

Second Meeting, Monday, 19 October 2020, 2:30 p.m.  
Zoom Meeting

## AGENDA

1. Call to order Professor Deborah L. Nichols
2. Approval of Minutes of 14 September 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 20-13 Nominee for the Educational Policy Committee For Action  
Professor Robert Nowack
10. Senate Document 20-14 Student Nominee for the University Resources Policy Committee For Action  
Professor Robert Nowack
11. Senate Document 20-15 Student Nominee for the Faculty Grade Appeals Committee For Action  
Professor Robert Nowack
12. Senate Document 20-16 EPC Support for the Spring 2021 Academic Calendar For Discussion  
Professor Erik Otárola-Castillo
13. Senate Document 20-17 Extension of Deadline for Students to “Withdraw/Drop” Fall 2020 Courses For Discussion  
Professor Erik Otárola-Castillo
14. Senate Document 20-18 Extension of Deadline for Students to Switch any Fall 2020 Course from a Letter Grade to P/NP For Discussion  
Professor Erik Otárola-Castillo

15. Presentation on Fall 2020 Challenges for ITaP

For Information  
Chief Information Officer  
Karl Browning

16. New Business

17. Adjournment

Second Meeting, Monday, 19 October 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, Robyn Bartlett (Malo), Jonathan Bauchet, Alan Beck, Peter A. Bermel, Bharat Bhargava, Colleen Brady, Sylvie M. Brouder, Sabine Brunswicker, Thomas H. Brush, Laura J. Claxton, Matt Conaway, Todor Cooklev, Martin Corless, Bruce Craig, Chittaranjan Das, Ariel de la Fuente, Jim Dworkin, Donna Ferullo, Alexander Francis, Jennifer Freeman, Assata M. Gilmore, James P. Greenan, Albert J. Heber, Catherine A. Hill, Stephen Hooser, Jules Janick, Signe Kastberg, Ralph Kaufmann, Todd Kelley, 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, Mindy L. Mallory, Tim McGraw, Michael McNamara, Richard Meilan, Terrence R. Meyer, Lin Nan, Larry Nies, Robert Nowack, Madelina E. Nuñez, Jan Olek, Erik Otárola-Castillo, Alice Pawley, Rodolfo Pinal, Bob Pruitt, 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, Kipling Williams, Jane F. Yatacilla, Haiyan (Henry) Zhang, Mark D. Zimpfer, Heather Beasley, Cheryl A. Cooky, Keith Gehres, Peter Hollenbeck, Lowell Kane, Carl T. Krieger, Lisa Mauer, Beth McCuskey, Sara Mellady, Jamie L. Mohler, Jenna Rickus, Alysa C. Rollock, Katherine L. Sermersheim, and Stephanie L. Dykhuizen (Sergeant-at-Arms).*

**Absent:** Ximena Bernal, Charles A. Bouman, Robert X. Browning, Min Chen, Sharon Christ, Ray Fouché, Michael Gribskov, Alexander V. Kildishev, John J McConnell, Greg M. Michalski, Li Qiao, Susan Watts, John S. Yaninek, Megha Anwer, Michael B. Cline, and Cameron D. Ward.

**Guests:** Dave Bangert (Journal & Courier), Karl Browning (ITaP), Joseph Ching (Exponent), Spencer Deery (Office of the President), Abigail H. Nickel (Purdue News Service), Kevin O'Shea (CLA), Noah Scott (BoT), Marion K. Underwood (Health & Human Sciences), Kate R. Walker (Office of the Provost), Kristina Wong Davis (Enrollment Management), and Margaret Wu (ITaP).

1. The meeting was called to order at 2:33pm by Chair Deborah Nichols.
2. The minutes of the 14 September Senate meeting were approved as distributed.
3. The agenda was accepted by general consent.
4. Chair Nichols presented remarks (see Appendix A). She noted that a Wave 4 survey would shortly be circulated to faculty and staff to assist in planning for the spring semester.
5. President Daniels presented remarks on the stability of the campus' situation with respect to COVID and student mental health, and thanked the faculty for their efforts (see Appendix B).
6. During Question Time, Provost Akridge responded to a pre-written query about early Spring 2021 planning. In many respects the guidance sent out does not expect major

changes. Less section splitting is anticipated. More guidance will be provided to assist in increasing peer-to-peer and student-faculty engagement levels. And better communication on modality during enrollment will be implemented. Work is being done towards modifying the attendance policy in a way that will continue to respect public health priorities. The Provost thanked Professor Otárola-Castillo and the Educational Policy Committee for their hard work on the spring semester.

Because there were 13 other written questions and a full agenda, remaining queries and their responses were posted to the Senate website (see Appendix C).

7. A Memorial Resolution was entered on behalf of Professor Alfred George James Wright, Director of Bands, Emeritus. The Senate observed a moment of silence for Professor Wright. See Appendix D.
8. Representing the Steering Committee, Professor Libby Richards presented the Résumé of Items Under Consideration (ROI) by the various Standing Committees (see Appendix E). The chairs of the standing committees briefly discussed the recent and current activities of their respective committees.
9. Professor Robert Nowack, chair of the Nominating Committee, presented Senate Document 20-13 Nominee for the Educational Policy Committee, Senate Document 20-14 Student Nominee for the University Resources Policy Committee, and Senate Document 20-15 Student Nominee for the Faculty Grade Appeals Committee. There were no additional nominations from the floor for Document 20-13. A motion to vote on the block of uncontested election slates was made and seconded. The motion carried with 77 votes in favor, none opposed.
10. Professor Erik Otárola-Castillo, chair of the Educational Policy Committee, presented Senate Document 20-16 EPC Support for the Spring 2021 Academic Calendar. Professor Otárola-Castillo moved to suspend the rules in order to take immediate action on the Document. The motion was seconded. Professor Alice Pawley raised a question, which she was concerned would make it difficult to vote on the motion, as to whether the Document's wording was acceptable. The Parliamentarian, Manushag Powell, advised that the Senate was being asked to formally acknowledge the EPC's advisory process with respect to the spring calendar, that the Senate was not being asked to endorse the calendar itself, and that it was acceptable to vote on the Document. Professor Pawley requested that the motion to suspend the rules be withdrawn until the Document had been discussed. Professor Otárola-Castillo preferred to have the discussion after suspending the rules. A vote was taken, and the motion to suspend the rules passed, 49 to 19 with 10 abstentions. Discussion began.
  - a. Professor Pawley expressed concern that the Senate was not being asked to vote to approve the calendar; without objecting to the proposed spring calendar itself, she nonetheless found it insufficient for the Senate only to confirm a committee's activity but not to take direct action. Professor Pawley did not wish to see a precedent created for future semesters.

- b. Purdue Student Government President Assata Gilmore asked why the removal of 5 days of spring break had been replaced with only 3 reading days. Provost Akridge responded that it was correct that the calendar was slightly shortened, trading vacation days for a later start in January. The reading days were added in at the request of the EPC for mental health reasons. Professor Otárola-Castillo added that there was a desire to avoid the mass travel likely to result from long weekends or sustained breaks, as well as to balance the needs of the many courses that have little flexibility with respect to curriculum because of accreditation needs, clinical hours, etc.
  - c. Professor Alexander Francis noted the extraordinary amount of work performed by the Educational Policy Committee in the summer and fall semester, and extraordinary circumstances, not to be repeated, under which that work was undertaken.
  - d. Professor David Sanders inquired as a point of Parliamentary inquiry why the Zoom chat function had been disabled. The Parliamentarian explained that it had been determined the chat function was being used to circumvent the need for formal recognition to gain the floor, and also that, since not all members were able to read the chat messages, it created an accessibility problem. Chat to the co-hosts would remain enabled, however, for any Senators or guests who experienced technical problems.
  - e. Professor Bartlett echoed Professor Francis' remarks, and registered her support for the Document.
  - f. Vice-Chair Stephen Beaudoin called the question. The motion was seconded. The Document carried, with 61 votes in favor, 9 opposed, and 9 abstentions.
11. Professor Erik Otárola-Castillo next presented Senate Document 20-17 Extension of Deadline for Students to "Withdraw/Drop" Fall 2020 Courses. He introduced the Document along with Document 20-18 (on P/NP deadlines). These two resolutions are specific to the fall semester only. The first is an extension to the course withdraw /drop deadline, and the second is an extension to the change from a letter grade to the P/NP grade. The pass / no pass proposal on the table today clarifies that the only change being made is to the deadline. Other than that, all other regulations about pass / no pass by the university, by colleges, by schools, departments, major programs, or any other units are upheld. Due to the time-sensitive nature of the two Documents, Professor Otárola-Castillo asked for a suspension of the rules.
- a. Professor Beaudoin moved to suspend the rules on both Documents. The motion was seconded. Professor Sanders objected to considering both Documents together as a slate. Professor Beaudoin declined to withdraw or modify the motion. Professor Nichols clarified that only the suspension of rules was done in a block. Each motion would still be voted on separately. The motion to suspend the rules passed with 69 votes in favor, 9 opposed, and 3 abstentions.

- b. A motion was made and seconded to approve Document 20-17. Discussion began. Professor Albert Heber wanted to know whether Purdue would lose any money if the Document were approved. Provost Akridge clarified that there would not be much, if any, financial impact.
  - c. Professor Pawley asked whether the extension for Withdraw deadlines or P/NP deadlines also applied to the summer (2020). Provost Akridge clarified that it did not.
  - d. Professor Pawley made remarks expressing concern over the unintended consequences of extending emergency procedures. The circumstances today, while difficult, are still different from the emergency circumstances of last spring. She noted faculty desire for advanced planning that would include Summer 2021 and Spring 2021, not only Fall 2021. Professor Pawley spoke in favor of extending the Withdraw deadline, but suggested an amendment extending this policy to the start of the Fall 2021 semester. The motion to amend was seconded. President Gilmore expressed concern that the amendment might jeopardize the acceptance of the Document as a whole. Professor Otárola-Castillo pledged to ask the EPC to consider a Document that would cover the period up to Fall 2021 if Professor Pawley would consider withdrawing the amendment. Professor Pawley agreed to withdraw the amendment on the condition that Professor Otárola-Castillo would update the Senate on the results of the EPC's discussion. He agreed; the amendment was withdrawn. Document 20-17 was voted on and passed with 69 in favor, six opposed, and one abstention.
12. Professor Otárola-Castillo presented **Senate Document 20-18 Extension of Deadline for Students to Switch any Fall 2020 Course from a Letter Grade to P/NP**. He noted some changes had been added to the Document in response to input from advisors to make clear the motion's intent.
- a. Professor Pawley inquired about the condition that a grade of "P" would count towards degree requirements, as her department stipulates for a C- or higher. Professor Otárola-Castillo responded that, differently to the Spring 2020 pandemic rules, grades of P/NP would still be subject to established departmental program and major requirements. If the major or unit did not already allow a grade of P, then it would not be allowed.
  - b. President Gilmore explained that the proposal had been evaluated by the Purdue Student Government, which had been in constant communication with Professor Otárola-Castillo and the EPC. However, she registered concern about the clarifying language, since it would have the effect of disallowing the P/NP option for a large proportion of courses. Her understanding was that the Document would not include this level of exemption. Professor Otárola-Castillo noted that the Document has been passed by the EPC with unanimous consent, including the PSG representative. President Gilmore proposed an amendment that would remove the clarifying language so that the motion

would be understood to allow any class to be taken P/NP with a deadline of 4 December. In support of her motion, she cited the recent PSG survey, which had received over 4500 responses, noting that 73% of students had classes they expected to be in person that were not when they arrive to campus, that 63% of students felt that online classes had negatively impacted their ability to learn. Students' mental health survey responses indicated widespread, urgent distress. Even resilient students are stressed due to the unprecedented circumstances of both the global pandemic and a nation-wide social justice movement, as well as an unusually divisive election cycle. The P/NP option would mean a sizeable amount of stress relief struggling in a virtual learning environment for which they had not been prepared, and in which it was not reasonable to grade them. The amendment was seconded.

