

Sixth Meeting, Monday, 18 March 2024, 2:30 p.m.  
Zoom Meeting

**AGENDA**

1. Call to order Professor Brian Leung
  
2. Statement of Land Use Acknowledgement Professor Brian Leung
  
3. Approval of Minutes of [19 February 2024](#)
  
4. Acceptance of Agenda
  
5. Remarks of the Senate Chair Professor Brian Leung
  
6. Remarks of the President President Mung Chiang
  
7. Question Time
  
8. [Résumé of Items Under Consideration by Various Committees](#) For Information  
Professor Elizabeth A. Richards
  
9. Senate Document 23-27 Nominees for Vice Chair of the University Senate For Action  
Professor Rick Mattes
  
10. Consent Agenda For Action  
Professor Rick Mattes
  - a. Senate Document 23-30 Nominees for the Equity, Diversity, and Inclusion Committee
  - b. Senate Document 23-31 Nominees for the Steering Committee
  - c. Senate Document 23-32 Nominees for the Educational Policy Committee
  - d. Senate Document 23-33 Nominees for the Faculty Affairs Committee
  - e. Senate Document 23-34 Nominees for the Nominating Committee
  - f. Senate Document 23-36 Nominees for the Student Affairs Committee

- g. Senate Document 23-37 Nominees for the University Resources Policy Committee
  - h. Senate Document 23-38 Nominees for Advisors to Senate
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- 11. Senate Document 23-20 Amendment to MEAPS policy (SD21-12) to clarify applicability For Action  
Professor Eric Kvam
  - 12. Senate Document 23-21 Bylaws Revision re: Student Affairs Committee For Action  
Professor David Sanders
  - 13. Senate Document 23-28 University Senate Quorum Standard For Action  
Professor Françoise Brosseau-Lapré  
And Professor Anish Vanaik
  - 14. Senate Document 23-29 Modifications to Streamline and Clarify the Grade Appeals Process For Discussion  
Professor Eric Kvam
  - 15. Senate Document 23-35 Senate Representation for Purdue in Indianapolis (PIN) Faculty For Discussion  
Professor Françoise Brosseau-Lapré  
And Professor Anish Vanaik
  - 16. Senate Document 23-39 Resolution in Support of a Southwest Asian and North African Cultural Center For Discussion  
Professor Brian Dilkes  
And Professor Geraldine Friedman
  - 17. Disability Resource Center and Testing Services For Information  
Dan Carpenter
  - 18. New Business
  - 19. Adjournment

Sixth Meeting  
Monday, March 18, 2024, 2:30 p.m.

Zoom Meeting

**Present:** Manushag N. Powell (*Secretary of Faculties and Parliamentarian*), President Mung Chiang, Brian Leung (*Chair of the Senate*), Susan South (*Vice-Chair of the Senate*), Patrick Wolfe (*Provost*), Se'Andra Johnson (*Sergeant-at-Arms*), Dulcy Abraham, Ryan Alan Altman, Santokh Badesha, Saurabh Bagchi, Jonathan Bauchet, Ximena Bernal, Colleen Brady, Françoise Brosseau-Lapr , Stephen Cameron, Michael Campion, Yingjie (Victor) Chen, Julia Chester, Matt Conaway, Risa Cromer, Patricia Davies, Brian Dilkes, Ben Dunford, Jim Dworkin, Ulrike Dydak, Abigail Engelberth, Geraldine Friedman, Katie Jarriel, Hyunyoung (Young) Jeong, Alice Johnson, Nastasha Johnson, Yuan (Brad) Kim, Nan Kong, Eric Kvam, Damon Lisch, Andrew Lu Liu, David Liu, Ann Loomis, David Love, Zhao Ma, Oana Malis, Ajay Malshe, Stephen Martin, Densie Masta Zywicki, Richard Mattes, Shannon McMullen, Byung-Cheol (BC) Min, Somosmita Mitra, John Morgan, Robert Nawrocki, Loring (Larry) Nies, Pete Pascuzzi, Alice Pawley, Julio Ramirez, Elizabeth Richards, Brian Richert, Paul Robinson, Shye Robinson, Torbert Rocheford, Gustavo Rodriguez-Rivera, Leonid Rokhinson, Chris Ruhl, Mark Russell, Ant nio S  Barreto, David Sanders, Jennifer Scheuer, Steven Scott, John Sheffield, Michael Smith, Qifan Song, Kevin Stainback, Dengfeng Sun, John Sundquist, Howard Sypher, Monica Torres, Anish Vanaik, Eric Waltenburg, Jeffrey Watt, Ann Weil, Kipling Williams, Yuan Yao, Howard (Howie) Zelaznik, Mark Zimpfer. **Advisors:** Heather Beasley, Cherise Hall, Misty Hein, Sheila Hurt, Carl Krieger, Lisa Mauer, Beth McCuskey, Melanie Morgan, Sunil Prabhakar, Jenna Rickus, Katherine Sermersheim, Rendi Tharp.

**Guests:** Anne Captioner, Daniel Carpenter, Ed Dunn, Phillip Fiorini, Roberto Gallardo, John Gipson, Dan Hasler, David Umulis, Alyssa Wilcox, Christie Wright.

**Absent:** Bradley Alge, Burton (Lee) Artz, Paul Asunda, Charles Bouman, Min Chen, Daniel Frank, Alan Friedman, Lori Hoagland, Birgit Kaufmann, Angeline Lyon, Patricia (Trish) Morita-Mullaney, Deborah Nichols, Abdelfattah Nour, Li Qiao, Padinjaremadhom (PV) Ramachandran, Mark Rochat, Timothy Ropp, Dennis Savaiano, Juan Sesmero, Ganesh Subbarayan-Shastri, Rusi Taleyarkhan, Robin Tanamachi, Bowei Xi **Advisors:** Michael Cline, Lowell Kane, Alysa Rollock.

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

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

3. The minutes were entered as read.

4. The agenda was approved as distributed.
5. Chair Leung made the following remarks: “I hope everyone had a restorative spring break period, and I know that we are all appreciative of those who remained on campus and kept this campus running in the past week. Thank you to those folks. If you follow college basketball, you will have noted the great fortune that Purdue University’s Men’s Basketball Team gets to start its NCAA Tournament journey in Indianapolis. That’s exciting. Also, I know many have been excited about the new terminal at our airport, along with the return of commercial air service that is now a reality, and in a fairly short space of time. So, kudos to those who stood up that project. And kudos as well to those studying and doing research in the various areas of climate science. Over spring break, I was cornered by a very enthusiastic Purdue University fan who does not live in Indiana, who was aware of and excited by our commitments in the area of climate science. And I promised him I would pass this message along.

“A couple of Senate Business notes: I received an interesting question asking why the University Senate doesn’t spend more time advertising and talking about Purdue’s achievements. And I thought I would just share with this group that from my point of view, we are a deliberative body with a shared governance mission of repair and improvement, and we don’t really have a marketing mandate. So it’s not that we don’t have all kinds of exciting things to appreciate about Purdue University; our mode is legislative, really.

“Now I hope I can have everyone’s attention. Please remember the Qualtrics survey regarding SB 202 implementation is due this Thursday. Recall that the ask is that each Senator gather responses from their constituents. This survey will serve as an early but not exclusive tool of communication with Provost Wolf and President Chiang, and it’s most useful when we have the maximum number of respondents. Right now we have some responses, but not nearly enough for a credible accounting. So I appreciate in advance each Senator reaching out to their constituents and getting responses in that survey form by Thursday of this week. Finally, March 24, 2025: keep that date in mind, please. March 24, 2025.

“This is our first day back from spring break after a week away from campus, some being out of state. Let me tell you, for me, it was hard to miss the level of national distrust that is in just about everything right now. I’m not telling you something you don’t know. But I kid you not: at the airport in Los Angeles, I overheard a person saying that the national park system was a secret government program to secure valuable minerals for the wealthy against ordinary citizens. The National Park System, of course, that’s ridiculous. But the fact is, as will be highlighted, between now through November at least, distrust is a national currency. I think it’s fair to say this very dynamic has been on display here in Indiana with the introduction of SB 202. And on all sides, paradoxically, proponents would likely list themselves as trustworthy. To my point, we all can play a role in repairing the national culture of distrust, but more concretely actionable and doable is making certain we have a culture of trust in our own house here at Purdue University.

“The table is set as we consider the mandate of implementing SB 202. How might shared governance at this moment work to build and demonstrate trust? How do we not let bumps along the road derail earned trust? We can start by not assuming our own trustworthiness. We must each earn it anew. Can we in the Purdue University house set aside combativeness and distrust as default modes? Let me pause to acknowledge that the national conversation about SB 202 and similar laws in other states is not over. High-profile organizations such as the AAUP and NAACP continue to remain vigilant, as we saw as recently as this past Friday in Indianapolis.

“Back to the note on earning trust. This doesn’t require rolling over nor abandoning closely held values. Admittedly, implementation of SB 202 is a fairly intense platform for trust building. But it’s present and not going away. I think we, along with the Board of Trustees, are up to the task of collaboration and communication, the giving as well as the getting particularly. We can navigate in a way that ensures that our worst SB 202 fears are not manifested. That’s the shared governance personality I hope for from this Senate and the University at large. And I believe we can demonstrate it in the next in the coming year.

“Speaking of the coming year, March 24, 2025, is the date of a University Senate meeting. I will attend ex officio as the immediate past Senate Chair. I’m hoping that on that date, a one-year anniversary of sorts, when the contours of SB 202 implementation come into view, I’m hoping that I won’t look like a fool for trusting the possibilities of shared governance in our house.”

6. Chair Leung recognized Purdue President Mung Chiang to make his remarks. They were as follows: “Thank you, Chair Leung, and good afternoon to all the colleagues here on the call and to those who are attending also the public stream of this meeting. Chair Leung, I always learn a lot by listening to your wise counsel and thoughtful presentation at the beginning of the meetings. Thank you for that.

“I want to again highlight what you already mentioned, that flight is indeed resumed as commercial passenger service to Purdue University airport as of last week. However, if no one buys tickets, then the services will disappear, as they did 20 years ago. So please take a look at whether that fits your professional or personal travel needs. From Purdue University airport to Chicago O’Hare Airport will be just a little under a one-hour flight time, and you can save a lot of the headaches in parking and TSA long lines and so on as you will be already inside the airport. And we’re excited also about our own new terminal, which will be under construction and named after Amelia Earhart. It will be the Amelia Earhart Terminal at the Purdue University Airport with a code LAF, the signifying Lafayette area.

“Another point I want to highlight is that I appreciate the childcare conversations we’ve had in the past year. We have collected input and survey responses from many of you and staff members, some students, and many faculty colleagues. Our Phase One goal is to fully utilize all the existing physical square footage capacity. In Phase Two, we’ll be looking into additional physical capacity as well. A few different

bottlenecks have been identified by the team. And we're in the process of trying to remove those bottlenecks to make it happen. So if you are on the waitlist, trying to get on to those three months to kindergarten range of possible slots, we're working hard to make that happen.

"Another thing I want to highlight is trying to reduce one signature per form of our internal paperwork processes. We recognize that some of the forms have just two or three signatures, and we're going to leave those three or fewer signatures alone. But we also have forms with eight to ten. There's one form for study abroad programs that requires twelve or thirteen signatures. We are recognized today as a vast university with a vast operation, but do we really need twelve signatures on that particular form? So now, Chris Ruhl has been asked to help as the CFO and Treasurer of the University to work alongside many other parts, including the Provost's Office, the EVP or research office, physical facility, administrative operation office, and many others, to look at all those forms with more than three signatures and just bring it down by one. So, for example, there may still be eleven signatures required to get a study abroad program approved. Hopefully, you can help us and guide us in prioritizing where to go with all these forms, on many of which you are one of the many signatories.

"One more item and then I would like to talk about Indianapolis, given that we are marching towards July 1st. But this is related to Indianapolis very much: it is the total solar eclipse that will happen on the eighth of April from 3:06 to 3:09pm. The path of totality travels through Indiana, including Indianapolis, all the way north to Lebanon but not exactly touching Lafayette. And we have heard from many students in particular who want to be able to have the flexibility to go to some of the watch events. These may be in Indianapolis, or maybe the IMS, where we have the NASA-sponsored event together with Purdue. So, in discussion with many student groups and instructors, we sent a message earlier today to say that we're not mandating cancellation of all classes, labs, and exams. But we are encouraging instructors to consider, for a five-hour period that afternoon on Monday, not making mandatory lab classes or exam sessions. This is an exciting event. In particular, the last time it happened I was told is about 819 years ago, and the next time this happens in Indianapolis will be well over 100 years later. I won't be around at that time. This will be my last chance to check it out as a resident of Indiana, so I encourage all of you to consider that. And we do have a lot of educational programs for students, including with Purdue faculty, staff, student leaders, together with NASA, on display at IMS. That day should be a very interesting day; we just need to make sure there is not a lot of cloud cover, in which case the eclipse is slightly less visually striking.

"As to other March and April calendaring, as Chair Leung highlighted at the beginning, we do have a men's basketball team that has been placed as a number one seed in this NCAA March Madness tournament. We are confident that this year will be different from the last few years. But you can imagine the stress on the minds of our student athletes, and the coaches as well. If you and I have so much anxiety, then perhaps you could imagine what is on their shoulders, and we at Purdue always

think of student athletes as students first, and appreciate your support to our university in many, many different endeavors.”

President Chiang then asked Chief Operations Officer Dan Hasler and David Umulis, Senior Vice Provost Purdue University for Indianapolis, to share a presentation with the Senate on Purdue University Indianapolis. [Appendix A]

In introducing them, President Chiang made the remark that Purdue Indianapolis would be Purdue’s first comprehensive urban location, and although it was a departure for two universities, those same universities would still coexist productively in the same city. He said that PIN offers exciting potential for our students, colleagues, and the city of Indianapolis, as well as for us as a public land grant institution, but at the same time, we also inherit a legacy of what IUPUI built, and we cannot ignore the history as we chart the future. Finally, he emphasized that this is not a regional university, but a part of Purdue University’s main campus in West Lafayette, although it will be operated in the state capital.

7. Pre-submitted questions and administrative responses were made available via the Senate website. [Appendix B] Question Time began. Professor Stephanie Masta asked about transportation to and from the Indianapolis campus. Mr. Hasler explained that bids were being solicited from a number of different providers, and the plan was to have regular busing back and forth, not just for students, but for faculty and staff as well.

Professor Matthew Conaway asked about the difference in opportunities available at the Indianapolis campus versus the West Lafayette campus, and whether these would be made clear to students during the admissions process. It was stated that program differences were enumerated on the Purdue University Indianapolis microsite, with full web migration still an on-going process. Meanwhile the Student Life Group, deans, and department heads were working on identifying programs that were unique to each campus across the next several years.

Professor Alice Pawley asked Vice Provost Umulis if it was correct that there would be direct admission into a number of engineering programs in Indianapolis that are also at West Lafayette—and therefore those students would not go into a first-year engineering experience. Umulis replied that as part of their first year, students had options such as first-year engineering, EPICs, and VIP. There was capacity in three majors in engineering in Indianapolis (Mechanical Engineering, Electrical Computer Engineering, and Motorsports Engineering). Students would be following Engineering 132 and have placement in the standard math, chemistry, communications, and Cornerstone courses as part of their first-year program.

