

**UNIVERSITY SENATE**  
Fifth Meeting, Monday, 17 February 2020, 2:30 p.m.  
Pfundler Hall, Deans Auditorium

**AGENDA**

1. Call to order Professor Cheryl Cooky
2. Approval of Minutes of 27 January 2020
3. Acceptance of Agenda
4. Remarks of the Senate Chair Professor Cheryl Cooky
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 Deborah Nichols
9. Senate Document 19-09 Free the Tampon Resolution For Action  
Professor Audrey Ruple
10. Senate Document 19-12 Gender Marker Options on Purdue  
University Forms For Action  
Professor Audrey Ruple
11. Senate Document 19-10 Diversity Statement Resolution For Action  
Professor Audrey Ruple
12. Senate Document 19-13 Proposed Changes to the Foundational  
Outcomes Language of the University Core Curriculum For Discussion  
Professor Andrew Freed
13. Senate Document 19-14 Grief Absence Policy Revisions For Discussion  
Professor Andrew Freed
14. Update from the Dean of the Honors College For Information  
Dean Rhonda Phillips
15. New Business
16. Adjournment

## UNIVERSITY SENATE

Fifth Meeting, Monday, 17 February 2020, 2:30 p.m.  
Pfundler Hall, Deans Auditorium

**Present:** *President Mitchell E. Daniels, Joseph W. Camp (Secretary of Faculties and Parliamentarian), Cheryl Cooky (Chair of the Senate), Deborah L. Nichols (Vice-Chair of the Senate), Kathleen Abrahamson, Kolapo Ajuwon, Jay T. Akridge, Taylor Bailey, Stephen Beaudoin, Alan Beck, Peter Bermel, Frederick Berry, Jordan Jo Boileau, Robert X Browning, Steven S. Broyles, Sharon Christ, Laura Claxton, Matt Conaway, Martin Corless, Chittaranjan Das, Ariel de la Fuente, David Eichinger, Christine Erickson, Donna Ferullo, Clifford Fisher, Alexander Francis, Andrew Freed, Catherine A. Hill, Stephen Hooser, Ayhan Irfanoglu, Jules Janick, Signe Kastberg, Julius J. Keller, Todd Kelley, Jozef L. Kokini, David Koltick, Nan Kong, Janice Kritchevsky, Eric P. Kvam, Douglas LaCount, Shuang Liu, David J. Love, Matthew Lynall, Robyn Malo, Stephen Martin, Eric T. Matson, George P. McCabe, Tim McGraw, Michael McNamara, Larry Nies, Song No, Jan Olek, Alice Pawley, Rodolfo Pinal, Linda Prokopy, Bob Pruitt, James Pula, Darryl Ragland, Randy Rapp, Jeff Rhoads, Paul Robinson, Leonid Rokhinson, Chris Ruhl, Audrey Ruple, Ala Samarapungavan, Dharmendra Saraswat, Steven Scott, Lou Sherman, Qifan Song, Rusi Taleyarkhan, Dorothy Teegarden, Steve Wereley, Nicole J. Olynk Widmar, Kipling Williams, John S. Yaninek, Jane F. Yacilla, Haiyan (Henry) Zhang, Megha Anwer, Stacey Baisden, Heather Beasley, Natalie Carroll, Frank J. Dooley, Keith Gehres, Peter Hollenbeck, Carl T. Krieger, Lisa Mauer, Jamie L. Mohler, Manushag Powell, Alysa C. Rollock, Katherine L. Sermersheim, Jeremy Wampler and *Stephanie L. Dykhuizen (Sergeant-at-Arms)*.*

**Absent:** Jonathan Bauchet, Bharat Bhargava, Colleen Brady, Sylvie M. Brouder, Min Chen, Edward J. Delp III, Jim Dworkin, Ray Fouché, Ralph Kaufmann, Neil Knobloch, Klod Kokini, Ellen Kossek, Seokcheon Lee, Julie Mariga, Greg M. Michalski, Robert Nowack, Erik Otarola-Castillo, Li Qiao, Jeremy Reynolds, Elizabeth (Libby) Richards, Felicia Roberts, David Sanders, Daniel W. Smith, Brandon H. Sorge, Hong Tan, Michael B. Cline, Lowell Kane, and Beth McCuskey.

**Guests:** A Darling (WLF1), J. Stefancic (ODOS), J. Neal (UCC), V. O'Brien (M&M), A. Heber (ABE), C. Connor (Purdue Online), H. Walter (PSG), and D. Bangert (J&C).

1. The meeting was called to order at 2:35 p.m. by Chairperson Cheryl Cooky.
2. The minutes of the 27 January 2020 Senate meeting were approved as distributed.
3. The February Senate Agenda was approved as distributed.
4. Senate Chair Cheryl Cooky presented Remarks of the Chairperson (see Appendix A).
5. President Mitchell E. Daniels, Jr. presented Remarks from the President (see Appendix B).
6. Question Time.
  - “Without wishing to overlook the human nature of the tragedy,

- What are the consequences for Purdue if a significant portion of the Chinese international students we have admitted to begin studies in fall 2020 are not able to enter the United States and what contingency plans are in view to deal with this eventuality?
- Going in the other direction, if those of our current Chinese international students who would normally return to China over the summer either cannot do so or do not wish to do so, will Purdue be able to offer summer courses/activities for them?”
- President Daniels responded that we started about four or five years ago to bring down the number of students from China. This was done in order to broaden our diversity and more even distribution of international students from other countries. Hence, we are less exposed than we might have been. Provost Akridge and his team have been gathering data and President Daniels deferred to Provost Akridge. Provost Akridge noted that Purdue has been working on this issue aggressively over the last few weeks. He first complimented the work of the International Students and Scholars Office to reach out to our current students who have concerns about friends and family at home to support these students. Several groups are of concern for the fall semester including the incoming freshmen. One thing that may be less well known is that a substantial proportion of that group are already in high school in the U.S. These are obviously in a different place than students who arrive from the People’s Republic of China. We might allow some of the students from China to start their programs through online courses before arriving in January. The second group are those continuing Chinese students who will return for the fall semester. Some of those students (about 40%) remain here in the summer and do not go home to China. These students would not be caught up in visa issues. We are working on a survey to send out to the Chinese students to learn about their current plans and we will think about expanding our current offerings for those additional students who want to stay here during the summer. We are also working with food and housing services to ensure accommodations should that group want to remain on campus. The third group includes those undergraduates who are graduating and may not want to go home. Others will go home or go on to graduate school in the U.S. We may be able to start some of the graduates in certificate or graduate programs. We are also surveying the graduating students to determine their preferences. Graduate students are in a similar situation as we have about 300 – 350 we normally accept from China in the fall semester. Some of those students are already in the U.S. completing their undergraduate degrees. We are considering online course possibilities for the graduate students from China as with the undergraduate students until they can physically come to campus. The situation is fluid and we continue to collect survey data and respond appropriately for each of the groups.
- “What measures, that can be revealed, does Purdue implement to ensure American security by keeping large sums of foreign money out of our Land Grant institution? [President Daniels: The question was informed by some recent news article which are provided below...]”
  - <https://www.wsj.com/articles/harvards-chemistry-chair-charged-on-alleged-undisclosed-ties-to-china-11580228768>
  - <https://www.reuters.com/article/us-usa-education-foreign-money/harvard-and-yale-universities-investigated-for-possible-non-disclosure-of-foreign-money-idUSKBN20703A>

- <https://www.npr.org/2020/02/13/805548681/harvard-yale-targets-of-education-department-probe-into-foreign-donations>
- President Daniels responded that the next question relates to researchers lying about receiving funds from foreign sources and prosecutions that resulted in these cases. We have had many safeguards in place for a long time to deal with these issues. We have systems that we hope will keep track of every such dollar received and we do not have that many. We faithfully report the dollars we do receive from foreign sources. The first thing we do with a potential grant or gift is to check the denied sources list kept by the federal government. We have turned away some funding at the front end if the funding is on the denied sources list. It does not happen often. We are doing a full audit much like what we did when the admissions scandal broke at other institutions. We have the safeguards in place, but went back to ensure we did not miss anything during that scandal and we are doing the same thing now. Provost Akridge noted we have to report foreign gifts and any foreign research contract. We do this on an annual basis. We are in full compliance with the reporting requirements. An important part of this is faculty reporting. About 18 months ago, the administration pushed out a [memorandum](#) explaining the reporting requirements to the campus for engaging a foreign institution. We have a [website](#) that provides the information on reporting requirements.
- “How does Purdue measure its environmental impact and carbon footprint? What is Purdue’s plan to help West Lafayette become carbon neutral by 2040 or alternatively, would the President consider joining 11 other peer schools in the Big 10 (Michigan, Ohio State, Michigan State, Illinois, Minnesota, Northwestern, Iowa, Rutgers, Wisconsin, and Penn State) in committing to carbon neutrality and fossil-fuel divestment? (Currently, those schools who have not joined include Nebraska, Maryland, and Purdue.)”
  - President Daniels noted our campus has grown by about 11% in terms of square footage while our carbon emissions over the last five or six years are down 20% and are on track to decrease even more. This is due to several factors including replacing older buildings with newer buildings built to the highest conservation standards possible. We have converted our power plant from using to coal to natural gas. In the U.S. conversion to natural gas has resulted in reductions in CO<sub>2</sub> emissions, too. We are now metering buildings’ energy use. Our facilities people suggest we have much bigger reductions over the next three to four years. We are not aware of any Big 10 schools that have divested from fossil-fuel companies in their endowment portfolios. Our fiduciary duty is to try and grow that money as much as possible and that is our governing principle. We will be involved in actions that make a practical difference rather than some sort of posturing statement.
- “It looks as though we will again have disappointingly low admission of African-American undergraduate students into the College of Engineering. It looks as though our admission rate of African-American students, even those in-state, is much lower than the admission rate for White students (like 1/10 compared to 1/2). Why is the number of in-state African Americans who are admitted to Purdue in the single digits, again?”
  - President Daniels acknowledged that the numbers are not and never have been what we would like them to be. He noted that these are not the final numbers and that they will be better, but not what we wish them to be. We are making every effort we know how to make. It is easier to get admitted to

our College of Engineering as a minority student than as a majority student. We had the first minority engineering program in the U.S. and we are very proud of it. We work hard on and provide a lot of money for this program. Our six-year graduation rate for African-American students is almost exactly the same as for non-URM students. There is a big gap in the four-year graduation rates between URM and non-URM students, but it is closing. This is a problem faced by every institution. Last year, in the entire state of Indiana, there were very few African-American students in the top 15% and every institution in Indiana wants those students. It takes special, relentless effort and we are making that effort.

- “What is the University going to start doing, in addition to what it is already doing, to retain professors of color, especially those who are finding inclusion issues in their Colleges?”
  - President Daniels stated we are doing everything we can think of and new ideas are welcome. He noted that since 2013 our tenure-track URM faculty are up 42%. Incidentally, we added 111 female faculty since 2013. One piece of good news is the turnover of our URM faculty is lower than the University-wide average. Retirements can come into play to skew the numbers, but we are watching it very carefully to ensure that faculty we recruit do well and feel positive about their professional experience at Purdue. Provost Akridge encouraged anybody to look at the Butler Center website as Director Mangala Subramaniam has a terrific portfolio of programs aimed at this space. She launched the coaching and resource network ([CRN](#)) this year. It is an out-of-department mentoring network for faculty. It is a pilot program that appears to be responding to a need from the COACHE survey in this area. We want to start a maximizing faculty success initiative as we have done with the maximizing student success initiative to afford our faculty a path to success. Based on the COACHE survey results, we are doing new training activities for department heads, among other activities.
  - The President thanked the faculty and Senate for their efforts in these various initiatives and hopes for great outcomes.

7. No Memorial Resolutions were received since the January Senate meeting.
8. Representing the Steering Committee, Professor Deborah Nichols presented the Résumé of Items under Consideration (ROI) by various standing committees ([see Appendix C](#)). Professor Berry noted the names of the current candidates for the Vice-Chair position:
  - Professor Ralph Kaufmann,
  - Professor Robyn Malo, and
  - Professor David Sanders.
9. Professor Audrey Ruple, Chair of the Equity and Diversity Committee (EDC), introduced [Senate Document 19-09](#), *The Tulika Wagle Resolution for Eliminating Costs for Menstruation Products in Purdue University Bathrooms* aka *Free the Tampon Resolution*, for Action. Professor Ruple explained the rationale for the document as well as showing an illustration of the location of some of the sanitary product machines in gender neutral and women’s restrooms across campus ([see Appendix D](#)). As the administration has already approved this proposal, she thanked them for that approval. The work on converting the machines has started and they will take a look in a year’s time to review the initiative and determine if other issues arise that need to be addressed. A motion was made and seconded to call the question which was accepted by consent of the Senate.

Professor Koltick asked that the vote be held by secret ballot and this was automatically granted. The vote was taken and the motion passed with 66 votes in favor and one in opposition with no abstentions.