- i. Professor Pawley noted that her constituent faculty had been opposed to the original text of Document 20-18 because of the requirements of accreditation and First-Year Engineering. She would be able to vote for the Document in its current, clarified form, but minus the clarifying language would have to vote against.
- ii. President Gilmore noted that there was a requirement that students have a mandatory meeting with their advisors to ameliorate concerns about program needs. But with the restrictions now proposed, the Document would not do much to help students.
- iii. Professor Richards, on behalf of the School of Nursing, noted that State Board of Nursing would not allow students to take courses in the nursing curriculum P/NP, and so the clarifying language was important to her support.
- iv. Purdue Graduate Student Government Madelina Nuñez emphasized that students had choice and individual responsibility in making decisions about whether to take classes P/NP, that their own understandings of their current contexts should be given weight.
- v. Professor Otárola-Castillo provided the context that this had not been an easy motion for the EPC, and that the spirit of the Document was indeed only to move the deadline, and not to change the units' requirements. He feared that there would not be widespread support for the Document to support without the clarifying language that had been added.
- vi. Professor Gilmore added that there was also an issue of equity. BIPOC students are more affected by the COVID pandemic than others, and their communities were under greater stress. Giving students a wider P/NP option would be the most equitable move, and go the farthest towards addressing the baseline of inequality already in place. She expressed agreement with President Nuñez that with the required

adviser discussion in place, students should be trusted to make their own best decisions, even if some decisions could potentially imperil their major requirements or stated career choice.

- vii. Vice Provost for Enrollment Management Kris Wong Davis noted that both equity and programmatic needs had compelling arguments. In the past spring, many accrediting bodies had given institutions the flexibility to allow emergency P/NP flexibility; it was not clear that those flexibilities remained in place, although it was possible in some cases. Registrar Keith Gehres noted that the fast-approaching P/NP deadline meant quick action was needed. Procedurally, the Registrar could support either version of the Document. Many other AAU member institutions were collectively weighing the same issues.
  - viii. President Nuñez asked for clarification on how the Document would apply to graduate students. Professor Otárola-Castillo expressed that in his mind the Document was intended to pertain to all students.
  - ix. Professor Bartlett called the question; her motion was seconded. The motion to end debate carried with 62 in favor, 11 opposed, and 4 abstentions. The Senate then voted on the amendment to remove the clarifying language from Document 20-18. The amendment failed, with 36 votes in its favor, and 43 opposed.
- c. Discussion resumed. There was a motion to call the question, which was seconded. Professor Otárola-Castillo objected to the vote moving forward before Document 20-18 could be amended to clearly include graduate students in its language. However, the motion to vote immediately carried, 55 in favor, 17 opposed, and 3 abstentions.
  - d. Document 20-18 was passed with its clarifying language and without further amendment. The vote was 59 in favor, 10 opposed, with 5 abstentions.
13. Chief Information Officer Karl Browning presented on ITaP's pandemic-related challenges ([Appendix F](#)). There was some time for questions. One point emphasized was that while faculty complimented the work that ITaP and TLT have had to do under difficult circumstances, they also express difficulties with such issues as Brightspace support, which is often not available outside of business hours whereas much teaching prep happens at night. Other points included the lack of internal support for Zoom in light of the frailties of WebEx. CIO Browning emphasized the importance of reporting all problems, as only what is known can be fixed. Plans are in the works for developing single point of contact support services and a more agile mechanism for prioritizing areas for TLT support.
14. Under New Business, Professor Otárola-Castillo presented [Document 20-20 Voluntary Reading Day in Fall 2020 Semester](#). The Document was co-sponsored by the Student Affairs Committee and Purdue Student Government. To minimize the



risks of viral spread due to travel, the University had decided to remove Labor Day and Fall Break from the Fall 2020 semester calendar. However, the anxiety and stress of pandemic conditions and the increased labor requirements to both faculty and students of working with new hybrid and online modalities are generating significant fatigue. Because of this, the Senate was asked to vote on recommending the addition of a voluntary reading day on November 4 to the semester's calendar. This reading day would be voluntary rather than mandated, in recognition of the fact that some syllabi could not be changed late in the semester without endangering essential requirements. Professor Otárola-Castillo moved to suspend the rules for immediate action. The motion was seconded. The motion to suspend the rules carried with 50 votes in favor, 2 opposed, and no abstentions. Discussion began.

- a. Professor Alexander Francis noted that the Faculty Affairs Committee had been asked to weigh in on Document 20-20, and had voted 10:1 to decline co-sponsorship.
- b. President Gilmore noted that in response to a PSG petition for a reading day, more than 10,500 students, faculty, and parents had signed on. Many comments underscored the abnormal stressors of the current semester. President Gilmore gave the Document her full support on behalf of the PSG's Executive Board, and asked the Senate to do the same.
- c. Professor Pawley asked about the reservations of the FAC. Professor Francis noted that while the FAC was not opposed to reading days in the spring semester, concerns over the current semester included the difficulties in late implementation, in accommodating lab classes, and in the differences between TR and MWF schedules. Professor Otárola-Castillo noted that the proposal was for a voluntary rather than mandated reading day.
- d. Professor Alan Beck asked for clarification on what a reading day meant. Professor Otárola-Castillo explained that it was just a break in class meetings and other formally scheduled activities for both students and faculty, if the instructor was willing and able to allow one. He added that the date had been carefully considered, since there had been calls to have a reading day on Election Day (November 3), particularly given President Daniels' emphasis on the University's civic instruction responsibilities. Concerns were that aligning the reading day with Election Day would conflate a wellness break with a day of service. Further, no matter the outcome of November 3, November 4 is likely to be a day of strong emotion and difficulty for many across the university. Finally, it was important to keep the reading day mid-week to minimize the temptation to travel.
- e. Provost Akridge voiced support for this Document and for the other two Documents passed by the Senate that would work together to provide something more of a safety net for students who might be struggling.

- f. Vice Provost for Teaching and Learning Jenna Rickus reminded the assembly that classes do not end after Thanksgiving, but rather that face-to-face instruction ends at Thanksgiving break, with one week on online-only instruction to follow thereafter, followed by exam week.
- g. Vice Chair Beaudoin called the question. By unanimous consent, the body agreed to close discussion and move to vote. Document 20-20 carried with a vote tally of 40 in favor, 11 opposed, and 1 abstention.

15. There being no further New Business, the meeting adjourned at 5:27pm.



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

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

<b>Name</b>	<b>Term Years</b>	<b>Department/School</b>
Vanessa Quinn	3 years	Purdue Northwest

**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  
Michael McNamara

**To:** The University Senate  
**From:** University Senate Nominating Committee  
**Subject:** Student Nominee for the 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 student member(s) elected are to serve for terms as specified:

<b>Committee</b>	<b>Name</b>	<b>Body</b>	<b>Term</b>
<b>URPC (1)</b>	Matthew Agnew	Purdue Student Government	1 year

**Committee Votes:****For:**

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

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

Martin Corless  
Michael McNamara

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

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

<b>Committee</b>	<b>Name</b>	<b>Body</b>	<b>Term</b>
<b>Grade Appeals</b>	Adin Bogard	Purdue Student Government	1 year

**Committee Votes:**

**For:**

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

**Against:**

**Abstained:**

**Absent:**

Martin Corless  
Michael McNamara

**To:** **The University Senate**

**From:** ***Educational Policy Committee***

**Subject:** EPC support for the Spring 2021 Academic Calendar

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

**Reference:** <https://protect.purdue.edu/updates/spring-2021-academic-calendar-online-option-announced/>

**Rationale:** The COVID-19 pandemic has affected the everyday academic life of Purdue University students, faculty, and staff. To minimize the potential adverse health effects of the pandemic, the EPC advised the Provost's office on the adjustment of the spring and fall 2020 academic calendars.

In fall 2020, the Senate leadership, the EPC, the Management and Professional Staff Advisory Committee, Purdue Undergraduate and Graduate student governments, and the Campus Support Staff Advisory Committee advised on adjustments to the spring 2021 academic calendar.

The EPC voted unanimously in favor of the temporary calendar in its current form.

**Proposal:** ***The EPC affirms its unanimous support for the temporary spring 2021 academic calendar.***

## **Committee Votes**

### For:

Erik Otárola-Castillo  
Li Qiao (Vice Chair)  
Thomas Brush  
Vic Cherupally  
Todor Cooklev  
Donna Ferullo  
Jennifer Freeman  
Keith Gehres  
Mili Jha  
Nan Kong  
Eric Kvam  
Libby Richards  
Jenna Rickus  
Thomas Siegmund  
Jeffery Stefancic  
Hannah Walter-Darr

### Against:

### Abstained:

John Sheffield

### Absent

Greg M. Michalski



**To:** **The University Senate**  
**From:** **University Senate Educational Policy Committee**  
**Subject:** Extension of deadline for students to “Withdraw/Drop” Fall 2020 courses

**Reference:** <https://protect.purdue.edu/updates/message-to-students-regarding-grading-and-drop-modifications-for-the-spring-semester/>  
<https://www.purdue.edu/registrar/calendars/2020-21-Academic-Calendar.html>  
<https://www.purdue.edu/registrar/calendars/FallDropAdd.html>

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

**Rationale:** To mitigate negative academic impacts to students due to the COVID-19 pandemic, in Spring 2020 Purdue University extended its deadline for students to “Withdraw/Drop” courses. The language from the announcement to students in Spring 2020 (<https://protect.purdue.edu/updates/message-to-students-regarding-grading-and-drop-modifications-for-the-spring-semester/>) is as follows:

*“Withdraw/Drop: Students have until the end of the semester (May 1, Friday before finals) to withdraw from (drop) a course, with academic advisor approval.”*

**Proposal:** To lessen negative impacts on student academic performance during the continued pandemic in Fall 2020, the last day for students to “Withdraw/Drop” courses with academic advisor approval will be *extended from Monday 26 October 2020 to Friday 4 December 2020* (Friday before fall 2020 finals). In Spring 2021, established deadlines for course Withdrawal/Drop will be reinstated.

**Committee Votes:**

**For:**

Erik Otárola-Castillo  
Li Qiao  
Thomas Brush  
Vic Cherupally\*\*  
Todor Cooklev  
Donna Ferullo  
Jennifer Freeman  
Keith Gehres\*  
Mili Jha\*\*  
Nan Kong  
Eric Kvam  
Greg M. Michalski  
Thomas Siegmund  
Jeffrey Stefancic\*  
Hannah Walter-Darr\*\*

**Against:**

**Abstained:**

Jenna Rickus\*  
John Sheffield

**Absent:**

\* Indicates advisers with voting rights

\*\* Indicates student members

- To:** The University Senate
- From:** University Senate Educational Policy Committee
- Subject:** Extension of deadline for students to switch any Fall 2020 course from a letter grade to P/NP
- Reference:** <https://protect.purdue.edu/updates/message-to-students-regarding-grading-and-drop-modifications-for-the-spring-semester/> <https://www.purdue.edu/registrar/calendars/2020-21-Academic-Calendar.html>
- Disposition:** University Senate for Discussion and Adoption
- Rationale:** To mitigate negative academic impacts to students due to the COVID-19 pandemic, in spring 2020, Purdue University extended its deadline for students to switch any course from a letter grade to P/NP. The language from the announcement to students in spring 2020 (<https://protect.purdue.edu/updates/message-to-students-regarding-grading-and-drop-modifications-for-the-spring-semester/>) is as follows:
- “*Pass/No Pass: Students have until the end of the semester (May 1, Friday before finals) to switch any course from a letter grade to P/NP.*”
    - *The minimum threshold for a grade of “P” is defined as a C- for all 10000-40000 level courses in Spring 2020.*
    - *Passing grades for courses completed in Spring 2020 will count for any and all degree, admissions indexes, and pre-requisite requirements internal to Purdue.*
    - *As always, P/NP grades are not used in computing GPA.”*
- Proposal:** To lessen negative impacts on student academic performance during the continued pandemic in Fall 2020, the last day for students to switch a course from a letter grade to P/NP, if the course is currently allowed to be taken P/NP, will be *extended from Monday, October 26, 2020, to Friday, December 4, 2020* (Friday before Fall 2020 finals).
- Other than the deadline extension for fall 2020, no other changes to existing P/NP regulations will be made. Students must follow all regulations already established by programs, majors, departments, schools, the University, or other units regarding P/NP (including whether P/NP is allowed).