Professor Pawley then asked what was being done to ease the administrative gridlock caused by understaffing and high turnover of staff and support positions, which would not be fixed only by creating new forms with fewer signature requirements. President Chiang responded that there were four dimensions to the efforts to support faculty, and reducing signature requirements was only one of

these. Other dimensions included efforts to provide concierge services to those faculty whose research and other activities required additional attention. EVPR Karen Plaut had been tasked with breaking circular flows of paperwork among various departments. The third dimension was to start hiring more, which was an ongoing process, but a 30% increase in SPS staffing levels alone was predicted for the year. Finally, the use of technology to reduce some paperwork, including five new AI-based tools, was being deployed.

Immediate Past Chair Colleen Brady asked how competitive we are in the market, in Lafayette and West Lafayette, for people to come work in non-faculty positions. CFO Chris Ruhl said this was something the HR team spent a lot of time looking into. Data suggested that both among our B1G peers and in our local market, Purdue is competitive from an economic standpoint, and we continue to see very high survey results suggesting people see us as an employer of choice within the community. From a big picture standpoint, our turnover has never been lower, although this does vary by category of employee. Post-COVID changes on the minimum wage front and programs put in place around recruitment, retention, recognition, and reward have contributed to Purdue's competitiveness.

Professor Pawley asked about SB 202, noting that the upper administration appears to enjoy great de facto autonomy with the current Board of Trustees and wished to maintain those good relations. She asked how Purdue would demonstrate its avowed commitment to freedom of expression and the use of shared governance to protect academic freedom, and in what concrete ways administration might meaningfully engage the Board of Trustees with Senate leadership to operationalize SEA 202 (formerly SB 202). President Chiang responded, "We at Purdue University—and not just now but for a long while—are not a university that would cancel faculty or staff. We are not the university that would suspend fellow faculty members. We are not the university that cancels events. We are not the university that cancels art exhibits and shows. We are not the university that chills dissenting opinions by speaking institutionally repeatedly on every social and political issue. We are not the university that would only talk the talk when it comes to protecting the academic freedom of all the faculty and students. Now, in particular, the Board of Trustees is considering what we outlined in the Purdue reaffirmation statement. In that preliminary reaffirmation statement, there was a very concrete specific item: the post-tenure reviews. We propose that these be delegated to the academic enterprise by the Board of Trustees. The Board of Trustees will have the authority to agree or disagree with this proposition."

Chair Leung noted that Senate leadership had put together a very brief Qualtrics survey asking Senators to query their constituents and gather comments on the implementation of SB 202. He asked whether President Mung was interested in hearing the results of the survey. President Chiang affirmed that he was, and was also willing to work alongside the Senate in presenting an executive summary to the Board of Trustees.



8. The Chair recognized Professor Elizabeth A. Richards to present the Resume of Items under Consideration by the various Standing Committees. [Appendix C] A handful of items were modified or stricken from the list as concluded; the changes are reflected in Appendix C.
9. The Chair recognized Professor Richard Mattes, Chair of the Nominating Committee, to present Senate Document 23-27 Nominees for Vice Chair of the University Senate. Professor Mattes announced that the nominating committee had identified an excellent slate of well-qualified nominees for Vice Chair of the Senate for the upcoming year, and thanked those that had stepped up to serve the Senate and University this way. He called for nominations from the floor; there were none.

Professor David Sanders addressed the Senate as follows: “I want to thank the members of the Nominating Committee for forwarding my nomination. And I’d like to also thank all members of the Senate for serving with me and considering my nomination today. I’ve been here since 1995. I am a recipient of the National Science Foundation Career Award, and an American Cancer Society Research Scholar. I’m the author of two U.S. patents. I’ve worked on viruses, gene therapy, things like that. But most recently, I have focused on issues of academic integrity and scientific publication ethics. I think it’s important that the University Senate have an advocate in the role of Vice Chair and Chair, and also someone who is familiar with the traditions of the Senate and the rules of the Senate. I think I can fulfill those roles. I’ve been an advocate for science in general, I’ve been an advocate for the humanities, I’ve been an advocate for students. I’m an advocate for the staff here at the university. I’ve been an advocate for better health insurance choices for the university we’ve been at. I’ve been an advocate for pay equity at the University. I’ve been an advocate for academic freedom here at the University. That being said, I see my role as Vice Chair—because technically, that’s what I’m running for—to be supportive of the endeavors of the next chair to of the University Senate. And so I’d like to ask for your support today. Thanks a lot.”

Professor Mark Zimpfer addressed the Senate as follows: “Good afternoon, and thank you for providing a few minutes of your time. My name is Mark Zimpfer, and I’m currently an Associate Professor of Practice in the School of Construction Management Technology. I’m not going to bore you by reciting my 200- to 300-word mini-CV. My first thought was to give you the high points, but then that wouldn’t match a core principle of mine. I will simply state that I am all in on Purdue. In my eight years here, I’ve tried to immerse myself into the culture of learning, engagement, discovery, and service, as well as being the proud parent of two recent Purdue graduates and one soon-to-be graduate. I’ll simply state that I love my job. I have two commitments to make with all of you. One: I will bring this same passion daily to the Vice Chair position if elected and Two: I will always be respectful of my fellow Senators’ time by being trying to communicate as efficiently as possible on behalf of the Senate. On that note, I waive any of my remaining time. Thank you.”

Following a technical delay and brief musical interlude, Senators were invited to vote for their Vice Chair. 71 votes were cast, with 25 for David Sanders and 46 for Mark

Zimpfer. Zimpfer was declared the Vice Chair Elect, and both candidates were thanked warmly for their commitment to the Senate.

10. Chair Leung called up the consent calendar comprising Senate Document 23-30 Nominees for the Equity, Diversity, and Inclusion Committee; Senate Document 23-31 Nominees for the Steering Committee; Senate Document 23-32 Nominees for the Educational Policy Committee; Senate Document 23-33 Nominees for the Faculty Affairs Committee; Senate Document 23-34 Nominees for the Nominating Committee; Senate Document 23-36 Nominees for the Student Affairs Committee; Senate Document 23-37 Nominees for the University Resources Policy Committee; and Senate Document 23-38 Nominees for Advisors to Senate. No items were pulled out for debate, and the calendar was adopted by general consent.
11. Chair Leung recognized Professor Eric Kvam to present Senate Document 23-20 Amendment to MEAPS Policy (SD21-12) to Clarify Applicability for action on behalf of the Educational Policy Committee. Professor Kvam explained that the Dean of Students Office had been swamped with people going to urgent care and thinking this amounted to an administrative excuse from class, although the visit to urgent care was neither necessary nor sufficient, nor was it necessarily an option for less affluent students. The purport of the Document was to clarify the MEAPS policy language and remove the reference to urgent care.

Professor Howard Zelaznik registered concern that this change would encourage students to skip urgent care and head to the emergency room instead. Professor Kvam explained that medically excused absences did not require students to see a doctor at all, and that there was no reason for someone to elect to use the emergency room at all, given the expense and hassle, unless they really faced a medical emergency. Vice Provost Jenna Rickus added that most of the management of attendance would still happen at the course level, and the MEAPS language was originally created to protect students in outlier cases where a student has an urgent or emergent unanticipated health situation and is not able to reach accommodation with their instructor.

Professor Pawley spoke in favor of the Document, arguing that its intent was to decouple urgent and emergent health related absences from absences specifically connected to hospitalization, emergency department, or urgent care. The new language was inclusive of going to the ER or being hospitalized or being seen in a surgery center but not limited to those cases.

There being no further discussion, the question was put. The proposal was adopted by a vote of 61 in favor to four in opposition.

12. Chair Leung recognized Professor Sanders to present Senate Document 23-21 Bylaws Revision re: Student Affairs Committee for action on behalf of the Student Affairs Committee. Sanders explained that the intention of the proposal was to reduce the number of Senators and undergraduate students on the SAC in a proportionate manner to make meeting and achieving quorum more straightforward.

Chair Leung reminded the Senate that because this was a proposed Bylaw change, a 2/3 affirmative vote was required for adoption.

There being no further discussion, the question was put, and the proposal was adopted by a vote of 59 in favor and five in opposition.

13. The Chair recognized Professors Françoise Brousseau-Lapré and Anish Vanaik to present Senate Document 23-28 University Senate Quorum Standard for action on behalf of the Faculty Affairs Committee. Professor Brousseau-Lapré said that the proposal was that instead of having 51 members of the Senate constituting quorum, the standard become 50% of Senators plus one additional member, as the Senate size may fluctuate. There was no further discussion. The Chair asked for and received general consent to adopt the Bylaw change.
14. The Chair invited Professor Kvam to present Senate Document 23-29 Modifications to Streamline and Clarify the Grade Appeals Process for discussion on behalf of the Educational Policy Committee. He explained that the proposal would make a number of changes, the first being to eliminate the college-level grade appeal to make the entire process more consistent, timely and efficient. The process, which normally initiates with the appeal going to a department head for an informal discussion, would make it a formal step going through the department head and the department head would then present a report directly to the university level. The reason for this is that when a grade appeal goes to the college level, the first thing that happens is the dean's office has contact the members of the grade appeal committee for the college and ask whether the appeal is appropriate to be considered. If it is, then they must find a number of volunteers from the faculty to be on a committee and arrange a time when they and the students can meet before the committee can finally hear it. In general, the members of the committee have seen one or none of these appeals before and so have no experience in what is going on. In contrast, having a single university-level committee to appeal to means the OSRR (Office of Student Rights and Responsibilities) can support the committee in arranging its hearings and students and faculty members will have a single place to look for information about the appeals process.

Professor Zelaznik expressed concern that removing the college-level committee might have the effect of referring grade appeals to a group of faculty who lack the context of the standards particular to individual departments. It was responded that this was possible, but that standards and norms could be part of the head's report, and that the student would have to demonstrate that there was something fundamentally wrong about the grade they were given from the start of the appeals process. Vice Provost Rickus added that the university-level committee would include representatives from each college, and that the group of associate deans that had oversight of the process was stretched by having to accommodate 12 different appeals committees instead of just one more inclusive one.

Professor Vanaik asked whether the number of appeals varied widely across the university. Professor Kvam stated that none of the colleges received a very high

number of appeals, which was part of the problem—most grade appeal committee members at the unit level were therefore necessarily inexperienced, while a central committee would be better able to establish an institutional memory and use the support of OSRR.

Professor Sanders stated that item 2C says the only university authorities empowered to change grades are the instructor or in the case of teaching assistants, the faculty member charged with the course in question and the Chair of the University Grade Appeals committee. However, 5B(4) says the department head will submit a decision regarding the appeal within five university business days after the review meeting and if a grade change is part of the decision, the department head will engage with the office of the registrar to initiate the grade change. These two parts seem to contradict one another. Professor Kvam indicated he would look into the wording. There was no further discussion.

15. The chair recognized Professors Brousseau-Lapré and Vanaik to present Senate Document 23-35 Senate Representation for Purdue in Indianapolis (PIN) Faculty for discussion on behalf of the Faculty Affairs Committee. He reminded the Senate that this was a Bylaws change, and so could not be voted on until the April meeting, at which time it would require a 2/3 affirmative vote for adoption. Professor Brousseau-Lapré explained that the Faculty Affairs Committee was asked to make recommendations regarding the faculty that used to be IUPUI faculty but would become, on July 1, faculty tenured to the university but to no particular department, and so would not really have Senate representation. The committee's recommendation was that they should have representation as if they were a West Lafayette unit. The proposal was to have two members elected from Purdue University Indianapolis added to the Senate. Faculty and clinical professors who were attached to West Lafayette departments would not be included in this group, because they would be represented through their West Lafayette units.

Senator Masta asked whether the Indianapolis departments shouldn't have representation, instead of the entire campus. Professor Brousseau-Lapré clarified that there were going to be no Indianapolis departments—those departments would become an extension of the West Lafayette ones; the proposal only had to do with faculty members who had presented their files for review but had not been tenured to any West Lafayette units. She added that this was not an arrangement that would exist forever, as eventually those faculty members would retire or leave Purdue.

Professor Pawley asked why it was proposed to give the Indianapolis faculty two Senators, as opposed to proportional representation. Professor Brousseau-Lapré explained that per the Bylaws, units with very small numbers of faculty nonetheless were guaranteed two representatives on the Senate.

Professor Pawley asked for clarification as to whether it was only tenure-track faculty counted for apportionment, or if it was all faculty. Secretary Powell responded that apportionment takes into account all voting faculty, meaning both clinical and tenure-track faculty. In the particular case of the faculty of Purdue University Indianapolis,

though, all clinical faculty had found homes in the Purdue West Lafayette departments, leaving only a small group of faculty tenured to the university who needed representation.

Professor Sanders said he agreed that these faculty members needed representation, but posited that some sort of end date should be explicitly included in the proposal, given that the number of faculty in that position would diminish.

Professor Pawley stated that she wished to have a discussion about University Senate representation for the faculty at Purdue Global.

Vice Provost Sunil Prabhakar confirmed that all IUPUI clinical and professional faculty had been attached to West Lafayette units. For tenure-track faculty, one group were making their way through the usual promotion channels and would have a final decision at the April meeting of the Board of Trustees. The remaining faculty all had the option to be tenured with university tenure, and this was the group that would be represented by the proposal on the floor.

Professor Vanaik asked Senators to give feedback on the proposal to add a sunseting date to the proposal, given that the Senate carries out annual apportionment analyses in any case. Would it be preferable to leave the question up to the reapportionment data, or to impose a 5- or 10-year expiration date on it from the outset? Chair Leung suggested that Senators provide their thoughts to the FAC on this issue following the meeting.

16. Chair Leung recognized Professor Brian Dilkes to present Senate Document 23-39 Resolution in Support of a Southwest Asian and North African Cultural Center for discussion on behalf of the Equity, Diversity, and Inclusion Committee. Professor Dilkes provided the context that over the past two years, a group of students had put together an enormous amount of information and due diligence in demonstrating positive impact that a cultural center focused on a group of students not being well represented by the existing cultural centers. The proposal had the support of both the Student Senates, who had actually first brought the measure to the floor, as well as the existing cultural centers.

Purdue Student Government President Shye Robinson and Purdue Graduate Student Government President Somosmita Mitra were unable to be present in this portion of the meeting due to class commitments. Chair Leung ruled that Secretary Powell was permitted to read their remarks and have them entered into the minutes.

From President Mitra: "Highlighting the presence of over 666 international students from the SWANA region and numerous domestic students with similar heritage, the resolution brings to light the inadequacies of existing demographic classifications. These classifications force SWANA students to identify as white or Caucasian, consequently restricting their access to resources and scholarships designed for underrepresented minorities. By advocating for the establishment of a separate demographic category and a SWANA cultural center, the resolution aims to ensure

the inclusivity and support of all members within the Purdue community, fostering a sense of belonging and enabling full engagement with the global competency Purdue aspires to impart. This proposal is in line with Purdue's commitment to diversity and inclusivity, representing a significant advancement in the university's efforts to cultivate a diverse and inclusive environment. During its presentation on the PGSG floor, the authors voiced a sense of exclusion at other cultural centers on campus, underscoring the need for a dedicated SWANA cultural center to better serve and embrace this unique community."

From President Robinson: "Shye understands that she is not one of the original authors or sponsors but will speak on their behalf to explain the importance of this resolution.