10. Professor Ruple presented **Senate Document 19-12**, *Gender Marker Options on Purdue University Forms*, for Action. Professor Ruple explained the rationale for the document to have a non-binary gender marker available on University forms and provided an illustration of those states in the U.S. that do or do not have non-binary gender markers available for official forms (see **Appendix D**). A motion was made and seconded to approve the document. A secret ballot was held and the motion passed with 62 votes in favor and six in opposition with no abstentions.
11. Professor Ruple then introduced **Senate Document 19-10**, *Diversity Statement Resolution*, for Action. The rationale for the resolution is based on the fact that a job advertisement from an academic unit went out in which they asked for a diversity statement as part of the application packet, but the process was stopped at some level because of the wording of the previous Senate-approved diversity statement document (Senate Document 15-19 Revised). Based on Senate Document 15-19 Revised, applicants are required to address the issue of diversity in their cover letters, but the narrow wording has been interpreted as precluding addressing diversity in a separate diversity statement. The narrow interpretation led to the above-mentioned stoppage of a job application. The current resolution has been brought forward to require a separate diversity statement in job packets and not limit such a statement to the cover letter. Professor Ruple also presented statements from academics in favor of and opposed to diversity statements for job applicants (see **Appendix D**). A motion was made and seconded to approve the document. Professor Ruple answered questions from the floor during the discussion period.
  - Professor Paul Robinson asked if an applicant refused to supply a diversity statement would they be excluded from applying for a position at Purdue University. Professor Ruple was uncertain if Human Resources (HR) would kick out the application or if it would be kicked out at the unit level. However, she believes HR would kick out the application if it was incomplete, i.e., it did not include a diversity statement.
  - Professor Alexander Francis noted that any question asked of an applicant about a diversity statement if one substitutes the words teaching or research instead of diversity one can imagine how it will be treated bureaucratically. How it is evaluated is determined at the unit or search committee level. He does not know if it is the role of the Senate to tell units how they should interpret the content of such documents. Whether or not such documents should be included in the packets is something the Senators should discuss.
  - Professor Leonid Rokhinson consulted with his departmental colleagues in Physics and Astronomy as well as physics colleagues at some University of California campuses about this issue. In his department, the comments he received questioned the usefulness of requiring diversity statements of applicants. At UC-Santa Barbara, they do not look at diversity statements. At UC-Davis, the department looks at diversity statements. At this institution, search committee training documents state that the institutions policy is that candidates who do not look outstanding with regard to contributions to diversity will not advance for the first consideration for the position. This shows that once these policies are in place, with very good intentions, they may lead to abuse. Another comment he received is that many diversity policies came from campuses with privileged students in the

majority. We need to consider unintended consequences and look at the long-term effects of these policies. Professor Ruple noted that requiring a diversity statement (in the cover letter) is already Purdue University policy. The current Senate document asks that the requirement be moved from the cover letter to a separate diversity statement. If the Senate votes against the document, the University's policy remains in place. Professor Ruple addressed Professor Rokhinson's comment about representing a non-diverse group. We still have a primarily white faculty across the U.S. At Purdue University we still have more male than female. Our faculty members are not very diverse but our students are diverse and becoming more so. The point in bringing this up at the time of hiring is so that search committees are taking diversity into consideration. The onus is on all of us, most of whom are in the majority, to ensure the issue of diversity is addressed.

- Professor Megha Anwer believes asking candidates to prepare a diversity statement is non-tokenizing by making them give the issue some careful thought. They are free to write what they want to write to address diversity and the department's search committee can assess it as they wish. These statements can be critiqued for good or bad reasons. A good reason is that we do not want tokenized (brief, non-thoughtful) versions of diversity statements. Candidates applying to work at Purdue University should demonstrate how their vision of diversity overlaps with Purdue's policies on diversity.
- Professor Koltick expressed two concerns. First, he believes removing the statement from the cover letter will make it a loyalty statement based on a rubric that will come forth from his College's Dean. Professor Ruple was uncertain what Professor Koltick was talking about as it sounds like something specific to his unit or College. Later, Professor Koltick reiterated that this is clearly going to be a rubric and we will not see the whole picture. He envisions this heading in the direction described by Abigail Thompson (see Appendix D). Professor Ruple reiterated that our faculty applicants must address the issue of diversity and that is not the question in front of the Senate today. The issue is whether the diversity statement should be in a cover letter or a stand-alone statement.
- Professor Rokhinson noted that he was a member of a minority group in his former country which he left and he does not want to see his experience happening here.
- Professor Nicole Widmar does not see this as that different from the other statements (teaching and research) that are required of applicants. She has seen similar requirements from most other institutions for which she is coaching graduate students as they prepare their job applications. She wants the students filling out the applications to think through their own vision of diversity, inclusion, and equity. It should not be discounted based on the possibility of future misuse of the diversity statement.
- Professor Cooky stated that if the document passes, the Senate's leadership would work with the administration on this to ensure representation of the will of the Senate in any promulgated policy. It could be folded into the ADVANCE Purdue search committee training workshops. The Office of Institutional Equity may also review the policy to ensure it meets all requirements.
- Senator Boileau noted that equity, diversity, and inclusion are issues we struggle with in the community. This is not only true in education, but also in the Counseling and Psychological Services (CAPS) center. In conversation with the Directory of CAPS, she says professionals of color choose not to stay in the community after they complete their six-month contract. This shows there is a problem in the community around this issue. Senator Boileau disagreed with Professor Koltick's

assessment of the issue. Senator Boileau believes more in-depth thought is the type of holistic approach the University should take to address issues of diversity, equity, and inclusion. He supports approval of Senate Document 19-10.

- Professor Alice Pawley expressed concern that the University's efforts (labor) in recruiting and retaining URM students and faculty are not proving successful. If this is a core value of Purdue University, we should set the expectation that new faculty contribute to the diversity, equity, and inclusion efforts. They should have some thought about how they would go about it and get some training to gain expertise in how to do so. She supports the approval of Senate Document 19-10.
- Professor Francis noted that two of the most powerful diversity essays he read this year when reviewing graduate student applications were from a young woman from Appalachia who is white, but grew up in poverty, and the other was from a daughter of Jewish émigrés from Russia. Both discussed how their experiences as an unusual type of minority person helped them understand much more about the diversity of our entire country than one might otherwise expect. Anybody can address their role in promoting diversity regardless of their background or where they come from.

The discussion ended and the vote occurred. Senate Document 19-10 passed with 42 votes in favor and 22 in opposition with two abstentions.

12. Professor Andrew Freed, Chair of the Educational Policy Committee (EPC) introduced **Senate Document 19-13**, *Proposed Changes to the Foundational Outcomes Language of the University Core Curriculum*, for Discussion. Professor Freed explained the rationale for the proposed changes. He introduced the Chair of the Undergraduate Curriculum Council, Professor Jonathan Neal who answered a question from the Senate floor.
  - Professor Matt Conaway asked if some of the wording will clarify the existing practice or is it something new in the process. Professor Neal stated that the list of changes in the document address vague language in the existing policies.
13. Professor Freed next introduced **Senate Document 19-14**, *Grief Absence Policy Revision-Final*, for Discussion. Professor Freed invited Associate Dean of Students Jeff Stefancic to the podium to answer questions and took comments from the Senate floor.
  - Senator Taylor Bailey mentioned an inconsistency between the revised and original language in the Introduction section whereby an instructor has the discretion to approve or not approve these absences. He asked if that was correct or if the new language supersedes the previous language. Dean Stefancic said the language could be clarified, but that coverage would be provided for students for the listed expectations. Professor Stephen Beaudoin noted that the word "discretion" shows up twice at the bottom of one of the paragraphs. Senator Bailey said that later in the document it does mention that there needs to be a reasonable expectation that the amount of time missed can be accommodated to allow completion of the course and he finds that reasonable. He again asked for clarification if the revised language supersedes the discretion of the instructor to allow the absence to be considered excused under any circumstance. Dean Stefancic stated that at some point the instructor and student have to come to an understanding that if a student is going to miss over half the semester, perhaps due to jury duty, there may not be an accommodation that can be reasonably reached for that situation.
  - Professor Randy Rapp is rubbed wrong by the wording suggesting that internship scheduling is beyond the control of students. In his construction industry, the majority of internships can be scheduled so that students do not miss classes, exams, and presentations even if they might like to miss them. He believes these things are in



their control and should not be listed. Dean Stefancic suggested said the language about internships and other issues in the first section has been there and these are things that may come up from time-to-time. The student would be expected to have a conversation with the instructor to determine if an accommodation can be reached. The non-negotiable items in the list are grief, jury duty, military service leave, and parenting leave.

- Professor Francis wondered if we could add attending an academic conference as an excused absence or taking care of an elderly parent. His point being: Where do we stop with this list? Dean Stefancic noted that feedback from students is that the items listed as jury duty, grief absence, military service leave, and parenting leave have been listed since the original policy was approved in 2011. The original policy did not mention internships. There was not much discussion about changing the original language concerning the list. Professor Rapp believes the list should only include things we are clearly required to provide and not list every possibility. Other things can be as the instructor allows.
- Professor Janice Kritchevsky noted that applicants to our Veterinary College are required to attend interviews and the time and location of the interviews are not under control of the student applicants. Professor Rapp agreed that in those disciplines where it is imperative to schedule interviews that should be allowed. However, to imply that it might be imperative in all cases will lead to problems for the faculty. He is certain of that from his previous experiences.
- Professor Francis respectfully requested that attendance at academic conferences be included in the list as it is important for his graduate students and conferences cannot be rescheduled.
- Professor Ruple commented on religious observances that arise and they are known in advance because Vice President Rollock's office distributes the calendar of religious holidays to the campus. Instructors can prevent conflicts for students centered on religious observances by consulting the calendar. Professor Ruple suggested some language to take religious holidays into account in the document.
- Professor Cooky said that any suggestions or comments for changes to the wording be sent to Professor Freed for consideration by the EPC.
- Vice Provost Frank Dooley noted that the full regulation is close to 2,500 words long. Part of the challenge is trying to anticipate every situation. Anyone can read the regulation and find sentences that support their position. The general expectation is that a student will attend class and that is stated at the front of the regulation. The last paragraph calls on both students and faculty to be reasonable. Over time, we have built in non-negotiable requirements such as bereavement and military leave. It is hard to determine what is reasonable because our disciplines are very different across campus. What works for one, will not work for another. It can be hard to interpret the policy as one goes across campus, if you will. It could be stripped down to about 100 words and focus on what is reasonable in a particular discipline. The vast majority of students and faculty are reasonable, but from time-to-time, we encounter cases where, as a third party, the student's request appears reasonable, but this may not appear to be so from the faculty member's perspective. We have over-engineered the policy to some extent over time. We are trying to respond to the questions that are arising and to deal with this as a University.
- Senator Bailey noted that professors have access to benefits such as paid medical leave and they can choose not to come to work when they are sick. As a graduate student, he is not able to make the choice to skip class when he is ill. Faculty members have access to family leave to take care of ill family members, but graduate staff do not have that benefit. The purpose of the document is to allow analogs to

the faculty benefits for the students who are paying to be here are able to accommodate life as it happens and he asks that we not forget that point.

14. Due to miscommunication, Dean of the Honors College Rhonda Phillips was not at the meeting to give an update about the Honors College. Her update will be rescheduled.
15. Under New Business Senator Bailey reminded the Senators about the packet of information from PSG about the ongoing Mental Health Awareness Week and associated activities. PSG and PGSG are excited about Mental Health Awareness Week because they tried to involve as much of the campus as they could. He mentioned some of the events that were scheduled for the week's activities.

Professor Cooky mentioned that diversity is a lively topic on campus and Dr. John Gates would appreciate the announcement about the Democracy, Civility, and Freedom of Expression events that are happening across campus. The scheduled events can be found on the website for the Division of Diversity and Inclusion: <https://www.purdue.edu/diversity-inclusion/events/index.html>

16. Having no additional business, the meeting adjourned at 4:10 p.m.

**TO:** The University Senate  
**FROM:** *Equity and Diversity Committee*  
**SUBJECT:** *The Tulika Wagle resolution for eliminating costs for menstruation products in Purdue University bathrooms*  
**DISPOSITION:** University Senate for Discussion and Adoption  
**REFERENCE:** *University Policy III.C.2*  
**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.  
  
**PROPOSAL:** *Purdue University shall provide menstruation products at no cost in University bathrooms.*

**Committee Votes**

For:

Bharat Bhargava  
Tom Brush  
De Bush  
Alex Griffin-Little  
Lowell Kane  
Neil Knobloch  
Klod Kokini  
Song No  
Erik Otárola-Castillo  
Rodolfo Pinal  
Audrey Ruple  
Ala Samarapungavan  
Val Schull  
Susan Watts  
Kip Williams

Against:

Absent:

Linda Prokopy  
Alysa Rollock  
Grant Sanchez  
Nicole Widmar

Abstained:

**TO:** The University Senate  
**FROM:** *Equity and Diversity Committee*  
**SUBJECT:** *Gender markers on Purdue University forms*  
**DISPOSITION:** University Senate for Discussion and Adoption  
**REFERENCE:**

**RATIONALE:** Non-binary gender markers, such as “X,” are allowable on legal identification forms.

Purdue University currently uses binary identification markers, “M” and “F.”

**PROPOSAL:** *Purdue University shall include at a minimum a non-binary gender marker as an option on all physical and electronic University forms that request gender identification be made.*

**Committee Votes**

For:

Bharat Bhargava  
De Bush  
Alex Griffin-Little  
Lowell Kane  
Neil Knobloch  
Klod Kokini  
Ellen Kossek  
Matthew Lynall  
Song No  
Erik Otárola-Castillo  
Rodolfo Pinal  
Linda Prokopy  
Audrey Ruple  
Ala Samarapungavan  
Grant Sanchez  
Val Schull  
Henry Semler  
Nicole Widmar

Against:

Kip Williams

Abstain:  
Alysa Rollock

**TO:** The University Senate

**FROM:** *Equity and Diversity Committee*

**SUBJECT:** *Diversity Statement requirement for all new Faculty hires*

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

**REFERENCE:** *Senate Document 15-19 (Revised); University Policy III.C.2*

**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.

Purdue faculty hire advertisements are currently required to include the following statement: “Purdue University’s School/Department of (insert name) is committed to advancing diversity in all areas of faculty effort, including scholarship, instruction, and engagement. Candidates should address at least one of these areas in their cover letter, indicating their experiences, current interests or activities, and/or future goals to promote a climate that values diversity and inclusion.”

Diversity Statements have become a common requirement for faculty applying for positions at our peer institutions for the purpose of identifying candidates who have professional skills, experience and/or willingness to engage in activities that would enhance campus diversity and equity efforts.

**PROPOSAL:** *Purdue University shall require all new faculty applicants to submit a Diversity Statement as part of their application packet regardless of the College or administrative unit to which they are applying. The wording required to be included in faculty hiring announcements in Senate Document 15-19 shall be replaced with the following statement:*

“Purdue University’s School/Department of (insert name) is committed to advancing diversity and inclusion in all areas of faculty effort, including scholarship, instruction, and engagement. Candidates should address at least one of these areas in a separate Diversity and Inclusion Statement,

indicating their experiences, current interests or activities, and/or future goals to promote a climate that values diversity and inclusion.”

**Committee Votes**

For:

Bharat Bhargava  
De Bush  
Alex Griffin-Little  
Lowell Kane  
Neil Knobloch  
Klod Kokini  
Ellen Kossek  
Matthew Lynall  
Erik Otárola-Castillo  
Rodolfo Pinal  
Linda Prokopy  
Audrey Ruple  
Ala Samarapungavan  
Grant Sanchez  
Val Schull  
Henry Semler  
Nicole Widmar  
Kip Williams

Against:

Alysa Rollock  
Song No



**TO:** The University Senate  
**FROM:** *Educational Policy Committee*  
**SUBJECT:** Revision of Senate Document 11-7 Appendices, 20 February 2012, revised 11 February 2015, revised 19 November 2018

**DISPOSITION:** University Senate for Discussion and Vote

**REFERENCE:** Senate Document 11-7 Appendices, 20 February 2012, as revised 11 February 2015, 19 November 2018

**PROPOSAL:** Update and clarify language for the Humanities (HUM), Behavioral and Social Sciences (BSS), Written Communication (WC), Information Literacy (IL) and Science, Technology and Society (STS) foundational learning outcomes.

