

UNIVERSITY SENATE
Fourth Meeting, Monday, 28 January 2019, 2:30 p.m.
Pfundler Hall, Deans Auditorium

AGENDA

1. Call to order Professor Natalie J. Carroll
2. Approval of Minutes of 19 November 2018
3. Acceptance of Agenda
4. Remarks of the Senate Chair Professor Natalie J. Carroll
5. Remarks of the President President Mitchell E. Daniels, Jr.
6. Question Time
7. Résumé of Items Under Consideration
by Various Committees For Information
Professor Gerald E. Shively
8. Senate Document 18-03 Purdue University Global Student and
Faculty Rights For Action
Professor David A. Sanders
9. Senate Document 18-05 Parental Leave Policy for Students For Discussion
Professor Christopher W. Clifton
10. Update from the Native American Educational & Cultural
Center For Information
Director Felica Ahasteen-Bryant
11. New Business
12. Memorial Resolutions
13. Adjournment

UNIVERSITY SENATE

Fourth Meeting, Monday, 28 January 2019, 2:30 p.m.
Pfundler Hall, Deans Auditorium

Present: *President M. E. Daniels Jr., J. W. Camp (Secretary of Faculties and Parliamentarian), Natalie Carroll (Chair of the Senate), C. A. Cooky (Vice-Chair of the Senate), K. Ajuwon, J. T. Akridge, B. J. Alge, A. Banks, A. M. Beck, P. Bermel, G. Blaisdell, S. M. Brouder, S. S. Broyles, C. E. Butzke, L. Claxton, C. W. Clifton, M. Conaway, J. Cover, B. Craig, D. Eichinger, D. S. Elliott, C. Erickson, C. Fisher, A. Francis, A. Freed, M. Gribskov, M. T. Harris, J. Harris, C. A. Hill, S. Hooser, W. J. Hutzler, A. Irfanoglu, J. Janick, R. E. Jones, R. Kaufmann, T. Kelley, N. Knobloch, D. Koltick, E. P. Kvam, S. Lee, J. Mick La Lopa, R. Lucht, R. Malo, S. Martin, E. T. Matson, T. McGraw, H. A. McNally, J. Neal, D. L. Nichols, L. Nies, R. Nowack, J. Olek, R. Pinal, L. Prokopy, J. Pula, R. Rapp, J. Reynolds, J. Rhoads, M. Rispoli, L. Rokhinson, A. Ruple, D. Sanders, S. Scott, L. Sherman, G. E. Shively, T. Sizyuk, B. H. Sorge, J. A. Story, S. Wereley, K. Williams, M. Anwer, H. Beasley, F. J. Dooley, J. Huber, B. McCuskey, A. C. Rollock, M. Smith and S. Johnson (Sergeant-at-Arms).*

Absent: K. Abrahamson, R. Adams, S. C. Chang Alexander, T. Bailey, J. Ann Banks, F. Berry, T. Bhattacharya, R. X Browning, T. Brush, M. Corless, C. Das, E. J. DelpIII, J. Dworkin, D. Ferullo, R. Fouché, N. Kong, E. Kossek, M. Lill, D. J. Love, K. Matsuki, G. M. Michalski, S. No, E. Otarola-Castillo, P. Robinson, A. Samarapungavan, D. Saraswat, D. W. Smith, Q. Song, W. E. Sullivan, H. Sypher, N. J. Olynk Widmar, J. F. Yacilla, B. Zenor, M. B. Cline, B. Frazee, K. Gehres, P. Hollenbeck, L. Kane, J. L. Mohler, A. Rodriguez, K. L. Sermersheim and B. Vale, D. Vukobratovich.

Guests: S. Beaudoin (Global Committee), S. Deery (M&M), J. Fish (TLT), A. Nickel (M&M), E. Slater (Exponent) and A. Weliever (Exponent).

1. The meeting was called to order at 2:35 p.m. by Chairperson Natalie Carroll.
2. The minutes of the 19 November 2018 Senate meeting were approved as distributed.
3. The January Senate Agenda was approved by unanimous voice vote.
4. Professor Natalie Carroll presented the remarks of the Chairperson (see Appendix A).
5. President Mitchell E. Daniels, Jr. presented the remarks from the President (see Appendix B).
6. Question Time: President Daniels answered questions from the Senate floor.
 - Professor Ralph Kaufmann asked how international student would fit in with the requirement to pass the civics examination. President Daniels said this could be approached from several points-of-view including exemption from taking the examination, an option if they wish to take it, or a graduation requirement. Professor Christopher Clifton suggested that international student who return to their home countries might be viewed to possess expertise about the U.S. that could be to their advantage. He noted that some evidence suggests that international students do better on these questions already than do native students.
 - Professor Jules Janick suggested that this is a high school problem and should not

be a college problem. It is not dealt with at either level, leading to the observed poor results.

- Professor Christine Erickson questioned how much students will learn from taking a ten-question multiple choice examination. President Daniels stated he is open to larger, more complete ways of doing this examination. He has actively encouraged our students to take more liberal arts courses. He said he can be persuaded that we require more study of the liberal arts.
- Professor Robyn Malo questioned that an examination is the best way to accomplish President Daniels' goal(s). From her own experience, the naturalization test is not very difficult. She also expressed concern about how the examination would be graded.
- Professor Leonid Rokhinson recommended taking a broader approach to reach more students.
- Professor Helen McNally stated that it should be dealt with before students arrive at Purdue and could be part of an admissions test. President Daniels and Provost Akridge have discussed possibilities to encourage more students to get a head start before coming to Purdue. Perhaps this could be part of existing efforts, but it would not be taken for credit.
- Professor Sylvie Brouder recommended starting with the existing test and learn from the results to tweak the test over time. President Daniels agreed with this suggestion.

7. Representing the Steering Committee, Professor Gerald Shively presented the Résumé of Items under Consideration (ROI) by various standing committees (see Appendix C). The Chairs of the Senate Standing Committees briefly described the current activities of their respective committees. As Professor Frederick Berry was not in attendance, Professor Jeremy Reynolds spoke for the Nominating Committee and reiterated that nominees were still needed for Vice-Chair of the Senate. These nominees will be introduced at the February Senate meeting.

As part of the ROI presentations, Professors Deborah Nichols and Stephen Beaudoin provided an update on the activities of the Purdue Global Select Committee (see Appendix

D). Following the presentation, they entertained questions from the Senate floor.

- In response to Professor Nichols' statement that the Purdue Global administration did not intend to stifle faculty contacts with the media, Professor Linda Prokopy asked if the language in the faculty handbook would be changed to reflect that fact. Professor Beaudoin stated that the language would not change beyond what is already contained in the Purdue Global Handbook.
- Professor Ralph Kaufmann about the courses accepted for ENGL 10600. The English Department accepted certain courses from Purdue Global that will qualify for the ENGL 106. Professor Beaudoin noted that every year courses are reviewed for inclusion in Purdue's curricula. Professor Nichols said that this process is not unique to Purdue.
- Professor David Sanders mentioned that people are claiming that the degrees they earned from Kaplan in the past are now Purdue Global degrees. Professor Nichols said that verification of a diploma can prove it one way or the other. Professor Sanders stated his point is about branding. He believes this will lead to confusion in the public mind about Purdue University degrees vs. Purdue Global degrees. He asked: "Is there a way to be more forceful to protect our brand?" Professor Nichols said we are not in the position to police what people put on their curriculum vitae or résumés.