- “Pass/No Pass: Students have until the end of the semester (December 4, Friday before finals) to switch a course from a letter grade to P/NP, if the course is currently allowed to be taken P/NP, with Instructor, Advisor, and Department Head Signatures.
  - The minimum threshold for a grade of “P” is defined as a C- for all 10000-40000 level courses in Fall 2020.
  - Passing grades for courses completed in Fall 2020 will count for degrees, admissions, indexes, and pre-requisite requirements internal to Purdue, in accordance with established departmental, program, and major requirements.
  - As always, P/NP grades are not used in computing GPA.
  - In Spring 2021, established deadlines for changing letter grades to P/NP will be reinstated.

**Committee Votes:**

For:

Erik Otárola-Castillo  
 Thomas Brush  
 Li Qiao  
 Vic Cherupally\*\*  
 Todor Cooklev  
 Donna Ferullo  
 Jennifer Freeman  
 Keith Gehres\*  
 Mili Jha\*\*  
 Greg M. Michalski  
 Libby Richards  
 Jeffrey Stefancic\*  
 Hannah Walter-Darr\*\*

Against:

Nan Kong  
 Eric Kvam  
 Jenna Rickus\*  
 Thomas Siegmund

Abstained:

John Sheffield

Absent:

\* Indicates advisers with voting rights.

\*\*Indicates student members.

**To:** The University Senate  
**From:** University Senate Educational Policy Committee  
University Senate Student Affairs Committee  
Purdue Student Government  
**Subject:** Voluntary Reading Day in Fall 2020 Semester  
**Reference:** <https://www.purdue.edu/registrar/calendars/2020-21-Academic-Calendar.html>  
**Disposition:** University Senate for Discussion and Adoption

**Rationale:** Due to the ongoing COVID-19 pandemic, in May 2020, Purdue University implemented an alternative academic calendar for the fall 2020 semester. To minimize health risks involved in mass travel, the new calendar required that University holidays and fall breaks, including Labor Day and October break, be removed.

As a result, students, faculty, and staff are now fatigued, having worked without the customary fall breaks for an extended period starting August 24, 2020.

Recommending a mandatory Reading Day this fall semester seems sensible. However, this may be problematic because we are late in the semester, instructor plans may have little flexibility, and various university programs require a fixed number of attendance hours due to certification and accreditation guidelines, among other reasons.

Nonetheless, the Purdue community needs a break. Members of our community need to refresh their minds, maintain mental well-being, and relieve body fatigue. At the same time, we should continue to keep in mind health and safety concerns, including social distancing, mask-wearing, mass travel, and all other precautions indicated by the Protect Purdue Pledge.

**Proposal:** To support the academic progress of our students and the mental and physical health of faculty, staff, and students engaged in the academic mission of Purdue, the Purdue University Senate strongly recommends that the University institute a “Reading Day” break on Wednesday, November 4, 2020. To accommodate courses with a fixed or otherwise required number of attendance hours due to certification or accreditation guidelines, the Reading Day must be voluntary. Purdue University leaves the decision to opt-in to Reading Day to the discretion of course instructors.

## Committee Votes:

### For:

Erik Otárola-Castillo (EPC)  
David Sanders (SAC)  
Thomas Atkinson\* (SAC)  
Thomas Brush (EPC)  
Vic Cherupally\*\* (EPC)  
Todor Cooklev (EPC)  
Chitta Das (SAC)  
Donna Ferullo (EPC)  
Jennifer Freeman (EPC)  
Keith Gehres\* (EPC)  
Mili Jha\*\* (EPC)  
Nan Kong (EPC)  
Eric Kvam (EPC)  
Benjamin Lawton (SAC)  
Greg M. Michalski (EPC)  
Li Qiao (EPC)  
Alex Reed\*\* (SAC)  
Veronica Reynolds\*\* (SAC)  
Libby Richards (EPC)  
Jenna Rickus\* (EPC)  
Ralph Rivera\*\* (SAC)  
Dennis Savaiano (SAC)  
John Sheffield (EPC)  
Amanda Shie\*\* (SAC)  
Thomas Siegmund (EPC)  
Jeffery Stefancic\* (EPC)  
Hannah Walter-Darr\*\* (EPC)  
Jane Yacilla (SAC)

### Against:

### Abstained:

### Absent:

\* Indicates advisers with voting rights.

\*\* Indicates student members.

<i>Senate Document</i>	<i>Title</i>	<i>Origin</i>	<i>Senate Action</i>
<b>20-01</b>	<b>Senate Document 20-01</b> Convening During the COVID-19 Pandemic	Presented by Faculty Affairs Committee	*Approved 14 September 2020
<b>20-02</b>	<b>Senate Document 20-02</b> Nominee for the Equity and Diversity Committee	Presented by Nominating Committee	*Slate Affirmed 14 September 2020
<b>20-03</b>	<b>Senate Document 20-03</b> Nominee for the University Resources Policy Committee	Presented by Nominating Committee	*Slate Affirmed 14 September 2020
<b>20-04</b>	<b>Senate Document 20-04</b> Nominee for the Faculty Affairs Committee	Presented by Nominating Committee	*Slate Affirmed 14 September 2020
<b>20-05</b>	<b>Senate Document 20-05</b> Nominee for the Student Affairs Committee	Presented by Nominating Committee	*Slate Affirmed 14 September 2020
<b>20-06</b>	<b>Senate Document 20-06</b> Nominees for the Steering Committee	Presented by Nominating Committee	*Nominee Elected 14 September 2020
<b>20-07</b>	<b>Senate Document 20-07</b> Nominees for Student Members of Standing Committees	Presented by Nominating Committee	*Slate Affirmed 14 September 2020
<b>20-08</b>	<b>Senate Document 20-08</b> Nominees for Student Members of Grade Appeals Committee	Presented by Nominating Committee	*Slate Affirmed 14 September 2020
<b>20-09</b>	<b>Senate Document 20-09</b> Commitment to Maintaining an Inclusive Community	Presented by Equity and Diversity Committee	*Approved 14 September 2020
<b>20-10</b>	<b>Senate Document 20-10</b>	Presented by Faculty Affairs Committee	*Closed Session: Confidential
<b>20-11</b>	<b>Senate Document 20-11</b>	Presented by Faculty Affairs Committee	*Closed Session: Confidential

<b>20-12</b>	<b>Senate Document 20-12</b>	Presented by Faculty Affairs Committee	*Closed Session: Confidential
<b>20-13</b>	<b>Senate Document 20-13</b> Nominee for the Educational Policy Committee	Presented by Nominating Committee	*Slate Affirmed 19 October 2020
<b>20-14</b>	<b>Senate Document 20-14</b> Student Nominee for the University Resources Policy Committee	Presented by Nominating Committee	*Slate Affirmed 19 October 2020
<b>20-15</b>	<b>Senate Document 20-15</b> Student Nominee for the Faculty Grade Appeals Committee	Presented by Nominating Committee	*Slate Affirmed 19 October 2020
<b>20-16</b>	<b>Senate Document 20-16</b> EPC Support for the Spring 2021 Academic Calendar	Presented by Educational Policy Committee	*Approved 19 October 2020
<b>20-17</b>	<b>Senate Document 20-17</b> Extension of Deadline for Students to “Withdraw/Drop” Fall 2020 Courses	Presented by Educational Policy Committee	*Approved 19 October 2020
<b>20-18</b>	<b>Senate Document 20-18</b> Extension of Deadline for Students to Switch any Fall 2020 Course from a Letter Grade to P/NP	Presented by Educational Policy Committee	*Approved 19 October 2020
<b>20-20</b>	<b>Senate Document 20-20</b> Voluntary Reading Day in Fall 2020 Semester	Presented by Educational Policy Committee	*Approved 19 October 2020



Good afternoon.

Welcome to the October meeting of the University Senate. Today, I begin by sharing another poem with you:

Out of the night that covers me  
Black as the pit from pole to pole,  
I thank whatever gods may be  
For my unconquerable soul.

In the fell clutch of circumstance,  
I have not winced nor cried aloud.  
Under the bludgeonings of chance  
My head is bloody, but unbowed.

Beyond this place of wrath and tears  
Looms but the Horror of the shade,  
And yet the menace of the years  
Finds, and shall find, me unafraid.

**It matters not how strait the gate,  
How charged with punishments the scroll,  
I am the master of my fate:  
I am the captain of my soul.**

My older son Alec, then 20, shared this poem, *Invictus*, written by William Ernest Henley while speaking to a room full of survivors, family members, and staff at his in-patient rehab hospital nearly a year after suffering a massive and devastating stroke resulting from a blood vessel rupture in his brain.

The stroke ended his promising baseball career, he was playing for U Iowa at the time.

By all accounts from his doctors, it should have ended his life. In fact, sitting in the ICU surgical waiting area as my thoughts danced around in a fog of WTH happened, words from the social worker talking to me would occasionally land: "you should be prepared"...prepared for what?? I thought. Eventually, she left me alone and in that silence I assembled a puzzle. I can still clearly see the cute kittens staring back at me after I finished it.

It's surprising to me the kinds of things you remember during moments of extreme stress: the beeps and buzzers coming from all the hospital machines, the rhythmic sounds of the ventilator helping him to breathe, the constant hum of voices from ICU staff and other families outside his open door. Those early days were some very dark days.

His stroke was in mid-November. He spent a harrowing 10 days in the ICU followed by a grueling 5 weeks in the rehab hospital.

But, from pulling out his own vent just 5 hours after surgery, giving the doctors a thumbs up 18 hours post stroke, and calling me mom about 24 hours post surgery, Alec was determined and resilient. He was determined enough to return to campus for spring semester 2.5 months later, one of many goals he set... and achieved...for himself. After transferring from Iowa the following year, he graduated from Penn State in 2016, adding just an extra semester to the usual 4 years.

This past June, he graduated from the Korbel School at U Denver with a Master's degree in international studies and in January, he will begin a virtual fellowship at the United Nations, another goal he set before starting grad school.

You might be wondering why I am sharing such a personal story with all of you?

Because, while it's a story of struggle and heartache, it's also a story of courage and perseverance. Because we all have been struggling, with our work lives, with our personal lives. Because these kinds of events are unjust and unfair. Because we feel that things are out of our control and may never change.

Because, more importantly, we need stories where things work out. Because we need hope to make these difficult days more bearable. Because we need to remember that reaching our goals does not always mean taking the direct path, it means moving forward, moving back, going around when we can't go through.

You can see here, from our last survey in early August, faculty and grad students are struggling:  
Struggling to shut off from work  
Struggling to balance work and personal lives  
Struggling to feel like we can be productive  
Struggling to feel like we have accomplished enough in one day.  
And most folks here at Purdue are struggling with engaging in enough high-quality interactions with others.  
Everything is all just a lot!

Beyond the obvious stressors directly linked to a global pandemic, racial inequities and discrimination, and a divisive and chaotic election cycle, we each are also struggling with our own challenges, whatever those may be, finances, keeping our jobs, not losing our minds over trying to work full-time while home schooling our kids, and trying to stay healthy. We have all been on high alert for so long. In these moments of deep struggle, both collectively and individually, it's the simple moments that bring joy and remind us of our humanity.

Many of you shared what you love about working remotely in our last survey: going for a walk with your dog at lunch time, playing with your kittens, sitting on your patio while taking an afternoon break.

For the more ambitious of us, working out between or even during zoom calls, and, for the rest of us perhaps, wearing stretchy waistband workout bottoms with your business attire shirt and

jacket. I very much enjoyed an afternoon reading the 1,753 responses you wrote in regarding what you liked about working remotely...many of your reasons echoed my own.

And, more profoundly, reminded me that each of us seeks out connection to others. Each of us wants to believe our lives have purpose. Maintaining these connections with others and finding purpose helps make us more resilient. And it's this resilience that keeps us moving forward during such chaotic and difficult times. I saw this resilience in my son many times during his recovery: while he was relearning to walk and to talk, to jump in the air, to throw a ball, to write. There were times, of course, when he would get frustrated...maybe he couldn't get the right words out...instead of asking for another pillow, he could only get out more pickles....

Another time, at 2AM, he quoted a Notorious BIG, Biggie lyric "I'm not a gentle-man, I'm a method man".

To this day, neither of us know what he was trying to tell me. Thankfully, we laugh about it (Biggie socks).

He will always bear the remnants of this stroke that altered his life, what he chooses to do with these remnants and how he chooses to live his life are powerful lessons for all of us about resilience and hope and loss and joy.

