

First Meeting, Monday, 14 September 2020, 2:30 p.m.
Zoom Meeting

AGENDA

1. Call to order Professor Deborah L. Nichols
2. Approval of Minutes of 20 & 27 April 2020
3. Acceptance of Agenda
4. Remarks of the Senate Chair Professor Deborah L. Nichols
5. Remarks of the President President Mitchell E. Daniels, Jr.
6. Question Time
7. Memorial Resolutions
8. Résumé of Items Under Consideration by Various Committees For Information
Professor Elizabeth A. Richards
9. Senate Document 20-01 Convening of the Senate During the COVID-19 Pandemic Emergency For Discussion
Professor Alexander Francis
10. Senate Document 20-02 Nominee for the Equity and Diversity Committee For Action
Professor Robert Nowack
11. Senate Document 20-03 Nominee for the University Resources Policy Committee For Action
Professor Robert Nowack
12. Senate Document 20-04 Nominee for the Faculty Affairs Committee For Action
Professor Robert Nowack
13. Senate Document 20-05 Nominee for the Student Affairs Committee For Action
Professor Robert Nowack
14. Senate Document 20-06 Nominees for the Steering Committee For Action
Professor Robert Nowack
15. Senate Document 20-07 Nominees for Student Members of Senate Standing Committees For Action
Professor Robert Nowack

16. Senate Document 20-08 Nominees for Student
Members of the University Grade Appeals
Committee

For Action
Professor Robert Nowack

17. Senate Document 20-09 Commitment to
Maintaining an Inclusive Community

For Discussion
Professor Audrey Ruple

18. Report of the Athletic Affairs Committee

For Information
Professor Steven Scott

19. New Business

20. Adjournment

First Meeting, Monday, 14 September 2020, 2:30 p.m.
Zoom Meeting

Present: *President Mitchell E. Daniels Jr., Manushag N. Powell (Secretary of Faculties and Parliamentarian), Deborah Nichols (Chair of the Senate), Stephen P. Beaudoin (Vice-Chair of the Senate), Dulcy Abraham, Kathleen Abrahamson, Jay T. Akridge, Jonathan Bauchet, Alan Beck, Peter A. Bermel, Ximena Bernal, Bharat Bhargava, Colleen Brady, Sylvie M. Brouder, Robert Browning, Thomas H. Brush, Min Chen, Sharon Christ, Laura J. Claxton, Matt Conaway, Todor Cooklev, Martin Corless, Bruce Craig, Chittaranjan Das, Ariel de la Fuente, Jim Dworkin, Donna Ferullo, Ray Fouché, Alexander Francis, Jennifer Freeman, Assata M. Gilmore, James P. Greenan, Michael Gribskov, Albert J. Heber, Stephen Hooser, Jules Janick, Signe Kastberg, Ralph Kaufmann, Alexander V. Kildishev, Neil Knobloch, Jozef L. Kokini, Klod Kokini, David Koltick, Nan Kong, Janice Kritchevsky, Eric P. Kvam, Douglas LaCount, Benjamin R. Lawton, Seokcheon Lee, Julie C. Liu, David J. Love, Robyn Malo, Tim McGraw, Michael McNamara, Richard Meilan, Terrence R. Meyer, Larry Nies, Robert L. Nowack, Madelina E Nuñez, Jan Olek, Erik Otárola-Castillo, Alice Pawley, Rodolfo Pinal, Bob Pruitt, Li Qiao, Vanessa S. Quinn, Darryl Ragland, Elizabeth (Libby) Richards, Brian T. Richert, Felicia Roberts, Paul Robinson, Leonid Rokhinson, Chris Ruhl, Audrey Ruple, Ala Samarapungavan, David Sanders, Dennis Savaiano, Steven Scott, John W. Sheffield, Thomas Siegmund, Daniel W. Smith, Joseph B. Sobieralski, Qifan Song, Brandon H. Sorge, John A. Springer, Kevin Stainback, Jessica Sturm, Rusi Taleyarkhan, Susan Watts, Kipling Williams, John (Steve) S. Yaninek, Jane F. Yaticilla, Mark D. Zimpfer, Heather Beasley, Michael B. Cline, Cheryl A. Cooky, Keith Gehres, Peter Hollenbeck, Lowell Kane, Carl T. Krieger, Lisa Mauer, Sara Mellady, Jamie L. Mohler, Jenna Rickus, Alysa C. Rollock, Katherine L. Sermersheim, Cameron D. Ward, and Stephanie L. Dykhuizen (Sergeant-at-Arms).*

Absent: Charles Bouman, Steven S. Broyles, Catherine A. Hill, Todd Kelley, Mindy L. Mallory, John J. McConnell, Greg M. Michalski, Lin Nan, Haiyan (Henry) H. Zhang, Megha Anwer, and Beth McCuskey.

Guests: Dave Bangert (Journal & Courier), Eric L. Barker (Pharmacy), Mike Bobinski (Athletics), Douglas Boersma (Athletics), Dennis Bowling (Student Success Programs), Dan Carpenter (Student Success Programs), Nancy Cross (Athletics), Anna Darling (WLF), Spencer Deery (Office of the President), Frank Dooley (Purdue Global), Tim Doty (Purdue News Service), Ed Howat (Athletics), Tom Mitchell (Athletics), Abigail H. Nickel (Purdue News Service), Esteban F. Ramirez (Protect Purdue Health Center), Tricia Redulla (Purdue Exponent), Steven R. Schultz (Office of Legal Counsel), Noah Scott (Board of Trustees), and Marion K. Underwood (Health & Human Sciences).

1. The meeting was called to order at 2:34pm by Chair Nichols.
2. The minutes of the 20-27 April Senate meeting were approved as distributed.
3. The agenda was accepted by general consent.
4. Chair Nichols presented remarks (see Appendix A).
5. President Daniels presented remarks on the Purdue census (see Appendix B).

6. Question Time: Several written questions had been received. The answers were provided by Dr. Eric L. Barker, Dr. Esteban F. Ramirez, Provost Akridge, Counsel Steven R. Schultz, and Purdue Global Chancellor Frank Dooley (see Appendix C).
 - a. Dr. Ramirez presented information on Purdue COVID testing and COVID spread within the Purdue community.
 - b. Provost Akridge presented information on the return to instruction, Brightspace and Kaltura issues, and student life activities.
 - c. Purdue General Counsel Schultz provided information on Purdue's relationship to Kaplan and Purdue Global re: tax exempt status.
 - d. Chancellor Dooley reported on Purdue Global's operations and demographics.
7. Memorial Resolutions were entered on behalf of Professor Jerry H. Krockover, Professor of Science Education; Professor Earl W. Prohofsky, Professor of Physics; Professor Ed Isamu Shibata, also Professor of Physics; and Professor Clarence Wilkerson, Professor of Mathematics. The Senate observed a moment of silence.
8. Representing the Steering Committee, Professor Libby Richards presented the Résumé of Items under Consideration (ROI) by the various standing committees (see Appendix D). The chairs of the standing committees briefly discussed the recent and current activities of their respective committees.
9. Representing the Faculty Affairs Committee (FAC), Professor Alexander Francis introduced Document 20-01, Convening of the Senate During the COVID-19 Pandemic Emergency. Professor Francis moved to suspend the rules so that the Senate could take immediate action on the Document. The motion to suspend the rules carried with 78 votes in favor, one opposed, and two abstentions. There being no discussion, the motion to vote on Document 20-01 was made and seconded. The motion carried with 82 votes in favor, none opposed, and one abstention.
10. Professor Robert Nowack, chair of the Nominating Committee, presented Documents 20-02, 20-03, 20-04, 20-05, 20-07, and 20-08 as a block. These Documents were intended to fill standing committee vacancies created in the summer due to retirements, resignations, etc., and (20-07 and 20-08) to confirm Purdue Student Government (PSG) and Purdue Graduate Student Government (PGSG) representatives to the standing committees and the Faculty Grade Appeals Committee. There were no additional nominations from the floor. A motion to vote on the block of uncontested elections was made and seconded. The motion carried with 83 votes in favor, none opposed.
11. Professor Nowack presented Document 20-06, Nominees for the Steering Committee. The nominees were Professor Jessica Sturm for the term of F20, or Professor David Sanders, for the term AY20-21. There were no additional nominations from the floor. A motion to vote on the nominees was made and

seconded, with the understanding that, should Professor Sturm be elected, a new election would be required later to fill that spot for the S21 term. Professor Sturm was elected to the Steering Committee with 50 votes for Sturm to 35 votes for Professor Sanders.

12. Professor Audrey Ruple, chair of the Equity and Diversity Committee (EDC), presented Document 20-09, on Commitment to Maintaining an Inclusive Community, to the Senate for discussion. Professor Ruple read the Document and explained that its Rationale was Purdue University Policy 3.C.2. A discussion followed.
 - a. Professor Albert Heber explained his “no” vote from the committee. He argued that 3.C.2 is already in place, and that Document 20-09 provides no evidence that 3.C.2 is ineffective; that 20-09 calls for the promotion of one group of people on campus but not other people; that the terms “vocal and visible promotion” and “vocal and visible condemnation of threats” are vague and open to interpretation; that “threats to inclusion” are not defined; that the policy could have negative free speech implications; and that “condemnation” could potentially be applied to anyone on campus with different views to those of people in a “power position” on campus.
 - b. Professor Alice Pawley asked what problem Document 20-09 was intended to solve. Professor Ruple responded that we have a university policy that states we are committed to being an inclusive campus, and at times, being silent in the face of exclusive or non-inclusive behaviors is complicity. We are saying that we will be more vocal and visual in the way that we express our inclusive policy. Professor Pawley followed up, asking who would uphold the values and articulation called for by the Document. Professor Ruple acknowledged the limitations of the Senate’s powers but stated the Equity and Diversity Committee, which has a strategic plan, would act on the Senate’s behalf in these matters.
 - c. Professor Cheryl Cooky noted that in light of the social unrest and human rights issues that this country is facing a rearticulation of our university’s values are much needed. She asked whether any members of the EDC would be willing to share their reasons for voting yes on Document 20-09.
 - d. Professor Leonid Rokhinson asked for more clarification on the condemnation component of the resolution. Professor Ruple responded that evaluation on a case-by-case basis would be required, and that the Senate needs to be able to be agile in its responses. The EDC has a strategic plan, the result of a year-long process, that included input from stakeholders such as faculty, staff, students, and administration. Part of that plan’s strategy allows for the EDC to make statements in line with Document 20-09.
 - e. Professor Erik Otárola-Castillo noted that there had been a comment about there being no evidence of threats to inclusivity or diversity on campus, and asked, given the clear evidence of such threats throughout the country,

whether Professor Ruple would like to provide some examples of threats to inclusivity on campus. Professor Ruple pointed to recent incidents in which Jewish professors have had swastikas marked on their doors, and students, staff, and faculty of color receiving threats to their safety and wellbeing. Such attacks diminish the inclusive environment at Purdue.

- f. Professor David Koltick asked whether the EDC would be issuing press releases about incidents of anti-inclusivity on campus. Professor Ruple indicated that there were no prescriptive notions attached to the Document, but that in the past any press releases during the regular academic year had at least been brought to Committee for review if not the full Senate.
- g. Professor Terrence Meyer noted that the Document's Rationale indicates a very broad set of categories for inclusivity, but the proposal itself is narrower than that. Professor Ruple agreed that this was correct; there is at this moment a particular part of Purdue's population, Black, Indigenous, and people of color, who have felt and expressed that they are particularly under attack in this moment, and the proposal as written intended to address that issue specifically.
- h. Provost Akridge reminded the body that the Senate is permitted to express its opinions at any time without coordination with the administration. At the same time, the spirit of Document 20-09 aligns to the Trustees' Task Force on Equity, which also calls out issues pertaining to our Black Boilermakers and members of the Purdue community who are people of color.
- i. Professor Peter Bermel registered that as a member of the EDC, he supported the Document, and that he believes in the reality of the unique challenges and threats to the communities named in 20-09. All forms of diversity are significant, but it is important to pay attention to those under particular threat now, and to make them feel that they are valued and included within Purdue's community. We need to be clear and up front about our view when threats to these community members happen at Purdue, such as white supremacist flyers seen on campus, and show that we stand against such threats. Members who wish to send that message would hopefully vote in favor of Document 20-09.
- j. Professor Matt Conaway stated that his concern about the terms "vocal and visible" had been well answered in the discussion. That it is important to be out at the front of issues instead of reactive to them. He moved that the Senate suspend the rules to vote on Document 20-09 that day. The motion was seconded. Restricted debate followed.
 - i. Professor Heber wished for a delay so as to receive feedback from his department on the Document.

- ii. Vice-chair Stephen Beaudoin asked for clarification as to whether immediate action changes the votes required for passage. It was clarified that if the rules were suspended, the Document would require a 2/3 majority to pass, rather than a simple majority.
 - iii. Professor Cooky inquired why Professor Heber's questions had not previously been discussed in the Committee. Professor Ruple specified that there had been discussion of the Document in the EDC, and that voting was done by a Qualtrics poll left open for a week and a half.
 - iv. Professor Pawley asked whether, should the motion fail, Document 20-09 could be voted on again at the next meeting. It was clarified that a new Document would need to be introduced for discussion in such a case.
 - v. Professor Conaway clarified that he had no intention of harming the motion's chances, but felt it had a strong chance of being passed with a 2/3 majority.
 - vi. Professor Robert Browning asked about using the motion to reconsider. It was clarified that motions to reconsider must happen in the same meeting a motion is first voted upon.
 - vii. The question was called. The motion to suspend the rules for immediate action on Document 20-09 carried, with 59 votes in favor (77%), 18 opposed (23%), and eight abstentions.
- k. Discussion on Document 20-09 resumed. Vice-chair Beaudoin expressed full support for the motion and the thoughtful approach of the EDC and its longer-term strategy.
- l. PSG President Assata Gilmore noted that the Instagram page BlackAtPurdue provides much anecdotal evidence of discrimination in the Purdue community, and that our job is to be proactive as opposed to reactive. President Gilmore expressed full support for the Document and felt it set an important precedent to act on it in the first meeting of the Senate to highlight the path forward for the rest of the year.
- m. Professor Rodolfo Pinal also registered his support for the Document, as he was having difficulties with the polling feature but wanted his support noted.
- n. There being no more discussion, a motion to vote was made and seconded, and the question was called. Document 20-09 carried, with 70 votes in favor (90%), 8 opposed (10%), and four abstentions.
13. Professor Steven Scott delivered the annual report of the Athletic Affairs Committee to the Senate (Appendix E). Some discussion followed.