Professor Nichols presented an update from the Faculty Compensation and Benefits Committee (FCBC, [see Appendix E](#)).

8. Professor David Sanders presented [Senate Document 18-03](#), *Purdue University Global Student and Faculty Rights*, for Action. Professor Sanders thanked many people and support for their support. He is still concerned that faculty, staff and administrators at Purdue Global do not feel they can express their opinions freely. He has been contacted him anonymously by individuals in each of these groups. He believes most of what it is in the Senate Document 18-03 has been accomplished by the Select Committee and the AAUP. He again stated that forced arbitration is against the law. His concerns about the 60-minute rule remain. They will apparently address these concerns in the Purdue Global handbook. Given that the Select Committee has addressed many of the issues in Senate Document 18-03, he made a request of the Senate to withdraw the document at this time. He mentioned that additional discussion can occur, if needed. As there were no objections to his request from the floor of the Senate, Senate Document 18-03 was withdrawn from consideration. Professor Nichols expressed appreciation for Professor Sanders' efforts.
9. [Senate Document 18-05](#), *Parental Leave Policy for Students*, was introduced for Discussion by the Student Affairs Committee Chair Professor Christopher Clifton. He explained the rationale for the policy. An attachment to the document explained the policy in detail ([see Appendix F](#)). Professor Clifton then answered questions from the floor.
 - Professor Prokopy reminded the Senate to keep in mind adoptive parents. She recommended the use of neutral pronouns in final paragraph. Professor Clifton mentioned that Title IX deals with medical conditions and viewing adoption as a medical condition might not be in compliance with Title IX. Provost Akridge stated that a variety of Purdue policies deal with this issue and this can be worked out with the Vice President for Ethics and Compliance, Alysa Rollock. He suggested we can work out the process to capture this using our usual policy framework. Vice President Rollock noted that the recommendations in the Resolution are, in general, is the processes that are currently followed. Students do make requests for accommodations by the University every year. Faculty also cooperate in this process. Vice President Rollock will be happy to work with the Senate in fashioning an appropriate policy.
 - Professor Sanders asked about the origin of the Policy. This originally came from the students via the Office of Student Life. It was suggested that some of the wording may be inconsistent with other absence policies. In putting together the wording for the document, the Office of Institutional Equity provided assistance.
 - Professor Shively mentioned that fellowships can be put on hold. He asked: "What about those who already paid fees? What are the implications?" Vice President Rollock said that we currently work with these students on their withdrawals and help them with the finances the University controls.
 - Professor Kaufmann asked if the minimum number of weeks considered? Professor Clifton said that flexibility was favored to not be to prescriptive.
 - Professor Cheryl Cooky was curious about the impact on international students relative to visas and other issues. Vice President Rollock stated that international students have to comply with the law. If they withdraw, they have to keep in line with the law. If necessary, other accommodations can be make so they do not have to withdraw.

10. The Director of the Native American Educational & Cultural Center, Felica Ahasteen-Bryant presented an update about the Center (see Appendix G).
 - Professor Carroll asked if the Center's website address is available. Director Ahasteen-Bryant said she would forward the link to the Senate.
11. No New Business was brought to the Senate.
12. No Memorial Resolutions had been received.
13. Having no additional business, the meeting adjourned at 4:00 p.m.

To: The University Senate
From: David A. Sanders
Subject: PUG Student and Faculty Rights
Disposition: University Senate for Approval

WHEREAS: Purdue University faculty, including faculty associated with University Senate-derived Committees, successfully advocated for the elimination of mandatory nondisclosure agreements as conditions of employment for Purdue University Global faculty; and

WHEREAS: Purdue University Global requires students to sign forced-arbitration agreements as a condition of enrollment; and

WHEREAS: These forced-arbitration agreements compel students or former students to waive their rights to join a class action or a jury trial and apply forced arbitration even to cases of fraud or misrepresentation “relating to advertising or other solicitations to enroll at Purdue Global;” and

WHEREAS: The Purdue University Global “Faculty 60 Minute Rule” places prior restraint on faculty free-speech rights by demanding that faculty send an e-mail message to University leadership within 60 minutes of media contact; and

THEREFORE, BE IT RESOLVED THAT:

1. The University Senate strongly urges the Purdue University Global Administration to end the use of forced-arbitration agreements as a condition of student enrollment.
2. The University Senate strongly urges the Purdue University Global Administration to end the application of the 60-minute rule to media contact by the faculty.
3. The University Senate, in order to protect the interests of current and future faculty and students, strongly urges the Purdue University

faculty to reject participation with Purdue University Global until the termination of forced-arbitration agreements as a condition for student enrollment and of the 60-minute rule for faculty notification concerning media contact is confirmed.

Respectfully submitted by David A. Sanders

To: The Purdue University Senate
From: Chris Clifton, Chair, Student Affairs Committee
Subject: Parental Leave Policy for Students
Disposition: University Senate for Discussion

WHEREAS, the University has policies for employee (including student employee) leave for new parents, but not for student academic leave; and

WHEREAS, Title IX provides for student parental leave only as deemed medically necessary;

THEREFORE, BE IT RESOLVED that The Purdue University Senate recommends that the University adopt the attached Parenting Leave Policy for Students.

Respectfully submitted,
Chris Clifton, Chair
Student Affairs Committee

Approve:

Brade Alge
Tom Atkinson
Chris Clifton
Matt Conaway
Rayvon Fouché
Jason Harris
Russell Jones
Kenji Matsuki
Beth McCuskey
OreOluwa Otegbade
Paul Robinson
David Sanders
Jon Story
Anumitha Venkatraman

Not Present:

Heather Beasley
Abbie Blunier
Alicia Cheng
Christopher Churchill
James L. Mohler
Steve Wereley

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

STEERING COMMITTEE

Jerry Shively shivelyg@purdue.edu

ADVISORY COMMITTEE

Natalie Carroll ncarroll@purdue.edu

NOMINATING COMMITTEE

Fredrick Berry berryf@purdue.edu

1. The request for faculty volunteers to serve on faculty committees has been sent out.
2. The Nominating Committee would like to have completed résumés for University Senate nominees for vice chair by February 4th.

