

Seventh Meeting
Monday, 19 April 2021, 2:30 p.m. and Monday, 3 May 2021, 2:30 p.m.
Zoom Meeting

AGENDA

1. Call to order Professor Deborah L. Nichols
2. Approval of Minutes of 22 March 2021
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. Update Re: Ongoing Senate Business Professor Deborah L. Nichols
10. Senate Document 20-45 Required Department QPR (Question, Persuade, Refer) Liaisons for Mental Health Action For Discussion
Ms. Grace Brooks and PSG
President Assata Gilmore
11. Senate Document 20-46 Nominees for Educational Policy Committee For Action
Professor Robert Nowack
12. Senate Document 20-47 Nominees for Equity, Diversity, and Inclusion Committee For Action
Professor Robert Nowack
13. Senate Document 20-48 Nominees for the Faculty Affairs Committee For Action
Professor Robert Nowack
14. Senate Document 20-49 Nominees for the Nominating Committee For Action
Professor Robert Nowack

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| 15. Senate Document 20-50 Nominees for the Student Affairs Committee | For Action Professor Robert Nowack |
| 16. Senate Document 20-51 Nominees for the University Resources Policy Committee | For Action Professor Robert Nowack |
| 17. Senate Document 20-53 Nominees for the Steering Committee | For Action Professor Robert Nowack |
| 18. Senate Document 20-54 Advisors to Standing Committees | For Action Professor Robert Nowack |
| 19. Senate Document 20-40 Process Guidelines for Discovered or Uncatalogued Art Items on Campus | For Action Professor Janice Kritchevsky |
| 20. Senate Document 20-38 Expansion of Accessibility of Menstruation Products on Campus (revised) | For Action Professor Audrey Ruple |
| 21. Senate Document 20-39 Purdue Graduate Student Senate Resolution: School of Interdisciplinary Studies (revised) | For Action Professor Audrey Ruple |
| 22. Senate Document 20-19 Temporary Continuation of Purdue University's Test Flexible Approach to Undergraduate Admissions | For Action Professors David Sanders and Audrey Ruple |
| 23. Senate Document 20-43 Proposal to Introduce 4-Week January Term to Academic Calendar | For Action Professor Erik Otárola-Castillo |
| 24. Senate Document 20-42 Proposed Bylaws Amendment: Election Committee | For Action Professor David Sanders |
| 25. Senate Document 20-55 Land Use Acknowledgement | For Discussion Professor Audrey Ruple |
| 26. Senate Document 20-56 Equity, Diversity, and Inclusion as a Distinct Item for Promotion Consideration | For Discussion Professor Audrey Ruple |
| 27. Senate Document 20-57 Academic Calendar Revision: Election Day as a Civic Day of Service | For Discussion PSG President Assata Gilmore |
| 28. Senate Document 20-58 Academic Regulations Update | For Discussion PSG President Assata Gilmore |
| 29. Senate Document 20-59 Academic Regulations Update for Reading Week Policies | For Discussion PSG President Assata Gilmore |

30. Sustainability Report

For Information
Provost Akridge and
Mr. Michael J. Gulich

31. New Business

Senate Document 20-60 On the Need to
Demonstrate Civics Literacy through Shared
Governance

For Discussion
Professor Alice Pawley

32. Adjournment

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Monday, 19 April 2021, 2:30 p.m. and Monday, 3 May 2021, 2:30 p.m.
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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, Ximena Bernal, Bharat Bhargava, Charles A. Bouman, Colleen Brady, Sylvie M. Brouder, Robert X Browning, Sabine Brunswicker, Thomas H Brush, Min Chen, Sharon Christ, Laura J. Claxton, Matt Conaway, Todor Cooklev, Martin Corless, Bruce Craig, Chittaranjan Das, Ariel de la Fuente, Jim Dworkin, Abigail S. Engelberth, Donna Ferullo, Ray Fouché, Alexander Francis, Jennifer Freeman, Assata M. Gilmore, James P. Greenan, Michael Gribskov, Catherine A. Hill, Stephen Hooser, Signe Kastberg, Ralph Kaufmann, Todd Kelley, Alexander V. Kildishev, Cara Kinnally, Neil Knobloch, Jozef L. Kokini, Klod Kokini, David Koltick, Nan Kong, Janice Kritchevsky, Eric P. Kvam, Douglas LaCount, Seokcheon Lee, Julie C. Liu, David J. Love, Mindy L. Mallory, John J McConnell, Tim McGraw, Michael McNamara, Terrence R. Meyer, Larry Nies, Robert Nowack, Madelina E. Nuñez, Jan Olek, Erik Otárola-Castillo, Alice Pawley, Rodolfo Pinal, Bob Pruitt, Li Qiao, Vanessa S. Quinn, Kashchandra "Ragu" Raghothama, Darryl Ragland, Elizabeth (Libby) Richards, Brian T. Richert, Mandy Rispoli, Felicia Roberts, Paul Robinson, Leonid Rokhinson, Sandra S. Rossie, Chris Ruhl, Audrey Ruple, 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, Rusi Taleyarkhan, Susan Watts, Lisa R. Welp-Smith, Kipling Williams, Rod C. Williams, John S. Yaninek, Jane F. Yaticilla, Haiyan (Henry) Zhang, Mark D. Zimpfer, Megha Anwer, 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, Alys C. Rollock, Katherine L. Sermersheim, Cameron D. Ward, and Stephanie L. Dykhuizen (Sergeant-at-Arms).*

Absent: Benjamin R. Lawton, Lin Nan, and Michael B. Cline.

Guests: Michelle Ashcraft (Graduate School), Stacey Baisden (MaPSAC), Dennis Bowling (Student Success), Grace Brooks (Mental Health Action Week Committee), Dan Carpenter (Student Success), Jazmine Clifton (Student Success), Anna Darling (WLF), Hannah Darr (PSG), Spencer Deery (Office of the President), Natalie Fedor (Exponent), Michael Gulich (Campus Master Planning and Sustainability), Ben Holmes (TLT), Dan Howell (Purdue Today), Clarence Maybee (Libraries and SIS), David Reingold (CLA), Steve Schultz (Office of Legal Counsel), Noah Scott (BOT), Allison Staley (Student Success), Benjamin Thorp (WBAA), Marion Underwood (HHS), Alex Weliever (Exponent), Kris Wong Davis (Enrollment Management), and Karen Zerby (Student Success).

1. The meeting was called to order at 2:32 pm by Chair Deborah Nichols.
2. The Minutes of the 22 March 2021 Senate meeting were entered as read.

3. Purdue Student Government President Assata Gilmore moved to push Senate Document 20-45 Required Department QPR (Question, Persuade, Refer) Liaisons for Mental Health Action earlier in the Agenda to the spot before Senate Document 20-46. The motion was seconded and put to a vote. The motion carried, with 59 in favor, 12 opposed, and 10 abstentions. President Gilmore also moved to add Document 20-57 Academic Calendar Revision: Election Day as a Civic Day of Service, Document 20-58 Academic Regulations Update, and Document 20-59 Academic Regulations Update for Reading Week Policies to the Agenda as New Business. The motion was seconded, voted on, and carried: 67 in favor, 12 opposed, and 4 abstentions. The Agenda was later approved as amended.
4. Senate Chair Deborah Nichols presented remarks (See Appendix A). She reminded the Senate that the agenda was very full, and that if unable to complete their work in the time allotted, they would have to continue the meeting. She also referenced humanity's predisposition towards storytelling, and in particular the power of fairy tales to offer guidance for how to cope with sadness, pain, and loss; how to resist and defend against villainous or bullying behavior; and how transformative change can help good to win out in the end. She thanked the Senate for their hard work and many accomplishments across a year of extraordinary circumstances, and said she looks forward to what the future holds for all of us at Purdue.
5. President Daniels presented remarks (See Appendix B). He noted that the No. 7 seed Boilermakers Volleyball team would soon be facing No. 2 seed Kentucky in the NCAA Regional Finals. He reported that a targeted location for the new facility to replace the Patty Jischke Early Care and Education Center had been confirmed at the site of the State Farm Building at 2550 Northwestern Avenue. He updated the Senate on the work of Purdue's vaccine clinic and Purdue's vaccine survey responses. He announced that the Board of Trustees' Academic Affairs Committee had opted to move forward on the idea of a Civics Certificate at Purdue. This would be voluntary for undergraduates in their second, third, or fourth years but would become a requirement for the entering classes starting in Fall 2021. President Daniels thanked the faculty members who had worked to create a process by which students could qualify for the civics literacy certificate, as well as the Senate and many individual faculty members for their advice.
6. Because of the full agenda, it was requested that new questions pertaining to President Daniels' remarks be submitted electronically. Questions submitted prior to the Senate meeting had their answers posted to the Senate website (See Appendix C).
7. Memorial Resolutions for George M. Bodner, Emeritus Professor of Chemistry, and Janice Lauer, Emerita Reece McGee Distinguished Professor of English, were entered. A moment of silence was observed.
8. Representing the Steering Committee, Senator Libby Richards presented the Résumé of Items Under Consideration by Various Committees (See Appendix D). Professor Richards reminded the Senate Standing Committees that the Steering Committee was awaiting feedback from several of them regarding the implementation of Senate Document 19-30, and that they should add it to the outstanding business portion of their transition

documents if it was not already complete. Professor Ruple provided an update to the Equity, Diversity, and Inclusion Committee's work: stickers and magnets would shortly be installed to highlight the availability of free menstrual products across campus. She also announced that she would be stepping down as EDIC chair, and that the Committee would need to select a new one for the coming year. There were no other updates.

9. Chair Nichols provided an Update Re: Ongoing Senate Business. She said that since December, the Secretary of Faculties had received multiple requests to arrange for investigations into past elections to the Steering Committee, as well as into the Vice-Chair eligibility of Professor Beaudoin, who was appointed to the Senate as an alternate for a colleague who needed to go on leave. From Professor Powell's reading of the EPIC Report, the Bylaws, and the Senate archives, the Secretary of Faculties had determined against pursuing these investigations. Because her role is advisory, she then referred this decision to [Chair Nichols] for a final ruling. She had provided her reasoning to the individual who requested the investigations, and had, on multiple occasions, encouraged the requester to bring their requests to the entire Senate for its consideration, which so far had not happened.

Also, the Secretary of Faculties had received a request to arrange for an investigation into a statement by a member of the Senate that this member has been subjected to harassment on the basis of sex while a faculty member at Purdue. The individual requesting the investigation believed that the statement somehow was directed toward or implicated them. Again, the Secretary of Faculties determined against pursuing this investigation, informed the requester of her reasoning, and referred this decision to the chair for a final ruling.

Chair Nichols ruled that the Senate would not pursue these investigations. She stated that if anyone wished to move to overturn this ruling and require the formation of new investigatory committees, they should do so. There being no response, Chair Nichols said that she considered the matters closed.

10. Purdue Student Government President Assata Gilmore presented Senate Document 20-45 Required Department QPR (Question, Persuade, Refer) Liaisons for Mental Health Action. The motion being seconded, discussion began. President Gilmore provided the context that the PSG Mental Health Action Committee had been working on this Document since November [2020], and that many university stakeholders had registered that especially within the pandemic environment, it was very difficult to connect with students on matters of mental health. She also noted that changes had been made to the proposal based on feedback from the Senate and other campus stakeholders. She then introduced Purdue Student Government Senator Grace Brooks, who spoke on behalf of the motion.

Ms. Brooks stated that students are struggling on campus, particularly given the stresses of the pandemic year. Many students report feeling unheard by faculty and administration. In response, the Mental Health Advisory Committee was proposing this motion to improve the relationship among faculty, administration, and students. The original proposal had required QPR training for all instructors, but after some feedback, it

became clear that this would not be feasible. The current proposal would be for each department to have a QPR liaison. This would be a person who had done the QPR training to recognize signs of potential suicide and depression. This person could then help to train others in their department. This would then be promoted to the student body so that students could be aware that Purdue does care and are making changes to create better relationships regarding mental health. Also, Purdue already does QPR training and Purdue Student Government is allocating some funds this year to train more people to teach others about QPR; this would make the intervention cost-friendly. The program is 90 minutes long, and therefore time-friendly compared to other options as well.

Professor Alexander Francis called the proposal an outstanding recommendation, and applauded the committee for their responsiveness with respect to feedback.

Professor Julie Liu asked for clarification as to whether the liaison would need to be faculty, or whether it could be staff. Ms. Brooks said that she believed they were looking for a faculty member because of the presumption that faculty have more student contact. President Gilmore added that the training would also be available to staff at no additional cost. Professor Francis spoke in favor of the proposal being a faculty requirement. Many staff do actually come into frequent contact with students, as do adjunct faculty, but this responsibility should adhere to tenure-track faculty, and preferably to tenured faculty. One reason for moving this away from a mandatory training for all faculty was to avoid the implication that everyone was expected to become a mental health professional. Instead, this is adding a step to smooth the transition between students, faculty, and actual qualified mental health professionals.

Professor Leonid Rohkinson responded that he was unsure whether the proposed implementation were the best way to proceed, in the sense that most faculty are not health professionals and this sort of short training would not be enough to provide students with adequate help. Mentors should be aware of where to send their students for proper help. Having some people go through the QPR training might be very beneficial; it was not clear that having liaisons in every department would really mitigate the problem. It would be more beneficial to distribute knowledge about where to find professional help more widely. President Gilmore responded that at the University of Tennessee, 42% of faculty who took the QPR training were able to identify signs of suicide in a person within six months of taking the training, which suggests that it is effective as an intervention even for non-health professionals. There is no expectation that faculty would provide treatment, but rather that more resources be devoted to directing students in need toward the resources that can help them. The Office of the Dean of Students makes sure that Purdue-related resources are ingrained in QPR training here. Ms. Brooks added that QPR training stands for “question, persuade, refer.” The focal point is refer – there is no expectation that you provide care; only reference to those who can. Nor is this a mandatory reporting situation. Faculty would not be held responsible if something were unfortunately to happen to a student, even if they had undergone QPR training.

Professor Alice Pawley said that she had completed QPR training and found it valuable. She suggested it would be beneficial to include a mechanism for identifying and tracking the QPR-trained individuals, for tracking training renewals, and to remind the liaisons that they also need to function as trainers and get the word out within their departments. This should be recognized as service for the purpose of CVs, as well, and QPR liaisons should be released, potentially, from other service obligations. The result would be a valuable infrastructure to help make sure Purdue is training a cohort of folks who are aware of how to use the QPR tool.

Professor Ruple registered some concerns about the liaison role being proposed. She stated she was a big fan of the QPR training, and found it fundamentally helpful. But it was still important to emphasize that it is a fundamental training, and does not come with any particular certificate or qualification. It also seemed likely that these liaisons would disproportionately be junior faculty, and likely women, picking up the role in each department. This could therefore become yet another site of invisible labor, for these faculty members that are taking on this role as liaison, especially given the outward-facing nature of the work being requested, where students, faculty, and staff are all made aware of who this person is. The people that take on these types of roles are quite often passionate about them, and they are caring, and willing to give—and so they can also end up paying a penalty with their own career. A more effective means of wording the proposal might be to have adjunctive people become part of the support system rather than relying upon faculty, because this is not something that would probably be proportionately rolled out across faculty.

Professor Colleen Brady said that Professor Ruple had made a good point. It would be important for the liaison, whoever they might end up being, to be a resource not just for undergraduates but also graduate students, faculty, and staff. Especially in the last year the undergraduates were clearly impacted by the pandemic, but we saw our graduate students suffering as well, and indeed every member of the Purdue community. And so having knowledgeable people within departments to help notice signs could impact the community broadly, not only one particular group.

President Gilmore said that while they had been working on expanding the QPR idea to encompass HR, staff members, and fellow undergraduates to increase their bandwidth, they did receive significant concern from the Senate that this branching out was a little bit too robust.

Purdue Graduate Student Government Madelina Nuñez noted that the Purdue Graduate Student Senate had voted in support of the QPR training proposal along with the PSG, and that they were looking forward to this matter coming up for action in the coming fall term.

Chair Nichols asked that further discussion or feedback be directed to Grace Brooks, brook179@purdue.edu.

11. Professor Robert Nowack presented the Standing Committee Nominations on behalf of the Nominating Committee. **Senate Document 20-46** Nominees for Educational Policy

Committee, [Senate Document 20-47](#) Nominees for Equity, Diversity, and Inclusion Committee, [Senate Document 20-48](#) Nominees for the Faculty Affairs Committee, [Senate Document 20-49](#) Nominees for the Nominating Committee, [Senate Document 20-50](#) Nominees for the Student Affairs Committee, [Senate Document 20-51](#) Nominees for the University Resources Policy Committee, and [Senate Document 20-54](#) Advisors to Standing Committees had no nominations put forward from the floor, and so Professor Nowack asked that they be approved as a block. The Documents were approved, 86 votes in favor, one opposed, and one abstention.

[Senate Document 20-53](#) Nominees for the Steering Committee put forth three nominees (Julie Liu, Shannon McMullen, and Dabao Zhang) for two open positions. Professor David Sanders self-nominated from the floor. Voting took place via a Qualtrics survey. The results were announced later in the meeting. With 65 votes for Professor Liu, 56 for Professor McMullen, 25 for Professor Zhang, and 22 for Professor Sanders, Professors Liu and McMullen were elected to the Steering Committee.

12. Professor Janice Kritchevsky presented [Senate Document 20-40](#) Process Guidelines for Discovered or Uncatalogued Art Items on Campus on behalf of the University Resources Policy Committee. Professor Kritchevsky noted there had been some questions raised in March she could answer. One of them was, what happens if nobody wants a found object? Is there a mechanism for disposal? In such cases, the Visual Arts and Design Committee would consult with the Office of Legal Counsel to see what could be done with the object, given any intellectual property or copyright issues; they could also consult with the Libraries' Copyright Office. Another question was whether there would be access to a catalog of Purdue's art holdings. Right now, there is not, but there is an effort underway to catalog the collection for database management. There being no further discussion, the question was called, and the motion was adopted by a vote of 83 in favor, one opposed, and one abstention.
13. Professor Audrey Ruple presented [Senate Document 20-38](#) Expansion of Accessibility of Menstruation Products on Campus (revised) on behalf of the Equity, Diversity, and Inclusion Committee. The proposal was to provide menstrual products and disposal bins in all University bathrooms. The motion was seconded, and discussion began.

Professor Pawley registered her strong support for the motion.

President Nuñez thanked the committee for bringing forward the motion, and reiterated that the PGSG had passed legislation in support of ensuring that menstrual products be available to all Boilermakers across campus. They had also passed legislation to install a dispenser in the Graduate Student Center.

Professor Bharat Bhargava expressed support for the motion, and felt it should have been done earlier.

President Gilmore noted that PSG had also passed legislation in support of the Document, and expressed avid support.

There being no further discussion, the question was called, and the motion carried. The vote was 79 in favor, 7 votes opposed, and 4 abstentions.

14. Professor Ruple presented **Senate Document 20-39** Purdue Graduate Student Senate Resolution: School of Interdisciplinary Studies (revised) on behalf of the EDIC. The Document was seconded and discussion began.

Professor Pawley, who noted she is an affiliate of the Women's, Gender, and Sexuality Studies (WGSS) Program, voiced strong support for the motion. She stated that while the Provost had argued that it is up to colleges to decide where to make budget cuts, purportedly equal cuts to all directorships across the College of Liberal Arts would inevitably put disproportionate impact on scholarship regarding minoritized groups. It is in the entire University's interest that SIS receive not just full funding, but in fact increased funding. In the Giant Leaps budget passed by the Board of Trustees last week, there was a plan to increase hires into African American Studies. This is good. But our attention to racial justice also needs to increase faculty to Asian American Studies, Native American and Indigenous Studies, Latin American and Latino Studies, at the very least.

President Nuñez thanked the EDIC for bringing forward the Document, and the Senate for hearing it. She explained that the PGSG had originally brought forward and passed the proposal before forwarding it to the Senate.

There being no further discussion, the question was called. The Document passed, with a final vote tally of 73 in favor, 12 opposed, and 5 abstentions.

15. Professor David Sanders presented **Senate Document 20-19** Temporary Continuation of Purdue University's Test Flexible Approach to Undergraduate Admissions on behalf of the Student Affairs Committee, as well as the Equity, Diversity, and Inclusion Committee, which co-sponsored the Document. Discussion began.

Professor Sanders proposed changing the language in the first sentence of the "Proposed Action" to, "the University Senate ~~urges the~~ **welcomes the decision of the** Purdue University Office of Admissions to continue" in light of the recent decision of the Office of Admissions to use a test-flexible standard for Fall 2022. Provost Jay Akridge confirmed this decision had taken place, and Professor Ruple agreed to the change in wording.

Professor Ruple asked what the merit would be of moving forward, given that decision in support of the resolution's aim had already been made. Professor Sanders stated he felt the motion should move forward, because the last paragraph remained important, in that we use the information that we obtain from this particular pause or particular period of text-flexible criteria for us to be able to evaluate how we go forward. The Senate should continue to signal that it is in support of the action that the Office of Admissions has taken, but also wishes to use a forward-looking approach to the matter. Professor Francis voiced his agreement that he thought the Senate should make this statement anyway.

Professor Colleen Brady asked for clarification, since Provost Akridge said the text-flexible decision had been made through Fall 2022, whereas Document 20-19 said “at least fall 2022.” Was the Senate comfortable with the current wording? Professor Sanders felt that the Document would remain accurate even if the decision were continued beyond Fall 2022, and was not inaccurate as stated, since “for Fall 2022” did not contradict “at least through Fall 2022.” Provost Akridge confirmed that the decision had been made, based on our understanding of test access in the coming year, for Fall 2022, but that it would be revisited after that point in time. Kris Wong Davis, Vice Provost for Enrollment Management, agreed, stating that Admissions was always looking a year ahead.

Professor Bhargava said he had been both a student and faculty at Purdue, and that based on that experience, he felt we should try to reduce barriers for any applicant to apply to Purdue. While we are removing the test barrier due to COVID now, he felt they should be optional on a permanent basis; poor and minority students often face economic hurdles in accessing the SAT and other standardized tests. International students must often take the TOEFL as well; it is very expensive for students but profitable for the testing companies. He said what we’d heard today is a good start, but we must keep watching this issue for the future.

Vice Provost Wong Davis offered as a point of information that students can get fee waivers to take the SAT or ACT if they qualify on the basis of low income.

The question was called on the matter of Document 2019 and the proposed amended language. The amendment carried with 78 in favor, three opposed, and five abstentions. The Document as amended was then also passed, with 75 in favor, 7 opposed, and 5 abstentions.

16. Professor Erik Otárola-Castillo presented **Senate Document 20-43** Proposal to Introduce 4-Week January Term to Academic Calendar on behalf of the Educational Policy Committee. He clarified that Document 20-43 does not agree to implement a January term this upcoming 2021-2022 winter. Rather, it welcomes the opportunity for the Senate, likely through the EPC, to work with the administration to construct a proposal for potential implementation in 2022-2023. The motion being seconded, discussion began.

Professor Brady asked whether the Senate would have another opportunity in the future to vote on the details of the January Term, given that this motion did not authorize the term but only continued planning for its possibility. Professor Otárola-Castillo said that the feedback expressed in this Document is general support of the idea of the new term, but under the understanding that most people would like to see more details regarding the proposal itself before making a decision on the merits of a January Term. He stated his goal in the future is to bring a resolution to the Senate floor for potential adoption of this change to the calendar, assuming that they can put forward a proposal most Senators can agree on.

Professor David Koltick asked if a vote for this proposal meant that [in January 2022] there would not be a January Term—in other words, might a January Term move forward for the coming year even with a positive vote on Document 20-43? Professor Otárola-Castillo said that voting for this proposal was not explicitly voting against a January Term per se, but that in conversations with Provost Akridge there had been an agreement to not implement in January 2022, so that there would be more time to gather feedback and specify details for the January Term proposal. Potentially, implementation would then begin in January 2023.

Provost Akridge clarified that the resolution coming out of the Educational Policy Committee intended to collect the Senate's opinion on a January 2023 start date. That would not preclude the administration starting the January Term in January of 2022—but that is certainly not what the Senate itself is voting on today. Ultimately this is the Trustees' decision, but they are looking for Senate feedback and input on the timing. Endorsing this Document would mean endorsing a January 2023 rather than January 2022 start date.

Professor Pawley stated that it's in the University Code that the faculty, represented by the Senate, holds primary responsibility for the academic calendar, even if the Trustees must ratify changes in that calendar. So she felt that no matter the vote on 20-43, the Trustees could not ratify the January Term for a 2022 start date since no legislation supporting it had yet been brought to the Senate. Also, she read a statement on behalf of 10 (of 19) Senators who represented 6 out of the 11 schools in Engineering:

“Our Engineering Senators spoke with many constituents and we provided feedback to the EPC on the January Term. A few constituents are enthusiastic for some kind of winter term due to the possibilities of new courses, enrichment opportunities, and new travel course destinations. Some can see advantages of the shorter 15-week fall and spring term: more paid prep time, more time over winter break. But the majority of staff, faculty, and students we collectively spoke with were either pessimistically neutral or actively opposed. Their concerns run the gamut from concerns about the effective elimination of nine credit hours of instructor from Purdue engineers' education, to shrinking the summer weeks available to advise and register thousands of first-year engineering students, to how graduate teaching assistants will lose a pay period of funding in January and may lose eligibility for paid parental leave, to how faculty have already felt pressured to teach in summer and do not trust the administration won't eventually pressure them or graduate students to teach January Term, or would switch to increase teaching by contingent, underpaid and non-tenured faculty.”

She went on to list four other comments. 1) Instructors, staff, and students are exhausted from grappling with changes from COVID. Implementing the changes needed to adjust the calendar for a 2022 start date would create additional strains on an already strained population. 2) Both faculty and staff doubted that it would be suitable for engineering students to get makeup or get ahead on required courses in the compressed timeframe, and doubted it could meet graduate students' instructional needs as well. 3) Because Fall term starts comparatively early, engineering students already have tight turnaround for summer internships and if spring term runs two weeks

later, students won't have a break between school and the internships that our current early spring term completion helps make possible. 4) Engineering students and staff are concerned about a January Term worsening mental health because of decreased break times. These concerns may be resolvable, but not on the timeframe that would allow a 2022 start date.

Professor Sandra Rossie stated that her department (biochemistry) shared many of the concerns voiced by Professor Pawley.

Professor Brady stated that the Agenda and Policy Committee in the College of Agriculture had done a quick survey of faculty and staff to get feedback on the January Term proposal. There was a total of 152 respondents; the concerns coming up were consistent with those Professor Pawley described as coming out of Engineering. Specifically, concerns were raised in reference to the potential impact on summer internships in the College of Agriculture, especially in plant-based and plant science areas. Having an internship delayed three weeks or more could actually make those internships completely unavailable. There are also federally funded internships that have very firm start dates that would be prior to the proposed dates for availability during the summer semester. There were also concerns because one of the reasons this has been proposed to be advantageous is to provide more opportunities for study abroad. In January, Agriculture is the college with the largest proportion of undergraduate students that participate in study abroad, and this could potentially benefit the more financially stable students. But students that need to have internships or need to work in the summer would find challenges finding full-time employment for a month after the holidays. Most places that would hire extra help in the holidays are not maintaining that employment into the end of January. By taking away time to earn money in the summer, some of our students, especially those that are in marginalized or other vulnerable populations, may not be able to continue their studies. In sum there was very little support in the survey for how this new term would be advantageous to the College of Agriculture.

Purdue Trustee Noah Scott, representing the Academic and Student Affairs Committee, spoke in favor of the idea of a January Term. He said that while it would shorten the semester from 16 to 15 weeks, that would not materially impact internships, as one week does not make a large difference. A January term would offer a student who may have academic difficulties the opportunity to retake a difficult class, such as thermodynamics in Engineering. He said there were logistical challenges that need to be worked out, but everyone needs to see what Provost Akridge's team will put forward, and this kind of legislation would allow that conversation to happen.

Professor Michael McNamara said that he had conducted a poll of [Visual and Performing Arts], and had not to date received any positive comments about instituting a January Term.

Professor Thomas Siegmund spoke for the School of Mechanical Engineering, which had surveyed 80 faculty members. In general, Mechanical Engineering supported Professor Pawley's statement. The faculty were concerned that the proposed January Term would diminish the ability to educate mechanical engineers. It seemed unlikely that core

courses offered in the January Term would be successful, most especially for students in need of extra help. The reduction from a semester of 16 weeks to 15 weeks effectively removes one credit hour per semester—for a total of eight credit hours for a BS degree. This proposed change requires Mechanical Engineering to use 120 credit hours to deliver the content of, currently, 128 credit hours. There was a significant risk that the proposed change to the semester would damage the hard-earned reputation of Mechanical Engineering's program.

Professor Ruple stated that she had taken comments from the EDIC and would pass them on to the EPC, but did not feel they were necessary to speak to the current Document under discussion. Much of the ongoing conversation was about the merits of a January Term in general, rather than the motion proposed. Professor Ruple called the question.

Provost Akridge asked whether he could provide some information before the motion was seconded and acted upon. Professor Ruple yielded the floor.

Provost Akridge noted that the idea had been discussed with various components of the Senate as well as faculty beginning in October, and that the January Term group very much appreciated the ongoing feedback. He referred individuals to the information in [the proposal that had been posted online](#) for responses to many of the issues raised in the Senate's discussion. The working group had engaged with employers through the Center for Career Opportunities, and the College of Agriculture has run a survey of their own employers with respect to internships. The general feeling and the overall guidance had been very positive, given that universities all end their semesters at various times already, it's thought that a slightly later end would not impact our students' internship opportunities nor their potential for summer experiences. Also, most of our peers, especially in engineering, already have 15-week semesters, so they have found a way to accommodate their course material to a semester of the proposed length. While the group respects the arguments made against the idea, 37 departments have indicated they would like to provide offerings for a January term. The School of Management has already proposed a very aggressive set of offerings. There has been substantial interest and support from across the campus with the idea of doing creative things with this four-week period.

The question was then called and seconded to end debate and vote immediately. The tally was 51 votes in favor, 32 opposed, and 5 abstentions; this was short of the 2/3 majority needed to carry, and so debate continued.

Professor Haiyan Zhang asked whether the January Term would change the calendar for both spring and fall semesters; normally January terms are not very long. Provost Akridge responded that both full terms would become 15 weeks in length, so both fall and spring terms would begin one week later than currently. This would be the only change to the fall. In the spring, the calendar shifted two weeks back, creating the 4-week January Term. Therefore, we would get out two weeks later in the summer. There would still be 12 weeks in the summer. There is an example calendar on the website toward the bottom of the [proposal](#).

Professor Francis said there had been a mention of splitting this proposal to refer to the duration of the semesters as separate from the January Term itself. He noted that he had heard quite a few people be very supportive of some of the basic principles in this proposal, primarily related to the opportunity to have an extra week of preparation time at the beginning of each semester, especially the spring semester. The pandemic year has made clear that having that extra week in spring between an actual vacation and having to start classes is a complete game changer. He said we need to think about what this proposal in specific is proposing to do, and also think about how there are different components of it that have different values to different members of our community.

Professor Cheryl Cooky thanked Provost Akridge and his team for all their work in terms of disseminating information, holding listening sessions, and giving us an opportunity to provide feedback. She was concerned there might be a misunderstanding about the role of the Senate. Bylaw 1.00, Powers of the University Senate, states that we operate subject to the authority of the Board of Trustees and in consultation with the President. And that is what confers our power; we operate as an advisory committee. We can best serve the University Senate by demonstrating our ability to operate under the capacities and the powers which we have been granted.

Professor Otárola-Castillo clarified again that the Document does not lock the Senate into supporting the January Term. Further, the EPC's factfinding has shown that although there are units that are not in favor, there are also units that are in favor, although the former have been more vocal. The proposal being voted on now is to allow the Senate to continue to work with the administration to provide more details and feedback, in the hopes of creating a final January Term proposal satisfactory to all.

President Nuñez said that among graduate students, there had been a number of statements in support and also many of hesitancy regarding the January Term. One structural concern that many surveys have stated is that graduate students have been struggling financially, and so the opportunity for students in need to be able to make extra money by teaching the January Term may muddy the line of what is really voluntary. An extra vacation week is very appealing, but the dilemma this represents for students who are both burnt out and also needing to support themselves and their families needs to be addressed.

Professor Dennis Savaiano suggested that the problem with the Document is that it states that the Senate supports efforts to develop a January Term, which seems to be in contrast with what this actually is supposed to be. He proposed an amendment to change the language to read, "The Purdue University Senate supports ~~the efforts to develop~~ **the continued study** of a January term to the Academic Calendar that maximizes the benefits and opportunities available to students, faculty and staff." The amendment was seconded. Discussion began. Professor David Koltick did not think the amendment was helpful because Document 20-43 was already focused on 2023. Professor Savaiano responded that the amendment would clarify that the Senate endorses not the idea but rather the study of the idea. The amendment was approved, with 69 in favor, 17 opposed, and two abstentions.

There being no further discussion, the Senate voted on Document 20-43 as amended. The motion carried, with 61 in favor, 26 opposed, and one abstention.

