

Fifth Meeting, Monday, 21 February 2022, 2:30 p.m.
Zoom Meeting

AGENDA

1. Call to order Professor Stephen P. Beaudoin

2. Statement of Land Use Acknowledgement Professor Stephen P. Beaudoin

3. Approval of Minutes of 24 January 2022

4. Acceptance of Agenda

5. Remarks of the Senate Chair Professor Stephen P. Beaudoin

6. Remarks of the President President Mitchell E. Daniels, Jr.

7. Question Time

8. Memorial Resolutions

9. Résumé of Items Under Consideration by Various Committees For Information
Professor Elizabeth A. Richards

10. Senate Document 21-12 Proposal for a Medically Excused Absence Policy for Students (MEAPS) to be added to Purdue University Main Campus Academic Regulations (revised) For Action
Professor Thomas Siegmund

11. Senate Document 21-13 Mental Health Action Week to be recognized on Official Purdue Academic Calendar (revised) For Action
PSG President Shannon Kang and
PGSG President Madelina Nuñez

12. Senate Document 21-19 Nominees for Advisors to the Standing Committees and Senate For Action
Professor Robert Nowack

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| 13. CARE Center Update | For Information
Director Juanita Richey and
Prevention Program Specialist
Allison Frazier |
| 14. Senate Document 21-15 Bylaws Change to 2.00 (a) and (c) | For Discussion
Professor Signe Kastberg |
| 15. Senate Document 21-18 International Harassment of Purdue Students and Family Members | For Discussion
Professor Signe Kastberg |
| 16. Senate Document 21-20 Nominees for Vice-Chairperson of the University Senate | For Discussion
Professor Robert Nowack |
| 17. Senate Document 21-21 Recognizing and Valuing the Voices and Contributions of Black and Underrepresented Faculty & Staff | For Discussion
Professor Brian Leung |
| 18. Senate Document 21-22 On the Need for a Policy to Define and Declare an Academic Emergency | For Discussion
Professor Thomas Siegmund
Professor Janice Kritchevsky |
| 19. Senate Document 21-23 Addition of a Winter Session to the Academic Calendar | For Discussion
Professor Thomas Siegmund and
Professor Signe Kastberg |
| 20. New Business | |
| Senate Document 21-24 4 February 2022 Purdue University Police-Student Incident | For Discussion
Professors Ximena Bernal, David
Sanders, and Kevin Stainback |
| 21. Adjournment | |

Fifth Meeting
Monday, 21 January 2022, 2:30 p.m.

Zoom Meeting

Present: *President Mitchell E. Daniels Jr., Manushag N. Powell (Secretary of Faculties and Parliamentarian), Stephen P. Beaudoin (Chair of the Senate), Colleen Brady (Vice-Chair of the Senate), Dulcy Abraham, Jay T. Akridge, Paul A. Asunda, Alan Beck, Peter A. Bermel, Ximena Bernal, Bharat Bhargava, Thomas H Brush, Michael A. Campion, Eugene Chan, Yingjie (Victor) Chen, Laura J. Claxton, Todor Cooklev, Chittaranjan Das, Ariel de la Fuente, Edward A. Fox, Jennifer Freeman, James P. Greenan, Lori A. Hoagland, Stephen Hooser, Shannon S. Kang, Signe Kastberg, Erika Birgit Kaufmann, Alexander V. Kildishev, Yuan H. (Brad) Kim, Neil Knobloch, Jozef L. Kokini, Klod Kokini, David Koltick, Nan Kong, Lata A. Krishnan, Janice Kritchevsky, Eric P. Kvam, Douglas LaCount, Brian J. Leung, Andrew L. Liu, Julie C. Liu, David J. Love, Oana Malis, Rose A. Mason, Shannon C. McMullen, Michael McNamara, Terrence R. Meyer, Deborah L. Nichols, Larry Nies, Robert Nowack, Madelina E. Nuñez, Jan Olek, Erik Otárola-Castillo, Pete E. Pascuzzi, Alice Pawley, Rodolfo Pinal, Bob Pruitt, Li Qiao, Vanessa S. Quinn, Elizabeth (Libby) Richards, Brian T. Richert, Mark C. Rochat, Sandra S. Rossie, Chris Ruhl, Yumary Ruiz, Antônio Sá Barreto, David Sanders, Dennis Savaiano, Steven Scott, Juan P. Sesmero, John W. Sheffield, Thomas Siegmund, Joseph B Sobieralski, Qifan Song, John A. Springer, Kevin Stainback, Rusi Taleyarkhan, Tony J. Vyn, Eric N. Waltenburg, Jeffrey X. Watt, Ann B. Weil, Kipling Williams, Rod N. Williams, Steve Yaninek, Yuan Yao, Jane F. Yacilla, Dabao Zhang, Haiyan (Henry) Zhang, Mark D. Zimpfer, Megha Anwer, Heather Beasley, Amanda J. Emmons, Keith Gehres, Melissa J. , Geiger, Lowell Kane, Carl T. Krieger, Lisa Mauer, Beth McCuskey, Jenna Rickus, Alysa C. Rollock, Katherine L. Sermersheim, and Stephanie L. Dykhuizen (Sergeant-at-Arms)*

Absent: Bradley J Alge, Charles A. Bouman, Sabine Brunswicker, Min Chen, Matt Conaway, Abigail S. Engelberth, Daniel H. Frank, Alan M. Friedman, Cara Kinnally, Angeline M. Lyon, John J McConnell, Lin Nan, Felicia Roberts, Vikas Tomar, Michael B. Cline, Peter Hollenbeck, and Jamie L. Mohler

Guests: Michelle Ashcraft (Student Success Programs), Spencer Deery (President's Office), Jason Fish (Purdue Online), Allison Frazier (CARE), Ani Kasparian (WLF1), Linda Mason (Graduate School), Malini Nair (Purdue Exponent), Abbey Nickel (Purdue Today), Shelby Richards (Graduate Student, Salem State University), Juanita Richey (CARE), Marion Underwood (Health and Human Sciences), Denise Whitford (Education), J. Andrew DeWoody (Forestry & Natural Resources), and Kris Wong Davis (Enrollment Management)

1. The meeting was called to order at 2:38 pm. Due to some technical challenges, Vice Chair Colleen Brady convened the meeting and presided over the initial items.
2. Vice Chair Brady read the following Statement of Land Use Acknowledgement, as per Senate Document 20-55:

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

3. The minutes of the 24 January 2022 Senate meeting were entered as read.
4. Professor Kevin Stainbeck moved that **Senate Document 21-24** 4 February 2022 Purdue University Police-Student Incident be added to the Agenda as item #14 [i.e., as the first item for discussion]. The motion was seconded. There followed a brief discussion as to whether the matter should be properly categorized as New Business. Professor Elizabeth Richards moved to amend the proposal to alter the agenda and add Document 21-24 under New Business. The motion being seconded, the Senate voted to accept the secondary amendment, 56-16. The primary amendment was then also passed without further discussion, 58-10, with four abstentions. The amended agenda was adopted by general consent of the body.
5. The technical issues having been remedied, Chair Stephen Beaudoin resumed presiding over the meeting. He remarked that humans living in prehistoric times had been in a fragile state, and that in such circumstances it may have made sense to behave aggressively towards new elements rather than seeking to understand them. However, the Purdue University Senate is not subject to such a state or such limitations, and in fact is structured so that it is able to perform well when understanding and representing curricular and calendar matters for the West Lafayette campus. But the composition of the Senate, which has only two voting student members, one representative from each regional campus, and no voting staff members, also means that when it comes to student, staff, and regional matters, the Senate is not so well positioned to advise. Yet the Board of Trustees and administration often ask the Senate to weigh in on matters far afield from curricular and calendar topics. Chair Beaudoin stated that the question raised is this: do we have the courage to ask if we can do a better job of getting the information that the administration needs? Do we have the courage to ask if we can be different, to be better to be what the university needs us to be? He said that this is the question that Immediate Past Chair Nichols is asking with her working group. He asked the Senate to embrace the mission of this group as far as improving shared governance, to read and understand its resources, and to use everything learned by engaging the research process to make the Senate better and more effective in representing the needs of the full university constituencies.
6. President Mitch Daniels provided the Senate with a COVID update, reporting that the West Lafayette campus had reached a 90% overall vaccination rate [**Appendix A**]. The medical team felt confident that the immunity in the total population was likely to be at least 92%, because of acquired immunity, and may have been higher due to cases of infection of which the team was unaware. Both COVID and quarantine numbers had plummeted in recent days, and no severe cases requiring hospitalization had been reported in 2022. While the medical team would continue to monitor COVID-

related data closely, at the moment, all signs pointed to Purdue's continued cautious forward progress.

7. President Daniels addressed several topics that had been submitted for Question Time. The first had to do with the "Where are all the men?" segment of the President's recent [open letter to the Purdue community](#), and the subsequent discussion around it. The questioner was concerned that attention to the recruitment of men to the university might come at the expense of efforts to improve women's representation. President Daniels felt this should not be a concern. He explained that there is no program to recruit men to Purdue, nor was there any call to that effect; instead, he said the letter affirmed Purdue's commitment to extending and maintaining its host of programs to recruit more women to STEM disciplines. He noted that more attention should be given to the programs already in place, including Women in Engineering, Women in Business, Women in Technology, Purdue Women's Network, Women in Science Program, the Computer Science Women's Network, Women in Data Science, the Association for Women in Mathematics, and the Susan Butler Center, all of which receive active monetary and other support from Purdue. During the last decade, the number of women in Purdue Engineering had increased by 78%, with an increase of 67% in the College of Science. The acceptance rate among women applying to Purdue for 2022-23 was already up a point and a half. 61% of the applications that come to Purdue come from men, and 67% of applications to the STEM disciplines come from men, he said, meaning that the acceptance rate for women is higher overall than for men (78% of women applying to STEM majors are accepted, compared to 63% of men). The open letter addressed a national trend of dwindling representation of men in colleges and universities, which President Daniels said was a topic of much interest across higher education, and had been covered in the *New York Times*, *Wall Street Journal*, *Chronicle of Education*, and *Inside Higher Ed*. He also referred to a speech that was given by one-time presidential candidate Andrew Yang on the subject (see [Washington Post, 8 February 2022](#)). President Daniels suggested members interested in the topic should consult these and other sources taking part in a larger discussion of gender dynamics in educational institutions across U.S. society.

The second question President Daniels addressed asked for an update on Purdue's actions to combat climate change [[Appendix A, Slide 2](#)]; he expressed willingness to report more often on the topic, if needed. While the West Lafayette campus has grown by 13% since 2010, carbon dioxide emissions have been reduced by 25-30%; within the next several years they should be reduced by half. There had been a recent spike (2020 and 2021) interrupting the downwards slope in emissions, which was caused by Protect Purdue actions such as running air conditioning and enhancing air exchange inside buildings. However, this spike was temporary. Other common-sense policies already enacted include prioritizing renovation and improving HVAC over constructing new buildings, enabling more remote and hybrid work, moving to LED lights, and improving insulation. Nationally, switching from coal to natural gas power sources accounts for much of our emissions reduction and will continue to contribute to reduction. Currently, Purdue administration is in the brainstorming stage of a Next Giant Leap for CO2 reduction.

President Daniels' third and final question was about the 4 February incident in which a Black undergraduate student was physically restrained by Purdue Police Officer Jon Selke, leading to concerns that the officer had used excessive force during the arrest. President Daniels stated that the incident had troubled everyone in the community, but that there was little he could state about it as yet. The case had been referred to the county prosecutor to determine whether any laws had been broken during the arrest, and the prosecutor had requested assistance from the Indiana State Police, a move strongly encouraged by Purdue's administration. Most parties remained under strict instructions from the prosecutor not to say anything while he makes findings of fact. However, President Daniels said he could confirm that there are no cases from the past seven years of an excessive force complaint involving a student of color and the Purdue University Police. He stated that zero is the only acceptable number for such complaints, but that this did go to show there is no pattern of such issues. There were only six cases in the past year that involved any use of force at all; all of them involved white students. President Daniels complimented the campus' forbearance and willingness to reserve judgment until all facts had been made public.