**RATIONALE:** The proposed language changes are intended to: 1) clarify for instructors, students, advisors, and the Undergraduate Curriculum Council what is required for each foundational outcome to be adequately met; 2) better align the Purdue University Undergraduate Core and the Indiana Statewide Transfer General Education Core; 3) ensure that all Purdue undergraduates achieve a solid education that reflects the most current scholarship related to core skills and outcomes.

## Proposed Revision to Humanities Foundational Learning Outcome

Existing	Proposed
<p><b>Human Cultures – Humanities</b></p> <ul style="list-style-type: none"> <li>• Discuss history and the basic principles and operation of government with a view to being a responsible citizen.</li> <li>• Discuss economic, social, and cultural diversity within a global context.</li> <li>• Describe the cultural, social and historical dynamics that influence individuals and groups.</li> <li>• Explain the perspective of the culture of another country through the study of world languages, arts, spiritual traditions, mythology/literature, and/or through study abroad.</li> </ul> <p><b>Humanities:</b> Includes content in classics, history, languages, the law, literature, the performing arts, philosophy (including ethics), religion, and visual arts.</p>	<p><b>Human Cultures – Humanities</b></p> <ol style="list-style-type: none"> <li>1. Recognize and describe humanistic, historical, or artistic works or problems and patterns of the human experience.</li> <li>2. Apply disciplinary methodologies, epistemologies, and traditions of the humanities and the arts.</li> <li>3. Analyze and evaluate texts, works, objects, events, or ideas in their cultural, intellectual, or historical contexts.</li> <li>4. Create, interpret, or reinterpret artistic and/or humanistic works through performance, analysis, or criticism.</li> <li>5. Analyze diverse narratives and evidence in order to explore the complexity of human experience across space and time.</li> <li>6. Describe the history, literature, languages, arts, philosophy, religion, or traditions of other world cultures.</li> <li>7. Identify the history and the basic principles and operation of government in the United States or other countries.</li> </ol> <p>*At least 4 of these 7 outcomes must be met for a course to be approved to meet the Humanities Outcome</p> <p>*A course may be approved to meet either the Behavioral and Social Sciences outcome OR the Humanities outcome, but not both</p>

## Proposed Revision to Behavioral and Social Sciences Learning Outcome

Existing	Proposed
<p><b>Human Cultures – Behavioral and Social Sciences</b></p> <ul style="list-style-type: none"> <li>• Discuss history and the basic principles and operation of government with a view to being a responsible citizen.</li> <li>• Discuss economic, social, and cultural diversity within a global context.</li> <li>• Describe the cultural, social and historical dynamics that influence individuals and groups.</li> <li>• Explain the perspective of the culture of another country through the study of world languages, arts, spiritual traditions, mythology/literature, and/or through study abroad.</li> <li>• <b>Behavioral/Social Sciences:</b> Includes content in anthropology, psychology, cognitive science, organization theory, sociology, economics, history, counseling, political science.</li> </ul>	<p><b>Human Cultures – Behavioral and Social Sciences</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate knowledge of major concepts, theoretical perspectives, empirical patterns, and/or historical contexts within a given social or behavioral domain</li> <li>2. Identify the strengths and weaknesses of contending explanations or interpretations for social, behavioral, or historical phenomena</li> <li>3. Demonstrate literacy in social, behavioral, or historical research methods and analyses</li> <li>4. Recognize relevant evidence supporting conclusions about the behavior of individuals, groups, institutions, or organizations</li> <li>5. Recognize the extent and impact of diversity among individuals, cultures, or societies in contemporary or historical contexts</li> <li>6. Identify examples of how social, behavioral, or historical knowledge informs and can shape personal, civic, ethical, or global decisions and responsibilities</li> </ol> <p>*At least 4 of these 6 outcomes must be met for a course to be approved to meet the Behavioral and Social Sciences Outcome</p> <p>*A course may be approved to meet either the Behavioral and Social Sciences outcome OR the Humanities outcome, but not both</p>

## Proposed Revision to Information Literacy Foundational Learning Outcome

Existing	Proposed
<p>Information literacy is the ability to recognize the extent and nature of information need, then to locate, evaluate, and effectively use the needed information. It involves designing, evaluating and implementing a strategy to answer questions or achieve a desired goal.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Determine the extent of information needed (define the research question, determine key concepts and types of information needed)</li> <li>• Access information using effective, well-designed search strategies and relevant information sources.</li> <li>• Evaluate information and its sources critically (analyzes assumptions and evaluates the relevance of contexts when presenting a position)</li> <li>• Communicate, organize and synthesize information from several sources.</li> <li>• Access and use information ethically and legally (citations and references; paraphrasing, summary, or quoting; distinguishing between common knowledge and ideas requiring attribution)</li> <li>• Propose a solution/hypothesis that indicates comprehension of the problem and is sensitive to contextual factors as well as the ethical, logical, or cultural dimensions of the problem.</li> <li>• Demonstrate an understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.</li> </ul>	<p><b>Information Literacy</b> is the ability to accurately and ethically use information, including locating, evaluating, and synthesizing information, to pursue a line of inquiry.</p> <p><b>Key skills:</b></p> <ol style="list-style-type: none"> <li>1. Identify a line of inquiry that requires information, including formulating questions and determining the scope of the investigation.</li> <li>2. Locate information using effective search strategies and relevant information sources.</li> <li>3. Evaluate the credibility of information.</li> <li>4. Synthesize and organize information from different sources in order to communicate.</li> <li>5. Attribute original ideas of others through proper citing, referencing, paraphrasing, summarizing, and quoting.</li> <li>6. Recognize relevant cultural and other contextual factors when using information.</li> <li>7. Observe ethical and legal guidelines and requirements for the use of published, confidential, and/or proprietary information.</li> </ol> <p>*All of the key skills must be met for a course to meet the Information Literacy outcome</p>

**Proposed Revision to Science, Technology, and Society Foundational Learning Outcome**

Existing	Proposed
<p><b>Science, Technology and Society:</b> the ability to understand and apply basic scientific, quantitative, and technological content knowledge.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Understand and reflect upon the complex issues raised by technological and scientific changes and its effects on society and the global world by making sense of, evaluating, and responding to present and future changes that shape individuals’ work, public, and personal lives. Courses meeting this content area may focus on issues such as global warming; biotechnology; GMO foods; and computing and information science as it relates to security, privacy, and the proliferation of global information. Consideration should be given to scientific and technological changes from fields such as agriculture, computer science, engineering, education, health sciences, etc.</li> </ul>	<p><b>Science, Technology, and Society</b></p> <ol style="list-style-type: none"> <li><b>1.</b> Discuss examples of scientific and/or technological changes and the costs and benefits for individuals and specific societies.</li> <li><b>2.</b> Describe ethical implications of technological and/or scientific developments.</li> <li><b>3.</b> Explain how social factors have shaped the development or application of science and/or technology, including tools and strategies by which societies promote, constrain, or otherwise influence scientific and/or technical innovation.</li> </ol> <p>*Societal context under consideration may be past, present and/or future</p> <p>**All of the outcomes must be met for a course to meet the Science, Technology, and Society outcome</p>

## Proposed Revision to Written Communication Foundational Learning Outcome

Existing	Proposed
<p><b>Written Communication</b> -- clear expression of ideas in writing; includes grammar, organization, and structure. Varying levels and types of writing skills are required for different jobs. The ability to convey ideas concisely and coherently is important.</p> <p>Key skills:</p> <ul style="list-style-type: none"><li>• Demonstrates understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses on all elements of the work.</li><li>• Uses appropriate and relevant content to explore ideas and/or demonstrate mastery of the subject, conveying the writer's understanding, and shaping the work.</li><li>• Demonstrates attention to and successful execution of organization, content, presentation, format and stylistic choices in writing.</li><li>• Demonstrates use of credible, relevant resources to support ideas that are situated within the discipline and genre of writing.</li><li>• Uses language that effectively communicates meaning to readers with clarity and fluency.</li></ul>	<p><b>Written Communication</b> -- clear expression of ideas in writing; includes grammar, organization, and structure. Varying levels and types of writing skills are required for different jobs. The ability to convey ideas concisely and coherently is important.</p> <p>Key skills:</p> <ol style="list-style-type: none"><li>1. Produce texts that use appropriate formats, genre conventions, and documentation styles while controlling tone, syntax, grammar, and spelling.</li><li>2. Demonstrate an understanding of writing as a social process that includes multiple drafts, collaboration, feedback, and reflection.</li><li>3. Examine critically, summarize, apply, analyze, and synthesize information as the basis for developing original ideas and claims.</li><li>4. Develop, assert and support a focused thesis with appropriate reasoning and adequate evidence.</li><li>5. Compose texts that exhibit appropriate rhetorical choices, which include attention to audience, purpose, context, genre, and convention.</li><li>6. Demonstrate proficiency in identifying, reading, evaluating, analyzing, and using reliable sources.</li></ol> <p>*All of the key skills must be met for a course to meet the Written Communication outcome</p>

## **Committee Votes**

### For:

Frederick Berry  
Frank Dooley  
Hossein Ebrahimejad  
Jennifer Fecher  
Andy Freed  
Keith Gehres  
Nan Kong  
Eric Kvam  
Stephen Martin  
Tyson McFall  
Sandy Monroe  
Li Qiao  
Jenna Rickus  
Jeff Stefancic  
Hannah Walter

### Against: none

### Not present:

Steven Broyles  
Christine Erickson  
Donna Ferullo  
Ayhan Irfanoglu  
Julius Keller  
Greg Michalski  
Libby Richards

**TO: The University Senate**

**FROM: Educational Policy Committee**

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

**REFERENCE:** Academic Regulations and Procedures: Classes (University Senate Document 6-5, March 19, 2007)

**PROPOSAL:** *Updating class absence policies: by 1) clarifying terms 2) updating policies due to the changing needs of students 3) provision added for jury duty*

**RATIONALE:** *The current class absence policies are insufficient in providing adequate time away from campus and flexibility in times of grief, military duty, jury duty, and family leave. Guidelines in these areas are essential for not only protecting the academic standing of students but also for providing guidance to Purdue faculty on approved procedures for handling student absences consistently.*

<b>Current</b>	<b>Proposed</b>
<p><b>A . Attendance</b>                      The resources of Purdue University are provided for the intellectual development of its students. Courses with defined schedules are provided to facilitate an orderly and predictable environment for learning, as well as to provide assurance of a registered student's right to access the course. Scheduled courses allow students to avoid conflicts and reflect the University's expectation that students should be present for every meeting of a class/laboratory for which they are registered. Faculty are responsible for organizing and delivering a course of instruction and for certifying student accomplishment on the basis of performance.</p> <p>The University recognizes that the learning mission can be enhanced significantly by extracurricular experiences. Students participating in University-sponsored activities should be permitted to make up class work missed as a result of this participation. Ultimately students are responsible for all required coursework and bear full responsibility for any academic consequences that may result due to absence.</p>	<p><b>A . Attendance</b>                      The resources of Purdue University are provided for the intellectual development of its students. Courses with defined schedules are provided to facilitate an orderly and predictable environment for learning, as well as to provide assurance of a registered student's right to access the course. Scheduled courses allow students to avoid conflicts and reflect the University's expectation that students should be present for every meeting of a class/laboratory for which they are registered. Faculty are responsible for organizing and delivering a course of instruction and for certifying student accomplishment on the basis of performance. Coursework is defined as the assessment(s) used by the instructor to determine the student's grade, as outlined in the course syllabus.</p> <p>The University recognizes that the learning mission can be enhanced significantly by <del>co</del>extracurricular experiences. Students participating in University-sponsored activities should be permitted to make up class work missed as a result of this participation. Ultimately students are responsible for all required coursework and bear full responsibility for any academic consequences that may result due to absence.</p> <p><b>Additionally, the University recognizes that in some circumstances, absence from class is unavoidable or is necessary to fulfill a required obligation. As such,</b></p>



	<p>the University has established the following as reasons to be granted an excused absence from class:</p> <ul style="list-style-type: none"> <li>• Grief/Bereavement</li> <li>• Military Service</li> <li>• Jury Duty</li> <li>• Parenting Leave</li> </ul> <p>Procedures and remedies for granting these absences for is specified in the sections below. The student bears the responsibility of informing the instructor in a timely fashion, if possible. The instructor bears the responsibility of trying to accommodate the student either by excusing the student or allowing the student to make up work, when possible.</p>
<p><b>1. General Attendance Issues (University Senate Document 10-8, March 21, 2011)</b> Instructors are expected to establish and clearly communicate in the course syllabus attendance policies relevant to individual courses. Course attendance policies must be consistent with University policy.</p> <p>It is recognized that occasionally it may be necessary for a student to be absent from a scheduled course activity for personal reasons beyond his/her control (e.g., illness, family emergency, bereavement, etc.). The University expects each student to be responsible for class-related work missed as a result of an unavoidable absence; this work may be made up at the discretion of the instructor.</p> <p>Only the instructor can excuse a student from a course requirement or responsibility. When conflicts or absences can be anticipated, such as for many University sponsored activities and religious observances, the student should inform the instructor of the situation as far in advance as possible and the instructor should strive to accommodate the student. Individual course policies may state expected notification periods. For unanticipated or emergency absences where advance notification to an instructor is not possible, the student should contact the instructor as soon as possible by e-mail, phone, or by contacting the main office of the department that offers the course. When the student is unable to make direct contact with the instructor and is unable to leave word with the instructor's department because of circumstances beyond the student's control, and in</p>	<p><b>1. General Attendance Issues (University Senate Document 10-8, March 21, 2011)</b> Instructors are expected to establish and clearly communicate in the course syllabus attendance policies relevant to individual courses. Course attendance policies must be consistent with University policy.</p> <p>It is recognized that occasionally it may be necessary for a students to be absent from a scheduled course activity for personal reasons beyond his/her <b>their</b> control (e.g., illness, family emergency, <b>job/internship interview bereavement</b>, etc.). The University expects each student to be responsible for class-related work missed as a result of an unavoidable absence; this work may be made up at the discretion of the instructor.</p> <p>Only the instructor can excuse a student from a course requirement or responsibility. When conflicts or absences can be anticipated, such as for many University sponsored activities <b>or and</b> religious observances, the student should inform the instructor of the situation as far in advance as possible and the instructor should strive to accommodate the student. Individual course policies may state expected notification periods. <u>Additionally, instructors <b>must should</b> clearly and explicitly state, in their course syllabus, <b>procedures in which assignments and assessments can be made up</b> <del>which assignments and assessments are appropriate to be provided as make up work for their course.</del></u> For unanticipated or emergency absences where advance notification to an instructor is not possible, the student should contact the instructor as soon as possible by e-mail, phone, or</p>

cases of bereavement, the student or the student's representative should contact the Office of the Dean of Students. A member of the Dean of Students staff will notify the student's instructor(s) of the circumstances. The student should be aware that this intervention does not change in any way the outcome of the instructor's decision regarding the students' academic work and performance in any given course.