EDUCATIONAL POLICY COMMITTEE

Michael Harris mtharris@purdue.edu

1. Standardize Tests and Admissions Standards
2. Senate Document 18-01 "Resolution on Jury Duty Absence Policy.
3. Priority Registration for "Degree in 3" Students

EQUITY AND DIVERSITY COMMITTEE

Audrey Ruple aruple@purdue.edu

1. Strategic planning
2. Student experience in the research university (SERU)
3. COACHE results
4. Graduate school application diversity statement

FACULTY AFFAIRS COMMITTEE

Deborah Nichols deborahnichols@purdue.edu

1. Faculty Compensation and Benefits
2. Teaching Evaluations
3. Academic Rigor
4. External Threats to Faculty
5. Lecturer Policy
6. COACHE survey
7. Grad School Admissions Policies

STUDENT AFFAIRS COMMITTEE

Christopher Clifton clifton@cs.purdue.edu

1. Faculty-Staff Grant Program
2. Monitoring experiences of student-athletes

UNIVERSITY RESOURCES POLICY COMMITTEE

Jonathan Neal jneal@purdue.edu

1. BIER Committee - Timeliness and transparency of budgets of campus units
2. Questions about the oversight of visual arts and making information available to the Purdue community
3. Recycling policy
4. Pedestrian safety/ off street vehicles on campus

Chair of the Senate, Natalie Carroll, ncarroll@purdue.edu

Vice Chair of the Senate, Cheryl Cooky senate-vicechair@purdue.edu

Secretary of the Senate, Joseph W. Camp, Jr., jcamp@purdue.edu

University Senate Minutes; <http://www.purdue.edu/senate>

January 28, 2019

WELCOME PROFESSOR ANWER!

- SD-17-14: Senate Representation of the Honor's College
 - Passed Nov. 19, 2018

FYI: RESOLUTION PASSED BY THE COLLEGE OF LIBERAL ARTS FACULTY SENATE

- Resolved, That the Faculty of the College of Liberal Arts stand opposed to the proposal for a new health plan, approved by the Trustees of Purdue University on 12 October 2018, and in particular to the provision that spousal coverage will be available only for those whose spouses do not work or do not have access to medical insurance through their employer.
 - Resolved, we recognize that this provision, along with the premium increase, increased deductibles, and reliance on CVS formulary, affects the lowest-paid members of our community disproportionately.
 - Resolved, we call for a transparent review process that uses meaningful benchmarks—comparable universities rather than local employers—and for a speedy resolution in the spring that will be presented while the University Senate is still in session.
- Note: Professor Nichols, chair of the Faculty Affairs Committee, will present an update on what the Faculty Compensation and Benefits Committee, which has broader representation than the name indicates, has been working on.

COACHE Survey Results – Faculty Leadership

Faculty Leadership, 2018 data

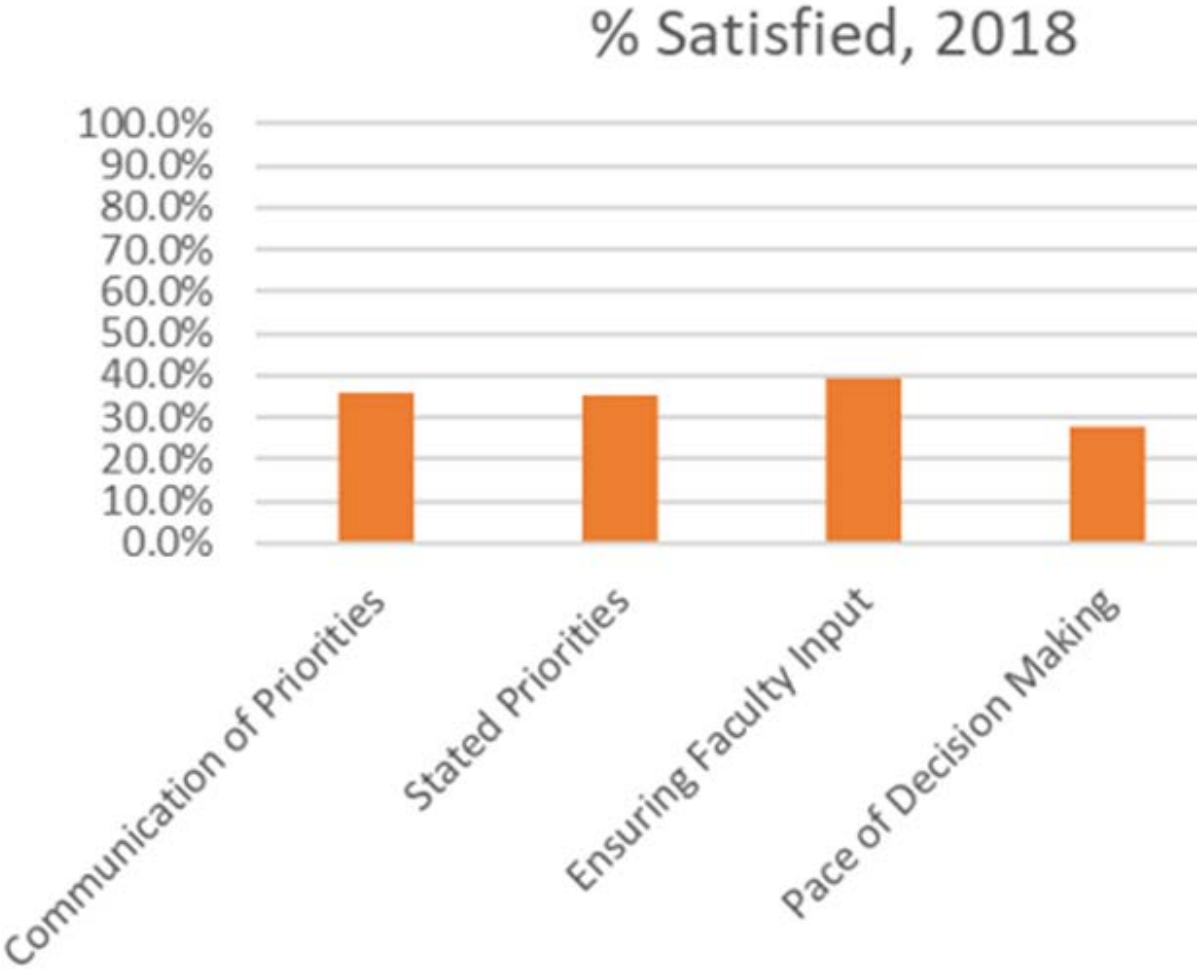
The COACHE survey included questions asked about “faculty leadership.” When respondents were asked what they meant by faculty leadership, over 80% listed the University Senate.