- a. Professor Pawley asked for more information about the decrease in graduation rates re: men's basketball, which represents a smaller cohort. She also inquired about the breakout statistics regarding First-Year Engineering (FYE) students. Ed Howatt explained that Cognos tracks that designation for FYE but not other students, and offered to follow up with more information.
- b. Professor Colleen Brody asked about transfer students, and how they affect this information; students transferring out of a cohort could have an impact on the graduation rate.
- c. Professor Signe Kastberg asked about mental health, and in particular the impact of the COVID pandemic and lost season on student-athletes. It was reported there are two full-time psychologists dedicated to student athletes, and that those services have been expanded. Weekly wellness checks are also being performed.
- d. President Gilmore noted that a majority of our athletes are Black or students of color, and asked what was being done to address racial disparities for athletes. Director of Athletics Mike Bobinski responded that a number of initiatives had been put in place during the summer following the killing of George Floyd and subsequent related events. Student athletes constructed and circulated an antiracism pledge, for example. Students presented personal statements on a call with staff on the challenges they have faced; following this was a full staff discussion. Student voices are being heard.

14. There being no new business, the Senate adjourned at 5:03pm.

To: The University Senate
From: Faculty Affairs Committee
Subject: Convening During the COVID-19 Pandemic
Disposition: University Senate for Discussion and Adoption

Rationale: COVID-19 is an infectious disease that can cause long-term health consequences or fatality in some individuals who contract it. It can also be spread by individuals who are not showing symptoms and do not know they have the virus. Per CDC, FDA, and WHO guidelines, large, extended indoor gatherings are best avoided, particularly if they include a significant number of persons with elevated risk factors for the disease. The Bylaws of the University Senate do not specifically address remote meetings in emergency situations, but no just parliamentary principle suggests Senators should risk their lives and the lives of others to meet in person when reasonable alternative means are available. Further, accessibility best practices make even a socially-distanced meeting for a body of this size impractical, even were a venue to be available.

Proposal: Because Purdue, local, state, or federal guidelines around the COVID-19 pandemic suggest that convening the full Senate in person is inadvisable, the Senate will convene remotely using Zoom or a similar platform. The Secretary of Faculties will arrange for the remote meetings and convey any necessary information to Senators, advisors, and guests.

Voting, except in cases of unanimous consent, will take place electronically according to the will of the body or specific motions. Voting may be administered via Zoom polling, Qualtrics survey, email, or any other reasonable means that is acceptable to the Senate body. A senator may request a secret ballot in accordance with existing bylaws. Voting will be administered by the Secretary of Faculties. This shall be in effect through the end of Spring semester 2021, but may be continued for an additional semester at a time or suspended by vote of the Senate.

Committee Votes:

For:

Charles Bouman
Min Chen
Sharon Christ
Bruce Craig
Alexander Francis
Stephen Hooser
Ralph Kaufmann
Jozef Kokini
David Koltick
Seokcheon Lee
John Yaninek

Against:

Abstained:

Absent:

Brian Richert

To: The University Senate
From: University Senate Nominating Committee
Subject: Nominee for the Equity and Diversity Committee
Reference: Bylaws of the University Senate
Disposition: University Senate for Discussion and Adoption

Proposal: For the opening on the Equity and Diversity Committee, the Nominating Committee proposes the following slate of nominees. The faculty member(s) elected are to serve for terms as specified:

Name	Term Years	Department/School
Ximena Bernal	3 years	COS

Committee Votes:**For:**

Dulcy Abraham
Ray Fouché
Michael McNamara
Larry F. Nies
Robert Nowak
Jan Olek
Joseph Sobieralski
Quifan Song

Against:**Abstained:****Absent:**

Martin Corless

To: The University Senate
From: University Senate Nominating Committee
Subject: Nominee for University Resources Policy Committee
Reference: Bylaws of the University Senate
Disposition: University Senate for Discussion and Adoption

Proposal: For the opening on the University Resources Policy Committee, the Nominating Committee proposes the following slate of nominees. The faculty member(s) elected are to serve for terms as specified:

Name	Term Years	Department/School
Kathleen Abrahamson	1 year	HHS

Committee Votes:**For:**

Dulcy Abraham
Ray Fouché
Michael McNamara
Larry F. Nies
Robert Nowak
Jan Olek
Joseph Sobieralski
Quifan Song

Against:**Abstained:****Absent:**

Martin Corless



To: The University Senate
From: University Senate Nominating Committee
Subject: Nominee for the Faculty Affairs Committee
Reference: Bylaws of the University Senate
Disposition: University Senate for Discussion and Adoption

Proposal: For the opening on the Faculty Affairs Committee, the Nominating Committee proposes the following slate of nominees. The faculty member(s) elected are to serve for terms as specified:

Name	Term Years	Department/School
John Springer	3 years	PPI

Committee Votes:

For:

Dulcy Abraham
Ray Fouché
Michael McNamara
Larry F. Nies
Robert Nowak
Jan Olek
Joseph Sobieralski
Quifan Song

Against:

Abstained:

Absent:

Martin Corless

To: The University Senate
From: University Senate Nominating Committee
Subject: Nominee for the Student Affairs Committee
Reference: Bylaws of the University Senate
Disposition: University Senate for Discussion and Adoption

Proposal: For the opening on the Student Affairs Committee, the Nominating Committee proposes the following slate of nominees. The faculty member(s) elected are to serve for terms as specified:

Name	Term Years	Department/School
Alexander Kildishev	2020-2022	ENG

Committee Votes:**For:**

Dulcy Abraham
Ray Fouché
Michael McNamara
Larry F. Nies
Robert Nowak
Jan Olek
Joseph Sobieralski
Quifan Song

Against:**Abstained:****Absent:**

Martin Corless

To: The University Senate
From: University Senate Nominating Committee
Subject: Nominees for the Steering Committee
Reference: Bylaws of the University Senate
Disposition: University Senate for Discussion and Adoption

Proposal: For the opening on the Steering Committee, the Nominating Committee proposes the following slate of nominees. The faculty member(s) elected are to serve for terms as specified:

Name	Term Years	Department/School
Jessica Sturm	Fall Semester 2020	CLA
David Sanders	2020-2021	SCI

Committee Votes:**For:**

Dulcy Abraham
Ray Fouché
Michael McNamara
Larry F. Nies
Robert Nowak
Jan Olek
Joseph Sobieralski
Quifan Song

Against:**Abstained:****Absent:**

Martin Corless

To: The University Senate
From: University Senate Nominating Committee
Subject: Student Members of Standing Committees
Reference: Bylaws of the University Senate
Disposition: University Senate for Discussion and Adoption

Proposal: For the openings on the Advisory, Educational Policy, Equity and Diversity, Student Affairs, and University Resources Policy Committees, the Nominating Committee proposes the following slate of nominees. The student member(s) elected are to serve for terms as specified:

Committee	Name	Body	Term
Advisory (1)	Assata Gilmore	PGS	1 year
Advisory (1)	Madelina Nuñez	PGSG	1 year
EPC (2)	Mili Jha	PGS	1 year
	Hannah Walter	PGS	1 year
EPC (1)	Vik Cherupally	PGSG	1 year
EDC (2)	Sammy Bonnet	PGS	1 year
	Alex Griffin-Little	PGS	1 year
EDC (1)	Val Schull	PGSG	1 year
SAC (5)	Adithya Iyengar	PGS	1 year
	Alex Reed	PGS	1 year
	Veronica Reynolds	PGS	1 year
	Amanda Shie	PGS	1 year
	Kaylee Stowe	PGS	1 year
SAC (1)	Ralph Rivera	PGSG	1 year
URPC (1)	David Hockenberry	PGS	1 year
URPC (1)	Pratik Kashyap	PGSG	1 year

Committee Votes:

For:

Dulcy Abraham
Ray Fouché
Michael McNamara
Larry F. Nies
Robert Nowak
Jan Olek
Joseph Sobieralski
Quifan Song

Against:

Abstained:

Absent:

Martin Corless

To: The University Senate
From: University Senate Nominating Committee
Subject: Student Members of Grade Appeals Committee
Reference: Bylaws of the University Senate
Disposition: University Senate for Discussion and Adoption

Proposal: For the openings on the Grade Appeals Committee, the Nominating Committee proposes the following slate of nominees. The student member(s) elected are to serve for terms as specified:

Name	Body	Term
Evan Chrise	PSG	1 year
Saul Guzman	PSG	1 year
Brooke Hopfer	PSG	1 year
Sarah McGovern	PGSG	1 year
Halak Mehta	PGSG	1 year
Camilo Torres	PGSG	1 year
Ali Alkhaleefah	PGSG	1 year

Committee Votes:

<u>For:</u>	<u>Against:</u>	<u>Abstained:</u>	<u>Absent:</u>
Dulcy Abraham Ray Fouché Michael McNamara Larry F. Nies Robert Nowak Jan Olek Joseph Sobieralski Quifan Song			Martin Corless

To: The University Senate
From: Equity and Diversity Committee
Subject: Commitment to Maintaining an Inclusive Community
Reference: [University Policy III.C.2](#)
Disposition: University Senate for Discussion and Adoption

Rationale: Purdue University is committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, Purdue University seeks to develop and nurture its diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas and enriches campus life.

Purdue University views, evaluates, and treats all persons in any university-related activity or circumstance in which they may be involved solely as individuals on the basis of their own personal abilities, qualifications, and other relevant characteristics.

Purdue University does not condone and will not tolerate discrimination against any individual on the basis of race, religion, color, sex, age, national origin or ancestry, genetic information, disability, status as a veteran, marital status, parental status, sexual orientation, gender identity, or gender expression. Purdue University promulgates policies and programs to ensure that all persons have equal access to its employment opportunities and educational programs, services and activities. The principal objective of this policy is to provide fair and consistent treatment for all students and employees of the University. Purdue is committed to increasing the recruitment, selection and promotion of faculty and staff at the University who are racial or ethnic minorities, women, persons with disabilities and veterans. The University also is committed to policies and programs that increase the diversity of the student body.

Proposal: Purdue University shall actively uphold the values recorded in University Policy III.C.2 through vocal and visible promotion of inclusivity for all Black Boilermakers and other members of our

campus community who are Black, Indigenous, and People of Color; and through vocal and visible condemnation of threats that endanger the maintenance of an inclusive community.

Committee Votes:

For:

Audrey Ruple
Kip Williams
Val Schull
De Bush
Sammy Bonnet
Bharat Bhargava
Peter Bermel
Rodolfo Pinal
Susan Watts
Lowell Kane
Alex-Griffin-Little
Kevin Stainback
Ala Samarapungavan
Alysa Rollock
Neil Knobloch
Terrence Meyer

Against:

Al Heber

Abstained:

Absent:

Klod Kokini

<i>Senate Document</i>	<i>Title</i>	<i>Origin</i>	<i>Senate Action</i>
20-01	Senate Document 20-01 Convening During the COVID-19 Pandemic	Presented by Faculty Affairs Committee	*Approved 14 September 2020
20-02	Senate Document 20-02 Nominee for Senate Equity and Diversity Committee	Presented by Nominating Committee	*Slate Affirmed 14 September 2020
20-03	Senate Document 20-03 Nominee for University Resources Policy Committee	Presented by Nominating Committee	* Slate Affirmed 14 September 2020
20-04	Senate Document 20-04 Nominee for Faculty Affairs Committee	Presented by Nominating Committee	* Slate Affirmed 14 September 2020
20-05	Senate Document 20-05 Nominee for Student Affairs Committee	Presented by Nominating Committee	* Slate Affirmed 14 September 2020
20-06	Senate Document 20-06 Nominee for Steering Committee	Presented by Nominating Committee	*Nominee Elected 14 September 2020
20-07	Senate Document 20-07 Student Members of Standing Committees	Presented by Nominating Committee	* Slate Affirmed 14 September 2020
20-08	Senate Document 20-08 Student Members of Grade Appeals Committee	Presented by Nominating Committee	* Slate Affirmed 14 September 2020
20-09	Senate Document 20-09 Commitment to Maintaining an Inclusive Community	Presented by Equity and Diversity Committee	*Approved 14 September 2020



Professor Gerald "Jerry" H. Krockover Memorial

Gerald "Jerry" H. Krockover, Professor of Science Education, passed away on January 29, 2020. Jerry held a joint appointment in the Department of Earth, Atmospheric, and Planetary Sciences and the Department of Curriculum and Instruction, where he taught undergraduate and graduate courses for 42 years. Jerry loved teaching and was a member of the inaugural Book of Great Teachers at Purdue. He enjoyed interacting with and helping Purdue students to succeed in and out of the classroom, serving as the academic advisor for Kappa Delta Pi for 35 years and the Senior Faculty Fellow for Owen Residence Hall for over 40 years, where Jerry and his wife Shari had dinner with students on a weekly basis.

Born in Sioux City, IA, Jerry was a true Hawkeye, receiving his BS, MS, and PhD in Science Education from the University of Iowa. Jerry was nationally and internationally recognized as a scholar and leader in science education. He had authored or co-authored over 400 articles and 13 books and textbooks and received numerous grants that supported and enhanced elementary and secondary teachers' abilities to teach science. Jerry had a distinguished career at Purdue. He served as Chair of Elementary Education in the Department of Curriculum and Instruction. And he served as the Director of Undergraduate Studies and Field Experiences and later as the Associate Dean of the School of Education. More importantly, Jerry loved and cared about his family, friends, students, and colleagues.