17. Professor David Sanders presented Senate Document 20-42 Proposed Bylaws Amendment: Election Committee. He stated that the proposal was based upon a discussion with the Secretary of Faculties about the AIP Standard Code's [AIPSC] recommendation for a separation between nominating and election committees. He stated that he had received only positive feedback on the proposal.

Professor Brady asked whether AIPSC in fact recommends separation, or only states that it is acceptable to have separation? Professor Powell replied that AIPSC says that if there were an election dispute or something along those lines, the nominating committee shouldn't work on that issue. AIP recommends that the election committee handle any election disputes. We don't have an election committee, however, so if there were to be a contested or disputed election, the Senate would presumably need to form some sort of ad hoc committee. She also said that part of the issue being raised by Professor Sander's motion is that the Secretary of Faculties is an ex officio, non-voting member of the Nominating Committee. The Secretary of Faculties is also involved in elections to some extent: Stephanie Dykhuizen [the Executive Assistant to the Senate] writes the polls, and the Secretary of Faculties proofreads them. They are then sent to Ed Dunn [who runs the A/V for the Senate], and both the Secretary and Executive Assistant proofread them a final time. When the polls are launched, the Secretary of Faculties tracks the votes. Ms. Dykhuizen also sometimes double-checks the math, while the Secretary of Faculties saves everything in an Excel sheet, and then announces the results. Both have eyes on the vote numbers, in other words, and can check each other. Professor Powell stated she wasn't sure what would be gained by removing her from the election process, but was happy to take a break if that were the will of the body. In conclusion, what the AIPSC says is that, if there is an election committee, here's what it looks like, and here's what it does. It does not actually state that a body must have an election committee.

Professor Sanders asked to read the AIP section on election committees. "Organizations usually appoint an election committee to conduct the election. The members of this committee should be well respected in the organization, not openly supportive of any one candidate, detail-oriented, thoroughly knowledgeable of the election rules, and if possible, selected from different constituencies [...]. Members of the nominating committee should not serve on the election committee because of their involvement in the nominating process" (p. 164). This, he said, was in essence the reason for the structure of the amendment [to the Bylaws] being proposed.

Professor Francis stated that he had given much thought to the proposed amendment, and had had some occasion to speak to Professor Sanders about it. He had decided he was not in favor of the proposed amendment at this point in time. The idea of possibly separating the nominating and election committees potentially makes sense, and is in the AIP manual. But at this point, we have three committees, the Nominating, the Steering, and Faculty Affairs, who have spent much time in the past year trying to respond to some of the concerns that were raised by the EPIC report. And that report is being addressed, albeit rather slowly, by a much broader and wider ranging attempt to

make sense of how the Senate should be running in current times through a more holistic Bylaw reform. While the proposed amendment did appear to address some of the issues that were brought up in the EPIC report, by doing it this way, we're actually going to be making some real problems that will be harder to undo in the future. For example, we already have the case that people on the Nominating Committee are not supposed to stand for election, and we're now going to create an entirely new committee that also will consist of people who are engaged in the Senate, and well-respected, and have good standing and so on, but they will also not be allowed to stand for election, because they'll be on the election committee, and that's a clear conflict of interest. We've only just now gotten to the point where we've got enough people standing for election that we have, in all but one case today, equal numbers of people as of slots, probably due to some subtle and gentle arm twisting on the part of the Nominating Committee. By creating a new committee that more people are going to have to serve on that are then also not going to be able to serve on other committees, we would be shooting ourselves in the foot. Professor Francis concluded that he applauded the idea of improving the way that that our Senate runs and making it more efficient and more able to address various contingencies. But, we did have an election, we did have a concern about election problems, and we did follow a process and come to some conclusions that are being acted upon. The system is not broken, and while this proposal is well-meaning, it probably makes more problems than it solves. And so while in favor of the idea in spirit, he could not support this version of its practice. Professor Sanders responded that the lack of overlap in terms of committees was between Nominating and Election, and neither people on the Nominating Committee nor the proposed Election Committee should run for, for example, the Vice Chair position, but nothing precluded them from being on the Election Committee and being on another committee as well.

Vice Chair Steven Beaudoin stated he did not see a need to form a committee of Senators to read the numbers. His belief was that the proposed amendment was about himself. Multiple challenges to his election had been levied by the author of this proposed legislation, and many months of email records had been requested via FOIA. However, the School of Chemical Engineering, the College of Engineering, University Counsel, and the Parliamentarian had not found fault with Professor Beaudoin's standing in the Senate. The purpose of forming an election committee would be for them to hear yet another challenge on the matter. It would be better to be honest and state this openly, if that were the case.

Professor Pawley agreed with Professor Francis that this amendment was attempting to respond to an issue raised in the EPIC report. It might be that the solution is an election committee, but she expected that committees currently considering the EPIC report, including FAC and the other Standing Committees, were still at work, and it would be unfair to give that process short shrift by saying this is the solution. So, while in theory she was potentially in favor of such an amendment, she did not feel it was timely.

There being no further discussion, the question was called. The amendment failed to carry, with 16 votes in favor, 60 opposed, and three abstentions.

18. Professor Audrey Ruple presented for discussion [Senate Document 20-55](#) Land Use Acknowledgement on behalf of the Equity, Diversity, and Inclusion Committee. She

explained that the EDIC recommended that we have the inclusivity statement on the Senate website and read for each Senate meeting. The committee had spoken with our Native American Educational Cultural Center's Director about this statement, and they are in agreement with this statement. They also recommend that this statement be included in the Purdue University syllabus template, and recommend that Purdue University waive tuition for all residents of Indiana who are members of federally recognized tribes, and that members of federally recognized tribes who are not residents of the state of Indiana should be granted in-state tuition rates.

Professor Francis asked whether there were any data on how many students this might affect, and whether it might increase applications to Purdue by native and Indigenous people from federally recognized tribes. Professor Ruple said that originally they had put together a resolution only pertaining to the land use acknowledgement. The pushback within the committee was that those statements aren't enough unaccompanied by action. A substantial portion of the land that has been granted for use for Purdue as an institution was actually pulled from Indigenous peoples. Land was sold to fund Purdue that spanned 2600 parcels totaling 380,440 acres across 11 states. This is obviously a pretty huge piece of our legacy as a university, and it seems like a very small way that we can pay back or pay forward part of what our institutional legacy has been to take steps to increase Indigenous access to Purdue.

Professor Siegmund stated that he was strongly in favor of the motion, and wanted to know whether it could be formally connected with the overall diversity and inclusion efforts on the part of the university. Professor Ruple said that the EDIC is only one piece of the puzzle of what's being done here at Purdue; we have many people working in different areas, and much of what we're doing across the university has been somewhat siloed. The EDIC has the advantage of having input and representation from all across the university. This resolution does not encapsulate everything that we need to do, but is a meaningful small piece that we can add to the puzzle of how we increase inclusivity at the university and how we truly create an equitable space. Provost Akridge noted that Board of Trustees' equity task force focuses especially on Black Boilermakers. However, we have a program of emerging leaders intended to help us connect with underrepresented students, which has been quite successful in helping us attract a more diverse population of undergraduates.

Professor Pawley spoke in favor of the motion, and stated the most significant part would be the waving of tuition for residents of Indiana who are members of federally recognized tribes, and moving to in-state tuition for non-Indiana residents who are members of federally recognized tribes. This is a good first step, and worth doing, even if for small numbers initially.

Professor Cooky moved to suspend the rules and take action on the motion immediately. The motion being seconded, the question was called. The motion to suspend the rules carried, with 60 votes in favor, 14 opposed, and four abstentions. There being no further discussion, the body proceeded to vote on the Document. It also carried, with 66 votes in favor, 13 opposed, and no abstentions.

19. Professor Ruple presented **Senate Document 20-56** Equity, Diversity, and Inclusion as a Distinct Item for Promotion Consideration for discussion on behalf of the EDIC. This is a recommendation to include on Form 36 a section explicitly highlighting nominees' work in the area of diversity and inclusion in whatever areas are applicable, whether that falls into discovery, learning, or engagements. The idea is to make sure that this is something that is explicitly highlighted, in much the same way that undergraduate mentoring has been brought forward in the Form 36.

Professor Francis stated his support. He said he had been asked whether the Faculty Affairs Committee might be able to bring forward something like this, and as usual, Audrey was ahead of the game on this. This is invisible labor that can be obscured in discussions of hiring and promotion, and adding this to Form 36 makes it a university matter that can be addressed at every department level.

Provost Akridge agreed that the motion would highlight diversity and inclusion work, but also said that the Form 36 as currently laid out provides wide latitude to bring any activity in these spaces forward, including in mentoring, which is another important diversity, equity, and inclusion activity. He said our faculty do highlight their work in these areas in the existing structure, and he wished to acknowledge that that's certainly something that's possible and already being done today. Professor Ruple agreed that in theory, that is exactly how this should be applied within our forms. But as someone who had moved from one unit to another, from one college to another college, she could attest that these forms are filled out very differently at the unit level. Many different controls and inputs happen—her Form 36 from one college versus another college do not look like they came from the same person. It is because there is so much latitude for external influence on how Form 36 is put together, that it makes sense to ensure that there is a place for this work to be highlighted, in case, for example, somebody ends up in a unit where maybe this work is not valued as highly as it is at the university level.

Professor Francis applauded Professor Ruple's comparison of this issue to that of undergraduate mentorship, which he said he also thought is something that many of us have done for many years. But having the opportunity to highlight undergraduate mentorship on the document in a specific spot is very meaningful to how that work is understood, and an acknowledgement of its value. The same could apply to equity and inclusion efforts.

Professor Cooky wondered whether there might be a way to leverage this proposal with respect to the work of the [Board of Trustees] Equity Task Force; this could be a synergistic way of matching or mapping on to work being done by the Trustees in this area.

20. Because the meeting had already carried beyond 5pm, and President Gilmore needed to leave shortly, the body consented unanimously for her to present **Senate Document 20-57** Academic Calendar Revision: Election Day as a Civic Day of Service. She explained that all three pieces of legislation remaining under her charge were passed by the Purdue Student Government in October of the Fall Semester. Their intent was to work with the Educational Policy Committee to bring the matters forward to the University Senate. However, given the circumstances of this year, it was difficult for them to come

up on the committee's docket because of other important pieces of legislation that needed to be pushed through. She also said that she and Hannah Darr [PSG Vice President and the PSG representative on the EPC] enjoyed working with the Senators, and hoped to see some of this legislation passed before leaving the university in just a few short weeks. Ultimately, their hope was to get the proposals into a state where they are receiving feedback and moving in the direction of progress for the PSG. Senate Document 20-57 speaks to Election Day. Given the recent approval of the Trustees to implement a civics literacy certificate for the new class of 2025, and our participation in the "[ALL IN Campus Democracy Challenge](#)" during the 2020 presidential election, it is quite clear that as an institution, Purdue values civic engagement both inside and outside of the classroom. Purdue has made the commitment to ensure students have the tools and support they need to effectively practice their civic duties. This legislation proposes to designate Election Day, starting in 2024, as a non-instructional day of civic service within all future academic calendars. This would give faculty and students a break or respite from instruction to permit them to vote, but would not be considered University holiday.

Given the time crunch, she asked to suspend the rules and vote on the matter today. The motion to open debate on 20-57 being seconded, the motion to suspend the rules was also seconded and proceeded to a vote. Professor Robyn Bartlett objected to the suspension of the rules, given the lateness of the hour and the fact that many colleagues had left the meeting. However, quorum being verified, the vote to suspend the rules proceeded. The motion failed, with 10 votes in favor, 55 opposed, and one abstention.

Discussion continued. Professor Cooky stated her belief that this resolution was brought forward with good intent. She apologized on behalf of the University Senate to Purdue's Student Government that these particular resolutions were not addressed earlier in the academic year so that we could have sufficient discussion and conversation and be able to vote prior to the end of President Gilmore's term. She hoped that this matter would be given the full consideration it deserved in the fall. President Gilmore thanked Professor Cooky and asked members of the Senate who had other concerns to respond to the email she had sent out last week requesting that information. This would enable her to do her due diligence for the benefit of the incoming PSG administration. She said the PSG is here to work with the faculty of the University Senate, but they cannot do that if they do not receive feedback or guidance with time enough to act upon it.

Professor Francis then moved that the meeting be continued to Monday, 3 May, at 2:30pm, given the lateness of the hour and the number of people dropping off the call. The motion was seconded. Professor Cooky spoke in favor of the continuance, but objected that we were having to schedule an additional meeting to cover work that should have been accomplished earlier in the year. Professor Pawley spoke in favor of the continuance, because the Sustainability Committee had worked hard to get the Sustainability Report on the Senate's agenda, and it would be good for as many people as possible to hear the report.

There being no further discussion, the question was called. The motion to continue the meeting carried with 41 in favor, 12 opposed, and two abstentions. At 5:30pm, the meeting adjourned until 3 May.

The meeting was recalled to order on 3 May 2021 at 2:33pm.

Discussion of Document 20-57 continued. President Gilmore drew an analogy between the proposed Day of Civic Engagement and the reading days implemented in 2020-21. She also clarified that while PSG recognizes that primary and local elections are important, this proposal did not pertain to other election days. She thanked Senators who had provided feedback, and asked for more.

Professor Martin Corless commended the efforts of the PSG to increase student involvement in voting, but was skeptical this legislation would make much difference. He noted that when voting on campus last November, there was only about a 10-minute wait; there is plenty of opportunity to vote and a full day off to do so is not needed. Meanwhile, one-day instructional holidays complicate schedules, especially labs that need to meet every day. Encouraging students to vote is important, but should be done in other ways. President Gilmore responded that she would be happy to connect to hear about other options to encourage the vote. She also noted that we do have several one-day holidays during a normal academic year already. Further, this past year was unusual because of the COVID-19 pandemic, and so data from other recent elections needs to be taken into account, and not just the most immediate extraordinary year.

Professor David Koltick agreed with the previous comment that there are many early voting opportunities, and so this motion would be unlikely to improve voting rates among undergraduates. The primary election here is the key election, and this takes place in May. Really understanding the issues and the candidates takes time, and students who are going to participate have ample time already to do that. Therefore, he opposed removing an instructional day from the calendar.

Professor Robert Browning asked whether this would be an another reading day in addition to those the university had already implemented? President Gilmore answered that the reading day was just a comparison, in that offices and dining halls would remain open, unlike on university holidays. There was no expectation that the university would keep the one-time reading days they had implemented in the past year, and this was not meant as an additional reading day.

Professor Pawley stated that she theoretically favored the proposal, but that she still needed to ask her constituents, and she had not had time to do so. She asked that they not waive the rules so that she would have time.

Professor Bartlett said she wanted to hear more about how we would encourage student voting. She said that in 2018, she had given all 70 or so of her students the day off on election day in order to vote, and not one of them did vote, despite being reminded about the importance of voting at the end of every class period. This was deeply disappointing and left her skeptical that a holiday would encourage students to participate. How would we encourage students actually to use this day as a day for civic service and not just a day off, given that losing the day would be disruptive for many course schedules?

Provost Akridge confirmed President Gilmore's statement that the reading days were related to the COVID year, and were not related to the Election Day proposal at hand. He also commended PSG for the work they had done to encourage student voting.

Professor Leonid Rokhinson stated that his unit [Physics and Astronomy] had had a faculty meeting since 19 April and raised this question there. The feedback was more-or-less in line with what has been said by other faculty members: it is not obvious that giving students an extra full day off will enhance their participation in voting, provided that voting was fairly straightforward in the campus, while the loss of the day would be a serious disruption to the flow of laboratory courses, which are given every day. The faculty were largely against the idea.

Professor Brady followed up on an idea of Professor Pawley's, that an Election Day recess might be combined with fall break—what was the feasibility of that? Provost Akridge said this would be a matter for broader discussion, but did highlight one of the key concerns, because fall break was instituted to give students, faculty, and staff a mid-semester break. Pushing it to November would put it quite close to the Thanksgiving break and the end of semester.

Chair Nichols weighed in, in honor of this being her last meeting as presider. She agreed that reading days and similar breaks are disruptive, but also pointed out that making voting a habit and giving it a special status may confer better that voting is valuable and meaningful to all of us in the broader Purdue community. She expressed gratitude to President Gilmore for bringing forward the motion in a way that cites research literature to support the arguments for having this day. She concluded by hoping it would be considered seriously in the fall. President Gilmore noted that in the fall, they would also have data from the present year to evaluate in terms of voting efforts.

Professor Terrence Meyer asked whether there had been any consideration to helping students acquire mail-in ballots? President Gilmore responded that the PSG had done significant work in that area in the past election, but recognized that mail-in ballots were not solutions for everyone.

Professor Francis thanked President Gilmore. He called attention specifically to the last lines of the proposal: the encouragement of instructional flexibility is a key issue here, not just for primary and other elections. Going forward, he said he would like to see a civic Day of Service. But many things would have to be worked into that. In the meantime, perhaps the Provost would be willing to send out a reminder that there are elections coming in the fall, and that elections are important, because Purdue places a very high priority on civic engagement and civic knowledge. We as faculty have a responsibility to facilitate not just our students, but also our staff and our colleagues, in taking part in probably one of the most important things that we can do as citizens in this country.

21. President Gilmore introduced **Senate Document 20-58** Academic Regulations Update and asked PSG Vice President Hannah Darr to speak on its behalf. She said the goal of the proposal is to help students be more aware of their grade status and to make sure that are understanding the information and able to assess the efficacy of their learning

strategies. In addition, it is understood that some classes have different types of grading and different types of grading scales at Purdue, varying from course to course and department to department. The idea is to be sure students can know how they're doing and when they need to seek extra academic support or advising regarding their academic performance. Currently, 100- to 200-level courses have a requirement to provide some sort of graded feedback between the fifth and the seventh week of the course. So ultimately, this proposal changes that to encompass 100- through 500-level courses, and then helps define what graded feedback is. Graded feedback encompasses both the current scores a student has in the class, as well as the grading scale for that class. This would be provided twice during the term, recognizing that semesters and modules have different lengths, with the first date being right before the final date to withdraw from a course and the second update being one week prior to the final examination period. This does not specify a grading timeline for faculty members and does not require grade updates to be given in courses that may be structured around one culminating project or exam. The goal is to make sure that students as well as faculty and instructors are all on the same page about how students are doing and their academic performance throughout the course, and to encourage students to seek the extra support services they may need.

Provost Akridge said it would be important to get the wording right, because this is a very important change being proposed. Because of the complexity of grading across the campus this needs some attention. Vice Provost Jenna Rickus agreed, noting that we know that feedback improves the learning process, and student desire for feedback was very elevated in the past year. Our students have a great deal of autonomy in their decision making, and we have high expectations for them. This would be helpful to give them good information about their status so that they can make good decisions at timely periods, whether or not to withdraw, and for their strategies going into their final examinations, etc. She said her office has worked with the EPC in the past to support members needing advice or vetting over the summer months, and could do so in collaboration with PSG and the students this summer, if that's needed. A really good, institution-wide vetting conversation would be a good idea here. She concluded by commending the work of the PSG. Provost Akridge concurred in this.

Professor Francis asked whether the wording would inadvertently be eliminating the current requirement to provide graded feedback in the 100- to 299- courses; the last sentence in particular needed attention on this matter. He also said it was not clear what an update entailed, whether that was a formal notification of some sort to each student, versus simply having the grading scale in the syllabus and having in Brightspace, the current percentage earned, etc. Clarity would be useful on this, since students do tend to say they are confused about their grade status even when all of this information is already available to them. Ms. Darr replied that the last sentence about academic assessment not being possible for classes without formal assessment had been added so the proposal could more fully encompass courses that focus on culminating projects and don't have typical quizzes, exams, or homework. As for the definition of the update, that would be the second possibility, with students being able to see their scores and know the grading scale; it is up to them to use that information to make decisions. Something through the LMS might be preferable, but other systems could work as well.

Professor Koltick stated he had taught courses with as many as 1500 people and as few as one. For higher level courses, he did not understand the formal process asked for, because a student could go to his office at any time and ask about their grades, and he prefers to handle it that way, which allows more interaction and understanding. His concern was that a formal process could discourage those interactions. Ms. Darr agreed that the process he described was ideal, and there was definitely no desire to eliminate face-to-face conferencing, but she cautioned that not all students have access to faculty members who will discuss their grades and progress in that way. President Gilmore added that some students don't have any sort of idea on how they're doing, so they can't even get to the step of asking for additional feedback. To give the students the opportunity to assess where they are in their courses opens up a larger door for more students to take advantage of this feedback process. Often, while a student might have a letter grade in the course, they might have an assignment with a curve, and not understand what that meant or how to ask about it. While it would be wonderful if all students had access to the kinds of engaged professors they found in the Senate, unfortunately for some that was not the case.

Professor Liu asked a question. A course's grading scale is already required to be listed on the syllabus. Is this proposal then asking to have the additional information of what the curve is? Some faculty don't curve until the end of the class, so there would be no real way for them to modify their reporting on this matter. Ms. Darr responded that some professors managed this by providing a rough breakdown of what the curve looked like immediately following each exam, even though ultimately, such feedback is not a part of the permanent record. Students do need to know that in a curved class their standing will change and fluctuate across the semester and once all of their grades have been put in. But she agreed this would be something to give attention to in the policy.

Professor Otárola-Castillo commended the PSG's leadership. He felt students had done a wonderful job of incorporating Senate and faculty feedback from a similar resolution that had been brought to the Senate in March. He echoed Vice Provost Rickus about the willingness to work with the students over the summer.

Professor Rokhinson said that his unit had discussed this proposal and provided feedback. He said that in his unit's undergraduate [Physics] courses the final exam represents the most significant portion of the total grade. Because students would have been receiving homework grades and can see the grading scale in the syllabus, the value of additional feedback would be fairly minor. It would be misleading to imply that they could rely on their grades going into the final exam as opposed to their performance on that exam. If students in upper-level courses cannot calculate their grade percentile based on the table in the syllabus then presumably they have much bigger problems than learning the grade. Ms. Darr agreed that they do not want students to be misled, but hoped students would understand from the syllabus the percentages that the homework and the other assignments might carry compared to the exams. But this was certainly something to consider.

22. President Gilmore presented [Senate Document 20-59](#) Academic Regulations Update for Reading Week Policies, stating we currently have a university policy where Dead Week—or Reading Week, which is the language we want to use moving forward—is supposed to

provide students with an opportunity to study and prepare for their final examinations. But there is widespread confusion on the use of “dead week” (or reading week) on both the student and faculty sides. The goal of this proposal is to provide both clarifications and additional flexibility during the end of the term for both students and faculty. Further, they would again be willing to work with Dr. Rickus and the EPC over the summer to incorporate feedback and clarify the wording to the point that everyone has the same understandings. The proposal begins by defining formative versus summative assessments. It proposes that no sort of summative assignment, like an exam or a final project, be due during the reading week / dead week period if a professor intends to also require a final exam. This proposal is concerned with the well-being and health of our students and our faculty. There is an understanding that some final projects are given at the beginning of this semester and due at the end. But ultimately, our students are feeling burnt out and the pressures of taking 5-6 courses means faculty are not getting their best work when they must present summative assignments and prepare for finals nearly simultaneously. This proposal seeks a happy medium to provide students the best opportunity to reflect on what they’ve learned during the semester demonstrate what they have been taught. The PSG would like more feedback, and was working to further define summative and formative, which are not already defined in our academic regulations.

Professor Francis said that his students were reporting work levels during dead week/reading week that were more appropriate to finals week. He said he found the wording in this particular resolution a little bit confusing, but applauded the sentiment. It would be good to see reading week be a real reading week without any formal classes and without any assessments in it.

Professor Kipling Williams asked, hypothetically, if he had a class write a paper every week, but he takes the top 10 out of 14 papers—so each one is potentially summative, even though they could opt out of any given week—how would this proposal affect that sort of method of assignment? President Gilmore said this was a great example, and exactly what they were trying to work through. As the proposal stands, it would encourage instructors to recognize that of these 14 weeks one of the four goes into what is reading week or dead week, and what does that look like? Further, summative, in this case, means summative of the term, not necessarily of the week.

Vice Provost Rickus stated that over the past several years, several faculty have come forward asking about having this regulation looked at from a different angle. Some of our instructors have redesigned their courses away from high-stakes assessments towards low-stakes assessments. And then the current regulations actually really constrain what you can assess, so someone may not be giving a final exam at all. And it really limits them from advancing the learning under the design of their course, under the current regulation. And this is perhaps another reason to rethink the period formerly known as dead week.

Professor Brady said that despite our current regulations prohibiting exams during the period formerly known as dead week, some instructors do nonetheless insist upon holding exams. What good does it do to change a policy without also including steps to encourage compliance—creating a new policy to address overwork during the period

formerly known as dead week without addressing lack of compliance with the current policy may not be successful. What steps might ensure more compliance? Vice Provost Rickus said this was true for all regulations. Typically, the process is that the Office of Student Rights and Responsibilities plays a close role with the Provost's Office. When there is something in the academic regulations being violated that is not resolvable by the Office of the Dean of Students, then they elevate to the Vice Provost for Teaching and Learning, and that office will often have a conversation with the instructor or department unit to make sure regulations are being followed.

Professor Koltick echoed Professor Williams' comment. He said that since the original documentation actually mentioned physics, he met with the staff teaching the 1500-person course to get their view. The class has homework, lecture quizzes, recitation quizzes, and labs, and some of them are dropped. The concern was that if the last week becomes a reading week, they would effectively also lose the penultimate week as well, because during reading week they do have homework coming in, they do have a lecture quiz on the previous week, and recitations do the same thing. And people are turning in labs, which is technically optional, but students may be trying to make up points for previous work. This could be detrimental to those students. President Gilmore thanked him for the feedback and agreed that flexibility was a major goal for the proposal. Vice President Darr added that smaller assignments like homework and lab reports were not necessarily intended to be precluded, as opposed to larger cumulative papers or projects.

Professor Brady said it was important to think about this in context with the proposal for a January Term. If we shorten the semesters by a week to make room for January Term, and then want to also decrease the amount of content in reading week, then we're looking at shortening the semester in effect by two weeks. None of these things stand alone; they are all going to interact with each other as we negotiate the semester. Professor Otárola-Castillo stated that he would make a note of this point for the EPC's on-going work on the potential January Term. Provost Akridge said this is why the proposal deserves additional thought over the summer. PSG leadership was not asking that reading week not be part of the instructional part of the semester, but rather getting clarity as to what was due and what was not due and how that might interact, as they think about helping students wrap up the semester successfully. As Vice Provost Rickus has mentioned, there is a lot of misunderstanding of this dead week—as we call it—even now.

Professor Cooky expressed appreciation for the leadership of President Gilmore and Vice President Darr on these important issues. She encouraged her colleagues to think a bit more about how we think about learning and what constitutes learning. Just because students aren't in a classroom, or aren't being lectured to, or aren't submitting an assignment doesn't mean learning is not happening. How can we envision or reimagine the reading week as an opportunity for students to learn but to do so in a space more independent or more collaborative with student peers? We could rethink the reading week, rather than seeing it as losing a week of instruction.

23. The Sustainability Report was presented by Provost Akridge and Michael Gulich, Director of Campus Master Planning and Sustainability (See Appendix E). An extensive document with plan updates had previously been provided to the Senate.

Professor Pawley expressed her hope that this would be the first in a tradition of annual sustainability reports presented to the Senate from the Faculty Sustainability Committee.

24. Under New Business, Professor Pawley presented Document 20-60 On the Need to Demonstrate Civics Literacy through Shared Governance. She presented framing remarks. Professor Pawley is a member of the League of Women Voters of Greater Lafayette and runs their website. Every Thursday pre-pandemic she would offer to register eligible graduate students. 30 days past the start of move-in in the fall she would teach first-year engineering students how to register to vote in Indiana, reminding them that they live here and local government affects their existence. She asks her first-year engineering students, What does change in federal administration mean for engineers and engineering? Civics and engaged citizenship is deeply important. At our last meeting, President Daniels reported that the Trustees had decided to adopt a civics literacy requirement, and emphasized in the accompanying slide how the proposal was developed over two years by a faculty team including Professors Van Fossen, Browning, and McCann. She said it became clear that the anticipated requirement was identical to the one voted down by the Senate last year by an almost two-thirds vote. Trustee Brouillette said the Board had not yet received a written proposal but had solicited one from the Provost based on the guidance of the working group. Professors Van Fossen, Browning, and McCann said that the Provost had requested that they produce a proposal for an optional literacy certificate. It was the Trustees' intent to make this a graduation requirement. It had been claimed that because the proposal was developed by faculty that it is a faculty proposal. But there are governing documents that say how faculty are to propose curricular changes, and it is through the Senate. This is not to say that the Board does not have the authority to bring out this requirement. It does. But it appears that they are going to do so without the will of the broader faculty to make a curricular change and a graduation requirement. The Board normally delegates this responsibility to the faculty. It is important for the quality of the university that the faculty maintain control over the curriculum and graduation requirements following the norms of shared governance and subject to the authority of the Board. Civics literacy includes literacy about governance. Here we have a clear path of academic governance: subject to the authority of the Board, the faculty determines the curriculum and graduation requirements. Through its representative body of the Senate in a formal vote, the faculty had said that this graduation requirement is not a good idea. Instead of operating unilaterally without the faculty, we should put together a better proposal, one that takes into account the concerns of the faculty, and we should vote on that. It seems particularly important when the content is about civics literacy, about governance, that we ourselves follow good principles of governance.

Provost Akridge stated that the Trustees believe civics literacy is important, and were anxious to have some mechanism for our students to demonstrate some base understanding of civics literacy prior to graduation. Further, they believe that this proposal now has been in discussion for about two and a half years, and they believe

that there had been much faculty input on the proposal, which had started out as the idea of an examination-only requirement focused on the naturalization test. The test-plus idea surfaced in response to faculty feedback. There had been multiple working groups, town hall meetings, surveys etc. Students indicated that a course requirement was not the most popular path to satisfying such a requirement, and that other options might be interesting. These are reflected in the proposal, which the Trustees liked, and which is very flexible for the students. The Trustees like the fact that it uses the C-SPAN archives and has three selectives for ultimately satisfying the requirement. The examination has been developed by our faculty with expert consultants assisting. The Trustees want to move ahead now because it will be 2024 or 2025 at the earliest before such a requirement is ultimately enforced. The charge to the faculty group was to develop an optional path so that students would have the benefit of the opportunity of having the credential on their transcript.

Professor Browning confirmed that the three faculty never thought they were in the process of developing a requirement. They built upon an almost two-year process of discussion of what would constitute civic literacy, including what was considered by the Senate last year. That has been fleshed out into something with a very good exam, with a very strong consultant who's doing a test right now of the sensitivity. It had been reviewed by Vice Provost Gates and the Office for Diversity and Inclusion. They felt that it was a very strong proposal, although they never saw themselves as substituting for the Senate or substituting for discussion. As Provost Akridge said, it offers something unique to our students. Professor Browning said he was fully in support of the civics literacy proposal.

Trustee Scott reiterated that the Board very much understood the Senate's desire to get the requirement right. But at this pace, if it were paused again, he said nothing would ever be accomplished. Even beginning in the next year, it would be a four-year cycle before students are ever required to actually have it to graduate. This is a multi-year delay on top of the multi-year delay that had already taken place to develop the proposal. Trustee Scott said his recollection from the previous Senate meeting where this proposal had been voted down was not due to content but due to "too much going on during the time of COVID craziness." With all of that being mostly behind us, Trustees Scott said the time had come to focus on civics literacy, and reiterated that it could not be paused again. Professor Pawley stated that her understanding from the minutes was that it was not that this was the wrong time, but that there were questions about instituting a graduation requirement for civics literacy, that it would entail a high-stakes exam, which applies to no other graduation requirement at Purdue. There were a series of substantive questions that were laid out in the minutes and also laid out in Document 20-60; she said the issue was not timing. It was not persuasive to say nothing is going to ever get done on this because nothing has gotten done yet. She said it sounded in fact like there had been much work happening behind the scenes on this front, that a working group was putting together a proposal around civics literacy as a transcript requirement that could come to the Senate and be voted on by the Board of Trustees. This is a movement to return to a proposal that was voted down for substantive reasons. Finally, input from faculty is not governance. The argument so far was that we should suspend our own

practices of governance because they take time. What does that say to our students about civic literacy in our practice of academic governance?

Professor Saviano said that academic curriculum matters, according to the Board of Trustees, are delegated to the faculty. Civic literacy is clearly an academic issue. When we judge students for their math requirements, we give them math tests, and then we place them in the appropriate class. We can do exactly the same thing with civics literacy. The real problem here is the circumvention of the normal academic system related to trying to educate our students. Sometimes things take longer than one wishes in order to do it correctly in a way that best meet students' needs. He strongly urged that we use the traditional academic approaches to address the very important issue of civics literacy, and not circumvent the system, because it sets up a bad precedent for how we educate our students. He said we need to go back to the normal route of having the faculty responsible for appropriate academic requirements. Math is a good example of what we do well; civics literacy could be an identical strategy.