"The SWANA community has been fighting hard create a space on campus that can be a refuge for their community. They have talked extensively with other universities who have SWANA cultural centers and have been in contact with our own Office of Diversity, Inclusion, and Belonging to advocate on behalf of themselves and all future SWANA students on this campus. Shye won't repeat the clauses laid out in the resolution, but she wants to emphasize the importance of visible support from the university in response to the concerns laid out in this resolution.

"As someone who has looked into the creation of the Black Cultural Center and the years of advocacy and relentless determination students had to create such a space on campus, she thinks it is equally important for SWANA students to identify with a space on campus that respects and recognizes their respective identities.

"Lastly, the president of the SWANA Student Union would like to highlight that in light of recent international events in this region, SWANA student organizations have lacked support on campus. To him, the burden of responsibility of support for students has fallen on the organizations themselves to provide that community care." There was no further discussion.

17. Chair Leung welcomed Dan Carpenter, Assistant Vice Provost for Student Success Innovations to speak to the Senate about the Disability Resource Center and associated testing services. [Appendix D]

Mr. Carpenter thanked the Senate for its invitation to speak, and said that his slide deck was built to be responsive to questions that were by the Steering Committee in response to queries and discussion from Senators. Both the Disability Resource Center and Purdue Testing Services are part of the Student Success Programs. He paused to note that there would be a virtual town hall on final exams and disability accommodations on March 21, 2024, 10-11 am via Zoom. (A similar event had been offered in the fall as well.) He asked Senators to spread the word about the event, and added that the recording would be captioned and available later as well.

The DRC primarily serves students and makes accommodation decisions. They do this for the learning environment, but also for housing, dining, parking, and several

other aspects of student life. They make the determination of whether a student is disabled in the legal sense, but also what are the reasonable accommodations necessary for them to have access to higher education. They also have a small unit that provides auxiliary aids and services directly to students who might need them. They have a two-person team called the Usable Materials Center available to any instructor to convert their course materials into accessible formats. The DRC will also will soon have a two-person team in Indianapolis to serve Purdue and Indianapolis students.

The number of the total student population that are served by the DRC has more than tripled in the past ten years, and the proportion is similarly growing at the pace the total student population has grown. This is a national trend, and it is expected this growth will continue for the foreseeable future. Accordingly, the DRC staff has doubled in size in the past 10 years. Recently, the university had allocated the DRC three more staff lines (the team of access consultants) to try to help deal with this growth. There is also a faculty advisory committee to the DRC, co-chaired by Mandie Greiwe, the DRC Director, and also Heather Servaty-Seib, the Senior Associate Vice Provost for Teaching and Learning. It includes a seat for the chair of the EDIC as well.

About three quarters of the students served by the DRC have at least one testing accommodation. Purdue Testing Services is a separate and distinct unit doing two things: they provide tests on behalf of vendors, such as graduate exams, CLEP, fundamentals of engineering, licensure exam, and so forth. But most of their work is in support of Accommodated Testing. During finals week, we shut down all vendor exams and direct all resources to support Accommodated Testing Support. Recently the university has provided additional staff lines for this department as well. Last semester, they administered over 11,000 individual exams. During finals week alone they administered over 2000 individual unique exams to students.

During finals week we hijack the third floor of the Stewart Center, we borrow almost all of the Center for Career Opportunities, engage the Proctor Fellow from the Center for Instructional Excellence, and the entirety of the Disability Resource Center works that week; the entire department including Mr. Carpenter volunteer to serve as proctors. While more staff is always welcome, it is also the case that the complexity of the work needed makes it difficult to scale: 36 different spaces are operating almost all simultaneously, for a six-day period.

Accommodated Testing requires the responsible action of the Student Success units, the students themselves, and their instructors. Students request accommodations need to release that letter to the faculty member as soon as they get it. They need to follow their instructors' guidance about scheduling exams, and they need to be responsive. Instructors are asked to engage the DRC if they are presented with a case where an accommodation that the DRC has directed will fundamentally alter the course or cause significant undue burden. The instructor is the one who ultimately ensures that accommodations are met. Instructors are asked to be responsive to DRC and Testing Services, especially in the moments during finals week when students may have questions about exams. The DRC coaches their students to meet

with their instructors routinely, but we cannot require the students to meet with an instructor.

Clear communication on all sides is absolutely essential. There is some concern about responsiveness, such as when faculty instructors have been unable to get a hold of somebody at Testing Services. This is a challenge, and both directors are committed to continuously doing a better job—but the scale of what happened in finals week truly makes things difficult.

Two academic departments have worked with DRC and Purdue Testing a lot over the last few years to take a very focused effort on the challenge of administering accommodated exams. To do this, they've had to commit resources as a department. But they've taken a department-wide approach—both math and chemistry—and we're working with them to try to support what it is they're trying to accomplish. While we're always trying to adjust and create capacity where we can, there really isn't a foreseeable future where Purdue Testing Services will be able to handle all exam needs. Dr. Leslie Miller in CIE has been very engaged with a lot of faculty and instructors in how to create a more accessible learning environment.

Chair Leung asked whether the actual percentage of services based on student population had also increased in recent years. Mr. Carpenter said that he was unsure, but that the nature of the work has changed. The DRC serves many more students now than ever who have more than one disabling condition: a chronic health condition and mental illness, for example, or ADHD and something else. These complicated situations are more demanding both of the DRC and the instructors to serve those students. So, while there has been general growth, what has really changed is the complexity of accommodations, and the combination of disabling conditions has certainly changed in the last several years.

Professor Pawley stated that she gets routine complaints from students, including particularly graduate students, who report instructors dismiss their accommodation needs out of hand. She asked about the accountability process whereby faculty must justify their decision not to comply with accommodations. Mr. Carpenter replied that this is called the “concern process,” and it can be found on the DRC's website and through the Office of Institutional Equity, which is ultimately where it resides. Students and faculty are both urged to engage the DRC first and try to come to resolutions that way, but the OIE is available for difficult cases.

Professor Julio Ramirez said that sometimes faculty will receive requests that seem out of proportion—for example, 250% of time on a 2-hour exam—and it might be a little more helpful to have more detail or rationale on the accommodation letters. Mr. Carpenter responded that the DRC can never share diagnoses, but can only share what accommodation is necessary. Their process is thorough and is informed by the student's story, medical documentation, and any other documentation that will indicate how the disability manifests itself in the learning environment. Specific questions can always be referred to the DRC.



Professor Zelaznik said that he had a specific question for a class he taught with 125 students. Some of the students have an accommodation that they may need to leave class at any moment, but it seems as though more than the two or three students who have been given that accommodation are apt to leave class. How can the instructor determine who has decided to leave early, or answer a phone call etc. without violating the privacy of the students who do have accommodations. Mr. carpenter replied that he appreciated the focus on not trying to single out accommodated students, which is absolutely important. It would be great to reach out to the students who have that accommodation, and ask them to meet with you, so you know who they are. But they don't have to do this, even though it's in their best interest. Another path is to reach out to their access consultant, and ask the access consultant to coach the student a little further.

18. Chair Leung once again urged the Senators to follow through on the SB 202 Qualtrics survey. There being no further business, the meeting then adjourned at 4:59pm.

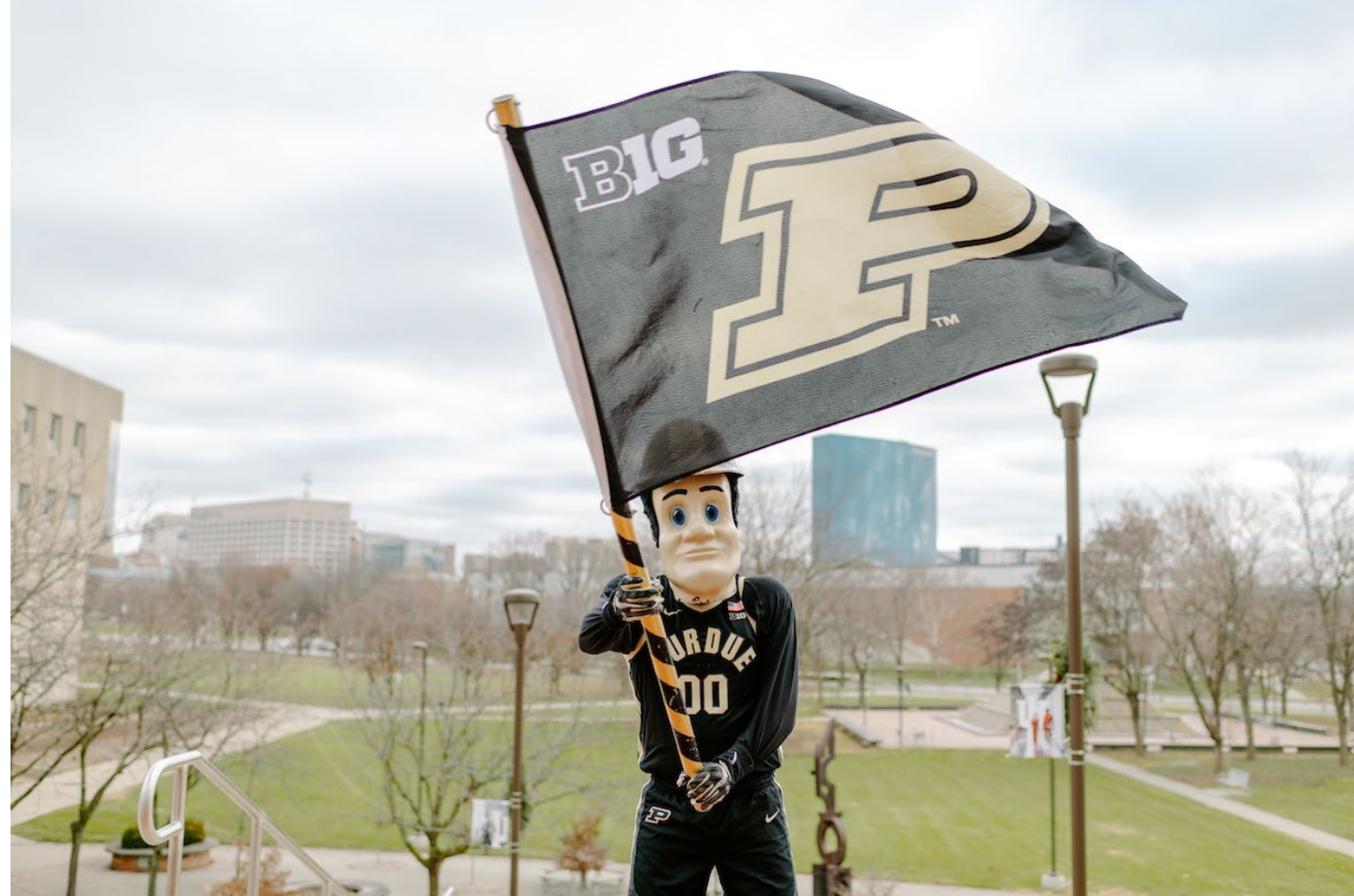
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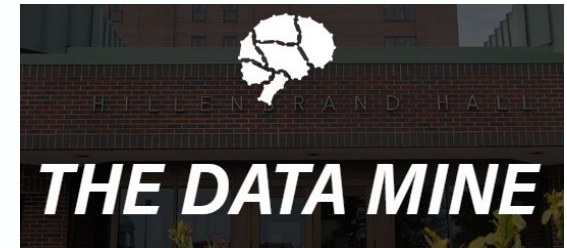
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  - 450 beds at North Hall
  - 400 beds at Lux on Capitol
- Student activities and organizations
- Unique extracurricular opportunities



