

Third Meeting
Monday, 18 November 2024, 2:30 p.m.

Zoom Meeting

AGENDA

1. Call to order Professor Susan South
2. Statement of Land Use Acknowledgement Professor Susan South
3. Approval of [Minutes of 21 October 2024](#)
4. Acceptance of Agenda
5. Remarks of the Senate Chair Professor Susan South
6. Remarks of the President President Mung Chiang
7. Question Time
8. Memorial Resolutions
9. [Résumé of Items Under Consideration by Various Committees](#) For Information
Professor Elizabeth A. Richards
10. Senate Document 24-04 Senate Reapportionment For Action
Steering Committee
11. Senate Document 24-05 Educational Policy Committee Faculty Committee (Subcommittee) Name Change For Discussion
Educational Policy Committee
12. Senate Document 24-06 Modifications to Streamline and Clarify the Readmission Policy and Add the Readmission Policy to the Purdue University Academic Regulations For Discussion
Educational Policy Committee
13. TLT – AI Detection Tools within Brightspace For Information
Teaching and Learning Senior Vice Provost
Jenna Rickus and Professor Lindsay Hamm

14. Purdue for Life Presentation

For Information
Purdue for Life President Julie Dusliere

15. New Business

16. Adjournment

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Present: Joseph W. Camp Jr. (Secretary of Faculties and Parliamentarian), President Mung Chiang, Susan South (Chair of the Senate), Mark Zimpfer (Vice-Chair of the Senate), Patrick Wolfe (Provost), Se'Andra Johnson (Sergeant-at-Arms), Dulcy Abraham, Ryan Alan Altman, Santokh Badesha, Saurabh Bagchi, Andy Baker, Jonathan Bauchet, Ximena Bernal, Afsan Bhadelia, David Blon, Lisa Bosman, Ali Bramson, Françoise Brosseau-Lapré, Tom Brush, Stephen Cameron, Julia Chester, Xingshan (Shawn) Cui, Dan Cziczco, Patricia Davies, Brian Dilkes, Vince Duffy, Abigail Engelberth, Mara Faccio, Alex Francis, Geraldine Friedman, Yi Gao, Lori Hoagland, alt: Beth Hoffmann, Sarah Huber, Whitney (Yu) Huidan, Morgan Hynes, Katie Jarriel, Hyunyoung (Young) Jeong, Alice Johnson, Bhagyashree Katare, Kee-Hong Kim, Cheng-kok Koh, Kiseop Lee, Brian Leung, Damon Lisch, David Liu, Yuli Lyanda-Geller, Stephen Martin, Stephanie Masta, Seema Mattoo, Byung-Cheol (BC) Min, Patricia (Trish) Morita-Mullaney, Paul Mort, David Nalbone, Robert Nawrocki, Abdelfattah Nour, Tae Hong Park, Darryl Ragland, Padinjaremadhom (PV) Ramachandran, Julio Ramirez, Sebastian Murgueitio Ramirez, Elizabeth Richards, Brian Richert, Joseph (Paul) Robinson, alt: Kali Rubaii, Chris Ruhl, Mark Russell, Antônio Sá Barreto, Dennis Savaiano, Jennifer Scheuer, Marisol Sepulveda, John Sheffield, Michael Smith, John Sundquist, Howard Sypher, Mohit Tawarmalani, Sasha Tsymbaliuk, Kim Updegraff, Anish Vanaik, Rua Williams, Christina Wilson-Frank, Bowei Xi, Howard (Howie) Zelaznik, Patrick Zollner. **Advisors:** Heather Beasley, Michael Cline, Melissa Franks, Cherise Hall, Sheila Hurt, Lowell Kane, Carl Krieger, Lisa Mauer, Beth McCuskey, Sunil Prabhakar, Jenna Rickus, Alysa Rollock, Katherine Sermersheim **Guests:** Megan Dorton, Jason Doty, Julie Dusliere, Kathi Ferrero, John Gipson, Km Pearson, Kevin Peng, Karen Plaut, Steven Schultz, Heather Servaty-Seib.

Absent: Arezoo Ardekani, Charles Bouman, Sabine Brunswicker, Min Chen, alternate: Risa Cromer, Eugenio Culurciello, Alejandro Cuza, Ben Dunford, Jim Dworkin, Ulrike Dydak, Brent Jesiek, Nastasha Johnson, Stacy Lindshield, Ryan Manuel, alternate: Karen Marais, Somosmita Mitra, Loring (Larry) Nies, Jason Packard, Li Qiao, Torbert Rocheford, Gustavo Rodriguez-Rivera, Chris Rogers, Steven Scott, Kevin Stainback, Ganesh Subbarayan-Shastri, Dengfeng Sun, Rusi Taleyarkhan, Monica Torres. **Advisors:** Eric Adams, Chad Cahoon.

1. Quorum being established, the meeting was called to order at 2:32 p.m.
2. Chair Susan South read the following Statement of Land Use Acknowledgement, as required by Senate Document 20-55:

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

3. The minutes of the 21 October 2024 Senate meeting were entered as read.
4. The agenda was accepted by general consent.
5. Chair South began her remarks [[Appendix A](#)].

“Today I want to address a matter of growing concern within the academic community. The increasing number of faculty members, including tenured faculty, who are choosing to leave academia. You may have experienced this phenomenon yourself. You are at a conference, and you notice that old friends and colleagues are absent only to find out they have taken a job in private industry, government, a nonprofit, or another organization outside higher education.

One study of nearly 400,000 scientists across 38 countries finds that one third of them quit science within five years of authoring their first paper and almost half leave within a decade. It found overall women were more likely than men to stop publishing, but the size of this difference varied among disciplines.

Another study used a census of almost 250,000 tenured or tenure track faculty from 2011 to 2020 at Ph.D. granting U.S. institutions of higher education. If you look at figure A on the left hand of the slide (slide 5), the average annual attrition risk for female faculty across fields exceeds men's risk in every year of an academic career. Women are also less likely to be promoted. If you look at figure B on the right side of the slide (slide 5), you will see that men's rates for promotion to associate and full professor peak one and two years earlier than women's respectively.

The authors of that study also found that gendered attrition rates were especially driven by full professors. On this slide (slide 6) are nationwide data from AAUP. At the assistant or associate professor level, women are almost equally represented, as you can see in the graph on the left. By full professor, only 32.5% of faculty are women. And at all levels, women are paid less than their male counterparts as shown in the graph on the right. How is Purdue doing? I have put the percentage of tenured or tenure track faculty who are women on the slide (slide 6) at the bottom. Compared to the national averages, we have room for growth.

The reasons for leaving academia are complex, encompassing both personal and systematic factors (slide 7). Women who left academia most frequently pointed to workplace climate including dysfunctional department cultures or leadership, harassment or feeling like they did not fit in their department. Men most often reported leaving because of professional reasons, including increased teaching loads, the pressure to obtain research funding, low salary and poor administrative support. Both men and women also listed work-life balance. Many of us are doing this job while parenting or caring for aging parents and trying to take care of our own mental and physical health, and we are making sacrifices every day to do so. Academia often comes at the expense of personal and family life.

The departure of experienced academics affects the quality of education we can provide, the continuity of educational opportunities and research projects, and the mentorship available to our students. We must take proactive measures to create a more supportive and sustainable academic environment. Programs like the Moveable Dream Hire have the potential to address the gender imbalance at the full professor level. We also must continue hiring assistant and associate professors and devote resources to development of junior to senior faculty. And here I will point to

the outstanding work of the Butler Center under the leadership of Sang Eun Woo, as an example of this type of development at all levels.

We must also welcome open and honest communication where faculty can voice concerns and promote transparency in decision-making processes. We need to increase equity and transparency by making criteria for promotion clear. We should enact family-friendly policies, in addition to improving access to affordable childcare. We should improve leadership development and training for all faculty interested in moving to leadership positions. And we should also foster a culture of collaboration and encourage interdisciplinary teaching programs, research projects and opportunities for academics to share their work and support each other.

Finally, to focus in on climate of our working environment, I want to highlight the excellent work of Kasie Roberson, Clinical Assistant Professor of Business communication and Associate Director of Outreach and Coaching for the Center for Working Well at Purdue University's Mitch Daniels School of Business. Kasie has written a book that is used by our own undergraduates in the Daniels School right now, in which he details key people-first communication skills, some of which I have listed on this slide (slide 9). More than four and a half years after COVID has shut down this country and much of the world, we're still struggling with how to get back to best practices and communicating with our work colleagues. Kasie's work gives us a model for how to get back to talking to each other with honesty, transparency, kindness, and clarity. We must be willing to listen as much as we talk and to listen with our full attention. The challenges we face in academia are numerous, but faculty attrition is one we cannot ignore. If we focus on the causes of faculty leaving academia, we have the opportunity to create an environment that is professionally and personally fulfilling and sustainable. Let us work together to ensure that our institution of higher education remains a place where educators are valued and supported.”

6. President Chiang presented his remarks.

“Well, good afternoon, everyone. Thank you, Chair South and thank you to all members of the Senate. I wish I could structure my brief remarks each time as organized as Chair South has demonstrated, but I will try. In particular, maybe I will put it in three different buckets. First, I want to highlight the importance of us together celebrating the 60th anniversary of the University Senate. So right after Thanksgiving break coming back, I hope you put this on your calendar and we are going to have an outstanding celebration of this outstanding body indeed. While we cannot celebrate in the exact month, it is the same, it is the exact year of the 60th anniversary since 1964. And over the past 60 years, many chairs and many senators have poured their heart into the building of... not quite question time yet. I guess that's a hint for me to already wrap up, but just getting started to recognize this history and point to the future. I'm very excited about this and thank you for the partnership between the Provost's office and of course the Senate.

I want to thank all my colleagues for a very busy time in November. This is sort of the crunch time in the fall semester each year. In particular, I wish all of you a very joyful get-together with loved ones next week during Thanksgiving and then wrapping up this semester a week after that. Again, thank you for this semester's outstanding efforts.

Secondly, I want to highlight that indeed we have many success stories of our students and faculty and the Provost Wolfe will go into some of the depth of our faculty affairs and student support, but we know there are many awards, recognitions, and impact more important than everything else made by our students and faculty, we want to continue to support and celebrate them.

Also I want to highlight that we had a very warm, literally speaking as well as figuratively Family Weekend, and now we have two Family Weekends, one in fall and one in spring. We had one not too long ago, maybe two weekends ago, and I saw many family members of our students coming back on campus as well as family members of our community. And indeed this is a large family and a community to see them get together with a lot of fun activities outdoors, that was great.