Regardless of whether these absences are anticipated or unanticipated, instructors are to allow for absences in accordance with the Student Bereavement Policy and in all other cases, are encouraged to accommodate the student. In certain laboratory-based or intensive short-term courses, a student can jeopardize his/her academic status with an unreasonable number of absences, particularly in lab courses that cannot be made up later. The student should always consult with the instructor to determine the potential impact of any absence.

Students holding the opinion that they have been wrongly denied an excused absence or the opportunity to make up missed work should contact the head of the department offering the course or the Office of the Dean of Students to attempt to resolve the conflict.

by contacting the main office of the department that offers the course. When the student is unable to make direct contact with the instructor and is unable to leave word with the instructor's department because of circumstances beyond the student's control, ~~and in cases of bereavement,~~ the student or the student's representative should contact the Office of the Dean of Students. A member of the Dean of Students staff will notify the student's instructor(s) of the circumstances. The student should be aware that this intervention does not change ~~in any way~~ the outcome of the instructor's decision regarding the students' academic work and performance in any given course.

~~Regardless of whether these absences are anticipated or unanticipated, instructors are to allow for absences in accordance with the Student Bereavement Policy and in all other cases, are encouraged to accommodate the student. In certain laboratory-based or intensive short-term courses, a student can jeopardize his/her academic status with an unreasonable number of absences, particularly in lab courses that cannot be made up later. The student should always consult with the instructor to determine the potential impact of any absence.~~

~~Students holding the opinion that they have been wrongly denied an excused absence or the opportunity to make up missed work should contact the head of the department offering the course or the Office of the Dean of Students to attempt to resolve the conflict.~~ *Moved to Section 8: Procedures*

**2. Conflicts with Religious Observances**

The University values a community with diverse backgrounds and traditions and recognizes that conflicts between regularly scheduled curricular activities and religious observances of some members of our community can arise. Instructors are encouraged to cooperate with students in dealing with work missed due to absences resulting from participation in religious observances.

Students requesting special consideration in scheduling are encouraged to make this known to instructors well in advance, minimize the length of the absence, and be flexible in arranging alternative

**2. Conflicts with Religious Observances**

The University values a community with diverse backgrounds and traditions and recognizes that conflicts between regularly scheduled curricular activities and religious observances of some members of our community can arise. Instructors are encouraged to cooperate with students in dealing with **course** work missed due to absences resulting from participation in religious observances.

Students requesting special consideration in scheduling are encouraged to make this known to instructors well in advance, minimize the length of the absence, and be flexible in arranging alternative

<p>times to complete any assignments they might miss. Students holding the opinion that they have wrongly been denied an excused absence or the opportunity to make up missed work due to an absence for a religious observance should contact the head of the department offering the course to attempt to resolve the conflict.</p>	<p>times to complete any assignments they might miss. <del>Students holding the opinion that they have wrongly been denied an excused absence or the opportunity to make up missed work due to an absence for a religious observance should contact the head of the department offering the course to attempt to resolve the conflict.</del> <i>Moved to Section 8: Procedures</i></p>
<p>[No text]</p>	<p><b>3. University Excused Absences</b>  The University Senate <del>has authorized</del> <b>recognizes</b> the following <b>as</b> types of absences <b>that must</b> <del>to</del> be excused:</p> <ul style="list-style-type: none"> <li>• <i>Absences related to those covered under the Grief Absence Policy for Students (GAPS)</i></li> <li>• <i>Absences related to those covered under the Military Absence Policy for Students (MAPS)</i></li> <li>• <i>Absences related to those covered under the Jury Duty Policy for Students</i></li> <li>• <i>Absences related to those covered under the Parenting Leave Policy for Students</i></li> </ul> <p>These policies apply to all students currently enrolled on the Purdue University West Lafayette campus and <b>State-Wide</b> Purdue University Polytechnic State <b>Wide</b> locations.</p>
<p><b>3. Grief Absence Policy for Students (University Senate Document 10-6, March 21, 2011)</b>  Policy Statement: Purdue University recognizes that a time of bereavement is very difficult for a student. The University therefore provides the following rights to students facing the loss of a family member through the Grief Absence Policy for Students (GAPS).</p> <p>GAPS Policy: Students will be excused for funeral leave and given the opportunity to earn equivalent credit and to demonstrate evidence of meeting the learning outcomes for missed assignments or assessments in the event of the death of a member of the student's family.</p>	<p><b>4. Grief Absence Policy for Students (GAPS)</b>  <del>Policy Statement: Purdue University recognizes that a time of bereavement is very difficult for a student. The University therefore provides the following rights to students facing the loss of a family member through the Grief Absence Policy for Students (GAPS).</del></p> <p>Students will be excused with <u>no penalty will be applied to a student's attendance</u> bereavement leave and the student will <b>be</b> given the opportunity to <b>make up coursework as defined in the course syllabus for bereavement leave. This also includes being granted leave even in those incidences where a student does not travel from campus</b> <del>earn equivalent credit and to demonstrate evidence of meeting the learning outcomes for missed assignments or assessments in the event of the death of a member of the student's family.</del></p>

Scope: This policy applies to all full-time and part-time students currently enrolled in the Purdue University System.

Immediate Family: Students are eligible for up to three (3) days of excused absence over five (5) consecutive calendar days for the death of a spouse, parent, child, grandparent, grandchild or sibling, or a corresponding in-law or step-relative.

Relative living in the student's home: Students are eligible for up to three (3) days of excused absence over five (5) consecutive calendar days for the death of an uncle, aunt, niece, nephew or first cousin living in the student's home.

Relative: Students are eligible for one (1) day of excused absence for the death of an uncle, aunt, niece, nephew or first cousin.

In the event of the death of another family member or friend not explicitly included within this policy, a bereaved student should petition for grief absence through the Office of the Dean of Students (ODOS) by meeting individually with an ODOS staff member for case evaluation.

In addition, students may be granted additional absences to account for travel considerations, to be determined by the distance of the verified funeral services from West Lafayette, IN, as follows:  
 Within 150 mile radius of West Lafayette - no additional excused absence days; between 150-300 mile radius of West Lafayette - one additional excused absence days; beyond 300 mile radius of West Lafayette - two additional excused absence days; outside the 48 contiguous United States - four additional excused absence days.

The following parameters are established related to the relationship to the student of the deceased **loved one family member**:

Immediate Family: Students are eligible for up to ~~three (3)~~ five (5) days of excused absence, **over a two-week period, of the semester in which the death occurs, over five (5) consecutive calendar days** for the death of a spouse, parent, child, grandparent, grandchild or sibling, or a corresponding in-law or step-relative.

**Other Relationships: Students are eligible for up to three (3) days of excused absence, over a two-week period, of the semester in which the death occurs, for the death of relatives or friends falling outside of the category of immediate family.**

~~Relative living in the student's home: Students are eligible for up to three (3) days of excused absence over five (5) consecutive calendar days for the death of an uncle, aunt, niece, nephew or first cousin living in the student's home.~~

~~Relative: Students are eligible for one (1) day of excused absence for the death of an uncle, aunt, niece, nephew or first cousin.~~

~~In the event of the death of another family member or friend not explicitly included within this policy, **All excused absence days must be used within a 2-week time period after the use of the first excused day.**~~

**In unique circumstances**, a bereaved student should petition for **extended** grief absence through the Office of the Dean of Students (ODOS) by meeting individually with an ODOS staff member for case evaluation.

In addition, students may be granted additional absences to account for travel considerations, to be determined by the distance of the verified bereavement services from West Lafayette, IN, as follows:

- Within 150-mile radius of West Lafayette - no additional excused absence days
- Between 150-300 mile radius of West Lafayette - one additional excused absence days;

A student should contact the ODOS to request that a notice of his or her leave be sent to instructors. The student will provide documentation of the death or funeral service attended to the ODOS. Given proper documentation, the instructor will excuse the student from class and provide the opportunity to earn equivalent credit and to demonstrate evidence of meeting the learning outcomes for missed assignments or assessments. If the student is not satisfied with the implementation of this policy by a faculty member, he or she is encouraged to contact the Department Head and if necessary, the ODOS, for further review of his or her case. In a case where grades are negatively affected, the student may follow the established grade appeals process.

- Beyond 300-mile radius of West Lafayette - two additional excused absence days
- Outside the 48 contiguous United States - four additional excused absence days.

*A student enrolled at a other Purdue University Polytechnic State Wide locations shall be granted additional leave based upon the traveled distance from the State Wide location in which the student is enrolled at.*

A student should contact the ODOS to request that a notice of his or her leave be sent to instructors. The student will provide documentation of the death or funeral service attended to the ODOS. Given proper documentation, the instructor will excuse the student from class and provide the opportunity to earn equivalent credit and to demonstrate evidence of meeting the learning outcomes for missed assignments or assessments.

**In cases of impending death, students should contact the instructor as soon as possible by e-mail, phone, or by contacting the main office of the department that offers the course. When the student is unable to make direct contact with the instructor and is unable to leave word with the instructor's department because of circumstances beyond the student's control, the student or the student's representative should contact the Office of the Dean of Students. A member of the Dean of Students staff will notify the student's instructor(s) of the circumstances. Instructors should work to reasonably accommodate students in these unique circumstances.**

~~If the student is not satisfied with the implementation of this policy by a faculty member, he or she is encouraged to contact the Department Head and if necessary, the ODOS, for further review of his or herthe case. In a case where grades are negatively affected, the student may follow the established grade appeals process.~~ **Moved to section 8: Procedures**

**4. Military Absence Policy for Students (University Senate Document 13-4, March 24, 2014)**

Purdue University recognizes that those who are actively serving in the Reserves or National Guard of the United States are required by their military contract to attend mandatory training through the

**5. Military Absence Policy for Students (MAPS)**

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### Military Absence Policy for Students (MAPS).

Students will not be penalized for mandatory military training and will be given the opportunity to earn equivalent credit and to demonstrate evidence of meeting the learning outcomes for missed assignments or assessments in the event of a schedule or class conflict due to mandatory military training. It is the responsibility of the student to inform the instructor at the beginning of the semester of the potential for mandatory military training conflicts. Students should expect that absences from heavier course loads will be more difficult to recover from than absences from lighter course loads.

Students are eligible for up to fifteen (15) days for military-required absences per academic year with no more than ten (10) academic calendar days taken consecutively, for their mandatory military training. Total absences, including travel, may not exceed 1/3 of the course meetings for any course.

Students may be granted additional absences to account for travel considerations, to be determined by the distance of the verified military training from the Purdue campus, as follows:

Within 150 mile radius of the Purdue campus, no additional excused absence days.

Between 150 - 300 mile radius of the Purdue campus, one additional excused absence days.

Beyond 300 mile radius of the Purdue campus, two additional excused absence days.

Outside the 48 contiguous United States, four additional excused absence days.

A student should contact the Office of the Dean of Students (ODOS) to request that a notice of the leave be sent to instructors as soon as he or she is informed

### ~~Military Absence Policy for Students (MAPS).~~

Students will be excused, and no penalty will be applied to a student's absence for mandatory military training and be given the opportunity to **make up coursework as defined in the course syllabus.**

~~earn equivalent credit and to demonstrate evidence of meeting the learning outcomes for missed assignments or assessments in the event of a schedule or class conflict due to mandatory military training.~~ It is the responsibility of the student to inform the instructor at the beginning of the semester of the potential for mandatory military training conflicts. Students should expect that absences from heavier course loads will be more difficult to recover from than absences from lighter course loads.

Students are eligible for up to fifteen (15) days for military-required absences per academic year with no more than ten (10) academic calendar (**during the fall and spring semesters**) days taken consecutively, for their mandatory military training. Total absences, including travel, may not exceed 1/3 of the course meetings for any course.

Students may be granted additional absences to account for travel considerations, to be determined by the distance of the verified military training from the Purdue campus, as follows:

- Within 150-mile radius of the Purdue campus, no additional excused absence days.
- Between 150 - 300 mile radius of the Purdue campus, one additional excused absence day. Beyond 300-mile radius of the Purdue campus, two additional excused absence days.
- Outside the 48 contiguous United States, four additional excused absence days.

*A student enrolled at a other Purdue University Polytechnic State Wide locations shall be granted additional leave based upon the traveled distance from the State Wide location in which the student is enrolled @.*

of the dates of mandatory military training. The student will provide documentation of the mandatory military training in the form of orders or equivalent documents as proof of legitimate absence to the ODOS as soon as these documents are available. If necessary, the ODOS may consult with the Veterans Success Center about the nature of the documentation. When documentation is presented to the Office of the Dean of Students, a verified absence notification will be sent to the student's instructors.

The student may provide verbal information about the leave to the ODOS and an unverified preliminary (non-MAPS) notice will be sent to instructors for planning purposes only. MAPS will be applicable only when the student has returned to the ODOS with substantiating documentation and ODOS has sent a verified absence notification to the instructors.

With a verified absence notification from the ODOS, the instructor will not penalize the student for missing class and will provide the opportunity to earn equivalent credit and to demonstrate evidence of meeting the learning outcomes for missed assignments or assessments. If the student begins to make up the work and is not satisfied with the implementation of this policy, he or she shall provide, within 10 days, a written statement to the professor clearly explaining their objection and suggesting an alternative accommodation. If the professor and student cannot expediently resolve this written objection, then the student may appeal for further review or consultation of his or her case to the Department Head, whereupon ODOS or the Veterans Success Center may become involved. In a case where grades are negatively affected, the student may follow the established grade appeals process.