When I am feeling frustrated or stifled, overwhelmed or that the world is unfair, I think about how my son has navigated his life post-stroke, honorably and with purpose. No one would blame him if he was angry or bitter with how his life was upended or the unfairness of it all for a young man losing what he did. It reminds me of what Phillip Pullman wrote, "One moment several things are possible, the next moment only one happens, and the rest don't exist. Except that other worlds have sprung into being..."

As we go forward from today and speculate about how we begin to heal our own fractured selves, the world that is fractured around us, and the constant state of dysfunction and inaction, endemic even in this forum,

I leave you with this final thought from author and civil rights activist Audre Lorde, "Life is very short and what we have to do must be done in the now."

Where will you go from here? What can you do? How will you live your life honorably and with purpose?

Thank you.

Quick announcement: we will be sending out a 4th survey hopefully by the end of this week. This one will continue to track well-being and burnout. We are also including questions about how the fall semester has gone and what would be helpful in the spring in terms of stress,

work/instruction, and safety. Please encourage your constituents to complete this survey. It's crucial to continue to share your comments/questions/ and concerns with administrators at all levels as well as the BoT

# ***PURDUE UNIVERSITY SENATE***

**Prepared by Deborah L. Nichols, Ph.D.  
University Senate Chair  
For Senate Meeting  
19 October 2020**

# *Invictus*

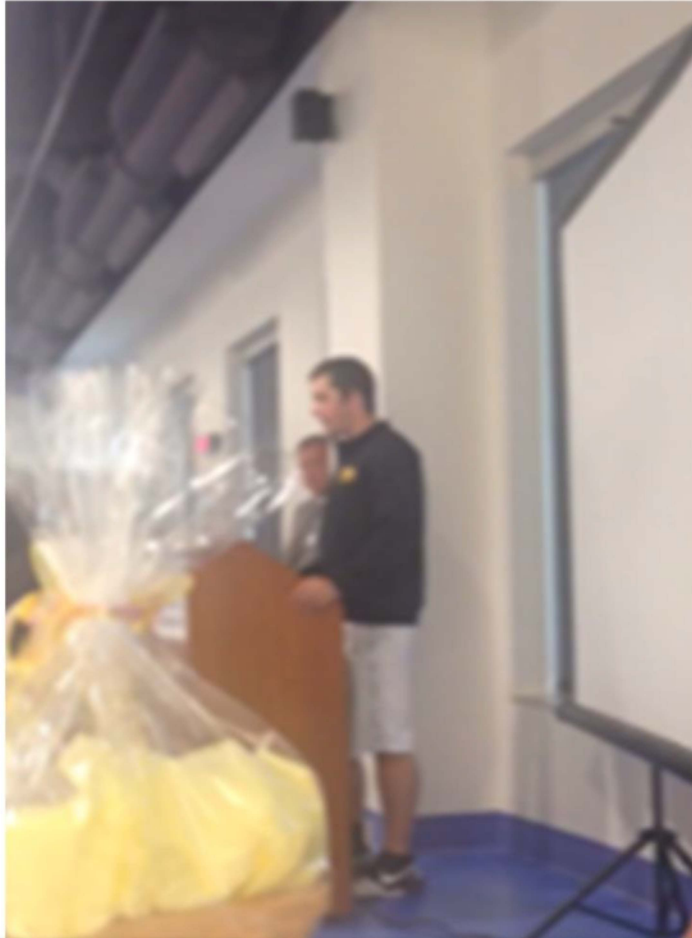
## William Ernest Henley (1875)

Out of the night that covers me  
Black as the pit from pole to pole,  
I thank whatever gods may be  
For my unconquerable soul.

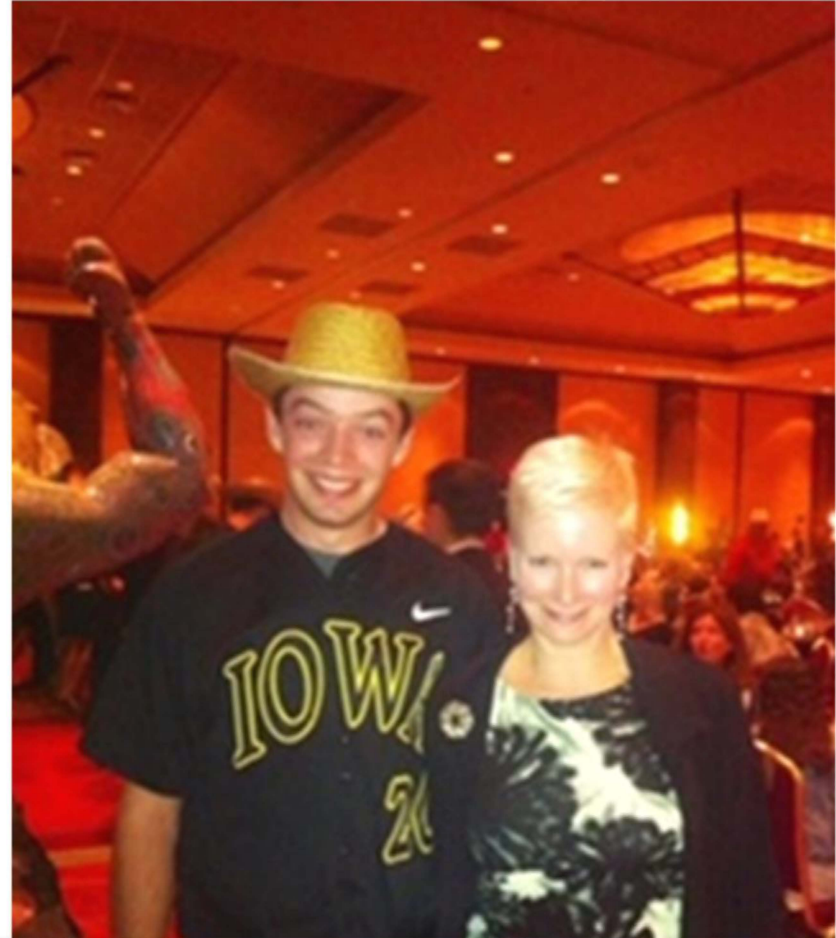
In the fell clutch of circumstance,  
I have not winced nor cried aloud.  
Under the bludgeonings of chance  
My head is bloody, but unbowed.

Beyond this place of wrath and tears  
Looms but the Horror of the shade,  
And yet the menace of the years  
Finds, and shall find, me unafraid.

It matters not how strait the gate,  
How charged with punishments the scroll,  
I am the master of my fate:  
I am the captain of my soul.