Professor Earl W. Prohofsky (1935-2019)



After 48 years of dedicated service to Purdue University and six short years of retirement in Florida, Emeritus Professor Earl. W. Prohofsky passed away on Sep 22, 2019, in Sarasota. Earl came to the Purdue Department of Physics with his wife Sue in 1966, after earning a PhD in condensed matter physics under renowned theorist James Krumhansl at Cornell and a stint at the Sperry Rand Research Center. Originally interested in the connection between vibrations and manybody electron behavior in traditional insulators and semiconductors, after a few years Earl turned his attention to the vibrational properties of amino acids, proteins, and DNA, which would remain his unique focus throughout the rest of his career. At a time when it seemed that few physicists knew the difference between a protein and a proton, Earl put Purdue Physics on the map for the new field of “biological

physics” by introducing new mathematical and computational techniques for tackling these complex systems. He began by considering simple chains of identical amino acids, in the manner that physicists tend to simplify problems, but quickly worked his way up to real biological macromolecules. By the mid 1970s he was working closely with Purdue Physics colleague Professor Lonnie Van Zandt (who passed away in 1995) and their students to calculate the vibrational modes of DNA and RNA using Green function refinement techniques, which led to years of effort towards understanding the physics of the double helix. Later, he was able to rigorously compare theoretical predictions for normal mode frequencies against x-ray synchrotron-based measurements for Fe-containing proteins including myoglobin and hemoglobin.

Throughout Earl worked to strengthen the field of biological physics, serving as secretary/treasurer of the Division of Biological Physics at the American Physical Society. He wrote the reference book, “Statistical Mechanics and Stability of Macromolecules” (Cambridge, 1995), he claimed, to avoid having to repeatedly explain the basic concepts to various referees. In part due to his efforts, Purdue now has one of the larger biological physics groups in the country. In addition to his dedication to research and teaching at Purdue, Earl was also involved for many years with the annual Holocaust Remembrance Conferences sponsored by the Purdue Hillel Foundation. Earl is survived by his wife Sue, four children, and eleven grandchildren.



Professor Edward Isamu Shibata

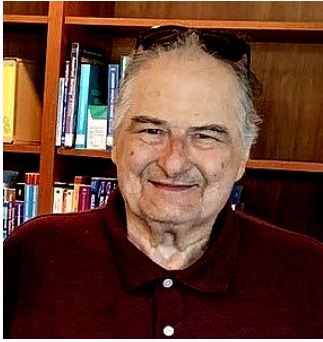
1942 – 2019

Professor Edward Isamu Shibata (known as Ed) was a Professor in the Physics Department from 1974 – 2004. He was a leader in the High Energy Particle Physics group and he was well known and respected internationally. He was an experimentalist and his research focused on the production and properties of quarks and leptons. The first evidence of quarks came in 1968 and led to a golden age of particle physics in the next few decades which were devoted to studying their properties and leading to the standard model which incorporates all our present knowledge of particle physics. In this era Ed made significant contributions to several major forefront discovery experiments devoted particularly to determining the properties of charm and

beauty quarks.

Ed was hired in 1974 as part of the evolution of the High Energy Group to utilize new generations of accelerators and to be an Internationally known group at the forefront of particle physics. This success was achieved and Purdue became one of the top ten funded groups in the USA and a recognized leader internationally. Ed was a critical element in this evolution starting first with experiments at Fermilab and then with his colleagues a major experiment was accepted at the new energy frontier with the accelerator PEP at Stanford. This involved moving an 107 ton superconducting magnet from Argonne to Stanford and the installation of a 2000 ton detector filled with state of the art detectors. Ed was responsible for specific electronics connected to triggering the experiment. The experiment provided detailed results on charm and beauty quarks as well as gluons. After the conclusion of this experiment he moved to the CLEO experiment at Cornell. This experiment for the next decade before Ed retired provided the most precise measurements of the spectroscopy and couplings of charm and beauty quarks with the discovery of many new bound states. Once again Ed was a very valuable member of the collaboration providing state of the art electronics and analysis of the data. He was a great mentor for both graduate students and undergrads and was highly respected by them and his colleagues.

A physics life well lived.



Memorial Resolution: Clarence Wilkerson
August 12, 1944 – August 17, 2019

Clarence Wilkerson, Professor Emeritus of Mathematics, died on August 17, 2019 in College Station, TX.

Clarence was born to Clarence Sr. and Dortha Wilkerson in Laredo, TX and was later raised in Donna, TX. As a young man, Clarence was active in the Boy Scouts of America, achieving the rank of Eagle. At the age of 16 he received the Carnegie Medal for Heroism. He attended Rice University on a National Merit Scholarship, earning a B.A. with honors in Mathematics in 1966. He earned his Ph.D., also at Rice, in 1970, with support from an NSF Predoctoral Fellowship.

Professor Wilkerson began his academic career at the University of Hawaii, where he was Assistant Professor from 1970-72. He then held two one-year postdoctoral fellowships, first at the ETH in Zurich and then at Carleton University in Ottawa, Ontario. He held faculty appointments at the University of Pennsylvania (1974-77) and then at Wayne State University (1977-89), where he advanced to the rank of Professor and served for two years as Chair of the Mathematics Department. In the spring of 1980, Professor Wilkerson was a member of the Institute for Advanced Studies in Princeton, and in 1982, he was an invited member of the Institute for Advanced Studies of Hebrew University. He was also a Visiting Professor at Notre Dame, Cornell, the University of Chicago, and the University of Rochester, and was invited for extended visits to universities in England, France, Spain, Germany, Mexico, and Switzerland. In 1989, Clarence was appointed Professor of Mathematics at Purdue.

Clarence's research was in algebraic topology. He was particularly well known for his work with William Dwyer of Notre Dame on a classification and tools related to H -spaces. These spaces are the algebraic topological analogs of Lie groups, which are of fundamental importance in diverse fields such as quantum mechanics, number theory, and algebraic geometry. However, Lie groups are defined geometrically in way that is somewhat rigid, while H -spaces are defined with more flexible topological ideas. A central question in this field was the relationship between H -spaces and Lie groups and exactly what H -spaces actually exist. The work of Wilkerson and Dwyer led to a complete classification of H -spaces, a problem that was open for almost 60 years, and to the solution of a wide range of other problems related to H -spaces.

Professor Wilkerson received a Sloan Research Fellowship in 1978. He gave over 150 invited talks at regional, national, and international conferences and meetings, and was invited twice to give one-hour addresses to regional American Mathematical Society meetings. In 2013 he was inducted into the inaugural class of Fellows of the American Mathematical Society. He was well-known by his colleagues not only for his intellect, but also for his sharp wit and sarcastic sense of humor.

Clarence retired from Purdue in 2010 and was named Professor Emeritus. At that time, he and his wife returned to Texas where he continued to teach Mathematics at Texas A&M.

Clarence is survived by Sharon, his wife of 53 years; his two sons, Wendell and Christopher; his brother, Michael; and his two grandchildren, Taylor and Alex.

Good afternoon everyone. Welcome to the first university senate meeting of the 2020-2021 academic year. For those senators and visitors who are new, my name is Deb Nichols and I am the duly elected chair.

Before I begin, I would like for all of us to pause and take a moment of silence for the nearly 200,000 persons in the United States who have died due to COVID-related illness. [PAUSE-15 seconds]. Thank you.

One of my favorite poems, first encountered as a freshman at the U of Rochester, was written by Adrienne Rich who, when interviewed about the power of poetry, said "In poetry words can say more than they mean and mean more than they say. In a time of frontal assaults both on language and on human solidarity, poetry can remind us OF all we are in danger of losing—disturb us, embolden us out of resignation." Her poem, published in 1973, that resonates so powerfully with me and captures aspects of the current climate in our world is titled "Diving into the Wreck". She opens the poem by describing from a first person POV exploration of a shipwreck. As the speaker continues to dive deeper into the ocean, they say:

"I came to explore the wreck.
The words are purposes.
The words are maps.
I came to see the damage that was done."

The poem finishes with the speaker saying:

"We are, I am, you are
by cowardice or courage
the one who find our way
back to this scene
carrying a knife, a camera
a book of myths
in which
our names do not appear."

The words she refers to are the histories written by those with power. These written histories ultimately shape identities by defining roles and showing us what is possible or probable or EVEN available for our own particular identities. Those of us whose identities fall outside these written histories lack power and are consequently relinquished to the sidelines of history which she highlights in the last few lines of the poem: "a book of myths...in which our names do not appear".

I share this excerpt with you because, for me, it underscores just how much words matter. Words reflect power structures, they convey emotions, they incite violence, they soothe others, they shape history, they build hope. We have a finite set of words that we can combine in an infinite number of ways to communicate with each other. The words that we speak, the words that we

write, including how we say them and write them can act as weapons to divide, intimidate, and harass, or serve as bridges to unite us, demonstrate compassion, and encourage collaboration.

When, 18 months ago, I stood before you, running for vice chair, I proposed that optimizing our seat at the table would involve effective communication, characterized by transparency and frequency, active faculty participation, and regular reflection on what shared governance meant in a dynamically changing environment. I wanted to consider how we as faculty could work together to meet our charge to “propose or 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” while simultaneously recognizing the constraints that limit this charge? That both faculty and administrators who have often taken up an “us versus them” or “negotiating adversaries” position needed to move in the space between us and recognize that our roles overlap and are mutually interdependent.

And certainly when I wrote those words, I had no idea that my time as senate chair would coincide with a pandemic. As an aside, I also didn't realize that such a pandemic might have me counting the days until I relinquish this office and become past chair (it's 260 days until then, by the way).

The summer has been an extraordinary time with, I believe, many instances where members of the Senate and faculty (along with other campus organizations) engaged in elements of shared governance and collaborative decision-making.

- As a senate, we were able to administer repeated surveys to ascertain faculty, staff, and student questions, concerns, and issues. Across the three waves, we received more than 21,000 responses! These responses informed the town halls the senate sponsored as well as the multiple conversations the Provost conducted across the summer. Beyond identifying topics for these town halls and conversations, we also produced multiple reports featuring the entire Purdue community as well as targeted reports by college when requested by leaders in the various colleges (available on the senate website). I will highlight some findings shortly. Finally, these surveys provided important data that were used to shape decisions and identify parts of campus where there were still significant questions or concerns.
- One direct result of comments and concerns raised in the Wave 1 survey was the formation of the Protect Purdue Leadership Group. This group was comprised of leaders from multiple organizations on campus including the senate, the Purdue Student Government, The Purdue Graduate Student Government, the Campus Support Staff Advisory Committee (CSSAC), and the Management and Professional Staff Advisory Committee (MaPSAC). We met weekly with Provost Akridge during the summer to raise concerns, share questions, and provide feedback on multiple policies and programs related to the Protect Purdue Implementation Team. We continue to meet every other week.
- Working with MaPSAC, we included questions on the third wave of the survey related to remote work needs and remote work benefits. We drafted a report specific to staff that included multiple ideas for enhancing everyone's ability to work remotely and shared that

with leaders and decision-makers around campus including Bill Bell and HR, the Provost's Office, and others.

- Vice Chair Beaudoin and I along with relevant Senate committees and other faculty (especially EPC) reviewed draft documents related to teaching guidance, campus visitor policies, travel policies, exam policies, among multiple others.
- While some may disagree, I believe that the manner in which both the fall 2020 and the spring 2021 temporary calendars were set, with back and forth discussions between the provost's office and the EPC, were also examples of shared governance.

We have a lot going on right now. Our surveys highlight that we are all experiencing heightened stress and anxiety that, across the summer, worsened as the national situation worsened. Only 39% of us report we are getting enough high quality interactions with others. We have also found that faculty and graduate students especially report difficulty in shutting off from work, in getting everything that needs to be accomplished done, and in feeling equipped to adequately shift between work and personal life demands. Staff and students report heightened financial concerns along with concerns about keeping their jobs. Those of us who are parents raised concerns about child care options, especially if preK-12 schools shift to remote learning again.

In the midst of a pandemic with the multiple work and personal life pressures we are all facing, I think that, while there is certainly much more work and trust-building to do to reach the deep levels of collaboration around Purdue's strategic goals, aspirations, and challenges that we all want, I do want to acknowledge what has been completed this summer and do believe these interactions represent the beginning of more collaborative and transparent decision-making as it relates to Purdue and the general welfare of those involved in these educational processes.

To that end and to reflect back to my earlier comments about the power of the words we use, language matters. How we use language matters. Who we direct this language toward matters. Who we exclude with this language matters. Our country continues to experience incredible divisiveness stoked by powerful rhetoric and polarized message framing. In this time of COVID, we as Boilermakers must do better. Demonstrating compassion toward one another, finding common ground where we can, advocating for those we represent when necessary, and communicating with one another in mutually respectful ways, bare minimum levels of decency, these all are needed more than ever on this campus to continue to strengthen relationships, build consensus, and cultivate a shared sense of purpose across the broader Purdue community as we work to create a safe community filled with diverse perspectives.

Thank you.

Before we transition to the remarks from President Daniels, I want to alert you all that I have called a special session of the Senate that will be held on October 12th. This session is convened to review an internal discipline matter. More information will be forthcoming in an email later this week.



Recent Rankings



- Improved to **#5 most innovative** (based on peer surveys). Passed Stanford, behind Georgia Tech.
 - Only Indiana school in top 50
- Best University: Improved to **17th among public institutions, 53rd overall.**

THE WALL STREET JOURNAL.

