

Third Meeting, Monday, 16 November 2020, 2:30 p.m.
Zoom Meeting

AGENDA

1. Call to order Professor Deborah L. Nichols
2. Approval of Minutes of 19 October 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 20-21 Nominee for the Steering Committee For Action
Professor Robert Nowack
10. Senate Document 20-22 Student Members of Grade Appeals Committee For Action
Professor Robert Nowack
11. Senate Document 20-23 Reapportionment of the University Senate For Action
Professor Elizabeth A. Richards
12. Senate Document 20-24 Commitment to Increasing Representation of Women in the Senate and Maintaining a Safe Work Environment Herein For Discussion
Professor Audrey Ruple
13. Senate Document 20-25 The Impact of the Pandemic on Faculty For Discussion
Professor Audrey Ruple
14. Update from the Dean of the Honors College For Information
Dean Rhonda Phillips

15. New Business

16. Adjournment

Third Meeting, Monday, 16 November 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 Akridge, Robyn Bartlett (Malo), Jonathan Bauchet, Alan Beck, Peter Bermel, Colleen Brady, Sylvie Brouder, Robert Browning, Sabine Brunswicker, Thomas Brush, Sharon Christ, Laura Claxton, Matt Conaway, Todor Cooklev, Martin Corless, Bruce Craig, Ariel de la Fuente, Jim Dworkin, Ray Fouché, Alexander Francis, Jennifer Freeman, Assata Gilmore, James Greenan, Michael Gribskov, Albert Heber, Catherine Hill, Stephen Hooser, Jules Janick, Signe Kastberg, Ralph Kaufmann, Todd Kelley, Alexander Kildishev, Neil Knobloch, Jozef Kokini, Klod Kokini, David Koltick, Nan Kong, Janice Kritchevsky, Eric Kvam, Douglas LaCount, Benjamin Lawton, Seokcheon Lee, Julie Liu, Mindy Mallory, Tim McGraw, Michael McNamara, Richard Meilan, Terrence Meyer, Lin Nan, Larry Nies, Robert Nowack, Madelina Nuñez, Jan Olek, Erik Otárola-Castillo, Alice Pawley, Rodolfo Pinal, Bob Pruitt, Li Qiao, Vanessa Quinn, Darryl Ragland, Elizabeth Richards, Brian Richert, Felicia Roberts, Paul Robinson, Leonid Rokhinson, Sandra Rossie, Chris Ruhl, Audrey Ruple, Ala Samarapungavan, David Sanders, Dennis Savaiano, Steven Scott, Thomas Siegmund, Joseph, Sobieralski, Qifan Song, Brandon Sorge, John Springer, Kevin Stainback, Jessica Sturm, Rusi Taleyarkhan, Susan Watts, Kipling Williams, Jane Yacilla, Haiyan Zhang, Mark Zimpfer, Megha Anwer, Heather Beasley, Cheryl A. Cooky, Keith Gehres, Peter Hollenbeck, Carl T. Krieger, Lisa Mauer, Beth McCuskey, Sara Mellady, Jamie L. Mohler, Jenna Rickus, Alysa C. Rollock, Katherine L. Sermersheim, Cameron D. Ward, and Stephanie L. Dykhuizen (Sergeant-at-Arms).*

Absent: Ximena Bernal, Bharat Bhargava, Charles Bouman, Min Chen, Chittaranjan Das, Donna Ferullo, David Love, John McConnell, Greg Michalski, John Sheffield, Daniel Smith, John Yaninek, Michael B. Cline, and Lowell Kane.

Guests: Dave Bangert (Journal & Courier), Eric Barker (Pharmacy), Joseph Ching (Exponent), Anna Darling (WLF), Spencer Deery (President's Office), Sean Murley (Exponent), Abbey Nickel (Purdue Today), Rhonda Phillips (Honors), Noah Scott (BOT), and Marion Underwood (HHS).

1. The meeting was called to order at 2:32pm by Chair Deborah Nichols.
2. The Minutes of the 19 October 2020 meeting were approved with one correction, previously submitted.
3. The Agenda was accepted by general consent.
4. Chair Nichols presented remarks (See Appendix A). She noted the Wave 4 Survey results indicated substantial burnout among faculty, staff, and students, and that many identified community responsibility as an important tool for coping.
5. President Daniels thanked faculty and the Senate for their continued efforts on behalf of the university during the pandemic, and presented remarks regarding COVID-19 rates and, assisted by Provost Akridge, on plans for on-campus residence and instruction in the Spring semester (See Appendix B).
6. President Daniels was unable to be present for Question Time, and so administrative responses were posted to the Senate website (See Appendix C).

7. A Memorial Resolution was entered into record on behalf of Professor Raymond Cohen, Professor of Mechanical Engineering and former Director of Herrick Labs (See Appendix D). A moment of silence was observed in honor of Professor Cohen.
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 (See Appendix E).
9. Professor Robert Nowack, Chair of the Nominating Committee, presented Senate Document 20-21 Nominee for the Steering Committee. Professor Julie Liu's nomination to the Steering Committee was confirmed with a vote of 76 in favor and one opposed. There were four abstentions.
10. Professor Nowack next presented Document 20-22 Student Members of the Grade Appeals Committee. The Document was approved unanimously.
11. Professor Richards, Chair of the Steering Committee, presented Document 20-23 Reapportionment of the University Senate. During discussion, Professor Alice Pawley asked what an academic unit is, for Senate purposes, and whether it was the Senate or the units that handled individual apportionment for unit-level allocations of Senators. Professor Richards clarified that the unit is at the level of an academic college or school. Units handle their own internal allocation decisions after being assigned an overall allocation by the Senate. The question being called, the apportionment was approved with a vote of 75 in favor and two opposed. There were two abstentions.
12. Professor Audrey Ruple, Chair of the Equity and Diversity Committee, presented Document 20-24 Commitment to Increasing Representation of Women in the Senate and Maintaining a Safe Work Environment Herein for discussion.
 - a. Professor Pawley asked a question relating the underrepresentation of women on the Senate to the report of the EPIC Committee, which had noted the difficulty of persuading faculty to commit to service. She inquired what other routes to Senate membership there might be besides than those afforded through appointment at the level of the faculty unit. Professor Ruple responded that specific mechanisms were beyond the scope of the Document at hand, which was intended to open the door to further changes to nurture more equitable representation.
 - b. Professor Pawley also commented upon the Document's recommendation of an ad hoc committee to create a standardized process to respond to charges related to identity, harassment, and related issues. While AIP advocates the right to cross-examination in disciplinary procedures, in some circumstances, such as those related to gender-based violence or harassment, the right to cross-examine witnesses should be modified, and the ad hoc committee should have the required freedom and flexibility in its processes to do this.

- c. Professor David Koltick disagreed, stating that out of concern for the rights of the accused, cross-examination of witnesses should be permitted per AIP guidelines even in cases of gender-based violence or harassment.
- d. Professor Alexander Francis spoke in support of the Document, and noted that some of the work it proposed was already being undertaken by the Faculty Affairs Committee, which would therefore like to coordinate with the EDC / subsequent ad hoc committee, in the event of the Document being passed.
- e. Vice-chair Stephen Beaudoin voiced support for taking formal steps to ensure all Senate members treat each other with respect. Acting to encourage a more equitable distribution of gender categories on the Senate would assist in the body making better decisions.
- f. Purdue Student Government President Assata Gilmore spoke in favor of the Document, which would help to ensure a strong and supportive environment for future women Boilermakers.
- g. A motion was made and seconded to suspend the rules and vote on the Document in the current meeting. The motion passed, with 59 in favor to 25 opposed. There were two abstentions.
- h. Professor Francis again noted that the Faculty Affairs Committee has a great deal on its slate, including Bylaws revision, and the addition of a new ad hoc committee to assist them in their work would be welcome.
- i. President Gilmore asked whether there were a way to take a roll-call vote, as her constituency was interested in the specifics of the voting record. Parliamentarian Manushag Powell explained that yes, a roll-call vote may be called for, but that per our Bylaws if any single member calls for an anonymous electronic vote, it will be granted immediately and without debate.
- j. Professor Leonid Rokhinson wanted to know whether the ad hoc committee's proposed changes would be enacted without further enquiry of the Senate. Professor Ruple explained that any Bylaw changes would of course need to come before the entire Senate body.
- k. Professor Alan Beck expressed concern that the Document combined a call for more equitable gender representation in the Senate with a call for improved disciplinary procedures in the event of collegiality or harassment, which, he stated, implied that most culprits are men. He also called for more discussion as to whether special legislation against harassment and bullying was necessary. Professor Ruple responded that it is true that women can be aggressive towards other women, and can be culprits. Therefore, nowhere does the Document state that its disciplinary concerns are specific to men or that only men are aggressors. However, the EDC had discussed his question at length, and in the end the different components of the Document were intentionally tied together. It would be unethical

to present a request for more women to be represented in the Senate if we are not also going to be willing to provide a safe working environment those women. Not only do we want more women to be represented in this body, but we are willing to provide safe working space, free of harassment, free of bullying.

- l. Professor Pawley restated her support for the Document.
- m. Professor Thomas Siegmund commented that the Document would benefit from a broader perspective of underrepresented groups in the Senate. Professor Ruple agreed, stating that the Document was not to the exclusion of broadening representation in different aspects later on.
- n. Professor Cheryl Cooky stated her support, noting that in putting forward a resolution to help create more equitable representation relative to the proportion of women faculty, we would want to then address climate issues, whether past or future. If we are going to begin these kind of active initiatives, we need to do so in a space that is inclusive, respectful, and welcoming. Professor Cooky noted that she did not find it surprising that some colleagues might not understand the need for both of these elements to be in the same resolution. But that as someone who had experienced hostility and harassment, not only on the Senate, not only on campus, but also in the world in general, that when spaces no longer feel safe, people no longer wish to participate in them. If we expect to have a Senate body that is functional, and representative of our campus, this is a necessary first step.
- o. Professor Rokinhson wished to state that the rationale for tying the increased participation of women in the Senate with creating a safe environment for them within the Senate explicitly means that the majority of the aggression would come from the men of the Senate. Professor Ruple responded that the issue related to having a safe working environment was coming up with a system through which people could make complaints and then making sure that people that were found guilty of having harassed or bullied actually have consequences to those actions.
- p. Professor Sandra Rossi seconded Professor Siegmund's comment that we should include other underrepresented minorities at this time, rather than proceeding with women first. The Document would be stronger if it were more inclusive of all faculty members who are not well represented in a Senate. This might also address the notion that the Document targeted only men in the Senate. Professor Ruple responded that the main reason to begin specifically with women was to avoid tokenism and the potential for overtaxing our underrepresented minorities. Certainly there are many forms of representation that could be better addressed within this body. The reason that we are specifically starting with women is because depending upon which level of faculty you're looking at, anywhere between 30 and 60% of the faculty are women: more women on faculty can then be represented within this body without necessarily placing undue strain, or increasing service load, beyond what would be a normal service load capacity. However, Professor Rossi's point is important, and something that the EDC will take up.