Trustee Scott responded that many of the questions being asked had already been asked two and a half years ago when this process started. He stated that the only times in which questions or stonewall concerns regarding the civics literacy initiative arise is in the Senate meetings. He said the Board and the working committees and many others had engaged with the Senate and proposed opportunities for questions. Now was not the time to retread the same questions that had already been posed two and a half years ago.

Professor Larry Nies said that the Senate did not approve the proposal for a civics literacy requirement, and the concerns raised indicated improvements that could be made that might lead to approval. The Senate's concerns had not been addressed. The principles of shared governance state that in the rare instances when the Board of Trustees do not concur with faculty judgment about the responsibilities delegated to them, it should be for compelling reasons that are stated in detail. Without stating these compelling reasons, the Board had chosen to move forward. The Senate should go on record and request the revised civics literacy proposal be developed for discussion with the Senate.

Professor Francis said that he was disturbed, and felt it was ironic that this was all coming in a discussion of civics literacy. It was upsetting to hear that the best reason to completely do away with any sort of typical process was only that it has taken too long. This would suggest we can simply allow the executive of any organization to do away with whatever they want, if it takes too long to go through the normal processes. This was disappointing and a scandal.

Professor Otárola-Castillo asked whether the Trustees would be open to readdressing the matter with a group like the Educational Policy Committee? This might be a good step towards finding the consensus everyone needs on both sides, and a middle road for everyone to agree upon. Trustee Scott said he did not speak for the Board in this case but that in general the Trustees were always open to hearing input.

Professor Cooky reminded the body that she had spent good portion of her time as Chair of the Senate soliciting feedback in terms of making this a process by which the Senate, including members of the EPC, and both she and Professor Van Fossen had several meetings with the Educational Policy Committee. Moreover, one member of the Education Policy Committee served as a member of that working group to provide a kind of feedback loop between the EPC and the working group. While understanding the concerns that time sensitivity is not a compelling argument, Professor Cooky said that some of the concerns that had been raised in this discussion had also been raised in earlier iterations and had been incorporated into this proposal. She did not feel confident that many colleagues had read working group's proposal in depth when it was presented in April 2020, given that it was the end of a busy semester and the proposal was fairly lengthy. But some of the questions and comments raised suggested that people either did not read or did not recall what was in that original document. For example, the high-stakes exam is no longer a part of the proposal; it is instead a test-plus program. It is no longer requiring the naturalization exam, because as we heard from the town hall, that was problematic; this is why a new test was developed. Really the major concern in today's discussion is the graduation requirement, which the working group did not intend to develop. She said President Daniels is a member of the Senate and can bring forward ideas and proposals. Where we started from three years ago when he brought this forth was much different from where we are today. While this is not the form of shared governance many faculty hoped for, to suggest that this wasn't a compromise or to suggest that faculty, or Senate input wasn't taken a consideration in terms of the development of this proposal is somewhat disingenuous, does a disservice to those members of the faculty and administration who did work together to put something that addressed many of the concerns voiced in those different venues.

Professor Francis said that it seemed there were two different issues at play: the content and the process. First, the reason the Senate only pushed back on the proposal was at Senate meetings was because that is how senates work. If this was a proposal first brought to the Senate by President Daniels, it would have been assigned a Document number, but the only proposal brought was the one voted down last April. We don't have quite the same formality as we used to. We need to ask ourselves, what does the Senate actually do? If its purpose is just to say okay, for things that we like, and then say no for things that we think are bad for the university until the Trustees become tired of waiting and pass it anyway, then what are we really doing? Do we really even need to exist as a Senate?

Provost Akridge stated that his understanding was that the Trustees' urgency centered around the need to get the civics literacy requirement started; they did not feel waiting for another year was acceptable. It was certainly possible to argue over process here because this was not the normal process that we usually follow. But the Trustees did look at this as something that many, many faculty, staff, and students weighed in on in a variety of ways to shape something that was far different than was initially proposed, and frankly, made better by feedback all along the line. This includes the high-stakes exam, which is no longer a high-stakes exam. It's an exam that students can take as many times as they need to take to pass. He said the Trustees believe that we have a good product that many people weighed in on, and that waiting another year is not in the best

interests of the students and the University, as they think that this is something our students should demonstrate some basic level of proficiency in.

Professor Pawley stated her appreciation for the robust discussion. She asked for clarification, since at the moment, she said, the only public comment they had to go on was the description in Purdue News, which stated there is an exam, and that students must pass it, as well as engage one of three tracks. The exam was to be in addition to the tracks, not an alternate to them. Provost Akridge said that this was correct; this was the test-plus model. In addition, students could take a course from a pre-approved list, listen to the podcasts developed by Professor Browning, or participate in six activities. Professor Pawley understood this to mean that the current proposal was a return to the one that had been rejected after being circulated in March 2020 and voted against in April 2020. Professor Pawley restated her desire to see a current written document provided by the Civics Working Group so that the Senate could discuss it. It was problematic for a graduation requirement to be submitted without the consent of the faculty; the issue was not input, but shared governance itself, and a vote was required for governance.

Professor Brady asked when the Board was slated to vote. It was confirmed that the Board intended to vote in their June meeting. Professor Brady praised the Senate's discussion, and asked what the next steps were, if the civics requirement were to move forward regardless of the Senate's approval or lack thereof. Professor Pawley had stated her intention not to ask for a vote on Document 20-60, and so how was today's feedback to inform the process moving forward?

Provost Akridge noted that Trustee Scott was still in attendance, and that Chair Nichols, as an ex officio member of the Academic and Student Affairs Committee, could communicate with the Trustees prior to the end of her term on 31 May. Vice Chair Beaudoin would be in attendance for the June Board of Trustees meeting.

Professor Pawley explained that to suspend the rules would require a high margin 2/3 vote, and then another 2/3 vote would be required to pass the Document. Because it would be very damaging to the motion for it to fail the first vote, she preferred to leave it for discussion only.

Professor Ruple asked what the point would be of voting on the proposal well after the point that the Trustees had already voted. Professor Pawley clarified that her hope was that the Trustees would be persuaded by the day's discussion to consider not voting in June to acknowledge the concerns raised by the Senate. Even after the Trustees' vote, it would still be important for the Senate to vote, because that would make the will of the faculty known, whereas losing a 2/3 vote on the topic would be damaging to the shared cause of shared governance. Professor Ruple stated that it was paradoxical to hold the position that the motion might lack support in the Senate, and yet should still influence the Trustees' actions. It was impossible to know the will of the body without a vote. Professor Pawley responded that a majority vote was different from a 2/3 vote, and the work of learning faculty opinions outside the Senate over the summer was also valuable.

Professor Francis said that even bringing this Document forward was an important thing, since the Senate's opinion only registers with the Trustees when it convenes and its members speak. It was important to make clear that we want a continuing dialog. He appreciated Professor Cooky's argument that the current proposal was a compromise. He felt the system, even if working slowly, was working the way it was intended to work, with an interactive give-and-take negotiation over the proposal.

Professor Ruple moved that the rules be suspended to allow the Senate to take immediate action. The motion being seconded, the body proceeded to a vote on the suspension of the rules. The vote was 45 votes in favor, 23 votes opposed, and 8 abstentions. Abstentions do not count as votes cast. The vote narrowly missed the 2/3 threshold to pass, with about 66.17% voting in favor of suspending the rules. Chair Nichols noted that this is why voting was important; it was perhaps preferable to vote than to abstain.

25. There being no other new business, the Senate thanked Chair Nichols for her service and leadership, and adjourned for the year at 4:22pm.

To: The University Senate

From: Purdue Student Government Mental Health Action Week Committee

Disposition: University Senate for Discussion and Adoption

Subject: Required Department QPR (Question, Persuade, Refer) Liaisons for Mental Health Action

Rationale: The youth in the United States, particularly at undergraduate- and graduate-level age, are some of the people most vulnerable to struggles with Mental Health. According to a report done by Mental Health America, in 2020, 9.7% of youth, ages 15-24, in the United States have severe major depression.¹ According to the Mental Health Foundation, 75% of lifetime mental illnesses start by age 24.² According to the National Institute of Mental Health, suicide is the second leading cause of death in the United States among individuals ages 10-34.³ These statistics are national statistics; however, Purdue University has some statistics regarding Mental Health as well. According to Purdue University Police Department reports, in 2020, 2 Purdue students died by suicide and 3 additional students attempted suicide.⁴ Purdue University Spokesperson Tim Doty stated that since 1998, Purdue University has averaged an annual 2 students dying by suicide. Many students at Purdue University feel there is a lack of empathy on campus and Purdue should do more to improve the emotional wellbeing of students, according to a tabling event conducted by Purdue Student Government in 2019. One solution that students at Purdue who participated in the “Occupy Hovde” protests last November think needs to be implemented is higher accountability for the professors when it comes to Mental Health

¹ “The State of Mental Health in America” *Mental Health America*. (2020). <https://www.mhanational.org/issues/state-mental-health-america>

² “Mental Health Statistics: Children and Young People” *Mental Health Foundation*. (2020). <https://www.mentalhealth.org.uk/statistics/mental-health-statistics-children-and-young-people>

³ “Suicide is a leading cause of death in the United States” *National Institute of Mental Health*. (2018). <https://www.nimh.nih.gov/health/statistics/suicide.shtml>

⁴ Taylor, J., Smith J., & Weliever A. “Following a suicide, Purdue quiets social-media backlash after PUPD falsely reports 3” *Purdue Exponent*. (Nov. 18, 2020). https://www.purdueexponent.org/campus/article_d0d0d5b2-29f1-11eb-a243-a7b5f5a651ca.html

concerns.⁵ If departments are more informed on Mental Health, it will increase sensitivity to the topic, as well as help students, faculty, and staff who could be struggling. A case study done in 2018 on Mental Health training for educators showed that training programs were effective in improving knowledge and attitudes towards the Mental Health of students.⁶ If students, faculty, and staff are aware that departments are getting the training they need in regard to Mental Health, it is likely to create more trust and compassion regarding Mental Health in the Purdue Community, as well as potentially save lives.

Proposal:

Purdue University requires each department to acquire a QPR (Question Persuade Refer) liaison. This liaison will complete mandatory QPR Training. The Mental Health Action Week Committee recommends using the QPR Institute's QPR Gatekeeper Training Program for Mental Health Certifications. The QPR Institute's mission is "To save lives and reduce suicidal behaviors by providing innovative, practical and proven suicide prevention training."⁷ The QPR Suicide Prevention Training is a 90-minute training session that is free through Purdue University to faculty when conducted in person, and \$5 when conducted asynchronously online.⁸ The QPR Suicide Prevention Training Certification remains active for 2 years.⁹ During the training, liaisons will learn to recognize the warning signs of suicide, learn how to offer hope, and learn how to get help to save a life. Liaisons will serve as a resource for students, faculty, and staff within the department and will promote opportunities for QPR certifications throughout the academic school year. Purdue University will make known to the public that each department has delegated liaisons that the Purdue Community can use as resources through emails to the students, faculty, and staff, as well as information regarding the liaison on each department web page.

⁵ Shekar, N. "Students gather at Hovde Hall for sit-in following peer's death" *Purdue Exponent*. (Nov. 20, 2020). https://www.purdueexponent.org/campus/article_c6e67348-2aa7-11eb-92bf-bfbcc1ae4d1b.html

⁶ Anderson, M., Werner-Seidler, A., King, C. *et al.* "Mental Health Training Programs for Secondary School Teachers: A Systematic Review." *School Mental Health* 11, 489–508 (2019). <https://doi.org/10.1007/s12310-018-9291-2>

⁷ "What is QPR?" *QPR Institute*. (2021). <https://qprinstitute.com/about-qpr>

⁸ "QPR Suicide Prevention Training" *Purdue University, Office of the Dean of Students*. (2021). <https://www.purdue.edu/advocacy/students/other/presentations.html>

⁹ "QPR Gatekeep Training" *QPR Institute*. (2021). <https://qprinstitute.com/individual-training>

To: The University Senate
From: University Senate Nominating Committee
Subject: Nominees for the Educational Policy Committee
Reference: Bylaws of the University Senate
Disposition: Election by the University Senate
Proposal: For the four openings on the Educational Policy Committee, the Nominating Committee proposes the following slate of nominees. The faculty members elected are to serve for terms as specified:

| Name | Term Years | Department/School |
|--------------------|-------------------|--------------------------|
| Eric Kvam | 3 | Materials Engineering |
| Alice Pawley | 3 | Engineering Education |
| Antônio Sá Barreto | 3 | Mathematics |
| Jeffrey Watt | 3 | Mathematics (IUPUI) |

Committee Votes:**For:**

Dulcy Abraham
Martin Corless
Ray Fouché
Michael McNamara
Larry F. Nies
Robert Nowack
Jan Olek
Joseph Sobieralski
Qifan Song

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

To: The University Senate
From: University Senate Nominating Committee
Subject: Nominees for the Equity, Diversity, and Inclusion Committee
Reference: Bylaws of the University Senate
Disposition: Election by the University Senate
Proposal: For the three openings on the Equity, Diversity, and Inclusion Committee, the Nominating Committee proposes the following slate of nominees. The faculty members elected are to serve for terms as specified:

| Name | Term Years | Department/School |
|---------------|-------------------|--------------------------|
| Ximena Bernal | 3 | Biological Sciences |
| Brian Leung | 3 | English |
| Oana Malis | 3 | Physics and Astronomy |

Committee Votes:**For:**

Dulcy Abraham
Martin Corless
Ray Fouché
Michael McNamara
Larry F. Nies
Robert Nowack
Jan Olek
Joseph Sobieralski
Qifan Song

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

To: The University Senate
From: University Senate Nominating Committee
Subject: Nominees for the Faculty Affairs Committee
Reference: Bylaws of the University Senate
Disposition: Election by the University Senate
Proposal: For the five openings on the Faculty Affairs Committee, the Nominating Committee proposes the following slate of nominees. The faculty members elected are to serve for terms as specified:

| Name | Term Years | Department/School |
|-----------------------------|-------------------|----------------------------|
| Signe Kastberg | 3 | Curriculum and Instruction |
| Brad Kim | 3 | Animal Sciences |
| David Koltick | 3 | Physics and Astronomy |
| Christine Rienstra-Kiracofe | 3 | Educational Studies |
| Susan South | 3 | Psychological Sciences |

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: Nominees for the Nominating Committee
Reference: Bylaws of the University Senate
Disposition: Election by the University Senate
Proposal: For the three openings on the Nominating Committee, the Nominating Committee proposes the following slate of nominees. The faculty members elected are to serve for terms as specified:

| Name | Term Years | Department/School |
|-----------------|-------------------|--|
| Robert Nowack | 3 | Earth, Atmospheric, and Planetary Sciences |
| Qifan Song | 3 | Statistics |
| Mario Ventresca | 3 | Industrial Engineering |

Committee Votes:**For:**

Dulcy Abraham
Martin Corless
Ray Fouché
Michael McNamara
Larry F. Nies
Robert Nowack
Jan Olek
Joseph Sobieralski
Qifan Song

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

To: The University Senate
From: University Senate Nominating Committee
Subject: Nominees for the Student Affairs Committee
Reference: Bylaws of the University Senate
Disposition: Election by the University Senate
Proposal: For the three openings on the Student Affairs Committee, the Nominating Committee proposes the following slate of nominees. The faculty members elected are to serve for terms as specified:

| Name | Term Years | Department/School |
|----------------|-------------------|--------------------------|
| Brad Alge | 3 | Management |
| Erika Kaufmann | 3 | Mathematics |
| David Sanders | 3 | Biological Sciences |

Committee Votes:**For:**

Dulcy Abraham
Martin Corless
Ray Fouché
Michael McNamara
Larry F. Nies
Robert Nowack
Jan Olek
Joseph Sobieralski
Qifan Song

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

To: The University Senate
From: University Senate Nominating Committee
Subject: Nominees for the University Resources Policy Committee
Reference: Bylaws of the University Senate
Disposition: Election by the University Senate
Proposal: For the six openings on the University Resources Policy Committee, the Nominating Committee proposes the following slate of nominees. The faculty members elected are to serve for terms as specified:

| Name | Term Years | Department/School |
|-----------------------|-------------------|---|
| Yingjie (Victor) Chen | 3 | Computer Graphics Technology |
| Alan Friedman | 3 | Biological Sciences |
| Lori Hoagland | 3 | Horticulture and Landscape Architecture |
| Juan Sesmero | 3 | Agricultural Economics |
| Tony Vyn | 3 | Agronomy |
| Ann Weil | 3 | Veterinary Clinical Services |

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: Nominees for the Steering Committee
Reference: Bylaws of the University Senate
Disposition: Election by the University Senate
Proposal: For two openings on the Steering Committee, the Nominating Committee proposes the following nominees. The faculty member elected is to serve for a term as specified:

| Name | Term Years | Department/School |
|------------------|-------------------|----------------------------|
| Julie Liu | 3 | Chemical Engineering |
| Shannon McMullen | 3 | Visual and Performing Arts |
| Dabao Zhang | 3 | Statistics |

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: Advisors to Standing Committees
Reference: Bylaws of the University Senate
Disposition: Election by the University Senate
Proposal: The Nominating Committee proposes the following nominees to serve as Advisors on the respective committee for a term as specified:

| Name | Term Years | Standing Committee |
|---------------|-------------------|------------------------------|
| Beth McCuskey | 1 | Student Affairs Committee |
| Sandy Monroe | 3 | Educational Policy Committee |

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 Resources Policy Committee
Subject: Process Guidelines for Discovered or Uncatalogued Art Items on Campus
Disposition: University Senate for Discussion and Adoption

Rationale: There is no process or contact information available to the public or the University regarding the appropriate department or program for which found art item(s) should be housed long term. Documenting and cataloguing items ensures that they will be covered by the University's insurance policy in case of damage, theft or loss.

Proposal: This set of guidelines serves as a process to ensure discovered or uncatalogued items on Purdue campus are directed to the appropriate program or department.

The Committee will strive to follow the below guidelines when approached about an item whenever possible. However, Purdue University retains the right to address discovered or uncatalogued items on an individual base.

Definition: Works of art, including two-dimensional, three-dimensional, decorative arts and miscellaneous objects of value housed outside the Purdue University Galleries, therefore not governed by the professional rules and regulations of an accredited museum/university gallery as outlined by the American Association of Museums (AAM).

The Purdue University Campus Art Collection consists of those works located in buildings or on campus grounds across the campus system, given or acquired to enhance the environment of Purdue University. This collection is the property of Purdue University. Art includes but is not limited to paintings, watercolors, sketches, prints, drawings, photographs, sculpture, antiques, jewelry, rugs, antiquities, furniture, and various decorative objects.

Uncatalogued or "discovered" items are those located on the West Lafayette campus that are not inventoried or housed within either the Purdue Galleries, Purdue Campus Facilities, Archives and Special Collections, an academic program or the cultural centers.

Process guidelines:

When uncatalogued art items are discovered on the West Lafayette Purdue University campus, it is recommended items be brought to the Visual Arts and Design Committee. The Visual Arts and Design Committee will use the below guidelines to make a recommendation for what department the item should go to. Once the Committee makes a recommendation, the receiving department on campus will use its own collection policy to decide if the item(s) fit their mission and will be housed and cared for long term within that program/department.



Step 1: Item is brought to the attention of the Visual Arts and Design Committee (VADC)

Step 2: VADC consults both the **Purdue Galleries** and the **Purdue Libraries Archives and Special Collections** to see if the item falls under either of their collection policies

Step 3: If the item is not a good fit for either department because of the nature of the item, such as an outdoor sculpture, **Purdue Campus Facilities** is consulted

Step 4: If the item does not fit into any of the above collection policies, and all those consulted, and VADC, agree the item should go to either **Individual Departments or Units**, individual departments or units are consulted, including:

- Academic Areas
- Cultural Centers
- Athletics
- Student Organizations
- Development

Step 5: Lastly, the VADC makes their recommendation and the receiving department decides if the item fits into their collection policy and agrees to take responsibility for it

Step 6: Once the receiving department commits, communications to Risk Management should follow for insurance purposes

Step 7: Depending on the nature of the work, and where the item finds a home, VADC can consult Facilities to see if it is appropriate for Facilities to help place the item and develop a maintenance plan

Committee Votes:

For:

Kathleen Abrahamson
Laura Claxton
James Dworkin
David Hockenberry**
Pratik Kashyap**
Cara Kinnally
Janice Kritchevsky
Douglas LaCount
John McConnell
Tim McGraw
Lin Nan
Ragu Ragothama

Against:

Abstained:

Jonathan Bauchet

Absent:

Matt Agnew**
Robert Browning
Michael Cline*
Abigail Engelberth
James Greenan
Carl Krieger*

*Indicates Advisor

**Indicates Student

To: The University Senate
From: Equity and Diversity Committee
Subject: Expansion of accessibility of menstruation products on campus
Reference: Purdue University Policy III.C.2 (Equal Opportunity, Equal Access and Affirmative Action, Interim)
Purdue University Senate Document 19-09
Disposition: University Senate for Discussion and Adoption

Rationale: Purdue University is committed to providing fair and consistent treatment for all students and employees of the University.

Bathroom items related to health and sanitation, such as toilet paper, hand soap, and paper towels, are provided at no cost in Purdue University bathrooms.

Menstruation products (tampons and sanitary pads) are bathroom items related to health and sanitation and are provided at no cost in women's and gender-neutral restrooms on campus.

Some men require menstruation products.

All individuals should have access to hygiene items in the restrooms they choose to use.

Inequitable access to menstrual products is a form of discrimination on the basis of sex, which is expressly prohibited under the Federal civil rights law that prohibits discrimination on the basis of sex in education programs and activities (Title IX).

Proposal: Purdue University shall provide menstruation products and disposal bins in all University bathrooms.

Committee Votes:

For:

Peter Bermel
Ximena Bernal
Bharat Bhargava
Sammy Bonnet
De Bush
Alex Griffin-Little
Lowell Kane
Neil Knobloch
Klod Kokini
Rodolfo Pinal
Mandy Rispoli
Sandy Rossie
Audrey Ruple
Val Schull
Kevin Stainback
Susan Watts
Kip Williams

Against:

Abstained:

Alysa Rollock

Absent:

Terrence Meyer

To: The University Senate
From: Equity and Diversity Committee
Subject: School of Interdisciplinary Studies
Reference: Purdue Graduate Student Senate Resolution Number: PGSS_SP21-R001
Disposition: University Senate for Discussion and Adoption

Rationale: The School of Interdisciplinary Studies (SIS) in the College of Liberal Arts (CLA) is a group of programs focusing on integrating different areas of study to develop broad areas of cultural examination and critique.

SIS includes a great deal of research programs focusing on marginalized groups in society, such as religious and ethnic minorities, gender and sexual minorities, **disability**, and how these groups interact with historical and contemporary society.

SIS has been slated for funding cuts and restructuring while disregarding the input of the affected faculty, which could negatively impact the quality and quantity of the department's scholarship.

Purdue University has established the Purdue University Equity Taskforce to ensure that institutional and program support exists for Black Boilers.

Inequality in the United States, especially along racial lines, has been gathering increased scrutiny lately due to incidents of police brutality towards people of color. Purdue is attempting to contribute to this scrutiny of inequality by running a series of talks through the Division of Diversity and Inclusion called "Pursuing Racial Justice Together," as well instituting the Equity Taskforce.

Harm done to the affected programs in SIS will harm the university's ability to contribute to the identification and elimination of the oppression present in American society.

Advocating for "racial justice" and "diversity and inclusion" while simultaneously cutting budgets for faculty and graduate students who dedicate their research towards these goals replicates harm to the marginalized groups that these programs aim to help, whether it

be those that currently work at or attend Purdue University or prospective students/faculty.

Publicly espousing advocacy of racial justice and inclusion while not providing material help for faculty and graduate students who pursue these objectives appears to be, if not functioning as, hypocrisy in action.

Proposal: Purdue University Senate requests reversal of the intended funding cuts and restructuring of the School of Interdisciplinary Studies. Further, all sixteen directors of the affected SIS programs should be included in future planning meetings regarding SIS.

Committee Votes:

For:

Peter Bermel
Ximena Bernal
Bharat Bhargava
Sammy Bonnet
De Bush
Alex Griffin-Little
Lowell Kane
Neil Knobloch
Klod Kokini
Terrence Meyer
Rodolfo Pinal
Sandy Rossie
Audrey Ruple
Val Schull
Kevin Stainback
Susan Watts
Kip Williams

Against:

Abstained:

Mandy Rispoli
Alysa Rollock

Absent:

To: The University Senate
From: University Senate Student Affairs Committee
University Senate Equity and Diversity Committee
Subject: Standardized Tests and Undergraduate Admissions
Reference: **Freshman Admission Criteria:**
<https://www.admissions.purdue.edu/apply/criteriafreshmen.php>
<https://www.admissions.purdue.edu/faq/index.php>
Disposition: University Senate for Discussion and Adoption
Proposal: Temporary continuation of Purdue University’s “test flexible” approach for undergraduate admissions until fall 2022.

Rationale: Purdue University recognizes that the COVID-19 pandemic has exacerbated recognized access inequities and restrictions to national standardized tests (e.g., SAT and ACT) that may impact prospective students’ applications. An increasing number of colleges and universities no longer require submission of SAT or ACT scores by undergraduate applicants, because performance on ACT and SAT tests has substantial limitations as an independent predictor of academic success in college, and applicants who are economically advantaged have disproportionate access to standardized-test preparation resources. During the current pandemic there have been difficulties in registering for and taking standardized tests and the obstacles more often affect applicants from socioeconomically disadvantaged communities.

To mitigate these negative impacts the Purdue University Office of Admissions created a “test flexible” process.

Across the University there are differing evaluations of the functions that standardized test scores fulfill. For example, some units require SAT and ACT tests to evaluate applicants’ academic capability and success, and others report scores for accreditation. On the other hand, some units do not prioritize standardized test scores for admission as they do not predict their students’ future academic success.

**Proposed
Action:**

The University Senate welcomes the decision of the Purdue University Office of Admissions to continue the current “test flexible” criteria for admission to the undergraduate program at Purdue University - West Lafayette through at least Fall 2022.

Additionally, the University Senate requests that academic units actively communicate with their respective Colleges to design and provide detailed individualized criteria for applicant admissions, including their degree of priority placed on standardized test results.

This tailored approach to standardized test scores and other admissions requirements acknowledges the broad diversity in applicants’ academic potential based on specific units’ needs.

The University Senate and the Purdue University Office of Admissions pledge to cooperate in using the admissions data obtained under the “test flexible” policy, to evaluate the role of standardized tests in undergraduate admissions and the impact of the policy on the Purdue academic community.

Student Affairs Committee Votes:

Faculty

For:

Chitta Das
Paul Robinson
David Sanders
Rusi Taleyarkhan
Jane Yacilla

Against:

Abstained:

Students

For:

Alex Reed
Amanda Shie
Veronica Reynolds
Ralph Rivera

Against:

Abstained:

Advisors

For:

Against:

Abstained:

Heather Beasley
Beth McCuskey
Tom Atkinson

Equity and Diversity Committee Votes:

Faculty

For:

Bharat Bhargava
Ximena Bernal
Neil Knobloch
Rodolfo Pinal
Mandy Rispoli
Audrey Ruple
Kevin Stainback
Susan Watts
Kipling Williams

Against:

Abstained:

Peter Bermel
Klod Kokini
Terrence Meyer
Sandra Rossie

Students

For:

Val Schull

Against:

Abstained:

Sammy Bonnet
Alex Griffin-Little

Advisors

For:

Lowell Kane

Against:

Abstained:

De Bush
Alysa Rollock

To: The University Senate
From: The Purdue University Senate Educational Policy Committee
Subject: Proposal to Introduce 4-Week January Term (JTerm) to Academic Calendar
Reference: <https://www.purdue.edu/provost/documents/cwc-j-term.pdf>
Disposition: **University Senate for Discussion and Adoption**

Rationale: Purdue University has explored/discussed the concept of a “Winter Session” at various points over time. Students and instructors have expressed interest in this idea in the past. However, the University has never formalized the idea of a winter term. Students and instructors have continued to inquire about the possibility of this Winter Session.

In response to this interest, Purdue University academic Deans re-energized and developed the idea as an innovation for the post-COVID-19 period. After discussion, the Deans believed a “Winter Session” could be an opportunity for academic innovation, enhance the curriculum with creative, immersive educational experiences, and promote student success.

In fall and spring 2020-2021, a working group composed of students, staff, and faculty was formed to explore the idea of a Winter term. In consultation with the EPC, the group created a winter term proposal, where details of a January Term or “J Term” are outlined (<https://www.purdue.edu/provost/documents/cwc-j-term.pdf>).

Senate committees such as Educational Policy, Faculty Affairs, and Student Affairs discussed this proposal’s details. These details have also been the subject of a community-wide live discussion on Thursday, February 25, 2021.

Proposal: The Purdue University Senate supports the continued study of a January term that maximizes the benefits and opportunities available to students, faculty and staff.

The University Senate looks forward to working closely with the January Term Working Group to develop the current proposal-draft further, for potential implementation of a January Term

during the 2022-2023 winter session.

Committee Votes:

| <u>For:</u> | <u>Against:</u> | <u>Abstained:</u> | <u>Absent:</u> |
|-----------------------|------------------------|--------------------------|-----------------------|
| Erik Otárola-Castillo | | | |
| Li Qiao | | | |
| Thomas Brush | | | |
| Donna Ferullo | | | |
| Jennifer Freeman | | | |
| Nan Kong | | | |
| Eric Kvam | | | |
| Vanessa Quinn | | | |
| Libby Richards | | | |
| John Sheffield | | | |
| Todor Cooklev | | | |
| Thomas Siegmund | | | |
| Lisa Welp-Smith | | | |

Students

| <u>For:</u> | <u>Against:</u> | <u>Abstained:</u> | <u>Absent:</u> |
|--------------------|------------------------|--------------------------|-----------------------|
| Mili Jha | | | |
| Hannah Walter | | | |
| Pratik Kashyap | | | |

Advisors

| <u>For:</u> | <u>Against:</u> | <u>Abstained:</u> | <u>Absent:</u> |
|--------------------|------------------------|--------------------------|-----------------------|
| Keith Gehres | | | |
| Jeffery Stefancic | | | |
| Jenna Rickus | | | |

To: The University Senate
From: David Sanders
Subject: Proposed Bylaws amendment for an Election Committee
Disposition: University Senate for Discussion and Adoption

Rationale:**3.41 Duties of the Sergeant-at-Arms**

The duties of the Sergeant-at-Arms shall be to maintain a record of attendance at all Senate meetings, to report attendance to the Steering Committee after each meeting, to separate faculty visitors from voting members of the Senate, to control the presence of persons not authorized to attend Senate meetings, to assist the Election Committee in the preparation of election ballots and the collection and counting of ballots, and to carry out instructions of the Senate or its presiding officer during each meeting.

The duties of the Sergeant-at-Arms shall be to maintain a record of attendance at all Senate meetings, to report attendance to the Steering Committee after each meeting, to separate faculty visitors from voting members of the Senate, to control the presence of persons not authorized to attend Senate meetings, and to carry out instructions of the Senate or its presiding officer during each meeting.

5.01 Committee Structure

The standing committees of the University Senate, hereafter called “Senate committee(s),” shall be the following:

- Steering Committee
- Nominating Committee
- Election Committee
- Equity and Diversity Committee
- Student Affairs Committee
- Faculty Affairs Committee
- Educational Policy Committee
- University Resources Policy Committee
- Advisory Committee

The standing committees of the University Senate, hereafter called “Senate committee(s),” shall be the following:

- Steering Committee
- Nominating Committee
- Equity and Diversity Committee
- Student Affairs Committee
- Faculty Affairs Committee
- Educational Policy Committee
- University Resources Policy Committee
- Advisory Committee

5.25 The Election Committee

The Election Committee shall consist of five Senators. Senators may not serve simultaneously on the Election and Nominating Committees. Candidates for the office of Vice-Chair of the Senate and the Vice-Chair, Chair, and immediate Past Chair of the Senate shall not serve on the Election or Nominating Committees.

5.26 Duties and Responsibilities

The duties of the Election Committee are to:

- a. Supervise the preparation of election ballots and the collection and counting of ballots assisted by the Sergeant-at-Arms.
- b. Prepare reports showing the results of elections.
- c. Conduct investigations when an election is challenged and report its recommendations to the Senate.

To: The University Senate
From: Equity and Diversity Committee
Subject: Land Use Acknowledgement
Reference: University Policy III.C.2
Disposition: University Senate for Discussion and Adoption

Rationale: The Purdue University campus sits on the traditional homelands of the Bodéwadmik (Potawatomi), Lenape (Delaware), Myaamia (Miami), and Shawnee People.

It is our responsibility as an academic institution to disseminate knowledge about Native peoples and the University's history with them.

Acknowledgement of this land as the traditional homeland of Indigenous People serves to improve Native American inclusion on this campus.

As a land-grant institution early funding for Purdue derived from the selling of additional unceded land across the nation.

Land sold to fund Purdue spans 2600 parcels (totaling 380,440 acres) across 11 states (CA, CO, IA, KS, MI, MN, MO, MT, NE, SD, and WI).