We have also started the process of the new biennium budget allocation with the State General Assembly. I made the presentation first to the Commission on Higher Education and then to the state budget committee just last week a few days ago. We are making a request for the first time in many years now, perhaps, of a research facility as the number one Capital Project request.

You may have read in the news that the state budget condition in general may not lead to a very large allocation due to many different demands coming to the state budget community from all parts of the state. However, we remain optimistic that we can make a very strong case. We sure believe in that based on the faculty town hall from last year, I know that EVP for research, Professor Karen Plaut last time made the rest of my presentation about research and highlighted how much we learned from the town hall about a year ago and made some internal awards, but really focused our effort on thinking about how we update facilities. This will be a -hundred-and-sixty-million-dollar research building for life science writ large and broadly defined. And this will consist of a \$90 million request to the state legislature and \$70 million from internal reserves and philanthropic support.

Which brings me to the third and last part of this presentation before I hand it over to provost and each time a guest speaker and as Chair South would determine whether that part of my presentation will be right now or saved for later in the two-hour period. But that brings me to this important topic of fundraising, which is one part of Purdue for Life Foundation. Again, I learned a lot as I got on-boarded last year, and some of you know this already, but we have a very unique model of Purdue for Life Foundation formed four, five years ago. And it consists of the development office for fundraising, but also the John Purdue Club intersecting with athletics, the Purdue Alumni Association. We believe there are about 600,000 living alum around the world right now and the advancement mission in general for the university. So PFRF,

Purdue for Life Foundation is very unique compared to many other peer institutions, and we have an outstanding new leader for Purdue for Life.

So Julie Dusliere is a Boilermaker. She was a student here, graduated I think 30 years ago, in 1994 from the College of Liberal Arts. And while she was a student here, she was a student athlete on our swimming team. And over the past 20 plus years, Julie has been an executive at the USOPC, United States Olympic and Paralympic Committee after a national search that generated a very deep and outstanding pool. It became very clear to the search committee and the Purdue for Life Foundation Board that we had the best candidate we could imagine in Julie Dusliere.

She was the senior vice president and chief of Paralympics and Special Sports on behalf of Team USA for quite a few years until her onboarding last month back home at Purdue. And she also served for one year as the head of all the Paralympics across the Americas. So not just the United States, but 30 plus countries throughout North, Central and South America. And that truly reflects leadership in a nonprofit mission-driven organization, and also sports diplomacy at the highest level. So we're very excited to be able to persuade Julie to come back to Purdue as now she has been the CEO of Purdue for Life Foundation.

So, whether it is fundraising coming up, not just for this life science research building, but many other projects for scholarships, professorships, many other facilities as well as programming support, we always thank alums. For example, John Everson, a Boilermaker from industrial engineering who just gave a very generous and visionary gift with all the details to support professorships and scholarships and graduate fellowships as a naming gift of our IE department, top two in America as the Everson School of Industrial Engineering now.

We have many great opportunities coming up to generate resources for our faculty, students, staff coming from alum and other benefactors, but we also have opportunities to make Purdue for Life Foundation's PAA, the largest premier social club, if you will in the whole country. So very excited about the foundation's future, excited about the new leadership, and I know either now or later, Chair South will give Julie the platform and the podium to summarize her plans. It has been a month and a half now with all of you. I will pause there, back to Chair South. Thank you."

Chair South thanked President Chiang and invited Provost Wolfe to provide remarks.

Provost Patrick Wolfe: "As somebody else standing between you and Julie, I will not take too much time. Julie, I do need to remember to ask you whether you swam the IM or freestyle or butterfly or what, but we can have that conversation later in the talk today. I'm eager to hear more about Julie's background and was thrilled to be part of the team that helped interview for that role. Let me just follow up on a couple points that President Chiang alluded to. We are continuing to build out our team and my office that helps us nominate faculty members for awards and external recognition. And we all know the hardest part is that it takes lots of work to nominate colleagues

for awards. There are letters to be drafted and portfolios to be built and dossiers to be put together and all kinds of other work that must happen behind the scenes.

We are continuing to build out that office and we are also working hard to underpin the writing and featuring of books at Purdue. You will have seen a lot more books appearing in Purdue Today, and I suspect even more in the weeks and months to come. So that is the focus of the office at this time. And we have already had, I think, almost a tenfold increase in the number of award nominations in the past year. And so I expect to see that number continue to go up. And we all know that it's a little bit like a staircase. You don't successfully nominate colleagues for senior career awards unless people have been through early career awards, junior faculty awards, things that, for example, the Butler Center supports in terms of its mentoring of early career faculty. And then as people come into early mid-career and full mid-career, there are more and more awards and professional society fellowships that our team can help nominate you for, and we're very excited about that all the way up to the big major prizes across the country and the world.

President Chiang mentioned our Commission for Higher Education, which got to hear a budget presentation from us a few weeks back. The commission was also on campus last week for a special meeting hosted by Purdue. It rotates among different university locations, but it was a livestream meeting if you happened to catch it, all about student success. And we received very kind words from the Committee on Higher Education, and those included things like our approach to prioritizing student success and career outcomes and affordability was essentially called, quote, "a master class in student success." So, all of us in this august body can claim some credit for that. We are all out there working every day to make sure that Purdue students get the best underpinning support for student success that they possibly can. And it has all been recognized by our Commission for Higher Education. So that was a very, very nice plaudit for all of those across campus, all of us who work on this each and every day.

I will go back to something that Chair South mentioned, which was leadership development. In my office, we do sponsor of course, opportunities for leadership development. There is the ALP program. There are programs externally including across the Big 10 and elsewhere for which we nominate up and coming leaders every year. But we are right now taking a comprehensive look at how we do faculty leadership development across campus, and I think a bigger emphasis than ever before on talent spotting and building a bench, if you will, and making sure that we are tying together the faculty members we have who are really interested in leadership development opportunities. Secondly, we consider the needs of the institution, where are the openings across Purdue at any time now and in the future? Lastly, the sort of outcome. So of course you would expect this. I asked for all kinds of data about faculty leadership development, and I got a long spreadsheet of names, and I said, "well, do we have the outcomes associated with each of these names? What are people doing now?" And I met with sort of slightly blank stares. So I asked the team to please go back and make sure that we are matching institutional needs with the people that we are developing and that we are also keeping track of

outcomes over the long term. I think there are enormous opportunities here to address some of Susan's points in a very proactive way. So again, I do not want to stand between us and the rest of the meeting, but I am excited to share some of that news with you. Let me stop there. Thank you.”

7. The answers to pre-submitted questions were posted to the Senate website [\[Appendix B\]](#). Chair South opened Question Time.
Senator Howard Zelaznik noted that in the previous round of accreditation for “our” curriculum there were accreditation requirements for courses including DEI goals. However, now DEI goals are no longer required by the university. He asked what was the process that led to removing the requirement for DEI goals.
Provost Wolfe said that he would consult with the University Compliance Officer and the Senior Vice Provost for Teaching and Learning to get answers to Senator Zelaznik’s questions.
8. Chair South asked for and received a moment of silence in honor of Dr. Virgil Barnes, Department of Physics and Astronomy; Dr. Nancy Gabin, Professor Emerita of History; Dr. Leroy (Lee) Schwarz, Professor Emeritus of Management; and Dr. Ian Shipsey, Department of Physics and Astronomy. The Memorial Resolutions will be included in these minutes [\[Appendix C\]](#)
9. Professor Richards, Chair of the Steering Committee presented the Résumé of Items (ROI) under consideration by the various Senate Standing Committees [\[Appendix D\]](#). The Standing Committee Chairs presented their respective ROIs to the Senate. Chair Richards reminded the committee Chairs that it is very important for us to keep the Résumé of Items up to date so all committees can ensure they know what other committees are working on. She also encouraged the Senators to keep their constituents informed of the workings of the Senate.
10. Professor Richards, presented for Action Senate Document 24-04 Senate Reapportionment.
Professor Richards made a motion to approve [Senate Document 24-04](#). Her motion was seconded by Professor Howard Sypher. A brief period of Discussion occurred. Professor Richards noted that the new apportionment takes effect on the 1st of June 2025. This year, we considered the dissolution of the IUPUI campus and the creation of the Purdue Indianapolis campus which took effect on the 1st of July 2024. Per Senate document 23-35, Purdue Indianapolis has two Senators. With two Senators apportioned to Purdue Indianapolis, one of the West Lafayette Colleges had to lose one Senator to maintain the required 104 Senate members. The College of Agriculture lost one Senator and now has 11 Senators. In answer to a question from Professor Zelaznik, it was noted that the Chair and Vice-Chair of the Senate are At-Large Senators and are not counted as Senators from their respective Colleges.

The question was put, and the document was adopted by general consent.

11. [Senate Document 24-05](#) Educational Policy Committee Faculty Committee (Subcommittee) Name Change was presented, for Discussion, by Professor Howard Sypher. The proposal is to rename the Scholastic Delinquency and Readmissions Committee to the Readmission and Academic Renewal Committee. This more accurately reflects the tone that is modeled elsewhere at Purdue University. There was no further discussion.
12. [Senate Document 24-06](#) Modifications to Streamline and Clarify Readmission Policy and Add the Readmissions Policy to the Purdue University Academic Regulations was presented, for Discussion, by Professor Sypher. Input on the proposed modifications was received from across campus. This document was discussed and was tweaked by the members of the Educational Policy Committee (EPC) after receiving said input. The current policy does not consider how the West Lafayette campus interacts with the regional campuses or with the statewide Polytechnic program. The proposed document clarifies these interactions. It also clarifies readmission application process and deals with summer readmissions which have proven problematic. The document also delineates instances where a student may file an appeal about the required stop-out period. Finally, it will shift the placement of the policy from the Office of Admissions website to Purdue University Academic Regulations.

Professor Anish Vanaik noted that his constituents broadly supported the changes, but there was an inquiry about the reasons for stopping summer readmissions.

Senior Associate Director of Admissions, Megan Dorton, responded that this was discussed by the Academic Notice Committee, head Academic Advisors, and the Registrar's Office. These discussions made it clear that Academic Advisors and other campus units would often discourage students from pursuing readmissions during the summer. Historically, students who were readmitted during the summer were often put at a disadvantage because they were taking a limited number of credit hours. Also, when readmitted, these students were on academic notice. If anything went awry during the summer session, the students could be very easily separated at the end of the session after the academic standings of students are recalculated. Based on these discussions with all the campus partners, it was determined that it was in the students' best interests to encourage fall and spring readmissions to avoid separation if anything went wrong during the summer session.

Past Chair Leung asked if the proposed changes would change the outcomes so that the students would be less likely to be bumped out of the system.