- q. Dr. Megha Anwer commented in response to Professor Beck's remarks that the Senate should remember that the people who do work on diversity, inclusion, and equity, constantly make the point that representation and inclusion are two separate but interrelated questions, and that representation, unfortunately, doesn't always lead automatically to inclusion. This is why the component about civility in this proposal is needed. Further, to Professor Rupert's point, it is important to recognize that when we ask underrepresented people to do more labor, we must not also create an environment that disincentivizes them from joining in the work they're being asked to do.
- r. Professor Erik Otárola-Castillo noted that since the requirement for civility has essentially been the rule for the Senate for a long time, as well as required by AIP procedures, then there is no reason to disagree with a reminder that this is what we should be doing and how we should be behaving. Bullying and harassment have been documented to be widespread against underrepresented groups. As a member of such a group, although not a woman, Professor Otárola-Castillo welcomed this particular Document, and also hoped something for other underrepresented groups would be forthcoming in the future.
- s. There being no further discussion, the question was called. The Document was approved, 65 in favor and 17 opposed. There were two abstentions.

13. Professor Ruple presented for discussion **Document 20-25 The Impact of the Pandemic on Faculty**, noting that it was being co-sponsored by both the EDC and, represented by Professor Francis, the Faculty Affairs Committee.

- a. A motion was made to suspend the rules and vote on the Document in the current session. The motion carried, with 70 votes in favor and 10 opposed. There were three abstentions.
- b. Professor Pawley spoke in favor of the document, and looked forward to data gathered from the Wave 4 survey, which included questions focused on caregiving. Regarding the portion of the proposal that concerned the freedom of instructors to teach in their preferred modes, she noted that the AAUP had received reports from faculty across campus that faculty attempting to manage caregiving concerns were not receiving support from their department heads. At the moment, Purdue daycare was closed for 2 weeks due to COVID, and so Professor Pawley was personally teaching virtually right now with two children at home. On 12 November, the registrar alerted scheduled deputies that instructors who want to switch from in-person teaching to online teaching must have that switch approved at the dean level, citing the Office of the Provost for this requirement. This is an unreasonable administrative burden; faculty, staff, and students with children during the pandemic need more support.
- c. Provost Akridge explained that his office has been consistent regarding the issue of a modality. Purdue is a place that has worked to keep the classroom as safe as possible and to give faculty the broadest possible latitude to teach the class, but is

fundamentally a residential campus. Purdue has tried to accommodate individuals who cannot be in the classroom for a variety of reasons. The issue with respect to spring modality is that our students are registering for classes now, and they register with a particular modality in mind; if the modality is going to be changed it's important that we know so that this can be conveyed to the students. So the requirement that deans be a part of the change decision is not intended to be a burden, but rather to be certain the spring calendar is accurate, and students and parents are apprised of changes. The Provost's Office understands that school closures have created a much more difficult situation, and will try to make all the accommodations that are possible. The need is to balance what students expect and what we communicate with accommodation decisions.

- d. Professor Rokhinson commented that the Document is one-sided in favor of the perspective of those who teach, and not students. Students are the reason for the university. Professor Rokhinson noted that university-aged children were concerned about signing up for classes and not receiving the modality they had chosen. From his perspective, the dean-level approval is not unduly burdensome, and the modality of the course should not be left entirely to the discretion of its professor. Professor Ruple clarified that the Document actually asks for autonomy in selecting the initial modality of the course, not in making subsequent changes.
- e. Professor Francis underscored that we are not working under normal circumstances. We have to realize that other people are making decisions that are not necessarily being held to. For example, about a week ago, Tippecanoe School Corporation decided to send all their kids home. The choice for parents then becomes: what am I supposed to do if I am supposed to be on campus, but my children will not be attending school in-person? There should be some way to try to work out a compromise beyond canceling class in these circumstances. This is an unprecedented situation. Giving the instructor of the course the right to decide how to teach it in an emergency is a good way to maintain flexibility.
- f. Provost Akridge responded that there are two issues at hand in this discussion. One is course modality for the Spring semester, and students making choices based on how instructors have registered their spring course modalities. If that changes, we're asking that the deans be notified, because there is no doubt we're in a fluid situation. Meanwhile, many faculty have already been in a situation where you or a colleague is quarantined and not allowed to come to class. And so therefore, we've had to be flexible, both with respect to delivery, and in terms of accommodating students when they can't come to class. Nothing like this has ever happened before in terms of the challenges for accommodating both instructors and students. Childcare falls into the same situation right now. Some individuals will need short-run flexibility to deal with it. The concern President Daniels addressed earlier today, though, was that we had a course catalog that showed certain modalities in July, and then when students arrived in August, some felt the modalities had been changed and no one knew. We're focusing on avoiding a repeat of that confusion for the Spring.

- g. Professor Albert Heber stated he was concerned that this Document ties the hands of administrators, department heads, and so on who want to balance the needs of their students, etc. and the needs of the faculty. The Senate should not be telling department heads what to do. Professor Ruple disagreed, characterizing the Document as an act of support for our university and administration, and showing them that we support and want to help them in providing our faculty colleagues and friends and instructors, with some leniency and with some compassion.
 - h. Professor Pawley reiterated her support for the Document, and agreed with the importance of course delivery methods being registered with the schedule deputies, although not deans.
 - i. Provost Akridge wanted to make a broader point, that we do need to try to understand the impacts on our people of the pandemic, and to take the impacts into consideration as we think about performance evaluation, promotion, and tenure; as well as to understand the disparate impacts of these things across different groups. Professor Mangala Subramaniam's work is starting to lay out ways of tracking the impacts and the implications of the pandemic; we're also having conversations with the Faculty Affairs Committee.
 - j. Professor Cooky noted that even without caregiving responsibilities, it is enormously difficult for faculty to keep everything straight and on track. In terms of Document 20-24, which we've just passed, this Document does some related work, showing one way that the Senate can maybe create more inclusive spaces for faculty, both inside and outside of the Senate. The Document is timely and deserves support.
 - k. There being no further discussion, the question was called. The motion was approved with 76 votes in favor, and eight opposed. There were three abstentions.
14. Dean Rhonda Phillips made a report on the Honors College (See Appendix F). Since its founding in 2013, the "small but mighty" (about 8% of undergraduate enrollment) Honors College has been built around four pillars: academic interdisciplinarity, undergraduate research, global and community engagement, and leadership development. Community is fundamental to the Honors group. During the pandemic, the Honors College space has allowed for some socially distanced social events, and more online ones. Continued goals include increasing gender parity, diversity, and international representation. The College is in the second year of its five-year strategic plan.
- a. Professor Pawley noted that most Honors courses are staffed by clinical and contingent faculty, and asked whether that were typical of Honors Colleges, or whether there was any plan to move Honors instruction towards more ladder faculty representation. Dean Phillips said that Honors faculty are a mix of half tenure and tenure-track faculty, and half clinical and lecturer instructors. More tenure-track faculty would be desirable, but clinical tracks have many advantages as well.

- b. Professor Koltick noted that he has received requests to team-teach Honors courses, and wondered what percentage of these courses are typically team-taught. Dean Phillips explained that while most Honors courses are taught individually, their emphasis on interdisciplinarity means that there is also considerable impetus for team-taught interdisciplinary collaborations.
 - c. Professor Haiyan Zhang asked whether it was accurate to say the Honors College doesn't have a core faculty, but pulls from multidisciplinary groups, with faculty from many different departments and backgrounds. He registered that perhaps the Purdue Mechatronics Department, which is similar in this structural respect, could work with the Honors College. Dean Phillips agreed that Honors does rely on colleagues from across campus, but has their work vetted by an internal Governance Committee, as well as offering courses, some upper-division or study abroad, that are taught fully in-house by Honors clinical faculty. Dr. Anwer added that maintaining a core Honors Faculty is essential, because they are dedicated and trained precisely to be able to speak across disciplines pedagogically.
15. During New Business, Chair Nichols recognized the many contributions of Dave Bangert, present at his last Senate meeting before retirement. Mr. Bangert, a fellow Jayhawk, reported on Purdue and the Lafayette community for the *Journal and Courier* for many years. He will be leaving *Journal and Courier* beginning December 1, in a huge loss to our community. Chair Nichols commended all that Mr. Bangert has done over all these years, and asked the Senate to recognize his vital role as a member of our community. Many Senators, including Professor Robyn Bartlett, Professor Ruple, Professor Francis, Professor Cooky, Professor Beaudoin, and President Gilmore agreed enthusiastically about Mr. Bangert's importance, and regretted his loss. Provost Akridge noted how much Purdue respects Mr. Bangert's consistent fairness, and his giving a voice to the Purdue community, and that we wish him all the best.
16. Professor Pawley requested that a meeting of the Senate might be convened in December to address deadline extensions for pass/no pass and withdrawals before the next semester begins.
17. There being no further business, the meeting was adjourned at 4:47pm.

To: The University Senate
From: University Senate Nominating Committee
Subject: Nominee 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 nominee. The faculty member elected is to serve for a term as specified:

Name	Term Years	Department/School
Julie Liu	Spring Semester 2021	ENG

Committee Votes:

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

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 members elected are to serve for terms as specified:

Name	Body	Term
Kiara Light	PSG	1 year
Lana Grishin (replacing Saul Guzman)	PSG	1 year

Committee Votes:

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

To: The University Senate
From: University Senate Steering Committee
Subject: Reapportionment of the University Senate
Reference: University Senate Document 90-5; University Senate Document 90-6; University Code D 3.00; Bylaws of the University Senate, Items 2.00 and 2.01
Disposition: University Senate for Approval and Faculty Units
Proposal: Reapportionment of the Senate for AY 2021-2022 as indicated below.
Proposed Action: Section D 3.00 of the University Code and the Bylaws of the University Senate provide that the University Senate shall be composed of one hundred two members. Ten of these are specified in the items 1 through 10 below. The other slots will be apportioned among the West Lafayette faculty units, according to the number of faculty members, with the provision that no faculty unit shall have fewer than two Senators.

There are 2149 voting faculty members at the West Lafayette campus. When this number is divided by ninety-two the result is 23.36.

Therefore, to qualify for two Senators, a faculty unit should have at least 47 voting faculty members. However, since no faculty unit can have fewer than two Senators, the Libraries unit with 31 faculty members qualifies for two Senators.

The remaining units have a total of 2118 voting faculty members with ninety Senate seats remaining to be apportioned among them. The apportionment of Senators for each of these remaining units was obtained by dividing the number of voting faculty in the faculty unit by 23.36. The results are as follows: Agriculture, 13.23; Education, 3.03; Engineering, 18.24; Health & Human Sciences, 10.06; Liberal Arts, 11.22; Management, 4.92; Pharmacy, 3.51; Science, 13.83; Purdue Polytechnic Institute, 7.96; Veterinary Medicine, 4.67.

In order to achieve the desired 90 Senators, the College of Pharmacy was closest to being below 0.50 and thus was assigned a values of 3 Senators. The remaining eight units were rounded to the nearest integer.