Unique or variant exceptions should be dealt with in a negotiated manner between the student and professor, which may include involving the Department Head, ODOS, or the Veterans Success Center to review and consult on his or her situation.

A student should contact the Office of the Dean of Students (ODOS) to request that a notice of the leave be sent to instructors as soon as he or she is **when** informed of the dates of mandatory military training. The student will provide documentation of the mandatory military training in the form of orders or equivalent documents as proof of legitimate absence to the ODOS as soon as these documents are available. If necessary, the ODOS may consult with the Veterans Success Center about the nature of the documentation. When documentation is presented to the Office of the Dean of Students, a verified absence notification will be sent to the student's instructors.

The student may provide verbal information about the leave to the ODOS and an unverified preliminary (non-MAPS) notice will be sent to instructors for planning purposes only. MAPS will be applicable only when the student has returned to the ODOS with substantiating documentation and ODOS has sent a verified absence notification to the instructors.

With a verified absence notification from the ODOS, **no penalty will be applied to a student's absence for mandatory military training and the student will be given the opportunity to make up course work as defined in the course syllabus** ~~the instructor will not penalize the student for missing class and will provide the opportunity to earn equivalent credit and to demonstrate evidence of meeting the learning outcomes for missed assignments or assessments. If the student begins to make up the work and is not satisfied with the implementation of this policy, he or she shall provide, within 10 days, a written statement to the professor clearly explaining their objection and suggesting an alternative accommodation. If the professor and student cannot expediently resolve this written objection, then the student may appeal for further review or consultation of his or her the case to the Department Head, whereupon ODOS or the Veterans Success Center may become involved. In a case where grades are negatively affected, the student may follow the established grade appeals process.~~

*Moved to Section 8: Procedures*

Unique or variant exceptions should be dealt with in a negotiated manner between the student and professor, which may include involving the Department Head, **Dean of the school or college,**

<p>In certain laboratory-based or intensive short-term courses, a student can jeopardize his/her academic status with an unreasonable number of absences, particularly in lab courses that cannot be made up later. In courses with extensive laboratory exercises, group projects, group performances, or participation requirements, equivalent exercises or assessments may not be possible as determined by the instructor and subject to review by the Dean of the school offering the course, or their designee. In such a case the student may be eligible for retroactive withdrawal. The student should always consult with the instructor to determine the potential impact of any absence.</p>	<p>ODOS, or the Veterans Success Center to review and consult on his or her situation.</p> <p>In certain laboratory-based or intensive short-term courses, a student can jeopardize their academic status with an unreasonable number of absences, particularly in lab courses that cannot be made up later. In courses with extensive laboratory exercises, group projects, group performances, or participation requirements, equivalent exercises or assessments may not be possible as determined by the instructor and subject to review by the Dean of the <b>school or college</b> offering the course, or their designee. In such a case the student may be eligible for retroactive withdrawal. The student should always consult with the instructor to determine the potential impact of any absence.</p>
<p>[No text]</p>	<p><b>6. Jury Duty Absence Policy For Students</b></p> <p>Students will be excused, and <u>no penalty will be applied to a student's absence</u> for Jury Duty and given the opportunity <b>to make up coursework as defined in the syllabus.</b> <del>earn equivalent credit and to demonstrate evidence of meeting learning outcomes for missed assignments or assessments</del> in the event that a student is summoned to serve as <b>as</b> a potential juror and/or who have been empaneled as a juror in a criminal and/or civil trial. It is the responsibility of the student to inform the instructor at the earliest possible opportunity of the potential for jury duty conflicts. Students should expect that absences from heavier course loads will be more difficult to recover from than absences from lighter course loads.</p> <p>Students are eligible for up to ten (10) days for jury duty required absences per academic semester. Total absences, including travel, may not exceed 1/3 of the total course meetings for any course.</p> <p>Students may be granted additional absences to account for travel considerations, to be determined by the distance of the jury duty from the Purdue University campus as follows:</p> <ul style="list-style-type: none"> <li>• Within 150-mile radius of the Purdue campus, no additional excused absence days.</li> <li>• Between 150 - 300 mile radius of the Purdue campus, one additional excused absence day.</li> </ul>



- Beyond 300-mile radius of the Purdue campus, two additional excused absence days.

*A student enrolled at a other Purdue University Polytechnic State Wide locations shall be granted additional leave based upon the traveled distance from the State Wide location in which the student is enrolled at.*

A student should contact the Office of the Dean of Students (ODOS) to request that a notice of the leave be sent to instructors as soon as the student is aware of the dates of the summoned jury duty. The student will provide documentation of the jury duty in the form of a **court summons** ~~from a court.~~

With a verified absence notification from the ODOS, the instructor will not penalize the student for missing class and will provide the opportunity to earn equivalent credit and to demonstrate evidence of meeting the learning outcomes for missed assignments or assessments. ~~If the student begins to make up the work and is not satisfied with the implementation of this policy, he or she shall provide, within 10 days, a written statement to the professor clearly explaining their objection and suggesting an alternative accommodation. If the professor and student cannot expediently resolve this written objection, then the student may appeal for further review or consultation of his or her case to the Department Head, whereupon ODOS may become involved. In a case where grades are negatively affected, the student may follow the established grade appeals process.~~ **Moved to Section 8: Procedures**

Unique jury duty situations (sequestered, empaneled as a Grand Jury member, etc.) should be dealt with in a negotiated manner between the student and professor, which may include involving the Department Head, **Dean of the school or college**, or ODOS, to review and consult on the student's situation.

In certain laboratory-based or intensive short-term courses, a student may jeopardize their academic status with an unreasonable number of absences, particularly in lab courses that cannot be made up later. In courses with extensive laboratory exercises, group projects, group performances, or participation

	<p>requirements, equivalent exercises or assessments may not be possible as determined by the instructor and subject to review by the Dean of the school <b>or college</b> offering the course, or their designee. In such a case the student may be eligible for retroactive withdrawal. The student should always consult with the instructor to determine the potential impact of any absence.</p>
<p>[No text]</p>	<p><b>7. Parenting Leave Policy for Students</b></p> <p>Students who are pregnant, have recently given birth, or need a leave of absence to care for a newborn, adopted, legal guardian, or foster care, may petition for a leave of absence through the Office of Institutional Equity (OIE) by meeting individually with an OIE staff member. The student will be expected to provide documentation related to the petition for leave. If approved, <b>the student will be excused, and no penalty will be applied to a student's absence and given the opportunity to make up course work as defined in the syllabus.</b> the student will be excused from classes. The University will approve all absences due to pregnancy or childbirth for as long as a student's medical provider states that it is medically necessary, and may approve other absences as appropriate.</p> <p><del>Students who have received an approved leave of absence will be permitted to return to the same academic and extracurricular status as before the absences began. Additionally, students who have had an approved leave of absence will maintain their fellowship and scholarship status for all Purdue University-administered fellowships and scholarships.</del></p> <p>The University will provide students who are pregnant or have recently given birth with the same special services it provides to students with temporary medical conditions.</p> <p>The instructor will not penalize the student for missing class during an approved absence and will provide opportunity to earn equivalent credit and to demonstrate evidence of meeting the learning outcomes for missed assignments and assessments.</p>
<p>[No text]</p>	<p><b>8. Procedures Grievances</b></p> <p><b>The instructor will not penalize the student for missing class during an approved absence and will</b></p>

provide opportunity to earn equivalent credit and to demonstrate evidence of meeting the learning outcomes for missed assignments and assessments.

Students requesting excused absences or leaves under the above policies should expect that absences from heavier course loads or those in certain laboratory-based or intensive short-term courses will have a greater impact on a student than those with a lighter course load. In courses with extensive laboratory exercises, group projects, group performances, or participation requirements, **make up coursework** ~~equivalent exercises or assessments~~ may not be possible as determined by the instructor and subject to review by the Dean of the school **or college** offering the course, or their designee. In such a case the student may be eligible for retroactive withdrawal. The student is advised to always consult with the instructor to determine the potential impact of any absence.

**Students who have received an approved leave of absence will be permitted to return to the same academic and extracurricular status as before the absences began. Additionally, students who have had an approved leave of absence will maintain their fellowship and scholarship status for all Purdue University-administered fellowships and scholarships.**

Students who believe that they have not been provided an excused absence(s) or the opportunity to **complete make up work** ~~earn equivalent credit and to demonstrate evidence of meeting the learning outcomes for missed assignments and assessments~~ are encouraged to attempt to resolve the matter informally with the instructor, and/or department head and **Dean of the College or School that the course is offered**. Additionally, the ODOS, or the OIE in cases involving the Parenting Leave policy, may be consulted by the student for further review of their case. In a case where grades are negatively affected, the student may follow the established grade appeals process.

**9. Conclusion:**

The University expects that students will attend classes for which they are registered. At times, however, either anticipated or unanticipated absences can occur. The student bears the responsibility of

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informing the instructor in a timely fashion, when possible. The instructor bears the responsibility of trying to accommodate the student either by excusing the student or allowing the student to make up work, when possible. The University expects both students and their instructors to approach problems with class attendance in a manner that is reasonable.

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**Committee Votes**For:

Frederick Berry  
Frank Dooley  
Hossein Ebrahimejad  
Jennifer Fecher  
Andy Freed  
Keith Gehres  
Nan Kong  
Eric Kvam  
Stephen Martin  
Tyson McFall  
Sandy Monroe  
Li Qiao  
Jenna Rickus  
Jeff Stefancic  
Hannah Walter

Against: noneNot present:

Steven Broyles  
Christine Erickson  
Donna Ferullo  
Ayhan Irfanoglu  
Julius Keller  
Greg Michalski  
Libby Richards

- Reminder that this is Mental Health Awareness Week (February 17-21)
- Academic Rigor Town Hall – went well and was fairly well attended. See the recording at: [www.purdue.edu/senate/calendar](http://www.purdue.edu/senate/calendar); scroll down to Wed. January 29, 2020.
- New teaching evaluations are reviewed by EPC and possibly other Standing committees. Changes coming by the end of the semester.
- The Civics Working group met with the EPC who is looking at the feasibility and costs of the working group's recommendations.
- IP policy and Standard 19 – Chair Cooky, Steve Schultz and Jonas Burgett met with academic deans to discuss. Cooky will work with the Provost's office to organize college-wide information sessions.



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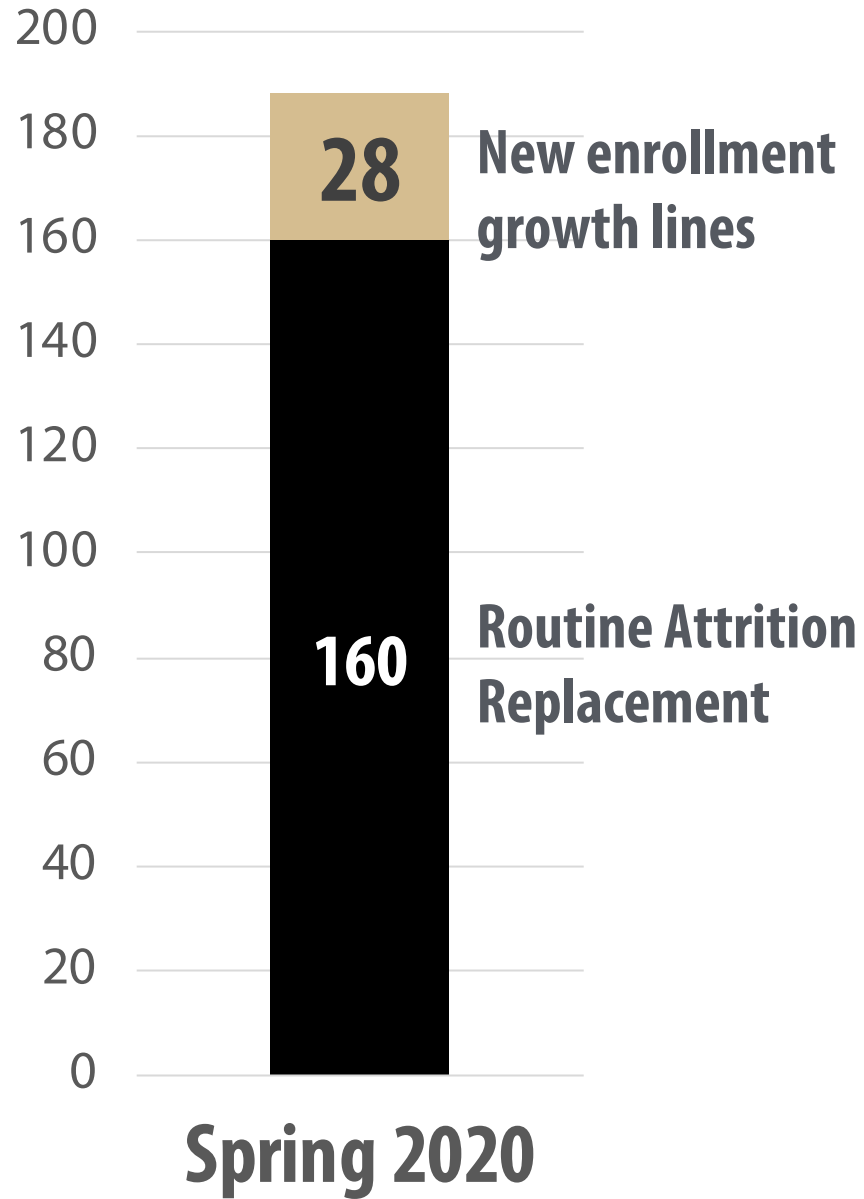
## *Student savings*