# *Faculty and Staff*

- IUPUI faculty and staff being welcomed into Purdue



## Communications

Faculty & Staff Newsletters  
July, August, October, December

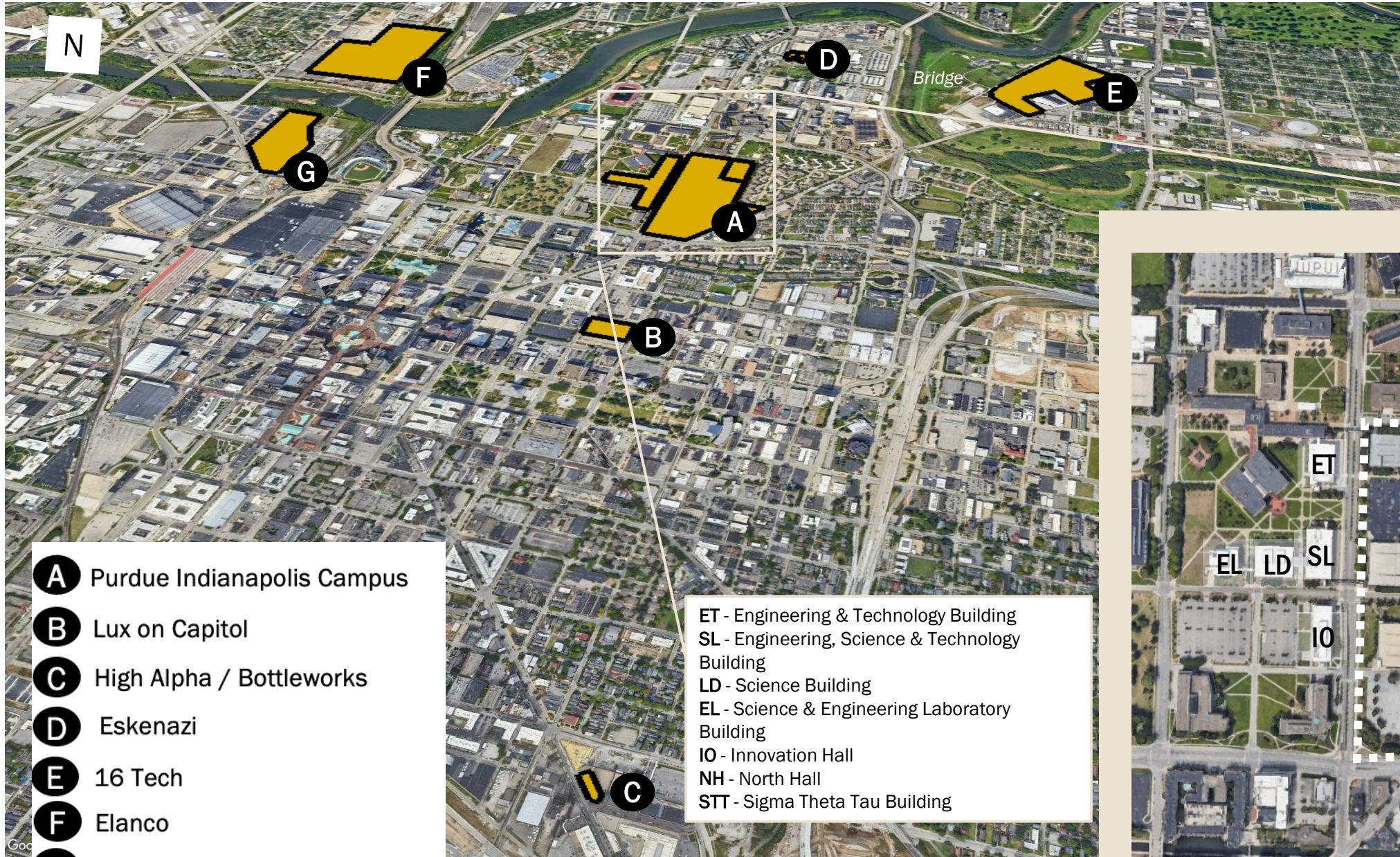
Welcome Fair Invite  
Oct. 13, 2023

Staff Job Family Letters  
Nov. 1, 2023

Faculty & Staff Offer Letters  
Dec. 15, 2023

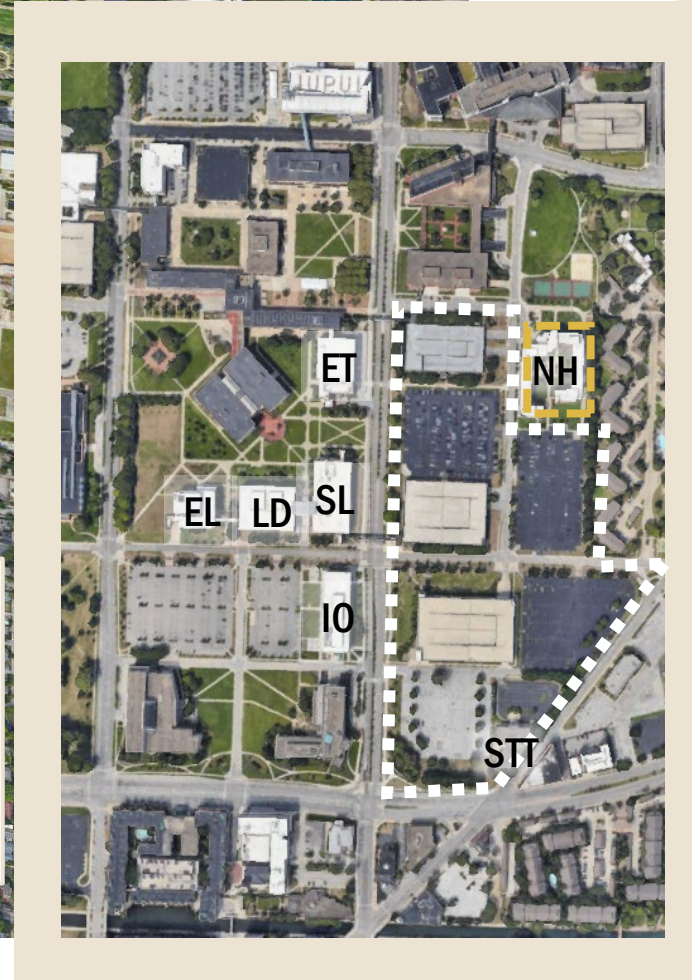
Transition Update Email  
Jan. 10, 2024

# Footprint



- A** Purdue Indianapolis Campus
- B** Lux on Capitol
- C** High Alpha / Bottleworks
- D** Eskenazi
- E** 16 Tech
- F** Elanco
- G** Eleven Park

- ET - Engineering & Technology Building
- SL - Engineering, Science & Technology Building
- LD - Science Building
- EL - Science & Engineering Laboratory Building
- IO - Innovation Hall
- NH - North Hall
- STT - Sigma Theta Tau Building



*Shared Buildings with Purdue Programming*





# ***PURDUE UNIVERSITY*** **IN INDIANAPOLIS**

**Our first comprehensive urban campus.**

*Thank You*



## Questions

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Indiana SB 202.....	2
<p>The premise and regulation proposed in Indiana SB 202 fundamentally contradict student survey data at Purdue and the principles of academic freedom. What exact initiatives or channels has Purdue administration offered to “listen to the feedback from faculty, staff, students and alumni”? What has been “effectively communicated” to the Indiana General Assembly? Given the concerns about the bill and Purdue’s “quiet” approach, what does the administration plan to do to restore the urgently needed trust between faculty, staff, and students and the Purdue administration for effective university operations? .....</p>	
	2
<p>Would you please clarify for faculty and students exactly how you are working to improve SB202 and specifically what measures will be implemented to protect academic freedom? .....</p>	
	2
Hiring and Promotion.....	2
<p>The Provost’s Office has been very slow in approving formal offers to candidates, even after verbal offers have been made. This is negatively affecting the ability to recruit faculty and creating a lot of negative perceptions of Purdue. Will there be any steps taken to address this? .....</p>	
	2
<p>On 19 February, Provost Wolfe announced that faculty who are promoted will be eligible for up to a 5% promotion bump at the discretion of their department head. Does this mean that faculty who are promoted will not receive any <b>automatic and standard</b> pay raises tied to promotion? .....</p>	
	3
Housing and Parking .....	3
<p>The shortage of housing in Greater Lafayette is making it impossible for some visiting scholars, including those from the developing world, to find affordable temporary housing. This is leading to much shorter visits by the scholars, and may lead to complete cancellation of visits. Visiting scholars are a great resource to the University, and the University provides visiting scholars great experiential learning and research opportunities. What can we do to alleviate the need for visiting scholars’ housing? .....</p>	
	3
<p>There are parking signs that say “Undergraduates Only” on third floor of University Street parking lot, but the spots are often unused, while faculty with A passes must search for spots further away. Could these spots be returned to general use? .....</p>	
	3
<p>Relatedly, undergraduates are able to qualify for A passes when they work 20-40 hours / week. They often do so in the summer, and then are able to keep the passes for the academic year when they are working fewer than 20 hours a week or not working at all. Perhaps A passes to undergraduates given out in May/ June should expire at the start of the Fall semester.....</p>	
	3

## Indiana SB 202

The premise and regulation proposed in Indiana SB 202 fundamentally contradict student survey data at Purdue and the principles of academic freedom. What exact initiatives or channels has Purdue administration offered to “listen to the feedback from faculty, staff, students and alumni”? What has been “effectively communicated” to the Indiana General Assembly? Given the concerns about the bill and Purdue’s “quiet” approach, what does the administration plan to do to restore the urgently needed trust between faculty, staff, and students and the Purdue administration for effective university operations?

<see below>

Would you please clarify for faculty and students exactly how you are working to improve SB202 and specifically what measures will be implemented to protect academic freedom?

We continue to listen to Senate feedback (including the currently open Qualtrics survey recently distributed by Senate Chair Leung) and are awaiting direction from our Board of Trustees given the passage of SB 202 into law.

As stated to all in our message of 3/27 reaffirming academic freedom and faculty tenure:

Our own university has long been an institution that consistently “walks the walk” in freedom of speech and freedom of inquiry. Furthermore, many of the provisions do not impact what Purdue has been doing already, e.g., the institution being a home for critics but not a critic itself, incorporating free speech programs into student orientation, not requiring personal statements of support for political ideologies, and protecting the right of individuals to criticize the government or the university.

We also reaffirm the following two commitments as foundational to the generation and dissemination of knowledge through free inquiry:

1. Academic freedom, a core value of our university, will continue to be ensured at Purdue for all faculty and for all students, and continue to be protected as strongly as in any American university. Unlike many other institutions that headed down convenient yet slippery slopes in recent years and months, this university has not been in, and will not get into, the business of censoring controversial speech, chilling unfashionable viewpoints, canceling campus events, suspending faculty or fellows, or issuing endless institutional public statements on social-political issues. We will continue our use of long-established channels to receive and assess student feedback, and will continue to operate our campus as neither a “surveillance state” nor an “echo chamber” but as a bastion of individual freedom to doubt, debate, and dissent.

2. Faculty tenure will continue at Purdue, especially now that recognition of public university tenure is codified in state law. The Board of Trustees, as has always been the case, will continue to cast the final vote on tenure cases. Periodic review after tenure, also not new here, will continue with a low-overhead process. It will be proposed to the Board of Trustees that post-tenure review at Purdue West Lafayette be formally delegated by the Board of Trustees to the university’s chief academic officer and the Academic Deans Council. With this delegation, and as has long been true in granting tenure at Purdue, only very rarely will a review be directly assessed by the Board of Trustees. Faculty, across all ranks and tracks, are the backbone of the university, and Purdue will continue to grow our support for faculty success.

## Hiring and Promotion

The Provost’s Office has been very slow in approving formal offers to candidates, even after verbal offers have been made. This is negatively affecting the ability to recruit faculty and creating a lot of negative perceptions of Purdue. Will there be any steps taken to address this?

Offers are contingent on Provost approval as has always been the case at Purdue. Understanding that this is not an automatic “rubber stamp” will help colleagues involved in the hiring process to avoid inadvertently creating any negative impression with candidates. Faculty will have already seen several recent Dream Hires featured in Purdue Today. In these cases, as in every case, the Vice Provost for Faculty Affairs reviews candidates for hiring, and deans are aware that the earlier the Office of the Provost is looped in, the sooner the review process can be completed. Offer checklists to maximize the efficiency of this process have been shared with deans, associate deans, and department heads, to whom further questions may be directed.

On 19 February, Provost Wolfe announced that faculty who are promoted will be eligible for up to a 5% promotion bump at the discretion of their department head. Does this mean that faculty who are promoted will not receive any **automatic and standard** pay raises tied to promotion?

This up to 5% is additional to the current (automatic and standard) pay raise tied to promotion. Deans and heads will have latitude to propose up to an additional 5% for exceptionally strong promotion cases showing outstanding promise and evidence of continued achievement.

## Housing and Parking

The shortage of housing in Greater Lafayette is making it impossible for some visiting scholars, including those from the developing world, to find affordable temporary housing. This is leading to much shorter visits by the scholars, and may lead to complete cancellation of visits. Visiting scholars are a great resource to the University, and the University provides visiting scholars great experiential learning and research opportunities. What can we do to alleviate the need for visiting scholars’ housing?

We recognize this issue and share the goal of wanting to maximize the quality and number of scholars who can visit Purdue, and are actively exploring options for short-term faculty housing for visiting scholars.

There are parking signs that say “Undergraduates Only” on third floor of University Street parking lot, but the spots are often unused, while faculty with A passes must search for spots further away. Could these spots be returned to general use?

There are no signs in University Garage that state “Undergraduates Only.” In case the question is referring to the “University Garage (UG) Reserve Permit Only” signs: These reserved spaces exist in University Street Garage, Wood Street Garage, and Pierce Street Lot. The number of spaces is evaluated annually. These spaces are sold at the Reserved price of \$1,000 per space annually and they are currently sold out.

Relatedly, undergraduates are able to qualify for A passes when they work 20-40 hours / week. They often do so in the summer, and then are able to keep the passes for the academic year when they are working fewer than 20 hours a week or not working at all. Perhaps A passes to undergraduates given out in May/ June should expire at the start of the Fall semester.

Regardless of purchase date, Parking permits expire August 15th of each year. Parking recently reviewed and updated the Student A/B exception application.

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

### **Steering Committee**

Libby Richards, [erichards@purdue.edu](mailto:erichards@purdue.edu)

1. Soliciting reports and informational sessions in response to faculty and committee requests
2. Reviewing senate representation of MAPSAC and CASAC
3. Distributing PSG and PGSG proposals to the appropriate senate committees for review and feedback

### **Advisory Committee**

Brian J. Leung, [senate-chair@purdue.edu](mailto:senate-chair@purdue.edu)

1. Hiring Practices
2. Childcare Initiative
3. Senate Bill 202 Implementation

### **Nominating Committee**

Richard D. Mattes, [mattes@purdue.edu](mailto:mattes@purdue.edu)

1. Managing new committee vacancies
2. Studying number and disposition of Senate advisors

### **Educational Policy Committee**

Eric P. Kvam, [kvam@purdue.edu](mailto:kvam@purdue.edu)

1. Assessing what AI regulations are needed
2. Considering ways to improve the Grade Appeal process
3. Updating MEAPS language as per SB22-08

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

Brian Dilkes, [bdilkes@purdue.edu](mailto:bdilkes@purdue.edu) / Geraldine Friedman, [friedman@purdue.edu](mailto:friedman@purdue.edu)

1. DEI efforts in the wake of the SFFA v. Harvard and SFFA v. UNC decision
2. Students proposing a center for students from western Asia and North Africa presenting to The EDIC at our next meeting (11/27)

### **Faculty Affairs Committee**

Françoise Brosseau-Lapré, [fbrossea@purdue.edu](mailto:fbrossea@purdue.edu) / Anish Vanaik, [avanaik@purdue.edu](mailto:avanaik@purdue.edu)

1. Assessment of Recent Changes in P&T Process
2. Lecturers Advisory Board presence on University Senate
3. Working with SUFIE on guidelines

### **Student Affairs Committee**

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

1. Graduate Student Compensation

### **University Resources Policy Committee**

Lori Hoagland, [lhoaglan@purdue.edu](mailto:lhoaglan@purdue.edu)

1. Sustainability Committee proposed reorganization
2. Parking regulations and appeals process

**To:** The University Senate  
**From:** 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 2024-2025:

**David Sanders, Biology**

**Mark Zimpfer, Construction Management Technology**

Please see the following pages for their biographical statements.

**Committee Votes:**

**For:**

Dulcy Abraham  
Damon Lisch  
Andrew Liu  
Richard D. Mattes (chair)  
Byung-Cheol Min  
Abdelfattah Nour  
Qifan Song  
Mark Zimpfer

**Against:**

**Abstained:**

**Absent:**

Charles A. Bouman



**DAVID SANDERS** is an Associate Professor of Biological Sciences at Purdue University.

- Bachelor of Science degree from Yale College in Molecular Biophysics and Biochemistry.
- Ph.D. research in Biochemistry with Daniel E. Koshland, Jr., then editor of the journal *Science*, at University of California-Berkeley. Thesis concerned Sanders' discovery of a biochemical reaction that underlies how bacteria sense and respond to changes in their environments.
- Visiting Scientist at University of California-San Francisco.
- Postdoctoral researcher at the Whitehead Institute for Biomedical Research, which is affiliated with M.I.T. Studies on the entry of viruses into cells.

He joined the Markey Center for Structural Biology at Purdue University in 1995. He is the discoverer of a biochemical reaction that leads to the entry of cancer-causing retroviruses into cells and author of two U.S. patents on novel gene-therapy delivery techniques. His Ebola virus expertise led to his participation in the U.S. Defense Threat Reduction Agency's Biological Weapons Proliferation Prevention Program. He inspected the Vector laboratory (Siberia)—the site of biological-weapons development in the era of the Soviet Union.

- Recipient of National Science Foundation CAREER Award.
- American Cancer Society Research Scholar.
- 2015 Haines Lecturer in Biochemistry--Wabash College.
- 2019 Moses Passer Lecturer--Cornell University.
- 75<sup>th</sup> Anniversary of Los Alamos National Laboratory Lecturer on Scientific Integrity.
- A principal investigator on Howard Hughes Medical Institute Experiment Grant for the reform of the undergraduate premedical curriculum.
- Served on Federation of American Societies of Experimental Biology (FASEB) Science Policy Committee.
- Elected to American Association of University Professors National Council in 2018.

He has served on numerous committees at the departmental, college, and university level.

- Elected the inaugural Chair of PULSe Admissions Committee.
- Elected Chair of College of Science and University Grievance Committees.
- Elected three times to serve as Chair of Steering Committee.
- Currently serves as Chair of Student Affairs Committee and on Athletics Affairs Committee.

**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 the University 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 his 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. Mark is currently a finalist for the university level Murphy Award.

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. Outside of Purdue, Mark enjoys traveling with his spouse, Susan, and watching their four children become good citizens.