8. The Senate observed a moment of silence in honor of the Memorial Resolution for Robert D. Skeel, Professor of Computer Science [Appendix B].
9. Professor Richards, Chair of the Steering Committee, presented the Résumé of Items Under Consideration by Various Committees [Appendix C] and asked for updates. Professor Robert Nowack, Chair of the Nominating Committee, added that the Committee had made excellent progress in populating most of the Faculty Committees, and reminded newly re-elected Senators that a survey had been sent to new and returning Senators regarding their preferences for Standing Committee assignments. Because the number of open committee seats was nearly equal to the number of unassigned new and newly re-elected Senators, the Committee hoped for full participation in the survey. Professor Thomas Siegmund, Chair of the Educational Policy Committee, added that the EPC had been working with the Undergraduate Curriculum Council on potentially including Diversity, Equity, and Inclusion coverage in the West Lafayette Core Curriculum. The EPC was also working with Purdue Student Government on a revision to a proposal that had been presented to the Senate in the previous year (Document 20-59) on the academic regulations governing reading week / dead week policies. Finally, the EPC was working on a Document regarding the fundamentals of shared governance. Professor Signe Kastberg, Chair of the Faculty Affairs Committee, added that the FAC has also been working on shared governance fundamentals.
10. Professor Siegmund then presented for action Senate Document 21-12 Proposal for a Medically Excused Absence Policy for Students (MEAPS) to be added to Purdue University Main Campus Academic Regulations (revised). The main motion being moved and seconded, discussion began. Professor Siegmund outlined changes that had been made in response to Senate feedback at the January meeting in order to reduce policy confusion. The proposed policy had two segments. The first segment says the instructor should try to work with students in finding ways to accommodate

work missed due to grief, military, jury duty, parental leave, or medically excused absence. The instructor bears the responsibility to accommodate the student. The wording in the medically excused absence policy was now as identical as possible to what was in the military absence policy for students, which had not been the case prior. There being no further discussion, the question was called. The motion carried, with 72 votes in favor, no votes against, and six abstentions.

11. Purdue Student Government President Shannon Kang and Purdue Graduate Student Government President Madelina Nuñez presented for action **Senate Document 21-13** Mental Health Action Week to be recognized on Official Purdue Academic Calendar (revised). The motion being moved and seconded, discussion began. President Kang drew the Senate's attention to the revision made since the Document's last presentation, which was to make explicit that the Document called for adding Mental Health Action Week to the Academic, rather than the University, Calendar. She explained that this change was made to underscore the crucial role that mental health plays in academic success. The addition of Mental Health Action Week to the Academic Calendar would signal a cultural change in how Purdue understands academic success, and might be effective where other changes, such as requiring mental health language course syllabi, had not. President Nuñez concurred that the desired change was to signal that the institution was willing to put mental health at the forefront of its culture.

Provost Akridge stated that he fully supported Mental Health Action Week, and acknowledged the exemplary leadership of PSG and PGSG on the topic of mental health within the Purdue community. However, he questioned the addition of the Mental Health Action Week to the academic calendar, which was focused on starting dates, ending dates, add/drop deadlines, commencement dates, and similar crucial semester planning scheduling concerns. He was also concerned that adopting the Document as written might limit flexibility, since Mental Health Action Week would be anchored to the week prior to spring break, while for the past several years PGSG had been supporting this event in the fall as well. He argued that it would be preferable to maintain the current integrity of the academic calendar, while also finding a way for the Senate to uplift the important event of Mental Health Action Week, such as independently designating it for the week before spring break. President Nuñez confirmed that PGSG does host a graduate-focused Mental Health Action Week in the fall, but said that it was the desire of PGSG for the spring event to be inclusive of all community member: students, faculty, and staff. She shared her experience taking part in Golden Taps each year as PGSG president, honoring those students we lose when even one such loss is too many. She said the reason to add the week to Academic Calendar was precisely so that mental health would be moved to the forefront of the community's minds and priorities. President Kang reminded the Senate that it was their prerogative to decide what matters as elements of academic success, and emphasized how many faculty also wished for policy changes prioritizing mental health.

Provost Akridge reiterated his support for Mental Health Action Week and his desire for it to receive the highest level of support, and said that his concern was whether

adding it to the Academic Calendar would actually equate to appropriate support. Both student body Presidents emphasized that the Document as revised had been approved by their respective Senates. The question was called, and the main motion failed to carry; there were 31 votes in favor, 39 opposed, and 7 abstentions.

12. Professor Nowack presented for action **Senate Document 21-19** Nominees for Advisors to the Standing Committees and Senate. This being moved and seconded, there was no discussion, and the Senate proceeded to vote. The motion carried with a vote of 74 to one, with two abstentions.
13. CARE [Center for Advocacy, Response, and Education] Director Juanita Richey and Prevention Program Specialist Allison Frazier presented a report on their center's operations [**Appendix D**]. They explained that CARE operates with four full-time staff members to provide confidential support to students impacted by power-based personal violence, which includes sexual violence, relationship violence, and stalking. CARE maintains a 24/7 hot line for students in crisis as well, although this number is not intended to replace 911 emergency services. CARE's advocacy services include helping students access campus resources, such as academic assistance and housing accommodation, and medical care and counseling services, as well as reporting and legal services when needed. CARE also works on prevention programming to build a safe campus culture, via programs like the growing educational ambassador group. CARE workshops are free and can be requested by any campus-affiliated group. Director Richey concluded that we all have a role to play in minimizing power-based personal violence, and referenced that, "no one has to do everything but everyone can do something; together, we can always do more."
14. Professor Kastberg presented for discussion **Senate Document 21-15** Bylaws Change to 2.00 (a) and (c) on behalf of the Faculty Affairs Committee, explaining that the adjustment was in response to the October reapportionment that had added two Honors College representatives to the Senate. There was some brief discussion about the numbering of the Document changes, which it was agreed would be adjusted before the Document's final presentation to the Senate in March.
15. Professor Kastberg next presented for discussion **Senate Document 21-18** International Harassment of Purdue Students and Family Members, also on behalf of the Faculty Affairs Committee. She referred to President Daniels' [campus-wide email of 15 December 2021](#) regarding the politically based harassment of a Chinese student at Purdue, and stated that while the Faculty Affairs Committee applauded his stance in the letter, it was important for the members of the Senate to take a formal stand ratifying their opposition to harassment meant to curtail the freedom of inquiry or expression.

Professor David Sanders, Chair of the Student Affairs Committee, addressed the Steering Committee and stated that to him it appeared that the issue addressed in Document 21-18 was not a matter for the Faculty Affairs Committee, but was instead something for the Student Affairs Committee to weigh. He asked whether it was the policy of the Steering Committee to allow committees that don't seem to be in charge

of a particular matter to advance something to the floor of the Senate. Professor Richards responded that the Faculty Affairs Committee was explicitly interested in getting faculty to weigh in on the position in the Document, which is why it had been presented in this way.

Professor Alice Pawley expressed support for the Document, and suggested that the phrase “The faculty and student body of Purdue University” should be replaced with “The University Senate.” She said it was important to recognize that Purdue Students have their own government, and suggested PSG and/or PGSG might be interested in taking up this legislation as well. President Nuñez agreed, and asked for the phrase to be revised before bringing the Document up for a vote. Professor Kastberg said she was amenable to this, and asked Professor Pawley to send her a memo of the precise substitution being requested.

16. Professor Robert Nowack presented for discussion **Senate Document 21-20** Nominees for Vice-Chairperson of the University Senate on behalf of the Nominating Committee. Professor Nowack explained that, in compliance with the Senate Bylaws, which require Nominating to present at least two vice-chair candidates in March, the Committee had in fact identified three promising candidates: Professor Matthew Conaway, Professor David Koltick, and Professor Brian Leung. Their statements of candidacy appear in Document 21-20. Professor Nowack reminded the Senate that the candidates would speak briefly in the April meeting before the Senate voted, and that self-nomination and nominations from the floor were permitted at any time prior to the vote.
17. Professor Brian Leung presented for discussion **Senate Document 21-21** Recognizing and Valuing the Voices and Contributions of Black and Underrepresented Faculty & Staff on behalf of the Equity, Diversity, and Inclusion Committee. He shared that the Committee had spent more than a year at work on this Document, whose purpose was to amplify the work of the Trustees’ Equity Task Force and Provost’s Advisory Committee on Diversity and Inclusion. The Document asks for a level of accountability at each echelon of the university, from the personal, to departmental, up to the Provost’s level. An additional request in the Document was for the Provost’s Office to provide annual written public reports on the university’s progress in these areas.

Provost Akridge thanked the EDIC for their work, and acknowledged the many parties contributing to the mission of improving the experiences of Black and underrepresented faculty and staff across campus.

Professor Tony Vyn stated that he supported much of the proposal, but wanted clarification on point #5: “To follow the recommendations of the Provost’s Advisory Committee on Diversity and Inclusion, in order to foster a climate of belonging.” Did this refer to past recommendations, future recommendations, or both? Professor Leung asked Professor Peter Bermel, one of the primary authors of the Document, to respond. Professor Bermel stressed that this was primarily a forward-looking and principles-based document, and that as the recommendations of the committee

evolve, the premise of the work would be to reflect that evolution as well. He added that there were ten recommendations that had been made by the 2016 Advisory Committee on Diversity and Inclusion (ACDI), which included increasing diversity in faculty and staff hiring, prioritizing the retention of diverse faculty and staff, and educating leaders to foster diversity and inclusion. The import of these recommendations would be to foster a sense of belonging for all of Purdue's community members. Provost Akridge clarified that the original ACDI, convened by Provost Dutta, was a very broad-based group with representation across campus. About two years ago, the Provost's Office had restructured the ACDI to focus on faculty issues—and so current and forthcoming recommendations are centered on faculty, but many of the original ACDI recommendations had been taken up by the Equity Task Force.

Professor Bharat Bhargava said that many minority faculty at Purdue feel isolated and siloed, and that their desire was not just for belonging but also for participation and recognition.

18. Professors Thomas Siegmund and Janice Kritchevsky presented for discussion [Senate Document 21-22](#) On the Need for a Policy to Define and Declare an Academic Emergency on behalf of the EPC and URPC, respectively. Professor Siegmund explained that the impetus for the proposal was the state of emergency we have all more-or-less been experiencing constantly since 2020. It has become clear that emergency events can have significant effects upon academics, and we have learned how important it is to have plans ready for such events. While Purdue does have extensive emergency preparedness documentation, the proposal before the Senate calls in particular for a procedure for handling academic emergencies. He then asked Senator Pawley to make a presentation on behalf of the committees [Appendix].

Professor Pawley noted that Professor Vanessa Quinn, the University Senate's representative from Purdue Northwest and Chair of the Intercampus Faculty Council, was a major contributor to the slides and to the EPC's work. She added that during preparation, they had consulted with Senior Director Carol Shelby and Vice Provost Jenna Rickus as well. Professor Pawley explained that while the shifts to emergency online instruction had to happen, we were now at a confusing phase where some areas had returned to pre-pandemic standards and others remained in a gray area. For example, during the first initial switch to online instruction, there was a suspension of [Standard S-19 on IP over courseware and online modules](#). However, at some point in the past year, it was returned to normal, although it was unclear just when or how, or if this was adequately communicated to instructors. Moreover, while Purdue has an [Integrated Emergency Management Plan](#), this does not actually cover the academic side of operations. The administration had developed the [Communicable Disease Emergencies and Pandemic Plan](#) in response to this gap, which delegates to leadership personnel decision-making responsibilities during disease emergencies. The plan includes the land-based regional campuses but does not address Purdue Global. The policy being proposed calls for the maintenance of shared governance principles even during emergency, and does not restrict itself specifically to disease-related emergencies. The Committees involved were open to

continuing to work on the proposal in response to feedback, and were hoping Provost Akridge would consider sponsoring its development and implementation. Professor Quinn added that she was appreciative of Professor Pawley's commitment to working with Purdue Northwest, rather than endorsing a blanket policy without the input of the other campuses.

Provost Akridge said that one of his questions was how much specificity it would be possible to bring to an academic emergency. He reiterated that in the early days of the COVID-19 pandemic, he had been directed to meet with campus leadership, including the chairs of CSSAC and MaPSAC, and representatives from PSG, PGSG, and the University Senate, and that they had met frequently and reflected together on each major decision. The leadership model had worked well. At the same time, given the unique elements always attending an emergency, it was hard to say how to specify a process that would be flexible and nimble enough to allow us to navigate challenges in a timely way.