Areas Represented	No. Voting Faculty Members 5 November 2019	Number of Senators 2020-21	No. Voting Faculty Members 16 November 2020	Number of Senators 2021-22
1. President		1		1
2. Chief Academic Officer		1		1
3. Chief Fiscal Officer		1		1
4. Chair of the Senate		1		1
5. Vice-Chair of the Senate		1		1
6. Purdue Northwest		1		1
7. Purdue Fort Wayne		1		1
8. IUPUI		1		1
9. Undergraduate Student		1		1
10. Graduate Student		1		1
11. Faculty Units				
<i>Agriculture</i>	305	13	309	13
<i>Education</i>	72	3	71	3
<i>Engineering</i>	411	18	426	18
<i>Health & Human Sciences</i>	231	10	235	10
<i>Liberal Arts</i>	269	12	262	11
<i>Libraries</i>	31	2	31	2
<i>Management</i>	111	5	115	5
<i>Pharmacy</i>	83	3	82	3
<i>Science</i>	315	13	323	14
<i>Purdue Polytechnic</i>	198	8	186	8
<i>Veterinary Medicine</i>	109	5	109	5
TOTAL:	2135	102	2149	102

For:

Stephen Beaudoin
Ariel de la Fuente
Alexander Francis
Robyn Bartlett
Deborah L. Nichols
Neil A. Knobloch
Robert Pruitt
Libby Richards
Jessica Sturm
Kipling Williams

Against:

Abstained:

Absent:

Colleen Brady

To: The University Senate

From: Equity and Diversity Committee

Subject: Commitment to Increasing Representation of Women in the Senate and Maintaining a Safe Work Environment Herein

Reference: [University Policy III.C.2](#)

Disposition: University Senate for Discussion and Adoption

Rationale:

- 1) The Purdue University Senate is the governing body of the Purdue faculty. Women comprise 37% of the total Faculty with specific representation as follows:
 - 28% of Adjunct Faculty
 - 30% of Tenure-track Faculty
 - 42% of Clinical Faculty
 - 69% of Lecturers
- 2) Within the Senate, between 2015 and 2020 women have held an average of only 23% of the member positions (ranging from 18% to 29%, depending on the exact time). Only 3 of the 11 units (Colleges and Schools) that contribute faculty members to the Senate currently provide as many or more women as men from their units and 5 of 11 Colleges fill fewer than 25% of their member positions with women representatives.
- 3) Research has shown that underrepresentation of marginalized groups, including women, can increase the risk of incivility and microaggressive behaviors in the workplace.
- 4) Greater representation of women in leadership positions who work effectively with others has been shown to be correlated with several positive outcomes for universities and individuals alike, including improved problem solving and performance. However, structural representation must be met with structural inclusion for women to work with dignity and respect.
- 5) Purdue University's own policy (UP III.C.2) calls for maintaining an inclusive community. and states in full:

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.

6) Studies have shown that workplace incivility can lead to psychological stress, decline in productivity, and lack of engagement. The evidence suggests that incivility must be curtailed in order to provide a safe and productive work environment.

7) The American Institute of Parliamentarians Standard Code of Parliamentary Procedure states that action can be taken against a member who has breached the principles of the organization.

Proposal:

1. Overt and explicit efforts shall be made to increase the total number of women Senate Members.
 - The Secretary of Faculties will specifically include the proportion of women representatives for each faculty unit when the reapportionment of elected Senators is concluded each year.

- Faculty units should be encouraged to ensure the proportion of Senate representatives they provide to the Senate are at least equivalent to the proportion of women faculty within their unit.
 - Consideration of total service loads should be taken into account and it is expected that the additional service burden placed on women faculty for representing their units in the Senate will be balanced by the removal of other service assignments.
 - It is also encouraged that service in the Senate be incentivized through use of course releases or other measures that would help to alleviate the overall burden of work.
 - Additionally, the Senate should consider specific amendments to the Bylaws of the University Senate that would allow for additional routes to Senate membership than that afforded through appointment at the level of the Faculty unit.
2. All members of the Purdue University Senate shall be held to the highest standards of decency and decorum.
- The Chairperson shall create an ad hoc committee with balanced gender representation to propose amendments to the Bylaws of the University Senate that create a standardized process through which anonymous reporting can take place and, when appropriate, charges regarding the behavior of Members of the University Senate can be heard and adjudicated.
3. Members of the Senate who are found through the process to be established in the Bylaws to have harassed, bullied, intimidated, or otherwise acted in a way that is incompatible with University Policy III.C.2 shall be censured and expelled from the Senate.

Committee Votes:

For:

Peter Bermel
Ximena Bernal
Bharat Bhargava
Sammy Bonnet

Against:

Albert Heber

Abstained:

De Bush
Klod Kokini
Terrence Meyer
Rodolfo Pinal

Absent:

Alex Griffin-Little
Lowell Kane
Neil Knobloch
Audrey Ruple
Ala Samarapungavan
Val Schull
Kevin Stainback
Susan Watts
Kip Williams

Alysa Rollock

- To:** The University Senate
- From:** Equity and Diversity Committee and Faculty Affairs Committee
- Subject:** The Impact of the Pandemic on Faculty
- Reference:**
- Disposition:** University Senate for Discussion and Adoption
- Rationale:**
- 1) Faculty face unprecedented challenges as a result of the current pandemic.
 - 2) Actions and measures required to address pandemic-related challenges have the effect of exacerbating existing inequities within the faculty workforce.
 - 3) Nationally, there is increasing evidence that the COVID-19 pandemic is having a differential impact on the productivity of faculty from different groups.
 - 4) Across faculty groups, there has been a change in the distribution of work effort, with less time devoted to research and more time spent on teaching and service. However, this change in distribution of efforts is not uniform across groups.
 - 5) Disparities in experience within our own faculty have been shown through the Senate Surveys dispersed throughout the summer and fall terms.
 - 6) Maintaining a commitment to diversity, equity, and inclusion is critical to support and retain faculty.
- Proposal:** Recognizing that structural inequities may exist and that there is an immediate need for intervention, we support the University in instituting compassionate and supportive policies in response to the pandemic. These efforts may include actions such as:
- Reducing service loads during the pandemic
 - Creating mechanisms for making “invisible” service work (supporting students during the pandemic, equity and inclusion support at all levels of the University, etc.) more visible through formalizing and recognizing this work

- Giving freedom to instructors to teach in their preferred mode (in-person, online, hybrid, etc.) without the added burden of justifying their preference
- Providing course releases for faculty facing significant caregiving demands
 - If course releases are not possible for faculty with significant caregiving demands, allowing them priority in selecting courses to teach, and hiring temporary help for those courses needing such special support
- Postponing new, non-essential programs and initiatives, especially those that require additional effort from faculty
- Providing guidance for Promotion and Tenure committees for how research, teaching, and service during the pandemic ought to be considered differently than other times

In addition, we encourage the University to promote adoption of these policies across all units, so that faculty will not feel stigmatized for accepting support.

Equity and Diversity Committee Votes:

For:

Peter Bermel
Ximena Bernal
Bharat Bhargava
Sammy Bonnet
Alex Griffin-Little
Lowell Kane
Neil Knobloch
Klod Kokini
Rodolfo Pinal
Audrey Ruple
Ala Samarapungavan
Val Schull
Kevin Stainback
Susan Watts
Kip Williams

Against:

Albert Heber

Abstained:

De Bush
Alysa Rollock

Absent:

Terrence Meyer

Faculty Affairs Committee Votes:

For:

Min Chen
Bruce Craig
Sharon Christ
Alexander Francis
Steve Hooser
Jozef Kokini
Seokcheon Lee
Brian Richert
John Springer
Steve Yaninek

Against:

Charles Bouman
David Koltick

Abstained:

Ralph Kaufmann

Absent:

<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 the Equity and Diversity Committee	Presented by Nominating Committee	*Slate Affirmed 14 September 2020
20-03	Senate Document 20-03 Nominee for the University Resources Policy Committee	Presented by Nominating Committee	*Slate Affirmed 14 September 2020
20-04	Senate Document 20-04 Nominee for the Faculty Affairs Committee	Presented by Nominating Committee	*Slate Affirmed 14 September 2020
20-05	Senate Document 20-05 Nominee for the Student Affairs Committee	Presented by Nominating Committee	*Slate Affirmed 14 September 2020
20-06	Senate Document 20-06 Nominees for the Steering Committee	Presented by Nominating Committee	*Nominee Elected 14 September 2020
20-07	Senate Document 20-07 Nominees for Student Members of Standing Committees	Presented by Nominating Committee	*Slate Affirmed 14 September 2020
20-08	Senate Document 20-08 Nominees for 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
20-10	Senate Document 20-10	Presented by Faculty Affairs Committee	*Closed Session: Confidential
20-11	Senate Document 20-11	Presented by Faculty Affairs Committee	*Closed Session: Confidential

20-12	Senate Document 20-12	Presented by Faculty Affairs Committee	*Closed Session: Confidential
20-13	Senate Document 20-13 Nominee for the Educational Policy Committee	Presented by Nominating Committee	*Slate Affirmed 19 October 2020
20-14	Senate Document 20-14 Student Nominee for the University Resources Policy Committee	Presented by Nominating Committee	*Slate Affirmed 19 October 2020
20-15	Senate Document 20-15 Student Nominee for the Faculty Grade Appeals Committee	Presented by Nominating Committee	*Slate Affirmed 19 October 2020
20-16	Senate Document 20-16 EPC Support for the Spring 2021 Academic Calendar	Presented by Educational Policy Committee	*Approved 19 October 2020
20-17	Senate Document 20-17 Extension of Deadline for Students to “Withdraw/Drop” Fall 2020 Courses	Presented by Educational Policy Committee	*Approved 19 October 2020
20-18	Senate Document 20-18 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
20-20	Senate Document 20-20 Voluntary Reading Day in Fall 2020 Semester	Presented by Educational Policy Committee	*Approved 19 October 2020
20-21	Senate Document 20-21 Nominee for the Steering Committee	Presented by Nominating Committee	*Slate Affirmed 16 November 2020
20-22	Senate Document 20-22 Student Members of Grade Appeals Committee	Presented by Nominating Committee	*Slate Affirmed 16 November 2020
20-23	Senate Document 20-23 Reapportionment of the University Senate	Presented by Steering Committee	*Approved 16 November 2020
20-24	Senate Document 20-24 Commitment to Increasing Representation of Women in the Senate and Maintaining a Safe Work Environment Herein	Presented by Equity and Diversity Committee	*Approved 16 November 2020
20-25	Senate Document 20-25 The impact of the Pandemic on Faculty	Presented by Equity and Diversity Committee	*Approved 16 November 2020