**To:** The University Senate  
**From:** University Senate Nominating Committee  
**Subject:** Nominees for the Equity, Diversity, and Inclusion Committee  
**Reference:** Bylaws of the University Senate  
**Disposition:** Election by the University Senate  
**Proposal:** For the five openings on the Equity, Diversity, and Inclusion Committee, the Nominating Committee proposes the following slate of nominees. The faculty members elected will serve for the number of years specified.

<b>Name</b>	<b>Years</b>	<b>Department/School</b>
Alejandro Cuza	3	Linguistics
Kiseop Lee	3	Statistics
Sammie Morris	3	Libraries
Kimberly Updegraff	3	Human Development & Family Science
Bowei Xi	3	Statistics

**Committee Votes:**

<b><u>For:</u></b>	<b><u>Against:</u></b>	<b><u>Abstained:</u></b>	<b><u>Absent:</u></b>
Dulcy Abraham Damon Lisch Andrew Liu Richard Mattes (chair) Byung-Cheol Min Abdelfattah Nour Qifan Song	N/A	N/A	Charles Bouman Mark Zimpfer

**To:** The University Senate  
**From:** University Senate Nominating Committee  
**Subject:** Nominees for the Steering Committee  
**Reference:** Bylaws of the University Senate  
**Disposition:** Election by the University Senate  
**Proposal:** For the four openings on the Steering Committee, the Nominating Committee proposes the following slate of nominees. The faculty members elected will serve for the number of years specified.

<b>Name</b>	<b>Years</b>	<b>Department/School</b>
Ximena Bernal	3	Biology
David Blon	3	Bands and Orchestras
Lisa Bosman	3	Technology, Leadership, & Innovation
David Liu	2	Computer Science, PFW

**Committee Votes:**

<b><u>For:</u></b>	<b><u>Against:</u></b>	<b><u>Abstained:</u></b>	<b><u>Absent:</u></b>
Dulcy Abraham Damon Lisch Andrew Liu Richard Mattes (chair) Byung-Cheol Min Abdelfattah Nour Qifan Song	N/A	N/A	Charles Bouman Mark Zimpfer

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

<b>Name</b>	<b>Years</b>	<b>Department/School</b>
Thomas Brush	3	Management
Antônio Sá Barreto	3	Mathematics
Stephen Cameron	3	Entomology
Julia Chester	3	Psychological Sciences

**Committee Votes:**

<b><u>For:</u></b>	<b><u>Against:</u></b>	<b><u>Abstained:</u></b>	<b><u>Absent:</u></b>
Dulcy Abraham Damon Lisch Andrew Liu Richard Mattes (chair) Byung-Cheol Min Abdelfattah Nour Qifan Song	N/A	N/A	Charles Bouman Mark Zimpfer

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

<b>Name</b>	<b>Years</b>	<b>Department/School</b>
Alexander Francis	3	Speech, Language, & Hearing
Alice Johnson	3	Educational Studies
Bhagyashree Katare	3	Agricultural Economics
Robert Nawrocki	3	Engineering Technology

**Committee Votes:**

<b><u>For:</u></b>	<b><u>Against:</u></b>	<b><u>Abstained:</u></b>	<b><u>Absent:</u></b>
Dulcy Abraham Damon Lisch Andrew Liu Richard Mattes (chair) Byung-Cheol Min Abdelfattah Nour Qifan Song	N/A	N/A	Charles Bouman Mark Zimpfer

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

<b>Name</b>	<b>Years</b>	<b>Department/School</b>
Sebastian Murgueitio Ramirez	3	Philosophy
Mohit Tawarmalani	3	Management
Seema Mattoo	3	Biology

**Committee Votes:**

<b><u>For:</u></b>	<b><u>Against:</u></b>	<b><u>Abstained:</u></b>	<b><u>Absent:</u></b>
Dulcy Abraham Damon Lisch Andrew Liu Richard Mattes (chair) Byung-Cheol Min Abdelfattah Nour Qifan Song	N/A	N/A	Charles Bouman Mark Zimpfer

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

<b>Name</b>	<b>Years</b>	<b>Department/School</b>
Dennis Savaiano	3	Nutrition Science
Tae Hong Park	3	Visual and Performing Arts
Oleksandr Tsymbaliuk	3	Mathematics
Rua Williams	3	Computer Graphics Technology

**Committee Votes:**

<b><u>For:</u></b>	<b><u>Against:</u></b>	<b><u>Abstained:</u></b>	<b><u>Absent:</u></b>
Dulcy Abraham Damon Lisch Andrew Liu Richard Mattes (chair) Byung-Cheol Min Abdelfattah Nour Qifan Song	N/A	N/A	Charles Bouman Mark Zimpfer



**To:** The University Senate  
**From:** University Senate Nominating Committee  
**Subject:** Nominees for the University Resources Policy Committee  
**Reference:** Bylaws of the University Senate  
**Disposition:** Election by the University Senate  
**Proposal:** For the six openings on the University Resources Policy Committee, the Nominating Committee proposes the following slate of nominees. The faculty members elected will serve for the number of years specified.

<b>Name</b>	<b>Years</b>	<b>Department/School</b>
Andy Baker	3	Political Science
Daniel Cziczco	3	EAPS
Lori Hoagland	3	Horticulture & Landscape Architecture
Kee-Hong Kim	3	Food Science
Paul Mort	3	Materials Engineering
Brett Savoie	3	Chemical Engineering

**Committee Votes:**

<b><u>For:</u></b>	<b><u>Against:</u></b>	<b><u>Abstained:</u></b>	<b><u>Absent:</u></b>
Dulcy Abraham Damon Lisch Andrew Liu Richard Mattes (chair) Byung-Cheol Min Abdelfattah Nour Qifan Song	N/A	N/A	Charles Bouman Mark Zimpfer

**To:** The University Senate  
**From:** University Senate Nominating Committee  
**Subject:** Nominees for Advisors to Senate  
**Reference:** Bylaws of the University Senate  
**Disposition:** Election by the University Senate

**Proposal:** The Nominating Committee recommends the addition of Melissa Franks, Director of Graduate Studies, to the slate of Advisors to the Senate for a renewable term to commence immediately and terminate on 31 May 2025. Professor Franks will replace Melanie Morgan, Associate Dean of the Graduate School, on the Senate.

**Committee Votes:**

<b><u>For:</u></b>	<b><u>Against:</u></b>	<b><u>Abstained:</u></b>	<b><u>Absent:</u></b>
Dulcy Abraham Damon Lisch Andrew Liu Richard Mattes (chair) Byung-Cheol Min Abdelfattah Nour Qifan Song	N/A	N/A	Charles Bouman Mark Zimpfer

**To:** Purdue University Senate  
**From:** The Educational Policy Committee (EPC)  
**Subject:** Amendment to MEAPS policy (SD21-12) to clarify applicability  
**Reference:** [Senate Document 21-12](#) Proposal for a Medically Excused Absence Policy for Students (MEAPS) to be added to Purdue University Main Campus Academic Regulations  
**Disposition:** University Senate for Discussion and Adoption

**Rationale:** The Office of the Dean of Students has conveyed to the EPC that there has been overuse of MEAPS for minor health issues by employing a trip to Urgent Care to trigger accommodation through ODOS using MEAPS, and recognizing that this mechanism is unfairly biased against less-wealthy students who cannot readily afford to use Urgent Care facilities.

The changes in language proposed clarify that, as stated in SD21-12, “this policy is to afford arrangements for students experiencing serious and short-term medical situations,” and not for minor or chronic illnesses.

**Proposal:** Revision of SD21-12 language to rationalize overuse of MEAPS for minor illnesses, as requested by the Office of the Dean of Students.

### **Current Language**

Background: Purdue University recognizes that students may occasionally have to miss class and other academic obligations due to hospitalization, emergency department or urgent care visits, whether physical or mental health related in nature. This Senate Document intends to describe the change in academic regulations that students may follow in requesting a medically excused absence as well as what rights and responsibilities are placed on students, instructors, and the Office of the Dean of Students (ODOS). The guidelines put

### **Proposed Language**

Background: Purdue University recognizes that students may occasionally have to miss class and other academic obligations **for urgent or emergent health related reasons**, whether physical or mental health related in nature. **This would include visits to an emergency room, being hospitalized, or being seen at a surgery center.** This Senate Document intends to describe the change in academic regulations that students may follow in requesting a medically excused absence as well as what rights and

forth in this Senate Document are designed to protect student privacy and wellbeing while providing instructors and administration with the information necessary to decide what options exist for eligible students to make up missed coursework. An emphasis is placed on balancing student arrangements with academic integrity, and as such, required documentation is outlined below as well.

responsibilities are placed on students, instructors, and the Office of the Dean of Students (ODOS). The guidelines put forth in this Senate Document are designed to protect student privacy and wellbeing while providing instructors and administration with the information necessary to decide what options exist for eligible students to make up missed coursework. An emphasis is placed on balancing student arrangements with academic integrity, and as such, required documentation is outlined below as well.

### **Committee Votes:**

#### **For:**

##### **Faculty**

Eric Kvam (Chair)  
Abdelfattah Nour  
Alice Pawley  
PV Ramachandran  
Mark Russell  
Antônio Sá Barreto  
Steven Scott  
John Sheffield  
Howard Sypher  
Monica Torres

##### **Advisors**

Lesa Beals  
Jeff Elliott  
Jenna Rickus  
Jeffery Stefancic

##### **Students**

Adewole Babalola  
Shye Robinson

#### **Against:**

N/A

#### **Abstained:**

N/A

#### **Absent:**

##### **Faculty**

Burton (Lee) Artz  
Daniel Frank  
Stacy Lindshield  
Jeffrey X. Watt

##### **Students**

Andrew Askounis

**To:** The University Senate  
**From:** Student Affairs Committee  
**Subject:** Bylaws Revision re: Student Affairs Committee  
**Reference:** Bylaw 5.40  
**Disposition:** University Senate for Discussion and Adoption

**Rationale:** Facilitation of Conducting Committee Business through Increasing Opportunities for Achieving a Quorum

**Proposal:** Bylaw 5.40 is revised as follows:

<b>Current</b>	<b>Proposed</b>
The Student Affairs Committee consists of thirteen Senators and three Advisors. Six student members also serve on the committee: five undergraduate students selected by the PSG and one graduate student selected by the PGSG. Each student so elected serves for a term of one year.	The Student Affairs Committee consists of <b>ten</b> Senators and three Advisors. <b>Four</b> student members also serve on the committee: <b>three</b> undergraduate students selected by the PSG and one graduate student selected by the PGSG. Each student so elected serves for a term of one year.

**Committee Votes:**

**For:**

**Against:**

**Abstained:**

**Absent:**

**Senators**

Ulrike Dydak  
Abigail Engleberth  
Birgit Kaufmann  
Loring Nies  
Dennis Savaiano  
Michael Smith  
Denfeng Sun  
Hyunyoung Jeong  
Mark Rochat  
David Sanders

Alan Friedman  
Paul Asunda  
Pete Pascuzzi

**Advisors**

Heather Beasley

Beth McCuskey  
Kevin Gibson

**Students**

Josiah Davidson  
Adedoyin Famiyiwa

Rebecca Liu  
Parker Woodruff  
Sophie McGowen

**To:** The University Senate  
**From:** The Faculty Affairs Committee  
**Subject:** University Senate Quorum Standard  
**Reference:** Bylaw 4.07: Quorum  
**Disposition:** University Senate for Discussion and Adoption

**Rationale:** Bylaw 4.07 currently states that 51 members of the Senate constitute a quorum. This, though, is a holdover from when the Senate comprised 102 members. There are currently 104 Senators.

**Proposal:** Bylaw 4.07 will be amended to state that quorum is 50% of Senators plus one.

**Current:**

## 4.07 Quorum

Fifty-one members of the Senate constitute a quorum. No substitute is permitted to serve during the absence of a Senator. The Sergeant-at-Arms determines the presence of a quorum at the beginning of each meeting and at other times at the request of the presiding officer. On instruction from the presiding officer, the Sergeant-at-Arms may attempt to secure the attendance of additional members of the Senate needed to complete a quorum. (Once a Senate meeting begins, the presence of a quorum is determined only upon request from the floor of the Senate.)

**Proposed:**

## 4.07 Quorum

**50% of Senators plus one additional member constitute a quorum.** No substitute is permitted to serve during the absence of a Senator. The Sergeant-at-Arms determines the presence of a quorum at the beginning of each meeting and at other times at the request of the presiding officer. On instruction from the presiding officer, the Sergeant-at-Arms may attempt to secure the attendance of additional members of the Senate needed to complete a quorum. (Once a Senate meeting begins, the presence of a quorum is determined only upon request from the floor of the Senate.)

**Committee Votes:**

**For:**

Françoise Brosseau-Lapré\*  
Patricia Davies  
Angeline Lyon  
Stephanie Masta  
Jennifer Scheuer  
Anish Vanaik\*  
Eric Waltenburg

**Against:**

N/A

**Abstained:**

Lisa Mauer

**Absent:**

Arezoo Arkedani  
Stephen Cameron  
Michael Campion  
Ajay Malshe  
Sunil Prabhakar  
J. Paul Robinson

\*Indicates co-chairs



**To:** The University Senate

**From:** Educational Policy Committee

**Subject:** Modifications to Streamline and Clarify the Grade Appeals Process

**Reference:** [1] Purdue University Student Conduct Regulations: [Regulations Governing Student Conduct, Disciplinary Proceedings, and Appeals](#). F: Grade Appeals System

[2] Purdue University Academic Regulations: [Grades and Grade Reports](#)

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

**Rationale:** Purdue University's current grade appeal regulations need streamlining, updating, and clarification. Concerns have been expressed by Associate Deans for Undergraduate Education, students, advisors, and instructors regarding the lack of consistency, timeliness, and efficiency of the process. While the current process is perceived to be fair, it is extremely slow and inefficient. The regulation details are challenging to interpret regarding when to initiate an appeal, language (e.g., capricious, mechanical error), steps of the process, and timelines for both students and instructors.

The current process results in a distribution of responsibilities across multiple individuals (particularly at the college level) such that no one individual participates in enough appeals to develop experience and expertise.

The current process also lacks redundancy for individuals (particularly at the college level), such that the temporary absence of an individual can cause a breakdown in the process. The current process lacks a mechanism to operate and function during summer months, adding delays to appeals.

Appealing a grade is an academic issue rather than an issue of student conduct. However, the University Grade Appeal Committee reports to Faculty Affairs rather than the Educational Policy Committee, and the regulations regarding the current process are in the Student Conduct Regulations rather than the Academic Regulations.

**Proposal:** The University Senate modifies the Academic Regulations according to the table that follows in order to:

1. use more consistent and direct language regarding grade appeals;
2. streamline the grade appeal process in terms of action steps and timelines while making explicit timely and automated processes for record-keeping and communication with students;
3. formalize the role of the department head, while also removing the role of college-level administration;
4. delegate facilitation of the process to the Office of Student Rights and Responsibilities (OSRR) to enhance consistency and timeliness;
5. shift the reporting structure of the University Grade Appeal Committee from the Faculty Affairs Committee to the Educational Policy Committee; and
6. shift the placement of the regulations from Student Conduct Regulations to Academic Regulations.

Following other Senate documents, other related changes will be made by the Office of the Registrar, and reviewed for completeness by the Educational Policy Committee of the University Senate.