Sr. Assoc. Dir. Dorton responded that the most substantive change is no longer allowing summer readmissions. However, the rest of the changes provide more clarity for students as well as those across campus that help students navigate the readmissions process. The current policy is housed on the Office of Admission website, and it has been cobbled together over more than 40 years. There are

unspoken parts of the process, and the process and the policy have started to blend. This has led to ambiguity so the proposed document will streamline and clarify the readmissions process.

Senior Vice Provost for Teaching and Learning Jenna Rickus stated that the goal is to get students re-enrolled and to help them be successful. There is no goal to filter out students. Academic challenges are often influenced by life events and the proposed changes will provide clear and accurate information to help students achieve readmission and academic success. First- and second-year students are most likely to be affected by the changes in the policy. There has been an evolution at Purdue that has seen a decline in the rate of upper-class students separated for grades. She believes the proposed changes will help towards the goals of re-enrollment and academic success.

There was no further discussion.

13. Senior Vice Provost for Teaching and Learning Rickus presented an update on AI Detection Tools within Brightspace.

Vice Provost Rickus: “Thank you for inviting me and giving this opportunity to talk AI in our teaching and learning environment. It's going to be an ongoing conversation that we have for some time on campus. I will start by thanking the Senate and the Educational policy Committee for the previous engagement and ongoing engagement, it led to some meaningful products including the input that was provided by the prior Senate's ad hoc committee that led to the guidance on teaching and learning using AI. I want to remind people that our working guidance exists. It is on our Vice Provost for Teaching and Learning website under instructor resources. And it led to the syllabus statement and really required that all our instructors have an AI statement on their syllabus. Basically having the conversation with your students in your class about how AI is and is not appropriately used and works and how you will use it as an instructor. So thank you for all that ongoing engagement.

I think moving forward, AI detection is one of the emerging questions that we're working on. Really asking the question, if and how we will continue to use AI detection in our classes. Conceptually, AI detection, whether it's writing or... is similar, or to other products is similar to the idea of plagiarism detection, but in practice it's actually a very different problem. And so I wanted folks to know that this fall I have an informal working group that has been considering and providing input on this question. Lindsay Hamm, our faculty AI innovation fellow in the Innovation Hub is part of that group. Our current Educational Policy Committee Chair, Howard Sypher, thank you Howard, has been part of that group, CIE and teaching and learning who leads that. But that's just one mechanism of some the... and one of the questions that's facing us.

Currently, AI detection is in our tool Turnitin, and it is integrated into Brightspace, but it's a space, a lot of our peer institutions are having conversations about how and if we continue to use the existing tools. And so, as an advisor to the educational policy

committee, I expect to continue to pose and bring these questions to the EPC for their input, and perhaps action such as in the syllabus resolution. And I just wanted to give that brief update on where we stand with that and what's happening. And I am happy to take questions or suggestions from the group.”

Following her presentation, Vice Provost Rickus entertained questions from the floor.

Professor Anish Vanaik inquired whether the difficulties associated with AI detection have made it a failure and if such difficulties are insurmountable.

Vice Provost Rickus acknowledged that these are important questions. The ad hoc AI committee has been assessing the sensitivity of AI detection products and how they work. In particular, the committee has been assessing the Turnitin AI detection component. The bigger question that the committee is not assessing is whether AI detection is fundamentally possible. The current guidelines for instructors highlight that there can be very high false positive rates. AI detection tools should not be used solely for making decisions. These tools must be used carefully. Purdue and peer institutions will continue evaluation of these tools.

Chair South asked if the current recommendation from the Provost's Office is to not use the Turnitin AI detection tool.

Vice Provost Rickus acknowledged that is the current recommendation from the Provost's Office. It can be used as a flag leading to further inquiry.

Professor Rua Williams asked what recourse students have if they feel they have been falsely accused of using AI or of using AI inappropriately. She also asked how the committee members are making the assessment of the AI detection tools. She noted that the false positives are disproportionately impacting students who have English as their second language as well as neurodivergent students.

Vice Provost Rickus stated that these issues are part of the conversation. Rather than going into an in-depth discussion today, these issues can be taken to the EPC, and a full set of recommendations can be created and brought back thereafter. These issues emphasize the need to avoid using a tool as the sole basis of decisions. If students feel they have been wronged, they can contact the Office of Student Rights and Responsibilities to seek redress. If they feel their grade has been modified due to supposed academic dishonesty, they can use the grade appeal process to rectify the grade.

Professor Geraldine Friedman inquired if the ad hoc AI committee is asking faculty about their experiences with AI detection tools and Turnitin.

Vice Provost Rickus stated that AI Innovation Fund Fellow, Professor Lindsay Hamm, has talked with many students and faculty members. Chantal Levesque-Bristol and David Nelson of the Center for Instructional Excellence (CIE) have also talked with many faculty members.

Past Chair Leung noted that he was part of the ad hoc committee when he was Senate Chair. He emphasized that among different disciplines there will be different values placed on AI usage. He teaches a writing course and might have different ways of thinking about AI usage than an instructor from a STEM field. Our guidelines must be very clear about those differences. The AI usage policy is not going to be the same in every single syllabus across disciplines.

Professor Alex Francis amplified Professor Williams's points that emerging research suggests that false positives are more common in certain populations, such as second language learners and neurodivergent individuals.

Professor Katie Jarriel had the following question: "To what extent are these conversations happening within the broader context of what instructors can be doing to address those systemic reasons why students might be turning to AI to prevent that in the first place?"

Vice Provost Rickus responded that this topic is part of the ongoing conversation about academic integrity. Although the issue of academic integrity is not new, AI is new. In dealing with issues of academic integrity, the solutions rarely involve technology. Instead, they typically involve psychology and conversations with the student to understand how they are learning and when they feel pressure. If the students trust the instructor and the instructor supports the student, there are fewer issues with academic integrity. These discussions have occurred in the ad hoc AI committee. The committee members are trying to shift the conversation from product (AI tools) to the process of learning and where AI can appropriately fit in the process. The conversations among the stakeholders will continue and more tools, guidance, resources, and workshops will be developed and used to inform the instructional community.

Professor Sebastian Murgueitio Ramirez noted that he has been using the Turnitin AI tool and he does not think the risk of false positives is as great as some people think it is. The AI tool only triggers a message about possible AI use if it estimates at least 20% or more of the content is of AI origin. The tool has detected AI use by some of his students, and he has had conversations with them about such use. In his opinion, it has worked well in his class.

Professor Paul Mort noted that many companies are encouraging their employees to use AI, and we need to prepare our students for that reality before they enter the workforce. Given this reality, he is looking for guidance on productive use of AI, especially in STEM writing assignments.

Vice Provost Rickus said this is a big part of the conversation and it is course dependent. There will be cases where AI use is appropriate for the learning process and other cases where it will not be appropriate. She agrees with Professor Mort that we need to prepare our students for their careers as AI will be part of the reality. We owe it to our students to develop in our courses and curricula the ethical and

productive uses of AI and what are the boundaries around its use. Vice Provost Rickus noted that the Community of Practice and CIE are helping people develop these skills and encouraged faculty to reach out to CIE for light consultation or more in-depth support. The staff of CIE can also use Impact AI to help instructors weave AI into their courses and disciplines.

Chair South thanked Vice Provost Rickus for an informative presentation. Vice Provost Rickus said that based on the nature, quality, and quantity of questions, it is apparent that this is a very important issue for faculty, staff, and students.

14. Purdue for Life President Julie Dusliere provided an update on Purdue for Life Foundation. [[Appendix E](#)].

“Thank you for having me this afternoon. I am Julie Dusliere, and I am the president and CEO of Purdue for Life. I have been back on campus for just over six weeks and I am really still on what I would term my listening tour, spending time both within the staff of Purdue for Life as well as across campus meeting with deans, faculty, administration, trustees, and other key groups around campus just to learn how things operate here at Purdue and to take feedback on how the Purdue for Life Foundation can continue to evolve to advance Purdue holistically. I want to start just by giving a little bit of background about me. I am a Purdue alum. I graduated from the College of Liberal Arts in 1994 with a degree in Russian and minors in political science and English.

I had every intent of working in international relations or diplomacy, but I was always an athlete growing up, so competed all through my youth years as well as high school, and then was a student athlete while I was here at Purdue on the women's swimming and diving team. And after I got out of graduate school, my path took a little bit of a different direction, and I ended up in the sport world as a coach and a high-performance director early in my career. And then as a leader with the US Olympic and Paralympic Committee in Colorado Springs for the last 21 years. So I worked for many, many years in the Olympic and Paralympic movements both here in the US and internationally.

I came a little bit full circle in my career managing all the international relations activities for the USOPC over the last 10 or so years in my career there before I came back here to Purdue. So, my goal was to be in international relations. I just never dreamed 30 years ago when I graduated that I would do it in the sport world and not in the government world. So, that is a little bit about me. I am thrilled to be back here on campus working with all of you to advance everything that we all do collectively for Purdue.

I am going to do just a very brief overview here of the Purdue for Life Foundation today. I am sure many of you are aware of what it is. I just want to touch on what we are, what we do, what our key priorities are.

We really are the team that engages with our alumni in all facets, in all capacities (Slide 2). Our mission is to stay connected, get involved, and give back. As I am getting my wings under me here at Purdue for Life, the way I am looking at that engagement is about staying connected, advancement is about getting involved, and development is about giving back. And all three of those areas are critical and very much interconnected into how all our alumni and friends can continue to help us support Purdue and what we're doing to move Purdue forward.

A couple of the key groups that many of you may be familiar with that fall underneath us here at Purdue for Life are the President's Council, the Purdue Alumni Association, and the John Purdue Club. So, different constituencies at different parts of their journey being connected, staying involved in giving back to the university, and we work with all those alums to keep them supporting Purdue in whatever way they can. I think that is the best way to sum it up.

We have a couple of fast facts about Purdue for Life (Slide 3). We are a relatively young part of campus, so to speak, founded just four years ago and we came together through a few different avenues, formerly what was known as the Purdue Alumni Association, as well as the University Development Office. So, we have merged all those functions and one of my priorities here will be to assess how we are structured, look at how we can be sustainable and function in the most efficient way possible for the future and for the long term to best benefit the university as a whole. This is what we call our integrated advancement model (Slide 4). So again, it goes back to engagement, advancement and development holistically. I will share a unique anecdote with this group, and it is something I have shared with our staff here at Purdue for Life.