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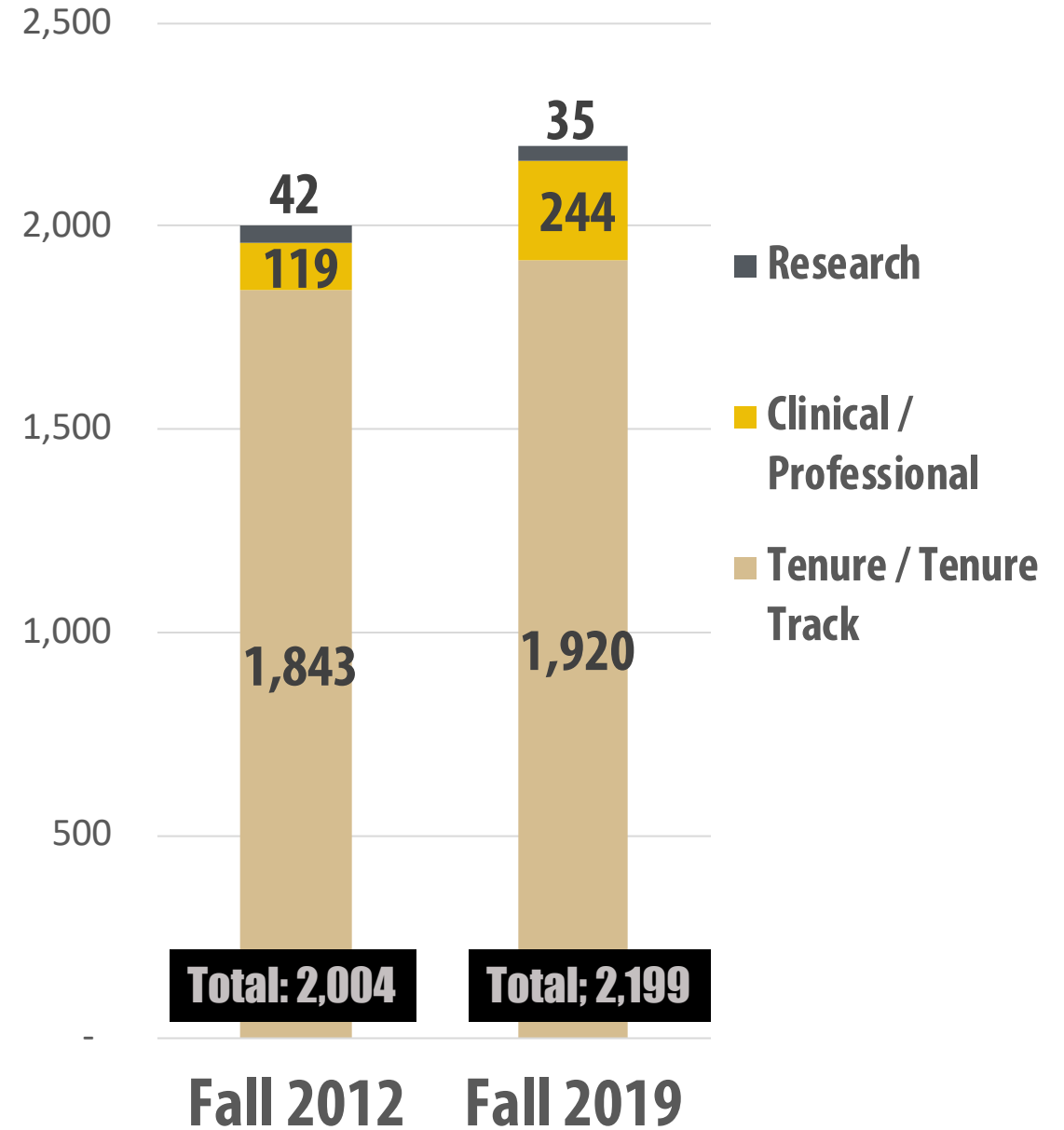
- Students & their families would have spent **\$600 million** more if Purdue had raised prices at the average Big Ten rate from 2013-2020.
- **59%** of Purdue students graduate debt free vs. 43% nationally.
- Annual student borrowing is **down one-third** since 2012.
- Debt per undergraduate **down \$1,900** since 2012.



# Faculty Searches

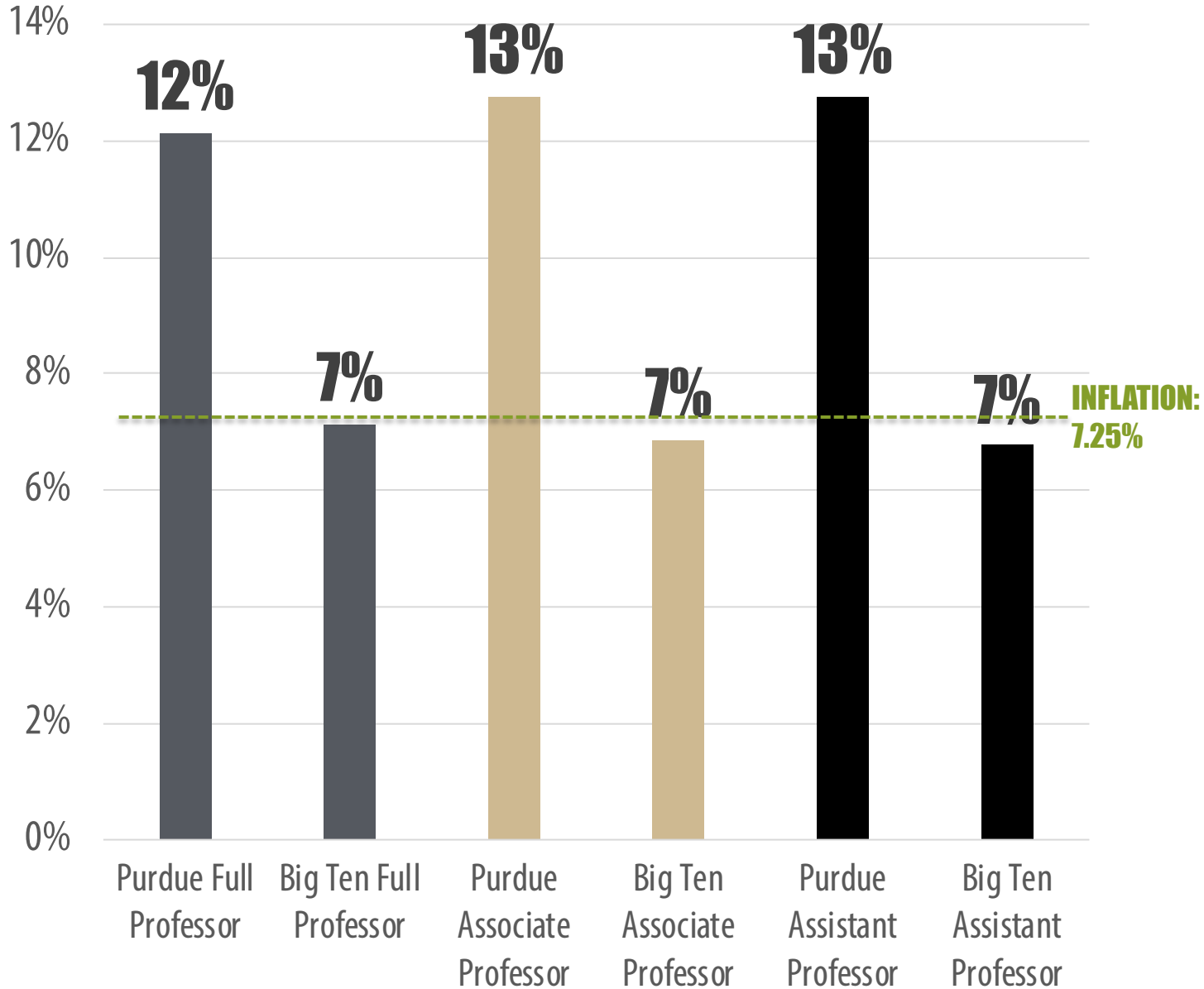


# Faculty Growth



# Change in Salary 2015-19

Source: AAUP



\*Average excludes Purdue, Northwestern

Year	Merit Pay Increases
2016	3.5%
2017	2.5%
2018	2.5%
2019	2.5%
2020	2.5%
2021	3.0% <i>New</i>
<b>Total</b>	<b>16.5%</b>

# *Purdue Polytechnic High School*

- 2 Indianapolis locations open; Pursuing 3rd in South Bend
- 430 students enrolled in 2019-20
- 37% black, 21% Latino, 7% 1 or more race,
- ≈115 graduates will become the inaugural class of 2021
- Scholarship fund launched



# Purdue Polytechnic High School

Indiana uses 3 metrics to grade schools, as data become available:

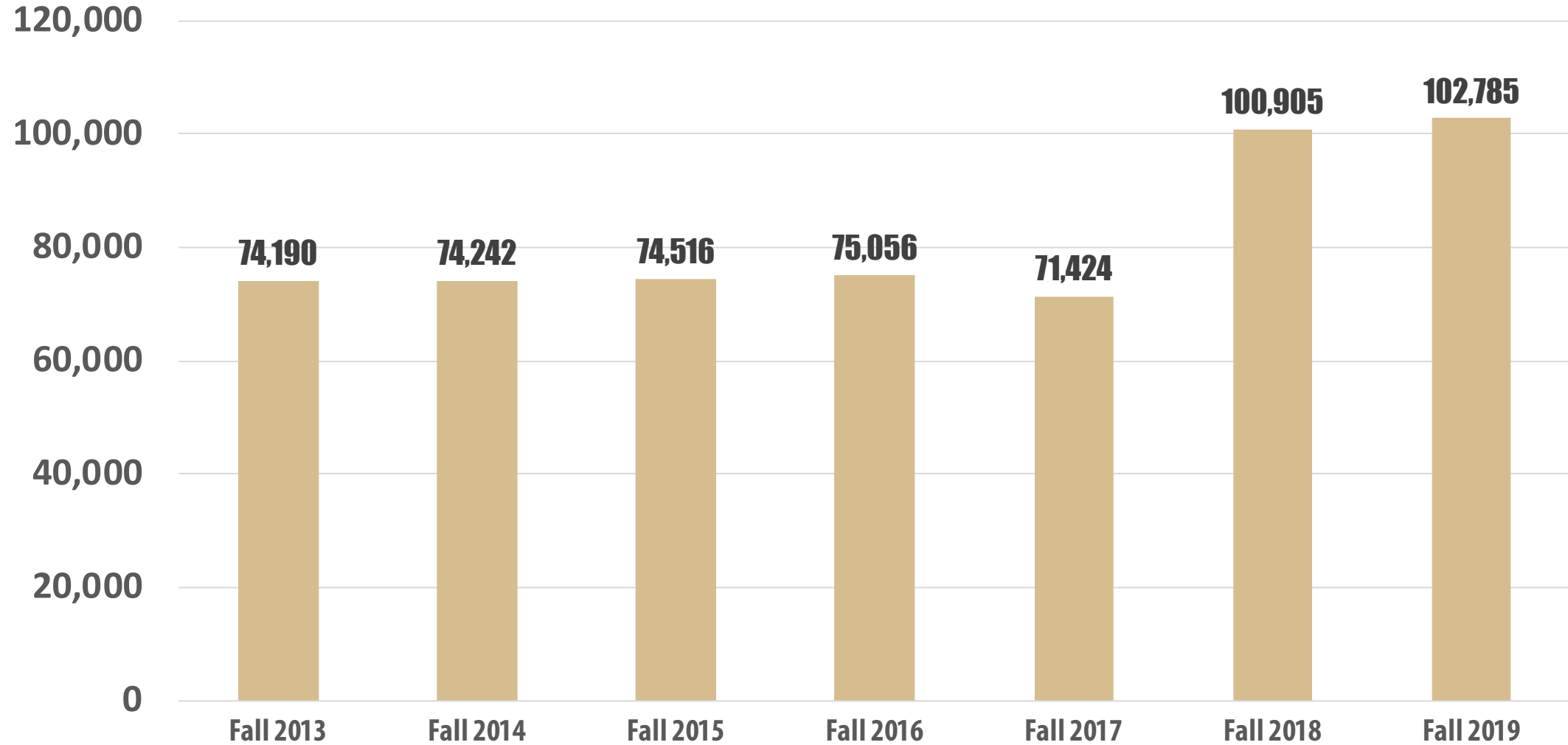
METRIC	Date Metric Availability
1. ISTEP Scores	Fall 2019 ✓
2. Graduation Rates	Fall 2021
3. College & Career Readiness	Fall 2021

## 2019 10th Grade ISTEP Pass Rates

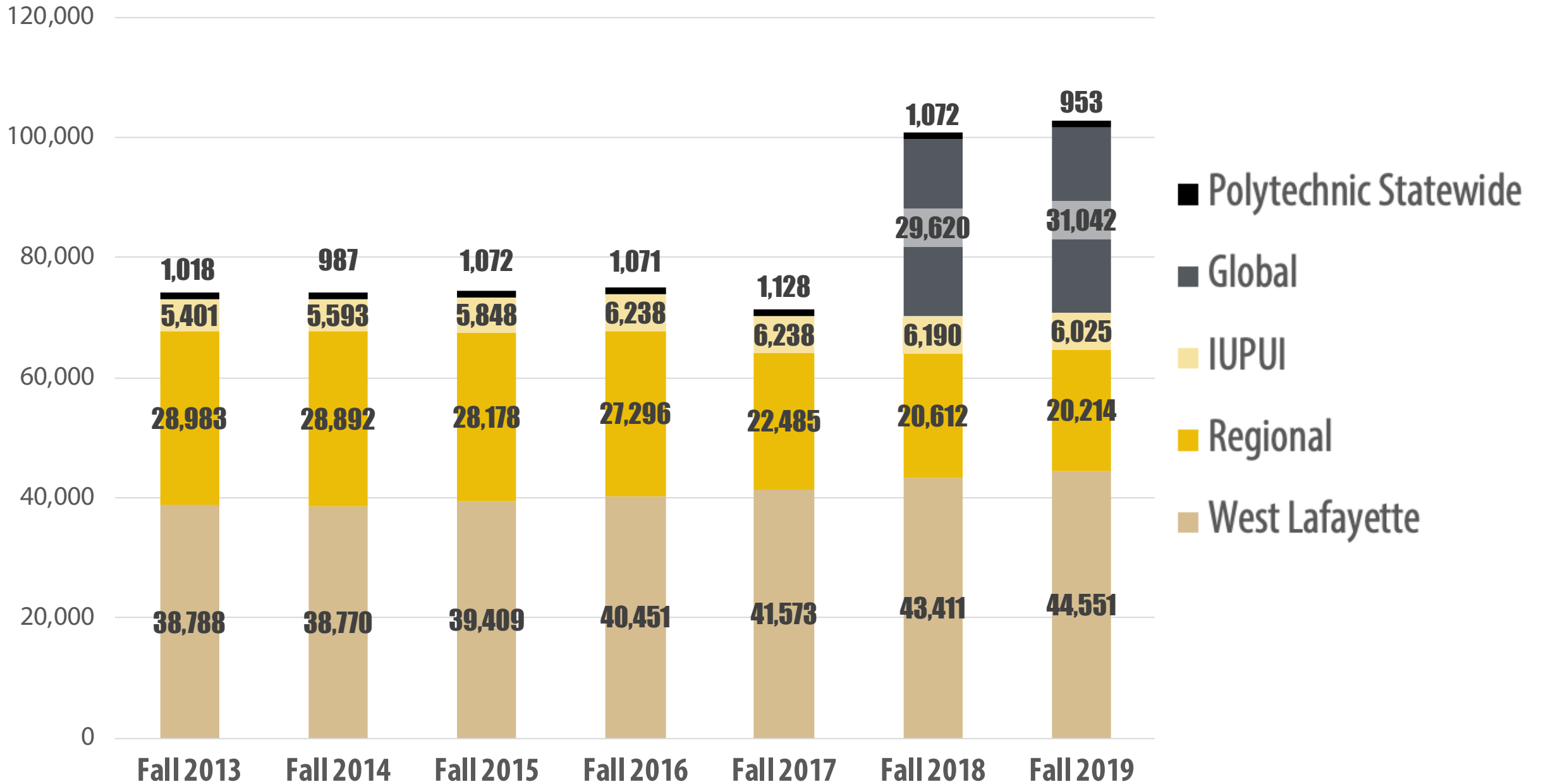
	IPS Average	State Average	PPHS
Low-Income	4%	18%	28%
URM	4%	17%	22%
Overall Pass Rates	6%	34%	38%