Vice Provost Jenna Rickus noted that we also have the [adverse weather policy](#), which offers some parallels to academic decisions and who owns those, and so might be worth looking at. She also noted that she had reflected on her interactions with past chairs of the EPC (Andrew Freed, Erik Otárola-Castillo, and Thomas Siegmund), and felt confident that through the entire pandemic, the EPC was consulted as to both what decisions were to be made, and how they should be made.

Vice President Alysa Rollock clarified that the Policy on Communicable Disease Emergencies and Pandemics had been considered by the University Policy Committee, of which the Vice Chair of the Senate is a member, in July of 2020, and was then considered by the Executive Policy Review Group, which includes the Chair of the University Senate. The University Policy Committee also includes representatives from the faculties of all of the regional campuses. Purdue Global, not being a regional campus, did not have a representative in November of 2020. Both bodies again considered what was then interim policy and adopted it as a permanent policy, in 2020. There was no further discussion.

Before transitioning to the next item, Chair Beaudoin reminded the Senate that comments must be limited to the content of documents, and not to the motivations or characteristics of other Senators.

19. Professors Kastberg and Siegmund presented for discussion [Senate Document 21-23](#) Addition of a Winter Session to the Academic Calendar on behalf of their Committees. Professor Siegmund reminded the Senate that the original Winter Flex proposal (then envisioned as a 4-week unit, dubbed a "J-term") had been presented to the Senate in Document 20-43. The EPC Chair at the time, Professor Erik Otárola-Castillo, had helped lead the effort to collect and analyze feedback on the idea. In response to data collected from across the Purdue community, a new proposal was now on the table, which envisioned a 3-week term between Fall and Spring semesters with no other calendar modification. He asked Vice Provost Kim Wong Davis and Dean Marion Underwood to present.

Vice Provost Wong Davis stated that highest priority had been given to a desire not to perturb schedules for either faculty or graduate students, and not to obligate any member of the Purdue community to either participate in or be involved with the Winter Flex. The term proposed would be for three weeks and so would not have an impact on pay schedules. The proposed schedule would allow us to move forward with considering three credit hours in those three weeks, but nothing more than that, and envisioned a completely online experience that would not require any physical academic instruction on the campus or the use of residence halls. Study abroad would also be an element of Winter Flex. Dean Underwood emphasized the opportunity the new term would present for academic innovation within study abroad, and said that it would be an occasion for increasing student success by allowing students to catch up on needed credits or to explore new areas in the space between their semesters. She also underscored that everything about the proposal would be completely voluntary for both students and faculty.

Professor David Koltick asked whether there would be any “dead time” or reading days mandated in the proposed term. Professor Siegmund responded that the proposal before the Senate used language preferred by the FAC (that there be no limitations restricting examination dates)—but that the EPC had concerns, and would have preferred at least a one-day restriction.

Professor Sanders asked whether it was correct that Day 1 of the winter term would be scheduled before grades were due for the Fall term. Professor Siegmund said this was correct, that there was no other way to schedule three full weeks of instruction, although for some study abroad schedules it was possible that the full three weeks would not be necessary, and a later start date could be feasible. Professor Sanders also asked what effect the Winter Flex term would have on staff winter vacation days, which had recently been increased. Vice Provost Wong Davis said that the winter closure dates remained at the discretion of the President and Trustees, and that staff would be paid in overload for any work required during winter closure dates. Christmas Day and New Year’s Day would remain as holidays in any case.

President Nuñez thanked Vice Provost Wong Davis and Dean Underwood for working to address concerns over graduate salaries with respect to the proposal.

Professor Deborah Nichols asked what the opposition had been to adjusting to a 15-week semester, given that Purdue’s semesters are longer than average for research universities. Professor Siegmund explained that the question of changing the semester from 16 to 15 weeks was a big one, and that given the administration’s desire to begin offering Winter Flex credits as soon as possible, they had needed to uncouple the question from semester length. For example, the shift required by the original proposal of a 4-week term accompanied by two 15-week semesters would have required at least two years to implement in order to manage all attendant payroll issues. The question of semester length was a polarizing one across campus, with many proponents making arguments on both sides. Professor Siegmund said he felt EPC could certainly take on the question of reducing the semester if there were a

desire for the conversation. Dean Underwood noted that the current Winter Flex proposal would be compatible with either a 15- or a 16-week semester.

20. Professor Ximena Bernal presented for discussion [Senate Document 21-24 4](#) February 2022 Purdue University Police-Student Incident on behalf of herself, Professor Sanders, and Professor Stainbeck. Her motion for the Senate to take up the Document was seconded by Professor Neil Knobloch. Professor Bernal thanked the body for the opportunity to bring the matter forward for discussion. She explained that the authors had added this Document to the agenda in recognition of the need for a timely Senate response and acknowledgement of the impact upon the entire Purdue community of the events of 4 February 2022, in which a Black undergraduate student was forcefully arrested by a Purdue University Police officer. She provided some background on the Document's genesis, and stated that it had begun as a discussion between SAC and EDIC members, during which members had expressed their concerns over what the incident would do to the sense of belonging perceived by Black students, staff, and faculty. While there had not been time to submit the Document to a full review and formal committee process, its contents had been shared with the SAC and EDIC membership, and their responses had been incorporated into the draft; committee members' reactions had been highly positive overall. She further explained that the goal of the resolution was to recognize the wide-ranging traumatic effects of the forceful arrest of our Black Purdue student, and to acknowledge the context in which this took place of ongoing national conversations about the use of excessive force by police against people of color. The resolution called for instructors to understand and accommodate the needs of students due to how this event may have affected them, for the administration to provide the necessary expanded mental health resources that many of affected people will need, and for all of Purdue's community to reflect on the role of the campus police at Purdue and how it aligns with the institution's values. Professor Bernal emphasized, however, that the resolution was not intended as a judgement about the event itself. Instead, it was a call to come together and continue working towards the common goal of offering a safe and welcoming environment for all the students, faculty, and staff. Professor Bernal asked for and received confirmation that the meeting continued to have quorum.

Professor Leung moved that the Senate suspend the rules to allow for immediate action on the Document. The motion was seconded. Professor Vyn interjected that he opposed suspension of the rules because, in light of President Daniels' earlier remarks, it might be precipitate to take action. Professor Bernal again stated that no prejudgment of the investigation was implied by the resolution. After some further remarks in support of waiving the rules, the question was called, and the motion to suspend the rules carried, with 50 votes in favor, twelve opposed, and two abstentions.

Discussion on the main motion resumed. Professor Bhargava expressed that trauma from witnessing actions like the forceful arrest of the Purdue student was widespread, that he himself experienced trauma, and that it was not appropriate to wait for all legalities to clear up before addressing the trauma itself.

President Kang stated that PSG had already released a statement condemning police violence, and that she was disheartened by calls to wait to take action.

Professor Siegmund stated that if we take our commitment to diversity, equity, and inclusion seriously, then we cannot allow this moment to go by without remark.

Provost Akridge stated that with respect to mental health resources, Chris Haynes and the individuals at CAPS had engaged with the Black Cultural Center and offered a variety of support sessions. If anyone knew students who might be in need of such support, he noted that the sessions were posted on the [CAPS website](#).

Professor Sanders reminded the Senate that the proposal also addressed faculty, and encouraged them to provide student support.

Professor Bernal acknowledged the recent campus-wide email by the Provost's Office that acknowledged the needs of the community in light of the forceful arrest incident, but stated it was necessary to continue raising awareness, because many community members were not yet understanding how profoundly traumatic these events felt for many other members of the community.

Professor Otárola-Castillo re-emphasized that the Document did not pass judgment on the event itself, and asked the body to vote to support it.

Senator Knobloch thanked the Document authors for their work, and called the question. The motion carried, with 55 votes in favor, six votes in opposition, and eight abstentions.

21. Having, despite daunting odds, finished their business on time, and no new thing arising, the Senate adjourned at 4:59 pm until March.

To: The University Senate
From: University Senate Educational Policy Committee
Subject: Proposal for a Medically Excused Absence Policy for Students (MEAPS) to be added to Purdue University Main Campus Academic Regulations
Reference: [1] <https://www.purdue.edu/advocacy/students/absences.html>
[2] <https://catalog.purdue.edu/content.php?catoid=13&navoid=15965#a-attendance>
[3] <https://catalog.gatech.edu/policies/student-absence-regulations/>
Disposition: University Senate for Discussion and Adoption
Rationale: University Senate Document 10-8 (established March 21, 2011) outlines how General Attendance Issues are to be handled by course instructors in the event of absences that are beyond the control of the student (such as illness, family emergencies, bereavement, etc.). The language in this document does not enforce any mandatory arrangements for students experiencing sudden and unexpected medical conditions or events, whether they be physical or mental in nature, and which result in the student missing class or other coursework. Examples of such language include: “Instructors are *expected* to establish and clearly communicate in the course syllabus attendance policies”, “this work [missed work] *may be made up at the discretion of the instructor*”, and “instructors are *encouraged* to accommodate the student” (italics added for emphasis on non-binding language). From anecdotal experiences and conversations with Purdue instructors, many instructors are accommodating and willing to work with students, but there remains a subset who do not adequately accommodate these burdened students nor provide opportunities for work to be made up for equal credit.

A survey carried out by the University & Academic Affairs committee of the Purdue Student Government in 2019-2020 found that out of 144 students surveyed across all Purdue University – West Lafayette colleges, 60 reported having experienced class absences as a result of medically related conditions/events (Of these 60 students, 48 completed the entirety of the survey and these are the results that are referenced here). 48% reported missing 1-3 days, 23% missed 4-6 days, and 29% missed over 7 days. 47% of these students reported that professors/instructors did not extend due dates for assignments or

projects, and 43% indicated that professors/instructors did not allow for make-up labs, exams, or other graded activities that required attendance. 71% of these students reported their grades being affected by their absence and 21% reported having to retake a class as a consequence of their medically induced absence(s). In addition to these findings, additional statistics and student testimonials are available upon request.

These survey results demonstrate the lapses in arrangement that may occur when instructors are given the ability to provide excused medical absences at their discretion. The current Academic Regulations governing Class Attendance (Reference 2) do not contain language specific to medical absences and the University does not officially recognize medical conditions or situations as “reasons to be granted an excused absence from class”. Adding language explicitly addressing medically excused absences is necessary to ensure arrangements are fairly distributed to those students who are eligible and in order to protect instructors from claims of favoritism or special treatment when granting excused absences.

With the Grief Absence Policy for Students (University Senate Document 10-6, established March 21, 2011), the Office of the Dean of Students reviews cases individually and is able to officially grant students excused absences according to procedures stated within that document, thereby removing the burden from instructors. Providing language specific to arrangements for medical absences would benefit both students and instructors in a manner similar to the Grief Absence Policy, in an effort to maintain uniformity in the granting of medically excused absences and the verification of their legitimacy.

Many universities, including Purdue, have procedures for providing students with the means to withdraw from classes in the event of medical hardship, but few universities feature a policy that protects students during short-term medical absences where a withdrawal may be unnecessary. Reference 3 (given above) provides the link for Georgia Tech’s policy regarding “Student Absence from Class Due to Illness or Personal Emergencies”, which is a stand-out example of an official university policy governing medically excused absences.

It is for the reasons provided above that the following proposal is presented for consideration by the University.

**Proposal:
(As Revised
for 21
February
2022)**

The University Senate calls for the addition of a “Medical Excused Absence” academic regulation. This should be added in the Classes regulation, in section “A. Attendance.” This proposal includes background material and implementation language, and then specific language to be added to the Academic Regulation.

Background: Purdue University recognizes that students may occasionally have to miss class and other academic obligations due to hospitalization, emergency department or urgent care visits, whether physical or mental health related in nature. This Senate Document intends to describe the change in academic regulations that students may follow in requesting a medically excused absence as well as what rights and responsibilities are placed on students, instructors, and the Office of the Dean of Students (ODOS). The guidelines put forth in this Senate Document are designed to protect student privacy and wellbeing while providing instructors and administration with the information necessary to decide what options exist for eligible students to make up missed coursework. An emphasis is placed on balancing student arrangements with academic integrity, and as such, required documentation is outlined below as well.

This regulation change is designed to provide students with minimum protections in cases of a severe medical absence. Students are encouraged to proactively reach out to instructors to see if an agreement can be reached regarding the student making up missed work. This addition to the academic regulations is designed to ensure students are protected during documented and severe illnesses/incidents, and additional leniency from instructors is encouraged.