PURDUE UNIVERSITY SENATE

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



Photo by Molly
Shuler Pate



Photo from
Hotel Nichols



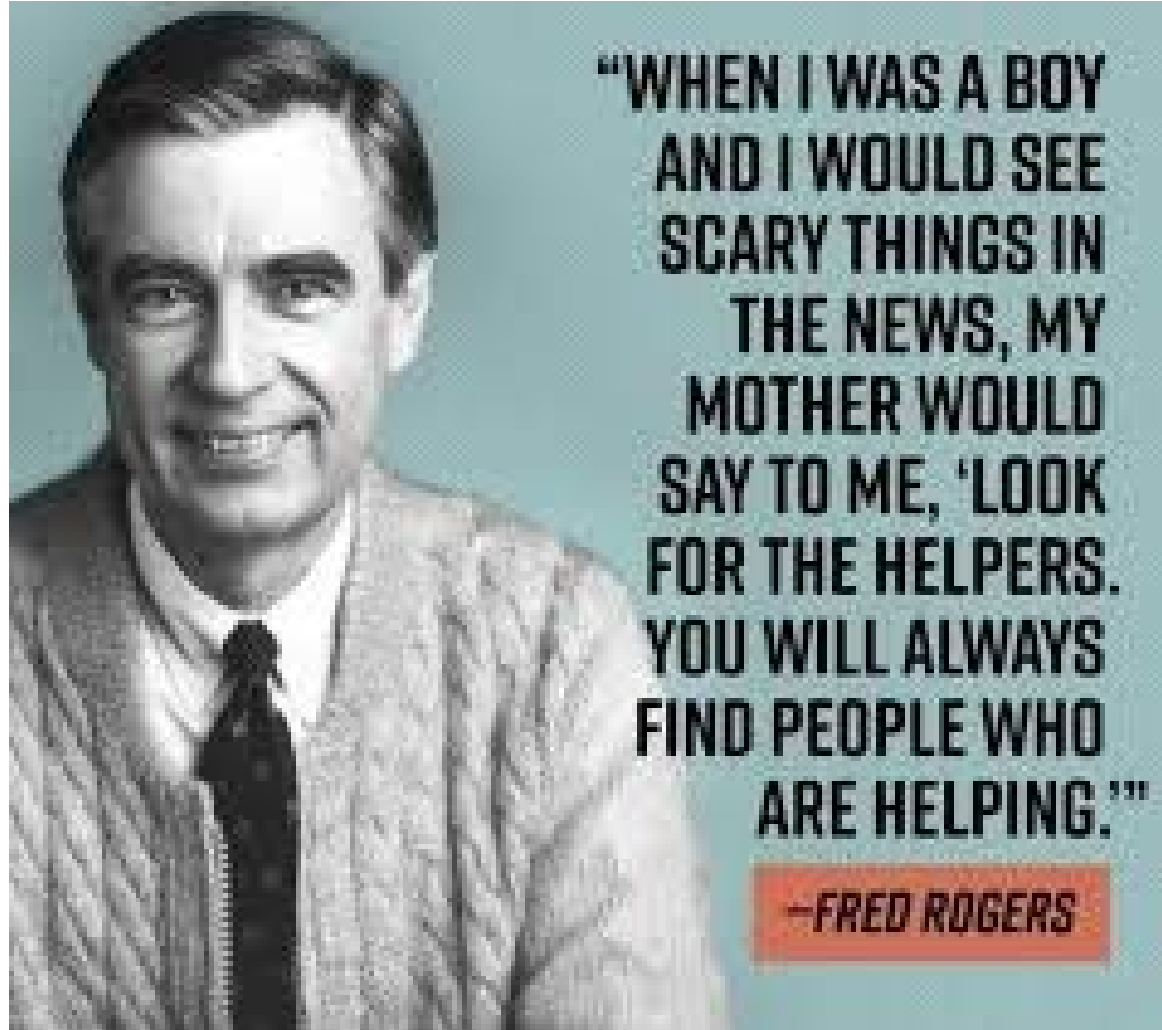
Thanksgiving turkey
dressed as Game of
Thrones' Jon Snow

The Power of Media



Imagine Your 5-Year-Old Self

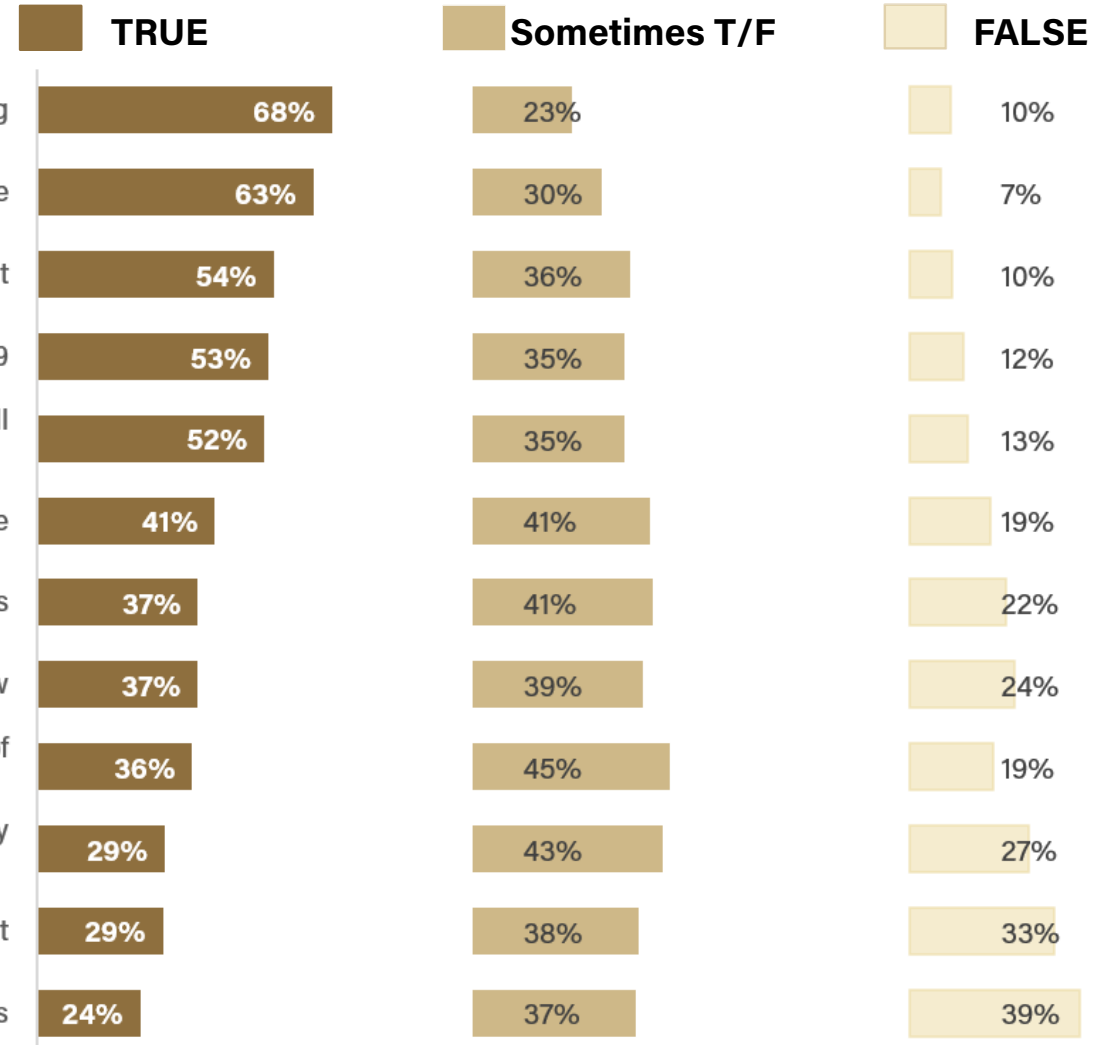


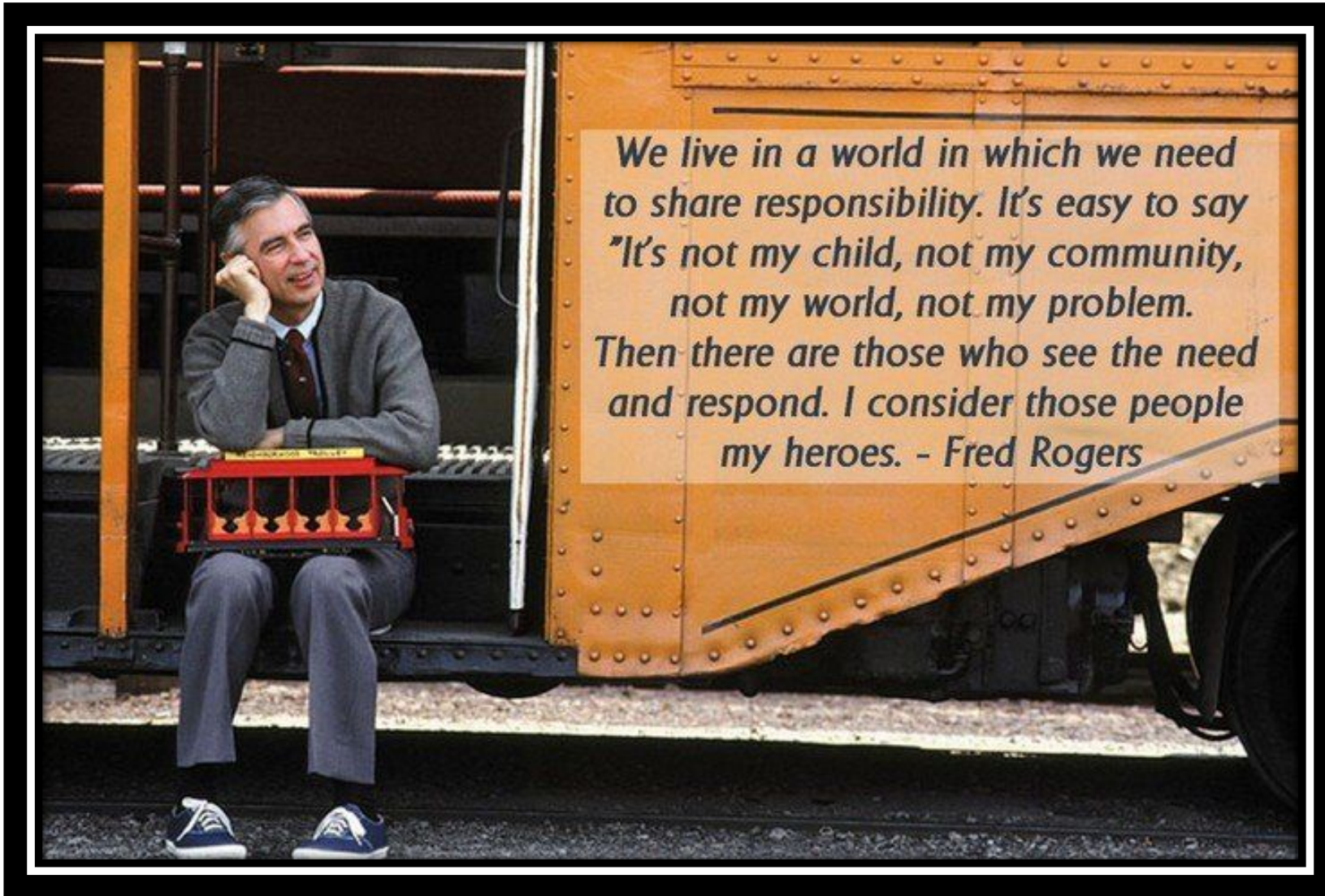


**“WHEN I WAS A BOY
AND I WOULD SEE
SCARY THINGS IN
THE NEWS, MY
MOTHER WOULD
SAY TO ME, ‘LOOK
FOR THE HELPERS.
YOU WILL ALWAYS
FIND PEOPLE WHO
ARE HELPING.’”**