# *The Purdue system now serves 100,000+ students*

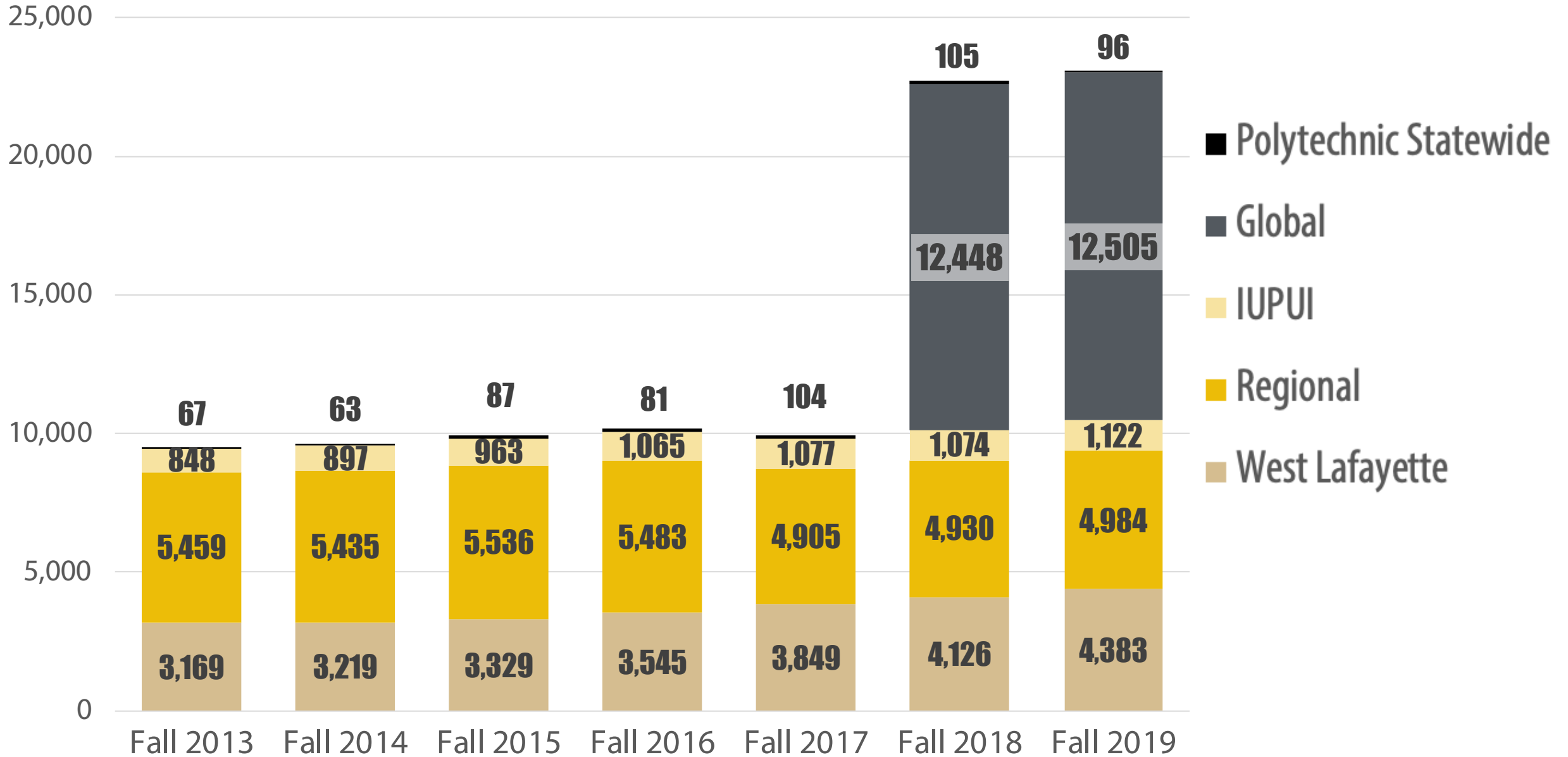
Total Enrollment: All campuses



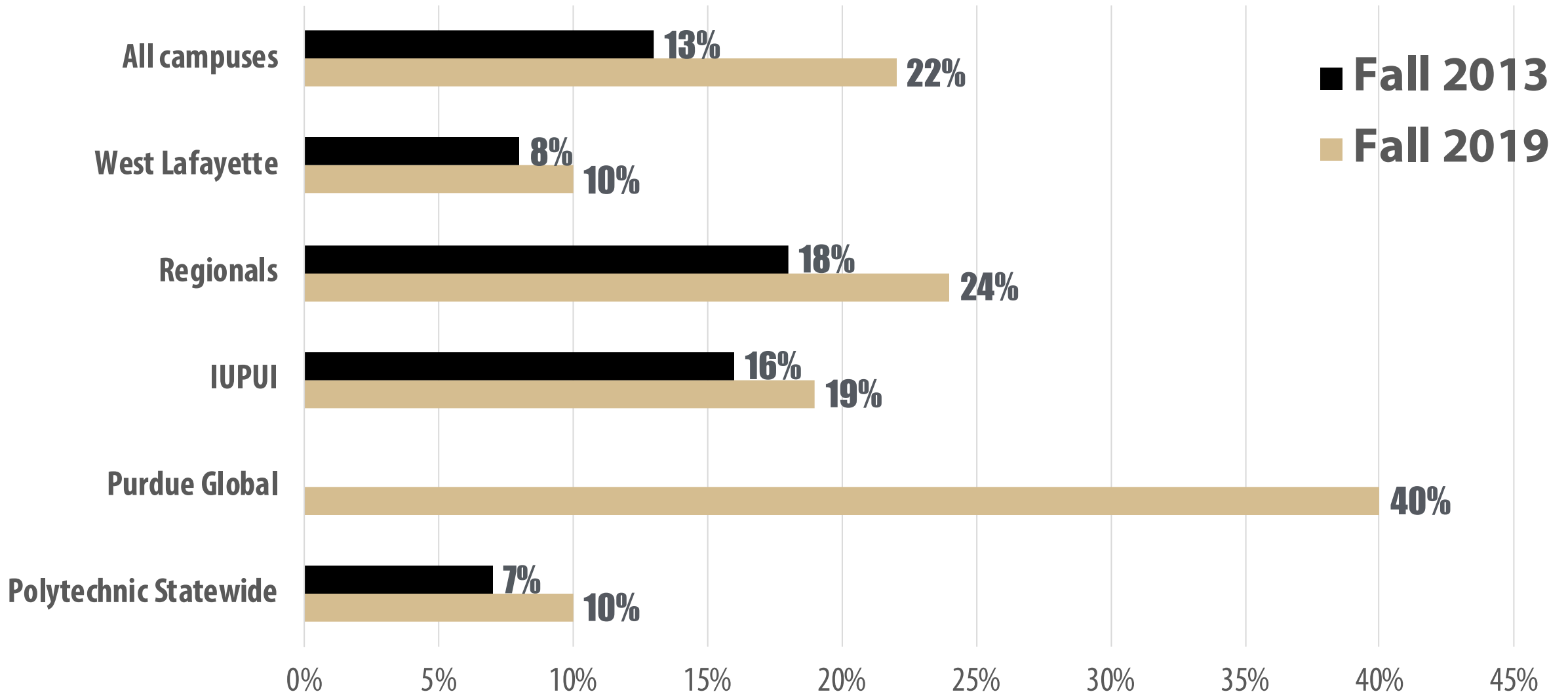
# Enrollment by campus: 2013-2019



# URM Enrollment: All campuses

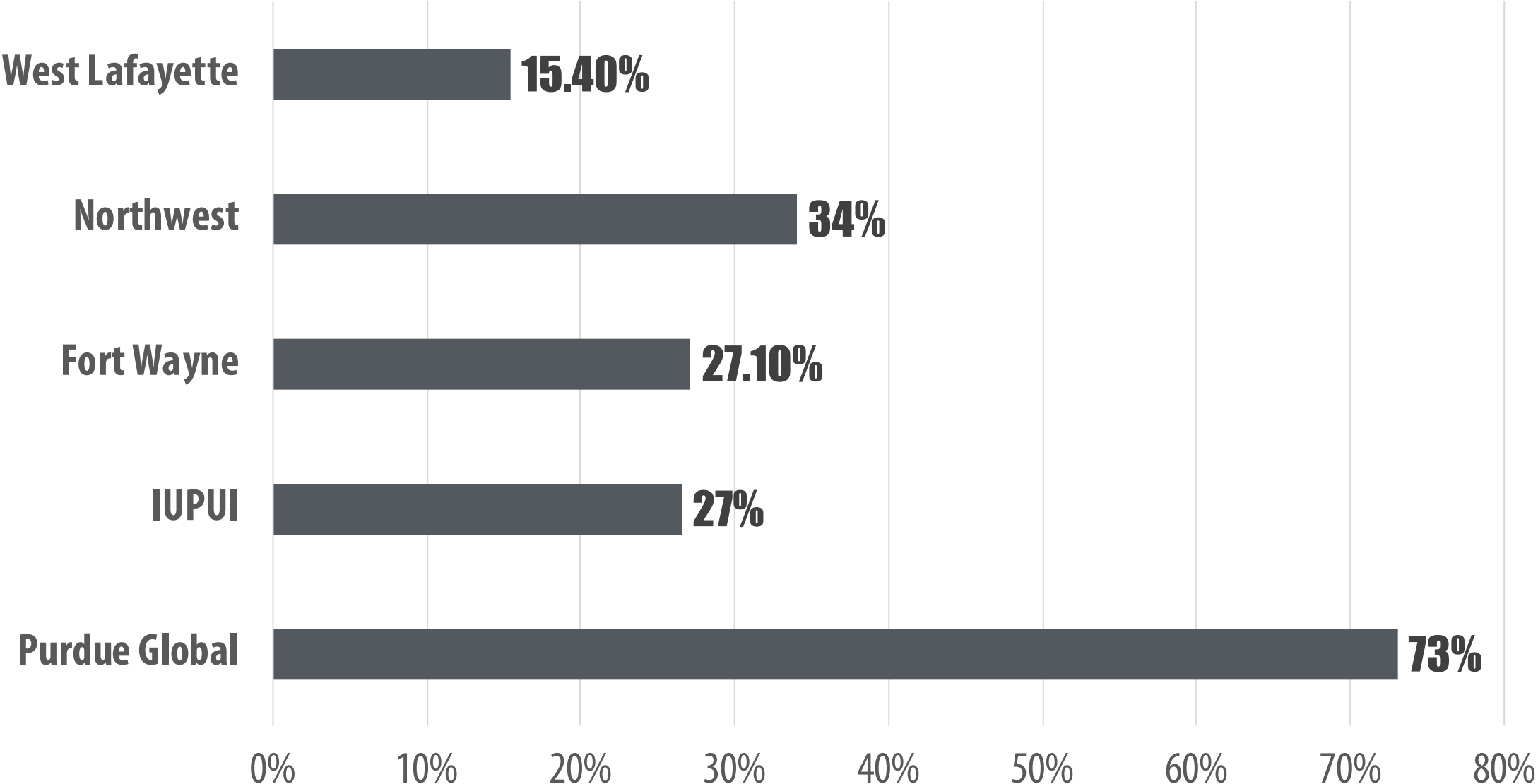


# URM enrollment by campus: 2013 vs. 2019





# *% Pell eligible undergraduates: 2019*





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

**STEERING COMMITTEE**

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

**ADVISORY COMMITTEE**

Cheryl Cooky [senate-chair@purdue.edu](mailto:senate-chair@purdue.edu)

**NOMINATING COMMITTEE**

Fredrick Berry [berryf@purdue.edu](mailto:berryf@purdue.edu)

1. Faculty Committees are being filled with volunteers
2. The Nominating Committee is asking for volunteers to run for University Senate Vice Chair
3. The Nominating Committee will be asking Senators to volunteer for Standing Committees

**EDUCATIONAL POLICY COMMITTEE**

Andrew Freed [freed@purdue.edu](mailto:freed@purdue.edu)

1. We are bringing forward for discussion and potential vote by the University Senate a resolution drafted by the Undergraduate Curriculum Council (UCC) on standardizing foundational outcomes language.
2. We are bringing forward for discussion and potential vote by the University Senate a resolution drafted by the Academic Progress and Records (APR) committee and EPC to modify the student absence policy.
3. The EPC is working with the APR committee to update antiquated student regulations dealing with degree requirements, transfer credits, night classes, priority registration, and gender neutral wording.
4. The EPC is considering recommendations from Civics Literacy Working Group for improving civics engagement by Purdue students.
5. The Committee for Student Excellence (CSE) is working to update their mission to assist the Honors College and the National and International Scholarship Office and establish connections with high schools across Indiana.