- #7 Best Value
- #8 Public University Overall



- #4 Public university that "Pays off the Most"

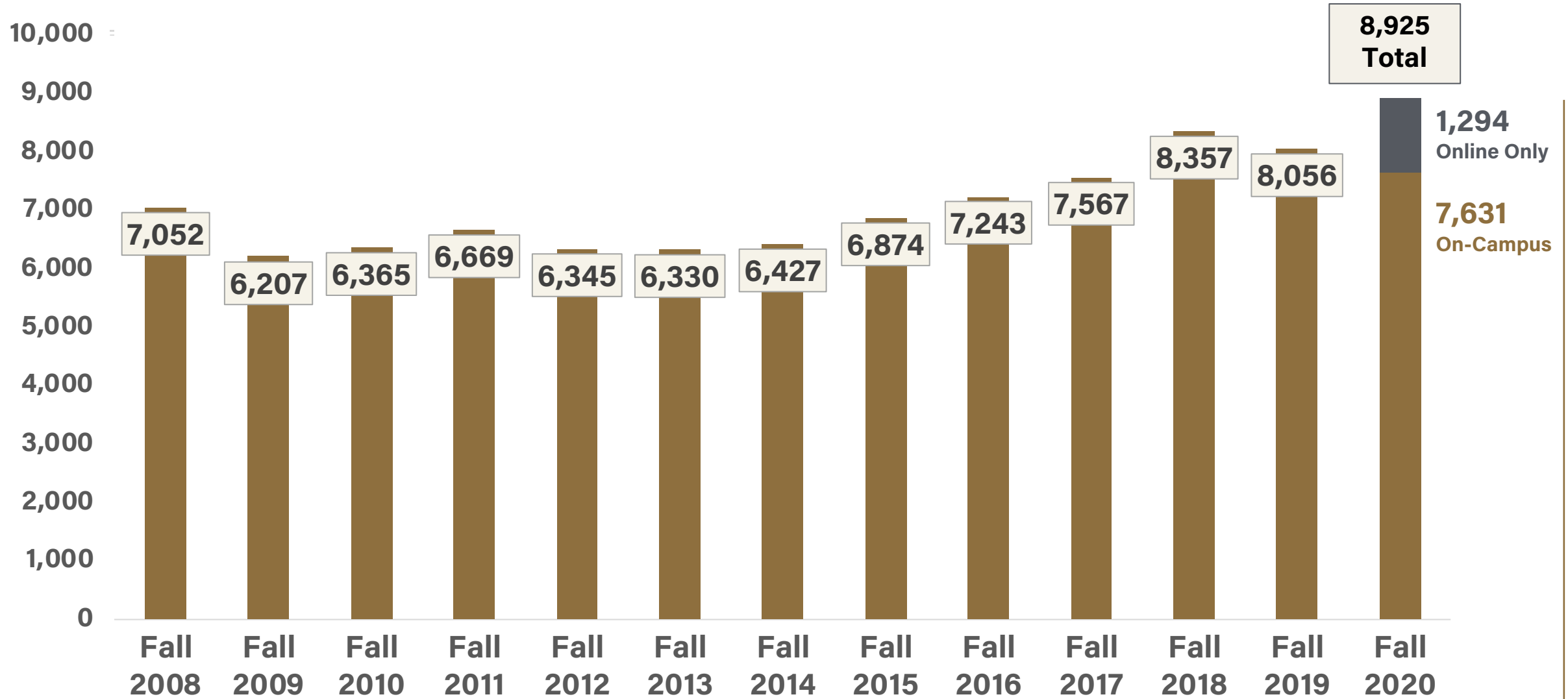


Undergraduate Application Trends

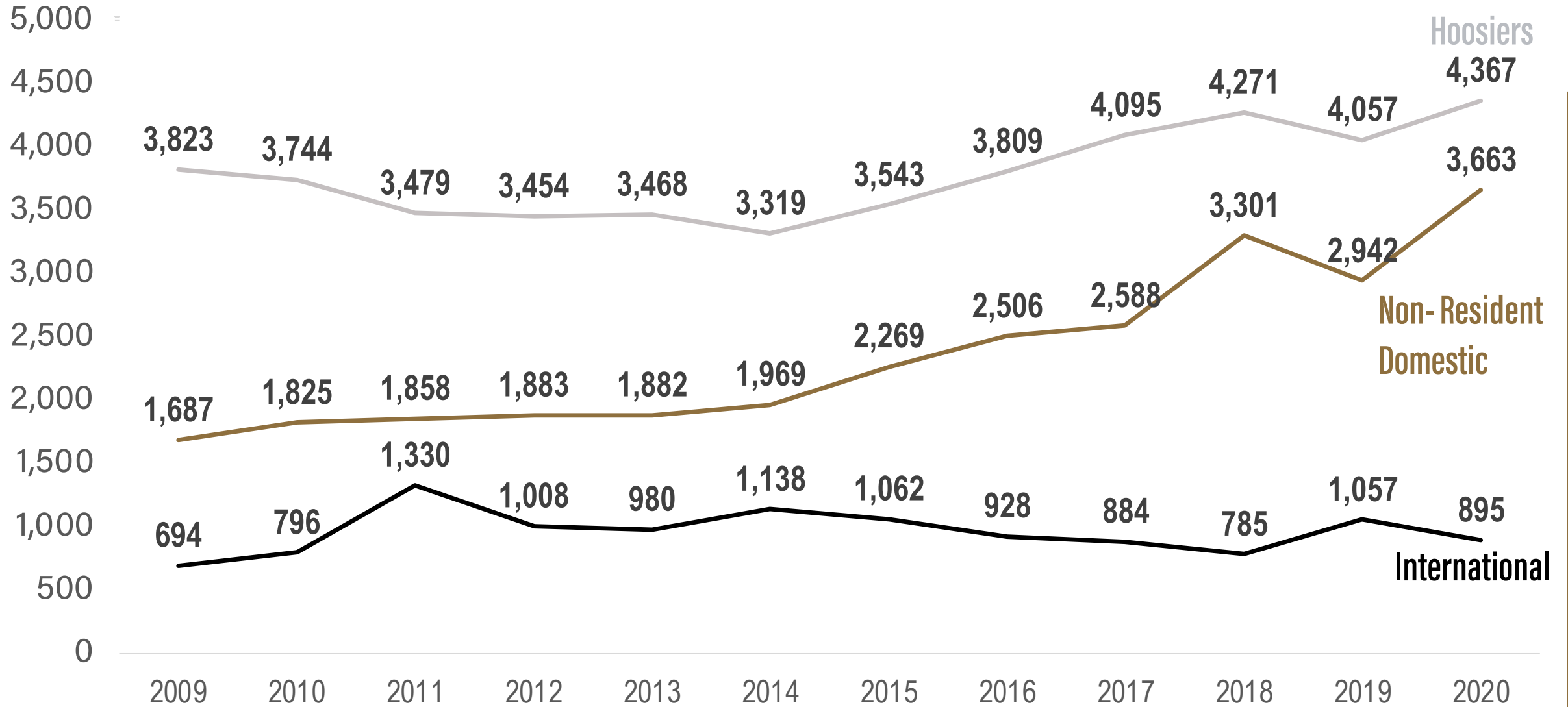
Annual Applications	2014	2015	2016	2017	2018	2019	2020	Trend
TOTAL UNDERGRAD APPLICATIONS +17,300 vs 2014	40,022	45,377	48,776	48,916	52,184	54,912	57,279	
INTERNATIONAL	11,581	13,376	13,715	12,722	12,233	11,207	11,330	
NON-RESIDENT	19,681	22,611	24,913	25,261	29,036	31,988	34,019	
RESIDENT +2,100 vs 2014	8,760	9,390	10,148	10,933	10,915	11,717	11,930	

*Prior to 2014, Purdue did not use the Common Application

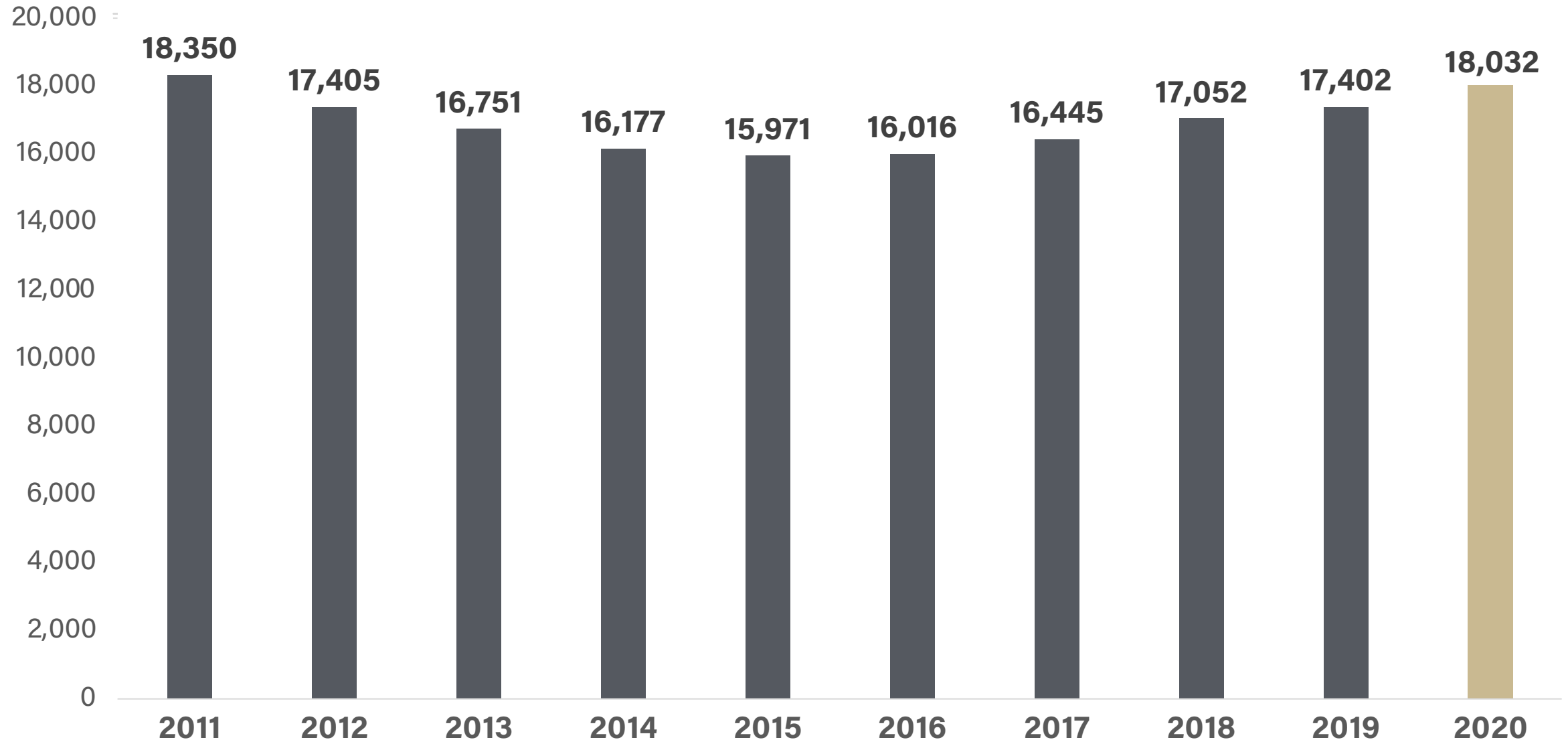
Freshmen Enrollment (New Beginners)



