:

Individuals who knowingly or intentionally file a false formal complaint or provide false or misleading information during a grievance process may be subject to disciplinary action up to and including termination of employment or expulsion. Disciplinary action is not warranted where an individual provides information in good faith, even if the information is ultimately not substantiated. An individual provides information in good faith when that individual reasonably believes that the information they have provided is accurate.
[3]

The Purdue Student Government and Purdue Graduate Student Government will work with Purdue Administration to draft a fair process through which false allegation determinations are made.

Sources Cited:

[1] <https://www.rainn.org/statistics/criminal-justice-system>

[2] Department of Justice, Office of Justice Programs, Bureau of Justice Statistics, “Rape and Sexual Victimization Among College-Aged Females, 1995-2013” (2014).

[3] <https://policy.umn.edu/hr/sexharassassault>

To: The University Senate
From: Purdue Student Government
Purdue Graduate Student Government
Subject: Resolution Calling for Clarification of the Incapacitation Definition
in the Title IX and Anti-Harassment Policy
Reference: PSG / PGSG Joint Resolution 22-JR003
[Title IX Harassment \(III.C.4\)](#)
[Anti-Harassment \(III.C.1\)](#)
Disposition: University Senate for Discussion and Adoption
Rationale: [Title IX is a federal law](#) given to universities that protects
individuals from discrimination based on sex in educational
programs, including but not limited to sexual harassment and
sexual violence. Despite the fact that this regulation is given to the
university, each educational institution has the ability to create
policy within these guidelines to best serve students.

After the decision of [Roe v. Purdue](#), it can be seen that the current
definition of incapacitation is not clear, and without clear and
consistent guidelines there is more room for error in the system.
Without clarifying the definition of incapacitation, all students may
not understand what qualifies, leading to more confusion and
perpetuating underreporting; and

After a thorough review of the [Code of Federal Regulations, Title 34,
Subtitle B, Chapter 1, Part 106](#), it appears there is no set definition
of incapacitation by the federal government, making the definition
up to the interpretation of the university.

It was found by reviewing the definitions of incapacitation of other
peer and non-peer institutions that while definitions are similar,
there was no one definition of incapacitation. Ball State University
in Muncie, IN has a thorough and clear definition of incapacitation
that could be modeled by Purdue University. Ball State University
receives federal financial assistance in Indiana; therefore, their
definition would fit all state and federal guidelines.

Proposal: That Purdue reevaluate the “Incapacitated/Incapacitation” section of both the Title IX Harassment (III.C.4) and Anti-Harassment policy (III.C.1).

The current policy will be rewritten to state the following, taken from the [Ball State University Title IX Policy](#):

Incapacitation is a state where someone cannot make informed, rational judgments and cannot consent to sexual activity. States of incapacitation can be temporary or permanent and include, but are not limited to unconsciousness, sleep, mental disability, or any other state in which a person is unaware that sexual activity is occurring.

Where alcohol or other drugs are involved, incapacitation is defined with respect to how the alcohol or other drugs consumed affected a person’s decision-making capacity, awareness of consequences, ability to make fully informed judgments, the capacity to appreciate the nature and quality of the act, or level of consciousness. In other words, a person may be considered unable to give effective consent due to incapacitation if the person cannot appreciate or understand the "who, what, when, where, why, and/or how" of a sexual interaction.

Incapacitation is a state beyond “under the influence,” drunkenness, or intoxication. The impact of alcohol and other drugs varies from person to person. However, warning signs that a person is approaching or has become incapacitated may include slurred speech, vomiting, walking with difficulty or with assistance, falling/stumbling, odor of alcohol, combativeness, or emotional volatility. Evaluating incapacitation also requires an assessment of whether a respondent was aware or should have been aware of the complainant’s incapacitation based on objectively and reasonably apparent indications of impairment when viewed from the perspective of a sober, reasonable person in the respondent’s position.

In determining whether consent has been given, the university will consider both (1) the extent to which a complainant affirmatively gives words or performs actions indicating a willingness to engage in sexual activity, and (2) whether the respondent knew or reasonably should have known the complainant's level of alcohol consumption and/or level of impairment. A respondent is not excused from responsibility under the influence of alcohol or other drugs and, therefore, did not realize the incapacity of the other person.

An individual who engages in sexual activity with someone the individual knows or reasonably should know is incapable of making a rational, reasonable decision about whether to engage in sexual activity is in violation of this policy.

To: The University Senate
From: The Educational Policy Committee
Subject: Full-time Students Not Enrolled in Any College or Department Due to Academic Underperformance
Disposition: University Senate for Discussion and Adoption

Rationale: Academic programs sometimes have requirements or milestones that need to be met for a student to continue in the program. When students do not meet these requirements, they may then change their major through the Major Change or (Change in Degree Objective, a.k.a. CODO) process to continue at Purdue. Students need to meet the major change criteria for the new major, according to the student's catalog term.