Results from last spring’s survey:

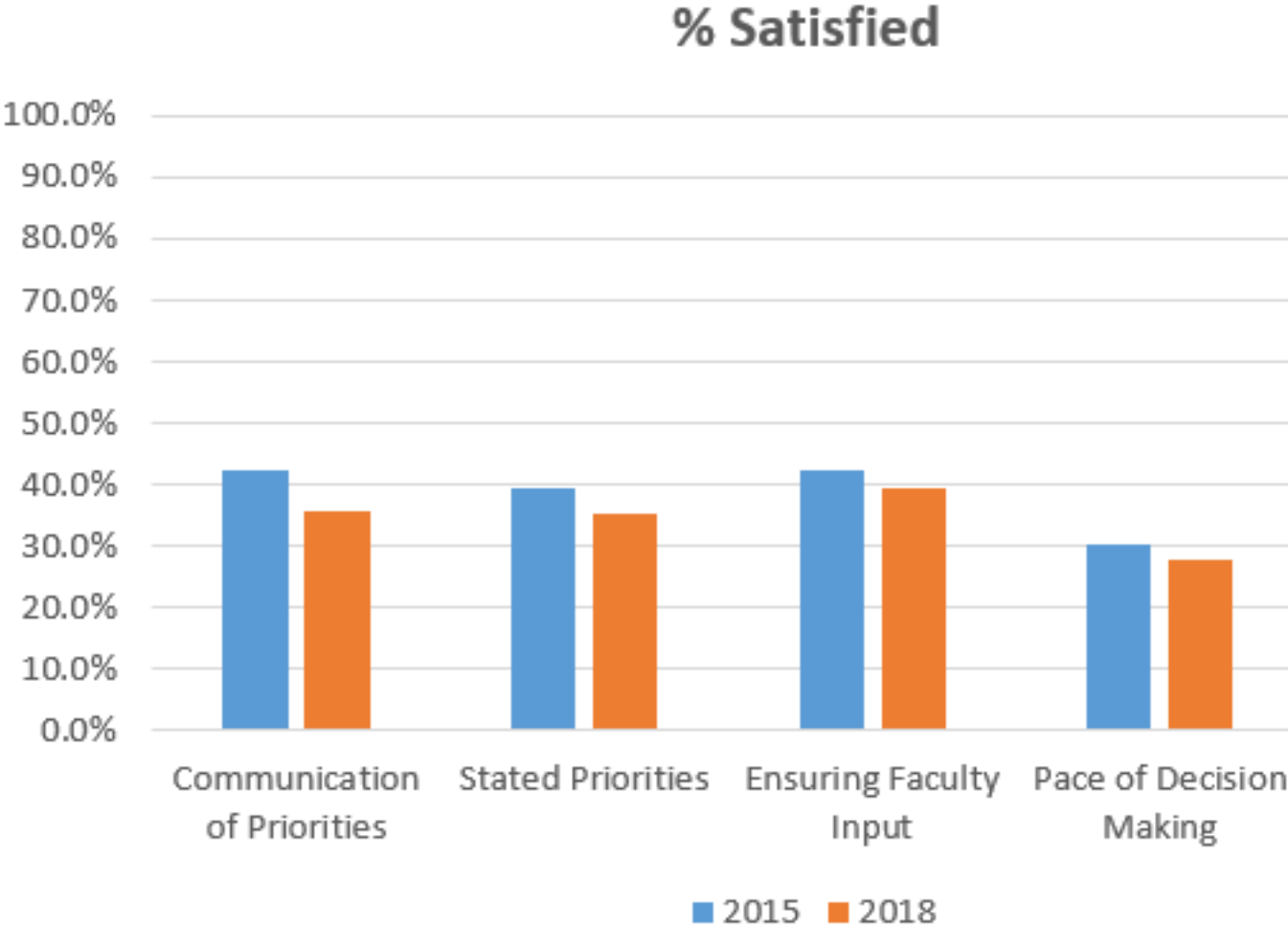
Question	Mean	Satisfied (%)	Effect Size
Communication of Priorities	3.1	35.9%	0.14
Stated Priorities	3.1	35.1%	0.11
Ensuring Faculty Input	3.1	39.4%	0.10
Pace of Decision Making	3.0	27.7%	0.09

Satisfaction with Faculty Leadership

Graphically



Comparison with 2015



Communications: University Senate Newsletter

Purdue University Senate News

Message from the Senate Chair, Natalie Carroll:

Welcome to the Purdue University Senate News! We provide this update so you will know what we are working on and who to contact if you would like to comment on items or issues we are studying in committee.
January 2019

** Recent Senate Decisions **

- Resolution on Environmental and Economic Sustainability at Purdue University – to encourage Purdue to develop a strategic plan that sets goals placing us in the top quartile of Big 10 institutions and commits to achieving those targets. Sustainability goals as part of master planning; investment in sustainable outcomes; and reports to the Senate by the Provost and Chief Financial Officer
- Addition of Representation of the Honors College on the Senate
- Updated Language for the Math Core Curriculum
- Support for the Purdue Graduate Student Government Bill of Rights and Responsibilities Resolution

Nominees Needed for Senate

Faculty Committees: nominees do not need to be Senators any tenured, tenure-track, or clinical faculty member may apply.

- Sign up for Faculty Committees: www.purdue.edu/senate/signup/ (left)
- This website also has some Senate FAQs

For More Information:

www.purdue.edu/senate/

** January Senate Meeting **

Documents for Action

- Doc 18-05 Purdue University Global Student and Faculty Rights
 - Passed or Not passed

Documents for Discussion

- SD 18-5 Parental Leave Policy for Students

Update: The Native American Educational & Cultural Center (Director Felica Ahasteen-Bryant)

Senate Select Committee Work

- Purdue Global Select Committee, Co-chairs: Deb Nichols & Steve Beaudoin
- Charge:
 - Meet the University (including Global) Administrators
 - Discuss aspects of Purdue Global of interest/concern to the University Senate
 - Advocate for needed changes / clarifications
 - Report findings to the Senate
 - See Senate meeting minutes for more (search suggestion: "global")
- Steering Committee, Chair: Jerry Shively, shivelyj@purdue.edu
 - Contact for any faculty member or group of members who wish to present any proposal before any meeting of the Senate.

Charge of the Purdue University Senate

The University Senate is the governing body of the faculty, subject to the authority of the Board of Trustees and in consultation with the President, it has the power and responsibility to propose or to adopt policies, regulations and procedures intended to achieve the educational objectives of Purdue University and the general welfare of those involved in these educational processes.