—FRED ROGERS

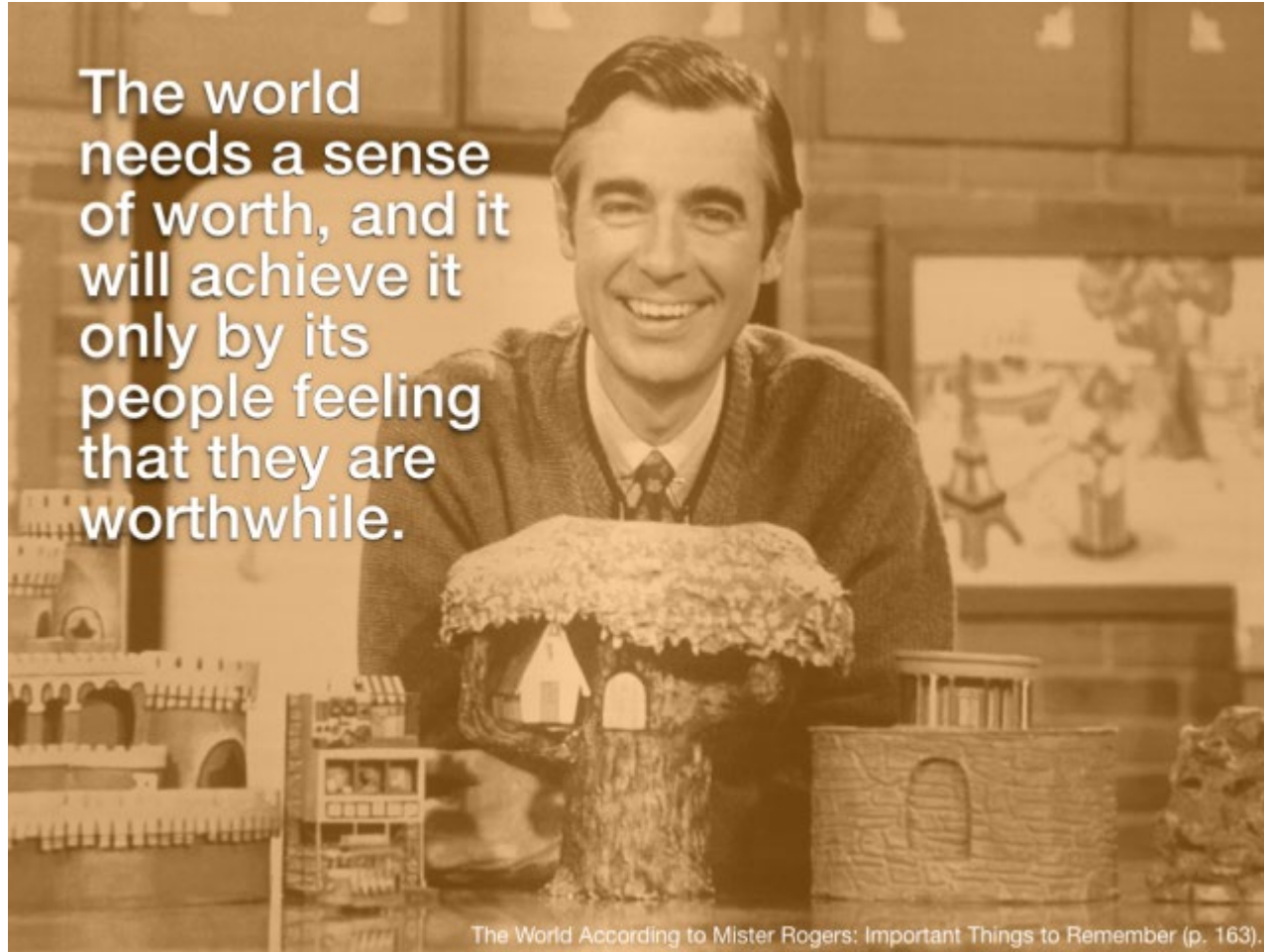
Well-Being and Mental Health





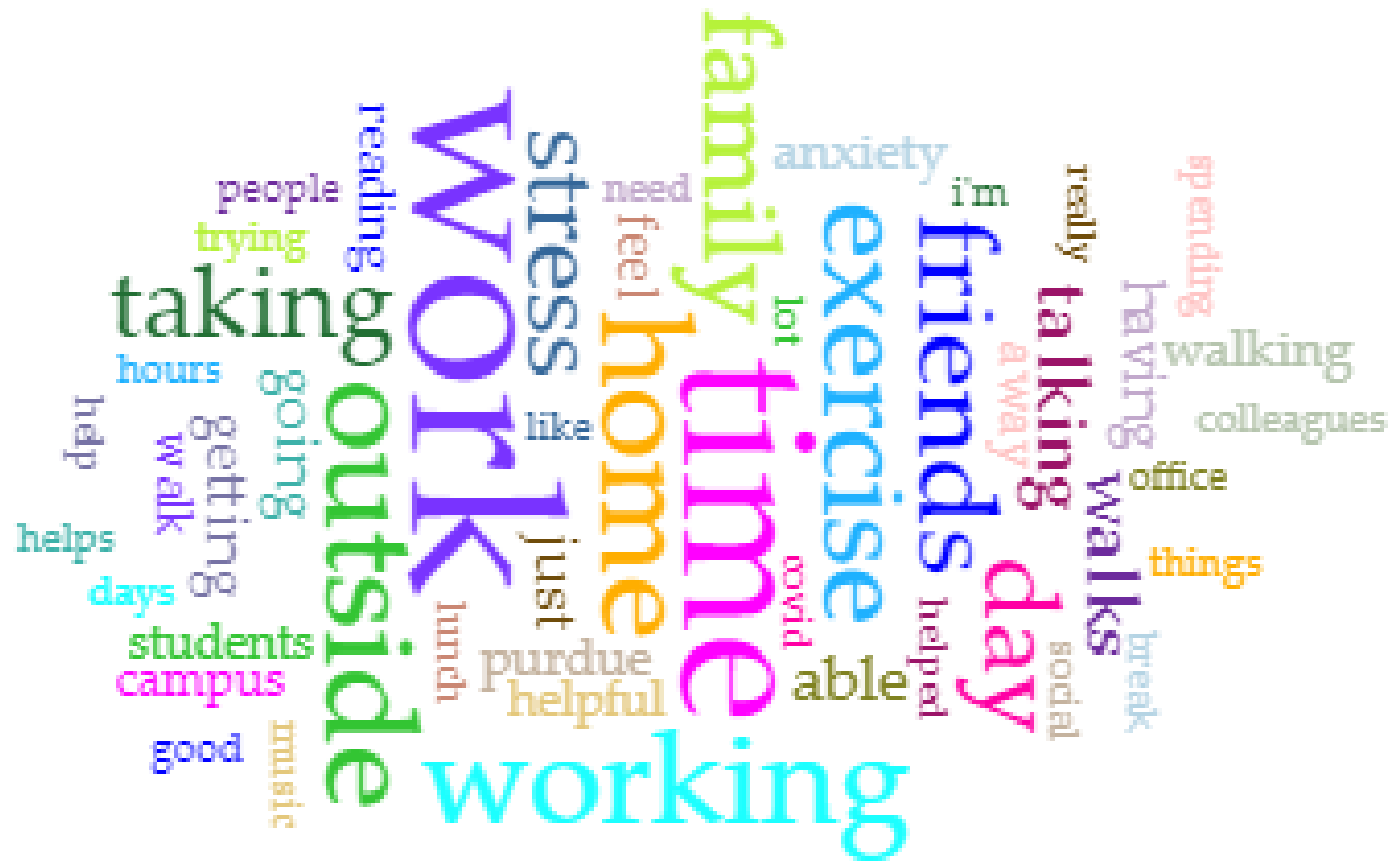
63% of us believe it is true that what we are doing is worthwhile; another 30% say that this is sometimes true

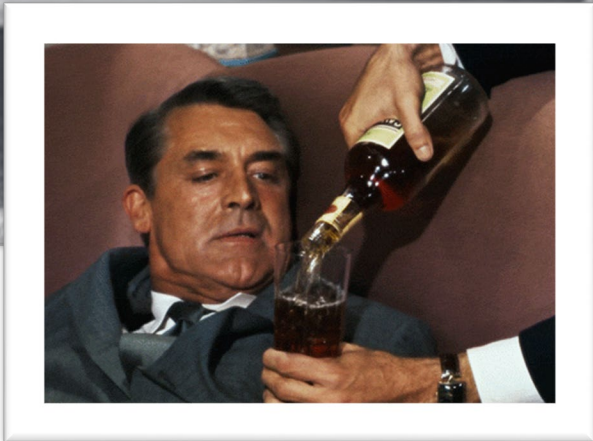
The world
needs a sense
of worth, and it
will achieve it
only by its
people feeling
that they are
worthwhile.

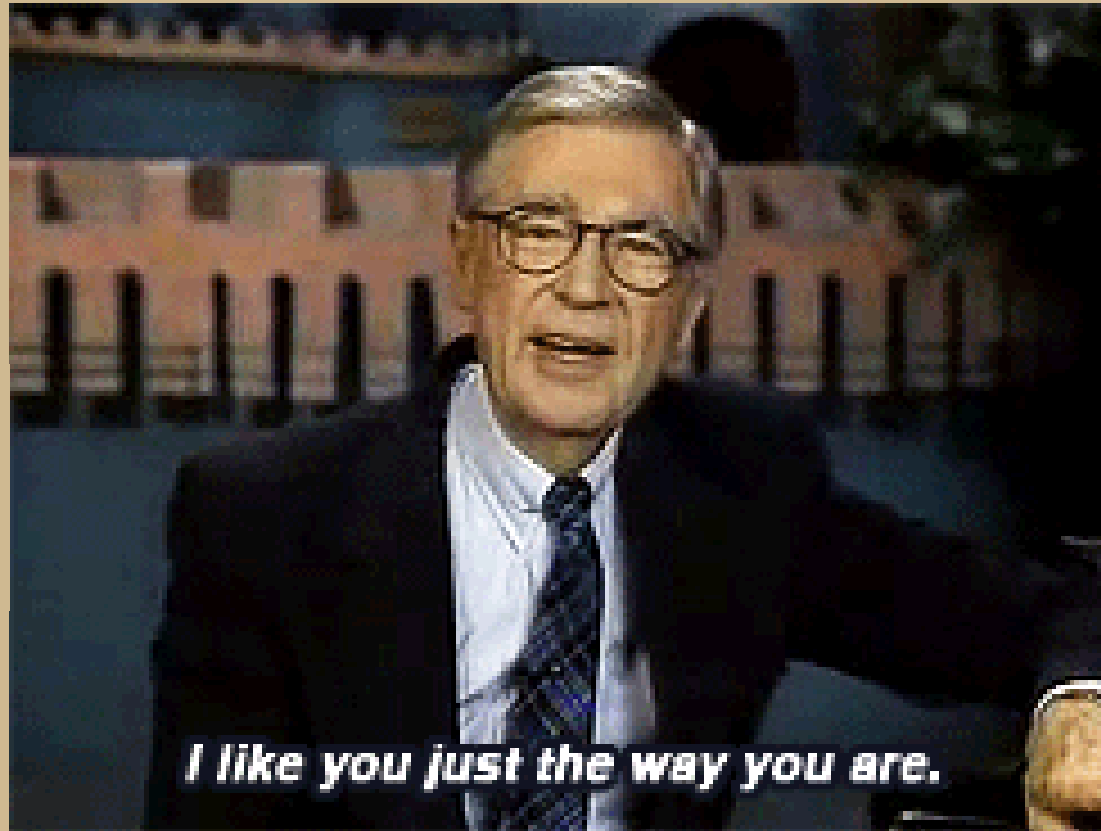


The World According to Mister Rogers: Important Things to Remember (p. 163).

What have you found to be helpful or useful in coping with stress and anxiety this fall?







Fred Rogers, Mr. Rogers' Neighborhood

THANK YOU
STAY SAFE AND HEALTHY

Appendix A

Good afternoon and welcome to the November 2020 University Senate Meeting.

[slide 2]

This past weekend, I decided to take a quick one-night getaway to my hometown in SW Michigan. I haven't been there in a while due to COVID.

[slide 3]

Much of my family still lives there. I stayed in my childhood home....Hotel Nichols...which was a little strange because the hotel left my family maybe 10 or more years ago. I had an opportunity to speak with the new owner (masked up and distanced of course) and share stories and history about the people who stayed there over the years. It was a fun trip down memory lane, especially perfect given that Thanksgiving is just 10 days away.