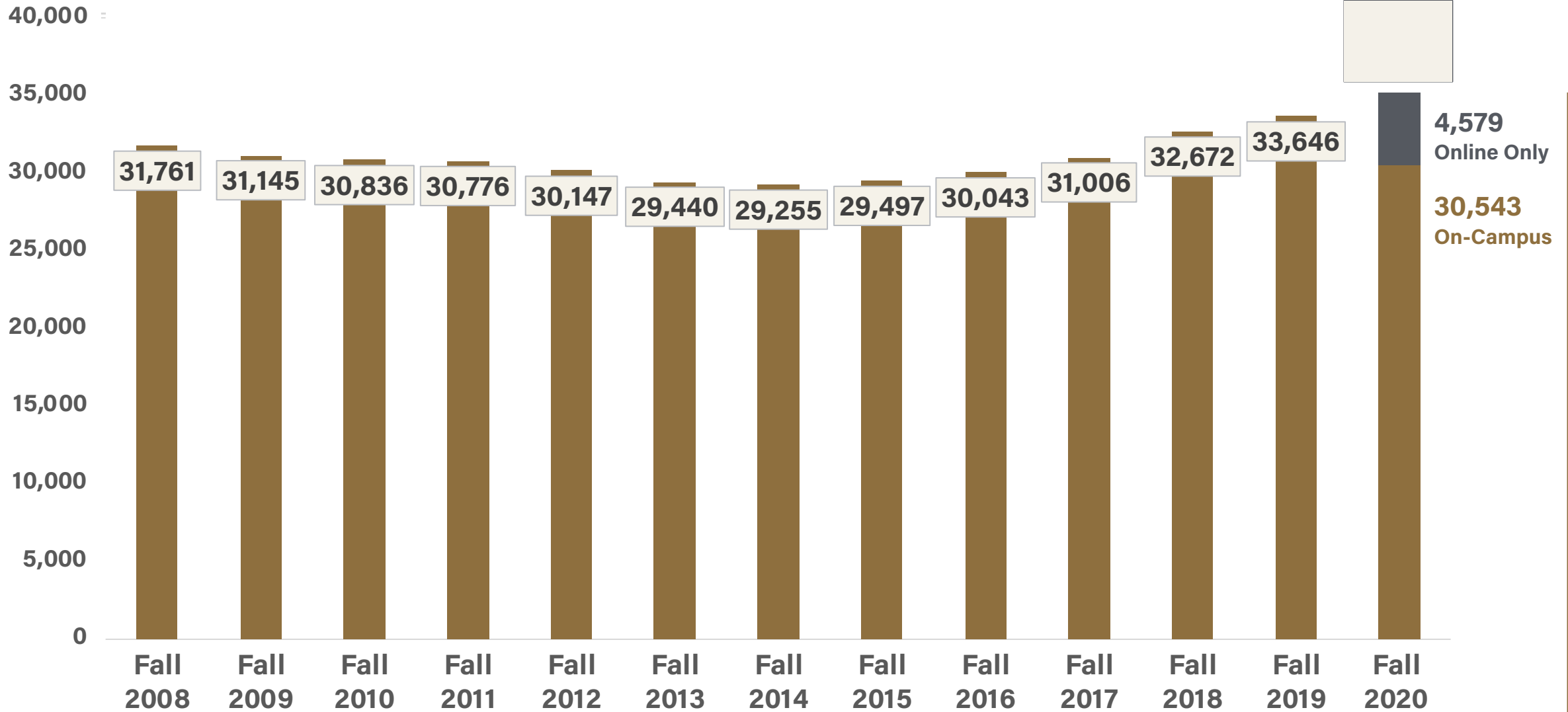
Freshmen (New Beginners) by Residency



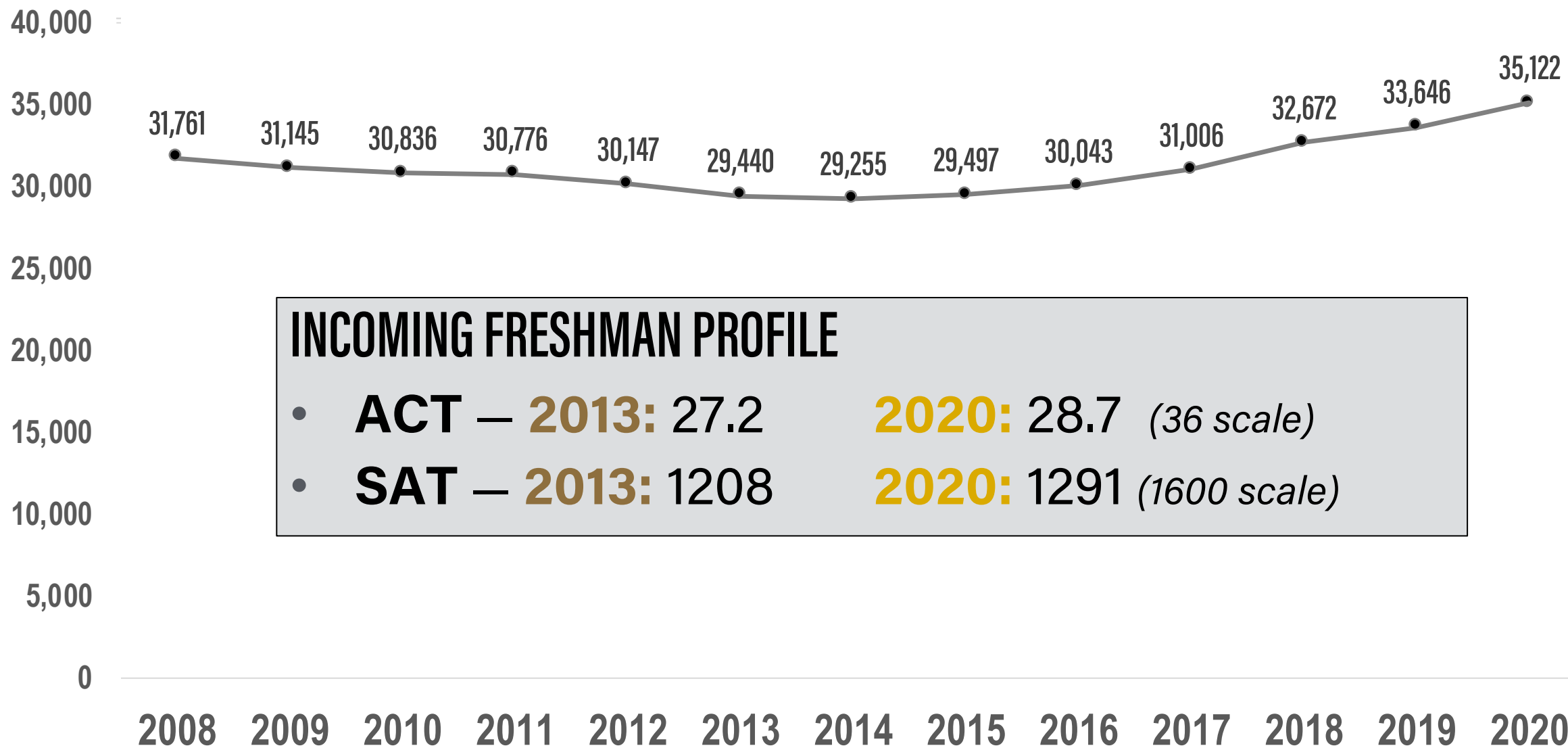
Hoosier Undergrads



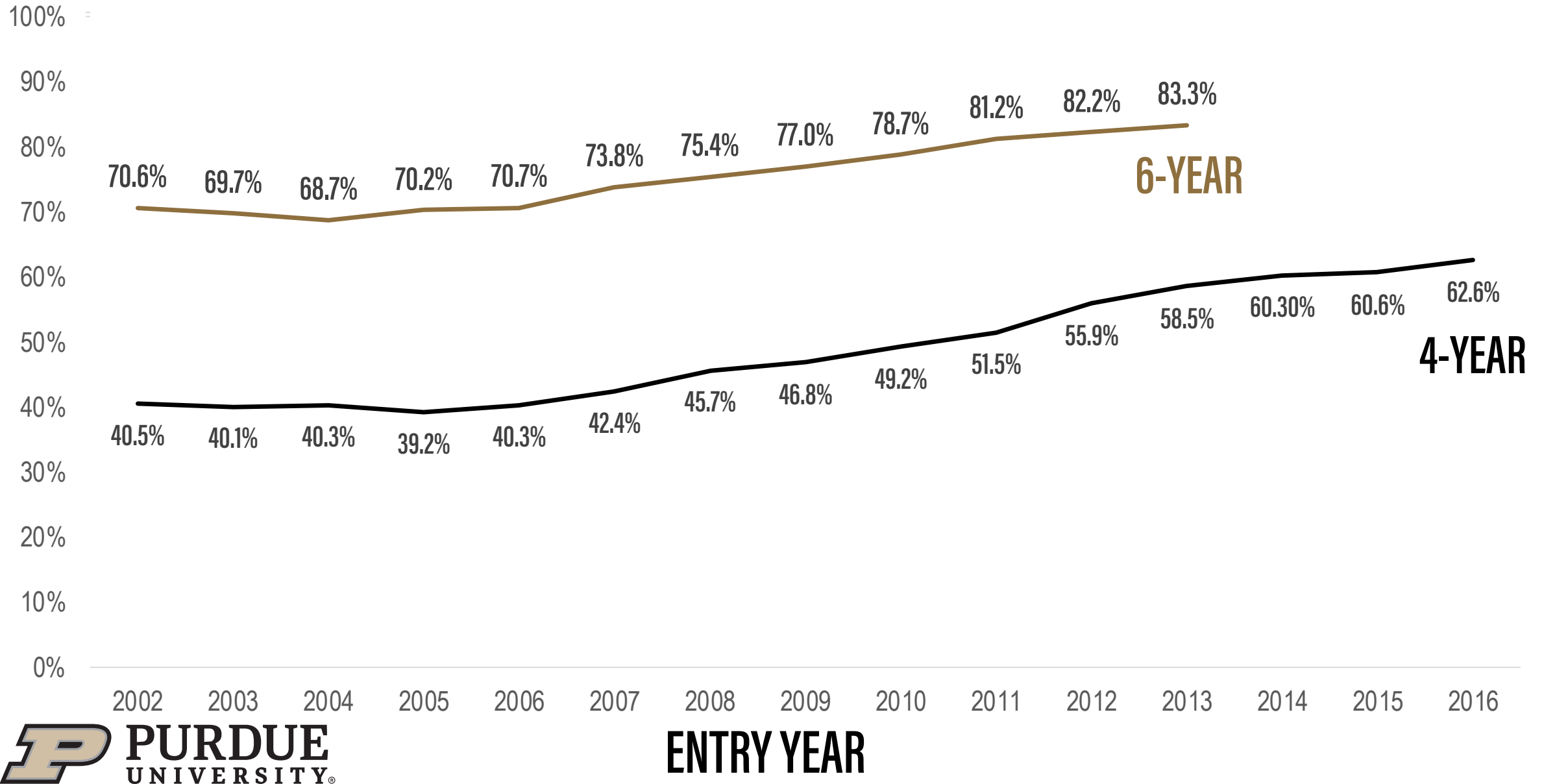
Undergraduate Enrollment



Growing Undergraduate Enrollment with Stronger Academic Profile



Record Graduation Rates



Undergraduate Minority Enrollment

	2012	2013	2014	2015	2016	2017	2018	2019	2020	Trend
# OF UNDERREPRESENTED MINORITY STUDENTS <i>+1,300 since 2012</i>	2,483	2,495	2,525	2,568	2,707	2,968	3,220	3,461	3,773	
% OF AMERICAN STUDENTS CONSIDERED URM	9.86%	10.20%	10.53%	10.58%	10.87%	11.40%	11.49%	11.90%	12%	
# OF U.S. MINORITY STUDENTS <i>+110% since 2012</i>	4,140	4,210	4,430	4,746	5,187	5,777	6,699	7,263	8,737	
% OF U.S. STUDENTS CONSIDERED MINORITY STUDENTS <i>1 in 4, +12% Points</i>	16%	17%	18%	20%	21%	22%	24%	25%	28%	
# OF URM FRESHMEN <i>+83% Since 2012</i>	543	562	561	596	697	809	917	844	992	

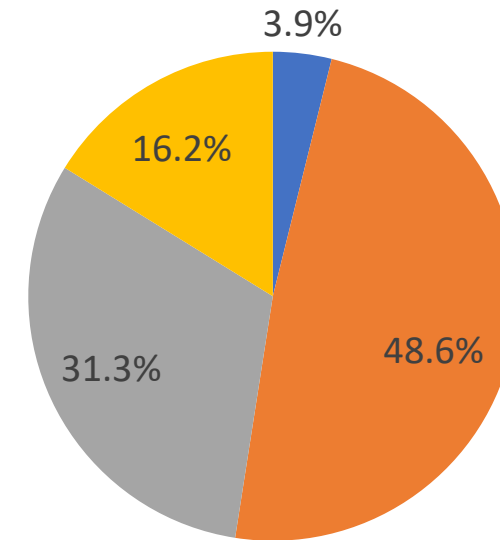
ENTRY YEAR

Protect Purdue Health Center Update

Testing Summary

- Campus testing since August 1
 - Total tests = 17,627
 - Negatives = 17,157
 - Positives = 470
 - Students = 445
 - Employees = 25
 - Positivity Rate 2.67% (per WHO goal <5%)

Case Breakdown September 1 to September 11, 2020



■ Non-Students ■ FSC ■ Off-campus ■ Residential

▪ Congregate Housing Efforts

- Education
- Support

Protect Purdue Health Center Update

- Clinical Summary of Cases
 - ~70% Mild or Symptom-free
 - ~27% Moderate (typical symptoms, but lack critical symptoms such as difficulty breathing)
 - ~1.5% Significant
 - ~0.5% Outpatient care evaluation
 - ~1% non-COVID associated hospital care

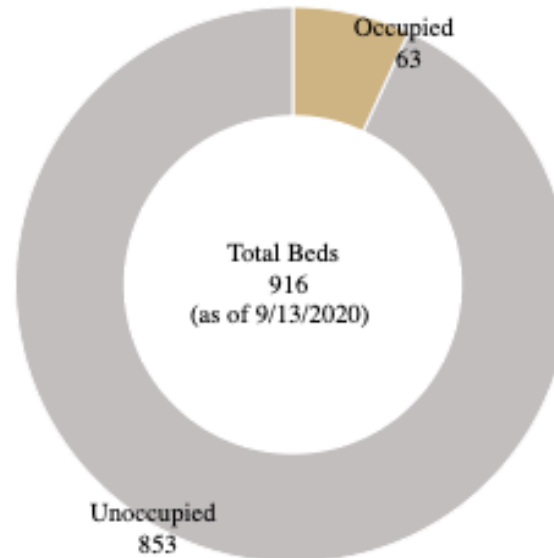
Protect Purdue Health Center Update

Isolation and quarantine space on campus:

Isolation and Quarantine Beds

Counts reflect the current status of beds held for Isolation or Quarantine in Purdue alternative housing. An additional 24 beds will be made available in the coming weeks.

■ Occupied
■ Unoccupied



- Current efforts focused on enhancing operation and student experience

Protect Purdue Health Center Update

Community Summary

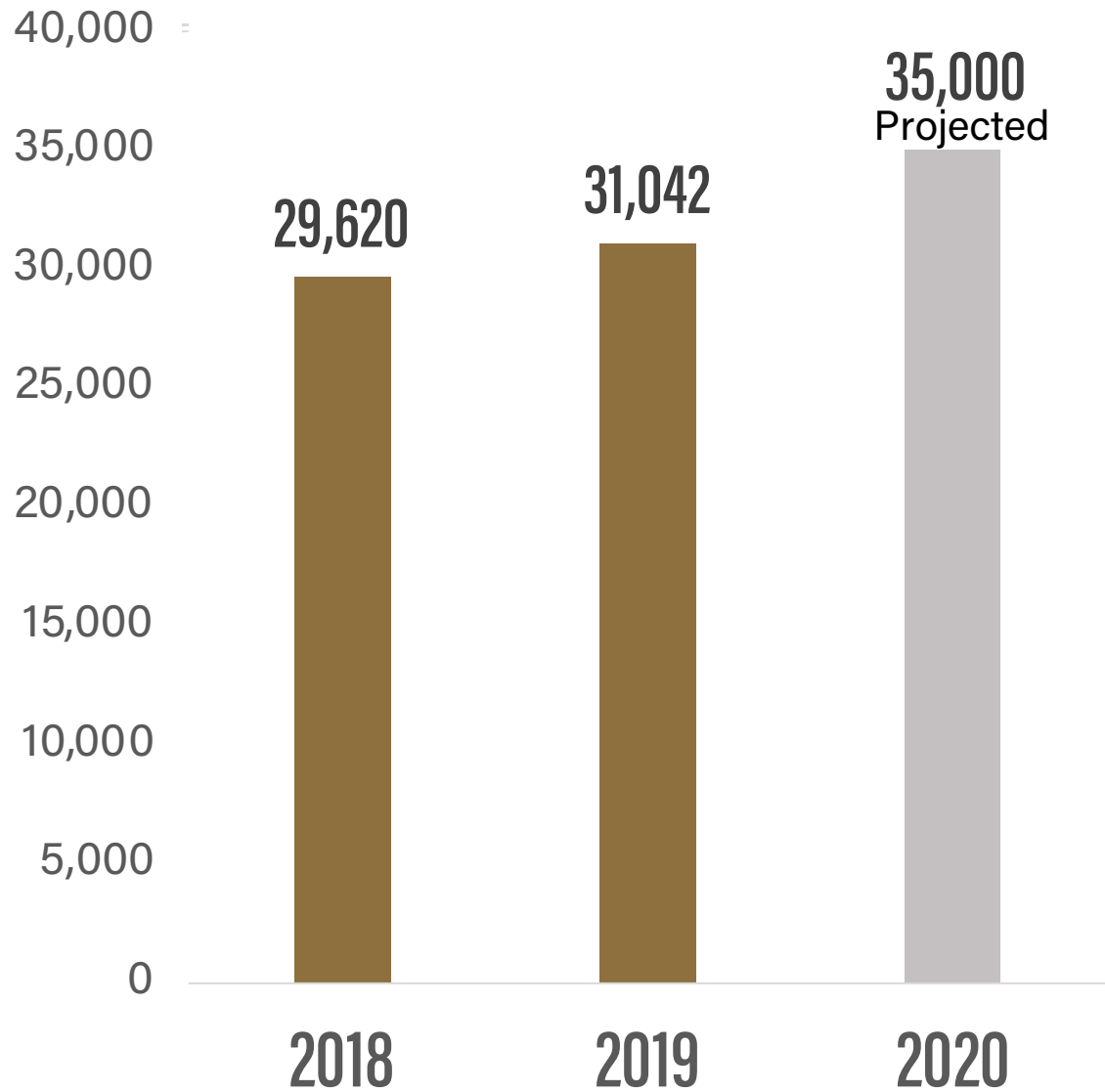
- Hospital Updates: IU Health and Franciscan
 - Not on diversion
 - Good ICU capacity
 - 0-1 ventilator use for COVID reasons
 - Person Under Investigation (PUI, suspected COVID) on average 5-10 per day
 - ~5-10 COVID patients per day