The phrases “class absence” and “missed coursework” refer to any instance where a student is not present at the time of a scheduled activity, assignment, lab, evaluation, examination, or other relevant academic activity associated with the completion of a course for which the student is enrolled.

In all cases, students are urged to not attend classes while they are ill and/or contagious and to seek appropriate medical treatment. It is recommended that students communicate their absences with professors in a timely manner whenever possible.

Scope: This regulation applies to all full-time and part-time students currently enrolled at the Purdue University Main Campus in West Lafayette, Indiana.

This regulation is not intended to provide extended arrangements for chronic medical conditions. The intention of this policy is to afford arrangements to students experiencing serious and short-term medical situations which cause them to miss coursework and/or exams. Students experiencing a chronic condition or diagnosis may have their initial absences accommodated, but long-term periods of

absences will need to be addressed through students registering with the Disability Resource Center (DRC).

Student Expectations, Rights, and Responsibilities: Students who miss class or other coursework due to a hospitalization, or emergency department or urgent care visits and are requesting a Medical Excused Absence should note the following:

1. Students acknowledge that requesting a medically excused absence is a voluntary process and any documentation produced by the student and given to Purdue University administration is done so voluntarily and with the expectation of privacy and adherence to all legal and Purdue policy protections.
2. Students are responsible for providing documentation issued by a licensed medical provider to ODOS that, at a minimum, contains the following information:
 - a. The medical institution or facility where treatment occurred
 - b. Date(s) of the visit and any future visits or treatment (if known and applicable)
 - i. Duration of recommended recovery period also desired (if known and applicable)
 - ii. Indication that class absence was unavoidable or recommended by residing physician; if future absences are required (as part of subsequent treatment or recovery), indication that those are unavoidable or recommended is also desired
 - c. Documentation is to be provided within three instructional days of the medical incident.
3. In the event documentation is unavailable, ODOS staff may evaluate a student's eligibility for medically excused absences on a case-by-case basis.
4. Students are expected to work with instructors to establish an agreed upon timeline for completing missed work.

This language shall be included on the web-pages of the Office of the Dean of Students discussing course attendance policies:

<https://www.purdue.edu/advocacy/students/absences.html>

Office of the Dean of Students Expectations, Rights, and Responsibilities: When supporting students experiencing medically induced absences, ODOS is subject to the following guidance:

1. Collection, storage, and eventual disposal of student-submitted medical documentation must be handled in a secure manner that is compliant with all legal and Purdue policy protections, such that student privacy and confidentiality is prioritized.

2. Any student-submitted medical documentation will not be shared with instructional staff, faculty, or any entity outside of ODOS.
3. Upon examination of student-submitted medical documentation and any communication with the student, ODOS will serve as the sole authority responsible for indicating if the student's absences are eligible to be medically excused.
4. Should an absence be deemed medically excused, ODOS will communicate this decision with the appropriate instructors whose coursework coincided, or will coincide, with the student's absence(s). This communication will also indicate that instructors are compelled to work with students to enable them to make up missed coursework or find alternatives for equal credit, within a reasonable timeframe.
5. Should an absence be deemed medically excused, ODOS will advise instructors to not ask the student for any medical documentation or information.

This language shall be included on the web-pages of the Office of the Dean of Students discussing course attendance policies:
<https://www.purdue.edu/advocacy/students/absences.html>

Instructor Expectations, Rights, and Responsibilities: When supporting students experiencing medically excused absences, instructors are subject to the following guidance:

1. Instructors are expected to not ask students for any medical documentation or information. Should it be provided without a request, instructors are encouraged to return the documents or destroy them in a manner compliant with all legal and Purdue policy protections.
2. Should an instructor be notified by ODOS that a student in their course has experienced, or will experience, a medically excused absence, instructors are expected to work with the student to enable them to make up missed coursework or find alternatives for equal credit, within a reasonable timeframe and without penalty.
3. Instructors are expected to work with students to create a reasonable timeline and time limit for making up missed work.
4. Instructors are advised to direct any questions or concerns relating to the medically excused absence to ODOS and not the student.

This language will be included in the Syllabus Letter to instructors as send by the Office of the Provost prior to a term.

Exception: This Senate Document recognizes that certain programs at Purdue University are regulated by governmental or regulatory agencies who impose strict guidelines for student attendance. In the

event a student’s medically excused absence exceeds the number of allowed absences as dictated by the governing agency, this change in regulations cannot guarantee the student will be able to make up missed work or continue to adhere to the program’s attendance requirements.

Closing Remarks: Students experiencing serious medically induced absences should notify their instructors and the Office of the Dean of Students concurrently. If ODOS is given proper documentation or verifiability of an absence, instructors will excuse students from class and provide them the opportunity to earn equivalent credit (including through a grade of Incomplete) and 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 an instructor, they are encouraged to contact the Department Head and/or the Office of the Dean of Students for further review of their case. In a situation where grades are negatively affected, the student may follow the established grade appeals process.

Clarification to Academic Regulations on Attendance: To ensure clarity and consistency between the Medically Excused Policy for Students and other forms of approved absences (viz. Grief/Bereavement, Military Service, Jury Duty, Parenting Leave), the Senate proposes striking the words ‘of trying’ and ‘when possible’ from the statement “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.~~”

The policy would become effective with summer sessions 2022. Instructors are encouraged to individually adopt the policy, if possible, also during Spring 2022.

Changes to Academic Regulations language [2]:

Existing Language	New Language
<p>A. Attendance</p> <p>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</p>	<p>A. Attendance</p> <p>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</p>

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.

The University recognizes that the learning mission can be enhanced significantly by co-curricular 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.

Additionally, the University recognizes that in some circumstances, absence from class is unavoidable or is necessary to fulfill a required obligation. As such, the University has established the following as reasons to be granted an excused absence from class:

- Grief/Bereavement
- Military Service
- Jury Duty
- Parenting Leave

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

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.

The University recognizes that the learning mission can be enhanced significantly by co-curricular 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.

Additionally, the University recognizes that in some circumstances, absence from class is unavoidable or is necessary to fulfill a required obligation. As such, the University has established the following as reasons to be granted an excused absence from class:

- Grief/Bereavement
- Military Service
- Jury Duty
- Parenting Leave
- Medical Excuse

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 to accommodate the student either by**

by excusing the student or allowing the student to make up work, when possible.

1. General Attendance Issues

2. Conflicts with Religious Observances

3. University Excused Absences

The University Senate recognizes the following as types of absences that must be excused:

- Absences related to those covered under the Grief Absence Policy for Students (GAPS)
- Absences related to those covered under the Military Absence Policy for Students (MAPS)
- Absences related to those covered under Jury Duty Policy for Students
- Absences related to those covered under the Parenting Leave Policy for Students

These policies apply to all students currently enrolled on the Purdue University West Lafayette campus and State-Wide Purdue University locations.

4. Grief Absence Policy for Students (GAPS)

5. Military Absence Policy for Students (MAPS)

6. Jury Duty Absence Policy For Students

7. Parenting Leave Policy for Students

8. Procedures

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excusing the student or allowing the student to make up work.

1. General Attendance Issues

2. Conflicts with Religious Observances

3. University Excused Absences

The University Senate recognizes the following as types of absences that must be excused:

- Absences related to those covered under the Grief Absence Policy for Students (GAPS)
- Absences related to those covered under the Military Absence Policy for Students (MAPS)
- Absences related to those covered under Jury Duty Policy for Students
- Absences related to those covered under the Parenting Leave Policy for Students
- Absences related to those covered under the Medical Excused Absence Policy for Students (MEAPS)

These policies apply to all students currently enrolled on the Purdue University West Lafayette campus and State-Wide Purdue University locations.

4. Grief Absence Policy for Students (GAPS)

5. Military Absence Policy for Students (MAPS)

6. Jury Duty Absence Policy For Students

7. Parenting Leave Policy for Students

8. Medically Excused Absence Policy for Students (MEAPS)

Students will be excused, and no penalty will be applied to a student's absence for

situations involving hospitalization, emergency department or urgent care visit and be given the opportunity to make up coursework as defined in the course syllabus.

Students experiencing hospitalization, emergency department or urgent care visits can provide documentation to ODOS who will then assess the student's request for a Medical Excused Absence, and issue notification of the start and end of the absence to the student's instructors. The student should then follow up with the instructor to seek arrangements as per the policy.

Students are eligible for up to fifteen (15) days for medically-excused absences per academic year with no more than ten (10) academic calendar (during the fall and spring semester) days taken consecutively, for the Medical Excused Absence Policy. Total absences, including travel, may not exceed 1/3 of the course meetings for any course.

A student can contact the Office of the Dean of Students (ODOS) to request that a notice of the leave be sent to instructors when a situation involving hospitalization, emergency department or urgent care visit emerges. The student can then provide documentation of hospitalization, emergency department or urgent care visit as proof of legitimate absence to the ODOS as soon as these documents are available. When documentation is presented to the Office of the Dean of Students, a verified absence notification will be sent to the student's instructors.

With a verified absence notification from the ODOS, no penalty will be applied to a student's absence for reasons of hospitalization, emergency department or urgent care visit and the student will be

given the opportunity to make up course work as defined in the course syllabus.

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, or ODOS, to review and consult on his or her situation.

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 or college 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.

Students with long-term or chronic medical needs are strongly encouraged to work with the Disability Resource Center to arrange for needed accommodations.

9. Procedures

10. Conclusion

Committee Votes:

For:

Faculty

Thomas Siegmund
Alice Pawley
Thomas Brush
Jennifer Freeman
Eric Kvam
Vanessa Quinn
Libby Richards
Antônio Sá Barreto
John Sheffield

Students

Janelle Grant
Olivia Wyrick

Advisors

Jeff Elliot
Keith Gehres
Jenna Rickus
Jeffery Stefancic

Against:

N/A

Abstained:

N/A

Absent:

Faculty

Todor Cooklev
Eric Otárola-Castillo
Li Qiao

Students

Elli DiDonna

Ex-Officio

Present, but non-voting members:

Jaclyn Palm

To: The University Senate

From: Purdue Student Government and Purdue Graduate Student Government

Subject: Mental Health Action Week to be recognized on Official Purdue **Academic** Calendar

Reference:

1. Purdue University Student Governments Joint Resolution 21-01
2. **Academic Calendar - <https://www.purdue.edu/registrar/calendars/2021-22-Academic-Calendar.html>**

Disposition: University Senate for Discussion and Adoption

Rationale: **WHEREAS**, Mental Health Action Week (MHAW), formally known as Mental Health Awareness Week, was established by the Purdue Graduate Student Government (PGSG) and first hosted in February 2018 as an annual event for graduate students; and

WHEREAS, Purdue Student Government (PSG) and PGSG partnered in the Spring of 2019 to establish an annual campus-wide MHAW held in the Spring. This collaboration was created with the intention to highlight the importance of mental health across the Purdue community. In addition to the campus wide MHAW hosted by PSG and PGSG in the Spring, PGSG also continues to offer a graduate student focused MHAW each Fall; and

WHEREAS, MHAW has become a widely successful initiative on Purdue's campus. With MHAW in March 2021 including over 80 events and featuring 30 different student organizations; and

WHEREAS, the rise of the global pandemic and other national and international points of heightened stress have further highlighted and called attention to unaddressed and underlying mental health concerns in individuals; and

WHEREAS, the attention and maintenance of all Boilermaker's mental well-being are critical to the continued success of our University community, including academic success and excellence.

Proposal: **Therefore, be it RESOLVED**, That Purdue University officially recognize Mental Health Action Week (MHAW) by adding it to the **Academic** Calendar for the 2021-

2022 school year and for all university calendars after and following;
and

- a. Mental Health Action Week will be scheduled the week before spring break.

Be it also RESOLVED,

That the Purdue University community, including faculty, staff, graduate students, and undergraduate students utilize this week to focus on the importance of mental health by sharing mental health resources across and collaborating on MHAW events. This may include, but is not limited to discussing MHAW and sharing resources in courses and other academic and communal spaces; and

Be it further RESOLVED,

The addition of MHAW to the [Academic Calendar](#) would not interfere with regular University operations and is a commemorative week for the Boilermaker community to focus on mental health and mental health initiatives and resources.

The University Senate amends the academic regulations on the [Academic Year and Calendar Part A, Academic Calendar \[2\]](#), to add this text as point #8:

8. Additional symbolic dates directly relevant to academic success to be recognized in the academic calendar can be added by the explicit vote of the University Senate.