My lifelong dearest friend who also graduated from Purdue back in '94 with me and is a Purdue alum. She and I have been very, very close friends for years. And sort of in a joking facetious way after I took this role, she said to me when we were catching up on the phone one night, "I suppose I need to figure out how I donate back to Purdue again" because she had not been doing that. And the conversation was interesting, because I said to her, I said, "You give back in other ways." She volunteers. She gives up her time and her expertise based on what her major was and which college she graduated from. And I asked her why she did not give financially, and she said, "I cannot give enough to make a difference."

I came back here and talked to our Purdue for Life staff and said, "We need to make sure that every alum feels that what they do makes a difference, whether it is \$10, one hundred dollars, one thousand dollars or one million dollars, it all matters." And it was a great conversation because I have now gone back to her to say, "No matter what you give back to Purdue, whether financial or other time and treasure, if it is not financial, it all does matter."

I just really appreciate that anecdote because it hit home for both me and the team here at Purdue for Life that this might be about perception and changing how our alums view what they can do to give back to Purdue and how we accurately

communicate that everything they do to support Purdue makes a difference and matters in some way, shape or form. It does not necessarily just have to be a financial contribution if they are not at a point in their life where it is feasible, or they are able to do that at this point. So that is just a little anecdote about our integrated advancement model, but it is really taking our alumni who are disengaged, figuring out how we get them engaged through communication or activities or volunteering, and then ultimately ideally moving them from engagement to donor and giving back to the university with a financial gift if they are able to do so. That is a little bit about how the advancement model works.

Again, I appreciate the time on your agenda today. I know I am at the tail end of your meeting and probably running up against time here, so I want to wrap it up there, open it up for any questions that anyone might have and just say again, how thrilled I am to be back here at Purdue and look forward to meeting many of you that I have not met yet and working with you collectively to advance Purdue and have it continue to be such a fantastic place as it is that we all know and love. So, thank you.”

Following her presentation, President Dussliere entertained questions from the floor.

Chair South noted that there are development officers in her College of Health and Human Sciences and asked if they are connected to her office or if they are separate.

President Dussliere said that they are Purdue for Life Employees.

Past Chair Leung said that he is not a Purdue graduate, but he is a Boilermaker. He asked how faculty and staff are expected to participate in the work of the Purdue for Life Foundation.

President Dussliere stated it is about the collective good of Purdue whether an alum or not. They look for friends of the university who can be faculty, staff, or community individuals, anyone with an affinity for Purdue. They keep track of the people who want to give back to the university and to keep them engaged by ensuring they receive communications.

Chair South asked how faculty across the university can be more involved. She has taken potential donors to lunch after being contacted by development officers, but she would like to be more involved.

President Dussliere noted that she already described one of the ways, working with the development officers in her College. Another avenue to working with alumni and alumnae generally, is through life-long learning programs that depend on faculty participation. There are also some volunteer opportunities on campus and in the community. Finally, President Dussliere reminded the Senators that the Dauch Center welcomes anyone who wishes to visit.

Chair South thanked President Dussliere for her time.

15. New Business

There was no New Business from the floor.

16. There being no further business, the meeting adjourned at 4:25 p.m.

REMARKS OF THE SENATE CHAIR

60th Anniversary Celebration of the Senate

THE OFFICE OF THE PROVOST CORDIALLY INVITES YOU TO ATTEND THE

FACULTY YEARS OF SERVICE Recognition Luncheon

- • AND THE • -

60TH ANNIVERSARY of the UNIVERSITY SENATE

TUESDAY, DECEMBER 3, 2024
11:30 AM TO 2:30 PM
PURDUE MEMORIAL UNION, NORTH BALLROOM

Please RSVP [here](#) by 5 PM, Friday, November 22

For questions, please contact Faculty Affairs: facultyaffairs@purdue.edu

Faculty Leaving Academia

CAREER FEATURE | 31 May 2022

Has the 'great resignation' hit academia?

A wave of departures, many of them by mid-career scientists, calls attention to widespread discontent in universities.

By [Virginia Gewin](#)



[Find a new job](#)



Faculty Leaving Academia

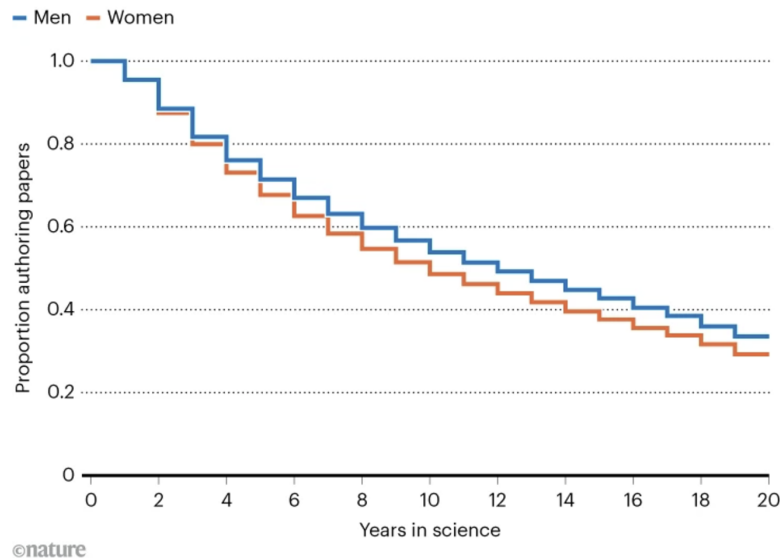
Leaving the lab

Kwiek and his colleagues tracked the publishing careers of two groups – 142,776 scientists (52,115 of whom were women) who began publishing in 2000, and 232,843 scientists (including 97,145 women) who began publishing in 2010.

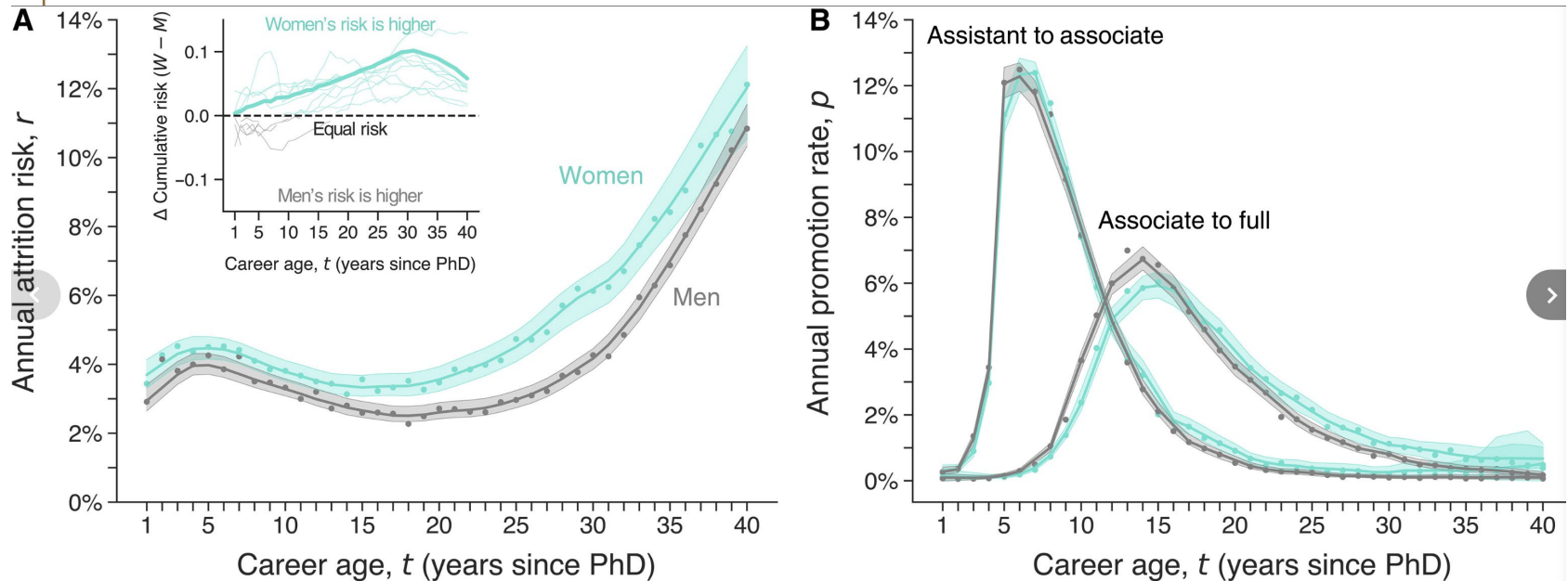
The scientists were based in countries including the United States, Japan, South Korea and nations across Europe, and they represented 16 scientific disciplines.

ACADEMIC EXODUS

Of more than 140,000 scientists who began their careers in 2000, less than half were still publishing 15 years later.



Faculty Leaving Academia: Women more likely



SCIENCE ADVANCES | RESEARCH ARTICLE

SOCIAL SCIENCES

Gender and retention patterns among U.S. faculty

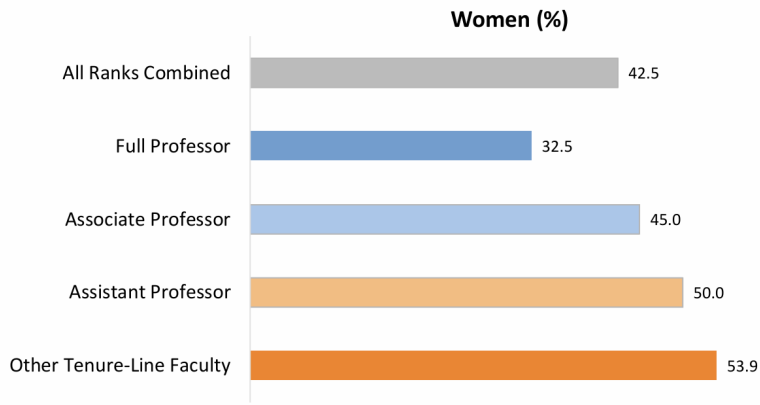
Katie Spoon^{1*}, Nicholas LaBerge¹, K. Hunter Wapman¹, Sam Zhang², Allison C. Morgan¹, Mirta Galesic³, Bailey K. Fosdick⁴, Daniel B. Larremore^{1,5}, Aaron Clauset^{1,3,5*}

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Female Faculty by Rank

FIGURE 4

Representation of women among full-time tenure-line faculty members decreases with progression in rank.