Proposal: The Purdue University Senate shall display the following statement on the Senate website and each Senate Meeting should include a recitation of this statement as part of the opening remarks:

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

Further, this statement shall be included in the recommended components of the Purdue University Syllabus template.

We also recommend that Purdue University waive tuition for all residents of Indiana who are members of federally recognized tribes.

Members of federally recognized tribes who are not residents of the state of Indiana should be granted in-state tuition rates.

Committee Votes:

For:

Peter Bermel
Ximena Bernal
Bharat Bhargava
Sammy Bonnet
De Bush
Alex Griffin-Little
Lowell Kane
Neil Knobloch
Klod Kokini
Rodolfo Pinal
Sandy Rossie
Audrey Ruple
Kevin Stainback
Susan Watts
Kip Williams

Against:

Abstained:

Alysa Rollock

Absent:

Val Schull
Mandy Rispoli
Terrence Meyer

To: The University Senate

From: Equity, Diversity, and Inclusion Committee

Subject: Equity, Diversity, and Inclusion as a distinct item for promotion consideration

Reference: University Policy on Equal Opportunity, Equal Access and Affirmative Action, Interim (III.C.2)
University Policy on Academic Tenure and Promotion (I.B.2)
University Senate Document 20-25

Disposition: University Senate for Discussion and Adoption

Rationale: 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 serves diverse populations of Indiana, the nation, and the world through discovery that expands the frontiers of knowledge, learning that nurtures the sharing of knowledge, and engagement that promotes the application of knowledge.

Work done by Faculty members in the area of Diversity and Inclusion should be considered as a distinct and important area of work that benefits the University.

Proposal: The Purdue University Promotion Nomination Form (Form 36) shall allow for explicit highlighting of a nominee's work in the area of Diversity and Inclusion in the section(s) of the form (Discovery, Learning, and/or Engagement) most appropriate for the work completed by the nominee.

In addition, work in the area of Diversity and Inclusion should be considered in the annual review and raise decisions.

Committee Votes:

For:

Peter Bermel
Ximena Bernal
Bharat Bhargava
Sammy Bonnet
Alex Griffin-Little
Lowell Kane
Neil Knobloch
Klod Kokini
Rodolfo Pinal
Mandy Rispoli
Sandy Rossie
Audrey Ruple
Kevin Stainback
Susan Watts
Kip Williams

Against:

Abstained:

De Bush
Alysa Rollock

Absent:

Terrence Meyer
Val Schull

To: The University Senate
From: Purdue Student Government
Subject: Academic Calendar Revision: Election Day as a Civic Day of Service
Disposition: University Senate for Discussion and Adoption
Rationale: Purdue continues to have a voting rate that is lower than the national average: a **36.9%** voting rate compared to the national rate of 46.9% in 2012, a **9.4%** rate versus a national rate of 19.7% in 2014, a **47.9%** rate versus a national rate of 51.4% in 2016, and a voting rate of **31.2%** compared to the national rate of 39.1% in the 2018 election. By signing the ALL IN Campus Democracy Challenge pledge, Purdue committed to ensuring all eligible students would be able to register to vote and cast informed ballots in the 2020 general election and beyond, while also making a commitment to foster a campus culture that supports nonpartisan student civic learning, political engagement, and student voter participation. Purdue has endorsed the efforts of the Indiana Civic Health Alliance to promote civic engagement and increase voter turnout in Indiana, and President Daniels has prioritized civic engagement.

Purdue students have extremely high demands on their time and energy, and giving them time off to vote would allow them to prioritize civic engagement. Studies have shown that scheduling conflicts are the most significant barrier to voting for college students and employees (1). Participation is a habit, and the literature shows that “voting in one election substantially increases the likelihood of voting in the future” (2). As a University that recently committed to creating a civic literacy graduation requirement, giving students the day off to vote encourages civic engagement and adheres to the lessons and values that students are expected to have when they graduate. Recent polls show that strong majorities of both Democrats and Republicans favor some kind of Election Day holiday (3) — and widespread adoption, with the University of Oklahoma (4), Columbia (and Columbia Law School) (5), Brown (6), the NCAA (7), Northwestern Law School, over 500 companies (8), and upwards of a dozen states recognizing Election Day as a holiday or civic day of service. Thus, recognizing Election Day as a non-instructional day in future academic calendars would be advantageous in order to encourage civic service among the entire Purdue community.

Proposal:

Purdue University Administration and Faculty Senate acknowledge the importance of election participation and the need for civic engagement in the Purdue community. Purdue University Administration and Faculty Senate recommend designating general election days as a non-instructional Days of Civic Service within all future academic calendars. While participation in primary and special elections are also an important means of civic engagement, the timing of these elections poses scheduling difficulties. Thus, these bodies would encourage instructional flexibility during these elections but do not recommend designation as non-instructional Days of Civic Service.

Sources:

1. https://www.washingtonpost.com/opinions/want-americans-to-vote-give-them-the-day-off/2018/10/10/5bde4b1a-ccae-11e8-920f-dd52e1ae4570_story.html
2. <https://isps.yale.edu/research/publications/isps03-004>
3. <https://www.pewresearch.org/fact-tank/2018/11/06/weekday-elections-set-the-u-s-apart-from-many-other-advanced-democracies/>
4. https://www.normantranscript.com/news/ou-to-designate-election-day-as-fall-2020-holiday/article_e72dba60-e3d7-11ea-b741-a3c2f67a1127.html
5. <https://www.columbiaspectator.com/2004/11/04/wait-why-do-we-get-two-days-election-day/>
6. <https://www.brown.edu/news/2020-09-09/election>
7. https://www.espn.com/college-sports/story/_/id/29303499/ncaa-encourages-schools-give-athletes-election-day-off
8. <https://www.cnn.com/2020/08/18/business/election-day-2020-day-off/index.html>

To: The University Senate
From: Purdue Student Government
Subject: Academic Regulations Update
Disposition: University Senate for Discussion and Adoption
Rationale: Time is a limited resource for University instructors, staff, and students. This constraint usually requires students to balance demands inherent to their engagement and success in traditional classroom and experiential learning, professional and personal social networking, family activities, and self-care. To succeed, it is essential for students to be aware of their up-to-date grade status while taking a course (i.e., current scores and grading scale). Not having this information can make it difficult for students to assess the efficacy of their learning strategies, and thus how optimally to allocate their efforts to balance the demands on their time successfully. In addition, such uncertainty can place unnecessary stress and pressure on students. Students have reported difficulty in making time-allocation decisions and in making decisions about whether to change the grade modality of a course, withdraw from a course, or seek further academic support, because they do not know their current scores or the grading scale of the course (e.g., when graded on a “curve”). If students have knowledge of their academic standing within a course, they may more readily seek necessary academic support services and advising in times of poor academic performance. The goal of this proposal is to provide students with feedback on their academic performance throughout the term, not to change course design. Academic feedback may not be possible for classes without formal assessments throughout the term.

Current University regulations require instructors to periodically provide students with graded feedback in lower division courses. However, this graded feedback is not required in upper-division courses and does not provide students with the grading scale of a course, which can at times make it difficult for a student to assess their overall standing in a course.

Proposal: The Purdue University Senate requests to replace Section H of the Purdue University Academic Regulations titled Mid-Term Grades of the Grades and Grade Reports with the following:

H. Mid-Term Grades*

Between the beginning of the fifth week and the end of the seventh week, all students enrolled in 10000-29999 level and those approved for foundational courses shall be provided graded feedback by their faculty. These grades will not become part of the permanent record.

*<https://catalog.purdue.edu/content.php?catoid=10&navoid=12729>

H. Mid-Term Grades

Faculty shall provide all students enrolled in courses from the 10000-59999 level their up-to-date grade status (e.g., current scores and grade scale) preferably via the student's university learning management system. An up-to-date grade status shall be made available at least twice during the course term. This regulation applies to fall, spring, and summer courses. At least one update shall be provided before the final date to withdraw from the course with a W or WF grade. The second update shall be provided at least one week prior to the term's final examination period. The provided up-to-date grade status is nonbinding and will not be a part of the student's permanent record. If no formal assessments have taken place in the course, an up-to-date grade status may not be available.

To: The University Senate
From: Purdue Student Government
Subject: Academic Regulations Update for Reading Week Policies
Disposition: University Senate for Discussion and Adoption
Rationale: The week prior to finals week is often referred to as “dead week” or “reading week” by students, faculty, and staff. Many clubs and campus activities cease during this week to provide students an opportunity to prepare for final examinations, thus inspiring the name. Additionally, as stated in Purdue’s Academic Regulations, courses are prohibited from administering examinations or quizzes during this week. The policies surrounding “reading week” and finals week are often unclear to both faculty and students. Additionally, the no-exam policy does not provide flexibility for courses that operate outside of the mid-term/final structure. The goal of this proposal is to provide both clarifications and additional flexibility during the end of the term for students and faculty.

Proposal: The Purdue Student Government and the Educational Policy Committee urge the Purdue University to replace Academic Regulations and Procedures, Academic Year and Calendar, Part B. Final Examinations, Points 8 and 9, with the policy stated below:

Academic Year and Calendar, Part B. Final Examinations, Points 8 and 9:*

8. The final examination period is intended for the end-of-semester examination. No examination or quiz may be given during the week (three days in summer session) preceding the final examination period of the semester (examinations for laboratory, intensive, or minicourses excluded). It will be the responsibility of the department head or, where appropriate, the school head to ensure that none of the departmental or school faculty use the week (three days in summer session) preceding the final examination period to administer an examination.

8. Let formative and summative assessments and assignments be defined below:
- a. Formative assessments or assignments are designed to monitor student learning objectives in order to provide direct feedback to students throughout the duration of an academic course. Types of formative assessments or assignments include, but are not limited to, the following: homework, short quizzes, lab quizzes, reflection papers, presentations, etc. that are a part of a student’s final grade.
 - b. Summative assessments or assignments are designed to demonstrate learning over a longer period of time and measure

comprehension after the completion of multiple learning objectives. Types of summative assessments or assignments include, but are not limited to, the following: midterm or final exams, final projects, lab practical exams, term papers, etc. that are a part of a student's final grade.

- c. Simply put, a formative assessment or assignment requires students to demonstrate and apply their knowledge of learning objectives presented over a shorter period of time (e.g., 1-2 weeks), while a summative assessment or assignment requires students to demonstrate and apply their knowledge of learning objectives presented over a longer period of time (e.g., several weeks or months).
- d. Should a conflict arise, it is the responsibility of the department head or, where appropriate, the school head, to make the distinction between formative and summative assessments or assignments. Additionally, instructors should not assign more than the standard time allotted for lectures during the final week of the course unless the additional lectures do not present new information and are solely for the purpose of review.

- 9. Comprehensive final examinations (examinations for laboratory, intensive or minicourses excluded) are prohibited except during the regular final examination periods of the last week of the semester.

*<http://catalog.purdue.edu/content.php?catoid=10&navoid=12717#final-examinations>

- 9. The final examination period is intended for an end-of-term examination. Comprehensive final examinations are prohibited except during the regular final examination period. Instructors have the option to give a final examination subject to the following regulations: In-person and hybrid/hy-flex courses may give either an in-person or online final examination. Distance courses may only give online final examinations.

During the final examination period, neither formative nor summative assessments and assignments should be due.

- a. If a course instructor opts to give a final exam during the final examination period of the academic semester, then summative assessments and assignments may not be due during the week (or three days for summer terms) preceding the final examination period.
- b. If a course instructor opts not to give a final exam during the final exam period of the academic semester, then both summative and formative assessments may be due during the week (or three days for the summer term) preceding the final examination period. Course instructors are encouraged to assign these assessments and assignments with ample time for completion.
- c. It will be the responsibility of the department head or, where appropriate, the school head to ensure that this policy is enforced among departmental or school faculty under their purview.
- d. Distance Learning Classes: Distance learning and asynchronous classes are subject to the same regulations as in-person instruction. Formative and summative assessments, whether assigned and due online, asynchronously, or in person are still subject to the regulations of points 8 and 9.

To: The University Senate
From: Rayvon Fouché, Interdisciplinary Studies
(alphabetically) Alex Francis, Speech, Language & Hearing Sciences
Michael McNamara, Design, Art, & Performance
Loring Nies, Civil Engineering
Alice Pawley,* Engineering Education
Dennis Saviano, Nutrition Science
John Sheffield, Engineering Technology
Kevin Stainback, SOC

Subject: On the need to demonstrate civics literacy through shared governance

Reference:

- [Senate Document 19-17](#)
- [Statement on Government of Colleges and Universities](#)
- [University Code](#)
- [Bylaws of the University Senate](#)
- [Indiana Code](#)
- [Purdue News story](#) on 4/19/21

Disposition: University Senate for Discussion and Adoption

Rationale: The Board of Trustees has announced its intention to vote in June 2021 to adopt a civics literacy graduation requirement. Purdue News has reported this graduation requirement will constitute:

passing a test of civic literacy (currently undergoing validation and analysis), and one of three paths:

- Attending six approved civics-related events.
- Completing 12 podcasts created by the Purdue Center for C-SPAN Scholarship and Engagement that use C-SPAN material.
- Completing one of [these approved courses](#).

The University Senate voted on an identical proposal as SD 19-17 in April 2020. Numerous concerns were raised in discussion, documented in the Senate minutes, including why civics literacy would not be incorporated into the Core Curriculum when it appeared easy to do so, why Purdue would have an examination to satisfy a graduation requirement when it does not do so currently for other graduation requirements, concerns about control over the content of the exam, potential bias built into such an exam, other risks of high-stakes testing, and no clear timeframe for execution in

the legislation. The legislation was not adopted, with a vote of 28 in favor, 51 opposed, and 2 abstentions.

The Board's graduation requirement, while addressing the timeframe issue, does not appear to address other concerns raised by the University Senate, and indeed exacerbates some of them.

IC21-Article 23 of the Indiana Code describes Purdue University and the ultimate authority of the Board of Trustees. The Purdue University Code describes the powers of the Board of Trustees, and how the Board designates power to the President and to the Faculty.

Through the University Code, the Board delegates to the Faculty in A 4.00 "general power and responsibility to adopt policies, regulations, and procedures intended to achieve the educational objectives of Purdue University and the general welfare of those involved in these educational processes" (p. B-13). Additionally, in A.4.05, it states that the "faculties specifically shall" hold:

[...]subject to the right of review by the appropriate University faculty through its governing body and except when the interests of that faculty as a whole or the University as a whole or the interests of other schools are affected, the power to develop curriculum, course content, instructional and examination procedures, and undergraduate degree requirements. (p. B-13)

This delegation of authority is picked up in the Bylaws of the Senate, ratified by the Board of Trustees, which state that "subject to the authority of the Board of Trustees and in consultation with the President, [the University Senate] has the general power and responsibility to adopt policies, regulations, and procedures intended to achieve the educational objectives of Purdue University and the general welfare of those involved in these educational processes."

The Board also has a commitment to the authoritative principles of shared, or "joint" governance, through its membership in the Association of Governing Boards. These principles are published as the "Statement on Government of Colleges and Universities," which AGB commended to its member organizations in 1966.

The statement acknowledges that the Governing Board possesses final decision-making authority. However, it argues that:

The governing board of an institution of higher education, while maintaining a general overview, entrusts the conduct of administration to the administrative officers—the president

and the deans—and the conduct of teaching and research to the faculty. The board should undertake appropriate self-limitation.

It goes on to argue that, in areas of faculty primacy—that is, areas where the faculty as a body are primarily responsible—including “curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process,” Boards should “concur with faculty judgement except in rare instances and for compelling reasons which should be stated in detail.”

In sum, through the University Code, the Board of Trustees has delegated authority over educational matters, including the curriculum, to the faculty, which is represented by the University Senate. The authoritative statement on shared governance, commended by the Association of Governing Boards, articulates how Boards should undertake appropriate self-limitation when it comes to areas for which the faculty are primarily responsible, and it should concur with faculty judgement except rarely, and with explanation when it does not concur.

Furthermore, it has been claimed that because the original proposal was developed by faculty (through the initial working group, with former Senate Chair Cooky, Vice Provost Dooley, and Professors VanFossen, McCann, and Browning), and received feedback from the Senate as a body and through its committees, that the obligation of shared governance has been satisfied. But after the Senate declined this proposal, Professors VanFossen, McCann, and Browning were asked for a proposal for a *voluntary* transcript certification, not a mandatory one.

Proposal:

1. The University Senate believes the decision to initiate a civics literacy graduation requirement in the face of the Senate’s SD-19-17 negative vote, without substantial change from prior legislation, demonstrates the Board of Trustees’ intent to operate unilaterally, rather than in joint effort with the faculty on matters of faculty primacy, including the curriculum.
2. In the Board’s decision to make participation in a civics literacy exam and additional curricular requirements a graduation requirement for undergraduates, the University Senate finds that the Board deviates significantly from contemporary faculty proposals.

3. On curricular matters that value civic literacy, the University Senate finds it is particularly important to follow authoritative norms of shared governance.
4. The University Senate requests that the Board **request the Provost** bring a revised proposal for a civics literacy graduation requirement for discussion, improvement, and ultimately, another vote, thereby following authoritative norms of academic governance.

Chair: Dr. Erik Otárola-Castillo

Charge: The Educational Policy Committee shall be concerned with, but not limited to: improvement of instruction, grades, and grading, scholastic probation, dismissal for academic reasons and reinstatement, standards for admission, academic placement, the academic calendar, policies for scheduling classes, honors programs, general educational policy, general research policies, military training programs, general curriculum standards, coordination of campus and extension curricula, general academic organization, and interdepartmental and interinstitutional research and education programs.

Membership:

Thomas Brush
Todor Cooklev
Donna Ferullo
Jennifer Freeman
Keith Gehres*
Mili Jha
Pratik Kashyap
Nan Kong
Eric Kvam
Tyson McFall**
Sandy Monroe**
Erik Otárola-Castillo
Jaclyn Palm**
Li Qiao
Vanessa Quinn
Libby Richards
Jenna Rickus*
John Sheffield
Thomas Siegmund
Jeff Stefancic*
Hannah Walter
Lisa Welp-Smith

Chair 2021-2022: Thomas Siegmund

Meeting Schedule for Past Year: The EPC met every two weeks throughout the Fall 2020 and Spring 2021 semesters.

Committee work summary: During 2020-2021 the Purdue University Education Policy Committee (EPC) met twice a month to discuss charge-related matters. This year was particularly challenging for the committee due to the COVID-19 pandemic, which has affected Purdue University students, faculty, and staff's everyday academic life. In this context, the EPC has been integral in passing legislation with broad positive effects across Purdue University. The resolutions proposed and passed by the EPC focused on minimizing the pandemic's potential adverse health effects on the Purdue University community (including mental health). For example, in fall 2020, the EPC worked with the University Senate leadership, the Management and Professional Staff Advisory Committee, Purdue Undergraduate and Graduate student governments, and the Campus Support Staff Advisory Committee to advise on significant adjustments to the spring 2021 academic calendar (e.g., starting a week later, after winter break, and removing spring break).

Likewise, in fall 2020 and spring 2021, the EPC proposed legislation to extend deadlines to withdraw/drop a course and change from letter grade to P/NP. Given the modified fall 2020/spring 2021 academic calendar, students, faculty, and staff became fatigued, working without the customary fall and spring breaks for an extended period. To support the academic progress of our students and the mental and physical health of faculty, staff, and students engaged in Purdue's academic mission, the EPC led the Senate in proposing a resolution recommending that the University institute "Reading Day" breaks in fall and spring semesters.

In addition to dealing with the pandemic context, the EPC proposed legislation to institute the Executive Director of Undergraduate Academic Advising as an advisor to the committee. This step granted full voting rights to the representative of the advising community, a critical group involved in our students' academic trajectory. The committee also brought to Senate resolutions proposed by the Purdue Student Government, advocating for increased funding to higher education and adding a new January term to the academic calendar.

Documents sent to the full Senate for decision (approved, not approved):

- **University Senate Document 20-16: EPC Support for the Spring 2021 Academic Calendar**

Proposal: The EPC affirms its unanimous support for the temporary Spring 2021 academic calendar

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.

Decision: This document was approved by the Senate.

- **University Senate Document 20-17: Extension for students to “Withdraw/Drop” Fall 2020 Courses**

Proposal: To lessen negative impacts on student academic performance during the continued pandemic in Fall 2020, the last 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.

Rationale: To mitigate 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 approval.”

Decision: This document was approved by the Senate.

- **University Senate Document 20-18: Extension of Deadline for Students to Switch Any Fall 2020 Course From a Letter Grade to P/NP Extension of Deadline for Students to Switch Any Fall 2020 Course**

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).

Rationale: To mitigate negative academic impacts to students due to the COVID-19 pandemic.

Decision: This document was amended and approved by the Senate.

- **University Senate Document 20-20: Volunteer Reading Day in Fall 2020 Semester**

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 number of required 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.

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.

Decision: This document was approved by the Senate.

- **University Senate Document 20-30: Extension of Deadline for Students to Switch Spring 2021 Courses from a Letter Grade to P/NP**

Proposal: To lessen negative impacts on student academic performance during the continued pandemic in Spring 2021, 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, March 22, 2021 to Friday, April 30, 2021* (Friday before Spring 2021 finals).

- Like in Fall 2020, other than the *deadline extension for Spring 2021, 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 (April 30, 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 Spring 2021.
 - Passing grades for courses completed in Spring 2021 will count for degrees, admissions, indexes, and prerequisite 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 Fall 2021, established deadlines for changing letter grades to P/NP will be reinstated.

Rationale: To mitigate negative academic impacts to students due to the COVID-19 pandemic, in Spring and Fall 2020, Purdue University extended its deadline for students to switch any course from a letter grade to P/NP.

Decision: This document was approved by the Senate.

- **University Senate Document 20-31: Extension of Deadline for Students to “Withdraw/Drop” Spring 2021 Courses**

Proposal: To lessen negative impacts on student academic performance during the continued pandemic in Spring 2021, the last day for students to “Withdraw/Drop” courses with academic advisor approval will be extended from Monday 22 March 2021 to Friday 30 April 2021 (Friday before Spring 2021 finals). In Fall 2021, established deadlines for course Withdrawal/Drop will be reinstated.

- As in Fall 2020, other than the extension of the deadline to withdraw from a course, as specified above, no other changes to existing university regulations are made by this resolution.
- Students must follow all academic regulations already established by programs, majors, departments, schools, the University, or other units regarding the W grade including the scheduling and regulation of W, WF, WN, or WU grades included in the transcript.
- Students are encouraged to consider whether the formal process of withdrawing from the University provides a more feasible long-term solution than withdrawing from any or all individual courses.

Rationale: To mitigate negative academic impacts to students due to the COVID-19 pandemic, in Spring and Fall 2020 Purdue University extended its deadline for students to “Withdraw/Drop” courses.

Decision: This document was approved by the Senate.

- **University Senate Document 20-44: Academic Regulation Update on Grade Reporting**

Proposal: Section H Mid-Term Grades of the Grades and Grade Reports of the Purdue University Academic Regulations be struck out and replaced with the following: “Faculty shall provide all students enrolled in courses from the 10000- 59999 level their up-to-date grade status (e.g., current scores and grade scale) via the student’s university learning platform (e.g., Brightspace). An up-to-date grade status shall be made available at least twice during the course term. This regulation applies to fall, spring, and summer courses. At least one

update shall be provided before the final date to withdraw from the course. The second update shall be provided at least one week prior to the final examination period. Throughout the term, faculty shall promptly respond to individual requests from students regarding their current grade status. The provided up-to-date grade status is nonbinding and will not be a part of the student's permanent record. If no formal assessments have taken place in the course, an up-to-date grade status may not be available.

Rationale: It is essential for students to be aware of their up-to-date grade status (e.g., current scores and grading scale) while taking a course.

Decision: This document was removed from the agenda (44-31-7)

- **University Senate Document 20-34: Amendment of Bylaws to add an Advisor to the Educational Policy Committee**

Proposal: To enable the collective academic advisors' opinion to be respected on educational policy and to allow their full representation, the Educational Policy Committee calls on the Purdue University Senate to amend section 5.60 of its Bylaws to 1) increase the number of EPC advisers from three to four, and 2) appoint the Executive Director of Undergraduate Academic Advising to the new advisory position, granting them full voting rights.

Rationale: The Executive Director of University Undergraduate Academic Advising position has been in existence for the past eight years at Purdue University. This occupation serves as a representative for the advising community collectively. Although this position provides essential academic advising to and consistently aids the Educational Policy Committee in Senate matters, it is currently considered an ex-officio advising member of the EPC, and thus has no vote in the committee (Senate Bylaws section 5.02).

Decision: This document was approved by the Senate.

- **University Senate Document 20-41: Resolution for Increased Aid for Public Higher Education**

Proposal: The Purdue University Senate urgently calls on the U.S. Congress to allocate increased emergency funds to protect public higher education.

Rationale: The American Council on Education reports that a minimum of \$50 billion is needed to keep public higher education from collapsing. In the United States, higher education serves 12 million students and employs millions of faculty and staff. More than 250,000 students attend college in Indiana, thousands of faculty and staff provide essential educational services. Public higher education is crucially "essential" to the functioning of a prosperous and democratic society, worthy of protection and support during and after the pandemic.

Decision: Document withdrawn by EPC

- **University Senate Document 20-43: Proposal to Introduce 4-Week January Term (J-Term) to Academic Calendar**

Proposal: The Purdue University Senate supports the continued study of a January term that maximizes the benefits and opportunities available to students, faculty and staff. The University Senate looks forward to working closely with the January Term Working Group to develop the current proposal draft further, for potential implementation of a January Term during the 2022-2023 winter session.

Rationale: Purdue University has explored/discussed the concept of a “Winter Session” at various points over time. Students and instructors have expressed interest in this idea in the past. However, the University has never formalized the idea of a winter term. Students and instructors have continued to inquire about the possibility of this Winter Session.

Decision: Amended and approved by the Senate.

Additional EPC work that did not lead to senate resolutions:

- During the response to the pandemic, the EPC served as counsel to the Provost’s Office, providing advice on a number of initiatives related to online learning and continued plans for during Fall 2020, spring and fall 2021 semesters, including schedule changes, and teaching guidelines in the context of the pandemic. The EPC is expected to continue to support the effort to transition to a new academic normal in the years to come.

Faculty committee work summary:

- *Academic Organization*
Led by Chair Sally Bane, the Academic Organization Committee (AOC) did not have a regular scheduled meeting, but rather met on an as-needed basis as proposals were received for the committee to review. When a proposal was received by the Chair, the Chair would then reach out to the members and schedule meetings to review and discuss the proposal. Between June 2020 and May 2021, the Academic Organization Committee reviewed three proposals. The proposals were forwarded to the committee by Dr. Candiss Vibbert, Associate Provost for Special Initiatives and the Chair communicated regularly with Dr. Vibbert throughout the review process. At the end of each review, the AOC decided on a recommendation (accept/pass the proposal or fail) and sent a memo explaining the committee’s recommendation to Dr. Vibbert to forward to the Provost.
- *Academic Progress and Records*

During 2020-2021, the APR met sporadically with the EPC. Chair Sammie Morris attended EPC meetings. Given the focus on COVID-19 related policies during 2020-2021, the APR will likely continue to meet in 2021-2022.

- *Committee for Student Excellence*
During 2020-2021 the CSE did not meet. This group is still working on organizational issues and objectives.
- *Scholastic Delinquencies and Readmissions*
The EPC had no interactions with this committee, outside Chair Otárola-Castillo meeting with acting chair Robert Mate in the 2020-2021 academic year.
- *Undergraduate Curriculum Council*
The EPC participated via a committee member representative in all UCC meetings (Prof. Jennifer Freeman). Overall, in 2020-2021, the UCC reviewed 21 Purdue West Lafayette course nominations and approved 20 courses for inclusion in the core curriculum.

REPORTS FROM FACULTY COMMITTEES

Academic Organization Committee

Chair:

Sally Bane, Associate Professor of Aeronautics and Astronautics

Charge:

The committee shall be concerned with changes in academic organization having a significant impact on the intellectual atmosphere and functioning of the university on all of its campuses, e.g., elimination or consolidation of existing departments and schools; and the establishment of interdepartmental institutes and centers. In performance of this task the committee shall, where appropriate, work with officers of the administration, ad hoc committees and faculty involved in contemplated changes.

Membership:

Robin Adams, Engineering Education

Nancy Edwards, Nursing

Levon Esters, Agricultural Sciences Education and Communication

Abdelfattah Nour, Basic Med Sciences

Elizabeth (Libby) Richards, Nursing

Chair 2021-2022:

Sally Bane, Associate Professor of Aeronautics and Astronautics

Meeting Schedule for Past Year:

The Academic Organization Committee (AOC) did not have a regular scheduled meeting, but rather met on an as-need basis as proposals were received for the committee to review. When a proposal was received by the Chair, the Chair would then reach out to the members and schedule meetings to review and discuss the proposal.

Committee work summary:

Between June 2020 and May 2021, the Academic Organization Committee reviewed three proposals. The proposals were forwarded to the committee by Dr. Candiss Vibbert, Associate Provost for Special Initiatives and the Chair communicated regularly with Dr. Vibbert throughout the review process. At the end of each review, the AOC decided on a recommendation (accept/pass the proposal or fail) and sent a memo explaining the committee's recommendation to Dr. Vibbert to forward to the Provost. The titles and the committee recommendation (pass/fail) for the proposals reviewed by the ACO are given below.

- Purdue Fort Wayne College of Professional Studies Proposal for Department Name Change, passed
- Purdue Fort Wayne Proposals for Restructuring the College of Arts & Sciences and the College of Professional studies, passed
- Purdue Northwest Proposal for Reorganizing the College of Humanities, Education, and Social Sciences (CHESS), passed

Goals / Next Steps:

The committee will continue to operate in the same way during the 2021-2022 year. The Chair will contact the members to schedule meetings when a proposal is received to review. The Chair will also research the historical role of the AOC and explore other potential opportunities for the committee to contribute to the activities and mission of the Educational Policy Committee.

Academic Progress and Records

Chair: Sammie Morris

Charge: The committee shall be charged with: 1. Matters concerning academic records and the calendar; 2. Reviewing grading standards and the process of tabulating and distributing information about grades within the University; 3. Overseeing the operation of probation and graduation requirements in the University.

Chair 2021-2022: No election has been held, as the APR has not met in the past year

Meeting Schedule for Past Year: N/A

Committee work summary: *include any documents that were forwarded to Standing Committee and/or Senate along with decision (passed, failed)*

N/A

Goals / Next Steps: *include any information that would be helpful to the committee members in the coming year*

[**Context:** The APR committee sat for many years dormant. In November 2019, EPC chair Andrew Freed began working with the committee to make use of it in helping EPC update academic policies, primarily relating to the Academic Regulations and Procedures and the Degrees and Requirements policies. There were many such policies that Vice Provost Frank Dooley had identified for updating. During this time, APR revised the student grievance policy, which was voted on by the Senate and approved, and the group provided input to EPC on degree requirements and how they currently differ for transfer students from one of the regional campuses to Purdue.

Following turnover in leadership with the EPC, and in particular the departure of Vice Provost Frank Dooley, APR was not given tasks. This was primarily due to the impact of COVID on the University in 2020-2021, and the need for EPC to move quickly on revising policies/procedures relating to the pandemic and its impacts on students.

The APR charge is woefully outdated, as many of the original functions of this committee are now handled by various staff in Dean of Students and Registrar's Offices. In 2019-2020, some progress was made towards updating this obsolete charge, with a new charge drafted, but following Frank Dooley's departure in 2020, this was tabled. See

<https://www.purdue.edu/newsroom/purduetoday/releases/2020/Q2/recap-of-university-senates-march-23-meeting.html> for more information]

As past chair of APR for the two most recent years, there are dedicated faculty on this group who are willing and able to help in whatever capacity needed; however, because this committee reports to EPC, it is important that there is good communication between EPC and APR about tasks, goals, and priorities. I would recommend in the future that two things happen as top priorities: first, that consideration is given to having someone on EPC liaison directly with APR, and/or that the chair of APR is made a regular (perhaps non-voting?) member of EPC. As it currently stands, it is difficult for the chair of APR to know what to have its members focus on if not given direction from the parent group. The second priority would be to consider the charge and changing it to identify who is doing what—perhaps to clarify what aspects of the original charge are now handled by staff and what aspects still need faculty input. It is extremely difficult to persuade faculty on the committee to participate in meetings if there is no agenda and no plan in place for the committee's work.

Scholastic Delinquencies and Readmission

Chair: Megan Dorton

Vice Chair: Rob Mate

Charge: The primary charge is to hear appeals from students whose readmission application was denied by the academic college or school for which they were requesting readmission. This committee is also responsible for hearing requests for Academic Renewal.