ORIGINAL LANGUAGE AND LOCATION	MODIFIED LANGUAGE AND LOCATION
<p>Student Conduct Regulation</p> <p>Regulations Governing Student Conduct, Disciplinary Proceedings, and Appeals [1]</p> <p>F. Grade Appeals System</p>	<p>Academic Regulations</p> <p>Grades and Grade Reports [2]</p> <p>L. Grade Appeals Process</p>
<p>2. General</p> <p>a. In the academic community, grades are a measure of student achievement toward fulfillment of course objectives. The responsibility for assessing student achievement and assigning grades rests with the faculty, and, except for unusual circumstances, the course grade given is final.</p> <p>b. The grade appeals system affords recourse to a student who has evidence or believes that evidence exists to show that an inappropriate grade has been assigned as a result of prejudice, caprice, or other improper conditions such as mechanical error, or assignment of a grade inconsistent with those assigned other students. Additionally, a student</p>	<p>2. General</p> <p>a. The responsibility for assessing student achievement and assigning grades rests with instructors, and, except for unusual circumstances, the course grade given is final.</p> <p>b. The grade appeals system affords recourse to a student who has evidence or believes that evidence exists to show a grade has been assigned contrary to what has been outlined in the syllabus, or due to error or arbitrariness, such as a grade inconsistent with those assigned other students. A student may challenge the reduction of a grade for alleged violation</p>

<p>may challenge the reduction of a grade for alleged scholastic dishonesty.</p> <p>c. The only University authorities empowered to change grades are the instructor or, in the case of teaching assistants, the faculty member in charge of the course in question and the chairman/chairwoman of the University Grade Appeals Committee acting in behalf of the school and University grade appeals committees.</p> <p>d. Informal attempts must be made to resolve grade grievances and appeals at the lowest possible level - through the course instructor, through the department head, or through other informal procedures outlined by the college/school and/or department in which the course was taught.</p> <p>e. Graduate students who wish to appeal grades received in regular coursework may do so through the grade appeals system. Cases involving the decisions of graduate examination committees, the acceptance of graduate theses, and the application of professional standards relating to the retention of graduate students shall be handled by procedures authorized by the Graduate Council rather than the grade appeals system.</p> <p>f. When a student initiates a formal grade appeal, he/she should be prepared to state in what way his/her grade assignment was arbitrary, capricious, or otherwise improper. At that time, he/she may seek the assistance of the dean of students, the chairperson of one of the grade appeals committees, or his/her academic advisor.</p> <p>g. In appealing a grade, the burden of proof is on the student, except in the case of alleged academic dishonesty, where the instructor must support the allegation.</p>	<p>of course policies related to academic integrity.</p> <p>c. The only University authorities empowered to change grades are the instructor, or in the case of teaching assistants, the faculty member in charge of the course in question, and the chair of the University Grade Appeals Committee.</p> <p>d. Informal attempts must be made to resolve grade grievances and appeals at the lowest possible level - through the course instructor.</p> <p>e. Graduate students who wish to appeal grades received in regular coursework may do so through the grade appeals system. Cases involving the decisions of graduate examination committees, the acceptance of graduate theses, and the application of professional standards relating to the retention of graduate students shall be handled by procedures authorized by the Graduate Council rather than the grade appeals system.</p> <p>f. When a student initiates a formal grade appeal, they should be prepared to state in what way their grade was inconsistent with the syllabus, arbitrary, in error, or assigned incorrectly due to alleged violation of course policies associated with academic integrity. At that time, they may seek assistance from the Office of Student Rights and Responsibilities (OSRR), their academic advisor, or another professional staff member.</p> <p>g. In appealing a grade, the burden of proof is on the student, except in the case of alleged violation of course policies associated with academic integrity, where</p>
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	the instructor must support the allegation.
<p>3. College/School Grade Appeals Committee</p> <p>a. Each of the colleges/schools of Purdue University at the West Lafayette Campus will establish a Grade Appeals Committee to hear grade grievances and appeals that are not resolved informally at a lower level. Each committee will consist of two students (undergraduate or graduate corresponding to the status of the appellant), three members of the instructional faculty, and a non-voting chairperson. The chairperson of the committee will be an assistant or associate dean of the college/school appointed by the dean. The chairperson will be responsible for assuring adherence to established procedures, convening members for an appeal, and maintaining records. The chairperson has the authority to grant warranted time extension in the appeals process described below.</p> <p>b. Voting members of the committee will be selected from a pool of at least eight students and eight instructional faculty. The pool of members of the committee will be selected according to school/college procedures in the spring (not later than May 1) to commence serving on the first day of the following fall semester. No member shall serve more than two consecutive terms in the pool.</p>	<p>3. Department Head Formal Appeal</p> <p>Department Heads (or their designee) will hear formal grade appeals that are not resolved informally between the student and the instructor. The Head (or their designee) has the authority to grant warranted time extension in the appeals process described subsequently.</p>
<p>4. University Grade Appeals Committee</p> <p>a. A University Grade Appeals Committee, with the authority to hear appeals of school committee decisions, shall be established for the West Lafayette Campus.</p> <p>The University committee shall be responsible to and report to the Faculty Affairs Committee of the University Senate.</p> <p>In all appeal cases, the committee shall</p>	<p>4. University Grade Appeals Committee</p> <p>a. A University Grade Appeals Committee, with the authority to hear appeals from decisions made by Department Heads (or their designee), shall be established for the West Lafayette Campus.</p> <p>The University Grade Appeals Committee shall be a Faculty Committee responsible to and reporting to the Educational Policy Committee of the University Senate.</p> <p>In all appeal cases, the committee shall</p>

consist of two students (undergraduate or graduate to correspond to the status of the appealing student) and four members of the instructional faculty.

They shall be selected in the following manner: four undergraduate students nominated by the student body president and confirmed by the Student Senate; four graduate students appointed by the Committee on Student Affairs of the University Senate; and eight faculty members selected by the University Senate. The student members shall be appointed annually. Two of the faculty members of the committee shall be elected annually for a three-year term.

- b. The members shall be selected in the spring (not later than May 1) to start serving on the first day of the following fall semester. No member shall serve more than two consecutive terms. If any appointing authority fails to make the initial appointments to the University Grade Appeals Committee within the specified time, or to fill any vacancy on the panel of members within five days after being notified to do so by the chairperson of the University Grade Appeals Committee, or if at any time the University Grade Appeals Committee cannot function because of refusal of any member to serve, the chairperson of the Faculty Affairs Committee may make appointments, fill vacancies, or take such other actions as he/she deems necessary to constitute a University Grade Appeals Committee.
- c. Annually, at the last University Grade Appeals Committee meeting of the academic year, the members for the coming year plus all retiring committee members shall elect (by majority vote) one of the eight regular faculty members to act as the new non-voting chairperson of

consist of a total of 5 members: two students (undergraduate or graduate to correspond to the status of the appealing student) and two members of the instructional faculty, and the chair of the University Grade Appeals Committee. The OSRR will serve as a facilitator of the appeal process to ensure consistency and adherence to process.

The two student and two instructional faculty members will be selected from pools of possible participants. The pools (N = 10 or more) are established using the undergraduate and graduate student governments, and the University Senate, respectively. Pools will include at least one representative from each of the disciplinary colleges. Students will serve one-year terms and the instructional faculty will serve three-year terms.

- b. The members shall be selected in the spring (not later than May 1) to start serving on the last day of the spring semester. No member shall serve more than two consecutive terms. If any appointing authority fails to make the initial appointments to the University Grade Appeals Committee within the specified time, or to fill any vacancy on the panel of members within five days after being notified to do so by the chair of the University Grade Appeals Committee, or if at any time the University Grade Appeals Committee cannot function because of refusal of any member to serve, the chair of the Educational Policy Committee may make appointments, fill vacancies, or take such other actions as they deem necessary to constitute a University Grade Appeals Committee.
- c. Annually, at the last University Grade Appeals Committee final meeting of the academic year (April), members of the committee will (by majority vote) select one of the eight regular faculty members to act as the new chair.

<p>the committee.</p> <p>d. The University Grade Appeals Committee shall adopt its own hearing proceedings, and establish uniform procedures to be followed by the college/school committees. The chairperson of the University Grade Appeals Committee shall be responsible for insuring that all school grade appeals committees are properly constituted and functional.</p>	<p>d. The Office of Student Rights and Responsibilities shall facilitate the hearing proceedings of the University Grade Appeals process and establish uniform procedures. The chair of the University Grade Appeals Committee shall be responsible for ensuring that University Grade Appeals committees are properly constituted and functional.</p>
<p>5. Initiating a Grade Appeal</p> <p>a. Prior to initiating a grade appeal, the student is strongly encouraged to resolve the situation with the instructor, department head, or head's designee. The department head is strongly encouraged to facilitate an informal resolution process between the parties.</p> <p>b. Appeal Process</p> <p>i. A student who wishes to initiate a grade appeal must file a written statement of allegations, facts, and circumstances concerning the grade assigned with the chairperson of the Grade Appeals Committee of the college/school in which the course was taken. This must be done within 30 calendar days after the start of the regular semester following the one in which the questioned grade was given.</p> <p>ii. After receipt of the student's written statement, the chairperson will promptly furnish a copy of the statement to the involved instructor who has seven days to make a written response. The chairperson will submit the statement of appeal and any responses to each of the members of the college/school grade appeals committee. Committee members will review the written documents within seven calendar days from the date they are received. If one voting member of the committee rules that the allegations warrant a hearing or are best addressed through a hearing, a hearing will be held; otherwise, the</p>	<p>5. Initiating a Grade Appeal</p> <p>a. Prior to initiating a grade appeal, the student is required to attempt to resolve the situation with the instructor.</p> <p>b. Appeal Process</p> <p>i. If informal resolution with the instructor is not successful, a student who wishes to initiate a grade appeal must file a written statement of allegations, facts, and circumstances concerning the grade assigned with the Department Head (or their designee) in which the relevant course is taught. This must be done within 30 university business days after the posting of the grade for the course.</p> <p>ii. After receipt of the student's written statement, the Department Head (or their designee) will furnish a copy of the statement within 5 university business days to the instructor. The instructor will provide a written response within 5 university business days. (Instructors not currently in a period of employment will respond within 5 university business days following the beginning of their next period of employment.) The Department Head (or their designee) will then schedule a review meeting with both the instructor and the student to attempt to gather additional details and to attempt resolve the</p>

<p>appeal will be denied. With reasonable cause, the chairperson may override the decision not to hear the case.</p> <p>iii. If the appeal is to be heard, the chairperson will promptly give notice of the time, date, and place of the hearing to the parties involved. The hearing will be scheduled not more than 14 calendar days after notice to the student and instructor.</p> <p>iv. The instructor will promptly make all pertinent grading records available to the college/school committee's chairperson. In advance of the hearing, the chairperson may at his/her discretion make available to the student those records (or portions thereof) that he/she judges to be relevant in light of the student's allegations.</p>	<p>situation. This review meeting shall occur within 5 university business days of receipt of the instructor's written response.</p> <p>iii. The instructor will make all pertinent grading records available to the Department Head (or their designee) within 2 university business days of the review meeting. The Department Head (or their designee) may at their discretion make available to the student those records (or portions thereof) that they judge to be relevant in light of the student's allegations.</p> <p>iv. The Department Head (or their designee) will submit a decision regarding the appeal within 5 university business days after the review meeting. If a grade change is part of the decision, the Department Head (or their designee) will engage with the Office of the Registrar to initiate the grade change.</p>
<p>6. Conduct of College/School Grade Appeals Committee Hearing, General</p> <p>a. The hearing shall be closed, unless both parties agree in writing that it be open. The chairperson's determination of the hearing location and the number of individuals that can be conveniently accommodated shall be final. The student and the instructor are both entitled to be accompanied at the hearing by advisors of their choice. Because the hearings are administrative and not judicial in nature, the advisors may not be lawyers. Both parties have the right to present evidence and witnesses in their behalf and to confront and question opposing witnesses.</p> <p>b. Under normal circumstances, if the duly notified student complainant does not appear for the hearing the complaint shall be dismissed, the case closed, and these actions not subject to further hearing or appeal. If, however, a duly notified faculty</p>	<p>[This section is deleted.]</p>

<p>member does not appear, the hearing will continue on the presumption that there is no desire to challenge evidence or witnesses presented by the student.</p> <p>c. An official audio recording shall be made of each hearing and filed by the chairperson of the respective college/school committee for at least one year. The recording will be confidential and used only if further appeal is granted by the University Grade Appeals Committee or under legal compulsion.</p> <p>d. At the conclusion of the hearing, the committee may (by a majority vote of the committee membership) recommend changing the original grade. A written report of the committee's decision shall be sent to both parties and the chairperson of the University Grade Appeals Committee no later than three days after the conclusion of the hearing. Either party may, within six class days of receipt of the decision, file a written notice of intent to request further appeal with the chairperson of the University Grade Appeals Committee. If no such notice is received by the chairperson within the six-day period, the decision shall not be subject to further hearing appeal. If, at that time, the instructor who originally gave the grade is not willing to initiate a recommended change, the chairperson of the University Grade Appeals Committee shall file the directed change with the registrar who shall record the new grade.</p> <p>e. The chairperson of each college/school committee will maintain a written record of all grade appeals heard in the college/school and provide an annual overview of the grade appeals process to the Provost.</p>	
<p>7. Appeal of a College/School Committee Decision</p> <p>a. Under certain specific circumstances (Sec III-E-7-b) either the student or the</p>	<p>6. Appeal of Department Head Decision</p> <p>a. Either the student or the instructor may file a request for an appeal of the</p>



<p>instructor may file a request for an appeal of the college/school grade appeals committee decision. If the appeal request is granted, the case will be heard by the University Grade Appeals Committee.</p> <p>The process may be initiated by filing a personally signed notice of appeal with the chairperson of the University Grade Appeals Committee within the six-day limit (Section III-E-6-d).</p> <p>The notice shall be accompanied by a written statement of the alleged procedural irregularities or new evidence, or a substantial enumeration of why the appellant believes the college/school committee decision is erroneous or unfair.</p> <p>Upon request, the respective college/school committee chairperson immediately will transmit the audio recording of the college/school hearing and any other items of evidence presented at the college/school hearing to the chairperson of the University Grade Appeals Committee.</p> <p>The decision of the University Grade Appeals Committee to grant or deny appeals from school committees shall be final.</p> <p>b. If the University Grade Appeals Committee finds, on the basis of the appellant's written statement and other available evidence, that substantial procedural irregularities or inequities existed in the college/school hearing or that substantial new evidence has been uncovered, the University Grade Appeals Committee shall hear the case de novo. Additionally, the committee may, at its discretion, hear appeals from the college/school level, when the appellant's statement substantiates to its satisfaction that the college/school decision may have been erroneous or unfair. If the University Grade Appeals Committee grants an appeal, the chairperson shall promptly</p>	<p>Department Head (or their designee) decision.</p> <p>The process may be initiated by filing out an appeal with OSRR within 5 university business days of after Department Head (or their designee) decision.</p> <p>The notice shall be accompanied by a statement of the alleged procedural irregularities or new evidence, or a substantial enumeration of why the appellant believes the Department Head (or their designee) decision is erroneous or unfair.</p> <p>Upon request, the respective Department Head (or their designee) will transmit any items of evidence to the chair of the University Grade Appeals Committee.</p>
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<p>give notice to both parties of the time, date, and place of hearing (which shall be held not less than five and, whenever practicable, not more than 10 days after the receipt of such notice), as well as providing them with a copy of the procedures and sequence of events to be followed in conducting the hearing.</p>	
<p>8. Conduct of University Grade Appeal Committee Hearing, General</p> <p>a. The appeal hearing shall be closed, unless both parties agree in writing for it to be open.</p> <p>The chairperson’s determination of the hearing location and the number of individuals that can be conveniently accommodated shall be final. The appellant and opposing parties are both entitled to be accompanied at the hearing by advisors of their choice. Because the hearings are administrative and not judicial in nature, the advisors may not be lawyers.</p> <p>If an appeal is heard on the basis of procedural irregularity or new evidence, both parties have the right to present evidence and witnesses in their behalf and to confront and question opposing witnesses. If, however, the University Grade Appeals Committee elects to hear an appeal on the grounds that the college/school grade appeals committee’s decision appears to be erroneous or unfair, it shall not accept additional evidence but shall consider only matters introduced at the college/school hearing. The audio record of the college/school hearing shall be made available for audition by both parties and the members of the University committee. Additionally, the committee may, at its discretion, have a transcript of the college/school hearing prepared. If a transcript is prepared, it will be safeguarded and used in the same fashion as audio records of hearings.</p> <p>b. If a duly notified appellant does not appear for the hearing, the committee</p>	<p>7. Conduct of University Grade Appeal Committee Hearing, General</p> <p>a. The appeal hearing shall be closed.</p> <p>The chair’s determination of the hearing location and the number of individuals that can be conveniently accommodated shall be final. The appellant and opposing parties are both entitled to be accompanied at the hearing by advisors of their choice.</p> <p>Both parties have the right to present evidence and witnesses on their behalf and to confront and question opposing witnesses.</p> <p>b. If a duly notified appellant does not appear for the hearing, the committee may close the case and it will be subject</p>