- a. Mental Health Action Week will be scheduled the week before spring break.

Authors: Shannon Kang, Olivia Wyrick, Madelina Nuñez

Sponsor(s):

PSG Passage Date: 9/29/2021

PGSG Passage Date: 9/15/2021

PSG President: Shannon Kang

PGSG President: Madelina Nuñez

PSG Senate President: Olivia Wyrick

To: The University Senate
From: University Senate Nominating Committee
Subject: Nominees for Advisors to the Standing Committees and Senate
Reference: Bylaws of the University Senate
Disposition: Election by the University Senate

Proposal: On the recommendations from the Chairs of the University Senate Standing Committees, the Nominating Committee proposes the following slates of nominees for service on the Senate Standing Committees listed below. It is further proposed by the Nominating Committee, that these candidates, excepting those marked *, serve as Advisors to the Senate. The Advisors selected are to serve for three-year terms as specified in the Senate Bylaws. The terms will begin 1 June 2022 and end 31 May 2025.

- 1) University Senate Educational Policy Committee
 - a) Executive Director, Undergraduate Advising*
 - b) University Registrar
 - c) Vice Provost for Teaching and Learning
 - d) Associate Dean of Students*
- 2) University Senate Equity, Diversity, and Inclusion Committee
 - a) Honors College representative**
 - b) LGBTQ Center Director
 - c) Vice President for Ethics and Compliance
- 3) University Senate Faculty Affairs Committee
 - a) Vice Provost for Faculty Affairs
 - b) Associate Vice Provost for Faculty Affairs
- 4) University Senate Student Affairs Committee
 - a) Director, External Partnerships (Office of Vice Provost for Student Life)
 - b) Vice Provost for Student Life
 - c) Associate Dean, Graduate School
- 5) University Senate Resources Policy Committee
 - a) Senior Vice President for Administrative Operations
 - b) Director of Residential Life

Senate Advisors not assigned to committees:
MaPSAC representative (the vice-chair serves on the Senate and the chair serves on Advisory)
Jamie Mohler (Research Integrity Officer, Associate Dean of the Graduate School)
Katherine Sermersheim (Dean of Students)

* Committee advisor, but not Advisor to Senate

**Currently required per Senate Bylaws; Bylaw requirement is being reviewed by FAC

Committee Votes:

For:

Dulcy Abraham
Michael McNamara
Andrew Lu Liu
Larry F. Nies
Robert Nowack
Jan Olek
Joseph Sobieralski
Qifan Song
Vikas Tomar

Against:

Abstained:

Absent:

To: The University Senate
From: Faculty Affairs Committee
Subject: Bylaws Change to 2.00 (a) & (c)
Reference: University Senate Bylaws
Disposition: University Senate for Discussion and Adoption
Rationale: To bring the Bylaws into alignment with the reapportionment mandated by SD 21-11 (passed on 15 November 2021)
Proposal: Due to the reapportionment of the Senate for AY 2022-2023, two Bylaws changes are needed. The following two changes to the Bylaws are proposed:

1. Current: 2.00 Composition
 - a) The Senate is composed of 102 members

Proposed: 2.00 Composition

- a) The Senate is composed of 104 members

2. Current: 2.00 Composition
 - c) Between six and sixteen designated Advisors to the Senate are accorded full floor privileges but not the vote. One of these represents the Honors College, elected by the faculty of the Honors College in a manner consistent with the election of Senators (2.03). ...
3. Proposed: 2.00 Composition
 - c) Between six and sixteen designated Advisors to the Senate are accorded full floor privileges but not the vote. ~~One of these represents the Honors College, elected by the faculty of the Honors College in a manner consistent with the election of Senators (2.03). ...~~

Committee Votes:

For:

Faculty

Signe Kastberg

Jozef Kokini

David Koltick

Lata Krishnan

Brian Richert

John Springer

Eric Waltenburg

Steve Yaninek

Advisors

Peter Hollenbeck

Lisa Mauer

Against:

Abstained:

Faculty

Min Chen

Edward Fox

Absent:

Faculty

Charles Bouman

Stephen Hooser

Angeline Lyon

To: The University Senate
From: Faculty Affairs Committee
Subject: **International Harassment of Purdue Students and Family Members**
Reference: Sebastian Rotella, "[Even on U.S. Campuses, China Cracks Down on Students Who Speak Out](#)" *ProPublica*, 30 November 2021
[Open Letter from President Mitch Daniels, Purdue University](#), 31 January 2022
Disposition: University Senate for Discussion and Action
Rationale: President Mitch Daniels has taken a courageous stand on behalf of Purdue University regarding the dissemination of ideas and of unrestricted discussion and debate in search of truth in an open letter, which has been widely distributed.

This letter alerts us to and outlines the unacceptable harassment of an international student that has taken place on the Purdue Campus, and, remarkably, an expansion of the harassment at the international level by government officials of the student's family overseas. These acts were done in concert in order to suppress open discussion and debate, which is an attack on the fundamental core of what Purdue is and what it stands for.

President Daniels has pointed out that Purdue University is a force on the international scale and that its core principles are invariant. As stated distinctly in the open letter,

[J]oining the Purdue community requires acceptance of its rules and values, and no value is more central to our institution or to higher education generally than the freedom of inquiry and expression. Those seeking to deny those rights to others, let alone to collude with foreign governments in repressing them, will need to pursue their education elsewhere.

Proposal: The faculty and student body of Purdue University are in complete agreement that someone who would abrogate the freedom of inquiry and expression of any member of the Purdue University body or its guests or collude with a foreign government to do the same, will "be subject to significant sanction," as noted out in the letter from President Daniels.

Committee Votes:

For:

Faculty

Min Chen
Edward Fox
Signe Kastberg
Jozef Kokini
David Koltick
Brian Richert
John Springer
Eric Waltenburg
Steve Yaninek

Advisors

Peter Hollenbeck
Lisa Mauer

Against:

Abstained:

Absent:

Faculty

Charles Bouman
Stephen Hooser
Lata Krishnan
Angeline Lyon

To: The University Senate
From: University Senate Nominating Committee
Subject: Nominees for Vice Chairperson of the University Senate
Reference: Bylaws, Section 3.20b, c
Disposition: Election by the University Senate
Proposal: The Nominating Committee proposes the following slate to serve as candidates for Vice Chairperson of the University Senate during the academic year 2022-2023:

Matthew R. Conaway
Purdue Bands and Orchestras

David Koltick
Physics and Astronomy

Brian Leung
English

Candidate biographical sketches are attached.

Committee Votes:

For:

Dulcy Abraham
Michael McNamara
Andrew Lu Liu
Larry F. Nies
Robert Nowack
Jan Olek
Joseph Sobieralski
Qifan Song
Vikas Tomar

Against:

Abstained:

Absent:

Candidate Biographical Sketches

Matthew R. Conaway, Bands and Orchestras

Matthew R. Conaway was appointed to the Purdue faculty in August 2012, and was promoted to the rank of Associate Professor in July 2018. He serves as an associate director of the famed “All-American” Marching Band, directs the “Boiler Brass” Men’s Basketball Pep Band, and conducts the Purdue Symphonic Band and Purdue Symphony Orchestra. He mentors the Purdue Bands & Orchestras student technology team, and coordinates the Marching Band’s student leadership program. He is in his fifth overall year of service on the Purdue University Senate, where he is a past member of the Student Affairs Committee and a current member of the Steering Committee. He also currently serves the University as a member of the Athletic Affairs Committee (one year) and the Advisory Committee on Equity (eight years).

Matt is an award-winning, internationally-known composer and arranger for concert and marching bands, with over 125 publications to his credit. He was honored to experience his Carnegie Hall debut in March 2016 with a world premiere performance by the Purdue Wind Ensemble. His marching and pep band arrangements have been heard by millions at festivals, bowl games, basketball tournaments, and other major sporting events since 1999.

Matt attended Indiana University – Bloomington, where he received his Bachelor of Music Education with Distinction in 2001. He earned a Masters of Music degree from Sam Houston State University in 2010. He is a member of Phi Beta Mu, NAFME, CBDNA, NBA, Indiana Music Educators Association, Indiana Bandmasters Association, and ASCAP. He is in demand as a clinician and adjudicator at concert and marching band festivals and competitions throughout the United States. Matt makes his home in West Lafayette, IN with his partner Andrew, a senior technologist at Caterpillar and Purdue graduate.

David Koltick, Physics and Astronomy

I have been at Purdue 40 years.

Things that have influenced me, first my growing up in Libya, North Africa during the 50s and early 60s. Returning to the United States, I worked in international collaborations at all the major particle accelerator laboratories; Fermilab, SLAC, and Brookhaven. I also worked in an all-Japanese group at KEK particle physics laboratory located outside Tokyo taking a leading role in hardware and theoretical efforts in Electroweak Interactions. For a period at Purdue, I led the development of the Applied Physics Laboratory, which included a research facility off-campus. I also took leadership in the development of commercial applications and founded 2K Corporation focused on neutron related technology. 10 years ago, I founded Advanced Physics Technologies, and under my leadership completed projects at Oak Ridge National Laboratory, and now APT is involved in defense applications. This past decade I have advised international

companies in the USA, China and Malaysia concerning security applications in international trade.

Presently, at Purdue my research is focused on the search for dark matter and the study of symmetry principles, both experimentally and theoretically, supported by the Department of Energy and Fermilab. Past support has come from the Atomic Energy Commission, DHS, DARPA, and Commercial Companies.

I ran for political office as State Senator of Indiana, in my first political race received 48% of the vote and after was elected two terms to the Tippecanoe County Council. I took leadership positions in the oversight of the Health Department, the Judicial System, and Police, and oversight of the country development through Area Plan and Roads.

Presently, I am Chair of the University Radiation Safety Committee, provide oversight (CORO) for nuclear reactor PUR1, been a Senator 4 years, and on the Faculty Affairs Committee.

Brian Leung, English

Brian Leung was appointed to the Purdue University faculty in August 2014 at Full Professor rank as Director of Creative Writing. In the summer prior to joining Purdue, Professor Leung completed his service as Director of the U.S. Department of State Institute on Contemporary Literature. He oversees Purdue's internationally recognized Creative Writing BA and MFA program, as well as the nationally distributed literary journal *Sycamore Review*. He served for four years on the College of Liberal Arts Senate and is the current chair of the University Senate Equity, Diversity, and Inclusion Committee. Past university-level service includes the Grievance Committee, Censure and Dismissal, and Traffic Enforcement Appeals Committee (Staff/Faculty). He meets monthly, as part of his EDIC duties, with Provost Akridge and Vice Provost Gates, as well as with President Daniels in the University Senate Advisory Committee.

Brian is an award-winning fiction writer of five books (a sixth in 2023), having received the Asian-American Literary Award, the Willa Award for Historical Fiction, the Mary McCarthy Award, and a Lambda Literary Dr. James Duggins Outstanding Mid-Career Novelist Award, among other accolades. His publications appear internationally and in translation. He is a sought-after judge for literary awards and served for three years as the External Academic Advisor for City University Hong Kong. Brian's pedagogy focuses on enhancing the critical thinking and creative problem-solving skills of both Purdue University's Liberal Arts and STEM-focused students.

Brian attended California State University, Los Angeles, where he received a BA and MA in English. He also attended Indiana University – Bloomington, where he received his Master of Fine Arts in Fiction. He is a graduate of the Purdue University Extension Master Gardener Program. Brian and his chiropractor husband live near downtown Lafayette and perform volunteer service for fourteen surrounding counties through leadership positions in The Arts Federation.

To: The University Senate
From: Equity and Diversity Committee
Subject: Recognizing and Valuing the Voices and Contributions of Black and Underrepresented Faculty & Staff
Reference: [University Policy III.C.2](#)
Disposition: University Senate for Discussion and Adoption

Rationale: The Equity Task Force continues as charged, its work to “support more equitable experiences and opportunities across campus.” The recently announced \$75 million dollar investment undergirding this mission encompasses faculty, staff, and student (undergrad and grad) commitments. The number of Black faculty, for example, only comprised 2.8% of the faculty at Purdue as of 2018-19, which is below the Big Ten average of 3.6%, Purdue has recently committed itself to expand its diversity through a 40 faculty line commitment.

It is important for the Purdue Senate to recognize and affirm this effort, as well as to commit to expanding, complementing, and supporting on the ground what the institution is doing by encouraging faculty and staff to diversify with intentionality at every new hiring opportunity.