Membership:

- Karen Foli
- Owen Jones
- Malathi Raghavan
- Mitchell Zischke

Meeting Schedule for Past Year: As needed, via email

Committee work summary: *include any documents that were forwarded to Standing Committee and/or Senate along with decision (passed, failed)*

- 207 total readmission applications for Summer and Fall 2020 and Spring 2021
- 193 complete applications; 125 offered readmission
- 115 accepted their offer of readmission
- 1 readmission appeal that went to the CSDR between the Summer 2020 and Spring 2021 terms
- 1 request for Academic Renewal that was approved between Summer 2020 and Spring 2021

Goals / Next Steps:

- We anticipate no changes to goals and expectations of the committee.
- We will continue to convene as needed as appeals come to the committee.

Committee for Student Excellence

Chair: Li Qiao

Membership:

| | |
|-----------------|----------------------------|
| Chelsea Baker | Pharmacy Practice |
| Molly Beatty | PSG Representative |
| Melissa Cabrera | PSG Representative |
| Chad Carroll | Health and Kinesiology |
| Eli Didonna | PSG Representative |
| Pamela Karagory | Nursing |
| Singe Kastberg | Curriculum and Instruction |

Matthew Lanham Management
Li Qiao Chair, Aeronautics & Astronautics
Lavanya Reddivari Food Science

Chair 2021-2022: Li Qiao

Committee work summary:

The Committee's original charge was:

- 1) Identifying superior high school students and encouraging their enrollment in the University
- 2) Sponsoring and promoting the education of superior students at Purdue
- 3) Getting superior students duly recognized and placed
- 4) Seeking to increase the number of Rhodes, Wilson, Danforth, and other scholarships awarded to Purdue students.

However, because many of these functions are now performed by the Honors College, the CSE plans to evolve its charge to be directly supportive of the Honors College in its endeavors related to promoting scholarly excellence and encouraging and awarding fellowships. The CSE's main charge in the coming year will be to meet with the Honors College to develop this support plan.

Undergraduate Curriculum Council

Chair:

Clarence Maybee, Professor and W. Wayne Booker Endowed Chair in Information Literacy, Libraries and School of Information Studies

Charge:

The Undergraduate Curriculum Council (UCC) is charged with the administration and oversight of the core curriculum. As a faculty-led structure, the UCC determines and oversees the operational guidelines associated with implementation elements of the core curriculum. The issues to be addressed by the UCC are limited to: the approval of foundational courses, establishment of guiding rules for meeting the foundational outcomes, regulating and monitoring approved courses that satisfy the foundational outcomes, review of the list of foundational and embedded outcomes, and resolution of issues related to transfer students satisfying foundational requirements.

The University Senate defines and limits the UCC's duties, responsibilities and powers, and hears appeals to the UCC decisions; the UCC is directly responsible to the Senate via the Educational Policy Committee (EPC).

Four principles guide the working of the Undergraduate Curriculum Council:

1. The curriculum is faculty governed.

2. Learning outcomes within the outcomes-based curriculum are designed to prepare students for continuous learning and expertise within disciplines. The PWL curriculum will be outcomes-based.
3. The curriculum maintains high academic standards within the disciplines.
4. The goal of the curriculum is to design mechanisms to permit flexibility for both academic programs and students in meeting learning outcomes.

Membership:

Faculty Representatives

| First Name | Last Name | College |
|------------|-------------|---|
| Steve | Bell | College of Science |
| Clark | Cory | Purdue Polytechnic Institute |
| Jennifer | Dobbs-Oates | College of Health and Human Sciences |
| Karen | Marais | College of Engineering |
| Clarence | Maybee | Libraries & School of Information Studies |
| Jill | Newton | College of Education |
| Derek | Pacheco | College of Liberal Arts |
| Rodolfo | Pinal | College of Pharmacy |
| Mitch | Zischke | College of Agriculture |
| Charlene | Sullivan | Krannert School of Management |
| Chad | Brown | College of Veterinary Medicine |

Non-voting members (represent the University Senate, regional campuses, the PWL Registrar's office, PWL Student Government, Academic Advising, Admissions, and the Provost's Office)

| First Name | Last Name | Representative Role |
|-----------------|--------------|---|
| Stephanie | Dykhuzen | Recorder |
| Maggie | Gerald | Registrar's Office |
| Ryan C. | Jones | Registrar's Office |
| Johanna | Sixl | Purdue Student Government Rep |
| Sharon | Morphew | Registrar's Office |
| <i>Jonathan</i> | <i>Neal</i> | <i>Ex officio, Immediate Past Chair</i> |
| Anna | Ochs | Advisor |
| Heather | Servaty-Seib | Provost's Office |
| Kim | Watley | Registrar |
| Jeff | Watt | IUPUI |
| Anne | Weiss | IDATA |
| Cara | Wetzel | Advisor |
| Peggy J. M. | Wier | Registrar's Office |
| Jennifer | Freeman | EPC Liaison |

| | |
|-------------------|-----|
| No representative | PNW |
| No representative | PFW |

Chair 2021-2022:

Jill Newton, Professor, Curriculum and Instruction, School of Education

Meeting Schedule for Past Year:

Monthly (usually the first Wednesday of the month)

Committee work summary: *include any documents that were forwarded to Standing Committee and/or Senate along with decision (passed, failed)*

In 2020-2021, the UCC reviewed 21 Purdue West Lafayette course nominations and approved 20 courses for inclusion in the core curriculum as meeting one or more foundational learning outcomes (FLO)¹, as shown in the table below.

PWL Courses Approved for Inclusion in the Core Curriculum

| FLO | Course Number | Course Name |
|---------|---------------|--|
| BSS | AD 33900 | Women Artists in the 20th Century |
| BSS | SOC 37400 | Medical Sociology |
| BSS | SOC 42900 | Sociology of Protest |
| BSS | SOC 33500 | Political Sociology |
| HUM | DANC 37800 | Survey of Concert Dance History |
| IL | ILS 17500 | Information Strategies for Hospitality & Tourism Management |
| IL & WC | ENGL 30401 | Advanced Composition |
| IL & WC | ENGL 38001 | Issues in Rhetoric and Public Life |
| OC | HDFS 45000 | Supervised Teaching in Inclusive Programs for Young Children |
| OC | EDPS 49800 | Supervised Teaching- Special Education |
| OC | EDCI 49800 | Supervised Teaching |
| OC | EDCI 49600 | Student Teaching in the Elementary School |
| QR | EDCI 22200 | Knowing the World Through Mathematics |
| STS | EEE 35500 | Engineering Environmental Sustainability |
| STS | PUBH 20200 | Health in the Time of Pandemics: An Introduction |
| STS | AD 39500 | History of Design |
| STS | VIP 27920 | Sophomore Participation in Vertically Integrated Projects |
| STS | VIP 37921 | Junior Participation in Vertically Integrated Projects |
| STS | VIP 47922 | Senior Participation in Vertically Integrated Projects |
| STS | SOC 34400 | Environmental Sociology |

¹ The listing of the core curriculum foundational learning outcomes is available at: <https://www.purdue.edu/provost/students/s-initiatives/curriculum/outcomes.html>

Across the academic year, the UCC reviewed 155 requests for transfer courses to be used to meet core FLO requirements and approved 107.

In 2020-2021, the UCC worked closely with IDA+A to collect evaluation materials for courses that are part of the core curriculum that meet the Oral Communication (OC) and Science (SCI) FLOs. IDA+A is conducting an analysis of the materials collected in 2019-2020 from courses addressing the Human Cultures: Behavioral & Social Sciences (BSS) FLO. The results of IDA+A's analysis will be presented to the UCC in the next academic year period.

The UCC approved changing the core curriculum FLO evaluation cycle from 5 years to 3 years. The timeline for the revised evaluation cycle is available on the Provost's core curriculum website at <https://www.purdue.edu/provost/students/s-initiatives/curriculum/evaluation.html>

The UCC partnered with IDA+A and other campus organizations on efforts to support instructors in assessing core courses. Projects include:

- A project lead by Teaching and Learning Technologies (TLT) to set up Brightspace so that instructors can align the criteria for core FLOs with learning activities in their courses.
- Consulting with the Center for Instructional Excellence, options were explored for supporting instructors in the core evaluation process. Workshops are being planned for 2021-2022 in which instructors will receive guidance in identifying and uploading appropriate evaluation materials. The workshops will occur near the submission deadlines for core evaluation materials.
- Drop-in sessions were offered in spring 2021 for instructors with questions about the core evaluation process.

The UCC recorder worked with UCC leadership to draft a Standard Operating Procedures manual for the UCC.

The UCC recognizes that preparing Purdue students for future employment success and responsible citizenship requires developing their awareness and understanding of equity and diversity. A UCC sub-group was formed in 2020-2021 that conducted an initial exploration to identify options for addressing equity and diversity within the core curriculum.

Goals / Next Steps: *include any information that would be helpful to the committee members in the coming year*

In 2021-2022, courses that are part of the core curriculum that address the Human Cultures: Humanities (HUM) FLO will be evaluated.

Following up on the work conducted by a UCC sub-group in 2020-2021, the UCC will continue in 2021-2022 to explore options for addressing equity and diversity in the core curriculum with the intent of presenting a plan to the EPC for consideration.

Chair: Professor Audrey Ruple

Charge: The Equity, Diversity, and Inclusion Committee (EDIC) consists of thirteen Senators, three Advisors, and three students (two undergraduate students and one graduate student). The Provost of the University or designee and the Vice Provost for Faculty Affairs or designee are established ex officio members. Additional ex officio members are invited as the EDIC deems appropriate. The PSG recommends the undergraduate students, and the PGSG recommends the graduate student. Each student so chosen serves for a term of one academic year. Any member absent for more than two meetings during a single academic year may forfeit membership on the EDIC.

Membership:

Megha Anwer, Honors College (Consultant)
Peter Bermel, Electrical and Computer Engineering
Ximena Bernal, Biological Sciences
Bharat Bhargava, Computer Science
Sammy Bonnet, Purdue Student Government Representative
De Bush, ADVANCE Purdue Center for Faculty Success, MaPSAC rep.
John Gates, Vice Provost for Diversity and Inclusion (Ex-Officio)
Alex Griffin-Little, Purdue Student Government Representative
Daniel Guberman, Center for Instructional Excellence (Consultant)
Carolyn Johnson, Associate VP for Diversity and Inclusion (Ex-Officio)
Lowell Kane, Director, LGBTQ Center
Neil Knobloch, Youth Development and Agricultural Education
Klod Kokini, Mechanical Engineering
Lisa Mauer, Associate Vice Provost for Faculty Affairs (Ex-Officio)
Terrence Meyer, Mechanical Engineering
Rodolfo Pinal, Industrial and Physical Pharmacy
Mandy Rispoli, Educational Studies
Alysa Rollock, Vice President Ethics & Compliance
Sandy Rossie, College of Agriculture
Audrey Ruple, Public Health, Chair
Val Schull, Purdue Graduate Student Government Representative
Kevin Stainback, Sociology
Randall Ward, Disability Resource Center (Consultant)
Susan Watts, Management
Kip Williams, Psychological Sciences

Chair 2021-2022: Professor Brian Leung

Meeting Schedule for Past Year: The EDIC met once per month during the academic year with the exception of the month of December.

Committee work summary: *include any documents that were forwarded to Senate along with decision (passed, failed)*

- Senate Document 20-09, Commitment to Maintaining an Inclusive Community (passed)
- Senate Document 20-25, The Impact of the Pandemic on Faculty (passed)
- Senate Document 20-37, Principles for On-Campus/Purdue-Affiliated Child Care (passed)
- Senate Document 20-38, Expansion of Accessibility of Menstruation Products on Campus (passed)
- Senate Document 20-39, Purdue Graduate Student Senate Resolution: School of Interdisciplinary Studies (passed)
- Senate Document 20-19, Temporary Continuation of Purdue University's Test Flexible Approach to Undergraduate Admissions (withdrawn)
- Senate Document 20-55, Land Use Acknowledgement (passed)
- Senate Document 20-56, Equity, Diversity, and Inclusion as a Distinct Item for Promotion Consideration (will be presented for vote at first Senate meeting of the 2021-2022 year)

Goals / Next Steps:

- Sanitary products on campus.
Resolutions written by this committee and passed in the Senate provide for the University to supply menstruation products at no charge in all restrooms on campus. There has been resistance to implementation of these resolutions and instances of outright refusal to install dispensers in restrooms labelled "men" have been reported. In addition, there have been reports that though the dispensers in bathrooms labelled "women" have been converted to freely dispense products, products are not being stocked in the dispensers. This committee may want to consider further action or discussion on this topic.
- Inclusion resolution.
Resolutions regarding inclusivity on campus have been passed by the Senate, but not necessarily adhered to on campus. This committee may want to consider further action or discussion on this topic.
- Land use acknowledgment.
Senate document 20-55 provided for free and reduced cost tuition for members of federally recognized tribes. Follow-up on this issue will be necessary as to ensure the University implements this resolution.
- Diversity and inclusion as part of the Tenure and Promotion process.
Senate document 20-56 will be presented for action in the Senate. This document proposes that work done in the areas of Diversity and Inclusion at Purdue University be explicitly included in Form 36 and as an item for consideration in annual review and raise decisions.

- **FMLA.**
There were several reports of faculty and staff members being denied access to federally protected leave during the COVID-19 pandemic. This committee may want to consider partnering with the Faculty Affairs Committee to produce a resolution in support of ensuring access to leave for all members of the Purdue community, especially given that these policies may be differentially accessible to members of the community based upon their gender and race.
- **Amplifying Black scholars.**
Professor Bermel has authored a resolution on this matter which will need committee support in the next academic year.
- **Policing at Purdue.**
Professor Bernal is the lead for writing a resolution about ensuring equality/limiting bias in police actions at Purdue University.
- **Lactation spaces on campus.**
There is an issue on campus regarding access to lactation spaces. A resolution has been authored and this committee may consider moving this issue forward to the Senate in the next academic year.

Chair: Associate Professor Alexander L. Francis

Charge: The Faculty Affairs Committee is concerned with matters that pertain primarily to the responsibilities, rights, privileges, opportunities, and welfare of the faculty, collectively and as individuals. Topics in its area of responsibility include tenure, procedures for academic promotions, orientation of new faculty members, insurance and health program planning, academic responsibilities, and standards of appointment.

Membership: Charles Bouman (ECE), Min Chen (MATH), Charon Christ (HDFS), Bruce Craig (STAT), Alexander Francis (SLH), Peter J. Hollenbeck*, Stephen Hooser (CPB), Ralph Kaufmann (MATH), Jozef Kokini (FS), David Koltick (PHYS), Seokcheon Lee (IE), Lisa J. Mauer*, Brian Richert (ANSC), John A. Springer (CNIT), Steve Yaninek (ENTM)

Chair 2021-2022: Signe Kastberg

Meeting Schedule for Past Year: FAC meets monthly

Committee work summary: *include any documents that were forwarded to Senate along with decision (passed, failed)*

In the chair's opinion, the ability of the FAC to accomplish its charge in the 2020-2021 AY was significantly hampered by the continuing fallout from the issues identified in the Election Procedures Inquiry Commission Report (EPIC report) that was commissioned in the Senate meeting on Nov 18, 2019 and submitted April 13, 2020. We spent considerable time in the summer and early fall dealing with a confidential disciplinary issue tangentially related to those issues, and then much of the rest of the year crafting revisions to the Bylaws with an eye toward imminent future revisions responding to the issues raised in the EPIC report. But we never got to those revisions, in part because we were also blindsided by the discussion of the winter semester schedule changes which, while important, were initiated and largely completed without consultation with the FAC or the rest of the Senate outside the EPC. This preoccupation with procedural matters and administration-initiated projects hindered our ability to take up other important issues, notably the apparent continuing over/mis-use of contingent faculty positions to teach courses in CLA for which there appears to be an established and consistent, long-term demand. The ongoing pandemic also cost us time, and probably reduced the availability of FAC members for meetings, which typically barely reached quorum. Nevertheless, the FAC accomplished a moderate amount of useful work, all things considered.

Documents sent to the full Senate, and decision:

- Senate Document 20-01: Convening During the COVID-19 Pandemic. *Passed*
- Senate Document 20-25: The Impact of the Pandemic on Faculty (with EIDC). *Passed*
- Senate Document 20-35: Bylaws Revision / Updates. *Passed*
 - This effort involved multiple meetings, significant work outside meetings including securing professional editing over winter break, and extensive assistance from the Senate parliamentarian.
 - Three phases of changes were planned. Only the first was successfully accomplished.
- Senate Document 20-37: Principles for on-campus/Purdue-affiliated child care (with EIDC). *Passed*

Documents and items proposed or discussed in committee but not sent to the Senate by FAC:

- Senate Document 20-39: School of interdisciplinary studies
- Senate Document 20-43: Proposal to Introduce 4-Week January Term (JTerm) to Academic Calendar (two meetings)
- Senate Document 20-45: Required Department QPR (Question, Persuade, Refer) Liaisons for Mental Health Action
- Senate-internal disciplinary matters:
 - Confidential
 - Consumed the vast majority of the summer and early fall
- Additional changes to Bylaws considered but not proposed:
 - Response to EPIC report. Ongoing w/Steering, Nominating
 - Incorporating wording related to planning for contingencies
 - Definition of member in good standing
- Responding to the EPIC Report re: failures of the Senate to abide by its own rules
 - Formed subcommittee, discussed at multiple meetings
 - No formal vote
 - Recommendations sent by separate cover

Items presented to the FAC for discussion, or brought by faculty for resolution

- Changes to internal grievance procedures adopted by the Provost's Office
 - Resolved (Provost's Office adopted changes)
- Employment of temporary instructors
 - This topic was raised multiple times, and not entirely resolved. Concerns remain about the continuing use of limited-term and visiting lecturers, and visiting assistant professors, to replace dwindling numbers of tenure-track and graduate student instructors, especially in the College of Liberal Arts. However, it's not obvious what more the Senate can do about this, as hiring is mainly under the control of the dean, budgets remain tight, as a whole the university apparently remains well below established threshold

(and our peers) for overall ratio of contingent-to-tenure-track faculty, and the Provost's Office seems reluctant to intervene further at this point.

- Presentation and discussion of proposed changes to Travel Policy with Rob Wynkoop
 - Resolved (adopted)
- Presentation and discussion of proposed changes to university policies regarding human research and animal research and revised a policy regarding Environmental Health and Safety Compliance with Chris Agnew
 - Resolved (adopted)
- Health insurance options for contingent faculty
 - Apparently only LTLs don't have benefits, for which there is a reasonable basis and precedent, and we could only identify one LTL who did not have access to health insurance through some other means. Moreover, because the COVID vaccine was handled separately from insurance, it appears that no staff were prevented from at least receiving the vaccine. This concern (about benefits coverage for staff members fulfilling faculty duties as LTLs) arose in the context of concerns about the mis/over-use of contingent positions in CLA but devolved into a specific case of one instructor who had been teaching for years in various temporary positions but with varying titles. Vice-Provost Hollenbeck was looking into this case.
- Concerns about changes to pharmacy benefits
 - We connected the inquiring faculty member with Candace Shaffer. In general, I think Susan South did an excellent job continuing to improve the connection between the FAC (and the Senate as a whole) and Candace's office, but it's not obvious to me that there is much we can do besides provide feedback that may or may not be acted upon.
- Does taking FMLA leave currently put faculty "out of alignment with contract" allowing salary re-negotiation?
 - The Provost's Office made it very clear that this is not an appropriate use of this mechanism, and we advised the faculty member to get in contact directly.

Goals / Next Steps: *include any information that would be helpful to the committee members in the coming year*

- Tuition remission benefit for children is lost when Purdue employee dies
 - We made no progress on this; it got lost in the other bureaucracy.
- Response to EPIC report, and other Bylaws changes (e.g., defining good standing, disciplinary procedures, planning for emergencies/contingencies in future Senate meetings)

REPORTS FROM FACULTY COMMITTEES

Faculty Compensation and Benefits

Chair: Susan South, PhD

Charge: The Committee shall undertake a continuing study of the policies relating to both direct and indirect compensation and benefits of the faculty. Indirect compensation shall be understood to include, but not be limited to: retirement and insurance, faculty housing, educational privileges, leaves, travel expense, and recreational athletic facilities. The committee shall report to the president through the Faculty Affairs Committee and the Senate.

Membership:

Vaneet Aggarwal
Michael Fosmire
Douglass Jacobs
Carolyn Roper
Candace Shaffer
Susan South
Dawn Stinchcomb
David Huckleberry

Chair 2021-2022: Unknown (not decided)

Meeting Schedule for Past Year:

Approximately 1x per month, per in a combined group with MaPSAC and CSSAC in a benefits meeting with Candace Shaffer.

In non-COVID years, would meet approximately 3-4 x per semester for in-person meetings.

Committee work summary: *include any documents that were forwarded to Standing Committee and/or Senate along with decision (passed, failed)*

Goals / Next Steps: *include any information that would be helpful to the committee members in the coming year*

I highly recommend continuing the combined Benefits meetings with Candace Shaffer. The next meeting will be in August.

Grade Appeals Committee

Chair: Sandra Gilpin

Charge: University Grade Appeals

Membership: Ali Alkhaleefah, Adin Bogard, Brian Kozak, Brooke Hopfer, Camilo Torres, Diane Little, Evan Chrise, Halak Mehta, Jeff Turkstra, Kiara Light, Lana Grishin, Scott Lawrance, Ann Loomis, Peter Hirst, Yvonne Pitts, Megan Prygoski, Sarah McGovern, Scott Feld, Jonathan Sweet, Peng Hao Wang

Chair 2021-2022: Sandra Gilpin

Meeting Schedule for Past Year: As needed

Committee work summary: *include any documents that were forwarded to Standing Committee and/or Senate along with decision (passed, failed)*

- The committee meets on an “as needed” basis
- The committee granted hearings for two students during the 20-21 academic year, one each from the school of Education and the Krannert school of Management.
- Both college-level decisions were upheld.
- The committee received five additional requests for grade appeals that did not meet the criteria of an appeal to this committee.

Goals / Next Steps: *include any information that would be helpful to the committee members in the coming year*

The university-level grade appeal committee generally meets at the beginning of the semester and then meets on an “as needed” basis as appeal requests are made. For the 21-22 academic year the committee will work on using the MS TEAMS app for document sharing and meetings as these can be restricted to members only. The committee will continue to strive for timely feedback and decisions regarding grade appeal requests.

Chair: Robert Nowack

Charge: The Nominating Committee is concerned with the nominations of members for Faculty Committees, nominations of senators for Senate Standing Committees, and the nomination of candidates for the Vice Chair position of the Senate.

Membership: Dulcy Abraham, Martin Corless, Rayvon Fouche, Michael McNamara, Larry Nies, Jan Olek, Joseph Sobieralski, Qifan Song, Nush Powell (Secretary of the Faculties) (non-voting) and Stephanie Dykhuizen (non-voting)

Chair 2021-2022: Robert Nowack

Meeting Schedule for Past Year: We met irregularly in the Fall semester to fill interim vacancies, and then either weekly or in alternating weeks during the spring semester.

Committee work summary: include any documents that were forwarded to Senate along with decision (passed, failed)

During the summer and initial months of the fall semester, the Nominating Committee interacted online to make appointments for interim positions on Faculty Committees, and nominations for Senate Standing Committees.

Starting in November and December of 2020, the Nominating Committee worked with Stephanie and Nush to update and revise the Faculty and Senate Qualtrics Surveys to solicit information on levels of interest to serve on Faculty and Senate Standing committees.

In January and February of 2021, the Nominating Committee met weekly and then bi-weekly to make nominations to fill Faculty Committees, based on information from the Faculty Qualtrics Survey. The Nominating Committee also reached out to selected Senate members to solicit interest in being nominated to serve as the Vice-Chair of the Senate.

In February and March of 2021, the Nominating Committee met bi-weekly to make nominations for vacancies on Senate Standing Committees, based on information from the Senate Qualtrics Survey.

This year there were 3 nominations for the Vice-Chair of the Senate, with one withdrawing just prior to the voting meeting of the University Senate. The process ultimately resulted in Colleen Brady being elected as the next Vice-Chair of the Senate.

All Senate Standing Committee and Faculty Committee nominations were approved by the Senate.

Goals / Next Steps: include any information that would be helpful to the committee members in the coming year

Continue to refine the process of selection of new members to Faculty and Senate Standing Committees. This includes working with Nush and Stephanie on updates and refinements of the Faculty and Senate Qualtrics Surveys.

The Steering Committee has elected Libby Richards as Chair for the 2020-21 academic year.

In January, Jessica Sturm's term ended and the committee welcomed Julie Liu. For the 2020-21 academic year, the Steering Committee did the following.

- 1) Invited several speakers for informational presentations at the University Senate Committees:
 - ITap updates
 - Honors College update
 - Benefits update
 - University financial affairs
 - Mental health needs and resources
 - Sustainability office report
- 2) Facilitated cooperation between the Student Affairs committee and the Educational Policy committee to revise a Senate resolution concerning standardize testing and the admissions process
- 3) The Steering Committee discussed the various components and recommendations of the EPIC report and decided it should be sent for discussion and possible action to the NOM, FAC, and EDIC Committees. Specifically, the Steering Committee believes the following recommendations to be in these committees' purview:
 - Address the need for educating all senators about the senate bylaws (see pages 1 and 3) (Nominating Committee)
 - Address the need for increasing participation of senators in the legislative process, especially participation on committees (Nominating, Faculty Affairs, and Equity, Diversity, and Inclusion)
 - Ensure working knowledge of parliamentary produce, current members of the senate shall undergo necessary training and evaluation (Nominating committee)
 - Elected faculty members be relieved of additional service duties or committee membership (Faculty affairs)
 - Elected faculty be afforded with a course release for their duration of service to the senate (Faculty affairs)
 - Recommendations should be contingent on faculty senators remaining in good standing (see page 4 for a list of points) (Faculty Affairs and Equity, Diversity, and Inclusion)

On 11/2/20, the above committees were sent an email request their review and possible action on the EPIC report.

- 4) Steering Committee made a recommendation to the FCBC chair that a benefits survey may be needed to inform future medical benefit plans
- 5) The following informational presentations were discussed as possibilities for the 2020-2021 AY but time did not allow. These can be considered for the 2021-2022 AY.
 - a. PSG and PGSG should be given high priority
 - b. Libraries and open access
 - c. Graduate School update
 - d. Human resources and medical benefits
 - e. Teaching Academy and Framework for Teaching Excellence (Lindsey Payne)
- 6) In May, the Steering Committee re-elected Libby Richards to serve as chair for the 2021-2022 AY

This concludes the Steering Committee Report for 2020-2021

Respectfully submitted by:

Libby Richards
Senate Steering Committee Chair

2020-2021 Annual Report of the Student Affairs Committee
David Sanders, Chair

Along with the Equity and Diversity Committee, we submitted a resolution to the Steering Committee on “Temporary elimination of standardized test requirement for undergraduate admissions” for inclusion on the October Senate meeting agenda. It was finally included in the March agenda and passed in an amended form at the April meeting.

We cosponsored a resolution on a “Voluntary Reading Day in Fall 2020 Semester” with the Educational Policy Committee and also worked with them on the Deadline Extension resolutions, all of which passed.

We extensively discussed the implications of the creation of a January term for various groups of undergraduate and graduate students with the input of invited speakers.

With invited speakers we discussed the cost of the use of Purdue Memorial Union facilities by student organizations. There were many other concerns about the renovated Purdue Memorial Union Hotel expressed, not the least of which was about the apparent outsourcing of its management to the company owned by a former trustee.

CAPS Interim Director, Dr. Kyle Kittleson, made a presentation about addressing the mental-health issues being experienced by students during the pandemic.

Regular reports from the Athletics Affairs Committee. We learned that it has very limited powers.

**Purdue University – University Senate
Annual Report
Academic Year 2020-2021**

Committee/Task Force: Athletic Affairs Committee

1. Membership: Jessica Huber (Chair), Kathy Abrahamson, Ernest Blatchley, Brian Chupp, Kip Williams, Marcy Towns (faculty athletic representative), Phil Vanfossen (faculty athletic representative), Steven Scott (student affairs liaison), Beth McCuskey (presidential liaison), Molly Beatty (campus student representative), Leony Boudreau (student-athlete representative), Jared Florell (student-athlete representative), Inez Wanamarta (student-athlete representative), Mike Bobinski (VP/athletics director), Ed Howat (senior associate athletics director for student services and sports), Nancy Cross (senior associate athletics director-sports), Calvin Williams (associate athletics director-sports), Tom Mitchell (associate athletics director-compliance), Peyton Stovall (assistant athletic director-student-athlete development), Tony Albrecht (alumni representative), Gary Henriott (alumni representative), and Sue Holder Price (community liaison)

2. Number of Meetings: 5 (Aug 21, 2020, Oct 9, 2020, Nov 13, 2020, February 12, 2021, and April 16, 2021)

3. Agenda Items/ Discussion:

| Agenda Item | Action Taken |
|-----------------------------|---|
| COVID updates | Each meeting included an update from VP Bobinski and relevant athletics staff regarding the protections in place for student-athletes relative to COVID (testing, education, scheduling, travel). Discussion among members occurred around these topics at every meeting. |
| Remarks from VP Bobinski | The Vice President provided updates to the committee about the financial position of athletics, NCAA and Big10 administrative discussions and decisions, and federal and state legislation related to athletics (most often the Name, Image, Likeness bills circulating) |
| Student-Success Initiatives | Assistant AD Peyton Stovall provided updates about the professional development programming offered to the student-athletes including leadership development, diversity, equity, and inclusion activities, branding sessions in |

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| | preparation for passage of some type of Name, Image, and Likeness bill, resume development, interviewing skills, and job placement activities. |
| Reports from the Senior Associate Athletic Directors and the Associate Athletic Directors | The associate athletics directors provided updates regarding the sports they oversee. Senior AD Cross also provided updates regarding COVID-related scheduling concerns for the sports from her role as a liaison to the Big 10. Senior AD Howat provided regular updates about the academic achievements and support available to student-athletes. AD Mitchell provided updates about compliance issues and changes to requirements for compliance, with a focus on how Purdue is meeting the requirements and supporting the student-athletes to ensure that they are in compliance. This included compliance issues that arose due to COVID (eligibility, waivers, roster sizes, financial aid, etc.). |
| Faculty Athletic Representatives Reports | The faculty athletic representatives reported on their activities related to their roles at the Big 10 and their campus duties. This included discussions of COVID-related protections and decisions and any concerns about student-athletes that would impact their ability to complete their academic programs. |
| Student-Athlete and Campus Student Reports | One student-athlete representative attended each meeting. The student-athlete representative and campus student representative provided reports to the committee on student activities and concerns. |
| Report to the University Senate | Steven Scott and Ed Howat delivered the yearly report to the University Senate in Sept 2020. |
| Schedule Approvals | Schedules were approved for all sports. Three teams required an exception to the missed class policy for sports that are traditionally completing across both fall and spring and were compressed into spring only. These requests allowed teams to reduce travel back and forth and to take busses rather than planes during the |

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| | pandemic, protecting the student-athletes and staff. These exceptions were granted. In all cases, the coaches provided a clear plan for ensuring students would have time to complete coursework while on the road. |
| Discussion of the Mission of the Committee | We discussed the mission of the committee and our role supporting student-athletes at our Oct meeting. We also reviewed the committee's policies and procedures document. |
| Discussion of the Reinstatement of Football | We discussed the decision to reinstate football competition and how students will be protected at our Oct meeting. |
| Meeting with the Student Affairs Committee | Jessica Huber attended the student affairs committee meeting on Jan 28 to answer questions about the committee's charge and role. |
| Discussion of J-term | Steven Scott presented an update about the proposal to add a J-term to the academic calendar. If this proposal is approved, the committee will need to consider changes to the missed class policy document. We will also need time to discuss how this change will impact student-athletes competition schedules and NCAA compliance. |
| Consideration of BIG Postgraduate Scholarship Applications | Faculty on the committee considered applications for the BIG Postgraduate Scholarship, which provides support to student-athletes who are going on to graduate education. One woman and one man were chosen as recipients. |
| Consideration of Big Ten Medal of Honor Applications | Faculty on the committee considered applications for the Big Ten Medal of Honor, recognizing student-athletes for excellence in sports and academics. One woman and one man were chosen as recipients. |

4. Pending items for the 2021-22 academic year:

- Continued monitoring of COVID precautions
- Discussion of impact of J-term on the missed class policy and student-athletes schedules

New Chair for 2021-2022: Jessica Huber and Kathy Abrahamson will serve as co-chairs

Person submitting report: Jessica Huber

Chair: Janice Kritchevsky

Charge: The University Resources Policy Committee is concerned with, but not limited, to, consideration of the following matters: planning optimal utilization of the physical facilities of the University, including buildings, the library, scientific and other equipment and educational aids; studies of staff needs, utilization, and planning; interdepartmental cooperation of improved facilities and staff utilization; and nonacademic planning, including architecture, landscaping, parking, and traffic.

Membership: **Kathleen Abrahamsen, Matthew Agnew**, Jonathan Bauchet, **Robert Browning**, Victor Chen, Laura Claxton, Michael Cline,* **James Dworkin, Abigail Engelbert**, James Greenan, Carl Kreiger,* Douglas LaCount, John McConnell, **Tim McGraw**, Lin Nan, **Ragu Raghothama, PSG rep – David Hockenberry, PGSG rep – Pratik Kashyap**

(Terms for names in bold has expired and they will not be on the 2021-2022 committee)

Chair 2021-2022: Janice Kritchevsky

Meeting Schedule for Past Year:

One meeting was held in the fall semester and two meetings were held in the spring semester.