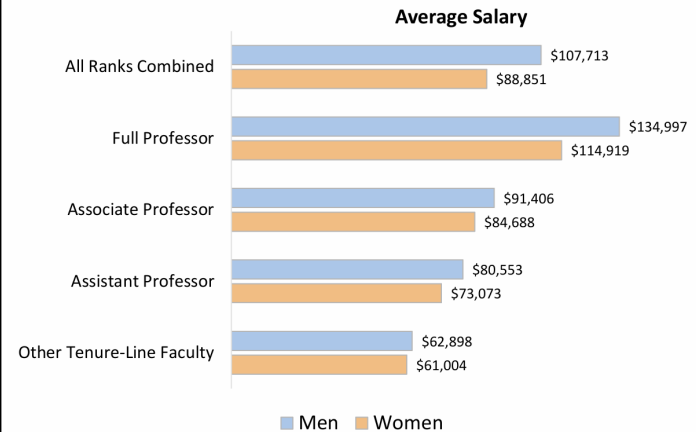


Note: This figure represents non-profit, degree-granting postsecondary institutions only (N = 1,903). The rank "Other Tenure-Line Faculty" includes some tenure-line faculty with the titles "Lecturer" or "Instructor," although most faculty members with these titles are non-tenure-track.

Source: IPEDS HR survey component, 2018–19 provisional release. Data compiled by the AAUP Research Department.

FIGURE 5

Full-time tenure-line women faculty members earn less than men at all ranks.



Note: This figure represents non-profit, degree-granting postsecondary institutions only (N = 1,903). The rank "Other Tenure-Line Faculty" includes some tenure-line faculty with the titles "Lecturer" or "Instructor," although most faculty members with these titles are non-tenure-track.

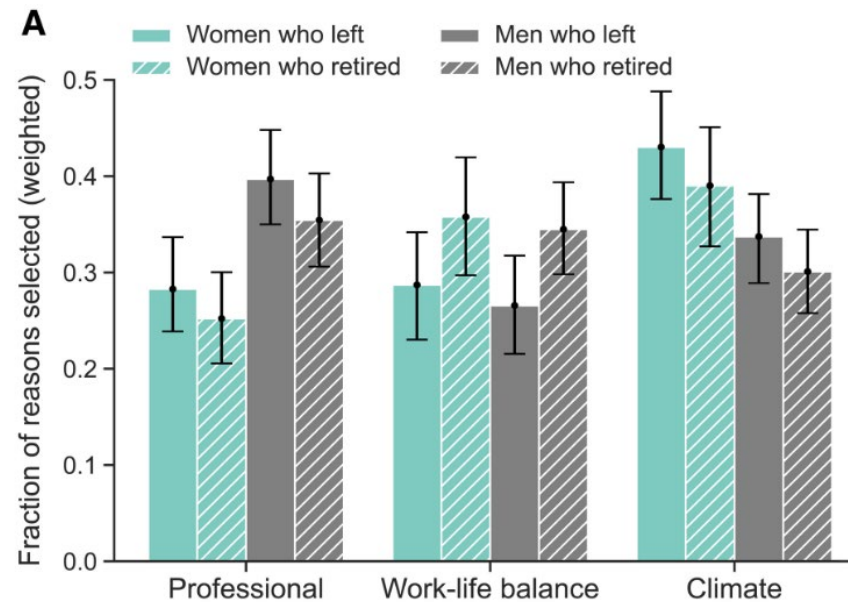
Source: IPEDS HR survey component, 2018–19 provisional release. Data compiled by the AAUP Research Department.

Women make up just 29 percent of presidents at research universities, according to data from the American Council of Education, and 33 percent of presidents across all of higher education.

Purdue 2024	Women (%)
Professor	22.7%
Associate Professor	38.2%
Assistant Professor	38.6%

Why are faculty leaving?

- Women: workplace climate, such as harassment, discrimination, dysfunctional department leadership, and feelings of not belonging
- Men: difficulty obtaining funding or poor administrative support



What can higher ed do to stop the exodus?

- **Commit to faculty development across the career lifespan**
- **Open and honest communication**
- **Increase equity and transparency**
- **Enact parent-friendly policies & improve child-care**
- **Leadership development for faculty**
- **Collaborative culture**

Improving the climate of our working environment

- Take the other person's perspective
- Show empathy toward others
- Give others the benefit of the doubt
- Be willing to have that tough conversation
- Find a common ground that can be a starting point
- Listen: no technology, eye contact, full attention
- Make your communication clear, concise, and complete
- Be honest, transparent, professional and respectful
- Be clear in expectations
- Give everyone a chance and opportunity

COMMUNICATING WELL AT WORK



Improve your workplace communication with five key people-first skills that enhance relationships, boost productivity, and build trust. Read the most recent research blog post by CWW's own Kasie Roberson for practical skills to level up how you communicate at work.

[Read Now](#)



THANK YOU!

senate-chair@purdue.edu

Questions

SEA 202

Please update how SEA 202 is being implemented. Are there any changes anticipated from the procedures announced in July? Have there been any use of the procedures at Purdue?

- Following its usual practice, Purdue continues to review and update policies, standards, and procedures in response to the legislation. We continue to receive comments and suggested revisions to the Interim Standard and Operating Procedures adopted in July. To date, there have been no complaints filed under the Operating Procedures.

AAU Formula.....

Is there any effort to work with AAU to change the formula so that schools with a land grant mission are better accounted for? Right now, every dollar that goes to extension is a dollar that makes us less attractive to the AAU formula...can we change that from the inside?

- We appreciate the efforts made by the AAU to create a more level playing field for land grant universities. Here is an answer to a frequently asked question about USDA funding directly from the AAU website that helps account for extension-related activities: Phase I federal research support must be competitively funded. The Agriculture and Food Research Initiative (AFRI) is a competitive grants program for agricultural sciences and is included in the federal research support indicator. The remaining USDA funding is included in the Phase II USDA, state, local, and industry research funding indicator (AAU, 2023).

Re-Titling "Rewards" to Compensation and Benefits.....

Last month, a response to a question was misunderstood, and only repeated what the question itself stated. So, to put it more, succinctly, the ask is to respond in the action affirmative to this statement:

Purdue will re-title the annual "Rewards" mailer to the title "Compensation and Benefits."

I believe that the question and response last month agreed that Purdue employees' compensation and benefits are not "rewards."

- Any choice between these words needs to reflect the fact that such mail is sent to every employee in different job families. Total rewards refer to everything an employee receives from their employer – it is a comprehensive package that includes both financial and non-financial elements. Components include compensation, benefits, work-life balance, career development and recognition. Total rewards are more than just salary – they show how Purdue invests, supports and provides opportunities for all employees.

Climate Action Plan.....

Dear President Chiang, some of my constituents have asked if there are any updates about Purdue forming an official climate action plan to get to zero carbon (or to reduce emissions further than current

ones). In asking this question, they also pointed out to a recent article on the Exponent that talks about this issue (the article is called "Where is Purdue's climate action plan?" and was posted on October 24th).

The Purdue Student Government, Purdue Graduate Student Government, and the University Senate have all passed resolutions calling on the university to develop a plan to phase out carbon. Is the university making a commitment to decarbonization and if so, what steps are being taken to begin this plan?

- Purdue has a climate action plan consisting of two parts:
 - [2020 Sustainability Master Plan](#)
 - [2022 SMR to Zero Plan](#)

Purdue was ranked [#12 of 210 institutions in the U.S.](#) for its campuswide sustainability efforts by QS in 2024.



Memorial Resolution

Virgil E. Barnes, II (1935-2024)

**Department of Physics and Astronomy
Purdue University**

Virgil E. Barnes, II was a Professor of Physics at Purdue for 49 years and a leader in the golden age of subatomic particle discoveries since the 1960s that led to the modern understanding of the building blocks of the Universe.

Born November 2, 1935 in Austin, Texas, Dr. Barnes studied physics at Harvard before completing his PhD in 1962 at the University of Cambridge on a Marshall Scholarship. His advisor was the luminary Otto Frisch. Dr. Barnes's first job was at Brookhaven National Laboratory on Long Island, then the center of particle physics research in the United States. In 1964, he was on the team that discovered the Omega Minus particle, a key experiment which confirmed the quark model in high energy Physics and contributed to at least one Nobel Prize.

After joining the faculty at Purdue in 1969, Virgil became a founding member of the groups building particle detectors both at Fermilab near Chicago and at CERN in Europe. He developed techniques (still used around the world) for precisely measuring the energy of particles, key to identifying them and allowing many further discoveries.

In 1995, Dr. Barnes and the team at Fermilab discovered the top quark, completing the discovery of this class of elementary particles, begun 31 years earlier. In 2012, he was also a member of the team that discovered the Higgs Particle, which gives all other particles mass. This was the most important discovery in particle physics of the last few decades.

Dr. Barnes spoke French and German, loved classical music, and collected African and Asian art. He delighted his sons and grandchildren with toys and geometric creations, including a wand to create 20-foot-long bubbles and a dodecahedron version of the Rubik's Cube. He even built his own harpsichord.



Memorial Resolution for

**Dr. Nancy F. Gabin
Professor Emerita
Department of History**

Dr. Nancy Felice Gabin, born in Brooklyn, NY on June 21st, 1954, passed away after a brief illness on June 21st, 2024, at IU Health Hospice House in Bloomington, IN. It was her 70th birthday.

Nancy served as a faculty member in the Department of History at Purdue University from 1983-2021, retiring after 38 years. She graduated from the Pingree School (South Hamilton, MA) in 1972 and went on to earn a B.A. from Wellesley College in 1977 and a Ph.D. from the University of Michigan in 1984. At Purdue, Nancy taught a variety of undergraduate and graduate courses in U.S. women's history, labor history, and social history. She held numerous administrative roles across campus and in professional organizations, but her central focus was to always advocate for students and ensure they weren't "lost in the tangle of bureaucracy" of higher education. Her numerous accolades included the Jon C. Teaford Award, being written into Purdue's Book of Great Teachers, and the university's highest honor for undergraduate teaching, the Charles B. Murphy Award. Nancy also authored, co-authored, and edited many books, chapters, and articles on women, work, and the labor movement. Throughout her nearly 40-year career, Nancy was a consummate source of guidance, inspiration, laughter, and kindness to her many colleagues and the countless undergraduate and graduate students for whom her office door was always open.

Nancy was a fervent reader with a brilliant mind. She was an expert at The New York Times crossword puzzle and a dedicated neighborhood walker. She loved art and music, Cape Ann, MA and the American Southwest, being near the ocean, fried clams, Michigan Football, and her many, many cats. Nancy held few things as close as her family. Her children, Natty S. Morrison of Lafayette, IN and Katie M. Morrison of Bloomington, IN, both hope to carry on her memory through her stoicism, humor, and compassion.

Prepared by the Department of History.