Furthermore, targeted, active participation, through increased awareness and sensitivity throughout the Purdue community, is a critical element toward achieving social justice and professional equity in campus.

Proposal: Purdue shall adopt policies to recognize and value the contributions of Black and underrepresented faculty and staff, which shall consist of the following specific measures:

1. For administrators to fully support relevant equity-minded professional development opportunities for faculty and staff – for example, incorporating equity-minded pedagogical frameworks as part of the IMPACT program for improved teaching.
2. For department heads to audit service obligations of faculty, with particular attention to invisible labor from Black and underrepresented scholars, and all faculty of color, especially those tied to diversity work and mentoring students and colleagues of color; to ensure that service expectations are updated to reflect diversity, inclusion, and equity efforts needed,

- and ensure equitable balancing of effort across those in the same rank and position.
3. To instate and leverage institutional resources and support for all faculty, administrators, and staff to increase their awareness and sensitivity to provide appropriate support to their Black and underrepresented colleagues affected by bias and structural barriers in all forms, including but not limited to treating them and their work with fairness and sensitivity.
 4. Since Black faculty only comprise 2.8% of the faculty at Purdue as of 2018-19, below the Big Ten average of 3.6%, it is critical for all department and college administrators, senior faculty and staff to create a strategic plan, and allocate additional resources to both attract and retain Black and underrepresented faculty and staff, providing equitable salaries, and substantially enhancing resources to ensure welcoming environments for these scholars as a component of successful retention. This should particularly include considering Black and underrepresented scholars fully in all decisions in hiring, tenure, and promotion (including named and distinguished professorship).
 5. To follow the recommendations of the Provost's Advisory Committee on Diversity and Inclusion, in order to foster a climate of belonging.
 6. For at least the next five years, the Provost's office will provide a formal, public, annual written report to the University Senate regarding progress on all items above in this resolution.

References:

1. Diversity and Inclusion: Campus Population Overview, Purdue University. URL: <https://www.purdue.edu/diversity-inclusion/about-us/stats.html>. Last accessed: November 3, 2020.
2. United States Census, Quickfacts - Indiana. URL: <https://www.census.gov/quickfacts/IN>. Last accessed: November 3, 2020.
3. The Souls of Black Professors, Chronicle of Higher Education. URL: <https://www.insidehighered.com/news/2020/10/21/scholars-talk-about-being-black-campus-2020>. Last accessed: October 21, 2020.
4. Undue Burden, Chronicle of Higher Education. URL: <https://www.insidehighered.com/news/2019/06/04/whos-doing-heavy-lifting-terms-diversity-and-inclusion-work>. Last accessed: November 3, 2021.
5. What is Faculty Diversity Worth to a University, the Atlantic. URL: <https://www.theatlantic.com/education/archive/2016/11/what-is-faculty-diversity-worth-to-a-university/508334/>. Last accessed: November 3, 2021.
6. Making the Invisible Visible, Chronicle of Higher Education. URL: <https://www.insidehighered.com/advice/2021/05/28/why-and-how-colleges-should-acknowledge-invisible-labor-faculty-color-opinion>. Last accessed: November 3, 2021.

7. Report of the Provost's Advisory Committee on Diversity and Inclusion. Purdue University. URL:
https://www.purdue.edu/provost/documents/ACD_Report_2016-04-28.pdf
Last accessed: November 3, 2021

Committee Votes:

For:

Faculty

Bharat Bhargava
Peter Bermel
Ximena Bernal
Neil Knobloch
Klod Kokini
Brian Leung
Oana Malis
Rose Mason
Terrence Meyer
Rodolfo Pinal
Sandra Rossie
Kevin Stainback

Students

Julia Pirrello

Advisors

Megha Anwer

Against:

Abstained:

Advisors

Alysa Rollock

Absent:

To: The University Senate
From: Educational Policy Committee
University Resources Policy Committee
Subject: On the Need for a Policy to Define and Declare an Academic
Emergency
Reference:

1. [Integrated Emergency Management Plan 2021](#)
2. [“Communicable Disease Emergencies and Pandemics”,
policy IV.A.8.](#)
3. [Example of statement of “Academic Continuity and
Emergency Grades”](#), Oregon State University.
4. [“Special Report: COVID-19 and Academic Governance,”](#)
American Association of University Professors
5. [“Report of an AAUP Special Committee: Hurricane Katrina
and New Orleans Universities”](#), American Association of
University Professors
6. [“Statement on Government of Colleges and Universities,”](#)
American Association of University Professors
7. [System-Wide Policy Development Process](#)

Disposition: University Senate for Discussion and Adoption

Rationale: Purdue University has established an Integrated Emergency Management Plan to handle changes to the operation of campus facilities if necessitated by emergencies initiated by “natural and human caused disaster.” [1, p.3] The plan is led by the Emergency Preparedness and Planning Office. This plan is reassessed annually for any necessary changes, and has a well-defined statement of responsibilities and coverage.

Purdue University currently does not have an analogous system-wide documented plan for handling changes to academic processes and regulations during emergency conditions.

Purdue does have a recently-adopted system-wide Policy IV.A.8 [2], “Communicable Disease Emergencies and Pandemics,” where responsibility for various campus processes are delegated from the Board to different administrative offices. In this policy, the Provost and Executive Vice President for Academic Affairs and Diversity is delegated the authority to:

[...i]n consultation with other University Officers and academic leadership, establish a decision-making framework and implement actions aimed at reducing risk for operations (including temporary suspension as necessary) of the instruction and learning mission, including undergraduate and graduate student services and support, university housing and dining, faculty affairs, and student activities.

It also delegates to the chancellors of the regional campuses:

[...i]n consultation with other University Officers and university-designated subject matter advisors, establish a decision-making framework and implement actions aimed at reducing risk for operations of their Regional Campus (including temporary suspension as necessary) as it pertains to undergraduate and graduate programs, campus housing and dining services, faculty affairs, the research and discovery mission, and student activities.

However, this delegation of authority does not articulate any commitment to or recognition of responsibilities for shared governance processes, particularly in matters normally delegated to the faculty through its representative body, nor articulate any expectations for public discussion or dissemination of decision-making frameworks so developed.

It also does not articulate clear conditions or criteria that would cause the university to consider ending the public health emergency conditions and signal its return to more normal forms of shared governance.

Other universities have policies that govern the definition and management of “academic emergencies” which govern academic changes necessitated by events that disrupt academic activity campus-wide (for example, [2]).

Changes to Purdue’s academic operations necessitated by COVID demonstrated the need for an academic emergency plan to be developed. Such a plan would serve Purdue University outside of the crisis conditions that COVID wrought. The plan would build on the recent lessons learned from trying to manage academic operations in a time of crisis.

Specific needs identified from the 2020-2022 period include:

1. Transparency in decision-making and preservation of shared governance principles.

2. Clarity on how administrative academic decisions made on the West Lafayette campus, would relate to those at regional campuses, which in 2020-22 only variably engaged appropriate and expected processes of shared governance for making changes during the crisis conditions of COVID.
3. Definitions on change processes made by or for Purdue Global, and definition of involvement their senate or faculty leadership.

Despite many people's best efforts across the Purdue system during an unprecedented system-wide (and beyond) emergency, administrative decisions made governing academic structure during COVID were not as transparent as they needed to be, with no clear indication of the length of time a suspension of academic norms of shared governance would be in effect. This feature of academic change during COVID is not unique to Purdue [3].

This informal suspension of norms around shared governance occurred despite the assessment of the American Association of University Professors that "however cumbersome faculty consultation may at times be, the importance and value of such participation become even greater in exigent times than in more tranquil times." [p. 119, 4]

Proposal:

The University Senate requests a systemwide policy be developed for declaring an academic emergency, in anticipation of possible future events, that coordinates appropriately with Policy IV.A.8. The policy should recognize local conditions relevant to Purdue system campuses, and the autonomy of each campus in process of shared governance, among other particularities.

The policy should include a listing of any committee of decisionmakers, inclusive of University Senate involvement, and should establish principles inclusive of shared governance and be resonant with authoritative norms of shared governance [5], and establish a process for decisionmakers to declare and later remove an academic emergency to the representative faculty body and the broader campus (or system-wide) community.

The policy should define the individual or group of individuals who can declare an academic emergency on a particular campus, in consultation with a defined group of other administrative and representative members. Specifically, at the Purdue-West Lafayette campus, even if the process determines that the Board of Trustees is the appropriate final body to declare an academic emergency, a decision-making body *en route* to that final authoritative body should include at a minimum the chair of the University Senate, and the chairs of MAPSAC and CSSAC.

The policy should include a process for academic changes conducted during the academic emergency to sunset out unless the declaration of academic emergency is renewed.

The University Senate requests that the policy developed through the Policy and Standard Development and Approval Process [6] be ratified by the University Senate, and at the faculty governing bodies at the regional campuses, before the Executive Policy Review Group considers approving the policy.

Educational Policy Committee Votes:

For:

Faculty

Thomas Siegmund
Alice Pawley
Thomas Brush
Jennifer Freeman
Eric Kvam
Vanessa Quinn
Libby Richards
Antônio Sá Barreto
John Sheffield

Students

Janelle Grant
Olivia Wyrick

Advisors

Jeff Elliot
Keith Gehres
Jeffery Stefancic

Against:

N/A

Abstained:

Jenna Rickus

Absent:

Elli DiDonna
Todor Cooklev
Erik Otárola-Castillo
Li Qiao

Ex-Officio

Present, but non-voting members:

Jaclyn Palm

University Resources Policy Committee Votes:

For:

Faculty

Eugene Chan
Victor Chen
Lori Hoagland
Cara Kinnally
Janice Kritchevsky
Douglas LaCount
Lin Nan
Tony Vyn
Ann Weil

Against:

Faculty

John McConnell

Abstained:

Absent:

Austin B. Berenda
Sophie Braun
Laura Claxton
Michael B. Cline
Alan M. Friedman
James Greenan
Carl Krieger
Scott Lawrance
Daniel J. Olson
Juan P. Sesmero
Neha Shakelly
Yuan Yao

To: The University Senate
From: Educational Policy Committee and Faculty Affairs Committee
Subject: Addition of a Winter Session to the Academic Calendar

- Reference:**
1. Academic Regulation on Academic Calendar:
<https://catalog.purdue.edu/content.php?catoid=13&navoid=15965#academic-year-and-calendar>
 2. Winter Flex Proposal:
<https://www.purdue.edu/provost/about/provostInitiatives/winter/>.
 3. Proposal for Purdue 4-Week January Term, March 15, 2021:
<https://www.purdue.edu/provost/documents/cwc-j-term.pdf>
 4. Senate Document 20-43, “Proposal to Introduce 4-Week January Term to Academic Calendar”
<https://www.purdue.edu/senate/documents/meetings/2021-04-19-minutes.pdf>
 5. Results Fall 2021 survey on WinterFlex:
 - a. Faculty results
 - b. Undergraduate student results
 - c. Graduate student results

Disposition: University Senate for Discussion and Adoption

Rationale: As proposed by the academic Deans and the January term working group, a winter session held over the winter break between fall and spring terms could expand educational opportunities to students at Purdue University. This term would provide instructors an opportunity to develop creative, innovative academic experiences.

The working group proposed a January term in March 2021 to EPC, who brought it for comment to the University Senate. The Senate expressed numerous concerns about the January term proposal, and SD 20-43 was modified to encourage continued study of the matter, rather than endorsing the existing J-term proposal. The motion carried with a vote of 69 in favor, 17 against, 2 abstentions.

The working group received the feedback, vote and reconsidered its proposal. In Fall 2022, the working group provided a new proposal

for a Winter Session that would be 4 weeks and entail shifting the spring term back one week [2]. The working group articulated how it has thereby addressed concerns from the January Term proposal [3]. They then conducted surveys of faculty, undergraduate and graduate students on this revised proposal [5].

However, based on the revised proposal, the survey feedback, and additional administrative consideration related to maintaining current academic pay, the working group now proposes a 3-week winter session with no other changes to the currently existing academic calendar. This winter term would start as soon as possible, even if the offerings begin small. If approved by the Senate, the first offering would be in winter 2022-23, limited to study abroad offerings, to give time to establish the infrastructure for offering asynchronous online offerings in winter 2023-24.

Modification of the Academic Calendar is the purview of the University Senate. The votes by Educational Policy Committee and the Faculty Affairs Committee represent the agreement to bring this proposal to the University Senate for a full discussion and vote.