In the before times, I have always looked forward to thanksgiving. My 2 older kids who are grown and (mostly) successfully launched into the world come home and spend time with me and my 2 younger kids. We cook a ton of food. We watch Star Wars and Lord of the Rings marathons. We eat all the things for 3 days straight. We play games. We hang out. The house is noisy and chaotic.

[slide 4]

My kids look forward to the turkey transforming into Jon Snow and doing a little dance. I love it. During the current times, living through a pandemic means not being able to gather with all of my family. Only those who have been in the bubble with me. So going to Michigan for a night and visiting childhood haunts and waving and shouting hello to my parents through the glass, even for just a few minutes, was incredibly meaningful and re-energizing for me. My parents are older and not in the best health, so I couldn't give them a hug or really talk to them for very long (that big nasty storm that came through yesterday was just hitting as I got to their house, so the wind and rain were pretty awful).

I was reminded as I walked through the hotel that, as a kid, when things were rough and my parents were not around, I would often turn to books or to TV. We didn't have access to a lot of TV channels (no cable). I mostly watched PBS...which is probably why my research has been focused on studying media,

[slide 5]

Like Cookie Monster....and whether kids who watch Cookie Monster waiting to eat cookies can themselves wait to eat their own cookies! [**click 1 time on slide 5**]. And yes they do...12.5 minutes vs. just 8 minutes for those who didn't watch cookie wait.

[slide 6]

My 5-year-old self LOVED Mr. Rogers. I absolutely loved him, and still do. While I was never fortunate enough in my own work to meet him, I did get to meet some of the other actors and to shoot a TV talk show episode in his studio in Pittsburgh. The actors were as wonderful as I imagined them to be, by the way.

What I loved about Mr. Rogers

[slide 7]

is that no matter what, he made you feel you were important and valued for who you were. These were powerful words for a little girl to hear. And today, his words continue to be powerful and perhaps more important than ever to hear. He was also able to remind us that there are good people around us, particularly when things have been as challenging as 2020 has been. His mother told him when he was scared as a little boy from what he heard in the news to “Look for the helpers. You will always find people who are helping.” Many of us have been that this semester, the helpers. Trying to help our students, our families, others navigate this difficult time.

Thank you to everyone who completed our 4th senate survey (including the one of you who said you coped with these difficult times by “Ignoring the Purdue University Senate”...given your sentiment, I especially appreciate that you still filled it out).

[slide 8]

Last month, I shared results regarding our well-being prior to the start of classes. There were definitely signs of burnout among faculty and graduate students.

[click one time on slide 8]

These well-being questions were included again on this survey as well as some new ones indicated by the stars and burnout has not only deepened among faculty and grant students but also spread to staff and undergraduates. Across nearly all indicators, there has been a decline of between 10-40 percentage points in how true these statements were of us. This is, of course, not surprising. All of us are under tremendous pressure, stress, and anxiety. How could we not be?

But, while we are struggling, we are also responding and doing what we can to live, and work, and accomplish what we need to do. As you already know, I love Mr. Rogers. In revisiting his book “You Are Special”,

[slide 9]

I think this captures perhaps the spirit of our collective Purdue community:

“We live in a world in which we need to share responsibility. It’s easy to say ‘it’s not my child, not my community, not my world, not my problem.’ Then there are those who see the need and respond. I consider those people my heroes.”

[click once on slide 9]

Over 93% of us, when asked if what we were doing was worthwhile, responded that yes, it is always or sometimes true that all of this is worthwhile. I think that is a powerful statement about who we are. I know I have struggled from time to time to remember this.

To remember that empathy and compassion and gratitude and thankfulness are profoundly powerful aspects of our humanity.

Certainly, we have work to do. We need to make sure we are protecting everyone who comes to campus or who support those who come to campus: from those in dining services to those who provide child care, from our graduate students to our undergraduate students, from faculty teaching this semester to staff who keep Purdue running. We need to make sure that those who are sick or become

sick receive excellent medical care and do not become burdened with substantial debt as a consequence.

[slide 10]

We need supports and resources for our entire community that truly conveys we are all worthwhile. We all have value. We all contribute substantially to the success of Purdue.

These are all issues and concerns you have raised by completing our senate surveys. We thank you for your many thoughtful and detailed responses. We read them all and we share them all to advocate on your behalf.

[slide 11]

In our last survey, we wanted to end on a positive note by asking you how you are coping with stress this semester. In a quick analysis of what you wrote, key themes that emerged were spending time with family, exercising, working from home, going outside, walking, connecting with others. Perhaps we might be able to find some creative ideas to further support everyone.

[slide 12]

Your coping responses would also suggest that a neighborhood liquor delivery van might be welcomed...I'm not sure which Senate standing committee might take that up and explore as a possible resolution.

[slide 13]

I leave you with one last Fred Rogers-ism:

“How great it is when we come to know that times of disappointment can be followed by times of fulfillment; that sorrow can be followed by joy; that guilt over falling short of our ideals can be replaced by pride in doing all that we can; and that anger can be channeled into creative achievements...”

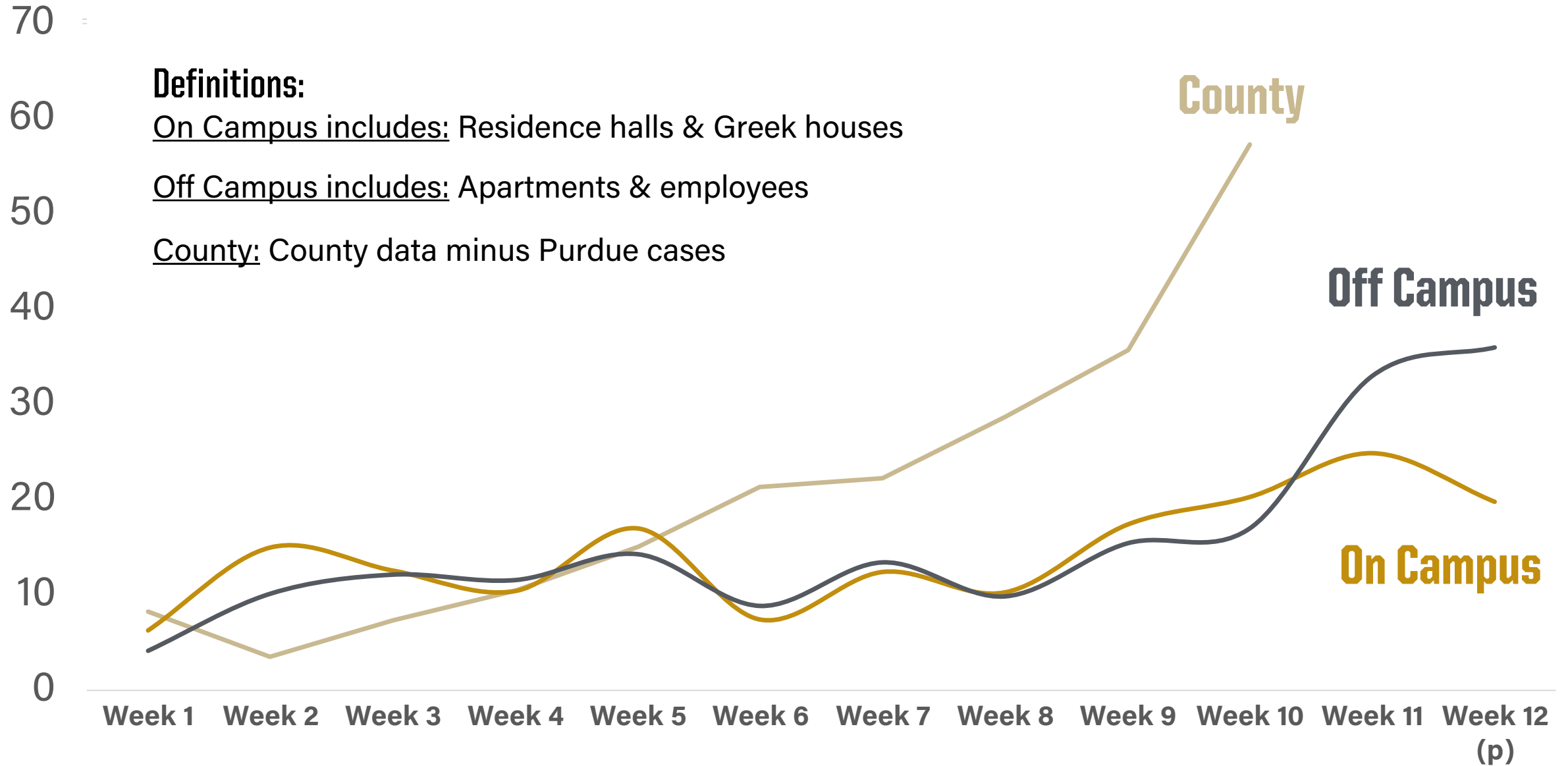
Here's to the creative achievements, the innovations, and the giant leaps ahead of us.

[slide 14]

It is my hope that you all can enjoy some much needed relaxation in a safe and healthy way. Thank you for all that you do and all that you have done over the summer and throughout this semester.



Of COVID Cases: On Campus vs. Off campus vs. County



Holiday Testing Plans

- Testing available from PPHC by appointment before departure. Capacity increased by 50%.
- January return-to-campus testing:
 - Students in university residences and congregate housing need to test negative before returning to campus; will take Vault test kits home with them at Thanksgiving.
 - Students living off-campus will be tested by PPHC upon return before beginning any on campus programming/attending classes.



Remote Work

- 7,000+ or 67% of staff working at least partly remotely
 - 30% (2,200) entirely remote; 30% (2,200) entirely in person
- New remote work resources launched
 - 1,600 monitors, 600 chairs, 450 docking stations, 70 stand-up desks, 60 printers have been “checked out” for home office use
 - Office setup guide; “Remote Worker Toolkit” created
 - Manager training



Spring 2021 – Teaching and Learning

- **Spring 2021 Teaching and Learning Guidance Released October 15**
 - *Target 70% enrollments face to face/hybrid, 30% online*
- **Areas of improvement/focus for Spring:**
 - *Elimination of ‘split sections’ wherever possible*
 - *Better scheduling of face to face/online courses for students*
 - *More convenient study space availability during day*
 - *More in-person student support (Supplemental Instruction, Peer Mentoring, ...)*
 - *Better ‘how to learn online’ support for students*
 - **Focus on student engagement (working w/Educational Policy Committee)**
 - *Instructor training and support, enhance classroom technology, ...*

- **Continue to evolve ‘new normal’ campus experience**
 - *Continue to balance student activities with community health risks – capability to dial up/down to provide flexibility*
 - *More than 14,000 student meetings and events held during Fall semester*
 - *Continue to evolve dining consistent with public health guidance*
 - *More focused/targeted outreach, especially to first-year students*
 - *Engagement with congregate housing units/organizations*



**University Senate Questions and
Administrative Responses
16 November 2020**

Questions

Teaching, Research Questions2

Will the campus-wide educational Zoom licenses be renewed for the Spring? This is of interest to graduate staff as well as faculty and others.....2

Can instructors and TAs have the flexibility to switch their recitations to an online medium when in-person class participation falls to a level fewer than 5 students?.....2