Fall 2020 Academic Update

- Summer session undergraduate enrollments were up 24% and credit hours up 33%.
- Some 700+ classroom and lab spaces were individually mapped to assess safe occupancy capacity.
- We invested in more than 500 faculty over the Summer to participate in IMPACT X, IMPACT X+, or Full Online Course Production to help prepare their courses for Fall.
- More than 500 students were on campus for Early Start/Summer Start, a record.
- Weekly updates/multiple Town Halls have been provided/conducted for instructors by Jenna Rickus, Interim Vice Provost for Teaching and Learning.
- The Online Option was launched and about 4,500 undergraduates enrolled.
- Kaltura IT issues created challenges at the start of the semester, there have been no technical issues with BrightSpace.
- Course modality continues to be a focus. Students want more face to face engagement. We must keep everyone safe. There are opportunities for improvement here in the Spring: classroom (space) assignments and more focus on virtual contact hours are two.
- Much focus by Student Life, Colleges, and other units on safe co-curricular activities.
- Research Task Force has evaluated research spaces in 150 major buildings and 4000+ labs/service rooms, to enable 5,500 faculty, staff, post docs and students to re-engage in research beginning July 1.

Purdue Global Update: Strong Gains in Enrollment and Finances

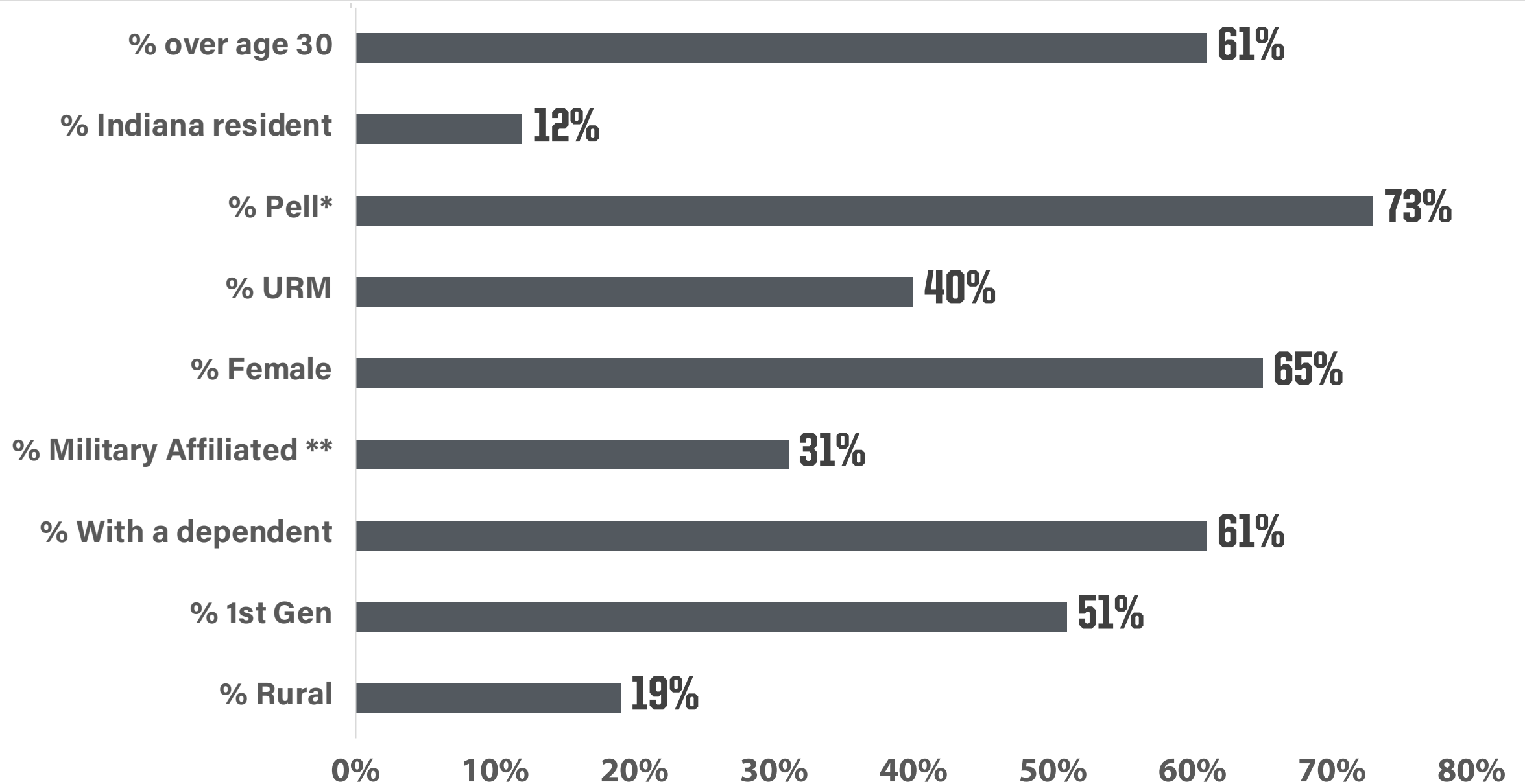
Mid-October Purdue Global Enrollment



Financial Results:

- Net revenue: +2% vs FY19
- Expenses: -8% vs. FY19 driven by reductions in marketing. No change in teaching expense
- Recurring Operating Income of \$10M

Purdue Global Demographics: 2019, All student levels



Transforming PG Culture to Embrace a Public Mission

1. Leading Law Enforcement Reform

- Redesigned courses and launched four new microcredentials in support of improving law enforcement training in today's environment

2. Free contract tracing course

- ≈ 10,000 registrations and 3,200 completions



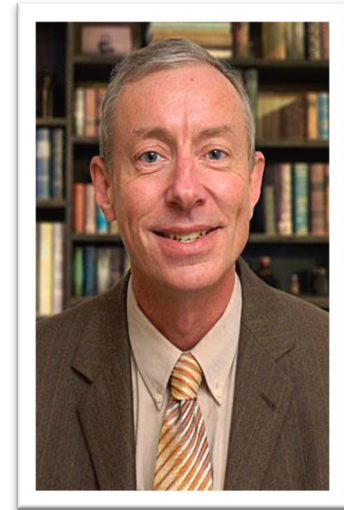
Kristin Early,
Professor



Chloe Robinson,
Assistant Department
Chair

Purdue Taking Charge

- New Chancellor
- New Provost, Jon Harbor
- Relocating headquarters to West Lafayette



4 Letters From 3 Recent Purdue Global Graduates

"I want to tell you how great my experience was at your college...my advisors were great...I remember in 2018 my brother had died during a term where I was taking 3 classes. The advising team called and made sure that I was fine and worked with me. ...my professors were very passionate about teaching and really enjoyed their jobs..... Finally, this has been extremely stress free with me being in the Army because I was able to access my classes from anywhere and it was awesome. "

-Staff Sergeant Caleb Cannon

Today I received in the mail the greatest gift you could ever give to this employee, I received my diploma from Purdue University Global....Your gift of allowing us to receive this education has not only given me the ability to complete my dream of receiving my Bachelor's Degree, but it has also given me the opportunity to be promoted and serve our students in the best way possible."

-Laura L. Holladay, Student Program Manager, CERIAS

"After many years of looking for a school and bouncing around different military friendly schools, I can proudly say I have found my home with Purdue Global.

-Kelvin Gumbs, Active Duty Navy Officer after starting at Purdue Global

"...I just recently finished my Capstone Course for my Associates Degree. All I can say is, WOW. I am proud and humbled to have accomplished this...I remain resolute in my belief that Purdue Global was the right choice for me... not enough good things can be said about the professors that were so very patient with us online students juggling the many aspects of distance learning vs life, etc."

-Kelvin Gumbs, after earning associate's degree

1. Could you provide details regarding the enforcement of the Protect Purdue Pledge? How many reports of violations have there been on campus? Off campus?
2. Many IT challenges have emerged this semester. Some of the more daunting of these from a teaching and learning perspective include: Internet outages during teaching, Kaltura failures, WebEx failures, long delays in the processing of information (for example, recorded lectures), and long delays in the integration of content with Brightspace. Which of these challenges should we expect to improve, and which are unlikely to improve? Regarding that aspects that will not improve quickly, are there any workarounds in the pipeline?"
3. There are a number of questions raised about Purdue Global's IRS Tax-Exempt Status that were mentioned in this article. Would you please comment on them?
<https://tcf.org/content/commentary/purdue-global-got-irs-stamp-approval>
4. Will you affirm that faculty will have the "full right" (as you said on MSNBC on Aug 4) to determine their mode of instruction for their teaching in spring 2021, based on their assessment of their students' pedagogical interests, without pressure from their department heads?
5. What are Purdue's plans to support parents working from home with children at home if the local public schools should shut down again?

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

Advisory Committee

Deborah Nichols, deborahnichols@purdue.edu

Nominating Committee

Robert Nowack, nowack@purdue.edu

1. The Nominating Committee will present the slate of nominees for committee vacancies.

Educational Policy Committee

Erik Otárola-Castillo, eoc@purdue.edu

1. The Educational Policy Committee does not have resolutions for the Senate floor at this time. This past summer and current fall 2020, the committee has continued working, in an advisory role, to support the Provost's office efforts to adapt University policies to the current COVID-19 context. The committee has provided advice on a range of emergency protocols and policies including classroom management of the facemask requirement, in person exam and final exam policies, and the spring 2021 academic calendar.

Equity and Diversity Committee

Audrey Ruple, aruple@purdue.edu

1. Inclusion Resolution 2.0
2. COVID-19: focus on the disproportionate impacts on faculty, staff, and students
3. Racial justice
4. Lactation spaces for students and staff
5. Stem Equity Achievement (SEA) Change program

Faculty Affairs Committee

Alexander Francis, francis@purdue.edu

1. The FAC will present a motion to delineate procedures for senate meetings during the COVID-19 pandemic

Student Affairs Committee

David Sanders, retrovir@purdue.edu

1. SARS-CoV-2 testing
2. Mental Health

University Resources Policy Committee

Janice Kritchevsky, sojkaje@purdue.edu

1. Current URPC membership are overwhelmingly supportive of Prof. Dr. Janice Kritchevsky to chair the committee next year. This will be formally confirmed by vote of new and returning members in months ahead.

TO: The University Senate
FROM: Athletic Affairs Committee
SUBJECT: Athletic Affairs Committee Report to the University Senate, 2019-20 AY
REFERENCES: University Senate Document 90-31, 22 April 1991
DISPOSITION: University Senate for Information

Purdue University's commitment to the academic and social well-being of its student-athletes is focused through the activities of the Athletic Affairs Committee (AAC) and Intercollegiate Athletics (ICA). This report covers the two regular semesters in the year that has passed since the last report from the AAC: the Fall 2019 Semester and the Spring 2020 Semester.

FACULTY OVERSIGHT OF ATHLETICS

Faculty oversight of ICA continues to be exercised through the AAC. The 2019-20 and 2020-21 membership of the AAC, listed in *Appendix 1* of this report, includes representation from faculty, an appointed liaison from the Student Affairs Committee of the University Senate, a liaison to the President, alumni, citizens from the local community, Purdue University students, and ICA senior staff. The AAC monitors the academic progress of the student-athletes and the efforts of ICA to provide outstanding opportunities to learn, compete, and develop personally. The AAC was briefed on the academic status of each sport program and received updates on the primary NCAA academic metrics, the Graduation Success Rate and the Academic Progress Rate.

At monthly meetings of the AAC, the members hear reports and participate in discussions pertinent to their mandate. All minutes and supporting documents are filed with the University Senate, and thus are readily available for review. The AAC may be asked to study, review and approve changes in Purdue rules and regulations affecting intercollegiate athletics programs, and to formulate positions with regard to legislation pending before the NCAA. The AAC also discusses diverse topics related to Big Ten or NCAA matters, or national news/trends that may affect the status of both university sports programs and the eligibility of student-athletes. A characteristic agenda and a partial list of topics discussed during the current academic year are provided in *Appendix 2*.

The Vice President and Director of Athletics provides additional information related to the strategic plans of the department, including current goals, key progress measures, facilities projects, etc. Elements of the current plan, especially those that pertain to the development and welfare of the students are presented in brief below.

In addition to the AAC meetings, the senior associate athletics director for student services conducts two academic planning meetings each year at which plans and outcomes over a three-year period are discussed. The two faculty athletic representatives (FAR) participate in each meeting, along with members of the senior athletics administrative staff and the athletics student services staff. The purpose of the meetings is to update the FARs on the plans for the academic areas for the next three years. Academic information for the athletics department and for each sports program is reviewed during each meeting. Information from these meetings is conveyed to the AAC as appropriate.