Committee work summary: *include any documents that were forwarded to Standing Committee and/or Senate along with decision (passed, failed)*

- The need to accommodate safety measures due to COVID meant that there was little discretionary spending or planning when it came to resources.
- The committee worked on defining its role within Purdue. At this point it serves as an educational resource for other faculty and campus groups.
- Two documents that came up from the Visual Arts committee were approved by the URPC, and then the Senate. They were:
 - **Document 20-26** Composition of the Visual Arts and Design Committee. Altering the makeup of the Visual Arts Committee to allow broader representation from non-faculty members
 - **Document 20-40** Process Guidelines for Discovered or Uncatalogued Art Items on Campus.
- Summaries from the following standing committees are included in this document: Parking and Traffic Committee, Library Committee, Sustainability Committee, and Visual Arts. There were no reports submitted from the BIER.

Goals / Next Steps: *include any information that would be helpful to the committee members in the coming year*

The committee agreed on a framework for informational meetings that over a 2- year span. These can be changed if the need arises, but it was felt these would allow committee members to become familiar with physical facilities planning.

Recommended Topics Calendar for URPC and Administrative Operations / Physical Facilities

| Event | Target Date | Even Calendar Years | Odd Calendar Years |
|---------------------------|----------------|---|---|
| Spring Semester Meeting 1 | Late February | - Space Management / Occupancy Planning Update | - Capital Project Delivery Update - Capital Project Development Process (R&R annual program, variance process) |
| Spring Semester Meeting 2 | Mid April | - Update on Purdue partner plans & projects (PRF, City of West Lafayette) | - Sustainability Plan Update & Greenspace Projects |
| Fall Semester Meeting 1 | Mid September | - Giant Leaps Campus Master Plan Update - BOT Approved 10-Year Plan (part of State Budget Request) | - Physical Facilities / Administrative Operations Key Performance Indicators Update |
| Fall Semester Meeting 2 | Early November | - EHPS Update (REM, Public Safety) | - Winter Operations Update - Parking & Transportation Update |

The committee voted to retain Janice Kritchevsky as chair for the 2021-2022 academic calendar.

REPORTS FROM FACULTY COMMITTEES

To: University Resources Policy Committee
From: **Parking and Traffic Committee**
Re: Report for 2020-2021 Academic Year

Chair: Hazar Nicholas Dib

Charge:

The committee systematically review parking and traffic needs and possible solutions in the light of the University growth, faculty and student needs, and campus beautification, including regulations for the control of parked vehicles and traffic flow. It recommends policies for parking and traffic movement. It advises the president on plans and regulations for parking and traffic movement.

Membership:

Faculty representatives:

Hazar Nicholas Dib – Chair ends 2021

Patricia Davies – Member ends 2023

Kenneth Foster – Member ends 2021

Douglas Nelson – Member ends 2021

Jill Newton – Member ends 2021

Dengfeng Sun – Member ends 2022

Meryl Lenon – Student Gvt representative ends 2021

Zach McClary – Student Gvt representative ends 2021

Aashna Aggarwal – grad stdt Gvt representative ends 2021

MaPSAC representative Stephanie Winder ends 2021

CSSAC representative David Montgomery – ends 2023

Purdue Retirees representative Larry Pherson

Administrative representative Leslie Charters

Chair 2021-2022: Joel R Ebarb

Meeting Schedule for Past Year:

- The committee met during the Fall semester of 2020 on the first Wednesday of every month at 11 am (during the fall semester 2020)
- The committee met during the spring semester of 2021 on the second Wednesday of every month at 11 am (during the spring semester 2021)

Committee work summary:

The Parking and Traffic Committee is a valuable forum for communication about changes and proposed changes to parking and traffic infrastructure with review and discussion from representatives of faculty, students and staff who are affected by these policies. The committee met monthly in 2020-2021.

The primary issue categories are:

- 1) Modernization of parking and related issues
- 2) Alternative Transportation on Purdue Campus
- 3) Traffic/Construction Issues:
- 4) CityBus Report
- 5) Vision for Committee

1- Modernization of parking and related issues:

The committee discussed the topic of communication with parking and traffic with the general public. In an effort to close the communication loop with the parties, the committee suggested to Parking and Facilities to post QR codes in the garages. By scanning the QR codes the constituents will be directed to a fillable form (Survey) that relays information/feedback to Parking/Transportation related issues in a timely manner to the correct department. This will help close communication loops as complaints and feedback seems to be lost as constituents are not sure who are the correct parties to reach out to.

2- Alternative Transportation on Purdue Campus:

Promotion of alternative transportation safety on campus, Purdue Police will be working with Purdue on promoting bicycle education and promotions, by maintaining presence at events to educate and investigate opportunities to increase safety awareness.

Purdue Police in the spring semester are ongoing redefining a process to catalogue bicycles on campus in an effort to reduce junk and abandoned bikes on campus.

3- Traffic/Construction issues:

Parking Services department has suffered a substantial loss this past year as parking usage has dropped drastically due to reduced presence on campus – COVID19 pandemic related. This reduced income resulted in pausing capital projects and major maintenance projects on the garages. Please note that Parking Services has been struggling financially from prior to COVID19 pandemic. This past year added severe strain to their finances.

Purdue maintains construction maps that outline building, pedestrians and roadways impacted by the construction activities.

4- City Bus Reports:

CityBus Report indicate that ridership continues despite COVID 19. CityBus continue to collect input from riders via surveys and continue to adapt and change their routes to accommodate riders needs. Parking and Traffic continues to work with CityBus personnel to discuss next year's routes hoping to relieve congestion and

better serve ridership populations. New routes have been implemented and continue to adapt around construction on campus as well as road closures.

5- Vision for the Committee:

The committee is seeking a new chair, at this time an election did not take place yet. The committee continued to meet virtually during COVID pandemic times, however attendance was below the customary attendance in face to face meetings. Internet connection issues has resulted in missed meetings and below typical engagement from members.

The committee met via MS Teams, where meeting recordings as well as Agendas and minutes are kept.

Goals / Next Steps: *include any information that would be helpful to the committee members in the coming year*

During COVID19 the committee's activities were to a minimum as Parking and Traffic on campus was tremendously reduced due to working remotely.

The challenge that was present prior to COVID19 pandemic to parking and traffic on campus was the lack of funding available to the facilities for proper maintenance. There is a definite need to raise the parking fees in order to meet the cost demands.

The infrastructure available at the parking is antiquated and in need for a major investment (1) to meet the police department needs to install cameras for monitoring and safety, (2) to meet the demands for electric vehicles charging stations, (3) alternative transportation needs such as bicycles, motorbikes, and electric scooters.

2020/2021 University Library Committee (ULC) Activity Report

This year's committee work has focused on learning about, strategizing and supporting Dean McNeil and the Purdue Libraries and School of Information Studies (LSIS) in their efforts to move the Purdue campus toward a more sustainable model of scholarship. In recent years, budgeting for increments in the subscription costs of the major private publishers has been a recurring theme of discussions between the Dean of Purdue Libraries (now Purdue LSIS) and the ULC members. Key aspects of sustainable scholarship include developing pathways to cost containment in journal subscription purchases, open educational materials and, eventually, a campus-wide open access policy. Efforts under taken this year include discussion and approval of a Principles for Journal Negotiations statement that stresses prioritizing openness in keeping with the Land Grant mission, transparency in costs and business models, and long-term financial sustainability. This year's negotiation with Elsevier for a new contract was the first implementation of these principles. The ULC discussed the options offered by Elsevier as "Big Deals" and approved the declining of these options in favor of negotiating a direct purchase of the journals most highly used by Purdue scholars. We brainstormed outreach strategies to collect feedback on the journals Libraries proposed to no longer purchase, considered survey results and approved the data-driven decision to negotiate for a selected subset of journals at a cost savings of approximately 1.5M over the

previous contract. At the time of our last meeting, the contract was still under discussion but once the contract is signed, Purdue will lose access to the new content of any journal we elected not to purchase although access to previously purchased content will be retained. Additional, campus-wide messaging is planned and will include information on other ways to access content such as inter-library loan, preprints, and some direct purchases of reprints for individual use. The ULC will continue to work to amply LSIS messaging across campus.

Purdue LSIS has been conducting strategic planning throughout the 2020/2021 academic year. The ULC served as a sounding board for the new initiatives under consideration and encouraged a concerted effort to promote (market) LSIS offerings across campus. The ULC closed Spring 2021 activities with an update on a review of the curricular opportunities now offered by LSIS. ULC members were unanimous in their encouragement for better promotion of LSIS classes in information and data sciences across campus to meet demand and prevent unnecessary course duplication in other colleges. The idea of a campus-wide Scholarship Sustainability Taskforce was surfaced by Dean McNeil earlier in the year but not immediately acted upon; the ULC anticipates continued exploration in Fall 2021 of a taskforce approach to continued advancement of sustainable scholarship goals and to raise awareness across campus of the resources available through LSIS.

Sustainability Committee
Faculty Committee reporting to URPC
Submitted 4/12/2021

Members

Jonathan Bauchet, Pam Bender, Lea Cejvan, Eanna DeGuzman, Alan Friedman, Matthew Hannah, Alexander Kildishev, Elias Lechien, Daniel Morris, Dev Niyogi, Pete Pascuzzi, Alice Pawley, Vilas Pol, Jon Rienstra Kiracofe, Leonid Rubchinsky, Alex Seto, Anna Subramaniam, Jason Ware, Oriana White, Olivia Wyrick.

Narrative

The committee began its work during the COVID-19 pandemic, which meant that we met only remotely, late in the fall semester, and with many competing interests. We went through much of the year with no representatives from PNW, PFW, or IUPUI; in March, we contacted the Secretary of the Faculties for help filling these roles, and hope to have a full committee by August 2021. We focused our few monthly meetings on getting organized, as there seemed to be little infrastructure that carried over from the 2019-20 committee.

We have set up a Microsoft Teams site, got all committee members access, and started taking notes at meetings. We amassed some historical documents, including the Purdue AASHE STARS certification report, some data reports last year's committee produced on sustainability-related grants on campus, courses, citations of research papers published about sustainability.

We reviewed the legislation that brought this committee into existence in 2018 (Senate

document 17-16), which declared the following:

- a. Purdue develop a strategic plan that sets goals placing us in the top quartile of Big 10 institutions and commits to achieving those targets;
- b. Purdue adopt a transparent reporting framework (AASHE STARS or similar) to measure our performance against these targets;
- c. These sustainability goals become an integral part of master planning for the campus;
- d. Purdue make any investment in sustainable outcomes that can be expected to show a positive financial return over a 10-year time period, both as means for achieving the goals of the strategic plan and as part of a general commitment to sustainability and fiscal prudence;
- e. The Provost and the Chief Financial Officer make yearly reports to the Purdue Senate on the academic, physical, and financial aspects of the sustainability plan, outlining progress and describing both future prospects and any difficulties in achieving the goals in the strategic plan.

From Director of Campus Planning and Sustainability Michael Gulich, we learned that a) had been completed and released in 2020 – the plan is online here (<https://www.purdue.edu/physicalfacilities/sustainability/sustainability-masterplan/index.html>), although it is not a “full spectrum” plan.

A report is online here (<https://reports.aashe.org/institutions/purdue-university-in/report/2013-03-27/>) but expired in 2016, and Purdue needs to reapply in order to be recertified.

However, when Purdue applied in 2013, the certification involved extensive data collection which was accomplished through staff support from the Office of Sustainability over the course of a calendar year. However, due to staff departures from the Office of Sustainability just before the start of the pandemic, and the hiring freeze resulting from the pandemic, the Office has only a director and a couple of undergraduate student interns. If this certification is important to Purdue, as it appears to the committee, then the administration should provide the staffing to enable its annual completion on a timely basis.

On c), we know that Michael Gulich is director of both campus planning and sustainability. However, his office is understaffed.

Regarding d), we have made no progress as a committee exploring how the campus is meeting this point.

For e), we contacted the Office of the Provost and asked that they plan to brief the University Senate, given that there had not been any such reports in the last 2 years at least. We connected Candiss Vibbert, in the Office of the Provost, and Libby Richards, chair of the steering committee, which sets the agenda for the University Senate, and understand that the Provost will give a 5-minute presentation at the April 2021 meeting. We intend to help ensure that this be an annual presentation.

Summary of meetings

In our January meeting (when we started to take notes), we discussed the idea of finding out what other senate-affiliated sustainability committees did. Michael Gulich contacted his colleagues through the Big10 Sustainability Directors group and soon we were invited to attend a meeting of those directors. However, as of the beginning of April, that group still has not scheduled a time to meet.

In our February meeting, we discussed what we saw as our charge given our relationship to the Senate, and our understanding of the obligations of shared governance. We thought it important to communicate our constituents' interest in sustainability to the administration, and decided to talk with students about what their concerns were about sustainability. We started to coordinate the annual presentation of the provost to the Senate.

In our March meeting, we heard from student sustainability activists at the Purdue-West Lafayette campus about the carbon neutrality initiative, and were invited to attend their Sustainability Student Leadership Summit to be held April 15 6-8 pm. We will send a representative to report back in May meeting.

Our April meeting was rescheduled for the first week of May, and intends to discuss strategic planning for next AASHE STARS certification.

Recommendations and planning for 2021-22

At this point in our schedule, the committee makes the following recommendations to the University Senate, via the URPC:

- The committee sees staffing the Office of Sustainability at pre-pandemic levels as critically important, and urges the administration to make increasing staffing a high priority.
- At our May meeting, we will discuss priorities for 2021-22; however, at this point, the committee intends to: help facilitate the annual report of the Office of the Provost and chief financial officer to the Senate, explore expanding coverage of the campus strategic plan to other areas, including plastic, battery recycling etc.

Respectfully submitted,
Purdue Sustainability Committee
April 12, 2021

Proposed meeting topics for committee

Summer – meet as needed, elect chair

August – strategic planning, select officers, onramp for new committee members

September – report from PWL, student organizations

October – report from PFW representative

November – report from PNW representative

December – no meeting

January – report from IUPUI representative

February – request to steering committee for time on April meeting for Provost report, begin annual report

March – vote on annual report, send to URPC

April – annual presentation to the Senate on sustainability by the Office of the Provost

June 2021 Visual Arts & Design (VA&D) Committee Report

1. We had a number of new members join the committee:
 - a. James Dworkin -- Management, URPC Liaison
 - b. Brian Eckley -- Purdue Graduate Student Government
 - c. Lillian Ferguson -- PSG Representative
 - d. Lowell Kane – LGBTQ Center
 - e. Anthony Mull -- MaPSAC Representative, Agriculture Administration
 - f. Jennifer Howe – Communication
 - g. Christine Wuenshel – Design, Art, and Performance
2. As the campus poster program (Visual Arts Lending Collection) is under review for changes, we asked that the advisor role to the VA & D committee, Manager of the Visual Arts Lending Collection or Designee, be changed to the Director of the Purdue Galleries. Our request was submitted to the Senate and it was approved. Currently, the interim director to the Purdue Galleries, Erika Kvam, is on the committee/holds that position.
3. We have been working with the president of PGSG, Madelina Nunez, and Tom Atkinson, advisor to the PGSG, on how to transition the poster program out of PGSG's supervision. They do not have the space or manpower to take care of it anymore.
4. Lastly, we created the document *Process Guidelines for Discovered or Uncatalogued Art Items on Campus*. It has been submitted to the Senate, so we are waiting for feedback and approval.
 - a. This set of guidelines serves as a process to ensure discovered or uncatalogued items on Purdue campus are directed to the appropriate program or department.

There is no process or contact information available to the public or the University regarding the appropriate department or program for which found art item(s) should be housed long term. Documenting and cataloguing items ensures that they will be covered by the University's insurance policy in case of damage, theft or loss.

5. Sarah Huber continues as the Chair through 2022.

| <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 |

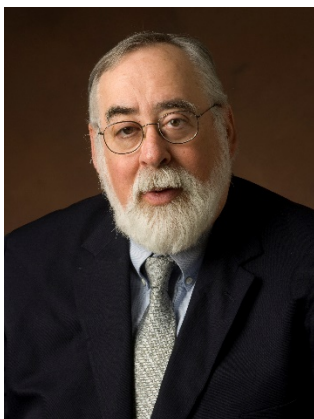
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|--------------|--|---|-------------------------------------|
| 20-11 | Senate Document 20-11 | Presented by Faculty Affairs Committee | *Closed Session: Confidential |
| 20-12 | Senate Document 20-12 | Presented by Faculty Affairs Committee | *Closed 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 |
| 20-19 | Senate Document 20-19 Temporary Continuation of Purdue University’s Test Flexible Approach to Undergraduate Admissions | Presented by Student Affairs Committee and Equity and Diversity Committee | *Approved 19 April 2021 |
| 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 |

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| 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 |
| 20-26 | Senate Document 20-26 Composition of the Visual Arts and Design Committee | Presented by University Resources Policy Committee | *Approved 25 January 2020 |
| 20-27 | Senate Document 20-27 Student Member of Educational Policy Committee | Presented by Nominating Committee | *Slate Affirmed 25 January 2020 |
| 20-28 | Senate Document 20-28 Nominee for Senate University Resources Policy Committee | Presented by Nominating Committee | *Slate Affirmed 25 January 2020 |
| 20-29 | Senate Document 20-29 Nominee for Senate Equity and Diversity Committee | Presented by Nominating Committee | *Slate Affirmed 25 January 2020 |
| 20-30 | Senate Document 20-30 Extension of Deadline for Students to Switch Spring 2021 Courses from a Letter Grade to P/NP | Presented by Educational Policy Committee | *Approved 25 January 2020 |
| 20-31 | Senate Document 20-31 Extension of Deadline for Students to Withdraw/Drop Spring 2021 Courses | Presented by Educational Policy Committee | *Approved 25 January 2020 |
| 20-32 | Senate Document 20-32 Nominee for Senate University Resources Policy Committee | Presented by Nominating Committee | *Slate Affirmed 25 January 2020 |
| 20-33 | Senate Document 20-33 Nominees for Vice Chairperson of the University Senate | Presented by Nominating Committee | *Nominee elected 22 March 2021 |
| 20-34 | Senate Document 20-34 (revised) Amendment of Bylaws to an Advisor to the Educational Policy Committee | Presented by Educational Policy Committee | *Approved 22 March 2021 |

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| 20-35 | Senate Document 20-35 (revised) Amendments to the Bylaws of the University Senate | Presented by Faculty Affairs Committee | *Approved 22 March 2021 |
| 20-36 | Senate Document 20-36 University Childcare/Jischke Center Closing | Presented by Faculty Affairs Committee and Equity and Diversity Committee | *Withdrawn |
| 20-37 | Senate Document 20-37 Principles for On-Campus/Purdue-Affiliated Child Care | Presented by Faculty Affairs Committee and Equity and Diversity Committee | *Approved 22 March 2021 |
| 20-38 | Senate Document 20-38 Expansion of Accessibility of Menstruation Products on Campus | Presented by Equity and Diversity Committee | *Approved 19 April 2021 |
| 20-39 | Senate Document 20-39 Purdue Graduate Student Senate Resolution: School of Interdisciplinary Studies | Presented by Equity and Diversity Committee | *Approved 19 April 2021 |
| 20-40 | Senate Document 20-40 Process Guidelines for Discovered or Uncatalogued Art Items on Campus | Presented by University Resources Policy Committee | *Approved 19 April 2021 |
| 20-41 | Senate Document 20-41 Resolution for Increased Aid for Public Higher Education | Presented by Educational Policy Committee | *Withdrawn |
| 20-42 | Senate Document 20-42 Proposed Bylaws Amendment: Election Committee | Presented by Professor David Sanders | *Failed 19 April 2021 |
| 20-43 | Senate Document 20-43 Proposal to Introduce 4-Week January Term to Academic Calendar | Presented by Educational Policy Committee | *Approved 19 April 2021 |
| 20-44 | Senate Document 20-44 Academic Regulations Update: Periodic Grades | Presented by Educational Policy Committee | *Withdrawn |
| 20-45 | Senate Document 20-45 Required Department QPR (Question, Persuade, Refer) Liaisons for Mental Health Action | Presented by Ms. Grace Brooks & PSG President Assata Gilmore | *Action 13 September 2021 |
| 20-46 | Senate Document 20-46 Nominees for the Educational Policy Committee | Presented by Nominating Committee | *Slate Affirmed 19 April 2021 |

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| 20-47 | Senate Document 20-47 Nominees for the Equity, Diversity, and Inclusion Committee | Presented by Nominating Committee | *Slate Affirmed 19 April 2021 |
| 20-48 | Senate Document 20-48 Nominees for the Faculty Affairs Committee | Presented by Nominating Committee | *Slate Affirmed 19 April 2021 |
| 20-49 | Senate Document 20-49 Nominees for the Nominating Committee | Presented by Nominating Committee | *Slate Affirmed 19 April 2021 |
| 20-50 | Senate Document 20-50 Nominees for the Student Affairs Committee | Presented by Nominating Committee | *Slate Affirmed 19 April 2021 |
| 20-51 | Senate Document 20-51 Nominees for the University Resources Policy Committee | Presented by Nominating Committee | *Slate Affirmed 19 April 2021 |
| 20-52 | Senate Document 20-52 Nominee for the Steering Committee | Presented by Nominating Committee | *Withdrawn |
| 20-53 | Senate Document 20-53 Nominees for the Steering Committee | Presented by Nominating Committee | *Nominees Elected 19 April 2021 |
| 20-54 | Senate Document 20-54 Advisors to Standing Committees | Presented by Nominating Committee | *Slate Affirmed 19 April 2021 |
| 20-55 | Senate Document 20-55 Land Use Acknowledgement | Presented by Equity, Diversity, and Inclusion Committee | *Approved 19 April 2021 |
| 20-56 | Senate Document 20-56 Equity, Diversity, and Inclusion as a distinct item for promotion consideration | Presented by Equity, Diversity, and Inclusion Committee | *Action 13 September 2021 |
| 20-57 | Senate Document 20-57 Academic Calendar Revision: Election Day as a Civic Day of Service | Presented by Purdue Student Government | *Action 13 September 2021 |
| 20-58 | Senate Document 20-58 Academic Regulations Update | Presented by Purdue Student Government | *Action 13 September 2021 |
| 20-59 | Senate Document 20-59 Academic Regulations Update for Reading Week Policies | Presented by Purdue Student Government | *Action 13 September 2021 |

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| 20-60 | Senate Document 20-60 On the Need to Demonstrate Civics Literacy Through Shared Governance | Presented by Professors Francis, McNamara, Nies, Pawley, Saviano, Sheffield, and Stainback | *Action 13 September 2021 |
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**Memorial Resolution:
George M. Bodner (1946-2021)
Department of Chemistry**

Emeritus Chemistry Professor George M. Bodner passed away on March 19, 2021 at the age of 75.

Professor Bodner was born in Rochester, New York in 1946. He graduated from SUNY Buffalo in 1969 with a B.S. in Chemistry and earned a Ph.D. from Indiana University in inorganic and organic chemistry in 1972.

Dr. Bodner began his career at the University of Illinois and Stephens College, and then joined the faculty at Purdue in 1977.

His more than 40 years at Purdue were highlighted by enormous accomplishments and contributions in teaching, research, service, and engagement.

Dr. Bodner was instrumental in creating one of the first Chemical Education graduate programs in the nation. The program has produced more than 100 Ph.D. graduates and has been emulated by many chemistry departments.

He taught thousands of students in our general chemistry program, teaching CHM 115 and 116 for many years. Dr. Bodner was tireless in his research and support of chemical education, mentoring more than 50 masters and doctoral students, as well as countless undergraduates.

He and the students in his research group developed materials to improve undergraduate instruction, conducted ground breaking research on how students learn undergraduate chemistry, and delved into the history and philosophy of science.

He published more than 150 papers, and more than 50 book chapters, laboratory manuals, and books. His 1986 paper in the Journal of Chemical Education, ***Constructivism: A Theory of Knowledge***, is among the all-time most cited papers in chemistry education with nearly 1800 citations.

Dr. Bodner was a leader on campus, too. In the early 2000s, he worked with the founding head of the Department of Engineering Education to create the first such school in the world. He encouraged the newly-hired Engineering Education faculty to pursue discipline-specific educational research, and he served on students' committees for more than two decades.

Dr. Bodner served the University Senate for nearly 35 years and was chair in 2007-2008. His work in the Senate created The Center for Instructional Excellence, The Teaching Academy, The Purdue Honors College, and October Break.

Nationally, he served on the American Chemical Society Board of Directors and numerous ACS committees for more than a decade. He spearheaded the society's formation of the American Association of Chemistry Teachers -- where he convinced the ACS Board to fund the creation of a new organization run by K-12 chemistry teachers. Today, the group has grown to more than 4,000 members.

He is the only person to be awarded the ACS Pimentel Award in Chemical Education, the Royal Society of Chemistry Nyholm Prize for Education, the James Flack Norris Award for Outstanding Achievement in the Teaching of Chemistry, and the ACS Award for the Achievement in Research for the Teaching and Learning of Chemistry.

Dr. Bodner was a Fellow of both the American Chemical Society and the Royal Society of Chemistry. At Purdue, he was named the Arthur E. Kelly Distinguished Professor of Chemistry in 2000. And in 2013, he was presented the Morrill Award -- Purdue's most prestigious faculty award.

Away from campus, his interests included history, philosophy, political science, literature, motorcycles, and music. He was a regular fixture at the Fiddler's Gathering and Friends of Bob events, and was a long-standing member of his treasured book club.

Dr. Bodner genuinely cared about people and tried to help them reach their full potential. Even after retiring in 2019, he stayed an additional year to lead the Chemical Education division. His greatest joy was to see students become successful and contribute to the world.

We will truly miss his kindness and charity that knew no bounds. We also convey sincere condolences to his wife Christine, his sister Jacqueline, and his many cousins, nieces, and nephews.

Memorial Resolution for Dr. Janice M. Lauer, Reece McGee Distinguished Professor Emerita



Janice M. Lauer, Reece McGee Distinguished Professor Emerita, died on April 7, 2021. Professor Lauer founded Purdue's internationally respected graduate program in Rhetoric and Composition, one of the first in the United States, in 1980. She built and directed that program for 23 years, and at the time of her retirement in 2003, the program had over 200 doctoral graduates, over 1/4 of whose dissertations she had directed. She received numerous awards and recognitions, including the Conference on College Composition and Communication's Exemplar Award, the Rhetoric Society of America's Distinguished Service Award, the College of Liberal Arts' Excellence in Education Award, the Hopwood Award from the University of Michigan, and an honorary doctorate from St. Edwards University in Austin, Texas.

Professor Lauer's scholarship influenced the development of the field of Rhetoric and Composition for over 40 years. Her work on invention and heuristics, on disciplinarity, and on empirical research methods in composition are foundational. She mentored students and colleagues with rigor, respect, and love. She will be deeply missed by all, but her impact on Purdue, the academy, and the larger community will continue to be felt for many decades to come.

Good afternoon.

First, we invented stories; then, stories changed us. Jerome Bruner wrote that we have an “inherent readiness or predisposition to organize experience into story form: into viewpoints, characters, intentions, sequential plot structures, and the rest” (*Acts of Meaning*, 45).

[SLIDE 2]

For instance, if I say (or read) “Once Upon a Time,” I’m immediately transported into the land of fairy tales. We have been listening to fairy tales since we were kids. We consume them in books; we watch them in movies: Cinderella, Hansel and Gretel, Little Red Riding Hood, *Frozen*. Fairy tales come from an oral storytelling tradition. They were passed from generation to generation and have been around for thousands of years. Bruno Bettelheim speculated that fairy tales helped us cope with things that were too dangerous to accept consciously...so we repressed these things in our dreams, and we represented them in fairy tales. His interpretation is a bit too Freudian for me; however, fairy tales do have elements in them that represent the reality of humanity. They have:

- 1) a moral lesson where good always triumphs over evil (slide)
- 2) a hero, a villain, and a mysterious “friend” who helps out the hero (slide)
- 3) magic: who doesn’t love a little magic? (slide)
- 4) the initially insurmountable obstacles that our hero overcomes by using their “good” qualities (slide)
- 5) leading to the happily-ever-after (slide)

I love fairy tales because they play in a space between fantasy and reality, and because they don’t sugarcoat life. Instead, they delve into the realities of pain and loss and heartache.

[SLIDE: 3]

They confirm that life isn’t always fair and that sometimes bad things happen to good people.

[SLIDE 4]

On the other hand, they also underscore a capacity for change, for transformation, for felling the villains, and overcoming evil: from the monsters hiding in your closet to the evil queen, and the bully [SLIDE 4] who waits to pull your hair when the teacher isn’t looking. That last kind of villain, the one who confronts you or bullies you only when they think they can get away with it, that one can be tough to overcome.

In Snow White, the evil Queen is toxic, malicious, and ruthless. The hero, Snow White, is good and equitable. When the queen is told that Snow White is the fairest of them all, the queen hires a huntsman to kill her stepdaughter. The huntsman pities Snow White and lets her run away, allowing her to distance herself from the situation. Eventually, the Queen finds out and retaliates by pretending to be a sweet older woman with a yummy apple that, when eaten, causes Snow White to fall into a sleep-like death.

[SLIDE 5]

In our everyday lives, the villain, or bully, engages in retaliation in different ways. When confronted with their behavior, they might talk over someone else, or craft a false narrative around the person they are targeting, projecting their own retaliatory acts onto that person by presenting themselves as crusading against corruption. Somehow, they, in their self-righteous indignation, have been wronged. They have positioned themselves as the eternally aggrieved whistleblower. They might even convince others to bully and intimidate their target further on their behalf.

[SLIDE 6]

The poet John Mark Green wrote,

The self-righteous
scream judgements
against others
to hide the noise
of skeletons dancing
in their own closets. (30 April 2018)

This real-life villain attempts to create a powerful platform of disinformation because they truly believe they understand better than anyone else, even an expert on such matters, what opinions should be held. They are their own ultimate source of authority and knowledge regardless of what the truth may be. But it is all smoke and mirrors. The tools they use to bully and intimidate might diverge considerably from the evil Queen's poisonous apple, but these tools are no less effective in serving to demean and diminish the person or persons under attack: verbal barrages behind closed doors, multiple (e.g., more than 20) FOIA submissions so that someone can read through emails for "clues" that support a particular narrative, false claims and innuendo in public forums, persistently asking the same question because the first 15 times this person asked and received answers to that question, they were unhappy with the answer.

So really, in situations like these, what is there to do? What can we learn from fairy tales?

1. SLIDE 8. Well, you set limits: minimize your interactions with this person. Snow White ran away and hid. She was the ultimate "Grey rocker"; you act like a grey rock and you become so uninteresting the person leaves you alone.
2. SLIDE 9: Resist the urge to retaliate: often when we are attacked, we want to defend ourselves. We get locked into some battle where we feel compelled to return attacks on our own character in kind, responding to contempt with contempt, blame with blame. As Snow White did, it can save your sanity to detach from the situation and to find an alternate way in the world.

3. Cultivate compassion – up to a point: this one is hard for me. Abraham Lincoln was said to have remarked “I do not like that man...I must get to know him better.” Finding a way to humanize someone who is an irrational monster can be a tall order, but it is about protecting you.

SLIDE 9: I sometimes imagine that irrational monster as a 3-year-old throwing a tantrum on the grocery store floor because their parent said no to their 300th request for something. You let them tantrum and you ignore them. And you understand that they are upset because that’s where they are developmentally: they are inherently immature and lack the capacity to reason.

4. If these strategies don’t work, disengage. Truth and fairness mean nothing to someone like this unless it aligns with their own distorted perceptions and definitions of truth and fairness. Disengaging means removing yourself from their line of fire.
5. SLIDE 10: I would add a 5th strategy to this list: transformative change. Setting limits, avoiding retaliation, cultivating compassion, and disengaging are all well and good, but sometimes these don’t stop the attacks. So, let’s say that you leave your position and have removed yourself from the line of fire. That’s great for you, but now others who come after you are vulnerable to future attacks. By not addressing the problems and doing what you could when you were in a position to actually do something, you have maintained the status quo and potentially encouraged future attacks and even more outrageous behavior. To disrupt the status quo, we must dismantle the structures that allowed and encouraged this behavior to foment and fester, because this person’s arrogance and self-righteousness prevents them from ever changing themselves.

SLIDE 11: Leo Tolstoy wrote that “an arrogant person considers himself perfect. This is the chief harm of arrogance. It interferes with a person’s main task in life---becoming a better person” (*Path of Life*, 110). Envisioning a different future involves embracing change and figuring out how to make the world we live in, even the small world here at Purdue, better. Not only better for yourself, but better for everyone who comes after you.

Ultimately, fairy tales are about good and how good wins out in the end. And winning out in the end requires embracing our inner strength, our courage, and our persistence.

[SLIDE 12]

We are almost there! And we can make the changes that need to be made as long as we keep moving forward. As Dory said in *Finding Nemo*, “just keep swimming.”