Proposal:

The University Senate endorses the proposal to create a new, three-week winter session for the West Lafayette campus. Winter session will take place for three weeks in December and January between the fall and spring semesters. The remainder of the academic calendar remains in place as is currently.

Key elements of a Winter session will include:

1. The Winter session will offer opportunities for students to take asynchronous online courses and to participate in Study Abroad, activities that can be conducted flexibly in the three weeks between the fall and the spring semesters. No on-campus instruction will take place during winter session and students will not return to campus for winter session.
2. No student will be admitted and be able to begin their academic enrollment during a winter session nor will any student be able to receive a degree conferral during this term.
3. Students would be limited to 3 credits during a winter session.
4. Teaching in winter session would be deemed optional, and no instructors or graduate students would be pressured into offering courses during this time.
5. Winter session shall not be used as a substitute term for required instruction in the fall and spring semesters.
6. The winter session term will officially recognize the Christmas and New Year's holidays as non-instructional days.
7. Winter session would be first offered in December 2022/January 2023 with only study abroad offered. The winter

session would expand to include online asynchronous academic courses in subsequent academic years.

8. Winter session shall not affect the employment structure of academic year faculty and staff. Instruction and support of instruction during winter session shall be compensated as overload following the same model as summer sessions.
9. Winter session would involve no change in faculty and graduate student compensation for those who do not participate; those who do teach in or support the winter session would be compensated as overload following the same model as summer sessions. Those who are not on contract during the winter session but teach and support it would be compensated.
10. Winter session would require some staff to work during the winter closure to support students. ITaP, Financial Aid, Registrar, Advising, Finance and others would need to plan for staffing during this time. However, students would not be on campus, so physical in-person services would not need to be provided. Appropriate compensation would be provided for those supporting Winter session and who are not on contract during that time.

The winter term is established for the West Lafayette campus. The regional campus senates would be free to determine whether a similarly-structured winter session is appropriate for their campus.

Existing language	New language
<p>3. The first semester shall begin on either the third or fourth Monday of August, be in recess Monday and Tuesday of the eighth week, and Wednesday, Thursday, Friday, and Saturday of Thanksgiving week, and classes will end on the 17th following Saturday, which shall not occur after the 20th day of December. The second semester shall begin on either the first or second Monday of January, which shall not occur prior to the seventh day of January, be in recess during the tenth week, and end on the 17th following Saturday (University Senate Document 96-4, February 17, 1997).</p> <p>4. The summer session shall begin on the next Monday following the</p>	<p>3. The first semester shall begin on either the third or fourth Monday of August, be in recess Monday and Tuesday of the eighth week, and Wednesday, Thursday, Friday, and Saturday of Thanksgiving week, and classes will end on the 17th following Saturday, which shall not occur after the 20th day of December. The second semester shall begin on either the first or second Monday of January, which shall not occur prior to the seventh day of January, be in recess during the tenth week, and end on the 17th following Saturday (University Senate Document 96-4, February 17, 1997).</p> <p>4. The winter session shall begin on the next Monday following the end</p>

spring commencement and will be comprised of one 4-week and one 8-week, or two 6-week module(s) or other configurations as approved by the Provost Office. Courses may be scheduled during any one or any combination of modules throughout the 12-week period. There shall be no classes on Memorial Day, the last Monday in May, or on July 4, nor on the nearest class day when July 4 is not a regular class day. (University Senate Document 96-4, February 17, 1997).

5. Faculty shall enter grades as completed, but no later than 5 p.m. on the second working day after the end of the respective academic semester/session.
6. Commencement will be held as follows: First Semester: first Sunday following the end of the first semester; Second Semester: next subsequent weekend after the end of the second semester; Summer Session: first Saturday following the end of the last summer module.
7. The faculties at regional campuses shall be free to establish their own calendar dates.

of the fall semester and will be comprised of one 3-week term. No on-campus instruction will be provided. There shall be no classes on Christmas Day, December 25, or on New Year's Day, January 1, nor on the nearest class day when December 25 or January 1 are not a regular class day. (University Senate Document 96-4, February 17, 1997).

5. The summer session shall begin on the next Monday following the spring commencement and will be comprised of one 4-week and one 8-week, or two 6-week module(s) or other configurations as approved by the Provost Office. Courses may be scheduled during any one or any combination of modules throughout the 12-week period. There shall be no classes on Memorial Day, the last Monday in May, or on July 4, nor on the nearest class day when July 4 is not a regular class day. (University Senate Document 96-4, February 17, 1997).
6. Faculty shall enter grades as completed, but no later than 5 p.m. on the second working day after the end of the respective academic semester/session.
7. Commencement will be held as follows: First Semester: first Sunday following the end of the first semester; Second Semester: next subsequent weekend after the end of the second semester; Summer Session: first Saturday following the end of the last summer module. No commencement will occur with the winter session.

	8. The faculties at regional campuses shall be free to establish their own calendar dates.
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B. Final Examinations

<p>1. In regular semesters, the final examination period shall consist of six scheduled days comprising the 16th week of the semester. The two-hour class meetings during the six days of the final examination period will be scheduled at the discretion of the Educational Policy Committee on the advice of the Office of the Registrar as, at most, 30 two-hour periods (five periods per day, including evenings). Upon request, a single coursewide examination will be scheduled for any course. In the summer session, the final examination schedule shall be appropriately scaled to meet the demand. It shall be scheduled at the discretion of the Educational Policy Committee on the advice of the Office of the Registrar in, at most, 12 two-hour periods on the last three days of the session (four periods per day, excluding evenings).</p> <p>3. Two weeks after the beginning of any regular semester and one week after the beginning of the summer session, schedule deputies shall inform the Office of the Registrar of the courses requiring coursewide examinations. It will be the responsibility of the department head or, where appropriate, the school head to inform the Office of the Registrar which courses within the department or school will not need a meeting. A schedule implementing Section B will then be developed by the Office of the Registrar in consultation with the Educational Policy Committee. Guiding principles include [etc.]</p>	<p>1. In regular semesters, the final examination period shall consist of six scheduled days comprising the 16th week of the semester. The two-hour class meetings during the six days of the final examination period will be scheduled at the discretion of the Educational Policy Committee on the advice of the Office of the Registrar as, at most, 30 two-hour periods (five periods per day, including evenings). Upon request, a single coursewide examination will be scheduled for any course. In the summer and winter sessions, the final examination schedule shall be appropriately scaled to meet the demand. It shall be scheduled at the discretion of the Educational Policy Committee on the advice of the Office of the Registrar in, at most, 12 two-hour periods on the last three days of the session (four periods per day, excluding evenings).</p> <p>3. Two weeks after the beginning of any regular semester and one week after the beginning of the summer or winter session, schedule deputies shall inform the Office of the Registrar of the courses requiring coursewide examinations. It will be the responsibility of the department head or, where appropriate, the school head to inform the Office of the Registrar which courses within the department or school will not need a meeting. A schedule implementing Section B will then be developed by the Office of the Registrar in consultation with the Educational Policy Committee. Guiding principles include [etc.]</p>
8. The final examination period is intended for the end-of-semester examination. No examination or quiz may	8. The final examination period is intended for the end-of-semester examination. No examination or quiz may

<p>be given during the week (three days in summer session) preceding the final examination period of the semester (examinations for laboratory, intensive, or minicourses excluded). It will be the responsibility of the department head or, where appropriate, the school head to ensure that none of the departmental or school faculty use the week (three days in summer session) preceding the final examination period to administer an examination.</p>	<p>be given during the week (three days in summer) preceding the final examination period of the semester (examinations for laboratory, intensive, or minicourses, excluded). It will be the responsibility of the department head or, where appropriate, the school head to ensure that none of the departmental or school faculty use the week (three days in summer session) preceding the final examination period to administer an examination. Because winter session is intended to be intensive there will be no limitations concerning examination or quiz dates.</p>

C. Summer or Winter Sessions Work

<p>C. Summer Sessions Work Regular work offered in the summer sessions shall be equivalent in method, content, and credit value to the work of the academic year, regular class and laboratory periods being increased proportionately.</p>	<p>C. Summer or Winter Sessions Work Regular work offered in the summer or winter sessions shall be equivalent in method, content, and credit value to the work of the academic year, regular class and laboratory periods being increased proportionately.</p>
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Committee Votes Educational Policy:

For:

Faculty

Thomas Siegmund
Alice Pawley
Thomas Brush
Jennifer Freeman
Eric Kvam
Erik Otárola-Castillo
Vanessa Quinn
Libby Richards
Antônio Sá Barreto
John Sheffield

Students

Janelle Grant
Olivia Wyrick

Advisors

Jeff Elliot
Keith Gehres
Jenna Rickus
Jeffery Stefancic

Against:

N/A

Abstained:

Absent:

Elli DiDonna
Todor Cooklev
Li Qiao

**Ex-Officio
Present, but non-
voting members:**

Jaelyn Palm

Committee Votes Faculty Affairs:

For:

Faculty

Min Chen
Edward A. Fox
Signe Kastberg
Jozef Kokini
Lata Krishnan
Angeline Lyon
Brian Richert
John Springer
Steve Yaninek

Advisors

Peter Hollenbeck

Against:

N/A

Abstained:

Absent:

Faculty

Charles Bouman
Stephen Hooser
Eric Waltenburg

Advisors

Lisa Mauer

To: The University Senate

From: Ximena Bernal, David Sanders, and Kevin Stainback

Subject: 4 February 2022 Purdue University Police-Student Incident

Reference: **Accounts of Incident and Official Purdue Response:**
[Black student accuses Purdue police officer of using excessive force](#) – *The Exponent* 02/09/2022
[Students gather to demand action in town hall meeting](#) – *The Exponent* 02/10/2022
[Purdue University student's viral video claims police brutality in his arrest](#) – *Journal & Courier* 02/10/2022
[Statement from President Mitch Daniels](#) – *Purdue News* 02/10/2022
[Hundreds of students attend town hall after Purdue police altercation](#) – *Journal & Courier* 02/11/2022

Disposition: University Senate for Discussion and Adoption

Rationale: On Friday, February 4th, a Black student was forcefully restrained by a Purdue University Police Department (PUPD) officer. This event was recorded and made publicly available through social and traditional media. Hundreds of students gathered at a Black Student Union-hosted town hall and expressed their anxiety and concerns about the event. Statements from the Purdue University Administration nearly a week after the incident declared that there will be both an internal and an external review of the “police officer’s handling of the situation.”

Proposal: Acknowledgment of the Traumatic Effect of the Forceful Arrest of a Black Purdue Student by a Purdue University Police Department (PUPD) officer.

BE IT RESOLVED THAT

The University Senate acknowledges its constitutional responsibility to advocate for the welfare of all students of the University.

The University Senate recognizes that the February 4, 2022 event is having a traumatic impact on feelings of well-being, belonging, and safety on campus, with the consequences for Black students, faculty, and staff being particularly severe.

The University Senate expresses its profound concern about the February 4, 2022 event, within the context of the nationwide revelations of, and protests against, excessive Police use of force in arrests of people of color.

The University Senate recommends that instructors understand and accommodate the needs of students impacted by the February 4, 2022 event.

The University Senate requests that the administration provide expanded mental health resources to students, staff, and faculty affected by the February 4, 2022 event.

The University Senate encourages all members of the Purdue University community to become informed about the powers and responsibilities of the Purdue University Police Department (PUPD) and the alignment of campus policing with University institutional values.

The University Senate requests that the administration enhance transparency about campus-police incidents involving force and to institute more robust community (faculty, staff, student) oversight over campus police activity.