<p>may close the case and it will be subject to no further hearing or appeal. If the opposing party (having been duly notified) does not appear, the hearing will continue on the presumption that there is no desire to challenge evidence or witnesses that may be presented.</p> <p>c. An official audio recording shall be made of each hearing and kept by the chairperson of the University committee for at least one year. The recording will be confidential and used only under legal compulsion in civil court proceedings.</p> <p>d. After the University Grade Appeals Committee hears an appeal, it may (by a majority vote of the committee membership) recommend changing the original grade.</p> <p>A written report of the University Grade Appeals Committee's decision shall be sent to both parties no later than 15 days after the conclusion of the hearing.</p> <p>If the instructor who originally gave the grade is not willing to initiate any recommended grade change, the chairperson of the University Grade Appeals Committee shall file the change with the registrar who shall record the new grade. The University Grade Appeals Committee's decision is final, and shall not be subject to further hearing or appeal.</p>	<p>to no further hearing or appeal. If the opposing party (having been duly notified) does not appear, the hearing will continue on the presumption that there is no desire to challenge evidence or witnesses that may be presented.</p> <p>c. An official audio recording shall be made of each hearing.</p> <p>d. After the University Grade Appeals Committee hears an appeal, it may vote (by a majority vote of the committee membership) to uphold or change the original grade.</p> <p>The University Grade Appeals Committee's decision shall be sent to both parties no later than 5 university business days after the conclusion of the hearing.</p> <p>If the instructor who originally gave the grade is not willing to initiate any recommended grade change, the chair of the University Grade Appeals Committee shall file the change with the Office of the Registrar who shall record the new grade. The University Grade Appeals Committee's decision is final, and shall not be subject to further hearing or appeal.</p>
<p>9. Other Academic/Grade Appeal Jurisdictions</p> <p>a. Informal boards or committees may be established within academic departments to resolve grade grievances and appeals.</p> <p>b. Students involved in cases of alleged academic dishonesty may be subject to disciplinary penalties under Section III-B-2-a of the Regulations Governing Student Conduct, Disciplinary Proceedings, and Appeals.</p>	<p>8. Other Academic/Grade Appeal Jurisdictions</p> <p>[This section is deleted]</p> <p>Students involved in cases of alleged academic dishonesty may be subject to disciplinary penalties under Section III-B-2-a of the Regulations Governing Student Conduct, Disciplinary Proceedings, and Appeals.</p>

## **Committee Votes: Educational Policy Committee**

### **For:**

#### **Faculty**

Eric Kvam (Chair)  
Abdelfattah Nour  
Antônio Sá Barreto  
Steven Scott  
John Sheffield  
Jeffery Stefancic  
Howard Sypher  
Monica Torres

#### **Advisors**

Lesa Beals  
Jeff Elliott  
Jenna Rickus

#### **Students**

Shye Robinson

### **Against:**

N/A

### **Abstained:**

N/A

### **Absent:**

#### **Faculty**

Burton (Lee) Artz  
Andrew Askounis  
Risa Cromer  
Daniel Frank  
Alice Pawley  
PV Ramachandran  
Mark Russell  
Jeffrey Watt

#### **Students**

Adewole Babalola

**To:** The University Senate  
**From:** The Faculty Affairs Committee  
**Subject:** Senate Representation for Purdue in Indianapolis (PIN)  
Faculty  
**Reference:** University Senate Bylaw 2.00 b 4  
**Disposition:** University Senate for Discussion and Adoption

**Rationale:** Bylaw 2.00 b 4 currently states that Senate representation includes “Three members elected by and representing the faculties of the regional campuses: one each from Purdue Northwest, Purdue Fort Wayne, and Indiana University–Purdue University Indianapolis.”

IUPUI will no longer exist starting on 1 July 2024. Purdue University Indianapolis will be newly created as a division of Purdue West Lafayette.

**Proposal:** PIN as a distinct unit should enjoy Senate representation. The Bylaws should therefore be revised as follows:

**Current:**

The representation of the Senate is apportioned as follows:

1. The President of the University.
2. The Chief Academic Officer and the Chief Fiscal Officer of the University.
3. The Chairperson and Vice Chairperson of the Senate.
4. Three members elected by and representing the faculties of the regional campuses: one each from Purdue Northwest, Purdue Fort Wayne, and Indiana University–Purdue University Indianapolis.
5. One undergraduate student member selected annually by the Purdue

**Proposed:**

The representation of the Senate is apportioned as follows:

1. The President of the University.
2. The Chief Academic Officer and the Chief Fiscal Officer of the University.
3. The Chairperson and Vice Chairperson of the Senate.
4. **Two members elected by and representing the faculties of the regional campuses: one each from Purdue Northwest and Purdue Fort Wayne**
5. **Two members elected by and representing the faculty of Purdue University Indianapolis.**

- Student Government (PSG) and one graduate student member selected annually by the Purdue Graduate Student Government (PGSG), with terms of office to begin on June 1.
6. The remaining ninety-four members are apportioned among the faculty units according to the number of faculty members attached to the respective faculty unit. This includes those the President assigns to participate in faculty government procedures, with the provision that no faculty unit has fewer than two members. Where a Dean is administratively responsible for more than one school, the faculties of these schools are considered a single faculty unit.
  6. One undergraduate student member selected annually by the Purdue Student Government (PSG) and one graduate student member selected annually by the Purdue Graduate Student Government (PGSG), with terms of office to begin on June 1.
  7. The remaining **ninety-three** members are apportioned among the faculty units according to the number of faculty members attached to the respective faculty unit. This includes those the President assigns to participate in faculty government procedures, with the provision that no faculty unit has fewer than two members. Where a Dean is administratively responsible for more than one school, the faculties of these schools are considered a single faculty unit.

## **Committee Votes:**

### **For:**

Françoise Brosseau-Lapré \*  
Patricia Davies  
Ann Loomis  
Lisa Mauer  
Sunil Prabhakar  
Paul Robinson  
Jennifer Scheuer  
Anish Vanaik \*  
Eric Waltenburg

### **Against:**

N/A

### **Abstained:**

N/A

### **Absent:**

Michael Campion  
Ajay Malshe (for Arezoo  
Arkedani)

\* Indicates co-chairs

**To:** The University Senate  
**From:** Equity, Diversity, and Inclusion Committee  
**Subject:** Resolution in Support of a Southwest Asian and North African Cultural Center  
**Reference:** PSG/PGSG Joint Resolution 21/22-JR004  
**Disposition:** University Senate for Discussion and Adoption

**Rationale:** The Purdue University Office of the President Executive Memorandum No. C-6 states, “In certain circumstances, it is appropriate to identify groups...as pursuing specialized studies within a discipline or as being engaged in joint interdisciplinary research and education.” [1] The Purdue University Nondiscrimination Policy states, “In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity.” [2]

The Purdue Office of Diversity, Inclusion, & Belonging states that “the term ‘inclusion’ refers to the proactive and persistent efforts we undertake to ensure that all members of the University community feel welcome and supported” [3] and that “a diverse, inclusive community is an integral part of the Purdue experience.” [4] Purdue “seeks to impart to its students...global competency.” [5]

Purdue’s International Students and Scholars Enrollment & Statistical Report for Fall 2021 reports at least 666 international undergraduate and graduate students alone studying at Purdue from countries that can be considered from the Southwest Asian and North African region, and unmeasurable amounts of domestic students identify as SWANA. [6] The Southwest Asian North African Student Union define SWANA as “an umbrella term, including but not limited to: Arabs, Persians, Kurds, Afghans, Turks, Pakistanis, Assyrians, Imazighen, and everyone who feels connected to the region, all of whom are united by a shared culture and history.” [7]

Students identifying as Southwest Asian or North African are referred to the Asian and Asian American Resource and Cultural Center (AAARCC); but students identifying as Southwest Asian or North African belong to a distinct culture not aligning with any currently existing cultural centers at Purdue. Students identifying as Southwest Asian or North African self-report not identifying with the white or Caucasian demographics. [8]



This inaccurate classification prevents Southwest Asian and North African students from accessing specific resources such as scholarships and educational programs such as the Krannert Business Opportunity program which are allocated towards underrepresented minorities.

**Proposal:** The University Senate joins with the Purdue Student Government and Purdue Graduate Student Government to support the use of a separate category in demographic questionnaires for Southwest Asian and North African students, who are usually directed to fill in the white or Caucasian classification box.

The University Senate joins with the Purdue Student Government and Purdue Graduate Student Government to support the opening of a Southwest Asian and North African cultural center.

#### References:

<sup>1</sup> <https://www.purdue.edu/policies/academic-research-affairs/c-6.html>

<sup>2</sup> [https://www.purdue.edu/purdue/ea\\_eou\\_statement.php](https://www.purdue.edu/purdue/ea_eou_statement.php)

<sup>3</sup> <https://www.purdue.edu/diversity-inclusion/about-us/stats.html>

<sup>4</sup> <https://www.purdue.edu/diversity-inclusion/about-us/what-we-do.html>

<sup>5</sup> <https://www.purdue.edu/diversity-inclusion/initiatives/PPGC/index.html>

<sup>6</sup> [https://www.purdue.edu/IPPU/ISS/\\_Documents/EnrollmentReport/ISS\\_StatisticalReportFall21.pdf](https://www.purdue.edu/IPPU/ISS/_Documents/EnrollmentReport/ISS_StatisticalReportFall21.pdf)

<sup>7</sup> <https://swanaalliance.com/about>

<sup>8</sup> <https://www.npr.org/2022/02/17/1079181478/us-census-middle-eastern-white-north-african-mena>

#### Committee Votes:

##### **For:**

##### **Faculty**

Ximena Bernal  
Brian Dilkes  
Geraldine Friedman  
Alice Johnson  
Oana Malis  
Kevin Stainback  
Robin Tanamachi

##### **Advisors**

Lowell Kane

##### **Students**

Rachel Zhang

##### **Against:**

N/A

##### **Abstained:**

N/A

##### **Absent:**

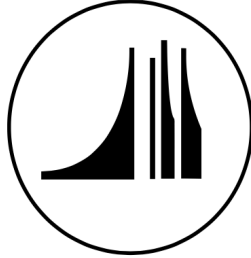
##### **Faculty**

Santokh Badesha  
Yuan (Brad) Kim  
Trish Morita-Mullaney  
Li Qiao  
Gustavo Rodriguez-Rivera  
Timothy Ropp

##### **Advisors**

Lisa Mauer  
Alysa Rollock





**PURDUE UNIVERSITY  
STUDENT GOVERNMENTS**

**Joint Resolution 21/22-JR004**



**Resolution in Support of a Southwest Asian and North African Cultural  
Center**

**Author(s):** Mariam Alyakoob, Amanda Shie  
**Sponsor(s):** Eleanor Didonna; Lilli Ferguson; Utkuhan Genc, PGSG Senator, Industrial Engineering; Mike Sserunjogi, PGSG Senator, Agricultural and Biological Engineering; Stephanie Contreras, PGSG Senator, Educational Studies; Jacob White, PGSG Senator, Computer Science; Haseeb Daudazi, PGSG Senator, Agricultural Economics; Talha Cakir, PGSG Senator, Economics; Bryanna Nelson, PGSG Senator, Agricultural Sciences Education and Communication; Rachel Zhang, PGSG Senator, Hospitality and Tourism Management; Olivia Palepoi, PGSG Senator, Anthropology

**WHEREAS,** The Purdue University Office of the President Executive Memorandum No. C-6 states “In certain circumstances, it is appropriate to identify groups...as pursuing specialized studies within a discipline or as being engaged in joint interdisciplinary research and education”;<sup>1</sup> and

**WHEREAS,** The Purdue University Nondiscrimination Policy states “In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity”;<sup>2</sup> and

**WHEREAS,** The Purdue Office of Diversity, Inclusion, & Belonging states that “the term ‘inclusion’ refers to the proactive and persistent efforts we undertake to ensure that all members of the University community feel welcome and supported.”;<sup>3</sup> and

**WHEREAS,** The Purdue Office of Diversity, Inclusion, & Belonging states that “a diverse, inclusive community is an integral part of the Purdue experience”;<sup>4</sup> and

<sup>1</sup> <https://www.purdue.edu/policies/academic-research-affairs/c-6.html>

<sup>2</sup> [https://www.purdue.edu/purdue/ea\\_eou\\_statement.php](https://www.purdue.edu/purdue/ea_eou_statement.php)

<sup>3</sup> <https://www.purdue.edu/diversity-inclusion/about-us/stats.html>

<sup>4</sup> <https://www.purdue.edu/diversity-inclusion/about-us/what-we-do.html>

**WHEREAS**, Purdue “seeks to impart to its students...global competency”;<sup>5</sup> and

**WHEREAS**, Purdue’s International Students and Scholars Enrollment & Statistical Report for Fall 2021 reports at least 666 international undergraduate and graduate students alone studying at Purdue from countries that can be considered from the Southwest Asian and North African region, and unmeasurable amounts of domestic students identify as SWANA<sup>6</sup>; and

**WHEREAS**, As defined by the Southwest Asian North African Student Union, they define SWANA as “an umbrella term, including but not limited to: Arabs, Persians, Kurds, Afghans, Turks, Pakistanis, Assyrians, Imazighen, and everyone who feels connected to the region. All of whom are united by a shared culture and history”<sup>7</sup>; and

**WHEREAS**, Students identifying as Southwest Asian or North African are referred to the Asian and Asian American Resource and Cultural Center (AAARCC); and

**WHEREAS**, Students identifying as Southwest Asian or North African belong to a distinct culture not aligning with any currently existing cultural centers at Purdue; and

**WHEREAS**, Students identifying as Southwest Asian or North African are currently directed to list themselves as white or Caucasian in demographic questionnaires; and

**WHEREAS**, Students identifying as Southwest Asian or North African self-report not identifying with the white or Caucasian demographics;<sup>8</sup> and

**WHEREAS**, This inaccurate classification prevents Southwest Asian and North African students from accessing specific resources such as scholarships and educational programs such as the Krannert Business Opportunity program which are allocated towards underrepresented minorities; and

**WHEREAS**, Advocacy and support of all Purdue students is an essential part of Purdue Student Government.

**NOW, THEREFORE, BE IT RESOLVED**, That Purdue Student Government and Purdue Graduate Student Government supports the use of a separate category in demographic questionnaires for Southwest Asian and North African students, who are usually directed to filling the white or Caucasian classification box.