Leroy (Lee) Schwarz passed away on December 16, 2023, in Lafayette, Indiana. Throughout his career, Lee had a profound impact on the field of operations management as an inspirational teacher, an important researcher, and an influential citizen serving the operations management community.



Lee earned three degrees (BA, MBA, and PhD) from the University of Chicago. His academic career started when he joined the faculty of the Amos Tuck School at Dartmouth College in 1970. Subsequently, he moved to the University of Rochester in 1973, and then to the Krannert School at Purdue University in 1977. In 2005 he was named the Louis A. Weil, Jr. Professor of Management, a

position he held until his retirement in May 2012. At Purdue Lee served leadership roles on various educational and research initiatives covering manufacturing, e-business, and healthcare-product supply chains.

Lee is universally recognized for having been the founding editor in chief for *Manufacturing & Service Operations Management*. Lee was exceptional in this role, setting the standards for the journal, building community support and interest, and executing to deliver a high-quality product. This was not an easy task, and indeed, INFORMS nearly pulled the plug on the journal, due to its slow launch. Lee recalls these challenges and struggles in Schwarz (2020). Lee persisted and he never deviated from his vision to create the premier outlet for operations management research. Today's journal is a testament to his leadership.

Research Impact

Lee is highly recognized for his research contributions. His earliest work was on deterministic-demand multi-echelon inventory problems, effectively extending the most fundamental inventory model, the economic-order-quantity model, to inventory systems with multiple stocking points. Lee's contributions were fundamental to this area of inventory theory, developing theoretical results on the structure of the optimal policies, and providing practical algorithms for finding good solutions.

He continued his multi-echelon research with many important developments for stochastic-demand problems focused on operational policies for a central warehouse that supplies local retail sites. Lee developed models that yield both effective policies as well as useful insights for understanding the value of risk pooling in such inventory systems.

Beyond his research, Lee organized and hosted a multi-echelon inventory conference at Purdue in May 1979, which attracted many of the leading researchers at the time. Subsequently, he collected several of the talks from the conference, as well as other submissions, in an edited research volume that contains many influential contributions (Schwarz, 1981).

Lee also performed fundamental research on automated storage and retrieval systems. In a series of papers, Lee established the practical effectiveness of a class-based storage-assignment policy. A key finding was that the system performance with only two or three classes can be near optimal.

Lee's later research efforts provided useful guidelines for supply chain questions such as: How might a manufacturer assist and contract with a sub-contractor who is responsible for developing and supplying a sub-system? How should a newsvendor order from a set of unreliable suppliers?

Lee continued to work on emerging issues in supply chains related to privacy-preserving technology and healthcare. His research on "Secure Supply Chain Collaboration" provided a framework for supply-chain partners to make collaborative decisions without disclosing private information to one another and without the aid of a trusted third party. His research on healthcare supply chains examined the impact of group purchasing organizations (GPOs) on healthcare providers' total purchasing costs.

Educational and Community Impact

In addition to his research impact, Lee has been a stellar educator. For the business school's master's programs, he was recognized 19 times as a Distinguished or Very Distinguished Teacher. He was also particularly innovative in curriculum design, including designing and offering new MBA electives on healthcare supply chains, and sourcing and procurement. For the core operations management class, Lee

developed the information/control/buffer paradigm as a framework for teaching operations (Schwarz, 1998).

Finally, throughout his career, Lee has been an incredibly generous, caring, and thoughtful mentor to his students and colleagues.

Lee's commitment to education is further evidenced by his efforts, with Kalyan Singhal, in organizing the 1996 Production and Operations Management (POM) conference in Indianapolis, with the theme "Teaching POM: Visions, Topics, and Pedagogies." This conference attracted 250 participants who came together to share their practices and innovations in teaching POM, and discussed their visions for the future of POM education. To capture the good ideas from the conference, Lee and Kalyan edited a special issue of *Production and Operations Management*, Vol. 7, No. 2 (1998). This issue highlights many of the challenges of teaching operations, many of which remain current today.

After retiring from Purdue in 2012, Lee continued to do good for his community. He regularly remarked about the joy he got from reading to kindergarten classes and helping seniors with their tax forms. Lee loved music, and even released his own CD in 2011.

We are saddened by the loss of our former teacher, advisor, mentor and colleague. Lee will be missed but his impact on us and our profession will last forever.



Memorial Resolution

Ian Shipsey (1959-2024)

**Department of Physics and Astronomy
Purdue University**

Professor Ian Shipsey was one of the leading experimental particle physicists of his generation. He was a member of the Purdue faculty from January 1990 until September 2013. Professor Shipsey was named the Julian Schwinger Distinguished Professor of Physics in 2007.

In 2013, Professor Shipsey moved to Oxford as the Henry Moseley Centenary Professor of Physics. At Oxford he was later elected Head of the Department of Physics in 2018 and re-elected in 2023.

Born in London, Professor Shipsey took his first degree at Queen Mary in 1982 and his PhD at Edinburgh University in 1986, mostly working on the CERN NA31 experiment. Ian was elected a Fellow of the Royal Society (FRS) in 2022.

Ian's work dealt with the study of subatomic particles to probe the 'Standard Model' of the building blocks of matter and the forces through which they interact. More recently, Ian's research group has characterized with important new detail the decay of the Higgs boson, discovered at CERN in 2012.

He was a powerful supporter of improving provisions for disabled students and colleagues, having himself been profoundly deaf since 1989.

Professor Irene Tracey, Vice-Chancellor of Oxford University, said, "Ian was one of a kind. He was one of the most impactful particle physicists of his generation: he transformed our understanding of heavy quarks, discovered new physics around b-quark & Higgs bosons and broke new ground in understanding dark matter. Ian was charming, determined, funny, energetic and an indefatigable advocate for world-leading physics."

Adapted from source <https://www.ox.ac.uk/news/2024-10-08-professor-ian-shipsey-frs>

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

Steering Committee

Libby Richards, erichards@purdue.edu

1. Soliciting reports and informational sessions in response to faculty and committee requests

Advisory Committee

Susan South, senate-chair@purdue.edu

Nominating Committee

Damon Lisch, dlisch@purdue.edu and Seema Mattoo, smattoo@purdue.edu

1. Managing committee vacancies
2. Evaluating and balancing numbers, disposition and experience of Senators for equitable representation and task assignments

Educational Policy Committee

Howard E. Sypher, hsypher@purdue.edu

1. Assessing the need for AI regulations
2. Improving the percentage of students returning teaching evaluations
3. Considering ways to improve the Grade Appeal Process
4. Updating MEAPS language as per SB22-08
5. Proposal for Readmission Policy Committee changes and Re-naming of that committee

Equity, Diversity, and Inclusion Committee

Brian Dilkes, bdilkes@purdue.edu / Geraldine Friedman, friedman@purdue.edu

Faculty Affairs Committee

Françoise Brosseau-Lapré, fbrossea@purdue.edu / Anish Vanaik, avanaik@purdue.edu

1. Lecturers Advisory Committee
2. Assessment of recent changes in P and T process.
3. Ability of Senate leadership to directly email faculty [**SD passed and sent to Senate for discussion and adoption**]
4. Implementation of SEA 202
5. Impact of Indiana SB1 on Purdue Healthcare practices and follow up on measures laid out in SD 22-08
6. Working of Elements software
7. Input to OVPFA on recent changes to various standards, policies and procedures:
 - a. changes to eAPR

- b. Guidelines for Establishing Intergovernmental Personnel Act agreements (IPAs)
- c. Process and procedures for Purdue Faculty and Staff Participation in Intergovernmental Personnel Act Agreements.
- d. Presentation about Purdue transition to Elements for Annual Activity Reports.
- e. Courtesy Faculty Appointment Standard
- f. Revised R/I/E Leave request procedures
- g. Reportable Outside Activities leave request procedures

Student Affairs Committee

Abigail S. Engelberth, aengelbe@purdue.edu

- 1. Class Size
- 2. Equitable Parking
- 3. Move-in Package

University Resources Policy Committee

Lori Hoagland, lhoaglan@purdue.edu

- 1. Parking regulations and appeals process
- 2. Issues around Bicycle Parking

To: The University Senate
From: University Senate Steering Committee
Subject: Reapportionment of the University Senate
Reference: University Senate Document 90-5; University Senate Document 90-6; University Senate Document 21-15; University Code D 3.00; Bylaws of the University Senate, Items 2.00 and 2.01
Disposition: University Senate for Approval and Faculty Units

Proposal: Reapportionment of the Senate for AY 2025-2026 as indicated below.

Proposed Action: Section D 3.00 of the University Code and the Bylaws of the University Senate provide that the University Senate shall be composed of one hundred four members. Nine of these are specified in the items 1 through 10 below. The remaining 95 slots will be apportioned among the West Lafayette faculty units, according to the number of faculty members, with the provision that no faculty unit shall have fewer than two Senators. Please note that IUPUI no longer exists, and the 41 Purdue Indianapolis Tenured Faculty are now considered their own unit like other Purdue West Lafayette faculty units.

There are 2480 voting faculty members at the West Lafayette campus. When this number is divided by 95 the result is 26.10.

Therefore, to qualify for two Senators, a faculty unit should have at least 52 voting faculty members. However, since no faculty unit can have fewer than two Senators, the Libraries unit with 40 faculty members qualifies for two Senators, as does the Honors unit with 17 faculty members, and the Purdue Indianapolis unit with 41 faculty members. These three units combine for six Senators leaving 89 Senate seats remaining to be apportioned.

The remaining faculty units have a total of 2,382 voting faculty members with 89 Senate seats remaining to be apportioned among them. The apportionment of Senators for each of these remaining units was obtained by dividing the number of voting faculty in the faculty unit by 26.76 ($2,382 \div 89$). The results are as follows: Agriculture, 10.91; Daniels School of Business, 5.79; Education, 2.77; Engineering, 18.2; Health & Human Sciences, 9.72; Liberal Arts, 11.88; Pharmacy, 3.06; Science, 14.16; Purdue Polytechnic Institute, 8.30; Veterinary Medicine, 4.22.

Units were rounded to the nearest integer. The results appear in the table below.