Purdue University Senate News

Standing Committees

Members: Senators and Administrative Reps (name, chair, followed by current work)

Educational Policy Committee, Michael Harris, mtharris@purdue.edu

- Standardized tests and Admissions Standards
- Purdue Student Jury Duty Absence Policy
- Priority registration for "Degree in 3" students

Equity And Diversity Committee, Audrey Ruple, aruplecz@purdue.edu

- Student experience in the research university
- Strategic planning

Faculty Affairs Committee, Deborah Nichols deborahnichols@purdue.edu

- Teaching evaluations
- Threats to faculty
- Academic rigor
- Core transfer library - updating

Nominating Committee, Fredrick Berry, berryf@purdue.edu

- Populating Faculty Committees (requested volunteers: for Faculty Committees on 1/9/19 and are working to populate all committees)

Student Affairs Committee, Christopher Clifton, clifton@cs.purdue.edu

- Parental leave for students
- Faculty-staff grant program

University Resources Policy Committee, Jonathan Neal jneal@purdue.edu

- Recycling policy
- Pedestrian safety / Off street vehicles on campus

Faculty Committees

Members: tenured/tenure-track, clinical/prof. faculty (Chair, Standing Committee that this committee reports to)

- Academic Organization (Matthew Lynnall, EPC)
- Academic Progress and Records (Sammie Morris, EPC)
- Architectural and Landscape Design and Planning (*, URPC)
- Athletic Affairs (Joe Camp, SAC)
- Budget Interpretation, Evaluation, & Review (Lou Sherman, URPC)
- Faculty Compensation and Benefits (Peter Goldsbrough, FAC)
 - Currently working with HR, APSAC, and CCSAC on benefit issues
- Grade Appeals (Sundarajan Rajeswari, FAC)
- Library Committee (Sylvie Brouder, URPC)
- Parking and Traffic (Nicholas Dib, URPC)
- Promotions, Committee A (na)
- Promotions, Committee B (na)
- Scholastic Delinquencies and Readmissions (*, EPC)
- Staff Appeal Board for Traffic Regulations (Brian Leung, URPC)
- Student Excellence (*, EPC)
- Sustainability (Jonathon Day, URPC)
 - Currently working with Purdue Master Planning to discuss pedestrian safety, parking, mass transit, and sustainability.
- Visual Arts (*, URPC)
*no chair

Please contact committee chairs for more information.

Concerns and requests for consideration by the Senate should be sent to Jerry Shively, chair of the Steering Committee.

Charge of the Purdue University Senate

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University Senate Newsletter

Reviewer concerns:

- Easier if it could just go to all faculty, rather than to senators to forward to faculty (I'll end up with half a dozen copies - from multiple senators in multiple departments).
- People may complain if they get too many emails, or not enough emails.
- Our materials are available on the website, but there may be other ways we can more effectively communicate with both Senators and Faculty.



UNIVERSITY SENATE

JANUARY 28, 2019

AMERICAN CIVIC ILLITERACY

- Just 26% of Americans can name all three branches of government
-2016 survey by The Annenberg Public Policy Center at UPenn
- 70% of Americans do not know that the Constitution is the supreme law of the land.
-2011 Newsweek survey

CIVIC ILLITERACY OF RECENT COLLEGE GRADUATES

2015 ACTA Survey

- ≈50% did not know senators are elected to six-year terms & representatives to two-year terms.
- Less than 50% knew that presidential impeachments are tried before the U.S. Senate.
- Almost 60% failed to identify a requirement for ratifying a constitutional amendment.
- 60% thought Jefferson was the “Father of our Constitution.” Only 28% correctly identified Madison.
- 40% didn’t know Congress has the power to declare war.

Less than 20% of American college graduates could identify the effect of the Emancipation Proclamation in the 2012 version of the survey.

CRISIS IN CIVIC EDUCATION: AS VIEWED BY SCHOLARS

“Despite huge increases in the formal educational attainment of the US population during the past 50 years, levels of political knowledge have barely budged. **Today’s college graduates know no more about politics than did high school graduates in 1950.** [Recent research indicates] ... the more knowledge citizens have of political principles and institutions, the more likely they are to support core democratic principles, starting with tolerance ... All other things being equal, the more knowledge citizens have, the more likely they are to participate in public matters.”

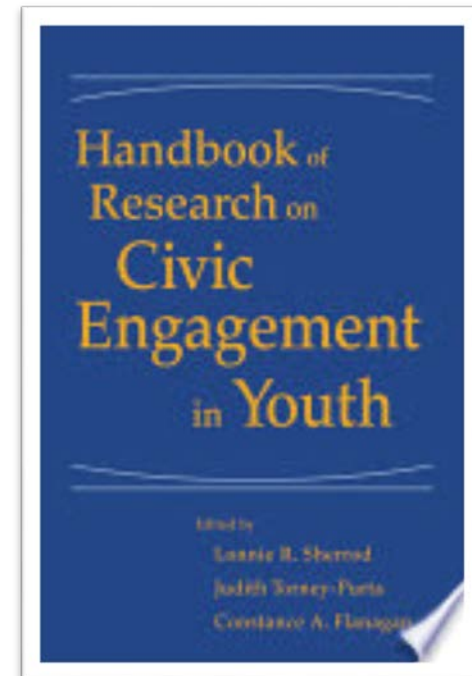
Galston, William A. "Political knowledge, political engagement, and civic education." *Annual review of political science* 4, no. 1 (2001): 217-234.



CRISIS IN CIVIC EDUCATION: AS VIEWED BY SCHOLARS

“Good citizens need to be knowledgeable about politics, history, government, and current events. ... On all of these measures, there is evidence of a profound gap between many non-White, immigrant, and especially low-income youth and adults, on the one hand, and White, native-born, and especially middle-class or wealthy youth and adults, on the other.”

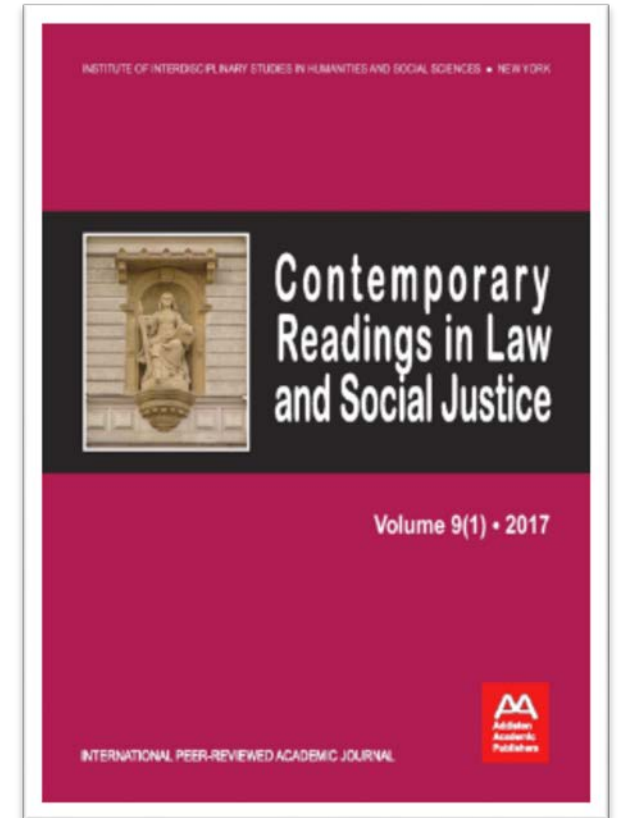
Levinson, Meira. "The Civic Empowerment Gap: Defining the Problem and Locating Solutions." Handbook of Research on Civic Engagement in Youth (2010): 331-361.