The major change criteria across the university have evolved such that all majors now require at least a minimum GPA of 2.0, creating a new possible situation for a student. A student can now no longer meet the requirements to continue in their current major, be eligible for continued enrollment at the university (i.e. not be academically separated), but also not be eligible to join any major at the university. (While a student can change to Exploratory Studies with no GPA restriction, EXPL has time and credit limits.)

Since AY 2018-19, some students have been enrolled in the University without being within any College or Department, and thus without even a formal academic advisor. Although Exploratory Studies advisors have been serving and working with these students, the students by definition are not eligible to be Exploratory Studies students.

There are many reasons for such students not to leave the University (pride, family pressure, etc.). However, these students are still paying tuition and housing costs, while not making progress toward a degree. All have been given the recommendation to at least temporarily pursue a different endeavor, but have continued to sign on for further enrollment.

A push is required for these students to leave the University without incurring further debts, to find another line of employment or enquiry for some time, and then reconsider whether to petition for reenrollment or move ahead in another direction.

Proposal: Students without a Degree Objective, who are not enrolled in any College or Department because they do not meet the minimum academic requirements for any CODO (change of degree objective) for one year, shall be academically separated from the University.

Committee Votes:

For:

Faculty

Thomas Brush
Eric Kvam (chair)
Antônio Sá Barreto
Steven Scott
John Sheffield
Howard Sypher

Students

Elli DiDonna

Advisors

Jeff Elliott
Jenna Rickus
Jeffery Stefancic

Against:

N/A

Abstained:

N/A

Absent:

Faculty

Burton (Lee) Artz
Todor Cooklev
Jennifer Freeman
Mushin Menekse
Erik Otárola-Castillo
Thomas Siegmund
Jeffrey X. Watt

Students

Izzy Weber

Advisors

Keith Gehres

22-27

To: The University Senate
From: The Educational Policy Committee
Subject: Closure of Defunct Faculty Committee: Committee for Student Excellence
Disposition: University Senate for Discussion and Adoption

Rationale: The creation of the Honors College was a triumph for the CSE (Committee for Student Excellence), with nearly all of its mission and initiatives moving from Faculty Committee level to becoming institutionalized, fully supported, and ongoing. This removed the necessity of any actions from or by the CSE.

The committee has not met for several years, and has been inactive even longer. Dissolution would not interfere with any current or planned activity. While some discussion had occurred about CSE finding new duties, no progress has been made after at least three years.

It seems prudent to remove a bureaucratic entity rather than fabricate causes for its continued existence.

Proposal: The CSE (Committee for Student Excellence), having achieved its mission and having become inactive, should be dissolved.

Committee Votes:

For:

Faculty

Thomas Brush
Eric Kvam (chair)
Antônio Sá Barreto
Steven Scott
John Sheffield
Howard Sypher

Students

Elli DiDonna

Advisors

Jeff Elliott
Jenna Rickus
Jeffery Stefancic

Against:

N/A

Abstained:

N/A

Absent:

Faculty

Burton (Lee) Artz
Todor Cooklev
Jennifer Freeman
Mushin Menekse
Erik Otárola-Castillo
Thomas Siegmund
Jeffrey X. Watt

Students

Izzy Weber

Advisors

Keith Gehres

To: The University Senate
From: Faculty Affairs Committee
Faculty Compensation and Benefits Committee
Subject: Enhancements to Retirements Programs
Disposition: University Senate for Discussion and Adoption

Rationale: The new flexibilities to borrow from retirement savings and to make Roth contributions and in-plan Roth conversions to 457b retirement accounts are appreciated by faculty and staff.

Proposal: Faculty and staff acknowledge the efforts of the staff in Human Resources to provide enhancements to the Purdue retirement programs.

Those involved include Candace Shaffer, Senior Director of Benefits; Janine Gulbranson, Retirement Program Administrator; and William Bell, Vice President for Human Resources; with support from President Emeritus Daniels, and current President Chiang.

Committee Votes:

For:

Faculty

Françoise Brosseau-Lapre
Stephen Hooser
Nastasha Johnson
Angeline M. Lyon
Jennifer Scheuer
Susan C. South
John A. Springer
Eric Waltenberg (chair)

Advisors

Lisa J. Mauer

Against:

N/A

Abstained:

Faculty

Patricia Davies

Absent:

Faculty

Charles Bouman
David Koltick
Brian Richert
Anish Vanaik

Advisors

Peter J. Hollenbeck

To: The University Senate
From: Denise Whitford
Subject: Support of LGBTQ+ Students
Reference: Purdue Graduate Student Government Resolution SP23-R011
Disposition: University Senate for Discussion and Adoption

Rationale: Purdue University Senate affirms the support expressed for LGBTQ+ students in the resolution approved by Purdue Graduate Student Government (PGSG), Resolution SP23-R011 “Support of LGBTQ+ Students in Response to Planned Campus Visitor.” The proposed invited campus speaker incites existential harm toward Boilermakers and Indiana citizens.