Areas Represented	No. Voting Faculty Members 20 November 2023	Number of Senators 2024-25	No. Voting Faculty Members 18 November 2024	Number of Senators 2025-26
1. President		1		1
2. Chief Academic Officer		1		1
3. Chief Fiscal Officer		1		1
4. Chair of the Senate		1		1
5. Vice-Chair of the Senate		1		1
6. Purdue Northwest		1		1
7. Purdue Fort Wayne		1		1
8. IUPUI		1		NA
9. Undergraduate Student		1		1
10. Graduate Student		1		1
11. Faculty Units				
<i>Agriculture</i>	297	12	292	11
<i>Daniels School</i>	146	6	155	6
<i>Education</i>	70	3	74	3
<i>Engineering</i>	461	18	487	18
<i>Health & Human Sciences</i>	261	10	260	10
<i>Honors</i>	17	2	17	2
<i>Liberal Arts</i>	306	12	318	12
<i>Libraries</i>	39	2	40	2
<i>Pharmacy</i>	78	3	82	3
<i>Science</i>	367	14	379	14
<i>Purdue Indianapolis</i>	NA	NA	41	2
<i>Purdue Polytechnic</i>	204	8	222	8
<i>Veterinary Medicine</i>	112	4	113	4
TOTAL:	2358	104	2480	104

To: The University Senate
From: Educational Policy Committee
Subject: Educational Policy Committee Faculty Committee Name Change
Reference: [1] Purdue University Student Conduct Regulations: [Grades and Grade Reports](#) K. Academic Renewal
[2] [Office of Admissions](#)
Disposition: University Senate for Discussions and Adoption
Rationale: With the changes in language surrounding academic notice and academic separation, the Committee on Scholastic Delinquencies and Readmission would like to request a name change to reflect the more accurate and attuned tone that is being modeled elsewhere across Purdue University.
Proposal: The University Senate modifies the Academic Regulations within the Grade and Grade Reports, Section K Academic Renewal to reflect the committee's new name:

Readmission and Academic Renewal Committee

Additionally, this name change would be reflected within the Readmission Policy currently located within the Office of Admissions.

Committee Votes: Educational Policy Committee

For:

Howard Sypher (Chair)
Thomas Brush
Julie Chester
Vincent Duffy
Abdelfattah Nour
PV Ramachandran
Mark Russell
Steven Scott
John Sheffield

Against:

N/A

Abstained:

N/A

Absent:

Patricia Davies
Stacy Lindshield
Antonio Sa Barreto
Monica Torres

Advisors

Lesa Beals
Sheila Hurt
Jenna Rickus
Jeff Stafancic

Advisors

Jeff Elliott
Cara Wetzel

Students

Ali Holmes

Students

Bryanne Garcia
Eden Wolfe

To: The University Senate
From: Educational Policy Committee
Subject: Modifications to Streamline and Clarify the Readmission Policy and Add the Readmission Policy to the Purdue University Academic Regulations: [Academic Notice and Separation](#) C: Readmission
Reference: [1] [Office of Admissions](#)
[2] Purdue University Academic Regulations: [Academic Notice and Separation](#) C: Readmission
Disposition: University Senate for Discussion and Adoption
Rationale: Purdue University's current readmission policy needs updating, clarification and streamlining. Some of the policies and language date back to 1969 and no longer address the needs of the current student body at Purdue University. The current state of the policy causes confusion for students and staff trying to understand the details and includes redundancies throughout.

The current policy does not accurately reflect how Purdue University interacts with Purdue Fort Wayne and Purdue Northwest as students navigate academic separation from these institutions. Nor does the current policy include clear language indicating that Purdue Polytechnic Statewide and Purdue in Indianapolis students should follow this readmission policy.

The current policy allows students to apply for Spring, Summer, and Fall readmission. There are a number of students who in the past have applied for readmission to Summer and then are separated again immediately at the end of the summer due to the ease with which a semester indices can dip below 2.0.

The current policy includes vague language regarding the required stop out period for students. This vagueness has resulted in dozens of students each semester spending many hours gathering medical information, notes from professionals across many fields, and compiling a genuine appeal as they reshare the traumatic events which often played a large role in their eventual academic

separation. Yet the Committee on Scholastic Delinquencies and Readmission rarely granted these appeals because when students shared their stories it ultimately reinforced the belief that a stop out period was required.

The current policy lives on the website of the Office of Admissions and is linked to from the Academic Regulations. Although the Office of Admissions plays a role in shepherding students through the process and administering the readmission application, the Educational Policy Committee finds this policy would be more appropriately housed within the Purdue University Academic Regulations under the Academic Notice and Separation section.

Proposal: The University Senate modifies the Readmission Policy according to the table that follows in order to:

1. use more consistent and direct language regarding the readmission policy;
2. reorganize the order of the policy to group like topics together and have the policy framed in a logical, progressive set of steps;
3. ensure the readmission application process is aligned with all other application processes to Purdue;
4. eliminate the ability for students to apply for readmission during the summer;
5. clarify terminology regarding how the regional campuses and regional campus policies interact with this policy;
6. delineate the instances where a student may file an appeal to the required stop out period;
7. shift the placement of the policy from the Office of Admissions website to the Academic Regulations

ORIGINAL LANGUAGE AND LOCATION	MODIFIED LANGUAGE AND LOCATION
Office of Admissions Website	Academic Regulations
<u>Readmission Policy</u>	Academic Notice and Separation

	C. Readmission
<p>Readmission Policy</p> <ol style="list-style-type: none"> 1. The University Senate establishes academic notice and separation status levels. The current levels can be found in <i>University Regulations</i>, Part 2, Section VIII. 2. The University Senate establishes academic notice and separation status levels. The current levels can be found in <i>University Regulations</i>, Part 2, Section VIII <p>(There is no corresponding statement.)</p> <ol style="list-style-type: none"> 5. Students who are separated from the University for the first time are required to stay out at least one semester. Students who are separated for the second time are required to stay out for at least one year (two full semesters; summer session (modules 1, 2, 3) and other short-term programs do not count as a semester). The CSDR can make exceptions to this policy for seniors who can complete degree requirements in one semester with 15 or fewer credit hours, as long as they have the support of their school. Also, students who have suffered unusual extenuating circumstances may petition for an 	<ol style="list-style-type: none"> 1. The University Senate establishes academic notice and separation status levels. The current levels can be found in <i>University Regulations</i>, Part 2, Section VIII. 2. A student may not be academically separated from Purdue unless they have been on academic notice the previous semester or was admitted on academic notice the previous semester. Throughout this policy, Purdue includes Purdue West Lafayette, Purdue in Indianapolis and Purdue Polytechnic Statewide. <p>(This is a new addition to the policy.)</p> <ol style="list-style-type: none"> 3. Students may only apply for Readmission in the fall and spring semesters. 4. Students academically separated from Purdue for the first time must stop out for at least one semester. Students academically separated for a second time must stop out for at least one year (two full semesters; summer session (modules 1,2,3) and other short-term programs do not count as a semester). During that stop out period, students must enroll in at least 12 credit hours during one of the semesters. The exception is if the department requirement for readmission indicates that no classes should be taken during the stop out period.

exception. The CSDR must first review and approve valid pertinent information submitted by the student with unusual extenuating circumstances before an application is given to the student for completion. Students seeking an exception must submit an application no later than the Thursday before classes begin for the next semester or academic term. (7/14/03)

The CSDR also must first review and approve any request from a school/department at Purdue University to make an exception to the layout period for a student with more than 15 credit hours to graduate. (7/14/03)

11. The Readmissions Committee has authorized the committee chair to act on behalf of the committee under the following circumstances:
- When a student has a semester average of C or better the first semester after readmission and is separated again because of graduation index.
 - When a senior has been separated and needs no more than nine credit hours for summer sessions to graduate or no more than 15 credit hours for fall or spring to graduate, and has a favorable recommendation from the school from which she/he has been separated. It is understood that in any instance in which a school recommendation for readmission is not favorable, the application

5. The exceptions to the required stop out period are:

- Seniors who can complete degree requirements in one semester with 15 or fewer credit hours, if they have the support of their school/department
- The school/department may petition on behalf of a student with more than 15 credit hours remaining to reach degree completion
- Students who satisfy an incomplete grade within 15 days of the end of term

All exception requests must be filed no later than 15 days after the receipt of an academic separation notice. These exceptions are reviewed by the Readmission and Academic Renewal Committee.

will not be acted upon by the CSDR.

- When a student has been separated and has an incomplete grade from her/his last semester or academic session of enrollment that she/he can complete in a timely fashion - normally, before the beginning of the next semester or session. The course instructor must provide verification of the final grade in a timely fashion and the grade must raise the index (University graduation index and/or readmission semester stipulation) to the level where the student would be eligible to continue.

4. A student on academic separation status is not eligible to enroll in any course at Purdue University in West Lafayette, Purdue University in Indianapolis, any Purdue University regional campus, or the Statewide Technology Program.

8. Students who are separated from the West Lafayette location may choose, after one semester lay-out, to apply for readmission at a Purdue regional campus and must adhere to the procedures established at that particular campus.

9. A separated student from the West Lafayette campus who is readmitted as described in item 8 above in a Purdue program at a regional campus is eligible to apply for transfer to the West Lafayette

6. A student on academic separation status is not eligible to enroll in any course at Purdue, Purdue Fort Wayne, or Purdue Northwest.

7. Students who are academically separated from Purdue may choose, after a one semester stop out, to apply for readmission at Purdue Fort Wayne or Purdue Northwest and must adhere to the procedures established at that particular campus.

8. A student academically separated from Purdue who is readmitted as described in item 7 above is eligible to apply for transfer to Purdue under normal Purdue Fort Wayne or Purdue Northwest transfer procedures

under normal regional campus transfer procedures after she/he has successfully completed 12 credit hours with grades of C or better.

6. Students applying for readmission are required to pay a \$100.00 readmission fee, which is non-refundable. Beginning with spring 2005 and thereafter, the readmission application fee will be \$100.00 (also non-refundable). * Refunds will be considered for students who will be registered after readmission for eight or fewer credit hours to complete their degree on the regional campuses and students who will be registered after readmission for six or fewer credit hours to complete their degree on the West Lafayette campus. The Office of Admissions may also waive the readmission fee if there is sufficient evidence of economic hardship
7. Students must remove all University encumbrances by the application deadline of the semester or summer session for which they are seeking readmission and must pay the readmission fee by the application deadline.
14. The chair of the Committee on Scholastic Delinquencies and Readmissions may extend the readmission approval for a student. A newly readmitted student must enroll within one calendar year of committee action. Beyond that time the student shall file a new application for readmission. Another fee will be charged. (Reviewed and approved by the

after they have successfully completed 12 credit hours with grades of C or better.

9. Students must remove all University holds and pay the non-refundable application fee by the deadline of the academic session for which they are seeking readmission. The Office of Admissions may waive the application fee if there is sufficient evidence of economic hardship.
10. A newly readmitted student may request a change of term for up to one year from the date of original application. This request will be reviewed by the chair of the Readmission and Academic Renewal Committee. Beyond one year the student must file a new readmission application and will be charged the application fee.