OVERVIEW OF STUDENT-ATHLETE ACADEMIC DATA

Each semester the pattern of student-athlete choice of major, course selection and academic performance is assessed through data reported by the Office of Institutional Effectiveness and compared to comparable data for the remainder of the student body. This report is/will be sent to the President, Provost, Vice-Provost for Learning and Teaching, the Athletic Affairs Committee, FARs and Athletics Director for review. Data for the fall 2019 and spring 2020 is included in Appendix 3.

OVERVIEW OF THE STRATEGIC PLAN FOR INTERCOLLEGIATE ATHLETICS

The Director of Athletics and others from the department often share goals and metrics from the department's strategic plan with the AAC. Some elements of the plan, especially those related to the academic success of the students are reported for the Senate's review. Words in brackets replace personal pronouns that might be misunderstood in the context of this report.

The foundation of the plan lies in the Vision, Mission and Goals of the department.

Vision: A championship-caliber athletics organization that is excellent in all respects and is a consistent member of the “25/85 Club.”

The "25/85 Club" refers to a very small number of elite NCAA Division I institutions that consistently have their teams ranked in the top 25 while graduating their student-athletes at an 85 percent rate as measured by the NCAA Graduation Success Rate (GSR). The GSR is similar to the Federal Graduation Rate, but the yearly cohorts are adjusted as students transfer in or out of the university.

Mission: Developing Champions / Scholars / Citizens

[The department] will engage and inspire all constituencies to support the broader university pursuit of preeminence by attracting and retaining the very best student-athletes, coaches and staff while engaging former student-athletes in an effort to maintain their identity as part of the Purdue athletics family.

The very best [student-athletes] will execute this mission sharing a common set of values – integrity, mutual respect, a belief in hard work and team work, a commitment to inclusiveness – and the courage to lead. They will be the Purdue Athletics’ brand and continue to enhance our reputation while being pleased with every aspect of their experience at the university.

It is expected that [the department] will be a financially self-supporting enterprise that provides the resources for coaches and staff to develop championship programs.

Goals in support of the Departmental Vision and Mission

Athletic

All sports will place in the top 25 nationally. Consistent performance at this level will see us competing for Big Ten and NCAA championships.

[The department] will deliver exceptional support services throughout the athletics department to all student-athletes to ensure they are mentally and physically prepared to absorb the skill development necessary to maximize their potential as students, leaders, and athletes.

Student Athlete Development and Welfare

Student-athletes will maintain a cumulative grade-point average of 3.0 or above each semester while competing to perform at or above the all-campus cumulative grade-point average; all Purdue teams will have a graduation success rate (GSR) equal to or better than sport specific Division I-A GSR while striving to achieve a department-wide GSR of 85 percent or higher.

The athletics academic support services unit operates with a rolling three-year plan. Each year, the athletics academic support services staff reviews and updates the plan to ensure it is meeting the academic needs of the student-athletes and that it helps create the atmosphere and expectation for academic success. The three-year plan provides the opportunity for the staff to modify and update current practices in an organized manner. The three-year plan objectives are reviewed twice a year with both faculty athletic representatives (FARs) and the athletics senior staff to ensure progress is being made. These meetings provide the opportunity for input by the FARs and sport administrators.

Fiscal

All financial resources will be allocated in pursuit of the vision and managed to ensure that [the department recognizes] the expectation to remain self-supporting while providing scholarships, quality academic support services, competitive operating budgets, and comprehensive facilities. Marketing and development plans will be designed and executed to generate revenue.

Equity and Integrity

To promote an atmosphere that upholds and embraces inclusiveness among all constituencies, [the department] will provide champion-caliber participation opportunities that recognize and reinforce gender and ethnic equality for all coaches, staff and student-athletes.

Image

The student-athletes, coaches, and staff will live their shared values as the role models that they are, so that people “experience” Purdue Athletics with respect, admiration, and pride. All decisions will be communicated in a manner to create, project and enhance this strong intercollegiate athletic brand.

Appendix 1: Members of the Athletic Affairs Committee for 2019-20

Nathan Hartman - CHAIR (*University Senate Appointment, Professor of Computer Graphics & Technology*)

Kathy Abrahamson (*University Senate Appointment, Associate Professor of Nursing*)

Tony Albrecht (*Alumni Representative*)

Mike Bobinski (*Vice President and Director of Intercollegiate Athletics*)

Jason Butikofer (*Deputy Director of Intercollegiate Athletics*)

Nancy L. Cross (*Senior Woman Administrator & Senior Associate Athletics Director – Sports*)

Lauren Guiao (*Student Representative Fall 2018 Semester – Women’s Golf Student-Athlete*)

Gary Henriott (*Alumni Representative*)

Stacy Holden (*University Senate Appointment, Associate Professor of History*)

Sue Holder Price (*Community Liaison*)

Ed Howat (*Senior Associate Athletics Director for Student Services – Sports*)

Jessica Huber (*University Senate Appointment, Associate Vice Provost for Faculty Affairs & Professor of Speech, Language, and Hearing Sciences*)

Will Kaufman (*Student Representative*)

Jaden Mattox (*Student Representative Fall 2018 Semester – Women’s Track & Field Student-Athlete*)

Beth McCuskey (*Presidential Liaison, Vice Provost for Student Life*)

Tom Mitchell (*ex-officio, Associate Athletics Director – Compliance*)

Randy Roberts (*Distinguished Professor of History – serving fall semester for Sue Holden*)

Steven Scott (*Student Affairs Liaison, Associate of Pharmacy Practice*)

Marcy Towns (*Faculty Athletic Representative, Professor of Chemistry*)

Philip VanFossen (*Faculty Athletic Representative, Director & James F. Ackerman Distinguished Professor of Social Studies Education*)

Alec White (*Student Representative Spring 2019 Semester – Wrestling Student-Athlete*)

Calvin Williams (*Associate Athletics Director – Sports*)

Kip Williams (*University Senate Appointment, Distinguished Professor, Social Psychology*)

Members of the Athletic Affairs Committee for 2020-21

Jessica Huber - CHAIR (*University Senate Appointment, Associate Dean for Research, Founder and Associate Director of the Center for Research on Brain, Behavior, and NeuroRehabilitation & Professor of Speech, Language, and Hearing Sciences*)

Kathy Abrahamson (*University Senate Appointment, Associate Professor of Nursing*)

Tony Albrecht (*Alumni Representative*)

Chip Blatchley (*University Senate Appointment, Professor of Civil Engineering*)

Mike Bobinski (*Vice President and Director of Intercollegiate Athletics*)

Leony Boudreau (*Student-Athlete Representative – Women’s Basketball Student-Athlete*)

Nancy L. Cross (*Senior Woman Administrator & Senior Associate Athletics Director – Sports*)

Jared Florell (*Student-Athlete Representative – Wrestling Student-Athlete*)

Gary Henriott (*Alumni Representative*)

Stacy Holden (*University Senate Appointment, Associate Professor of History*)

Sue Holder Price (*Community Liaison*)

Ed Howat (*Senior Associate Athletics Director for Student Services – Sports*)

TBA (*Campus Student Representative*)

Beth McCuskey (*Presidential Liaison, Vice Provost for Student Life*)

Tom Mitchell (*ex-officio, Associate Athletics Director – Compliance*)

Steven Scott (*Student Affairs Liaison, Associate of Pharmacy Practice*)

Marcy Towns (*Faculty Athletic Representative, Professor of Chemistry*)

Philip VanFossen (*Faculty Athletic Representative, Director & James F. Ackerman Distinguished Professor of Social Studies Education*)

Inez Wanamarta (*Student-Athlete Representative – Women’s Golf Student-Athlete*)

Calvin Williams (*Associate Athletics Director – Sports*)

Kip Williams (*University Senate Appointment, Distinguished Professor of Psychological Sciences*)

Appendix 2: A typical agenda for a meeting and representative topics of discussion

**Fourth 2019-2020 Meeting, February, 21, 2020
3:30-5:00 p.m. SPURGEON CLUB - MACKEY**

- | | |
|---|-----------------------|
| 1. Call to Order | N. Hartman |
| 2. Approval of November 2019 Minutes | Committee |
| 3. Waiver Petitions, Schedule, Approvals | N. Hartman |
| 4. Purdue S-A Development Update | P. Stovall |
| 5. Remarks from the Director | M. Bobinski |
| 6. Remarks from the Sr. Associate AD-Sports | N. Cross |
| Associate AD-Sports | C. Williams |
| Sr. Associate AD-Academics/Sports | E. Howat |
| 7. Compliance Issue of the Month | T. Mitchell |
| 8. Report from the Student Affairs Liaison | S. Scott |
| 9. Report from the Student Members | A. White/W. Kaufman |
| 10. Report from the Faculty Representatives | M. Towns/P. VanFossen |
| 11. Other Business | Committee |
| 12. Adjournment | N. Hartman |

Examples of Topics Discussed at 2019-20 AAC Meetings

Purdue University Sports Wagering Policy

Capital Projects; R&R and other facilities issues

Sport competition schedules & review of missed class time

Big Ten and NCAA legislation and reports on meetings

Review of NCAA Progress-Towards-Degree eligibility requirements

Review of the eligibility certification process utilized at Purdue

Topics related to rules compliance

Name, Image and Likeness Legislative Process

Review of Indiana sports wagering law and the potential impacts on Purdue

Big Ten & NCAA discussions/actions related to student issues

Review of time demands policies and procedures

Updates on Student-Athlete development programming

Updates on mental health initiatives and newly established Boiler Brave Program

Updates on Student-Athlete nutrition programming

Appendix 3: Academic Metrics and Enrollment Data by College and Course

Student-Athlete Academic Profile Contrasted to Student Body		
Academic Performance Measures:	Fall 2019	Spring 2020
<u>Cumulative GPA</u>		
Student-athletes	3.13	3.22
All-campus	3.19	3.28
<u>Semester GPA</u>		
Student-athletes	3.09	3.45
All-campus	3.10	3.30
<u>Achievement of Semester GPA of 3.0 or higher</u>		
Student-athletes	58.8% (297)	81.4% (398)
All-campus	65.6%	80.6%
<u>Achievement of Academic Honors</u>		
Student-athletes	37.4% (189)	55.8% (273)
Dean's List and Semester Honors	(121)	(148)
Semester Honors only	(52)	(118)
Dean's List only	(16)	(7)
All-campus	42.1%	56.5%
<u>Achievement of perfect 4.0 Semester GPA</u>		
Student-athletes	7.1% (36)	16.6% (81)
All-campus	9.0%	21.6%
<u>Placement on probation</u>		
Student-athletes	7.9% (40)	1.2% (6)
All-campus	7.8%	2.3%
<u>Dropped from the University</u>		
Student-athletes	0.4% (2)	-
All-campus	0.7%	-

Cumulative Grade Point Average by Team

Fall 2019 - Team	CGPA
Baseball	2.97
Football	2.96
Men's Basketball	2.99
Men's Cross Country	3.31
Men's Golf	3.65
Men's Swimming	3.20
Men's Tennis	3.12
Men's Track	2.95
Soccer	3.33
Softball	3.18
Volleyball	3.23
Women's Basketball	3.14
Women's Cross Country	3.53
Women's Golf	3.38
Women's Swimming	3.51
Women's Tennis	3.05
Women's Track	3.22
Wrestling	3.03
Student-Athlete Totals	3.13
Student Body Totals	3.19

Spring 2020 - Team	CGPA
Baseball	3.08
Football	3.05
Men's Basketball	3.00
Men's Cross Country	3.42
Men's Golf	3.69
Men's Swimming	3.31
Men's Tennis	3.14
Men's Track	3.05
Soccer	3.40
Softball	3.29
Volleyball	3.45
Women's Basketball	3.18
Women's Cross Country	3.64
Women's Golf	3.50
Women's Swimming	3.57
Women's Tennis	3.09
Women's Track	3.28
Wrestling	3.09
Student-Athlete Totals	3.22
Student Body Totals	3.28

NCAA Graduation Success Rate (GSR) Data

The Graduation Success Rate (GSR) serves a purpose similar to the Federal Graduation rate. Both measure graduation within six years for annual cohorts of students. The federal rate does not account for students who transfer from one institution to another and graduate. The GSR does account for these, which provides a more inclusive calculation of academic success.

STUDENT-ATHLETE GRADUATION SUCCESS RATES (GSR)* Graduation Rates for 2009-2012 Cohorts (Published November 2019) () Prior Year

	Purdue	NCAA Division I
	-----%-----	
Overall	86 (85)	
Baseball	86 (82)	84
Men's Basketball	67 (89)	83
Football (FBS)	80 (77)	79
Men's Golf	100 (100)	89
Men's Swimming	74 (67)	90
Men's Tennis	100 (100)	92
Men's Track/CC	86 (90)	82
Men's Wrestling	72 (66)	79
Women's Basketball	91 (92)	91
Women's Golf	100 (83)	95
Women's Soccer	94 (100)	94
Women's Softball	100 (100)	92
Women's Swimming	93 (96)	96
Women's Tennis	100 (100)	95
Women's Track/CC	93 (88)	91
Women's Volleyball	100 (100)	93

* The GSR permits institutions to subtract student-athletes who leave their institutions prior to graduation as long as the student-athlete would have been academically eligible to compete at Purdue University had he or she remained.

The Academic Progress Rate (APR)

The APR is an NCAA semester-by-semester assessment of academic progress. It is calculated by allocating one point per student for eligibility and one for retention—the two factors that research identifies as the best predictors of graduation. The data are presented on the basis of four-year rolling averages for each team. Teams must achieve an APR score of 930 to avoid NCAA penalties. Teams below 930 are ineligible for NCAA post-season competition and are required to develop and execute an academic improvement plan.

Each student on a roster who is receiving an athletics scholarship earns a maximum of two points per term, one for being academically eligible and one returning to the institution. A team's APR is the total points of a team's roster at a given time divided by the total points possible. The number is then multiplied by 1,000. Thus, a raw APR score of 0.930 is reported as 930 and reflects an approximate 50 percent Graduation Success Rate (NCAA website).