**10 Months' Post Stroke -  
Sharing *Invictus***



**One Week Prior - U Iowa  
Baseball Team at Fundraiser**



**Three Weeks' Post Stroke –  
Learning to Walk**

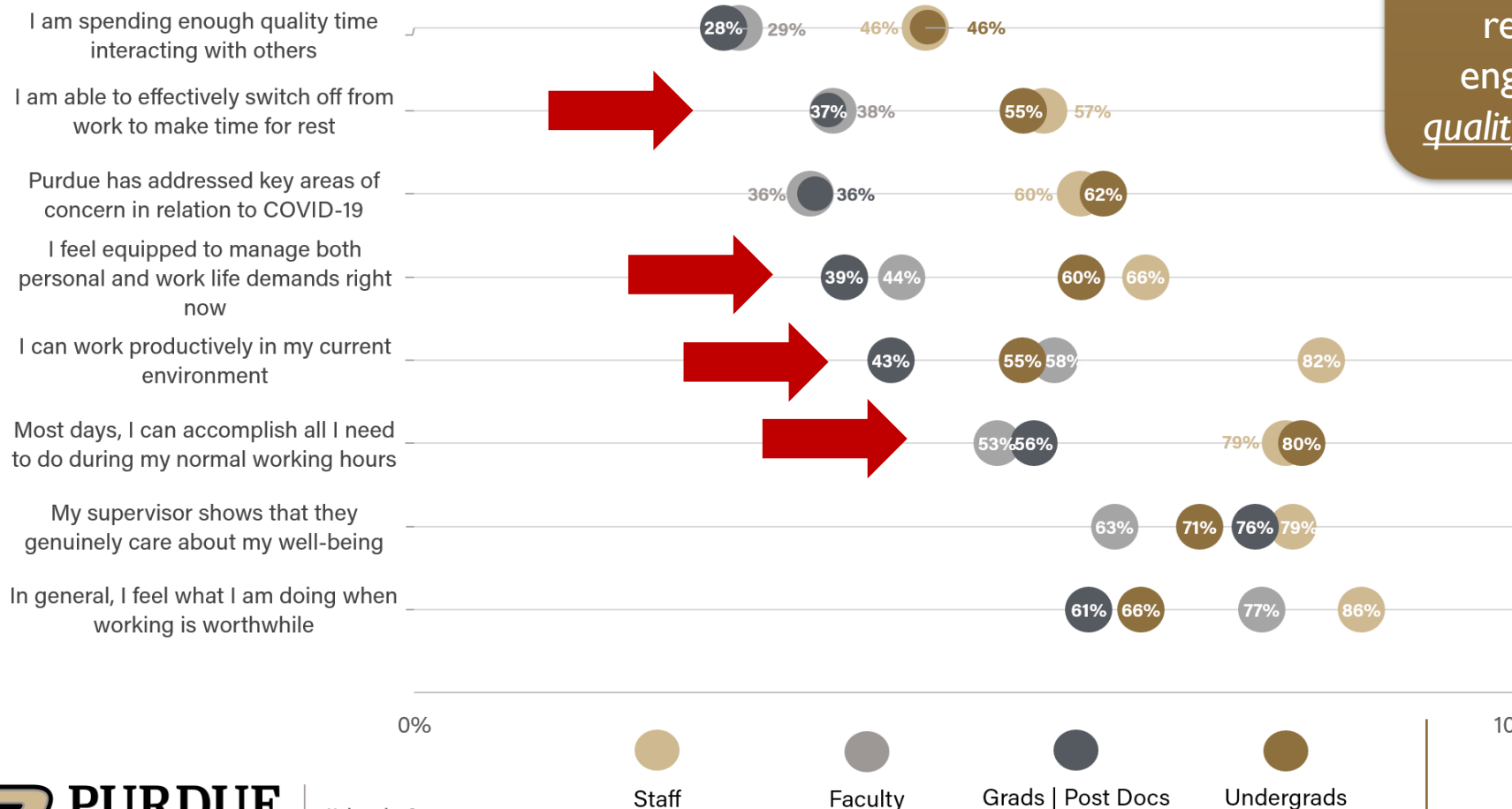


**June 2020 –  
U. Denver Graduation**



# Well-Being and Mental Health

## Faculty and Graduate Students Showing Signs of Burnout

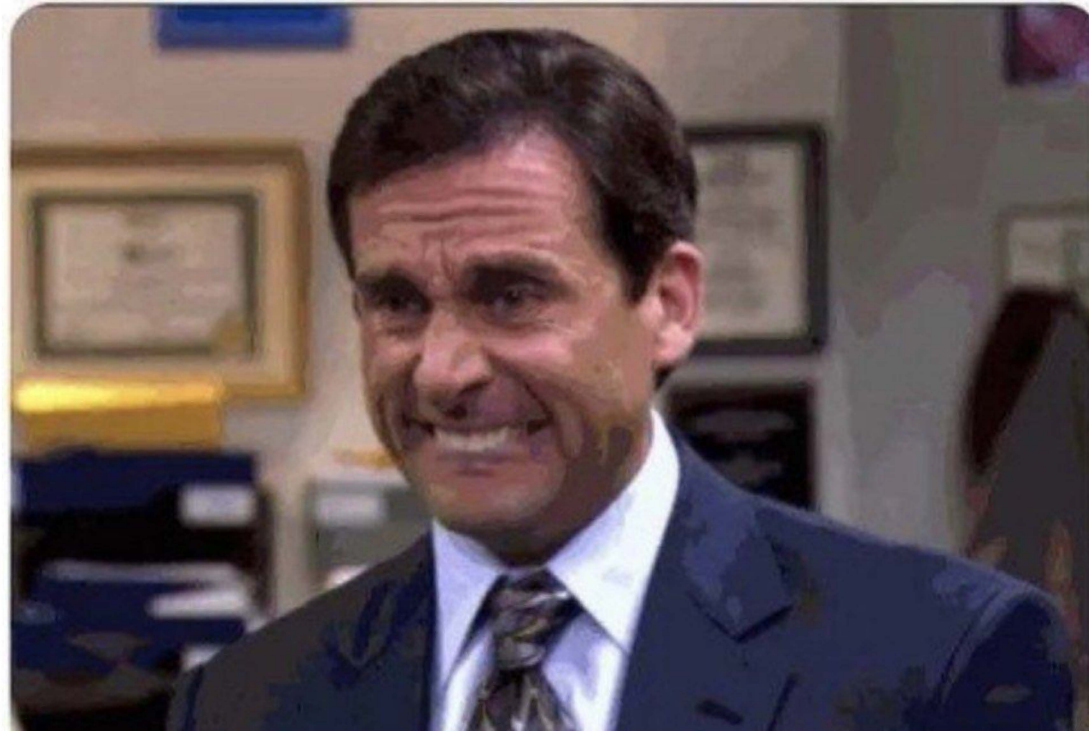


**61%**  
report they are NOT  
engaging in enough high-quality interactions with others

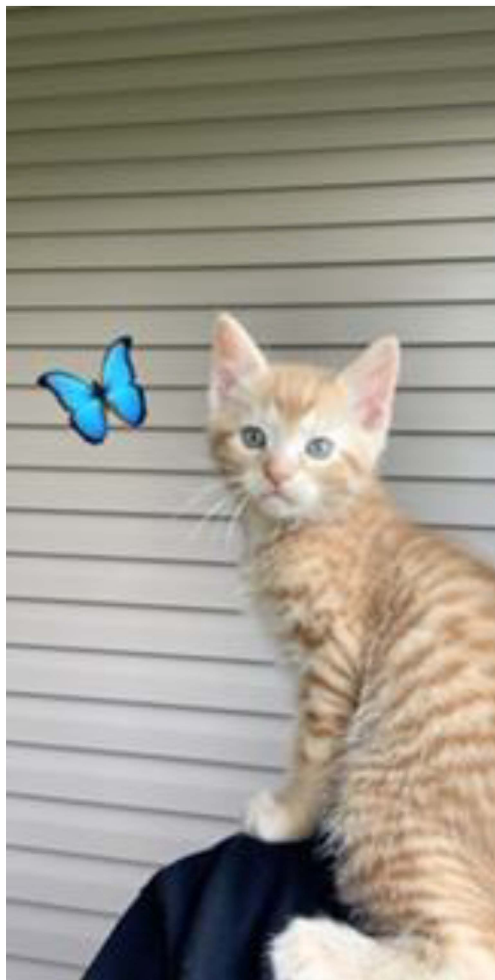
Time traveler: What year is it?

Me: 2020

Time traveler:

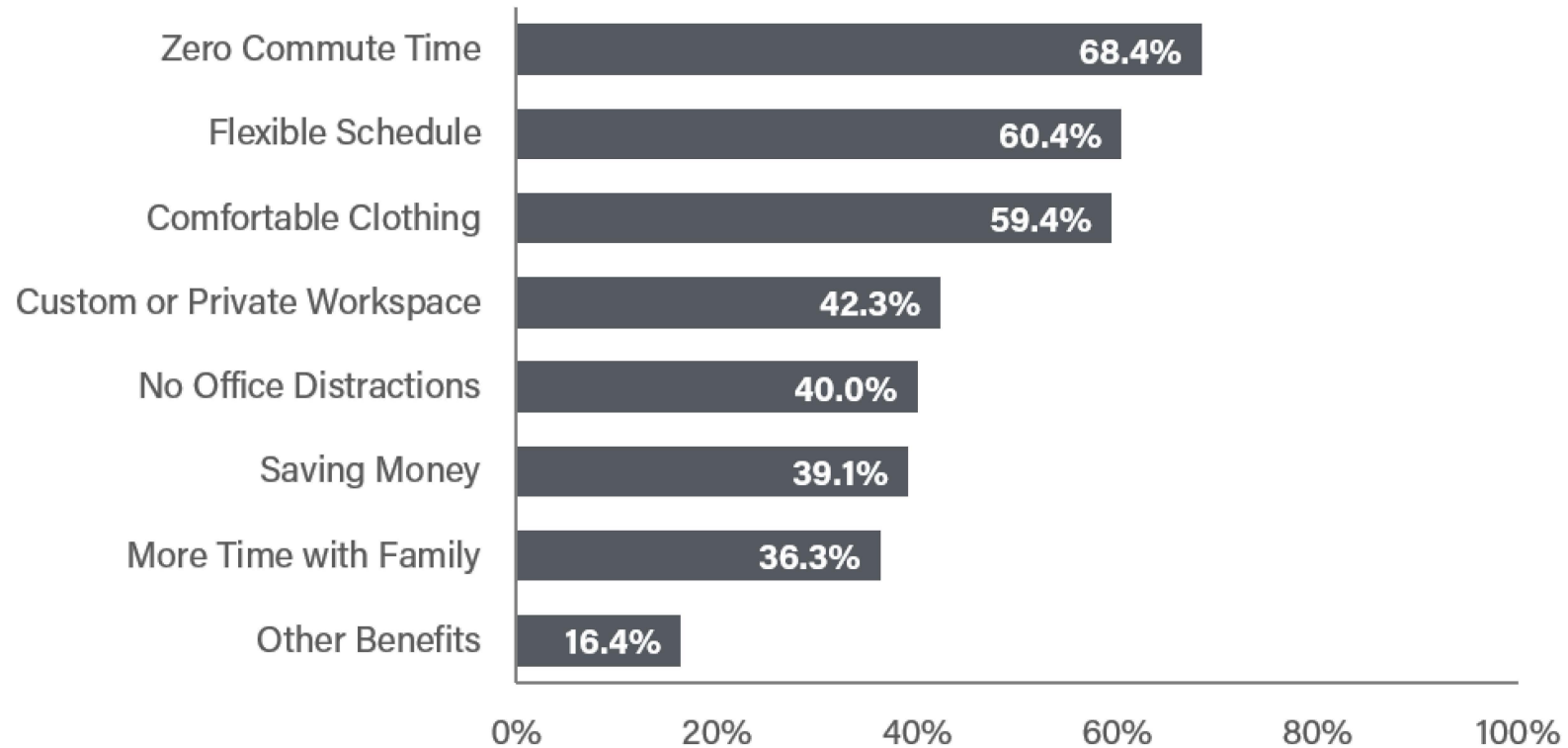


# *Rediscovering Simple Joys*



# Remote Work

## Benefits to Working Remotely



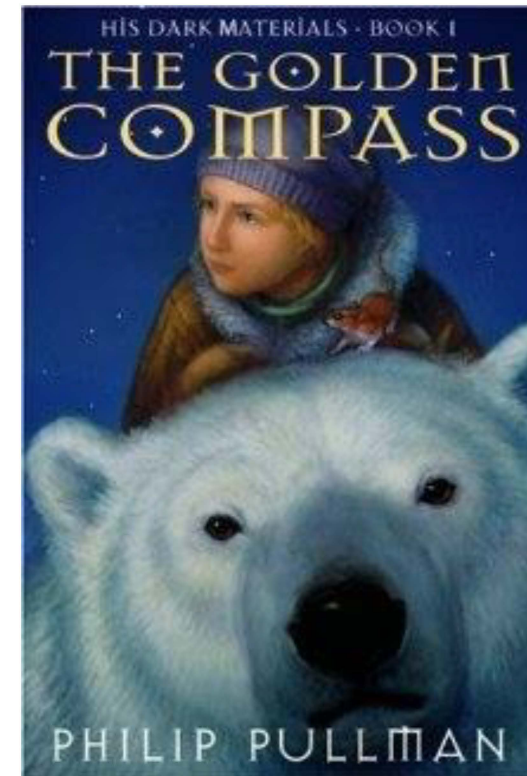
Notorious B.I.G.  
"Biggie" Socks

*"I'm not a gentle-man,  
I'm a Method Man"*

# *Choices and Consequences*

“One moment several things are possible, the next moment only one happens, and the rest don’t exist. Except that other worlds have sprung into being...”

--Philip Pullman, *The Golden Compass*

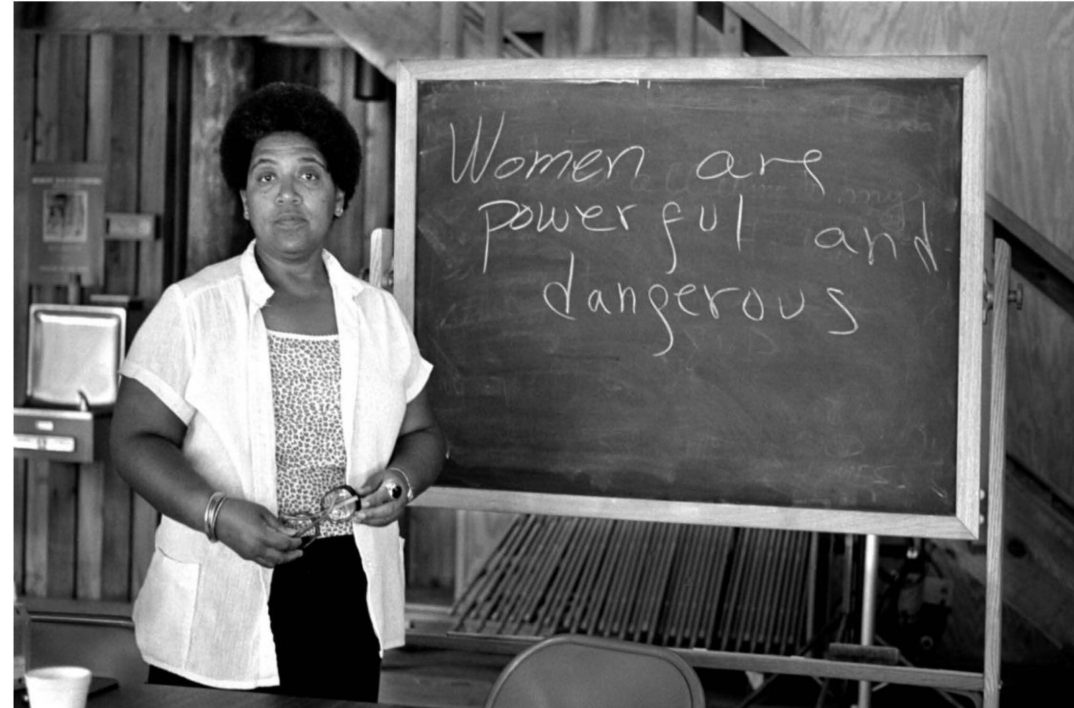


# Audre Lorde (1934 – 1992)

Black feminist, lesbian, poet, mother, warrior

“Life is very short and what we  
have to do must be done in the  
now.”

See <https://alp.org/about/audre>



*Audre Lorde lectures at the Atlantic Center for the Arts in New Smyrna Beach, Florida, 1983. Photograph: Robert Alexander/Getty Images*

***THANK YOU***



# *UNIVERSITY SENATE*

# Protect Purdue Dashboard

TOTAL TESTS

**45,813**

(Beginning August 1st)

TOTAL POSITIVE TESTS

STUDENTS	EMPLOYEES	TOTAL
<b>1,222</b>	<b>56</b>	<b>1,278</b>

(Beginning August 1st)

OVERALL POSITIVITY RATE

**2.79%**

(Beginning August 1st)

TOTAL TESTS IN LAST 7 DAYS

**5,545**

(From 10/11/2020 to 10/17/2020)

TOTAL POSITIVE TESTS IN LAST 7 DAYS

STUDENTS	EMPLOYEES	TOTAL
<b>122</b>	<b>9</b>	<b>131</b>

(From 10/11/2020 to 10/17/2020)

OVERALL POSITIVITY RATE OVER LAST 7 DAYS

**2.36%**

(From 10/11/2020 to 10/17/2020)

TOTAL CLOSED CASES

STUDENTS	EMPLOYEES	TOTAL
<b>1,023</b>	<b>46</b>	<b>1,069</b>



TOTAL ACTIVE CASES

STUDENTS	EMPLOYEES	TOTAL
<b>199</b>	<b>10</b>	<b>209</b>

(10/8/2020 to 10/17/2020)

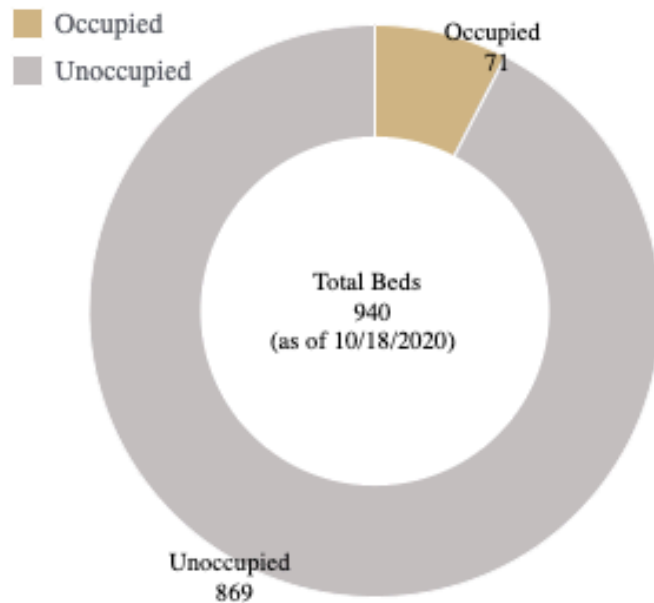
TOTAL POPULATION ON CAMPUS

**49,700**

# Protect Purdue Dashboard

## Isolation and Quarantine Beds

Counts reflect the current status of beds held for Isolation or Quarantine in Purdue alternative housing.