CRISIS IN CIVIC EDUCATION: AS VIEWED BY SCHOLARS

Author: Henry Giroux

Summary/Abstract: “The scourge of civic illiteracy undermines a formative culture capable of creating the informed and critical citizens necessary in a robust democracy....The question regarding what role education should play in democracy becomes all the more urgent at a time when the dark forces of authoritarianism are on the march in the United States.”



CRISIS IN CIVIC EDUCATION: AS VIEWED BY POLITICAL LEADERS

“The loss of quality civic education from so many of our classrooms has left too many young Americans without the most basic knowledge of who our forefathers are, or what they did, or the significance of the founding documents that bear their names. Too many children are ignorant of the sheer effort, the risks and sacrifices made by previous generations, to ensure that this country survived war and depression; through the great struggles for civil, and social, and worker's rights.

It is up to us, then, to teach them. It is up to us to teach them that even though we have faced great challenges and made our share of mistakes, we have always been able to come together and make this nation stronger, and more prosperous, and more united, and more just. It is up to us to teach them that America has been a force for good in the world, and that other nations and other people have looked to us as the last, best hope of Earth. It is up to us to teach them that it is good to give back to one's community; that it is honorable to serve in the military; that it is vital to participate in our democracy and make our voices heard.”

-President Barack Obama



CRISIS IN CIVIC EDUCATION: AS VIEWED BY CIVIC LEADERS

“Citizens who are less knowledgeable about the judiciary are more likely to believe that judges are biased and less likely to believe that courts act in the public interest.”

“The practice of democracy is not passed down through the gene pool. It must be taught and learned anew by each generation of citizens.”

-Justice Sandra Day O'Connor



In 2009, Justice O'Connor founded iCivics, a non-profit that seeks to revitalize civics education through technology



CRISIS IN CIVIC EDUCATION: AS VIEWED BY HIGHER ED REFORMERS

“One thing [universities] must *not* do is to believe that freshmen come to college with an adequate knowledge of American history and government. The evidence of the NAEP tests and the evidence of the civic illiteracy of college graduates are compelling and conclusive. **It is dishonest for a college or university to pretend that its students do not need further coursework in a subject so crucial to the future of this nation ...** To begin, every college and university should require at least one course in the history of America, the workings of its free institutions, and the core documents that illuminate our principles of government.”



RECENT FLORIDA LAW

- Requires college graduates to prove their knowledge of the basic principles of American democracy, the U.S. constitution and other founding documents and landmark Supreme court cases.
- Naturalization test was deemed too easy by Florida higher education leaders and so a more advanced version is under development.



RECENT MISSOURI LAW

- Each institution of higher education is responsible for creating and administering a civics test that must be passed before graduation.
- Exam must be 50 to 100 questions and similar to those on the U.S. Citizenship test.



PROPOSED INDIANA LAW

- Senate Bill 132 would require high school seniors to pass a civics test before graduating high school. Passed Senate last week.
- Exam would be based on U.S. citizenship test.



Sen. Dennis Kruse

PROPOSAL

Require passage of a civics test based on the naturalization test to earn a degree from Purdue University.

QUESTIONS TO CONSIDER

- Is there a better set of questions or standards than the naturalization test?
- What score would be the most appropriate minimum passing score?
- Should international students be excused?





UNIVERSITY SENATE

JANUARY 28, 2019

January 28 Senate Meeting

Topic 1: How are channel conflicts resolved?

- Notice of Intent filed online
- Units and/or colleges meet if concerns about overlap
 - If concerns not addressed, then Council for Innovative Education resolves issue
 - Comprised of Provost, Chancellors, Frank Dooley, Gerry McCartney

Topic 2: Where are remaining channel conflicts?

- A number of channel conflicts remain, and are being addressed using the process above

Topic 3. How are degrees differentiated?

- Diplomas will be University specific
 - Purdue Univ. Ft. Wayne
 - Purdue Univ. Northwest
 - Purdue Univ. West Lafayette
 - Purdue Univ. Global

Topic 4. Transparent marketing of programs

- New Portal planned for June 2019 launch
- Google tools showed we lost 26-44% of incoming web traffic where visitors hit our webpage and quickly give up and leave
- Temporary landing site in place for now
- New portal should more effectively route visitors to the content they want, minimizing lost prospects

Topic 5. HLC Review

- Review was successful
 - Global received letter saying it was accredited
- Purdue is in the middle of decennial HCL review for entire university
 - Requested that Purdue report on work to operate compatibly/integrate with Global as part of the university-wide review

Topic 6. Purdue Online

- Purdue online is preparing the business model for online programs across campus
- Includes PUG and all regionals (not IUPUI)

Topic 7. Core Transfer Library

- Global was asked to nominate 15 courses
- We accepted 2 courses that, when combined, count for ENGL 10600
- We also accepted Accounting 1, Human Nutrition, College Algebra, and American Government
- We denied 9 that for one reason or another did not match up

Topic 8. NDAs

- All Global faculty NDAs are void and no faculty have to sign
- Some staff need to sign, if they deal with Global-sensitive practices (don't have that list)

Topic 9. Forced Arbitration

- Federal law does not allow forced arbitration
- We follow the law

Topic 10. Sixty Minute Rule

- The policy says that the 60 minute rule is not meant to infringe upon faculty right to express personal opinion. It is designed to allow Global to respond to questions of institutional matters, which are matters that are related to the principles, policies, and practices of Purdue Global. Faculty can offer their opinion of such matters, but they should not speak for Global on such matters. Matters of research and scholarship are not institutional matters. They are the purview of the faculty.

Appendix E- FCBC Report- January 2019

- Faculty Compensation and Benefits Standing Subcommittee (Peter Goldsbrough chair; Deb Nichols attended meeting 12/14/2018)
 - FCBC, APSAC, and CSSAC meet with Candace Shaffer (Director of Benefits) and other relevant parties to discuss benefits. Consulting firm provided presentation of benefits picture and industry information (see attached PPT)
 - Timeline for developing 2020 benefits package
 - December 2018: Preliminary projections of health plan expenditures, initial discussions about potential changes for 2020
 - Jan/Feb 2019: Updated projections on income and expenditures for medical, vision and dental plans are reviewed; memo sent to Treasurer about likely costs and expenses for 2020
 - March 2019: More detailed projections and further discussion about suggested changes
 - May/June 2019: Finalize the benefits package for 2020
 - July 2019: Prepare information on benefits package for presentation to Board of Trustees
 - August 2019: Approval of benefits package by Board of Trustees
 - Oct/Nov 2019: Employee enrollment for 2020 benefits
 - Benchmarking against Big 10 and other peer institutions as well as regionally
 - Looking at the following ideas for benefits but open to hearing other possibilities:
 - Spousal coverage
 - Premium rates
 - Plan design and options
 - Benefit tiers
 - Premium rates related to a % of salary
 - Healthy Boiler wellness program
 - Specialty scripts
 - Site of care services
 - Healthy Boiler Initiative Committee (HBIC) history and purpose
 - Healthy Boiler website and privacy/security of health information (see attached document)
 - Gender equity in compensation

Parenting Leave Policy for Students

Purdue University recognizes the special challenges that pregnant and new parent students have in balancing their health, academic requirements, and family responsibilities. The University is committed to supporting these students and, therefore, provides the following rights to students who require a leave of absence.