**BE IT FURTHER RESOLVED**, That Purdue Student Government and Purdue Graduate Student Government are in support of the opening of a Southwest Asian and North African cultural center.

<sup>5</sup> <https://www.purdue.edu/diversity-inclusion/initiatives/PPGC/index.html>

<sup>6</sup> [https://www.purdue.edu/IPPU/ISS/ Documents/EnrollmentReport/ISS\\_StatisticalReportFall21.pdf](https://www.purdue.edu/IPPU/ISS/ Documents/EnrollmentReport/ISS_StatisticalReportFall21.pdf)


<sup>7</sup> <https://swanaalliance.com/about>

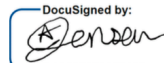
<sup>8</sup> <https://www.npr.org/2022/02/17/1079181478/us-census-middle-eastern-white-north-african-mena>

**BE IT FURTHER RESOLVED,** That this resolution shall be considered a joint resolution by Purdue Student Government and Purdue Graduate Student Government.

**BE IT FURTHER RESOLVED,** That Purdue Student Government deliver this resolution to the University Senate for consideration.

**BE IT FURTHER RESOLVED,** That Purdue Student Government and Purdue Graduate Student Government jointly deliver this resolution to Patrick Wolfe, Provost and Executive Vice President for Academic Affairs and Diversity as well as John Gates, Vice Provost for Diversity and Inclusion, and finally the Office of Diversity, Inclusion, & Belonging.

DocuSigned by:  
  
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President, PGSG

DocuSigned by:  
  
D4C297973357485...  
President, PSG

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### Legislation History

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**Purdue Student Government (PSG) Passage Date:** March 23, 2022<sup>9</sup> (Initial)  
PSG President: Shannon Kang  
PSG Senate President: Olivia Wyrick

**Purdue Student Government (PSG) Delivery to PGSG Date:** November 10, 2022<sup>10</sup>  
**Amended by Purdue Graduate Student Government (PGSG):** November 30, 2022  
**PGSG Passage Date:** March 8, 2023  
**PSG Passage Date:** March 8, 2023  
PSG President: Andrew Jensen  
PSG Senate President: Izzy Webber

PGSG President: Alex Seto  
PGSG Senate Chair: Josiah Davidson

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<sup>9</sup> This legislation was passed by the Purdue Student Government Senate session beginning Fall 2021 and the Purdue Graduate Student Senate session beginning Fall 2022. Consequently, the bill is numbered to indicate that legislation was originally passed under a different PSG senate than the senate forwarding to PGSG for consideration.

<sup>10</sup> The PSG President holding office beginning in Fall of 2022 is the signatory on the passage of this joint resolution. For signatures of the passage of this bill in April 2022, please contact the PSG Senate President.

# *Disability Resource Center and Purdue Testing Services*

*Dan Carpenter*

*Assistant Vice Provost for Student Success Innovations*

Presentation to the Purdue University Senate

3/18/2024



# *Final Exams and Disability Accommodations*

A Virtual Townhall for all Instructors

March 21, 2024, 10-11 am via Zoom

Presented by

- Disability Resource Center
- Center for Instructional Excellence
- Purdue Testing Services

Additional Panelists

- Faculty Advisory Committee to DRC
- Teaching and Learning Technologies (Brightspace)
- Office of Institutional Equity



<https://purdue-edu.zoom.us/j/92666815360?pwd=cmxuZHdTcW9lN3E5b1d4RFJjdU5ZQT09>

# *Disability Resource Center (DRC)*

## DRC Mission

The office designated by Purdue to provide services, resources, and programs to facilitate equal access for disabled students, resulting in their full participation in curricular and co-curricular offerings.

- Classroom
- Housing
- Dining
- Parking
- Other aspects of student life

## The DRC...

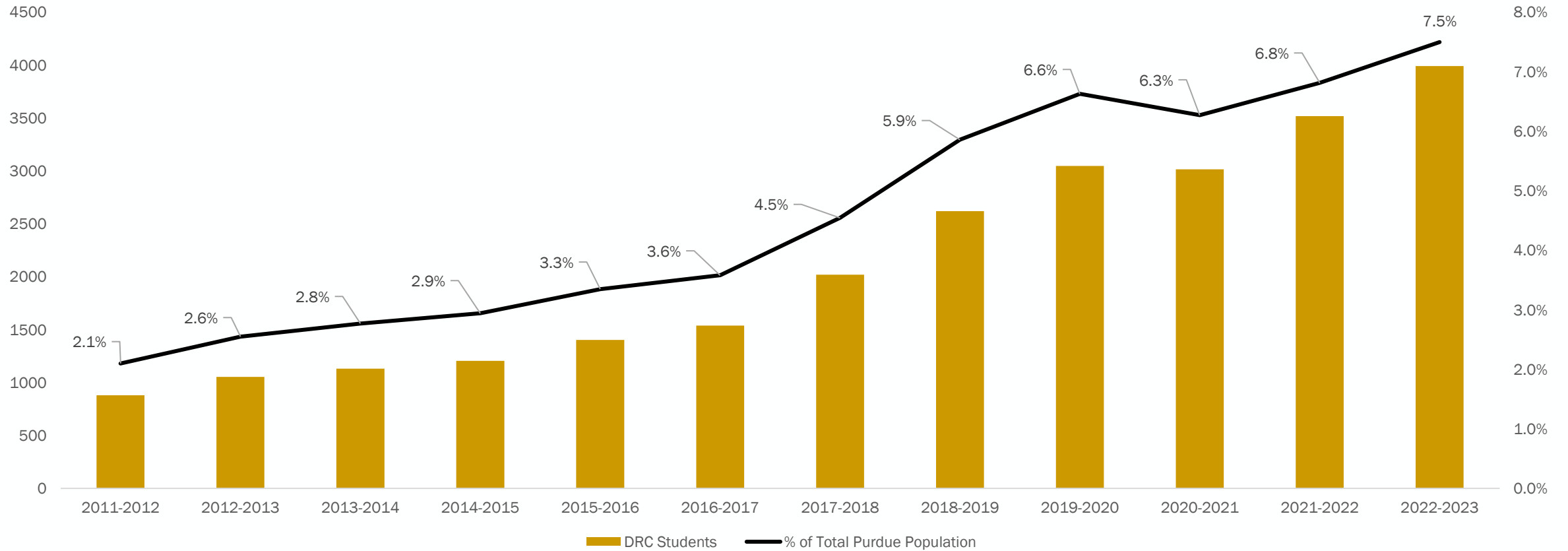
- serves disabled undergraduate and graduate students enrolled at Purdue's West Lafayette (incl Indianapolis) campus and Purdue Polytechnic Institute Statewide Programs
- determines whether students are eligible for reasonable accommodation and, if so, the nature of the reasonable accommodation
- Provides auxiliary aids and services to students
- Produces Usable Materials for courses at the request of instructors



# Disability Resource Center

DRC served 3,992 students in AY 22-23. DRC currently serves 4,253 students.

DRC Students as Percent of Purdue Student Population



# About the DRC

## Resources

- 20 staff plus student employees
- 12 Access Consultants with student caseloads
- 3-person team providing Auxiliary Aids and Services
  - Convert students' course materials to tactile formats
  - Arrange service providers students need for "access" (e.g., ASL Interpreters)
- 2-person Usable Materials Center
  - Convert instructors' course materials into accessible formats

## Faculty Advisory Committee to the DRC

*Heather Servaty-Seib	VPTL	Kelly Blanchard	KRAN
*Mandie Greiwe	DRC	Rua Williams	PPI
Joshua Widhalm	AG	Jim McClure	SCI
Yan Ping Xin	EDUC	Kevin Hannon	VET
Larry Nies	ENGR	Liz Brite	HON
Nathan Wong	EXPL	Kevin Gibson	GRAD
AJ Schwichtenberg	HHS	Melissa Chomintra	LIB
Sheryl Briller	CLA	TBD	E&DC

# Testing Accommodations

Most frequent accommodation type

Accommodations	Number of Accommodations	
	Spring 2023	Fall 2023
Housing	500	668
Campus Access (Housing Excluded)	567	665
Alternative Formats	573	680
Classroom Access	1970	2294
Communication Access	62	62
Notetaking Services	111	86
<b>Testing Accommodations</b>	<b>2805</b>	<b>3194</b>

# *Purdue Testing Services (PTS)*

Combined resources of former DRC Accommodated Testing and Purdue Testing Center

## PTS Mission

serve the Purdue community by providing testing services for undergraduate advancement, graduate development, disability accommodations and professional accreditation

## The PTS provides...

### Individuals:

- Advanced Credit Exams
- College Level Examination Program (CLEP) Exams
- Educational Testing Service (ETS) exams, including Praxis tests and GRE exams
- Pearson VUE Exams

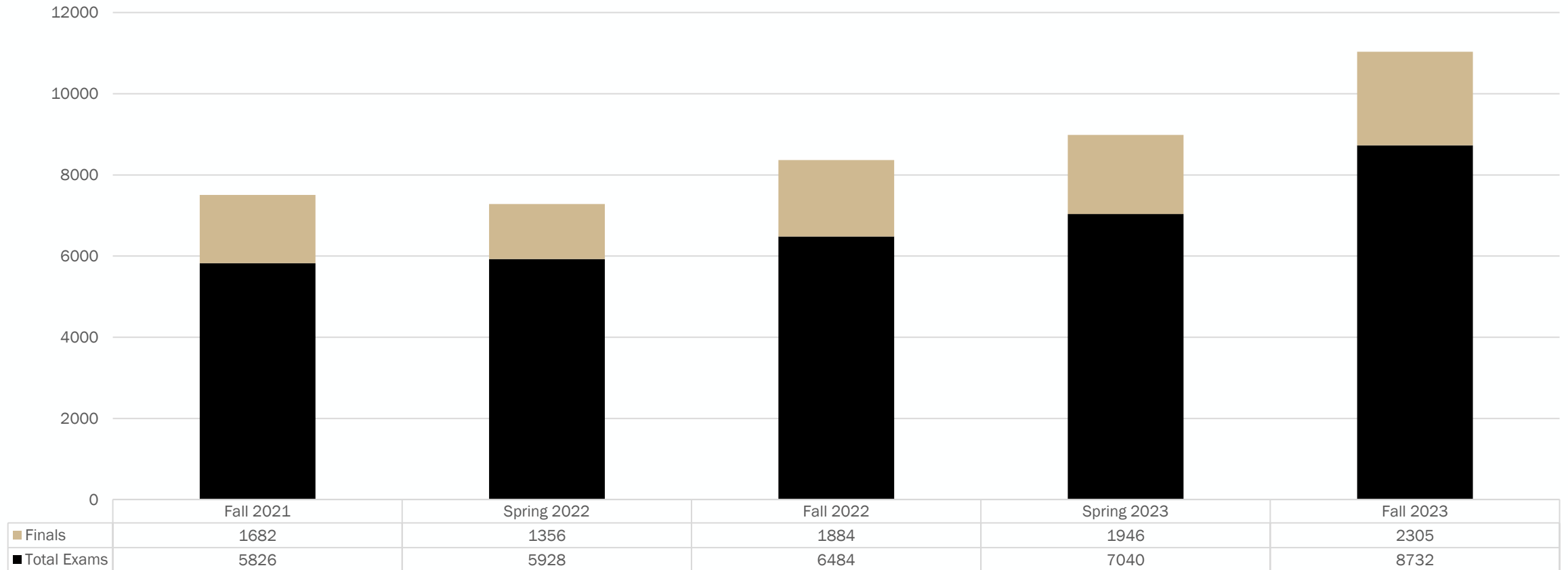
### Instructors:

- Accommodated Testing support

# Purdue Testing Services

50% increase in total exams & 37% increase in final exams administered from Fall 2021 to Fall 2023

Exams Proctored by PTS



# *About Purdue Testing Services (PTS)*

## Resources

- Staff
  - 6 Full-Time PTS Staff
  - 22 undergrad and 5 grad student staff
- Space
  - 71 Distraction Reduced Environment seats w/54 with computers
  - 8 Private Exam Rooms
  - STEW 314 & 320 (72 seats) M-Th evenings

*152 seats across 14 testing rooms staffed by a pool of 33*

## Finals Week Expansion

- STEW 3<sup>rd</sup> floor = Additional 264 total seats
- Center for Career Opportunities (CCO) = Additional 20 Private Exam Locations
- 40+ volunteers from campus partners
- 20+ paid proctors through the IDP Graduate Student Proctor Pool

*436 seats across 36 testing rooms staffed by a pool of 80 administering 400+ unique exams and supporting 49 types of test accommodations*

# *Accommodated Testing*

# *Accommodated Testing Responsibilities*

## **Student**

- Request accommodations
- Release course accommodation letter to instructors
- Follow instructor's guidance about scheduling exams
- Be responsive to Instructors, DRC and PTS

## **DRC**

- Determine accommodations necessary for “access”
- Coach students to meet with their instructors (cannot be required)
- Be responsive to instructors and students
- Augment PTS staff during Finals Week

## **Instructor**

- Contact DRC when they believe accommodations fundamentally alter course outcomes
- Ensure exams are administered with accommodations
- Be prepared to support last minute situations
- Be responsive to DRC and PTS “in the moment”

## **Purdue Testing Services**

- Administer course-based exams at the request of instructors (within capacity)
- Clearly communicate processes and continuously improve



# *2 Approaches for Final Exams*

## **Self-Administered**

- Instructor/Department controls all aspects of the process
- Flexibility available
- Instructors on-site for student questions and corrections
- Results more immediately available
- Reserve and manage testing space as needed
- Provide staffing

*MATH and CHEM are exemplars*

## **Purdue Testing Services**

- PTS manages process, space, time and provides staffing and security
- Instructors must follow PTS processes and deadlines
- Limited flexibility (esp. Finals Week)
- Instructors must be reachable
- Corrections not easily disseminated
- Capacity is finite

*No foreseeable future where PTS can handle all exam needs*

# *Faculty Accessibility Consultant*

Dr. Leslie Miller, Center for Instructional Excellence (CIE)

Support available to instructors:

- Designing accessible learning environments
- Creative solutions to supporting students
- Assist with coordinating individual spaces and proctors if PTS is at capacity

*Note – concerns about specific student situations should be directed to DRC*

# *Access is a Shared Responsibility – Partners in Providing Access*



**Mandie Greiwe**

*Director  
Disability Resource Center  
drc@purdue.edu*



**Dr. Leslie Miller**

*Faculty Accessibility Consultant  
Center for Instructional Excellence  
mill3160@purdue.edu*



**Kelsey Jordan**

*Director  
Purdue Testing Services  
testingservices@purdue.edu*

*Questions?*



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