## Severity

The distribution of the severity of COVID-19 cases as measured by the Protect Purdue Health Center, representing the highest reported severity for each case. The severity levels are based on several factors; primarily, what symptoms the patient is exhibiting (if any) and whether they have any comorbidities. (as of October 17, 2020).

	Employee	Student	All
Severe	0%	<1%	<1%
Significant	6%	0%	<1%
Moderate	13%	3%	3%
Mild	13%	15%	15%
Very Mild	44%	40%	40%
Asymptomatic	25%	42%	41%

## Current Hospitalizations

Count reflects the current number of COVID-19 associated hospitalizations.

**0**

## Total Hospitalizations

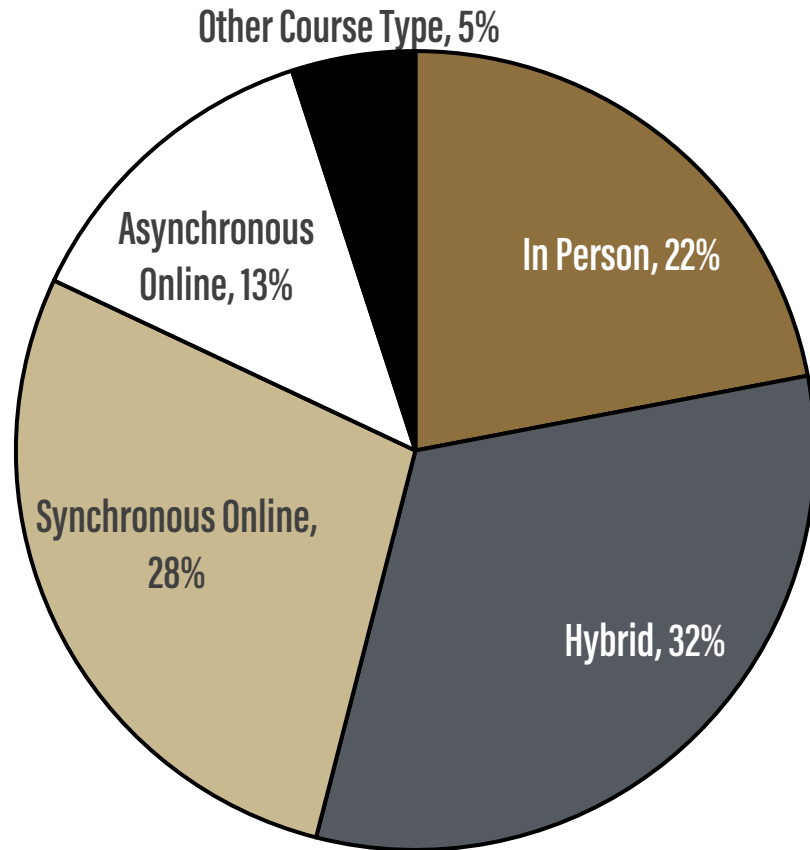
Count reflects the cumulative number of COVID-19 associated hospitalizations.

**3**

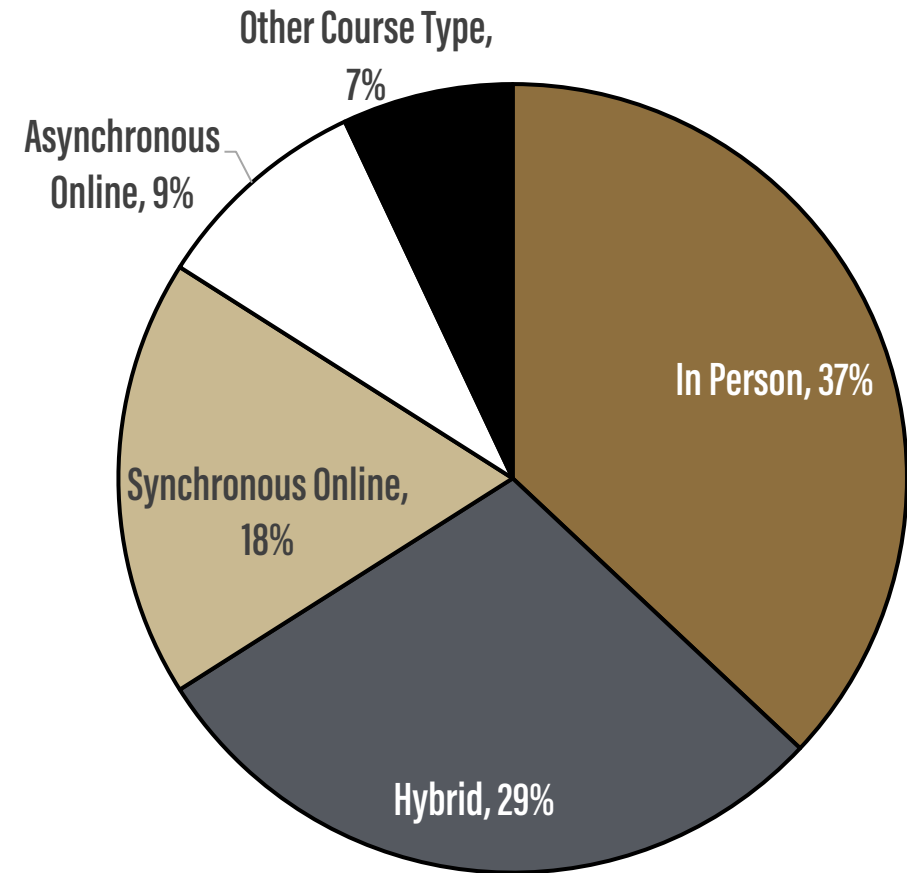
(Beginning August 1st)

# Fall 2020 Modes of instruction

- Purdue leads the Big Ten with with the most students in classrooms; Roughly tied Nebraska for the largest share of in person classes.



By Enrollment



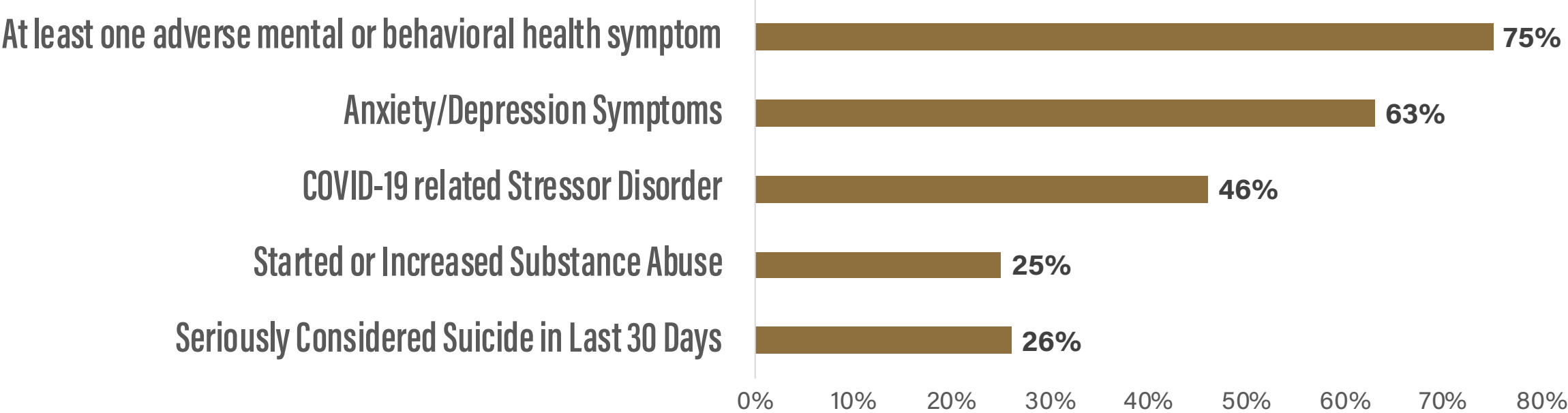
By Section

## *No Evidence of Instructor Classroom Infection*

- Of 3,043 faculty and lecturers, 444 have been tested through ADDL or Vault
- Faculty and lecturers with **positive tests in single digits**
- **No evidence of classroom spread to instructors**

# Supporting Student Mental Health

Late June CDC Survey. Age 18-24



Czeisler MÉ , Lane RI, Petrosky E, et al. Mental Health, Substance Use, and Suicidal Ideation During the COVID-19 Pandemic — United States, June 24–30, 2020. MMWR Morb Mortal Wkly Rep 2020;69:1049–1057. DOI: <http://dx.doi.org/10.15585/mmwr.mm6932a1>

# *Helping Students Safely View Football*

- Multiple Locations
- Pre-packaged food (hotdogs, popcorn, soft drinks)
- Visits by All-American Marching Band
- Perimeter management by Student Life staff & Protect Purdue Ambassadors
- Reservations required. Access control through standard process familiar to students

\*Events are pending licensing permission from Big10/NCAA



## **Memorial Mall**

- Large LED screen
- Socially distanced lawn seating
- 500 capacity

## **Herrick North Lawn**

Large LED screen

- Socially distanced lawn seating
- 250 capacity

## **University Residences**

- Tarkington: Projected in courtyard
- Purdue Village: Projected in courtyard

## **UR Boiler / Hilltop**

- Virtual Watch Party
- Grab and go food available

# *Plans/Improvements for Spring 2021*

- **Spring 2021 Residential Learning Guidance distributed last week**
- **Better utilize space to improve in-person courses/experience**
  - Reduce need to split meeting days among students through better classroom utilization
  - Increase maximum occupancy in largest spaces where possible
- **Reduce/improve asynchronous online**
  - Increase and improve peer-peer and prof-peer engagement
- **Improve classroom technology where needed**
- **Improve course modality representation in schedule during student registration**
  - Build student schedules considering modality wherever possible
- **Instructor training**
  - IMPACT X+ Available for Spring Instructors
  - Brightspace Training and Support Continues
  - Faculty to Faculty Sharing of Lessons Learned