Students who are pregnant, have recently given birth, or need a leave of absence to care for a newborn, adopted, legal guardian, or foster care child may petition for a leave of absence through the Title IX Coordinator in the Office of Institutional Equity (OIE) by meeting individually with an OIE staff member for case evaluation. The student will provide documentation of the pregnancy or new parenting to OIE, and excused leaves of absence will be granted accordingly.

The University will approve all absences (including intermittent absences) due to pregnancy or childbirth for as long as a student's medical provider states that it is medically necessary, and may approve other absence as appropriate.

The University will permit a student who has an approved leave of absence to return to the same academic and extracurricular status as before the absences began.

The University will permit students who have approved leaves of absence to maintain their fellowship and scholarship status for all Purdue University-administered fellowships and scholarships.

The University will provide students who are pregnant or have recently given birth with the same special services it provides to students with temporary medical conditions.

The instructor will not penalize the student for missing class during an approved absence and will provide the opportunity to earn equivalent credit and to demonstrate evidence of meeting the learning outcomes for missed assignments or assessments.

If the student is not satisfied with the implementation of this policy by a faculty member or instructor, he or she is encouraged to contact the Office of Institutional Equity, for further review of his or her circumstances. Students may follow the established grade appeals process if they are able to demonstrate that "an inappropriate grade was 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."



YOUR
HERITAGE
HAS A
HOME

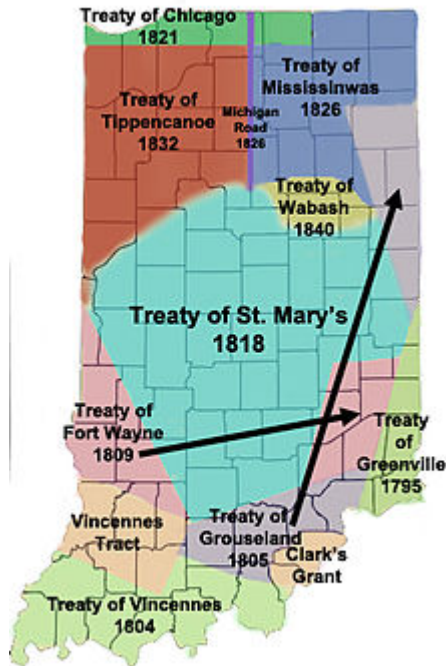
NATIVE AMERICAN EDUCATIONAL AND CULTURAL CENTER - NAECC

University Senate Meeting
Monday, January 28, 2019

Felica Ahasteen-Bryant, Dine'
NAECC Director/AAARCC Interim Director

LAND ACKNOWLEDGEMENT

NATIVE AMERICAN EDUCATIONAL AND CULTURAL CENTER



Indiana – “The Land of Indians”

Ancestral Homeland

- Bodewadmi (Potawatomi)
- Myaamiaki (Miami)
- Shawnee
- Lenape (Delaware)

INTRODUCTIONS

NATIVE AMERICAN EDUCATIONAL AND CULTURAL CENTER

Greetings from Tribal Nations at Purdue!



Aho (Lakota) **Ya'at'eeh'** (Dine') **Si-Yo** (Cherokee)
Aloha (Hawaiian) **Tansi** (Cree) **Kwai** (Abenaki Penobscot)
Aanii (Ojibwe) **Hesci** (Muscogee Creek)

NATIVE STUDENTS & ALUMNI

NATIVE AMERICAN EDUCATIONAL AND CULTURAL CENTER

United States of America



BOILERMAKERS
REPRESENTING

60
TRIBAL
NATIONS

PURDUE
UNIVERSITY

- Acoma Pueblo
- Potawatomi
- American Samoan
- Chickasaw
- Miami
- Choctaw
- Colville
- Ho Chunk
- Fort Peck Assiniboine & Sioux
- Oglala Lakota
- Santo Domingo Pueblo

PURDUE NATIVE AMERICAN INITIATIVES

NATIVE AMERICAN EDUCATIONAL AND CULTURAL CENTER

2006: Formation of the Tecumseh Project

- Native students and faculty
- Key collaborators: non-Native faculty in the STEM discipline

Spring 2007: Alfred P. Sloan Foundation grant received

- Fund Native graduate students in STEM discipline
- Started momentum to establish the cultural center

March 2007: Establishment of NAECC

July 2007: First NAECC Director

July 2009: Second NAECC Director Hired, Felica Ahasteen-Bryant

January 2010: Moved under the Division of Diversity and Inclusion with the Office of the Provost

August 2016: Moved to new location, University Street & Fifth Street

2017: Celebrated 10th Anniversary

NAECC MISSION

NATIVE AMERICAN EDUCATIONAL AND CULTURAL CENTER



The NAECC serves as a resource to Native American, Alaskan Native, and Native Hawaiian students, faculty, and staff at Purdue University and individuals from the Lafayette community for the purpose of understanding, appreciating, and celebrating Indigenous cultures.

NAECC LOCATION & SERVICES

NATIVE AMERICAN EDUCATIONAL AND CULTURAL CENTER

Established in 2007, the NAECC facilities are designed to provide academic support and serve as a “second home” for Purdue students. Moved into new location August 2016, centrally located on campus.



- Study area, meeting room, iTaP supported computer lab
- Native American educational resources (books, multimedia, etc.)
- Kitchen area for cooking demonstrations
- ADA accessible

New address: 903 Fifth Street, West Lafayette, IN 47906

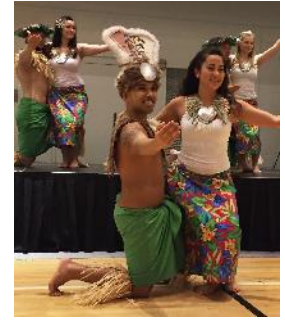
REPORT HIGHLIGHTS

NATIVE AMERICAN EDUCATIONAL AND CULTURAL CENTER

- Reaching across campus community
- Over 20% increase from 2014 - present in visits to NAECC, program attendance and tours
- Students use NAECC just as regularly as they use the other cultural centers
- Increase in classroom presentations
 - Science: Multicultural Science Program
 - Agriculture: Forestry and Natural Resources, Extension
 - Sociology
 - Krannert: Krannert Diversity Week
 - Civic Engagement and Leadership Development

STUDENT ORGANIZATIONS

NATIVE AMERICAN EDUCATIONAL AND CULTURAL CENTER



American Indian Science and Engineering Society (AISES)



Native American Student Association (NASA)

Purdue Hawaii Club/Polynesian Club

Society for the Advancement of Chicanos and Native Americans in Science (SACNAS)



CULTURAL EVENTS

NATIVE AMERICAN EDUCATIONAL AND CULTURAL CENTER

Culturally relevant programming year round

Collaboration with Purdue programs and community organizations

Promote a greater understanding of Native American cultures

Presentations, lectures, symposiums, workshops

Featuring Native American scholars, elders, and speakers



Flute Making Workshop – September 2016



NAECC Winter Art Market
December 2016



Standing with Standing Rock Protest
November 2017

SLOAN INDIGENOUS GRADUATE PROGRAM

NATIVE AMERICAN EDUCATIONAL AND CULTURAL CENTER

Partnership with the Alfred P. Sloan Foundation to offer financial and academic support for Native American, Alaskan Natives, and Native Hawaiian students seeking a masters and/or doctoral degree in science, technology, engineering and math (STEM) fields.