Educational Policy Committee,
10/30/89).

(This was simply a statement listed above the policy.

Right of Review

A student who has been denied readmission by the committee may request that the committee review its decision. This review must be on the basis of additional relevant information not previously considered by the committee. The review can take one of two forms: (1) a review of written information submitted to the committee for further evaluation, or (2) a personal appearance of the student at a committee meeting.

10. All students readmitted are readmitted on academic notice, with the stipulations to register for no more than 15 credit hours (nine credit hours total for all summer modules) and earn no less than a 2.0 semester index.

15. All readmitted students enrolled in more than 15 credit hours fall or spring semesters (nine credits for summer session) will be notified by letter within the first four weeks of the semester (two weeks of summer session) that their registration exceeds the credit hour limit and will lead to academic separation status if it is not reduced. Readmitted students who, based on their grade report, exceed the 15 credit hour maximum stipulation will be separated again. On the basis of unusual circumstances, exceptions to the credit hour limitation

(This was not previously part of the policy.)

11. A student who has been denied readmission by the academic department may request an appeal to the Readmission and Academic Renewal Committee from their application portal. This Readmission and Academic Renewal Committee review must be based on additional relevant information not previously considered by the academic department.

12. All students readmitted are readmitted on academic notice, with the stipulations to register for no more than 15 credit hours and earn no less than a 2.0 semester index.

13. Exceptions to the credit hours limitation for a readmitted student's first semester back can be made for extenuating circumstances by petitioning the chair of the Readmission and Academic Renewal Committee.

can be made for extenuating circumstances by petitioning the chair of the committee.

3. Summer session grades do not immediately affect the academic notice or separation status of a student, except if the student has been readmitted for the summer session and does not meet the CSDR's stipulations. The student is separated again at the end of summer session if he/she fails to meet the stipulations placed on his/her readmission to summer session.

(There is no corresponding statement.)

12. The Dean of Students was granted approval by the Committee on Scholastic Delinquencies and Readmissions in 1969 to reclassify and permit register as temporary students former students who have been separated provided:
 - The Office of Admissions staff is convinced that the objective is for adult education only - no further degree objective.
 - The student is at least 21 years old.
 - The student will have been separated for at least a full year prior to registration.

14. Summer session grades do not immediately affect the academic notice or separation status of a student. However, the summer term grades are included in the cumulative GPA of the next semester of enrollment.

(This is a new addition to the policy.)

15. An academically separated student from Purdue Fort Wayne or Purdue Northwest must complete the campus' readmission policy and complete 12 or more hours with grades of C or better at Purdue Fort Wayne or Purdue Northwest prior to being eligible to transfer to Purdue.

16. An academically separated student is eligible to register as a non-degree student provided:
 - The course load is limited to 7 hours or fewer
 - The student will have been separated for at least 5 years prior to registration

- The course load is limited to six hours or less.
- The student is employed full-time or is a homemaker.
- The student is a commuter.

13. The Committee on Scholastic Delinquencies and Readmissions will review applications for students who graduated on academic separation status and want to enroll in additional undergraduate course work. The Graduate School will decide whether a student who graduated on academic separation status may enroll in graduate courses. (2/11/86)

16. Members of the Committee on Scholastic Delinquencies and Readmissions voted to assign the readmission processing for non-degree students to the Office of Admissions. The director of admissions indicated that the following policies and procedures will be followed:

- All non-degree students who are separated for the first time must observe a one semester layout;
- A second readmission will not be considered;
- No readmission application fee will be assessed for non-degree seeking students

17. The Readmission and Academic Renewal Committee will review post-baccalaureate reentry applications for students who graduated on academic separation status and want to enroll in additional undergraduate course work. The Office of Graduate Studies will decide whether a student who graduated on academic separation may enroll in graduate courses.

18. Readmission processing for non-degree students is handled by the Office of Admissions. The following guidelines are used in instances of a non-degree student's Academic Separation:

- All non-degree students who are academically separated for the first time must observe a one semester stop out
- A second readmission will not be considered
- Any high school student academically separated from Purdue must observe a one semester stop out before becoming eligible to reapply to Purdue

Committee Votes:

For:

Howard Sypher (Chair)
Thomas Brush
Julie Chester
Vincent Duffy
Abdelfattah Nour
PV Ramachandran
Mark Russell
Steven Scott
John Sheffield
Patricia Davies
Stacy Lindshield
Antonio Sa Barreto
Monica Torres

Against:

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Advisors

Lesla Beals
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Jeff Stafancic
Jeff Elliott
Cara Wetzel

Students

Ali Holmes
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Eden Wolfe



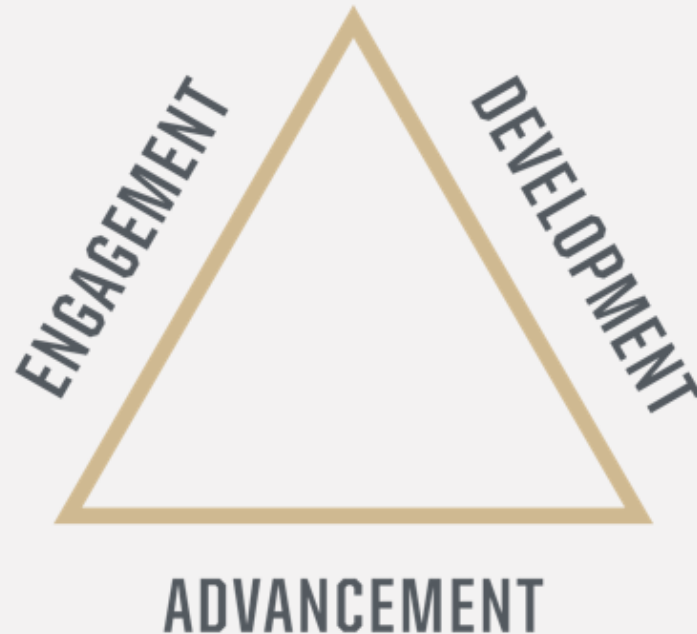
JULIE DUSSLIERE

**President and CEO
Purdue for Life Foundation**

Purdue for Life Foundation

*The Purdue for Life Foundation
helps people who love Purdue →*

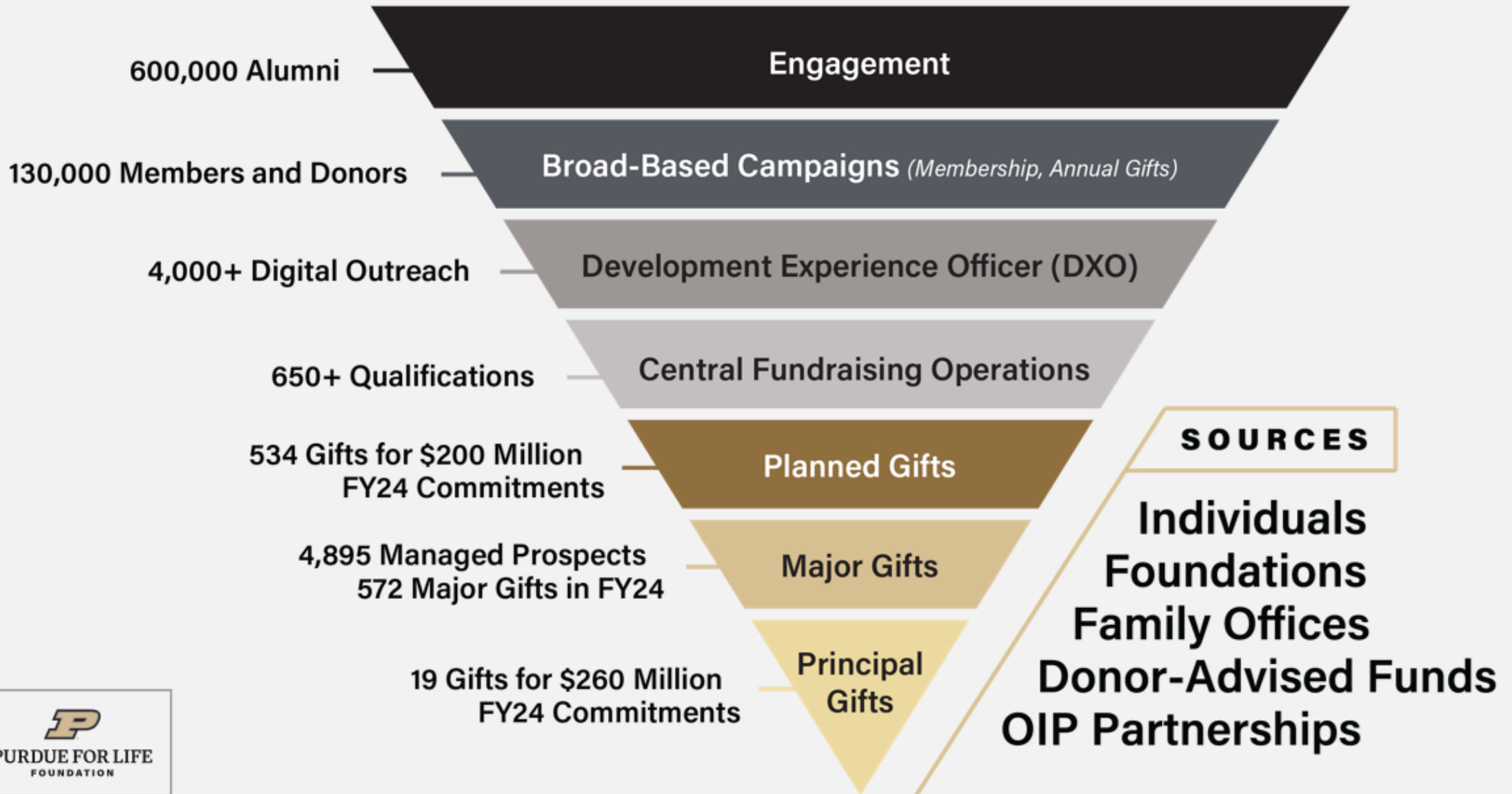
**Stay Connected.
Get Involved.
Give Back.**



FAST FACTS

Founded	March 10, 2020
Employees	328
Campuses We Support	8 <i>West Lafayette (with Indy), FW, NW, Global, and 3 PPHS</i>
Student Support	107K+ <i>(Current)</i>
Alumni Support	600K+ <i>(Living Alumni)</i>
Database Constituents	1.5M+ Salesforce Identities
Events	192+/Year
Purdue Day of Giving '24	\$76M+
Cash Input to Purdue	18%
Donations to Purdue '24	\$620M+/Year

Integrated Advancement Model





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