I want to thank all of you for your hard work this year. I think we have accomplished a great deal under extraordinary circumstances. I look forward to what the future holds and how we can make our little corner of the world a better place for everyone!

[SLIDE 13]

PURDUE UNIVERSITY SENATE

**Prepared by Deborah L. Nichols, Ph.D.
University Senate Chair
19 April 2021**

The Power of Stories

Once Upon a Time...



The Power of Stories

Who Can Forget This Scene in Bambi?



Fairy Tales and Our Darkest Fears



Indignation



John Mark Green

The self-righteous
scream judgments
against others
to hide the noise
of skeletons dancing
in their own closets.

- John Mark Green



Set Limits



Grey Rock

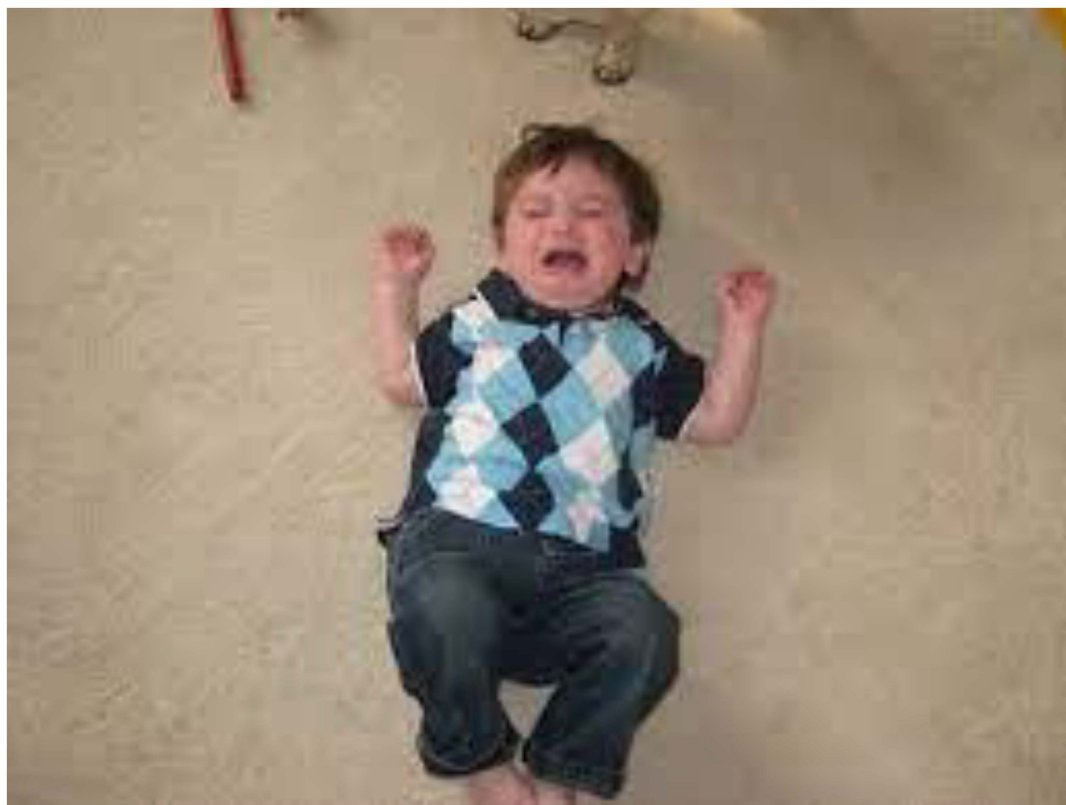
Resist the Urge to Retaliate

CS168114



"Nine years I played jokes
on her and she never retaliates!"

Cultivate Compassion – Up To a Point



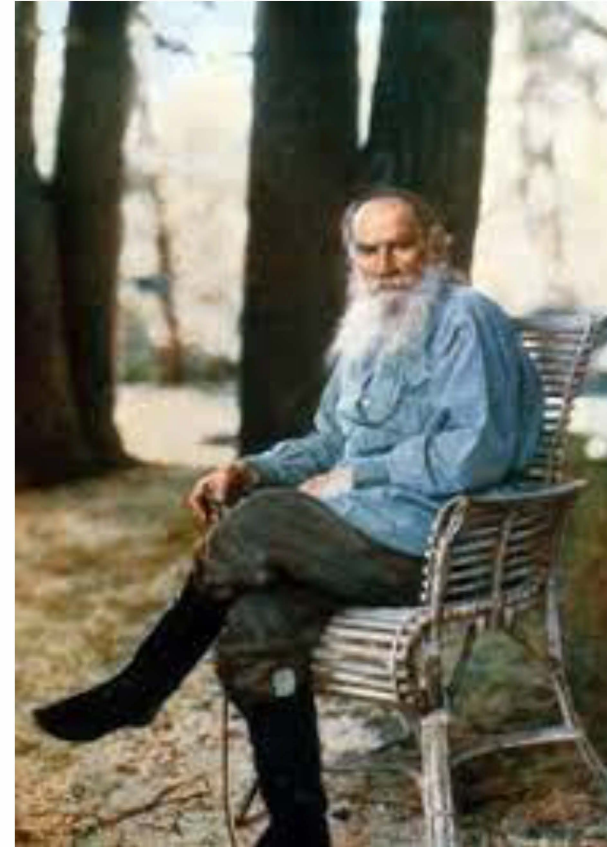
Transformative Change



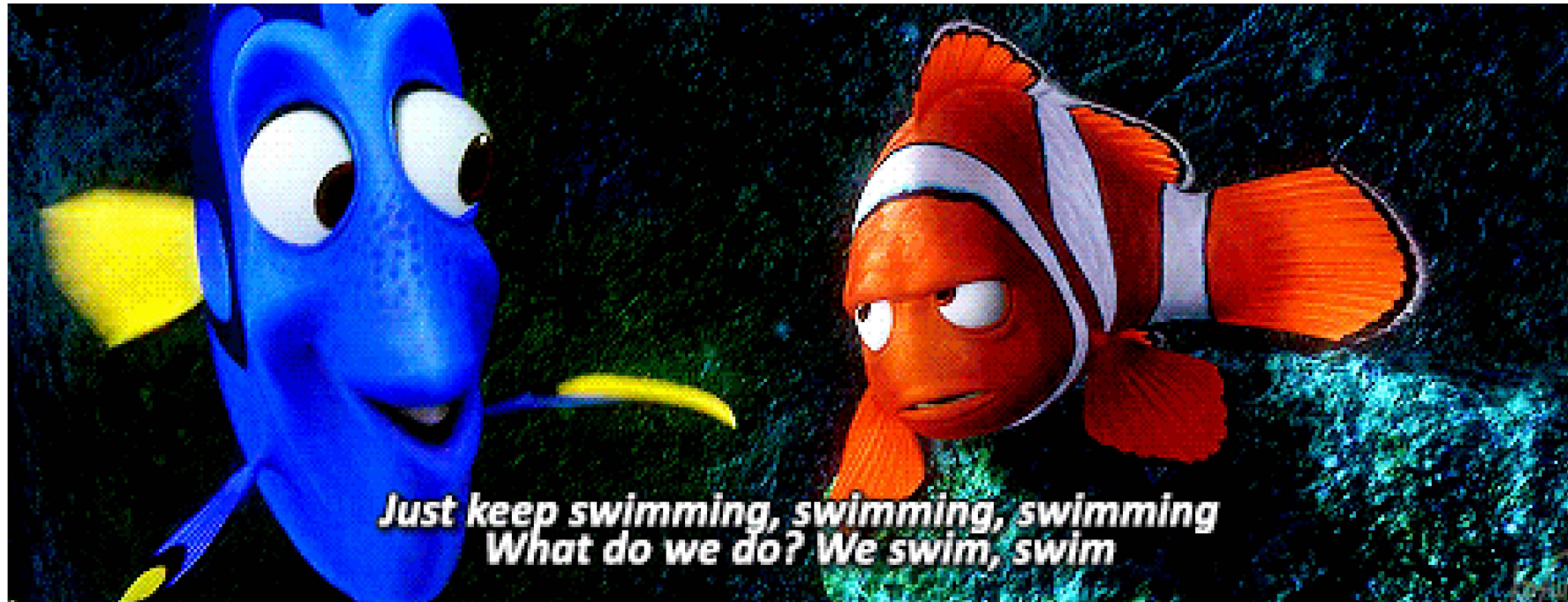
<https://kirwaninstitute.osu.edu/research/civic-engagement-transformative-guide>

Leo Tolstoy

"An arrogant person considers himself perfect. This is the chief harm of arrogance. It interferes with a person's main task in life--- becoming a better person."



Finding Nemo



THANK YOU!





Congrats to Volleyball Student Athletes

NCAA [Round of 8]

MATCH



vs. #2 KENTUCKY

9 PM ET

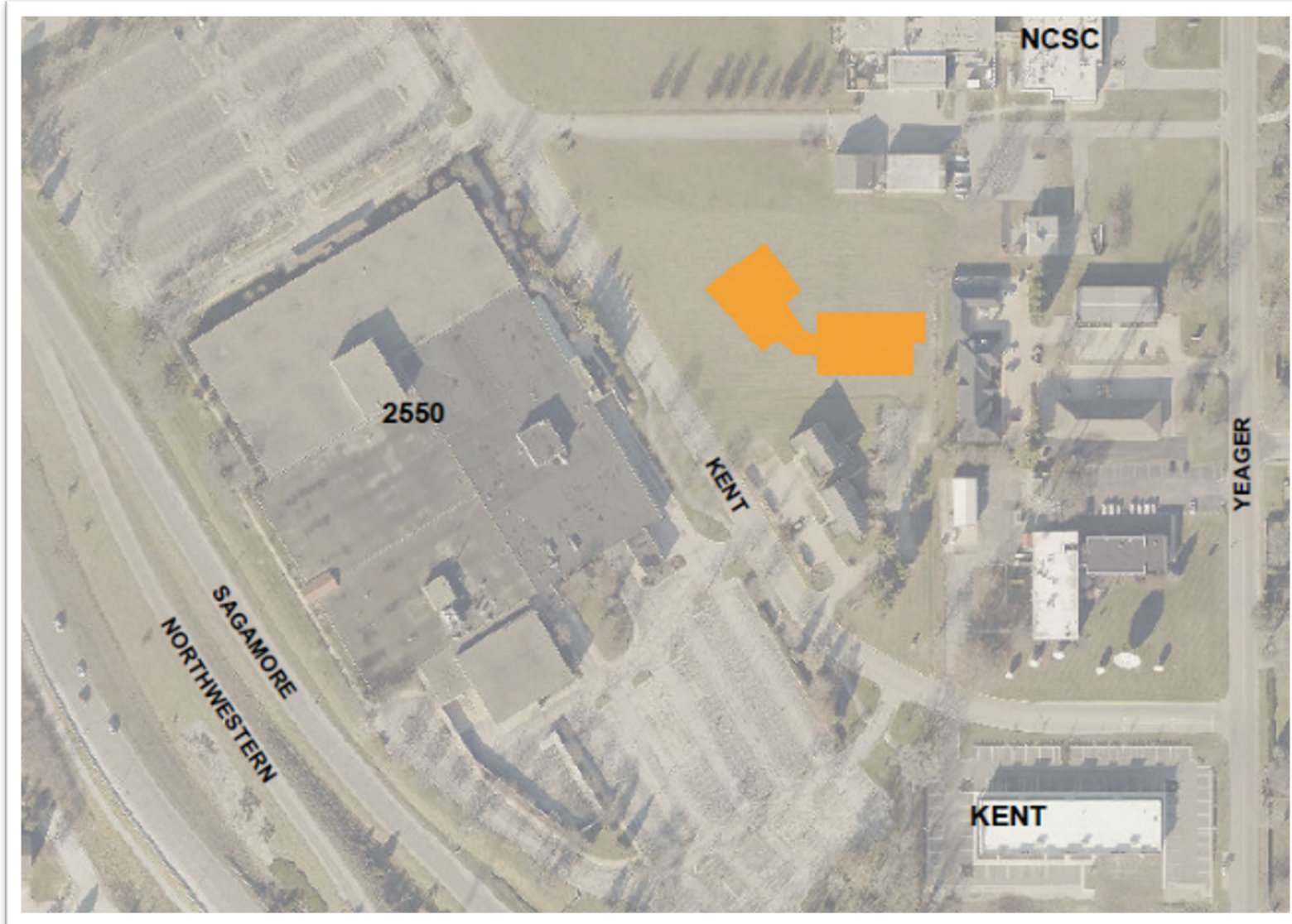


WAVE





Patty Jischke Early Care and Education Center
(Existing Facility)



Targeted Location for New Facility

- **17,000+** doses administered to date
- Purdue's clinic will have **fully vaccinated 18,200** Boilermakers by May 15
- Walkups now accepted and eligibility expanded to WL spouses, dependents and retirees
- Fully vaccinated students and employees should upload vaccination verification at protect.purdue.edu/vaccine-information

Results of 2nd Survey (Closed Friday April 16)

| | Faculty/Staff | Student | Total |
|--|---------------|-------------|-------------|
| # Not currently planning on vaccine | 400 | 737 | 1,137 |
| Total # of Responses | 4,730 | 9,715 | 14,445 |
| % not currently planning on vaccine | 8.5% | 7.6% | 7.9% |

June 11 Public Meeting

- Program **developed over 2 years by faculty**
- Faculty team included:
 - **Phillip Van Fossen**, James F. Ackerman Professor of Social Studies & Director of the Ackerman Center for Democratic Citizenship, College of Education
 - **Robert Browning**, Professor of Political Science and Director, C-SPAN Archives, College of Liberal Arts
 - **James McCann**, Professor of Political Science, College of Liberal Arts
- Will become a **requirement starting with the 2021 incoming class** and remain voluntary for current students
- Goal is to add to the educational experience of Purdue students and to produce graduates who are knowledgeable and engaged citizens





Questions

COVID-Related Questions2

While there is currently little evidence on the long-term protection afforded by current vaccines, there is discussion in the community it may be around 6 months of effective protection. As we move into more normal times, it is clear that faculty need to get back onto the world stage and attend conferences and present our work. In-person conferences allow faculty and students to better network, interact with companies for developing technologies, and facilitate engagement. Will Purdue consider offering COVID vaccine booster shots around the August-September timeframe? 2

Upon what science is the University relying to state that full-capacity classrooms in the fall are safe when the CDC, the county health department, and numerous other health sources currently disagree? 2

Please explain why Chairman Burghoff [sic] and several members of the Board of Trustees are allowed to violate the Protect Purdue Pledge by not wearing masks during BOT meetings when the Pledge clearly states that masks must be worn "any time another person is in the room." 2

Has there been any follow-up on COVID vaccine excusal notices for those who feel sick after getting their vaccines? 2

January Term-Related Questions3

The PSG has overwhelmingly voted against the proposed January Term. The Senate's Educational Policy Committee also seems to be expressing concerns about introducing a January Term in the 2021-2022 academic year. After soliciting responses in my own unit, I have yet to have a single faculty member show support. If the University Senate votes against the EPC proposal today, how will the administration proceed? 3

Insurance Coverage of Prescription Drugs3

Many colleagues are expressing significant concerns about the changes in insurance. Prescription drug costs have gone up substantially this year. The HSA plans means people who were on PPOs are experiencing significant out-of-pocket expenses. Those who were using the PPO plan most likely were doing so because they have more medical expenses than most. This is a significant struggle..... 3

COVID-Related Questions

While there is currently little evidence on the long-term protection afforded by current vaccines, there is discussion in the community it may be around 6 months of effective protection. As we move into more normal times, it is clear that faculty need to get back onto the world stage and attend conferences and present our work. In-person conferences allow faculty and students to better network, interact with companies for developing technologies, and facilitate engagement. Will Purdue consider offering COVID vaccine booster shots around the August-September timeframe?

Beyond the information generally available to the public, we are aware of no reports of a maximum term of efficacy of the current vaccines. Both Pfizer and Moderna have reported that their vaccines remain effective at least six months following a second dose, not that six months is the maximum efficacy. Other than announcements that both companies are working on boosters to address variants, we are aware of no information beyond what is known to the general public. As we have done throughout the pandemic, our policies will remain flexible to accommodate emerging science. Assuming availability, we would strive to offer boosters when and if available.

Upon what science is the University relying to state that full-capacity classrooms in the fall are safe when the CDC, the county health department, and numerous other health sources currently disagree?

All considerations pertaining to the density of classrooms, events, and other university spaces are reviewed by Purdue's Medical Advisory Team, Purdue's Chief Medical Officer, and university officials charged with administering public safety. We are in frequent communication with the Tippecanoe County Health Commissioner. Plans are being made based on where we anticipate being in terms of new cases and risk of exposure and serious illness. There will always be the option to pivot to more stringent restrictions if the science and medical experts advise as such.

Please explain why Chairman Burghoff [sic] and several members of the Board of Trustees are allowed to violate the Protect Purdue Pledge by not wearing masks during BOT meetings when the Pledge clearly states that masks must be worn "any time another person is in the room."

All individuals seated at the table and those in the audience wore masks throughout the duration of the Trustees' meeting, with one exception. When providing extended reports, speakers were allowed to remove their masks to facilitate hearing by those in attendance, as well as those listening to the live stream.

Has there been any follow-up on COVID vaccine excusal notices for those who feel sick after getting their vaccines?

The university does not plan to provide "excused absences" for students who have side effects from the COVID vaccine. Students should consider their individual circumstances, including their academic schedule, and take personal responsibility in scheduling their vaccinations around critical deadlines and exams. Side effects, particularly after the second dose, which can include fever or fatigue, generally subside within a day. Second vaccine doses need to be administered 21 to 42 days after the first dose, allowing students considerable opportunity to schedule around academic priorities.

January Term-Related Questions

The PSG has overwhelmingly voted against the proposed January Term. The Senate's Educational Policy Committee also seems to be expressing concerns about introducing a January Term in the 2021-2022 academic year. After soliciting responses in my own unit, I have yet to have a single faculty member show support. If the University Senate votes against the EPC proposal today, how will the administration proceed?

It is our understanding that the PSG surveyed students regarding a January Term and received 4,162 responses. To the question, "As of now, how likely would you be to participate in a J-Term?," 52% indicated they would be, "somewhat likely/extremely likely." Participation in January Term will be completely voluntary for faculty and students, alike. Those who are eager for such an opportunity, especially students, should have it.

Insurance Coverage of Prescription Drugs

Many colleagues are expressing significant concerns about the changes in insurance. Prescription drug costs have gone up substantially this year. The HSA plans means people who were on PPOs are experiencing significant out-of-pocket expenses. Those who were using the PPO plan most likely were doing so because they have more medical expenses than most. This is a significant struggle.

This question was asked by the University Senate in February 2021. What follows is the answer provided at that time.

Response from Bill Bell, Vice President of Human Resources:

There are several factors that can impact an employee (or medical plan member) experience with the medical and prescription plan. Here are several items to note that could be playing a part in the experience of individuals:

The first factor is the medical plan employees are enrolled in. As announced in 2019, the PPO plan was eliminated starting in 2021. There is a difference in deductibles from a PPO plan to a consumer driven health plan (CDHP). In preparing for that difference, HR Benefits did the following:

Provided a CDHP that had the lowest, IRS-allowable deductible

Front loaded the entire university HSA contribution in January 2021

Provided individual counseling for those employees who were enrolled in a PPO plan in 2020 to help them prepare for the transition (i.e., encouraged the saved premium to be placed in their HSA to be used in 2021)

A second factor is that deductible and out-of-pocket levels reset (back to \$0) each January. It is possible that an employee (or their family member) paid less at the end of 2020 than they did in January due to having already met their 2020 deductible or out-of-pocket maximum.

Another factor is the prescription plan. The prescription plan (and how members pay) for CDHPs has not changed since 2018, when the university moved to CVS Caremark as our carrier. Prescription costs can be dependent on the carrier and have been known to change month-to-month with little-to-no notice to the consumer. As a result of the increase or variation in cost of prescriptions, HR Benefits has implemented the following:

RxSavings – a concierge service for members, implemented in 2020, to tell them how they can save money on their prescriptions. This is a free service to members and once registered, members will get notified of saving opportunities as well as have the ability to look up prescriptions in order to save.

Archimedes – a specialty prescription provider, HR Benefits implemented this carrier in 2021, to support members who are on specialty prescriptions. Archimedes supports members and their providers to find clinically appropriate prescriptions at cost effective pricing.

HR Benefits has not been made aware of any significant drug cost increases moving into 2021. The experiences provided are likely due to the transition to a CDHP or the reset of the deductible in January.

As always, individuals with specific questions or concerns are encouraged to contact a member of the benefits team either via phone (765) 494-2222 or email hr@purdue.edu or www.purdue.edu/hrhelp (for secure of sensitive matters).

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

Steering Committee

Libby Richards, erichards@purdue.edu

1. Steering has sent Document 19-30 to the Nominating, Faculty Affairs, and Equity & Diversity Committee for their evaluation and is awaiting recommendations.

Advisory Committee

Deborah Nichols, deborahnichols@purdue.edu

Nominating Committee

Robert Nowack, nowack@purdue.edu

1. Populating Standing Committees

Educational Policy Committee

Erik Otárola-Castillo, eoc@purdue.edu

1. The University Senate EPC continues to proactively adapt academic policies to alleviate potential adverse effects on students and instructors brought on by the COVID-19 pandemic.

Equity, Diversity, and Inclusion Committee

Audrey Ruple, aruple@purdue.edu

1. Menstruation products availability on campus
2. School of Interdisciplinary Studies (SIS) funding
3. Land Acknowledgement statement resolution
4. Diversity and inclusion as part of the Tenure and Promotion process
5. COVID-19: focus on the disproportionate impacts on faculty, staff, and students
6. Racial justice
7. Amplifying black scholars
8. Purdue police – use of racial profiling and representation on the force
9. Lactation spaces for students and staff

Faculty Affairs Committee

Alexander Francis, francis@purdue.edu

Student Affairs Committee

David Sanders, retrovir@purdue.edu

1. Management of Purdue Memorial Union
2. Mental Health
3. Standardized Tests
4. January Term

University Resources Policy Committee

Janice Kritchevsky, sojkaje@purdue.edu

Small Sampling of Sustainability Academic/Research Activities

Center for the Environment

- Signature Research Areas: Biodiversity Community; Building Sustainable Communities; Chemical Exposures Community; Water Challenges Community
- Research Cluster: Sensing for the Environment; Cyber-Animal Systems; Circular Economy

Environmental and Ecological Engineering

- Offer BS, MS, and PhD degrees - one of the largest environmental engineering programs in the world, ABET accredited
- Combined degree (BS+MS) program with 8 programs, including industrial management and agriculture
- Suite of sustainability courses that support students across the University

Purdue Climate Change Research Center

- Partnered with Indiana Dept. of Education and Purdue Science K-12 Outreach to assist educators with teaching climate change
- Partnered with Purdue Extension and Purdue State Climate Office on six-part virtual training series to familiarize Indiana educators about climate change

Physical Facilities Sustainability Master Plan 2020

ENERGY



E-1 Cut Carbon Emissions in Half



E-2 No Net Gain



E-3 Pursue 500kW Renewable Energy

WATER



W-1 Reduce Water by 30%



W-2 Strategy to Eliminate the CSO

MATERIALS



M-1 Recycle Half our Waste



M-2 Recycle 75% + Construction Waste



M-3 Recycle All Institutional e-Waste

BUILDINGS



B-1 LEED Silver for New Buildings > \$10M



B-2 High Performance Requirements for Building Renovations < \$10M

GROUNDS



G-1 Plant One Tree per Day



G-2 Sustainable Landscapes for Purdue



G-3 Double Bike Infrastructure

WHAT IS AASHE STARS?



The Association for the Advancement of Sustainability in Higher Education

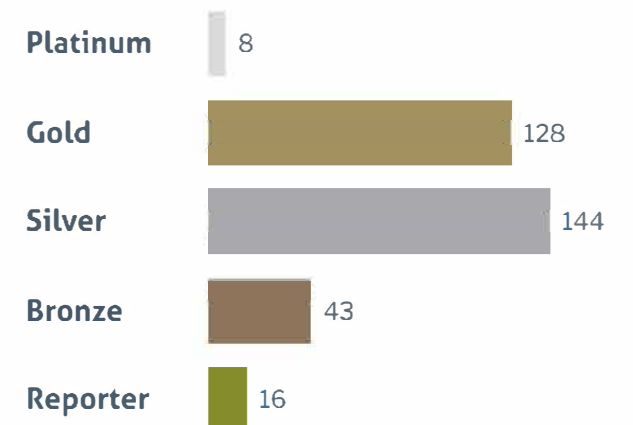
AASHE's mission is to inspire and catalyze higher education to lead the global sustainability transformation. More info at www.aashe.org.



The Sustainability Tracking, Assessment & Rating System (STARS) is a transparent, self-reporting framework for colleges and universities to measure their sustainability performance.



Current Ratings



5/4/2021 3

WHAT IS AASHE STARS?

| Category | Subcategory |
|------------------------|-------------------------------|
| Report Preface | Introduction |
| | Institutional Characteristics |
| Academics (AC) | Curriculum |
| | Research |
| Engagement (EN) | Campus Engagement |
| | Public Engagement |
| Operations (OP) | Air & Climate |
| | Buildings |
| | Energy |
| | Food & Dining |
| | Grounds |

| Category | Subcategory |
|---|---------------------------|
| Operations (OP) [continued] | Purchasing |
| | Transportation |
| | Waste |
| Planning & Administration (PA) | Water |
| | Coordination & Planning |
| | Diversity & Affordability |
| | Investment & Finance |
| Innovation & Leadership (IN) | Wellbeing & Work |
| | Innovation & Leadership |

PURDUE UNIVERSITY - AASHE STARS RATING

Purdue received a STARS Silver rating in 2013. This initial rating expired in 2016.

Next Steps:

Prepare STARS submission in FY22 based on FY21 data.



PURDUE
UNIVERSITY

AASHE STARS SUBMISSION 2012

PREPARED BY THE OFFICE OF UNIVERSITY SUSTAINABILITY



FINAL SUBMISSION
MARCH 2013

5/4/2021

5

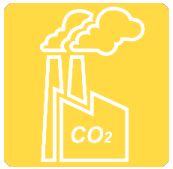
SUSTAINABILITY @ PURDUE

KPI Reporting
FY20

Sustainability Master Plan
PURDUE
UNIVERSITY
A 2020 Vision for the Future

Sustainability Master Plan 2020

ENERGY



E-1 Cut Carbon Emissions in Half



E-2 No Net Gain



E-3 Pursue 500kW Renewable Energy

WATER



W-1 Reduce Water by 30%



W-2 Strategy to Eliminate the CSO

MATERIALS



M-1 Recycle Half our Waste



M-2 Recycle 75% + Construction Waste



M-3 Recycle All Institutional e-Waste

BUILDINGS



B-1 LEED Silver for New Buildings > \$10M



B-2 High Performance Requirements for Building Renovations < \$10M

GROUND



G-1 Plant One Tree per Day



G-2 Sustainable Landscapes for Purdue



G-3 Double Bike Infrastructure

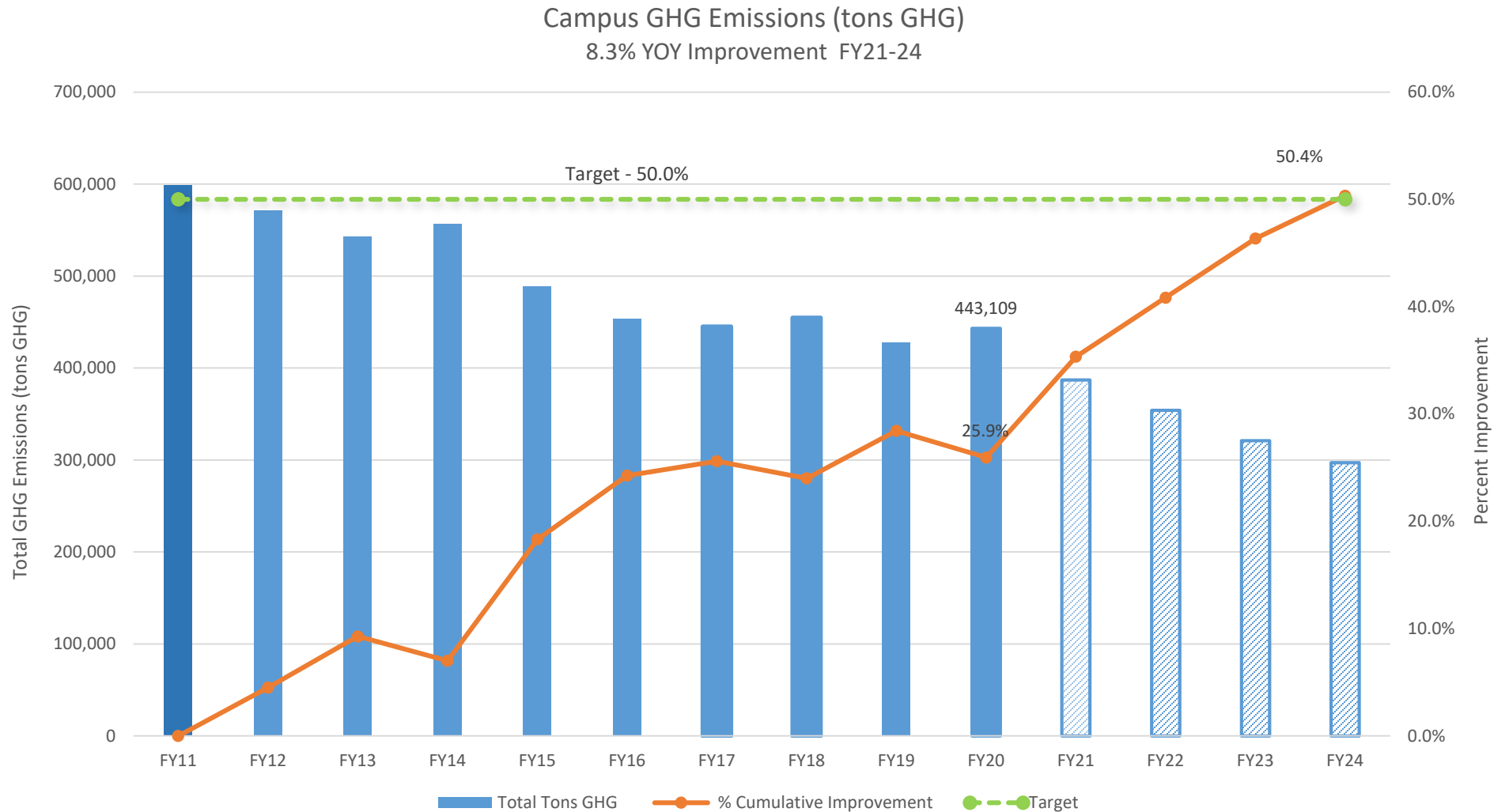
E-1 Cut Carbon Emission in Half



GOAL: Reduce Scope 1 and 2 carbon emissions by 50% by FY25, with FY11 as the baseline year.

KPI: % reduction in carbon emissions from FY11 baseline

FY20: 25.9% reduction to date



Notes: (1) Graph shows Scope 1 and Scope 2 emissions.