**EQUITY AND DIVERSITY COMMITTEE**

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

1. Housing for graduate students
2. Sanitary products in campus buildings
3. National Academies of Science, Engineering, and Medicine Consensus Study Report on Sexual Harassment of Women
4. Food security on campus
5. Faculty and staff diversity and inclusion continuing education recommendations
6. Diversity statement requirement for new faculty hires
7. Gender options on Purdue University applications and forms
8. Lactation spaces for students and staff
9. Stem Equity Achievement (SEA) Change program

## **FACULTY AFFAIRS COMMITTEE**

Linda Prokopy [lprokopy@purdue.edu](mailto:lprokopy@purdue.edu)

1. Censure and Dismissal Procedures Standing Committee
2. Faculty Compensation and Benefits Standing Committee
3. University Grade Appeals Standing Committee
4. Election Procedures Inquiry Commission
5. COACHE survey
6. Pay equity
7. Health care concerns
8. Travel policies

## **STUDENT AFFAIRS COMMITTEE**

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

1. Food Insecurity
2. SAT/ACT in Admissions--Diversity in the Student Body
3. Class Absence Policies
4. Housing
5. Mental Health

## **UNIVERSITY RESOURCES POLICY COMMITTEE**

Randy Rapp [rrapp@purdue.edu](mailto:rrapp@purdue.edu)

1. URPC conducted Physical Facilities Master Plan presentation and discussion December 2. This was an overview for new members and those unable to attend the Master Plan discussion last spring. Anticipate a meeting to discuss interests in detail in February or March 2020.
2. URPC notes the Parking and Mobility survey closed in October. Participation in surveys of this sort commonly offer the best opportunity for the Purdue community to make their voices heard in matters of Physical Facilities. A valuable service Senate members can render is to remind constituents how important these surveys are, so decision-makers timely obtain an accurate sample of community needs and concerns.
3. Visual Arts and Design shall meet soon and develop action items.

Chair of the Senate, Cheryl Cooky, [senate-chair@purdue.edu](mailto:senate-chair@purdue.edu)

Vice Chair of the Senate, Deborah Nichols [deborahnichols@purdue.edu](mailto:deborahnichols@purdue.edu)

Secretary of the Senate, Joseph W. Camp, Jr., [jcamp@purdue.edu](mailto:jcamp@purdue.edu)

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

# Senate Document 19-09

The Tulika Wagle resolution for eliminating costs for menstruation products in Purdue University bathrooms

# 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.

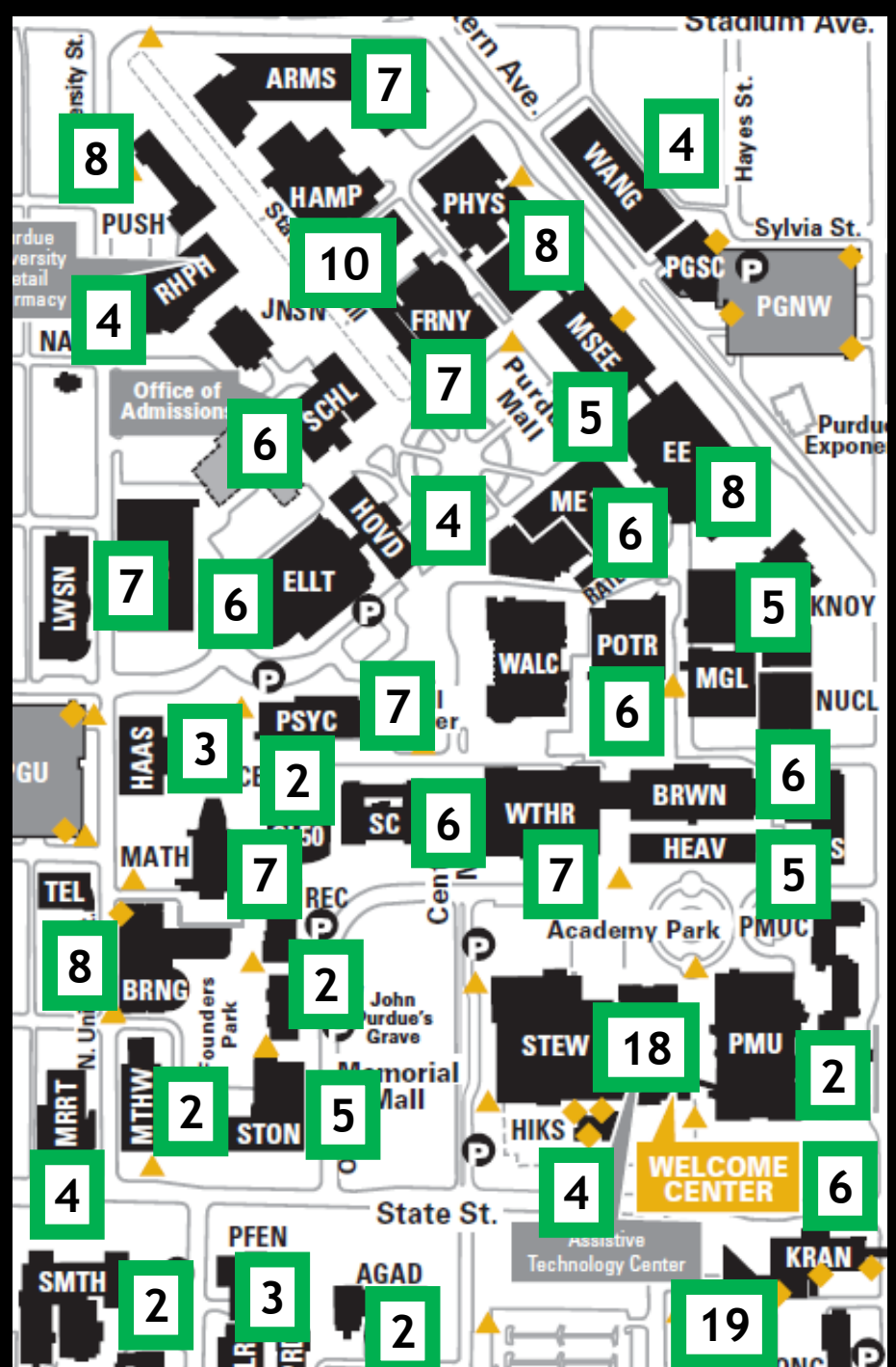
# Proposal

Purdue University shall provide menstruation products at no cost in University bathrooms.

459 total machines

Average = 4

Range = 1 - 19



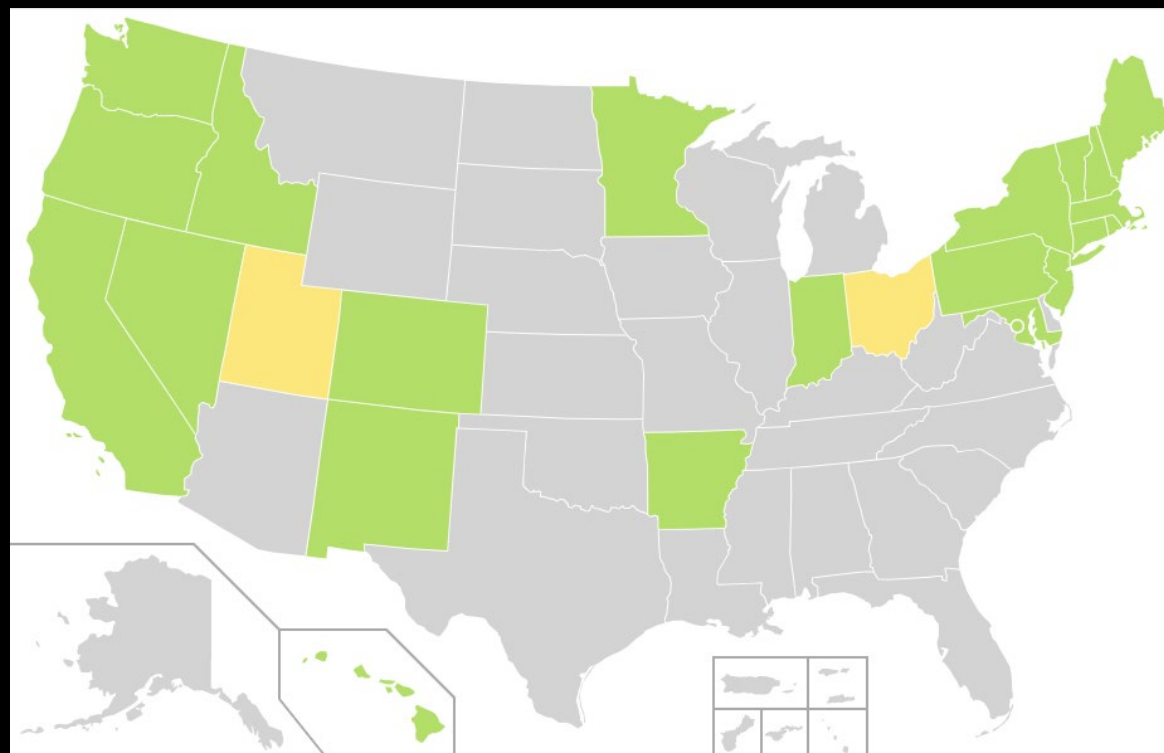
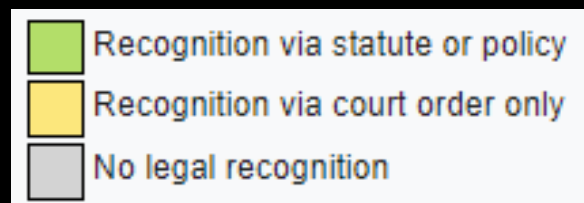


# Senate Document 19-12

Gender markers on Purdue University forms

# Rationale

- Non-binary gender markers, such as “X,” are allowable on legal identification forms.
- Purdue University currently uses binary identification markers, “M” and “F.”



# Proposal

Purdue University shall include **at a minimum** a non-binary gender marker as an option on all physical and electronic University forms that request gender identification be made.

# Senate Document 19-10

Diversity Statement requirement for all new  
Faculty hires

# Current wording from Senate Doc 15-19

Purdue University's School/Department of (insert name) is committed to advancing diversity in all areas of faculty effort, including scholarship, instruction, and engagement. Candidates should address at least one of these areas in their cover letter, indicating their experiences, current interests or activities, and/or future goals to promote a climate that values diversity and inclusion.

# 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.
- Diversity Statements have become a common requirement for faculty applying for positions at our peer institutions for the purpose of identifying candidates who have professional skills, experience and/or willingness to engage in activities that would enhance campus diversity and equity efforts.

# Proposal

Purdue University's School/Department of (insert name) is committed to advancing diversity and inclusion in all areas of faculty effort, including scholarship, instruction, and engagement. Candidates should address at least one of these areas in a **separate Diversity and Inclusion Statement**, indicating their experiences, current interests or activities, and/or future goals to promote a climate that values diversity and inclusion.

## The Case for Diversity Statements

Diversity statements are a source of controversy in higher education. Tabbye Chavous, director of the National Center for Institutional Diversity and professor of education and psychology, talks with LSA about what they are and why they matter.

by Brittany Smith

**LSA on POINT**





## **Why are more universities asking for diversity statements?**

**TC:** As the student population in higher education has become more diverse, many institutions are coming to understand the need for faculty who are both committed and prepared to provide intellectually and culturally rich learning contexts for all students. Requesting diversity statements in the hiring process is an effort to identify faculty that have expertise, knowledge, and interest in meeting the educational needs of a diverse student body.

In addition, it is critical for the scholarship produced in higher education to come from scholars representing diverse backgrounds and perspectives, especially as research has shown the benefits in terms of creativity and innovation outcomes.



# Against Diversity Statements



Sébastien Thibault for The Chronicle

By *Jeffrey Flier* | JANUARY 03, 2019 ✓ PREMIUM

# Making a Statement on Diversity Statements

Former Harvard dean's tweet against required faculty diversity statements sets off debate.

By [Colleen Flaherty](#) // November 12, 2018

95 COMMENTS 



**Jeffrey Flier**

@jflier

Follow



As a dean of a major academic institution, I could not have said this. But I will now. Requiring such statements in applications for appointments and promotions is an affront to academic freedom, and diminishes the true value of diversity, equity of inclusion by trivializing it.

TWITTER



## A WORD FROM...

Abigail Thompson, a Vice President of the AMS



Courtesy of University of California, Davis

This essay contains my opinions as an individual.

Mathematics has made progress over the past decades towards becoming a more welcoming, inclusive discipline. We should continue to do all we can to reduce barriers to participation in this most beautiful of fields. I am encouraged by the many mathematicians who are working to achieve this laudable aim. There are reasonable means to further this goal: encouraging students from all backgrounds to enter the mathematics pipeline, trying to ensure that talented mathematicians don't leave the profession, creating family-friendly policies, and supporting junior faculty at the beginning of their careers, for example. There are also mistakes to avoid. Mandating diversity statements for job candidates is one such mistake, reminiscent of events of seventy years ago.

In 1950 the Regents of the University of California required all UC faculty to sign a statement asserting that "I am not a member of, nor do I support any party or organization that believes in, advocates, or teaches the overthrow of the United States Government, by force or by any illegal or unconstitutional means, that I am not a member of the Communist Party." Eventually thirty-one faculty members were fired over their refusal to sign. Among them was David Saxon, an eminent physicist who later became the president of the University of California.

Faculty at universities across the country are facing an echo of the loyalty oath, a mandatory "Diversity Statement" for job applicants. The professed purpose is to identify candidates who have the skills and experience to advance institutional diversity and equity goals. In reality it's a political test, and it's a political test with teeth.

# The Promise of Diversity Statements: Insights and an Initial Framework Developed from a Faculty Search Process

Ching-Yune C. Sylvester, Laura Sánchez-Parkinson,  
Matthew Yettaw, Tabbye Chavous



**NATIONAL CENTER FOR  
INSTITUTIONAL DIVERSITY**  
UNIVERSITY OF MICHIGAN

## Discussion

Requesting diversity statements is a promising strategy for enhancing how we consider diversity contributions in the faculty hiring process. Diversity statements allow faculty applicants to describe their DEI skills and competencies, which are critical to meeting the needs of an increasingly diverse academic community. Of course, although *writing* about DEI-related experiences in faculty applications is relatively new for many institutions and fields, the *work* itself is not. Faculty, often those from underrepresented backgrounds in the academy, have long been engaged in intellectually-grounded scholarly, pedagogical, and service work that advances DEI, often without acknowledgement or recognition. For instance, many elements and features described in our framework mirror those seen in literatures on “invisible labor” and “cultural taxation” among faculty of color (Crain, Poster, & Cherry, 2016; Joseph and Hirschfield, 2010; Matthew, 2016; Padilla, 1994). Requesting diversity statements during the faculty hiring process can attach needed visibility and prestige to DEI work and reinforce the notion that these efforts should be the responsibility of *all* faculty, not just those from historically underrepresented or minoritized backgrounds.