Currently, research credits are considered to be exclusively for residential-experience students. This prevents many graduate students at Purdue from opting for the online experience while still performing their vital research duties. Yet, many graduate students are still able to perform their research duties remotely. In fact, graduate students have been encouraged to work from home where possible. So, why does Purdue require that these credits be residential?3

Currently, it is prohibitively difficult for students who did not opt out of the residential experience for Fall 2021 to choose an online-only option for Spring 2021. The University requires students to demonstrate "significant" changes in personal circumstances or life situations such as medical concerns, their family health or financial situation, or international travel/visa restrictions, but students have many justifiable and sometimes unpredictable reasons for requesting changes.....3

Testing Protocols and Potential Changes for Spring.....4

What are the criteria for random surveillance selection under the Protect Purdue Plan? How has the selection process been carried out? For example, are undergraduate students prioritized?.....4

Given the rise in cases locally and nationally, what action is Purdue taking (beyond the mask reminder we received last week) to immediately contain the spread of the virus? The current healthcare system is stressed, particularly with the number of available frontline personnel. These two weeks until Thanksgiving are critical, and there are significant consequences to Boilermaker families if students go home with positivity rates so high.4

If the base infection rate nationally rises to around 200k new cases per day as projected, it is likely that our testing screens in January will not be as effective in containing outbreaks as it was in our August effort. Given this reality, what additional measures will Purdue take?.....4

The Purdue daycare centers (Patti Jischke Center, and the Purdue University Center in Hort Park) have recently had to shut down due to COVID. During this time, it has become apparent that third-party workers, even essential workers like daycare providers, are not included in Purdue’s surveillance testing, even if they are spending more than 20 hrs a week on campus, or are directly supporting students, staff or faculty. They don’t have access to on-campus testing, aren’t included in Purdue’s dashboard numbers, and don’t have access to Purdue’s contact tracing. Given the number of additional third-party vendors involved in supporting extra cleaning efforts, or dining hall efforts, etc. on campus, this seems a significant vulnerability. How is Purdue going to fix this vulnerability?.....5

Burn Out and Related Questions5

One question that has been asked in different forms boils down to: many of us are very burned out, with investing extra hours in work, and few breaks for vacation or time with family because of the pandemic. They asked two things:.....5

- It's a bit difficult to watch President Daniels and other heads of departments recently accept some of the largest salaries that they have earned at Purdue (through performance, merit increases, or promotions), but then turn around and say, "We cannot do merit increases for all employees." Presumably the merit increases won't be around next summer either. Will the university plan to make up for this in the future?5
- We've given the students reading days, but can similar things be done for faculty and staff? Why not voluntarily declare more university holidays at random times during the year to help faculty/staff to take time off? 5

Caregiving Needs and Working from Home6

In addition to the childcare centers closing for 2 weeks, Tippecanoe School District has now shut down for 2 weeks, with others likely to follow if not soon, after Thanksgiving break (which, past holiday patterns suggest, will result in a bump in cases). Students, staff, and faculty caring for children are having to again work from home while caring for their kids. Purdue has not followed the lead of other Big 10 campuses in initiating a childcare taskforce or similar, or University of California campuses who have dedicated considerable investment and policy proposals regarding supporting caregivers. It feels as though because this is feminized work, that Purdue is letting caregiving remain a private burden, even though many of us are at the breaking point. What tangible changes will Purdue make—in addition to opt-in tenure-clock extensions, and allowing workers to continue to work from home—to support workers working while caring for children at home?.....6

Teaching, Research Questions

Will the campus-wide educational Zoom licenses be renewed for the Spring? This is of interest to graduate staff as well as faculty and others.

From Karl Browning, Chief Information Officer:

Paid Zoom licenses are for 1 year from initiation. All active licenses will continue through the Spring semester until the anniversary date. Zoom treats graduate staff as students; therefore, grad students can sign up as students without incurring additional license fees. These licenses have the same privileges as other Zoom licenses. In order to facilitate easier access to Zoom, we are working on a more seamless method of sign-up, which we expect to announce prior to the start of the semester.

Can instructors and TAs have the flexibility to switch their recitations to an online medium when in-person class participation falls to a level fewer than 5 students?

From Jay Akridge, Provost:

We should continue to offer in-person instruction through the last day of on-campus courses. Attendance can be substantially impacted by students in quarantine, which will ebb and flow through the semester. Some students truly need in-person recitation to learn the material, and we should not take that away from them, even if the number of attendees is limited during a class period. In the Spring, a number of important changes will be made, and interventions put in place to encourage students to participate in in-person courses. These include: reducing the number of "split sections," better scheduling of in-person and on-line courses, more student study space options on campus, an improved absence notification process, and better guidance on attendance and grading (developed in concert with the Educational Policy Committee), among others.

Currently, research credits are considered to be exclusively for residential-experience students. This prevents many graduate students at Purdue from opting for the online experience while still performing their vital research duties. Yet, many graduate students are still able to perform their research duties remotely. In fact, graduate students have been encouraged to work from home where possible. So, why does Purdue require that these credits be residential?

From Linda Mason, Dean of the Graduate School:

We are not authorized for an online graduate degree, and so that creates some issues, but those in the online cohort can take up to 3 credits each semester (this fall and spring) if needed during their first years. However, we have many other options for graduate students who need to work off campus. We have Form GS 19 for off-campus research so that they can register for as many research credits that they need and still be off campus. If employed, students can fill out a request for Change of Duty Station and stay in the residential cohort and still be off campus – although there are restrictions on international students and employment. Ph.D. students can do research in absentia after their prelims and courses are complete, and can take a full load of research credits and save on tuition, although they cannot be employed by Purdue for this registration. So, ultimately, we have several options for graduate students to be away from campus, and do research, without an online cohort. We have always had these options.

Currently, it is prohibitively difficult for students who did not opt out of the residential experience for Fall 2021 to choose an online-only option for Spring 2021. The University requires students to demonstrate "significant" changes in personal circumstances or life situations such as medical concerns, their family health or financial situation, or international travel/visa restrictions, but students have many justifiable and sometimes unpredictable reasons for requesting changes.

From Jay Akridge, Provost:

We have an appeal process that is open to any student who wants to move to the Online Option, and so far, we have approved approximately half of those students who need to move online for a wide variety of reasons (physical health, mental health, change in family financial situation, etc.). One of the important reasons for this appeal process is that we must know if a student is in the Online Option for our COVID-19 tracking and tracing purposes. We expect such students to be out of the Greater Lafayette area if they are in the Online Option. (There are exceptions for students who live in the area and have compelling reasons to be in the Online Option). If an Online Option student is living in a residence hall, congregate housing, or off campus apartment, we have no way to track and trace that student and no way to limit their access to the campus. The Online Option was designed for students who cannot or will not come to the physical campus, and it is part of our campus de-densification effort. Students in the Greater Lafayette area can choose to build an online schedule if they want to stay in the area and be online. Finally, the Online Option was created to assist/triage students who cannot not be on campus but want to continue to make academic progress – and the course catalog is limited as a result. There are programs in the university/specific courses that simply can't be duplicated online, and a decision to take the Online Option might set a student back significantly. The accommodation process also ensures that students fully understand their choice and its ramifications.

Testing Protocols and Potential Changes for Spring

What are the criteria for random surveillance selection under the Protect Purdue Plan? How has the selection process been carried out? For example, are undergraduate students prioritized?

From Erik Barker, Dean of the College of Pharmacy:

Surveillance for the fall semester was a weekly sample of:

10% students living in university residences

10% students living in off-campus residences

20% students living in congregate housing

10% of employees designated as working on campus 100% of the time.

All employees classified as core to essential university services (PUFD, PUPD, power plant, etc.) are tested weekly. The sample is generated through a random process managed through IDA+A.

Given the rise in cases locally and nationally, what action is Purdue taking (beyond the mask reminder we received last week) to immediately contain the spread of the virus? The current healthcare system is stressed, particularly with the number of available frontline personnel. These two weeks until Thanksgiving are critical, and there are significant consequences to Boilermaker families if students go home with positivity rates so high.

From Erik Barker, Dean of the College of Pharmacy:

The increase in cases over the past two weeks has been largely attributed to spread in the greater Lafayette community – not on-campus spread. We are working with the county and local health systems

on joint messaging as well as to get alignment about measures that will limit spread in the community. Increased testing capacity pre-Thanksgiving will provide opportunities for students and employees to test.

Our on-campus positivity rate continues to trend lower than most local communities.

If the base infection rate nationally rises to around 200k new cases per day as projected, it is likely that our testing screens in January will not be as effective in containing outbreaks as it was in our August effort. Given this reality, what additional measures will Purdue take?

From Erik Barker, Dean of the College of Pharmacy:

We are planning additional testing measures at the beginning of the semester and adding resources that might be necessary if the case load matches predictions. There will be a number of contingency plans to allow Purdue to respond appropriately. We will closely monitor the community prevalence and positivity rates, and continue to work with local public health and health systems to make science-driven decisions on how to manage the situation.

The Purdue daycare centers (Patti Jischke Center, and the Purdue University Center in Hort Park) have recently had to shut down due to COVID. During this time, it has become apparent that third-party workers, even essential workers like daycare providers, are not included in Purdue's surveillance testing, even if they are spending more than 20 hrs a week on campus, or are directly supporting students, staff or faculty. They don't have access to on-campus testing, aren't included in Purdue's dashboard numbers, and don't have access to Purdue's contact tracing. Given the number of additional third-party vendors involved in supporting extra cleaning efforts, or dining hall efforts, etc. on campus, this seems a significant vulnerability. How is Purdue going to fix this vulnerability?

From Erik Barker, Dean of the College of Pharmacy:

Kindercare employees have been offered access to our testing – and they have accepted this plan. Procurement and Contracting has worked with all vendors to ensure that they follow all elements of the Protect Purdue pledge while their employees work on campus. As private employers, many have elected to utilize other resources for testing and tracing.

Burn Out and Related Questions

One question that has been asked in different forms boils down to: many of us are very burned out, with investing extra hours in work, and few breaks for vacation or time with family because of the pandemic. They asked two things:

- It's a bit difficult to watch President Daniels and other heads of departments recently accept some of the largest salaries that they have earned at Purdue (through performance, merit increases, or promotions), but then turn around and say, "We cannot do merit increases for all employees." Presumably the merit increases won't be around next summer either. Will the university plan to make up for this in the future?
- We've given the students reading days, but can similar things be done for faculty and staff? Why not voluntarily declare more university holidays at random times during the year to help faculty/staff to take time off?

From Bill Bell, Vice President of Human Resources:

Purdue will continue to do all it can to compensate its employees well. In prior years, we offered salary pools that were larger than our peers. Unlike many schools during COVID, Purdue has avoided lay-offs, furloughs, and pay cuts, and we have maintained our benefits. The university has every intention to make merit increases available starting next fiscal year, with a total amount to be distributed consistent with pre-pandemic levels.

By any measure, Purdue's paid time-off benefits are generous. In addition to 14 paid days off (16 in 2020), staff receive 10 to 22 vacation days per year, plus sick leave allowances. By providing the additional two days of winter recess, faculty and staff who were planning to use vacation days for that time will have those days to be utilized in the future. Staff may opt to use this time to coincide with the scheduled "reading days" during the semester – allowing periodic breaks throughout the semester.