Source: Energy & Utilities

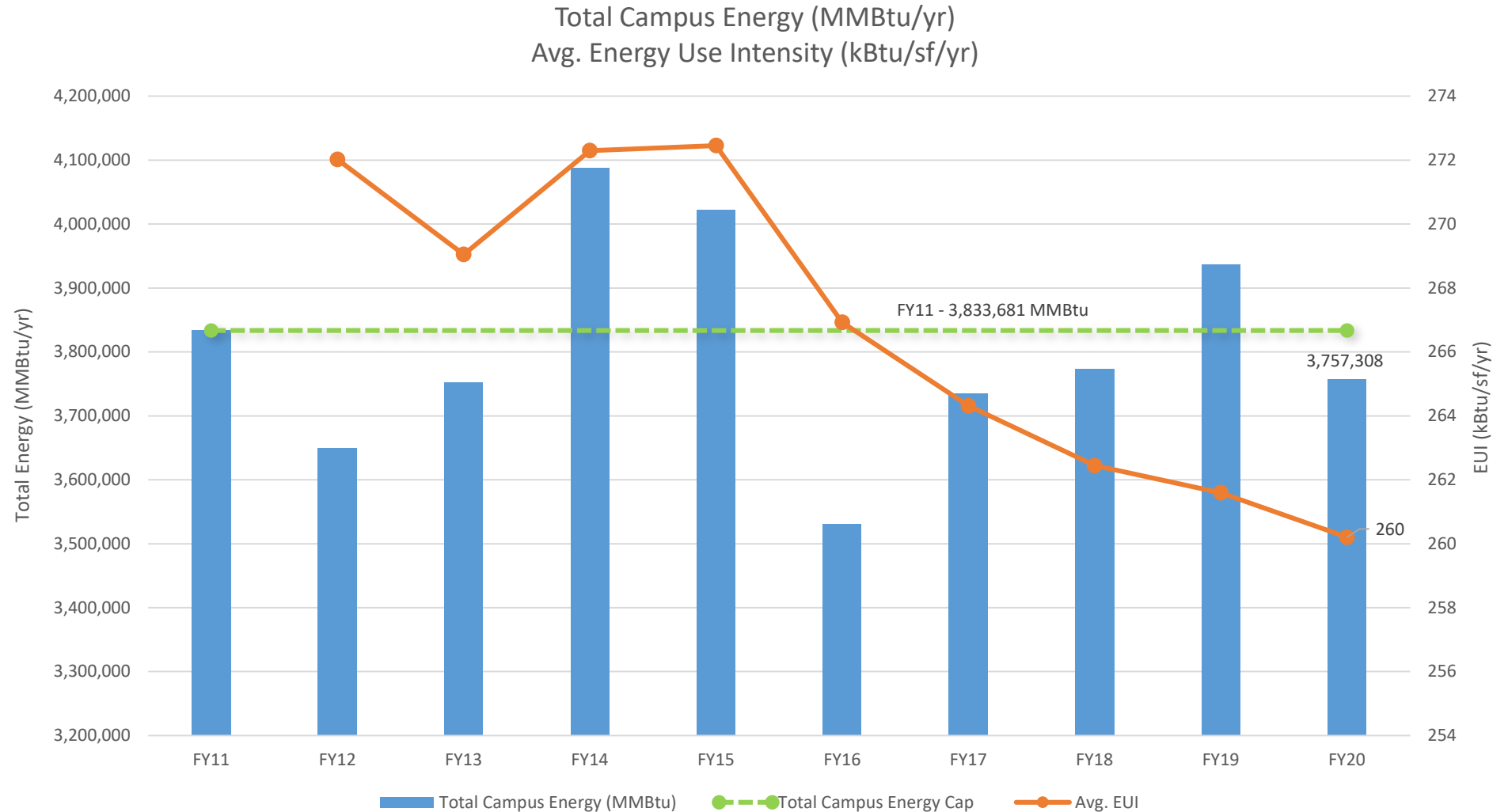
E-2 No Net Gain



GOAL: Cap total energy consumption at FY11 levels in order to show no net gain in total energy consumption despite an increase in total campus gross square feet.

KPI: MMBtu total annual energy use – [FY11 level = 3,833,681 MMBtu]

FY20: 3,757,308 MMBtu total annual energy use (with approximately 1.5M GSF of growth)



Source: Energy & Utilities

GOAL: Pursue 500 kilowatts of renewable energy capacity on campus by FY25.

KPI: Kilowatts of renewable energy installed.

FY20: Ongoing evaluations of opportunities with 3rd party vendors (P3 and PPA/VPPA)



Array: 28 PV panels 300 W
Energy generation: 8,400 W

Ross Reserve Caretaker Log Cabin Net Zero Certification

Source: Office of Campus Planning and Sustainability

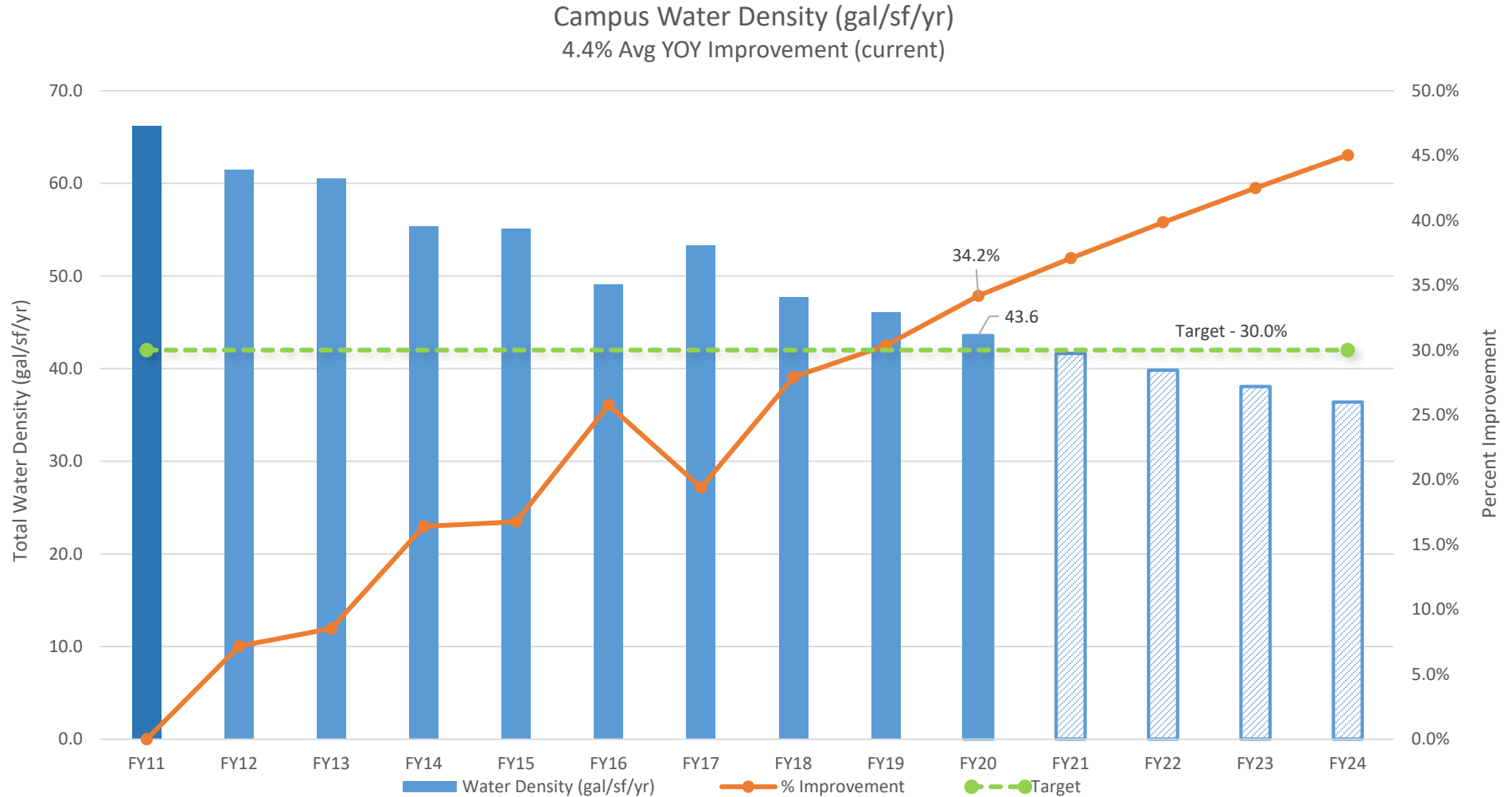
W-1 Reduce Water by 30%



GOAL: Reduce potable water consumption inside buildings and for irrigation by 30% by FY25 on a gallon per square foot basis, with FY11 as the baseline year.

KPI: 30% reduction of campus water use on a gal/sf/yr basis

FY20: 34.2% reduction to date (gal/sf/yr basis)

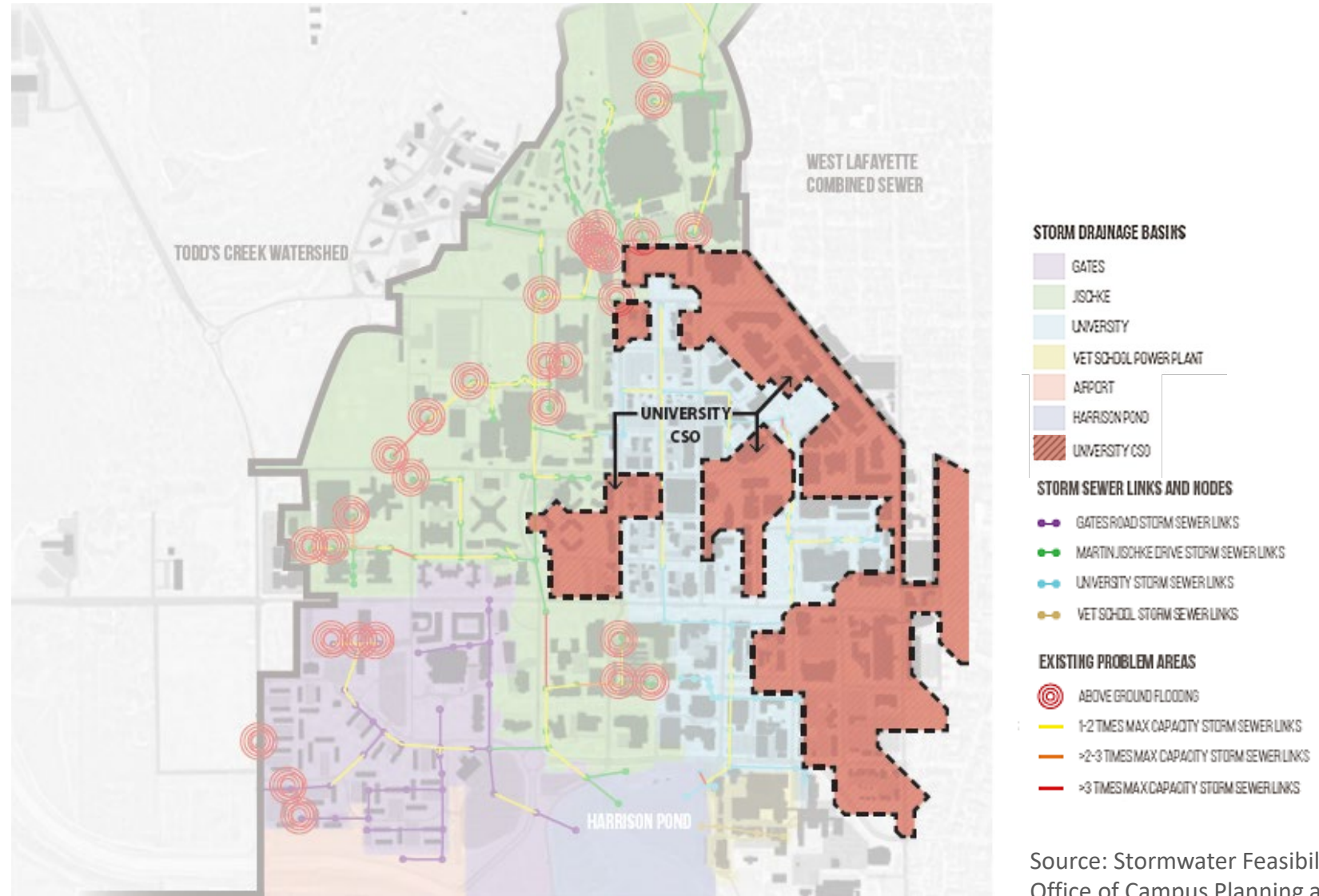


Source: Energy & Utilities

GOAL: Develop a strategy to eliminate the University combined sewer overflow (CSO) system on campus.

KPI: Development of a strategy to eliminate the University combined sewer overflow (CSO) system on campus

FY20: Green infrastructure / stormwater study - 75% completed



Source: Stormwater Feasibility Study – Office of Campus Planning and Sustainability

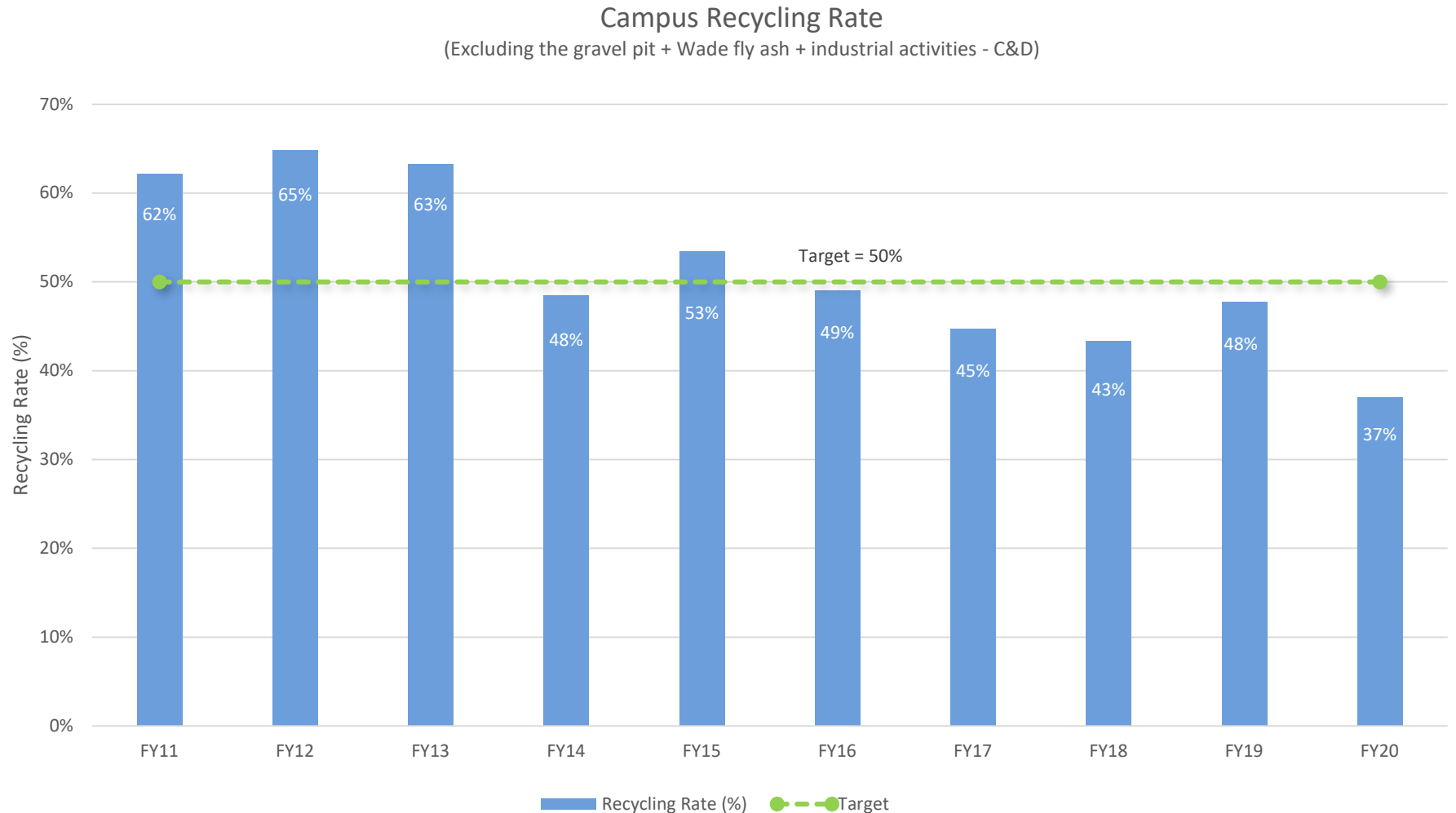
M-1 Recycle Half our Waste



GOAL: Achieve an annual campus waste recycling (diversion) rate of 50% by FY25.

KPI: Annual campus waste recycling (diversion) rate

FY20: 37% Annual campus waste recycling (diversion) rate



Source: Data compiled by the Office of Campus Planning and Sustainability

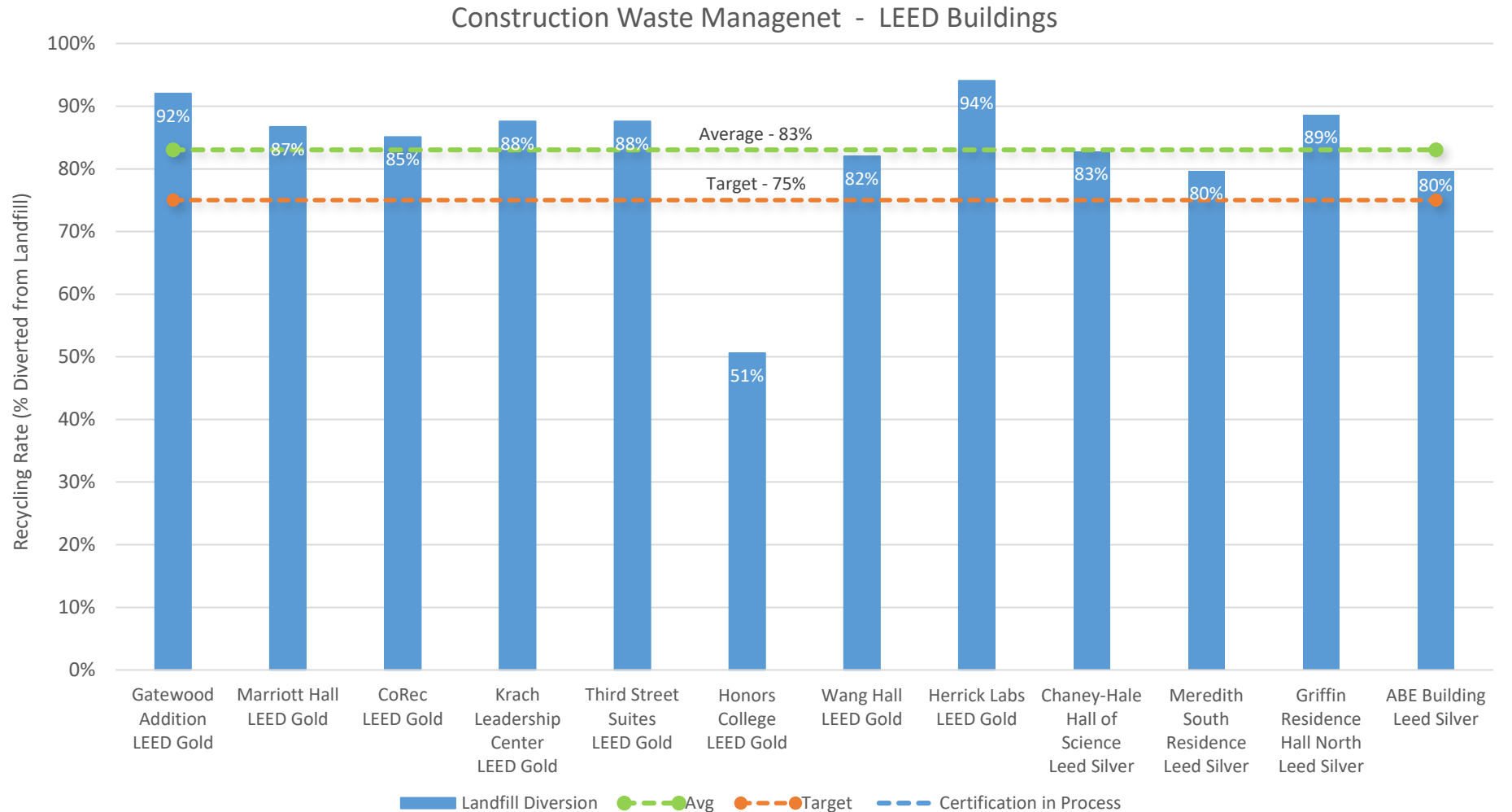
M-2 Recycle 75%+ Construction Waste



GOAL: Require all construction projects with a project cost greater than \$5,000,000 to recycle at least 75% of their waste by FY25.

KPI: Recycling rate of construction waste from projects with a project cost greater than \$5M

FY20: 83% recycling rate (average on LEED projects to date)



Source: Office of Campus Planning and Sustainability

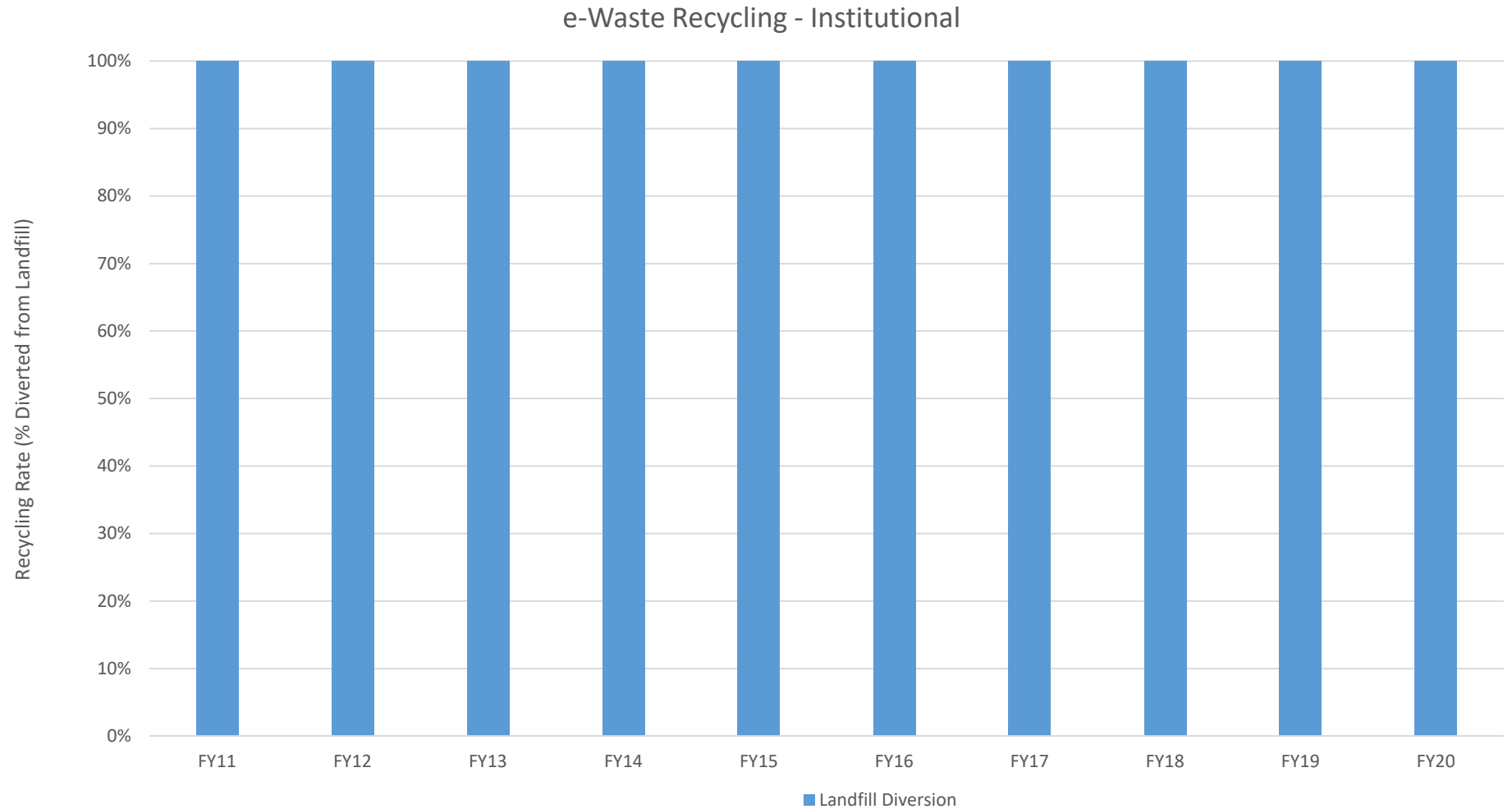
M-3 Recycle All Institutional e-Waste



GOAL: Recycle, reuse or refurbish 100% of institutional e-waste by FY25.

KPI: Recycling rate of institutional e-waste

FY20: 100% reused, recycled, or refurbished to date



Source: Materials Management and Distribution

B-1 LEED Silver for New Buildings >\$10M



GOAL: All projects with a total cost greater than \$10M will achieve LEED Silver certification or better.

KPI: Achieve LEED Silver certification on building projects >\$10M

FY20: Current projects pursuing LEED:
3 : In construction
1 : Certification
3 : Recently certified



In Construction

Recently Completed



B-2 High Performance Renovations <\$10M



GOAL: Develop and require prescriptive high-performance criteria for projects with a total cost of less than \$10M.

KPI: Development of prescriptive performance targets and high-performance criteria for projects with a total cost of less than \$10M

FY20: FY22 in-house project



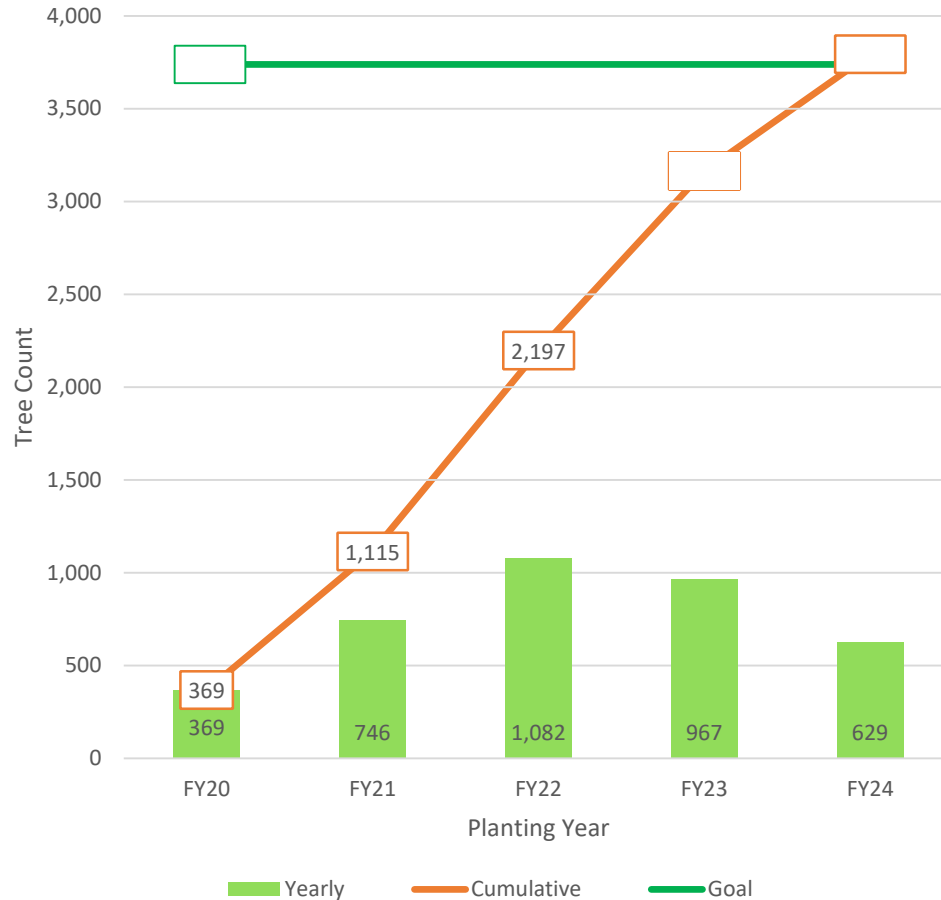
Grissom Hall Renovation

GOAL: Plant at least 365 new trees per year with the total trees planted by FY25 landing at 1,869 – goal *doubled* by Pres. Daniels to 3,738 trees.

KPI: Trees planted since beginning of

FY20: Campus tree plan developed - 369 trees to date

1869x2 Tree Plan: Projected Tree Planting



Source: Office of Campus Planning and Sustainability

G-2 Sustainable Landscapes for Purdue



GOAL: Deliver an update to the Sustainable Landscape Plan by FY22 to incorporate current best practices and leadership opportunities. Align 100% of grounds with the updated plan by FY25.

KPI: 1 - Update Plan
2 - 100% alignment with new plan

FY20: FY21 activity to develop draft plan



PURDUE
UNIVERSITY.

SUSTAINABLE LANDSCAPE PLAN

WEST LAFAYETTE CAMPUS

IN SUPPORT OF
LANDSCAPING THE SUSTAINABLE CAMPUS
AN INDIANA WILDLIFE FEDERATION PROGRAM

APRIL 2012

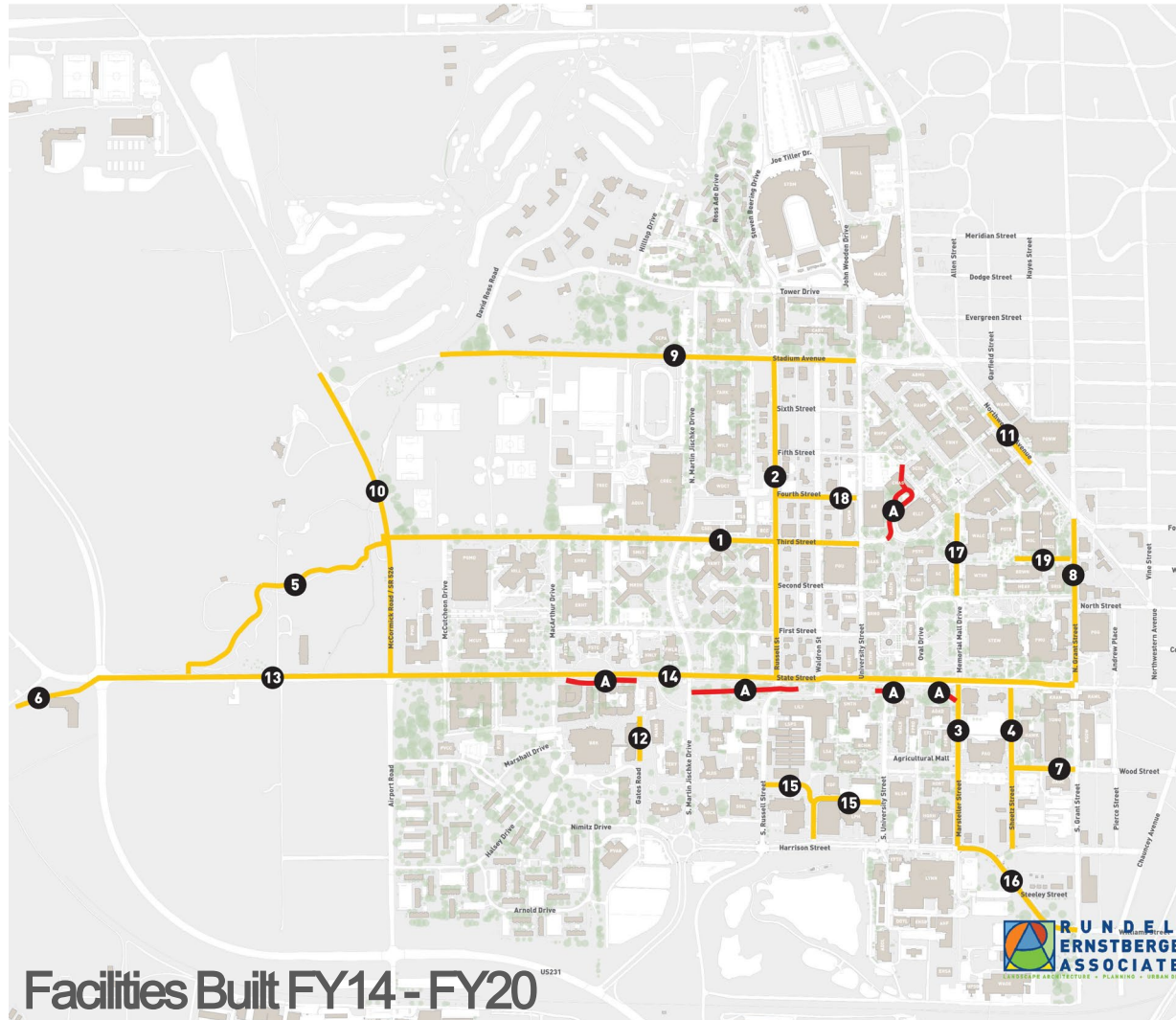
G-3 Double Bike Infrastructure



GOAL: Increase bicycle infrastructure by 100% by FY25, with FY14 as the baseline year (6.25 mi baseline).

KPI: % increase in length of bicycle infrastructure

FY20: 5.69 mi. installed (91%)



Facilities Built FY14 - FY20

Purdue Bicycle System Map Facilities Built 2014 - 2020

1. 3rd Street Sharrows
Length = 0.73 mi
2. Russell Sharrows
Length = 0.50 mi
3. Marsteller Bike Lanes
Length = 0.25 mi
4. Sheetz Street Sharrows
Length = 0.25 mi
5. Hort Park Bike Path
Length = 0.45 mi
6. 231 Bike Path
Length = 0.14 mi
7. Wood Street Bike Lanes/Sharrows
Length = 0.10 mi
8. Grant Street Bike Lanes/Sharrows
Length = 0.28
9. Stadium Cycle Track
Length = 0.65 mi
10. McCormick Cycle Track
Length = 0.49 mi
11. Northwestern Cycle Track
Length = 0.10 mi
12. Discovery Park Cycle Track
Length = 0.07 mi
13. State Street - west of McCormick
Length = 0.59 mi
14. State Street - McCormick to Grant
Length = 1.07 mi
15. Ag School Sharrows & Cycle Track
Length = 0.26 mi
16. Williams Street Connector
Length = 0.24 mi
17. Centennial Mall Cycle Track
Length = 0.32 mi
18. 4th Street Bike Lanes/Sharrows
Length = 0.13 mi
19. Central Drive Cycle Track
Length = 0.09 mi
- A. Bike Facilities Removed
Length = -0.33 mi

SUSTAINABILITY @ PURDUE



**KPI Reporting
FY20**