## **Other Areas:**

- Communications
- Resources
- Policies
- Student Life





Questions

Health Related Questions.....2
How will the university address return to campus testing in January for the start of the spring semester?.....2
What is the university doing to provide better contact tracing? Instructors seem to not to be notified when students test positive.....2
What are the plans for funding substitute instructors who need to cover lead instructors or graduate teaching assistants who are ill due to COVID? .....2
Personnel-Related Questions.....3
What are Purdue’s plans to support parents (graduate students, staff, and faculty) working from home with children at home if the local public schools should shut down again (whether wholesale or piecemeal)?.....3
What is the status of merit pay increases? Enrollment has increased and in some units research funding is steady or increasing.....3
Are there any updates on the issue of parking restrictions at IND Airport? .....3
How many employees have been terminated, RIFd (Reduction-in-Force), or furloughed so far as a result of budget cutbacks due to COVID? Why have some employees been terminated rather than furloughed?.....3
Research-Related Questions .....4
Does the hiring freeze necessitate that all hires are approved through HR in new ways, and ultimately must be approved by VP Bell? Why is hiring on external grants covered by the hiring freeze at all? .....4
Teaching-Related Questions.....4
Has the Senate or a Senate Standing Committee recently considered a music program at Purdue? The Director of the School of Music and the Dean of the College of Visual and Performing Arts at Purdue Fort Wayne would like to be able to provide their opinion.....4
Faculty report continued problems with BrightSpace and lag times with TLT, as well as frailties in the WebEx system. Zoom is not an official tool and requests for Zoom help are sent to Purdue Northwest. TLT help is limited to office hours, and then seems to be struggling with the backlog that appears overnight; ITaP has dropped customer service requests; but instructors must often work on their classwork outside of office hours. As we look towards another semester of heavy IT use for instruction in the spring, what sort of active assessment will ITaP etc. be doing? Are there discussions underway or anticipated for the spring term, regarding new or existing platform performance in support of distance learning classrooms? .....5
The ITAP/TLT ticket system can be very slow to respond. What plans are there to have a streamlined response? It’s not always possible to make the office hours. Given the extraordinary challenges that we are facing with software outages, dealing with new software, etc., are there plans to hire more support staff? If not, what plans are there to more efficiently reply to inquiries for help, especially for questions/issues that are urgent? .....5
Will we be able schedule synchronous online classes for the online-only students this spring (a population including international students who are unable to come to campus), and if not, why not?.....5

Will you affirm that faculty will have the “full right” (c.f. 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?.....6

## Health Related Questions

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**How will the university address return to campus testing in January for the start of the spring semester?**

**From Eric Barker, Dean, College of Pharmacy:**

We are making plans for return-to-campus COVID-19 testing for Spring 2021, in a manner similar to the pre-arrival residential student testing conducted before the start of the Fall 2020 semester. Specific details about available testing options, a timeline for testing, and how students can be cleared for campus by the Protect Purdue Health Center will be shared by 15 November 2020. Only those students in the fully online cohort for Spring 2021 semester will be exempted.

**What is the university doing to provide better contact tracing? Instructors seem to not to be notified when students test positive.**

**From Eric Barker, Dean, College of Pharmacy:**

Data from this semester continues to confirm that classrooms are low-risk environments for the spread of COVID-19 due to de-densification and face masks. Our contact tracing data, as well as the Protect Purdue Proximity Systems, confirm that we have no evidence of spread in our classrooms. We will continue to prioritize the privacy associated with an individual’s health information and only notify instructors if there is evidence of classroom-related spread. We continue to make enhancements to the reporting from the Protect Purdue Proximity System that enable better and more efficient contact tracing. One example is improved reports on University Residences and Congregate Housing units that enable contact tracers to identify potential outbreaks and allow us to do targeted surveillance, if needed.

As it relates to absence notifications, a new system for sending letters was launched during the week of 5 October 2020. We anticipate that this will improve communication among PPHC, ODOS, and faculty.

**What are the plans for funding substitute instructors who need to cover lead instructors or graduate teaching assistants who are ill due to COVID?**

**From Provost Jay Akridge/Jenna Rickus, Vice Provost for Teaching and Learning**

We have communicated guidance on the question to Deans and Department Heads. In short, units are expected to fill any short-term teaching needs (e.g., a quarantine situation) as they would with any illness. In many cases, the instructor may just move from face-to-face to online teaching for the quarantine period. If the teaching void turns out to be longer term, then the Dean can request funding from the Provost’s Office as needed.

## Personnel-Related Questions

---

**What are Purdue's plans to support parents (graduate students, staff, and faculty) working from home with children at home if the local public schools should shut down again (whether wholesale or piecemeal)?**

**From Bill Bell, Vice President of Human Resources:**

- We are being flexible around alternative scheduling/work hours and work locations, allowing remote working on a FT or hybrid basis – or as-needed due to childcare issues.
- We are being flexible around the use of paid time off due to childcare issues.
  - Additionally, there is emergency FMLA available through the Families First Coronavirus Relief Act.
- There are resources available via our Benefits / Family Friendly website to aid parents with finding childcare arrangements and referrals:  
[https://www.purdue.edu/hr/familyfriendly/off\\_Campus/Index.html](https://www.purdue.edu/hr/familyfriendly/off_Campus/Index.html)
- We are investigating other options through Employee Assistance Plan providers and Care.com to see if there is a potential benefit for our faculty/staff.
  - We are in the process of finalizing an RFP for an Employee Assistance Plan provider and expect to release it within the next few weeks.

**What is the status of merit pay increases? Enrollment has increased and in some units research funding is steady or increasing.**

**From Chris Ruhl, Chief Financial Officer and Treasurer:**

Pausing merit was one of the many measures we proactively implemented to enable Purdue to navigate highly uncertain times and prioritize resources to safely reopening campus and protecting Purdue. The FY21 budget allocates tens of millions in new Protect Purdue investments – dollars we didn't anticipate spending 9 months ago.

While enrollment did exceed expectations, other revenue streams have been adversely impacted – notably cuts to state appropriations, paused research activity over the summer, reduction in events, etc.

With respect to enrollment we are actively monitoring student engagement and whether students persist at historical levels. Spring data will be key.

In short, we are stable financially, but nowhere near out of the woods, so caution remains.

**Are there any updates on the issue of parking restrictions at IND Airport?**

**From Chris Ruhl, Chief Financial Officer and Treasurer:**

- There are no restrictions on parking at the Indianapolis Airport.
- The change in policy implemented a per diem cap on reimbursement for the parking garage.
- Travelers retain the choice of numerous parking options at the Indy Airport, including a new partnership Purdue entered into with Fast Park that provides a convenient, safe, inexpensive option.
- There are no current plans to change the policy.

**How many employees have been terminated, RIFd (Reduction-in-Force), or furloughed so far as a result of budget cutbacks due to COVID? Why have some employees been terminated rather than furloughed?**

**From Bill Bell, Vice President of Human Resources and Chris Ruhl, Chief Financial Officer and Treasurer:**

- There have been 35 RIFs due to budget/COVID-19 reasons:

- 10 = Project Managers in Capital Projects due to COVID-related reduced workload.
- 10 = Marketing & Media due to budget reduction coupled with a strategic shift to digital vs. print or long-form communication pieces.
- 8 = Office of Engagement in the Conferences area due to lack of work caused by COVID-related cancellation of conferences on campus.
- 7 = Student Life in the Hall of Music and Convocations areas due to lack of work caused by COVID-related cancellation of events on campus.
- Other than in Athletics, no furloughs or salary reductions have occurred.
- A furlough is really meant to be used as a short-term, temporary, unpaid leave of absence.
  - In cases where we do not believe the staffing/budget impacts are temporary in nature we have chosen to initiate reductions in force.
  - RIF'd employees are eligible for unemployment benefits immediately upon separation, but furloughs aren't nearly as clear-cut and depend on the duration and overall annual salary impact.
  - Typically, Purdue has 40-50 RIFs during a "non-COVID year".
- Due to the pandemic we enhanced our benefits for RIF'd employees to include:
  - Extended healthcare benefits for a period of 180 days.
  - Continued tuition remission at the university and Purdue Global for a full year.
  - Extended priority consideration for a period of one year for open positions if and when new employment opportunities within the university arise.

## Research-Related Questions

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**Does the hiring freeze necessitate that all hires are approved through HR in new ways, and ultimately must be approved by VP Bell? Why is hiring on external grants covered by the hiring freeze at all?**

**From Bill Bell, Vice President of Human Resources:**

- Faculty hiring is reviewed/approved by the Provost.
- Deans have been delegated the authority to make hiring decisions for post-docs, graduate students, undergraduate students, and lecturers.
- Staff hiring is reviewed/approved by Bill Bell:
  - To hire students and staff for externally funded projects.
  - Deans forward their requests to HR, and all are responded to within a few days.
  - To date, 131 grant-funded positions have been approved for hire this year.
- External grants are covered by the hiring freeze to scrutinize and review the stability/confidence and duration of the funding source before moving forward with any hiring commitments.

## Teaching-Related Questions

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**Has the Senate or a Senate Standing Committee recently considered a music program at Purdue? The Director of the School of Music and the Dean of the College of Visual and Performing Arts at Purdue Fort Wayne would like to be able to provide their opinion.**

The question pertains to the Senate and should be addressed to the Steering Committee and/or the Intercampus Faculty Council.

Faculty report continued problems with BrightSpace and lag times with TLT, as well as frailties in the WebEx system. Zoom is not an official tool and requests for Zoom help are sent to Purdue Northwest. TLT help is limited to office hours, and then seems to be struggling with the backlog that appears overnight; ITaP has dropped customer service requests; but instructors must often work on their classwork outside of office hours. As we look towards another semester of heavy IT use for instruction in the spring, what sort of active assessment will ITaP etc. be doing? Are there discussions underway or anticipated for the spring term, regarding new or existing platform performance in support of distance learning classrooms?

**From Karl Browning, Chief Information Officer:**

Nearly every primary computer system that supports student life, student on-boarding, class scheduling, and dozens of others critical functions were updated and tested throughout the summer. The new BrightSpace system required herculean efforts of faculty and staff and achieved incredible success. Late in the summer we increased the use of Zoom as a conferencing and teaching tool. With all of that effort and change, some loose ends relating to the handling of questions and problems remain. The Provost's Office, Teaching and Learning Technologies (TLT), and ITaP will collaborate to smooth out the problem-solving process to make the moving parts more seamless to faculty.

**The ITAP/TLT ticket system can be very slow to respond. What plans are there to have a streamlined response? It's not always possible to make the office hours. Given the extraordinary challenges that we are facing with software outages, dealing with new software, etc., are there plans to hire more support staff? If not, what plans are there to more efficiently reply to inquiries for help, especially for questions/issues that are urgent?**

**From Karl Browning, Chief Information Officer:**

As you know the new Brightspace Learning Management System became a crucial component of delivering learning in the "year of the pandemic." In our collective zeal to help faculty use the new tools, we didn't create a "one-stop" call center to provide management of the variety of questions and problems that arose. Thus, delays were experienced. Innovative Learning, TLT, and ITaP each have a role in delivering service. As we move into the spring semester the three organizations will develop a more coordinated approach to provide better service.

All of us, faculty and staff, experienced a tidal wave of work, which in my view was a colossal success. A lot of that work is related to the newness of the LMS as well as the lift from the old system to the new system. Hopefully, we have crossed the start-up hurdle and will move into more normal workloads going forward. Certainly we will have a better view of what staffing requirements need to be on an ongoing basis.

**Will we be able schedule synchronous online classes for the online-only students this spring (a population including international students who are unable to come to campus), and if not, why not?**

**From Jenna Rickus, Vice Provost for Teaching and Learning:**

We appreciate all of the incredible work being done to accommodate our international students who cannot yet be with us on campus and until then are in the Fully Online Option. These learners can be anywhere in the world and represent all time zones. The PSG survey tells us that 40% of Fully Online Students report that their time zone and access to reliable internet has created a challenge for them in regards to their online learning. These students have asked for asynchronous access to their courses. We all prefer being together in person, or if not in person then synchronously online, but requiring these

students to meet for official class times with a West Lafayette instructor creates problems for many of them. In addition, as a residential campus, our systems are not inherently set up to support a complete undergraduate online experience at scale. Our student scheduling systems, for example, do not know or account for student time zones when producing student schedules.

**Will you affirm that faculty will have the “full right” (c.f. 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?**

**From Provost Jay Akridge/Jenna Rickus, Vice Provost for Teaching and Learning:**

Our Spring 2021 guidance remains consistent with our Fall 2020 guidance: we are a residential university and that is the educational experience our students are here for; we are putting the best public health science/CDC guidance to work in creating safe teaching environments; we are working to ensure that anyone in a health-compromised situation is protected and teaching on-line; we are giving all others the broadest possible latitude with respect to how their course is delivered with face-to-face/hybrid/hy-flex strongly preferred. We are strongly discouraging asynchronous on-line teaching, as to this point in general, it has not worked well with residential students. Again, detailed guidance was sent by the Provost’s Office on Thursday 16 October 2020.