Program Benefits

- Funding over the course of student's degree program
- Research experience
- Professional development opportunities
- Faculty mentors

Program Eligibility

- Native American, Alaskan Native or Native Hawaiian descent
- Pursue M.S. or Ph.D. in STEM related discipline
- Meet Purdue University's graduate admission criteria as defined by academic program of interest



Nicole Benally (Navajo) and Daniel Bird (Kewa Pueblo)
College of Agriculture Alumni

SLOAN INDIGENOUS GRADUATE PROGRAM

NATIVE AMERICAN EDUCATIONAL AND CULTURAL CENTER

Program Highlights

- In 2014, SIGP is national program with Purdue University serving as the lead institution for the Sloan Foundation. Institutional partners include University of Alaska, University of Arizona, University of Montana, Montana State University, and Montana Tech.
- Campus wide program with 14 SIGP scholars studying 17 departments in 5 colleges
- Since 2007, 44 scholars have enrolled in graduate programs
- 93 percent of SIPG scholars have graduated or are currently enrolled

Co-PIs

Kevin Gibson, Ph.D., Botany and Plant Pathology, College of Agriculture

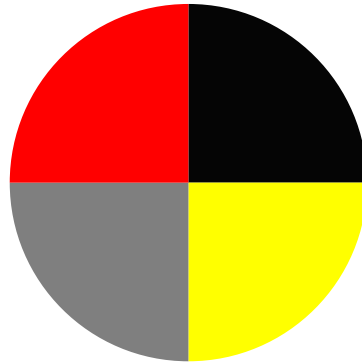
Ken Ridgway, Ph.D., Geology, College of Science

Felica Ahasteen-Bryant, NAECC, Division of Diversity and Inclusion



DIVERSITY TRANSFORMATION AWARD

NATIVE AMERICAN EDUCATIONAL AND CULTURAL CENTER



Four Directions: Building a Foundation for Native Scholars

Integrated approach to advance the representation of Native Americans at Purdue University

- Tecumseh Post-Doctoral Fellowship
- Tribal Immersion Program

DIVERSITY TRANSFORMATION AWARD

NATIVE AMERICAN EDUCATIONAL AND CULTURAL CENTER

Tecumseh Post-Doctoral Fellowship

Initiative to increase the representation of Native American and Indigenous tenure-track faculty



Terese Mailhot (Salish)
Creative Writing/English
College of Liberal Arts



Victor Maquette, Ph.D.
History
College of Liberal Arts

PI: Dawn Marsh, Assoc. Professor, History/Director, Native American and Indigenous Studies

Co-PIs: Felica Ahasteen-Bryant, Director, NA ECC, Division of Diversity and Inclusion

H. Kory Cooper, Assoc. Professor, Anthropology, College of Liberal Arts

Kerry Rabenold, Emeritus Faculty, College of Science

Ken Ridgway, Professor, Geology, College of Science

Stephanie Zywicki, Asst. Professor, Curriculum Studies, College of Education

Wai Allen, Ph.D. Student, Geology, College of Science

Darryl Reano, Ph.D. Student, Geology, College of Science

DIVERSITY TRANSFORMATION AWARD

NATIVE AMERICAN EDUCATIONAL AND CULTURAL CENTER

Tribal Immersion Program

Cross cultural experience to increase awareness of historical and contemporary issues affecting tribal communities.

Cultural topics covered on this trip:

- Tribal sovereignty
- Language revitalization
- Tribal governmental structure
- Sustainability and natural resource management
- Social services issues



TRIBAL IMMERSION PROGRAM

NATIVE AMERICAN EDUCATIONAL AND CULTURAL CENTER

Spring Break 2017

March 11th through March 17th, 2017

Eastern Band Cherokee Indians, North
Carolina



Spring Break 2018

Eiteljorg Museum (Indianapolis) and
Field Museum (Chicago)



Spring Break 2019

Pokagon Band of Potawatomi Tribe

check NAECC website for more information

DIVERSITY TRANSFORMATION AWARD

NATIVE AMERICAN EDUCATIONAL AND CULTURAL CENTER

Program Evaluation – Cherokee Trip

*I feel like this trip really impacted me culturally, educationally, and personally. I learned so much about the Cherokee culture that I never knew. It shocked me when I found out that a lot of the Indians you see dressing up was just to attract tourists I felt very disappointed in the non-natives. And I also felt bad for the people who needed money and had to do whatever it took to make money. **This trip was very eye opening.***

*I believe this trip expanded my cultural knowledge and helped me understand a culture outside of my own. It has helped me be more empathetic with people of different cultures, not just Native American cultures. I also believe this trip helped me grow as a person. **This trip put me a little bit out of my comfort zone, but it helped me learn how to be comfortable with being uncomfortable.***

NAECC ACKNOWLEDGEMENTS

NATIVE AMERICAN EDUCATIONAL AND CULTURAL CENTER

Comments from Theses and Dissertations

Kwa-kwhà to the Tecumseh project and the **Native American Educational and Cultural Center** at Purdue University. **It has been an honor to join and support initiatives that pave the path for current and future generations of Native American scholars.** I appreciate the dialogues, struggles and success stories that have shaped and re-shape the future of the programs. Time spent together has informed my next steps.

The **Native American Educational and Cultural Center** provided a community for indigenous scholars and a convenient place to recharge during the day.

I must thank those who were a part of the **Tecumseh Project** and the **Native American Educational and Cultural Center**. Thank you for your efforts in creating and developing a support system for future Native students who will attend Purdue University. **To the current Native students—you make the Center come alive.** Thank you for contributing to its development. *Ahe'hee.*

Appreciation and thanks are given to the **Purdue Native American Educational and Cultural Center (NAECC)**, especially to the Director, Felica Ahasteen-Bryant and her Assistant Deb Swihart for all their hard work and dedication. **It would have been difficult to make it through Purdue without the support of the NAECC, and for that I am extremely grateful.**

The Sloan program, NAECC, NASA, and Purdue AISES chapter organizations were important campus resources that allowed me to succeed as a graduate student and provided a much-needed community.

Ahe'eeh'

Felica Ahasteen-Bryant (Dine' Nation)

Director

Native American Educational and Cultural Center

Purdue University

Email: felica@purdue.edu

Phone: (765) 494-4540



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