Proposal: Purdue University’s [nondiscrimination policy statement](#) “prohibits discrimination against any member of the University community on the basis of race, religion, color, sex, age, national origin or ancestry, genetic information, marital status, parental status, sexual orientation, gender identity and expression, disability, or status as a veteran.” [1] The Purdue University Senate resolves that calling for the eradication of any of these groups reasonably represents an incitement to existential harm. [2]

The Purdue University Senate further recognizes that any person who incites existential harm toward Boilermakers and fellow Hoosiers must not be invited to campus nor supported with Purdue affiliated funds.

The Purdue University Senate recognizes [our university’s free speech policy](#). [3] This policy must not be used to abdicate our role as mentors. Rather, the policy compels responsible mentorship of students by individuals in positions of authority, including administrators at every level, faculty, and staff. Such mentoring is required to prevent the elevation of speech that is outside the bounds of our free speech policy, such as incitement to existential harm.

The Purdue University Senate calls upon all administrators, faculty, staff, and students to exercise their responsibility to oppose and condemn the use of Purdue University as a platform to incite existential harm to our community members and the citizens of Indiana.

Citations:

[1] Nondiscrimination Policy Statement:

https://www.purdue.edu/purdue/ea_eou_statement.php (Accessed 16 March 2023).

[2] Brandenburg v. Ohio, 395 US 444 (1969) establishes that freedom of speech does not include speech that is “directed to inciting or producing imminent lawless action and is likely to incite or produce such action.”

<https://www.law.cornell.edu/supremecourt/text/395/444> (Accessed 16 March 2023).

[3] Purdue University Commitment to Freedom of Expression:

<https://www.purdue.edu/purdue/about/free-speech.php> (Accessed 16 March 2023).

Appendix: Purdue Graduate Student Government Resolution SP23-R011

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PURDUE GRADUATE STUDENT SENATE

RESOLUTION No. SP23-R011

Support of LGBTQ+ Students in Response to Planned Campus Visitor



Author(s): Daphne Fauber
Sponsor(s): Jacob White; College of Science

WHEREAS, on Thursday, March 23rd, 2023 Michael Knowles of the Daily Wire is an invited guest speaker to present at Purdue University by the Purdue University College Republicans and Young America’s Foundation through a Student Organization Grant Allocation grant¹; and

NOTING, On March 4th, 2023 Michael Knowles stated at the Conservative Political Action Conference “for the good of society... transgenderism must be eradicated from public life entirely”. Knowles also said the previous week on his show, “I don’t know how you could have a genocide of transgender people because genocide refers to genes, it refers to genetics, it refers to biology... And the whole point of transgenderism is that it has nothing to do with biology.” He continued by saying, “Nobody’s calling to exterminate anybody because the other problem with that statement is that transgender people is not a real ontological category... It’s not a legitimate category of being.”,² and

WHEREAS, Following a negative reaction to these comments, including LGBTQ+ activists calling the comments “genocidal”,³ a protest began by students and faculty at the University at Buffalo where Knowles is scheduled to present.⁴ Similar unrest has begun to take form at Purdue,⁵ where Knowles comments goes against Purdue’s stated commitment “to provid[e] an educational and work environment free of discrimination and harassment and... not condone and ...not tolerate discrimination or harassment of any person in the University community.”

¹ <https://www.eventbrite.com/e/michael-knowles-at-purdue-tickets-567026821487>

² <https://www.thedailybeast.com/michael-knowles-calls-for-eradication-of-transgender-people-at-conservative-political-action-conference>

³ <https://www.pride.com/politics/daily-wire-michael-knowles-transphobic>

⁴ <https://www.wkbw.com/news/local-news/cpac-speaker-who-said-transgenderism-must-be-eradicated-from-public-life-to-speak-at-ub>

⁵ https://www.reddit.com/r/lafayette/comments/11lwy2c/michael_knowles_speaking_at_purdue_323/

WHEREAS, By enabling Knowles to speak at campus, Purdue University is providing a platform for Knowles to continue to verbally attack and call for violence against transgender and gender non-conforming staff and students, using funds contributed to by those students' tuitions; and

WHEREAS, In 2022 Purdue was named one of the "Best-of-the-Best" universities for LGBTQ+ students, including receiving 4.5/5 stars in LGBTQ+ Support and Institutional Commitment.⁶ To enable those that have made such comments as Knowles to be guests on campus directly stands against this ranking and shows a faltering commitment to LGBTQ+ students and faculty.;

NOW, THEREFORE, BE IT RESOLVED, That PGSG supports LGBTQ+ and specifically transgender and nonbinary students, faculty, and staff.