Alfred George James Wright was born in London, England on June 23rd, 1916 to Alfred Francis Wright and Elizabeth Tilley Chapman Wright. After he finished 1st grade his family migrated to America on the Mauretania and settled in Pontiac, Michigan. After graduation from Pontiac High School, Wright earned a full music scholarship to the University of Miami in Florida where he earned both a bachelor's degree (1937) and a master's degree (1947). He taught band and orchestra at Miami Senior High School from 1938-1954, where Wright led the program to national prominence. The Miami Senior High Band performed at the prestigious Midwest Clinic in Chicago in 1951.

In 1954, Al Wright was named Director of Bands at Purdue University, a position he held until his retirement in 1981. Upon retirement, he was named Director of Bands Emeritus. While at Purdue, Wright was credited for introducing a "show band" style to Purdue University, with intricate drill formations, picture shows and a flashy high step style of marching. During his time at Purdue, Wright added positions to the marching band including the Golden Girl, the Girl in Black, the Silver Twins, the Flag Corps and the Golduster Dance Team. It was Wright who also started the stirring patriotic tradition of "I Am An American". He brought guest conductors to Purdue including Arthur Fiedler from the Boston Pops, Henry Fillmore, Edwin Franko Goldman, Karl King, Ferde Grofe, Sir Vivian Dunn and Paul LaValle. Wright's Purdue Bands traveled around the world including performances in Colombia, Venezuela, Japan, Canada, Holland and other destinations in Europe. Under Wright's leadership, members of Purdue's marching band also appeared in four separate productions at Radio City Music Hall for a total of 664 performances. In 1971, Wright started the Purdue orchestra program. He is credited with literally putting the Purdue Band program on the map.

Al Wright was considered a pioneer in the band profession, having served as President of numerous professional organizations. In 1961, he founded the National Band Association (NBA), serving as its founding president, secretary-treasurer, and Honorary Life President. He was eventually inducted into the the NBA Band Directors Hall of Fame at Troy University. He served as the President, CEO and Chairman of the Board of the John Philip Sousa Foundation and founded the United States Collegiate Wind Bands. He was inducted into the prestigious American Bandmasters Association in 1949, served as ABA President in 1981 and Honorary Life President until his death.

In 2003, Professor Wright was honored by Purdue Band Alumni when a bust of his likeness was placed outside the Purdue Bands entrance at the Elliott Hall of Music. The Purdue Bands & Orchestras department chair position bears his name. The largest rehearsal hall in the new Purdue Bands & Orchestras facility will be named for Al G. Wright.

Al married Gladys Stone Wright in 1953. They were married for 67 years. Al and Gladys traveled the world together and she was the love of his life. She survives.

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

### **Steering Committee**

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

1. Received a resolution from SAC: Temporary elimination of standardized test requirement for undergraduate admissions. This resolution was forwarded to EPC for review
2. Steering is working on sending Document 19-30 to the Nominating and Faculty Affairs Committee for their evaluation and recommendations.

### **Advisory Committee**

Deborah Nichols, [deborahnichols@purdue.edu](mailto:deborahnichols@purdue.edu)

### **Nominating Committee**

Robert Nowack, [nowack@purdue.edu](mailto: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](mailto:eoc@purdue.edu)

The EPC has been diligently working on adapting academic policies to alleviate potential adverse effects on students and instructors, brought on by the COVID-19 pandemic. To this end, we present the following resolutions:

1. Reaffirmation of unanimous support for Spring 2021 calendar
2. Extension of deadline to withdraw/drop a course
3. Extension of deadline to change from letter grade to P/NP

### **Equity and Diversity Committee**

Audrey Ruple, [aruple@purdue.edu](mailto:aruple@purdue.edu)

1. COVID-19: focus on the disproportionate impacts on faculty, staff, and students
2. Racial justice
3. Amplifying black scholars
4. Purdue police – use of racial profiling and representation on the force
5. School of Interdisciplinary Studies (SIS) funding
6. Land Acknowledgement statement
7. Accessibility issues with online learning platforms (and proctoring tools) + ergonomics (working from home vs working remotely)
8. Caretaking policies and the differential impact of caretaker burden
9. Continuing education pertaining to diversity and inclusion for educators at Purdue
10. Lactation spaces for students and staff



## **Faculty Affairs Committee**

Alexander Francis, [francisa@purdue.edu](mailto:francisa@purdue.edu)

## **Student Affairs Committee**

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

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

## **University Resources Policy Committee**

Janice Kritchevsky, [sojkaje@purdue.edu](mailto:sojkaje@purdue.edu)

***ITAP FALL 2020  
UPDATE***

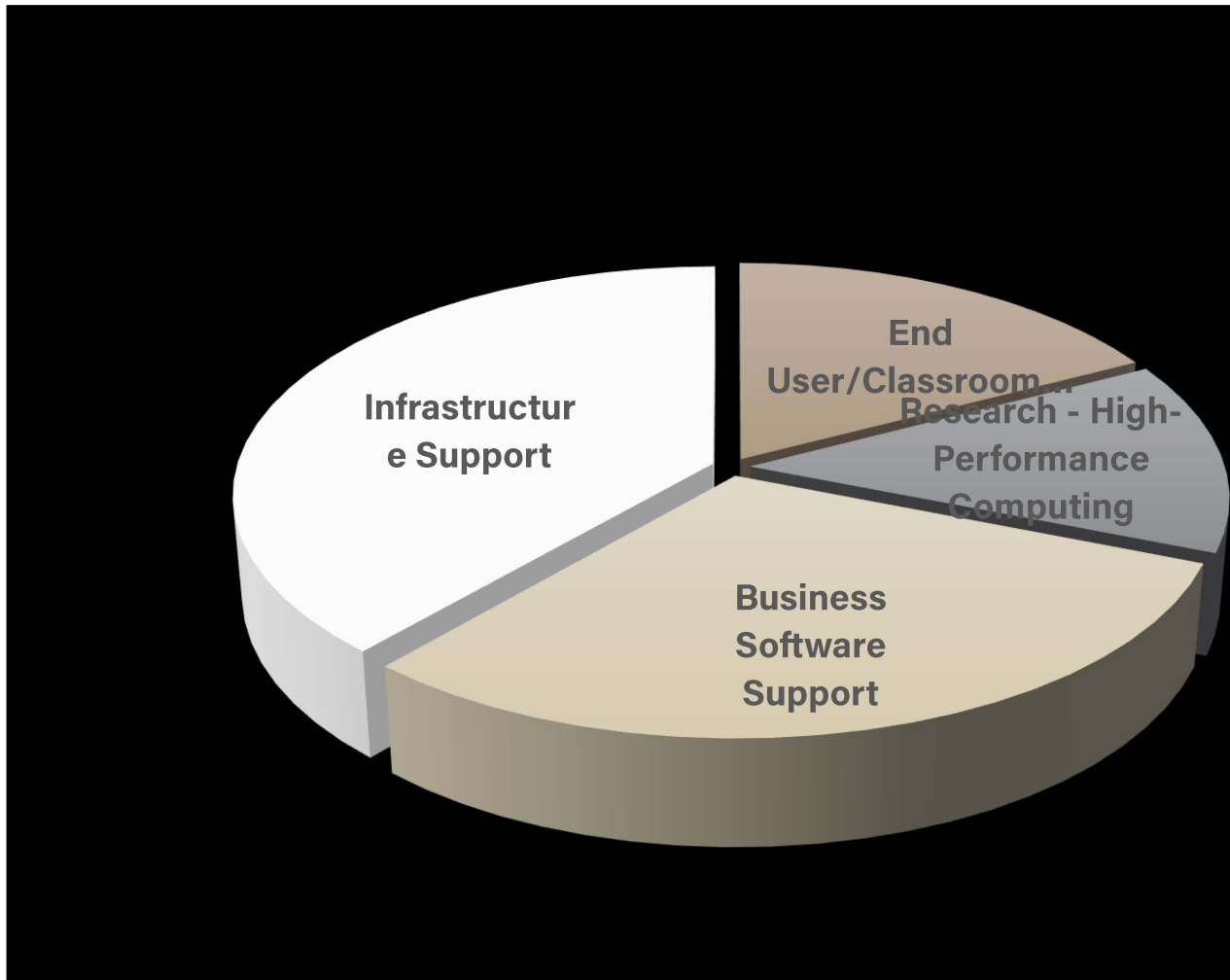
***UNIVERSITY SENATE***

October 19, 2020

# *Discussion Points*

- The Role of ITaP
- Pandemic response – Business Software Support
- Pandemic response – End User / Classroom Support
- Start of Semester Technology Problems
- The Road Ahead
- Your Questions

# The Role of ITaP



# Business Software Support – COVID-19



# End User/Classroom support COVID-19

## PROTECT PURDUE: BUILDINGS AND INFRASTRUCTURE TASK TEAM

### KPI Executive Summary - ITaP

	Actual missed or is expected to miss target
	Actual is at-risk of not meeting target
	Actual is meeting or exceeding target

#	KPI	KPI - Detail	Owner	Data Date	Goal	Target	Actual	Result	Status	Comments
13	End User Experience Readiness - Existing Laboratories and Classrooms	Transmitters Installed	Browning	8/26/20	100% by 8/21/20	106	106	100%		complete
		Wired Mics Installed	Browning	8/26/20	100% by 8/21/20	110	110	100%		complete
		Webcams Installed	Browning	8/26/20	100% by 8/21/20	120	120	100%		complete
		Pen Based Tablets Installed	Browning	8/26/20	100% by 8/21/20	5	5	100%		complete
		Portable Sound System Installed	Browning	8/26/20	100% by 8/21/20	5	5	100%		complete
13	End User Experience Readiness - Other Instructional Rooms	Boilercast Mics Installed	Browning	8/26/20	100% by 8/21/20	40	17	43%		Order received
		Wired Mics Installed	Browning	8/26/20	100% by 8/21/20	25	25	100%		complete
		Webcams Installed	Browning	8/26/20	100% by 8/21/20	30	25	83%		Order received
		Document Cams Installed	Browning	8/26/20	100% by 8/21/20	12	5	42%		Order received
		Projectors Installed	Browning	8/26/20	100% by 8/21/20	1	1	100%		Order placed on 6/29; no concerns
		Portable Sound System Installed	Browning	8/26/20	100% by 8/21/20	5	1	20%		Order received
14	End User Experience Readiness - Additional Technology Assessments (Faculty Equipment)	Flat Panels - MTHW 116	Browning	8/26/20	100% by 8/21/20	4	4	100%		complete
		Personal Mics Completed	Browning	8/26/20	100% by 8/24/20	500	736	147%		complete
14	End User Experience Readiness - Additional Technology Assessments (Boiler Gold Rush WebEx Rooms)	Web Ex Rooms for BGR Group 1	Browning	8/26/20	100% by 6/30/20	122	122	100%		complete
		Web Ex Rooms for BGR Group 2	Browning	8/26/20	100% by 8/1/20	591	591	100%		complete
		Laptops for UR Move-in	Browning	8/26/20	100% by 7/31/20	10	10	100%		complete
15	Infrastructure Services - Network Installations	Tents Delivered	Browning	8/26/20	100% by 8/14/20	16	16	100%		Waiting for tent installs
		Indoor Study Space	Browning	8/26/20	100% by 8/14/20	17	20	118%		9 have existing power and WiFi; complete
		COVID Indoor Service Areas	Browning	8/26/20	100% by 8/14/20	2	2	100%		Purdue West wireless in the next 2 weeks and TREC waiting on location configuration
		COVID Outdoor Service Areas	Browning	8/26/20	100% by 7/9/20	1	1	100%		McCutcheon Parking Garage; complete

# Semester Start – Tech problems

Title	Date	Down/Impaired
Zoom	8/24/2020	3 Hours Downtime - national outage
Authentication	8/24/2020	3 Hours Downtime / 4 Hours 27 Minutes Impaired
Authentication	8/25/2020	20 Minutes Downtime / 2 Hours 40 minutes Impaired
Isilon Storage	8/26/2020	Impaired - Over a 5 day period, about 60 <u>known</u> people affected.
Network	8/27/2020	30 Minutes Downtime
Network	9/16/2020	1 Hour Downtime

Kaltura was significantly impaired for the first 3 weeks of the semester.

# *The Road Ahead*

Keep Purdue Moving

Strengthen cybersecurity

Strengthen integration of new tools  
(Brightspace, Zoom, etc. )



Strengthen  
redundancy and recovery



# ***YOUR QUESTIONS?***