With regard to President Daniels, he actually took a \$23,000 pay cut in fiscal year 2020. When he became president of Purdue in 2013, he requested that the Board of Trustees place a portion of his salary "at-risk," meaning he would only receive his full salary if he scored 100% on a set of metrics. In fiscal year 2020, fully half of the president's pay was "at-risk," and because of COVID's impact on his performance metrics, he

received only 89% of his “at-risk” pay. That means that President Daniels earned less at-risk pay than any year since 2015.

Caregiving Needs and Working from Home

In addition to the childcare centers closing for 2 weeks, Tippecanoe School District has now shut down for 2 weeks, with others likely to follow if not soon, after Thanksgiving break (which, past holiday patterns suggest, will result in a bump in cases). Students, staff, and faculty caring for children are having to again work from home while caring for their kids. Purdue has not followed the lead of other Big 10 campuses in initiating a childcare taskforce or similar, or University of California campuses who have dedicated considerable investment and policy proposals regarding supporting caregivers. It feels as though because this is feminized work, that Purdue is letting caregiving remain a private burden, even though many of us are at the breaking point. What tangible changes will Purdue make—in addition to opt-in tenure-clock extensions, and allowing workers to continue to work from home—to support workers working while caring for children at home?

From Bill Bell, Vice President of Human Resources:

Purdue is being flexible around alternative scheduling/work hours and work locations, allowing remote working on a full-time or hybrid basis—or as-needed due to childcare issues. We are also being very flexible around the use of paid time off due to childcare issues. Emergency FMLA is available through the Families First Coronavirus Relief Act. Our [Benefits/Family Friendly website](#) can aid parents with finding childcare arrangements and referrals.



Professor Raymond Cohen

1923 – 2020

Raymond Cohen, professor and former director of Herrick Labs, passed away on September 21, 2020. He was born November 30, 1923. Pearl Harbor was bombed during his first year at Purdue, and he served in World War II as part of the 89th Infantry Division, which was the first to liberate a concentration camp. He earned his BSME in 1947, his MSME in 1950, and his PhD in 1955, all from Purdue. He had a distinguished academic career that included publishing nearly 100 papers, starting two conferences that are still held biannually at Purdue, and serving as founding editor of *HVAC&R Research*, a scholarly journal published by the American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE).

Cohen's notable achievements include the Sagamore of the Wabash award, which is the highest honor bestowed by the governor of Indiana. Despite his accolades, when asked of what career achievement he was proudest, Cohen replied, "I'm most well known for directing [Herrick Laboratories](#), for its expansion and growth to international prominence... This is my proudest accomplishment. Worldwide, everyone knows Herrick Laboratories."

The Ray W. Herrick Laboratories were founded in 1958 under the leadership of Cohen's mentor, Professor Bill Fontaine. Cohen did research through Herrick Laboratories in its early days. Not long after becoming a full professor in 1960, he and his graduate students solved a problem that was plaguing the refrigeration and air conditioning industry at the time: costly, catastrophic compressor valve failures caused by vibrations. Their published findings attracted international notice and put Herrick Laboratories on the map. He eventually became director of Herrick Labs, and served in that capacity from 1972 to 1993.

The School of Mechanical Engineering, as well as the Purdue University Senate, extends its deepest sympathies to Ray's wife Lila, herself a long-time contributor to Herrick Laboratories functions, and the entire Cohen family.

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

Steering CommitteeLibby Richards, 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, Faculty Affairs, and Equity & Diversity Committee for their evaluation and recommendations.

Advisory CommitteeDeborah 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 CommitteeErik Otárola-Castillo, 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 CommitteeAudrey Ruple, 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

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. Visual Arts and Design Committee Composition

PURDUE HONORS COLLEGE

University Senate Meeting, November 2020

The Four Pillars of the Honors College

INTERDISCIPLINARY ACADEMICS

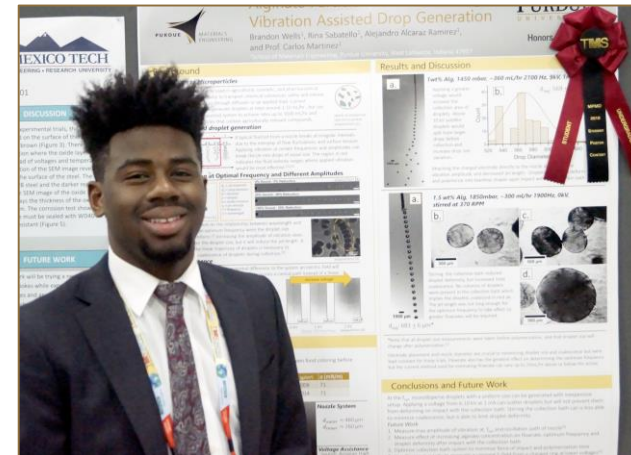
- ***Multiple Perspectives Create Innovative Problem-Solvers***

- **Faculty**

- 8 clinical assistant professors
- 3 clinical associate professors
- 1 visiting assistant professor
- 1 post-doctoral teaching fellow
- + top faculty from across campus who apply for HONR courses

- **HONR Courses In Fall '20**

- Required first-year course series: introduction to team-based projects
- Honors Mentor Program associated with first-year course series: 93 peer mentors, 11 faculty, 33 sections
- 17 interdisciplinary seminars
 - Focus on high-impact practices: collaborative learning, project-based learning; community-based service learning; faculty-led research



The Four Pillars of the Honors College

INTERDISCIPLINARY ACADEMICS

- *Opportunities to teach and mentor honors students*

- **H Designated Courses**

- Several schools/colleges offer honors sections of courses. Honors College students also may take honors sections of courses in order to fulfill honors degree requirements.
 - 119 honors sections in AY 19-20

- **Honors Contract Courses**

- An honors contract is an agreement between an undergraduate student and a faculty instructor that allows the student to turn a standard course into an honors course.
 - 305 honors contract courses in AY 19-20



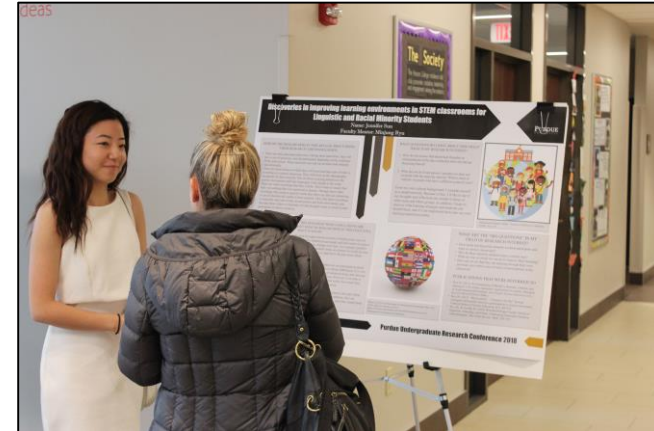
The Four Pillars of the Honors College

UNDERGRADUATE RESEARCH

- ***Opportunities to teach and mentor honors students***

- **Scholarly Project**

- All HC students complete a multi-semester scholarly project supervised by a faculty mentor.
- Honors research grant funding is available to support student expenditures such as supplies, poster printing, conference registration fees.
- Place-Based Research in the Honors College
 - 17 projects launched over the summer, some continuing this semester
 - 17 faculty members serving as PIs
 - 86 honors students registered for projects



The Four Pillars of the Honors College

GLOBAL AND COMMUNITY ENGAGEMENT & LEADERSHIP DEVELOPMENT

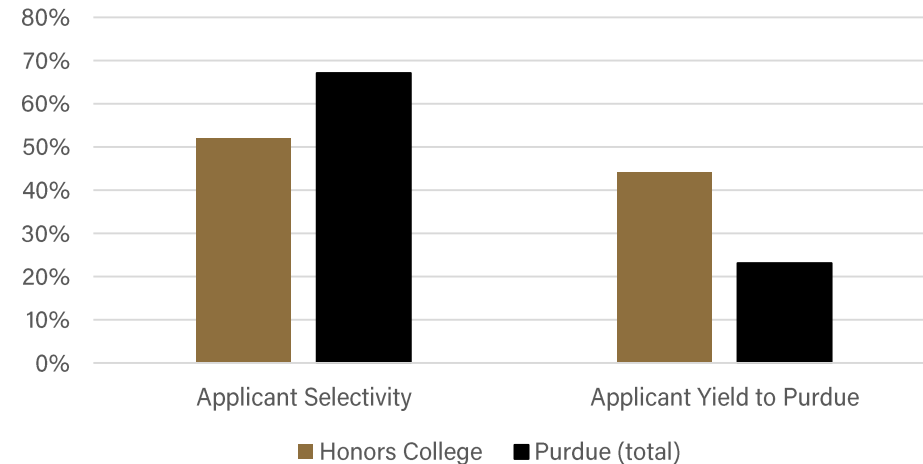
- *A living lab for academic residential interaction*
- **Honors College and Residences**
 - 324,000 square foot facility opened in 2016
 - 800 HC students live in the two state-of-the-art buildings
- **Cornerstone Neighborhood**
 - 240 upper-division HC students live in Duhme Hall and Griffin Hall South
- **Study Abroad and Study Away**
 - Increase in students developing intercultural skills via study abroad and study away: Participation increased by 87% in AY 2018-19 from the prior year. Prior to COVID cancellations, participation was track for another increase in AY 2019-20.



Enrollment

- **Total**
 - 2,667 (first-year students through seniors), representing 8% of UG enrollment at Purdue
- **F2020 First-year Students, N=749**
 - **Gender**
 - 378 males
 - 371 females
 - **Residency**
 - 349 residents
 - 382 non-residents
 - 18 international
 - 79 URM students
 - 3 Beering Scholars
 - 13 Stamps Scholars
 - 40 National Merit Scholars
 - 11 National Hispanic Scholars
 - Average SAT: 1,394/ university average: 1,291
 - Average ACT: 32/ university average: 28.7
 - Average HS GPA: 3.84/ university average: 3.67

Selectivity and Yield Rates



National and International Scholarships Office (NISO)

- NISO is housed in the Honors College and is also a university-wide effort benefitting students from all colleges.
 - Over 70 faculty and staff members annually participate in scholarship committees to select Purdue's nominees and support our students.
 - Faculty and staff annually make ~500 referrals to NISO. 133 awards (1921-2011)
 - 5,176 student contacts in 2019-20.
- NISO has increased scholarships and grants for Purdue's students by more than 300% since its inception in 2012, including:
 - Receiving the maximum number of Goldwater Scholarships (4) possible during two of those years.
 - Three Truman Scholars in the past four years
 - Five Udall Scholars (Purdue had no Udall Scholars prior to NISO)
 - Purdue had 12 Fulbright U.S. Student Program applicants in 2012 and it has grown to 55.
 - The Fulbright faculty and staff evaluation committee grew from 7 members in 2012 to 22 for 2020. A special thank you on behalf of the students you support goes out to any faculty here who also serve.



Honors College participants are about 7 times more likely to finish a prestigious scholarship application through NISO than students with a similar profile who have never been in the Honors College

The Future

- *Continue to offer experiential transformative education for scholar development*

- **On-going evaluation and planning for current and future growth**
 - Honors College Annual Survey (HCAS) begun in 2018: 5-year longitudinal mixed-method study to gauge impacts and outcomes
 - Second 5-year strategic action plan
 - Coordinate with other colleges to ensure meeting needs and goals of high-ability student recruitment and retention at Purdue
 - Future growth: current model to 2800 (nearly 9% of UG enrollment at Purdue), explore additional adaptations for growth and expansion to 10% (3200+)

THANK YOU



Honors College

11/16/2020

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