PURDUE UNIVERSITY ACADEMIC PROGRESS RATE INSTITUTIONAL REPORT NCAA DIVISION I 2018-19

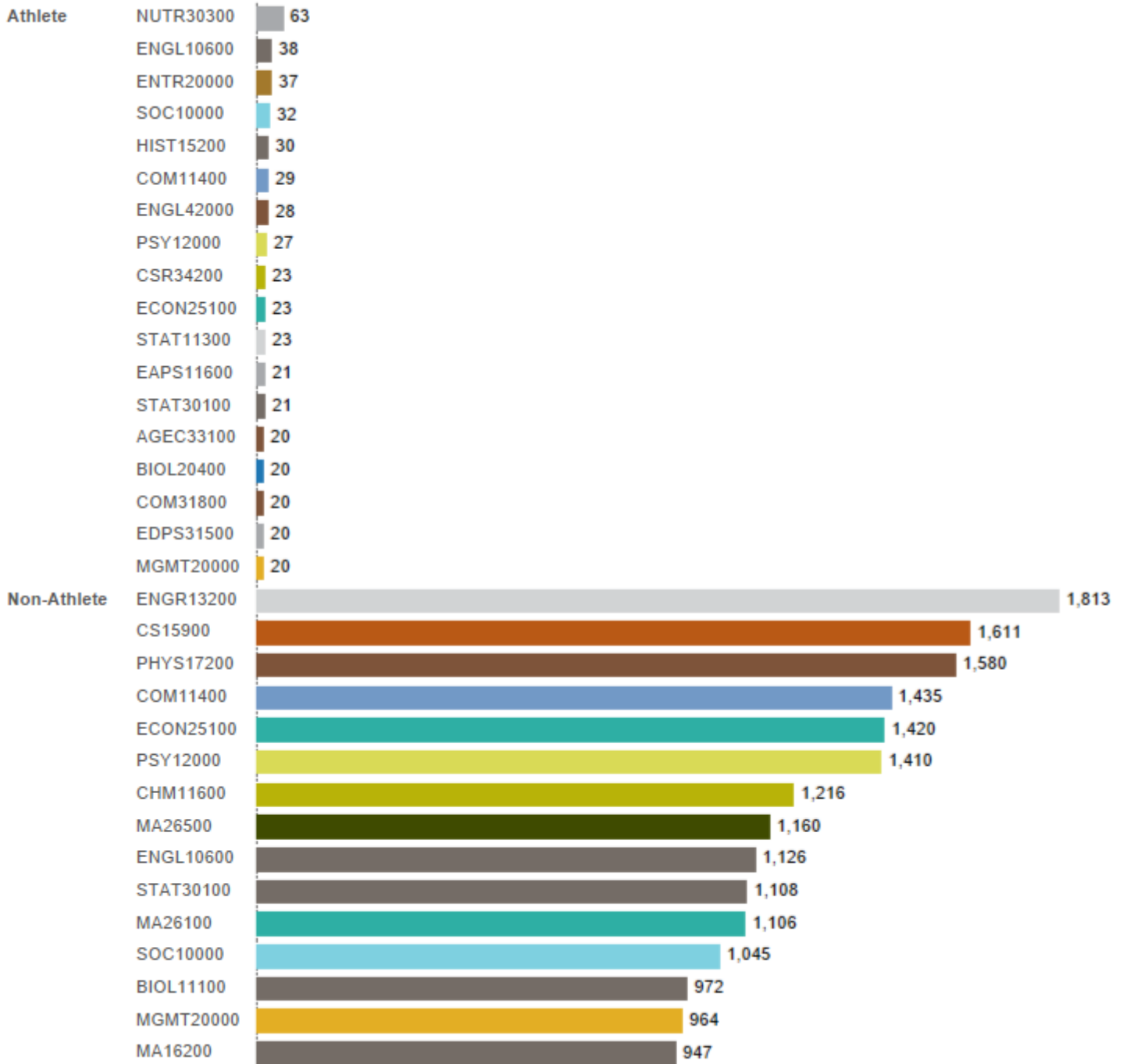
	Multiyear APR Rate
Baseball	977
Men's Basketball	975
Men's Cross Country	958
Football	954
Men's Golf	1000
Men's Swimming	994
Men's Tennis	968
Men's Track	952
Men's Wrestling	977
Women's Basketball	973
Women's Cross Country	1000
Women's Golf	1000
Women's Soccer	997
Women's Softball	969
Women's Swimming	1000
Women's Tennis	992
Women's Track	964
Women's Volleyball	1000

Enrollment Data

NUMBER OF STUDENT-ATHLETES BY COLLEGE OR SCHOOL

College or School	Number of student-athletes	
	<u>Fall 2019</u>	<u>Spring 2020</u>
Agriculture	22	22
Education	12	10
First Year Engineering	12	9
Engineering	40	37
Health and Human Sciences	128	117
Liberal Arts	82	74
Management	77	72
Pre-Pharmacy/Pharm. Sciences	7	5
Pharmacy (Pharm. D.)	2	2
Science	22	20
Polytechnic Institute	53	55
Graduate School	9	6
Exploratory Studies	38	32
Veterinary Medicine	1	1

Course Enrollment Review: Top 15 Courses
Spring 2020, Office of Institutional Effectiveness

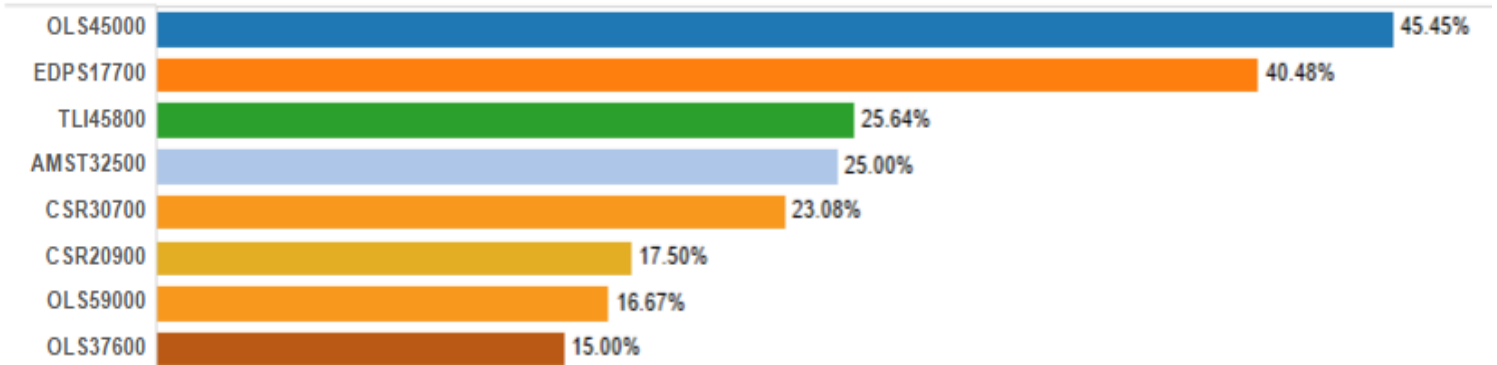


Course Enrollment Review: Grade Distributions in Top 15 Courses
Spring 2020, Office of Institutional Effectiveness

		A, A-, A+	B, B-, B+	C, C-, C+	D, D-, D+	F	Other: Withdrawl, Audit, Pass/No Pass, etc.
COM11400	Athlete	30.65%	50.03%	8.35%	2.80%	5.53%	2.63%
	Non-Athlete	49.82%	37.54%	6.82%	1.76%	1.93%	2.13%
ENGL10600	Athlete	40.58%	56.66%	2.76%			
	Non-Athlete	63.75%	23.99%	5.28%	1.51%	2.91%	2.56%
ECON25100	Athlete	30.84%	24.41%	17.20%	17.00%	7.05%	3.49%
	Non-Athlete	32.23%	29.66%	19.93%	11.60%	4.84%	1.74%
SOC10000	Athlete	43.25%	39.76%	14.10%	2.89%		
	Non-Athlete	43.45%	29.74%	17.08%	4.44%	3.27%	2.02%
MA16020	Athlete	20.20%	39.95%	29.81%	5.04%		5.00%
	Non-Athlete	17.66%	26.39%	38.44%	8.85%	2.32%	6.34%
MGMT20000	Athlete	11.29%	14.85%	36.87%	11.20%	18.60%	7.20%
	Non-Athlete	15.83%	21.48%	34.16%	10.55%	13.90%	4.07%
NUTR30300	Athlete	58.55%	20.69%	11.04%	7.00%	1.38%	1.34%
	Non-Athlete	72.95%	16.25%	4.91%	2.06%	2.36%	1.48%
BIOL20400	Athlete	21.06%	31.77%	31.92%	10.10%	5.15%	
	Non-Athlete	36.84%	29.92%	22.01%	7.71%	2.59%	0.93%
MGMT20100	Athlete	49.61%	45.95%	4.44%			
	Non-Athlete	57.18%	28.59%	10.63%	1.56%	0.78%	1.26%
SOC22000	Athlete	38.87%	26.03%	22.07%	4.39%	4.24%	4.41%
	Non-Athlete	70.75%	16.45%	5.98%	2.24%	2.61%	1.97%
ENGL42000	Athlete	47.63%	31.85%	15.58%		4.94%	
	Non-Athlete	61.80%	27.01%	6.27%	1.99%	0.39%	2.54%
HIST15200	Athlete	13.82%	57.36%	28.83%			
	Non-Athlete	44.80%	31.37%	12.35%	4.01%	3.33%	4.15%
ENTR20000	Athlete	74.86%	20.89%	4.24%			
	Non-Athlete	87.56%	10.84%	0.28%		0.53%	0.79%
CSR28200	Athlete	76.33%	23.67%				
	Non-Athlete	77.01%	14.97%	3.68%	2.85%		1.48%
EDPS49000	Athlete	89.14%	9.32%	1.54%			
	Non-Athlete	50.00%					50.00%

High Enrollment Courses for Participants in Intercollegiate Athletics
(Courses with > 15% enrollment by participants in ICA)

Spring 2020, Office of Institutional Effectiveness



Grade Distributions for High Enrollment Courses
(Courses with > 15% enrollment by participants in ICA)

Spring 2020, Office of Institutional Effectiveness

		A, A-, A+	B, B-, B+	C, C-, C+	F	Other: Withdrawl, Audit, Pass/No Pass, etc.
OLS45000	Athlete	80.00%		20.00%		
	Non-Athlete	66.67%				33.33%
EDPS17700	Athlete	100.00%				
	Non-Athlete	92.00%				8.00%
TLI45800	Athlete	20.00%	60.00%	20.00%		
	Non-Athlete	58.62%	24.14%	6.90%		10.34%
AMST32500	Athlete	100.00%				
	Non-Athlete	94.44%				5.56%
CSR30700	Athlete	50.00%				50.00%
	Non-Athlete	85.00%				15.00%
CSR20900	Athlete	28.57%	57.14%	14.29%		
	Non-Athlete	60.61%	33.33%	3.03%		3.03%
OLS59000	Athlete					100.00%
	Non-Athlete	20.00%				80.00%
OLS37600	Athlete		100.00%			
	Non-Athlete	17.65%	52.94%	11.76%	5.88%	11.76%

Appendix 4: Examples of Student Involvement in Community Service during 2019-20

All Team Hours completed

Boiler SAAC	23h 30m
Boiler SAAC Executive Board	103h 55m
Cross Country (women and men)	28h 00m
Track & Field (women and men)	80h 30m
Football	411h 10m
Men's Baseball	293h 30m
Men's Basketball	99h 30m
Men's Golf	38h 30m
Men's Swimming & Diving	40h 20m
Men's Tennis	56h 00m
Purdue Staff	87h 30m
Spirit Squad	13h 30m
Women's Basketball	172h 15m
Women's Golf	38h 54m
Women's Soccer	24h 00m
Women's Softball	101h 00m
Women's Swimming & Diving	73h 27m
Women's Tennis	20h 00m
Women's Volleyball	17h 40m
Wrestling	47h 30m

All Team Organizations Served

- Boys and Girls Club
- Cancer Network
- Cole Elementary School
- College Mentors For Kids
- Congress Street United Methodist Church
- Converse Church of Christ
- Faith Christian
- Federated Preschool
- Food Finders
- Foster Family Night
- Glasswater Creek of Lafayette
- Glen Acres Elementary
- Hope on the Horizon - Festival of Trees Gala
- Hunger Hike
- Ivy Tech
- KLD Foundation
- Klondike Elementary School
- Kokomo High School

- Lafayette Jefferson High School
- Lafayette Transitional Housing
- Leukemia & Lymphoma Society
- Northend Community Center
- Pack A Way Hunger
- PALS
- Purdue Channel Telethon
- Purdue Dance Marathon
- Purdue Musical Organizations
- Riley Children's Foundation
- Senior Health Fair
- Special Olympics
- Tippy Stars
- Wea Ridge Middle School
- West Lafayette Elementary
- Westminster Village
- Willowstone Family Services
- Green Acres
- River City

Basketball-Men's

- Federated Preschool
- Read to the Youth
- Klondike Elementary School
- Read with Youth
- USA Wheelchair Basketball
- Purdue Dance Marathon
- Talent Show with Riley Kids
- Riley Children's Foundation
- Make a Difference
- Wea Ridge Middle School
- Visiting with Middle School Students (Mentor)
- Willowstone Family Services
- Holiday Shopping with Families

Basketball-Women's

- Cancer Network
- Carry The Torch Fundraising Walk : Carnival for a Cause
- Emerging Leaders
- Hope on the Horizon - Festival of Trees Gala
- Festival of Trees Gala
- Hunger Hike
- USA Wheelchair Basketball

Football

- Boys and Girls Club
- Faith Christian

- Adventure Camp
- Food Finders
- Fight Hunger
- Foster Family Night
- Ivy Tech
- Ivy Tech Restoration
- Klondike Elementary School
- Read with Youth
- Pack A Way Hunger
- PALS
- PALS CAMP
- 2019 Endowment Dinner
- Special Olympics
- Polar Plunge
- Team Up With Special Olympics
- Tippy Stars Practice (mentoring)
- Tippy Stars Practice (speaking engagement)
- West Lafayette Elementary
- Read Across America

Volleyball

- Converse Church of Christ
- theLOFT Youth Group - Panel Speaking
- Reading is Leading
- Wea Ridge Middle School
- Purdue Day