BE IT FURTHER RESOLVED, that PGSG condemns Michael Knowles upcoming presence on Purdue's campus.

BE IT FURTHER RESOLVED, that PGSG sends this resolution to Purdue Student Government (PSG) in lieu SOGA being used to support this event.

BE IT FURTHER RESOLVED, that PGSG sends this resolution to Student Activities Organization (SAO) in lieu SOGA being used to support this event.

BE IT FURTHER RESOLVED, that PGSG sends this resolution to James Krotz, the Faculty Advisor for Purdue University College Republicans.


BE IT FURTHER RESOLVED, that PGSG sends this resolution to PMU Event Services at the Purdue Memorial Union condemning the use of this space to host the event.

BE IT FURTHER RESOLVED, PGSG will make a public statement to this effect, with exact wording of the public statement to be at the discretion of the PGSG Executive Board.

PASSED, APPROVED, AND ADOPTED this 8th day of March 2023.

DocuSigned by:

B5016D7B004B4A7...
President, PGSG

DocuSigned by:

9A293462337E40F...
Senate Chair, PGSS

⁶ <https://www.purdue.edu/newsroom/releases/2022/Q3/purdue-among-2022-best-colleges-for-lgbtq+-students-campus-pride.html>

Certification

I, Mary Brown, Senate Clerk of the Purdue Graduate Student Senate, do hereby certify that the foregoing resolution was passed as emergency legislation and adopted by the Purdue Graduate Student Senate of Purdue University, at a regular meeting thereof held on the 8th day of March 2023 by the following vote:

AYES (35): Agricultural Sciences Education and Communication - Bryanna Nelson
Animal Sciences - Sarah Innis
Anthropology - Olivia Palepoi
Biochemistry - Steven McKenzie
Botany and Plant Pathology - Ricky Critchfield
Chemical Engineering - Annie Sun
Chemistry - Solita Wilson
Civil Engineering - Agustin Quinones
Communication - Savannah Meier
Comparative Literature - Marisa J. Bryans
Computer Science - Jacob White
Ecological Sciences and Engineering (ESE) - Neha Shakelly
Educational Studies - Stephanie Contreras
Electrical and Computer Engineering - Somosmita Mitra
Engineering Education - Barbara Fagundes
Environmental and Ecological Engineering - Aliya Edhe
Forestry and Natural Resources - Ken Yao Chong
Health Sciences - Sydney Stradtman
History - Secret Permenter
Horticulture and Landscape Architecture - Camila Ulloa Gomez
Hospitality and Tourism Management - Rachel Zhang
Human Development and Family Studies - Amy Loviska
Industrial Engineering - Utkuhan Genc
Interdisciplinary Biomedical Sciences (IBSC) - Antonia Susnjar
Materials Engineering - Daniel Sinclair
Mechanical Engineering - Meghavin Bhatasana
Nuclear Engineering - Stepan Ozerov
Nutrition Science - Julia Choi
Philosophy - Mary Brown
Physics and Astronomy - Shayamal Singh
Purdue University Interdisciplinary Life Sciences (PULSe) - Lauren Wilbanks
Sociology - Reilly Kincaid
Speech, Language, and Hearing Sciences - Brooke Rodgers
Statistics - Imon Banerjee
Technology, Leadership, and Innovation - Elizabeth Thompson
NAYS (1): Basic Medical Sciences - Siyuan Sun

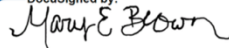
ABSENT (9): Agronomy - Binod Gyawali

Aviation and Transportation Technology - Shantanu Gupta
Curriculum and Instruction - Theodora Amuah
Doctor of Veterinary Medicine (DVM) - Alaunie Smiley
Food Science - Anaël Kimble
Global Supply Chain Management - Rohan Saini
Languages and Cultures - Santiago Parra Giraldo
Management - Arindam Roy Chowdhury
Political Science - Matthew Ellis

ABSTAINED (11): Agricultural and Biological Engineering - Mike Sserunjogi

Agricultural Economics - Haseeb Daudzai
Biological Sciences - Morgan Chaney
Biomedical Engineering - Michael Zimmerman
Earth, Atmospheric, and Planetary Sciences - Austin Blevins
Economics - Talha Cakir
Engineering Technology - Pragatheiswar Giri
English - Christopher Barber
Industrial and Physical Pharmacy - Pradnya Prakash Bapat
Public Health - Sidney Smith
Veterinary Clinical Sciences - Ojo Oluwabunmi T.

IN WITNESS WHEREOF, I have hereunto set my hand this 10th day of March
2023.

DocuSigned by:

DC61112437FD494...

Senate Clerk, PGSS