<i>Senate Document</i>	<i>Title</i>	<i>Origin</i>	<i>Senate Action</i>	<i>Implementation</i>
20-45	Senate Document 20-45 Required Department QPR (Question, Persuade, Refer) Liaisons for Mental Health Action	Presented by Purdue Student Government	TBD	
20-56	Senate Document 20-56 Equity, Diversity, and Inclusion as a distinct item for promotion consideration	Presented by Equity, Diversity, and Inclusion Committee	*Approved 18 October 2021	
20-57	Senate Document 20-57 Academic Calendar Revision: Election Day as a Civic Day of Service	Presented by Purdue Student Government	*Failed 13 September 2021	
20-58	Senate Document 20-58 Academic Regulations Update	Presented by Educational Policy Committee and Purdue Student Government	* Approved 15 November 2021	Provost Office Implemented
20-59	Senate Document 20-59 Academic Regulations Update for Reading Week Policies	Presented by Purdue Student Government	TBD	
20-60	Senate Document 20-60 On the Need to Demonstrate Civics Literacy Through Shared Governance	Presented by Professors Francis, McNamara, Nies, Pawley, Saviano, Sheffield, and Stainback	*Approved 13 September 2021	

21-01	Senate Document 21-01 Nominees for Equity, Diversity, and Inclusion Committee	Presented By Nominating Committee	*Slate Affirmed 13 September 2021	N/A
21-02	Senate Document 21-02 Nominees for Faculty Affairs Committee	Presented By Nominating Committee	*Slate Affirmed 13 September 2021	N/A
21-03	Senate Document 21-03 Nominees for Student Affairs Committee	Presented By Nominating Committee	*Slate Affirmed 13 September 2021	N/A
21-04	Senate Document 21-04 Nominees for Steering Committee	Presented By Nominating Committee	*Slate Affirmed 13 September 2021	N/A
21-05	Senate Document 21-05 Nominees for University Resources Policy Committee	Presented By Nominating Committee	*Slate Affirmed 13 September 2021	N/A
21-06	Senate Document 21-06 Student Members of Standing Committees	Presented By Nominating Committee	*Slate Affirmed 13 September 2021	N/A
21-07	Senate Document 21-07 Nominee for Advisor of the Educational Policy Committee	Presented By Nominating Committee	*Slate Affirmed 13 September 2021	N/A
21-08	Senate Document 21-08 Convening Electronically at Will	Presented By Faculty Affairs Committee	*Approved 18 October 2021	In compliance
21-09	Senate Document 21-09 Senate Standing Committee Members Temporary Leaves of Absence	Presented by Nominating Committee	*Approved 15 November 2021	In compliance

21-10	Senate Document 21-10 Steps in addressing campus sexual assault and misconduct	Presented by Student Affairs Committee	*Approved 15 November 2021	
21-11	Senate Document 21-11 Reapportionment	Presented by Steering Committee	*Approved 15 November 2021	N/A
21-12	Senate Document 21-12 Proposal for a Medically Excused Absence Policy for Students (MEAPS) to be added to Purdue University Main Campus Academic Regulations (revised)	Presented by Educational Policy Committee	*Approved 21 February 2022	
21-13	Senate Document 21-13 Mental Health Action Week to be recognized on Official Purdue Academic Calendar (revised)	Presented by Purdue Student Government and Purdue Graduate Student Government	*Failed 21 February 2022	
21-14	Senate Document 21-14 Opposition to an Attempt at Restructuring/Dissolution of the Purdue University Senate	Presented by Professor David Koltick	*Approved as amended 24 January 2022	N/A
21-15	Senate Document 21-15 Bylaws Change to 2.00 (a) & (c)	Presented by Faculty Affairs Committee	*Action 21 March 2022	
21-16	Senate Document 21-16 Honors College Member on the Undergraduate Curriculum Council	Presented by Educational Policy Committee	*Approved 24 January 2022	In compliance
21-17	Senate Document 21-17 Nominees for Committee Vacancies	Presented by Nominating Committee	*Slate affirmed 24 January 2022	N/A

21-18	Senate Document 21-18 International Harassment of Purdue Students and Family Members	Presented by Faculty Affairs Committee	*Action 21 March 2022	
21-19	Senate Document 21-19 Nominees for Advisors to the Standing Committees and Senate	Presented by Nominating Committee	*Approved 21 February 2022	
21-20	Senate Document 21-20 Nominees for Vice Chairperson of the University Senate	Presented by Nominating Committee	*Action 21 March 2022	
21-21	Senate Document 21-21 Recognizing and Valuing the Voices and Contributions of Black and Underrepresented Faculty & Staff	Presented by Equity, Diversity, and Inclusion Committee	*Action 21 March 2022	
21-22	Senate Document 21-22 On the Need for a Policy to Define and Declare an Academic Emergency	Presented by Educational Policy Committee and University Resources Policy Committee	*Action 21 March 2022	
21-23	Senate Document 21-23 Addition of a Winter Session to the Academic Calendar	Presented by Educational Policy Committee and Faculty Affairs Committee	*Action 21 March 2022	
21-24	Senate Document 21-24 4 February 2022 Purdue University Police-Student Incident	Presented by Professors Ximena Bernal, David Sanders, and Kevin Stainback	*Approved 21 February 2022	

PURDUE UNIVERSITY

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UNIVERSITY®



COVID Data 2/21/2022

- Campus vaccination rate is now 90%
- Cases have decreased significantly – 85 total in last 7 days
- Campus herd immunity is at least 92%

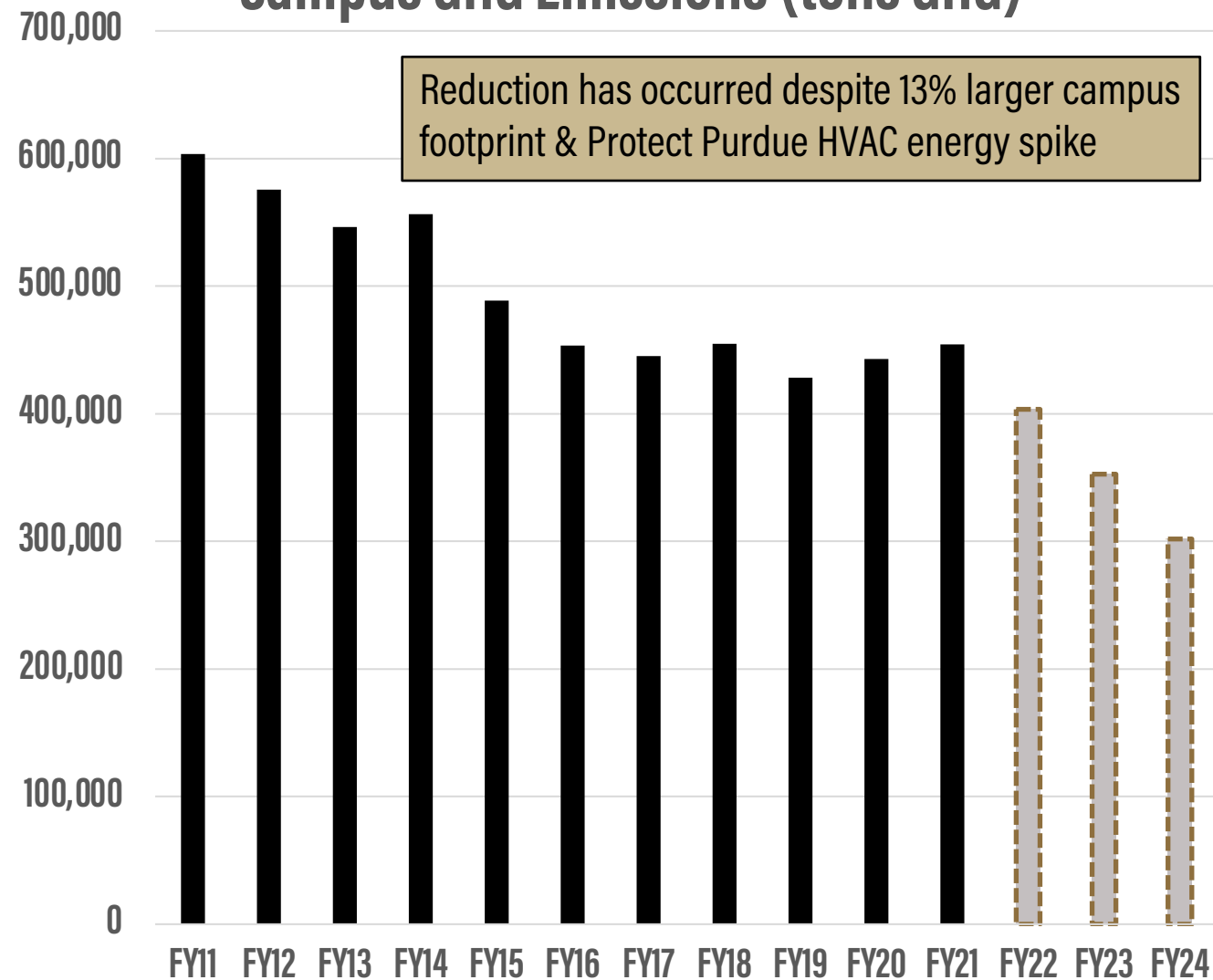
Reducing Demand for Carbon:

- “Renovate First” policy limits new construction and improves HVAC efficiency
- Future of Work initiative leading to more efficient building utilization
- LED light investments
- Updated lab controls that guide equipment on/off times
- Improved insulation on steam pipes

Supplying Cleaner Energy

- Switch to natural gas from coal

Campus GHG Emissions (tons GHG)





Memorial Resolution for

Robert D. Skeel

**Department of
Computer Science**

Robert D. Skeel, Professor of Computer Science (retired) passed away on November 1, 2021 in Phoenix AZ.

Bob was born in Calgary, Alberta in 1947, and grew up in Edmonton. Bob and his wife Marjorie were married for 53 years, and Bob is survived by Marge, two daughters, their spouses, and four grandchildren. A private family memorial service was held on November 5 at Christ Church Anglican in Phoenix AZ.

Bob received his PhD in Computing Science from the University of Alberta in 1974, and then joined the University of Illinois at Urbana Champaign (UIUC) as a faculty member. He rose through the ranks at Illinois, becoming full Professor in 1986. After Bob retired from Illinois in 2004, he joined Purdue's Computer Science department, where he served until retirement in 2017. Bob then moved to Phoenix AZ, continuing his active research at Arizona State University.

Bob's research interests included computational molecular biophysics, numerical ordinary differential equations, and linear algebra. In 2011, Bob was elected SIAM Fellow for his fundamental contributions to these three areas. His most recent work was focused on computational methods for biomolecular simulation, which seeks to aid in the discovery of the structures and mechanisms that are basic to life. Such simulations are computationally demanding, running for months on parallel computers. His work in this domain addressed three challenges: (1) the N-body problem for calculating nonbonded interactions as well as dense matrix "inversion" for implicit solvents, (2) the problem of performing dynamics simulations on biological time scales, and (3) the problem of calculating free energy differences and transition paths in high dimensional configuration spaces.

Bob was a major contributor to the development of NAMD (a parallel molecular dynamics code designed for high-performance simulation of large biomolecular systems) with the principal investigator of an NIH project – the late Klaus Schulten, a UIUC colleague of Bob. The developers of the NAMD software received

the 2002 Gordon Bell Award, the 2012 Sidney Fernbach Award, and the 2020 Gordon Bell Prize.

Among Bob's many other contributions is his work in the 1970's on the stability of systems of linear algebraic equations. This seminal work introduced the notion of component wise perturbations for such equations, and evaluated the conditioning of a linear system by characterizing the impact of subjecting each datum to a relatively small change and examining its impact on the solution. This led to what is now called the Skeel condition number, which has, over the decades, been shown to have a number of important desirable properties with respect to characterizing linear systems.

Bob published more than eighty papers in computational molecular biophysics, numerical ordinary differential equations, and linear algebra. With Jerry Keiper, Bob co-authored a textbook: Elementary Numerical Computing with Mathematica.

Bob was active within the Society for Industrial and Applied Mathematics (SIAM), organizing and participating regularly in SIAM meetings. He used these opportunities to mentor many researchers in the early stages of their careers, who recall his encouragement with gratitude.

Bob served as Associate Head of the department of Computer Science from 2010 to 2017. He taught the graduate course, Computing for Science and Engineering, to introduce graduate students from scientific and engineering disciplines to programming languages such as Python and C, parallel programming, modern software engineering practices, etc. He also taught other courses in numerical linear algebra, numerical analysis, and differential equations.

Bob will be greatly missed by his family, friends and colleagues at Purdue, and by the broader international scientific computing community.

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

Steering Committee

Libby Richards, erichards@purdue.edu

1. Review of civics literacy implementation

Advisory Committee

Stephen Beaudoin, sbeaudoi@purdue.edu

Nominating Committee

Robert Nowack, nowack@purdue.edu

1. Populating Faculty and Standing Committees
2. Vice-Chair Nominations

Educational Policy Committee

Thomas Siegmund, siegmund@purdue.edu

1. MEAPS Revisions
2. Winter Sessions
3. Academic Emergency Policy
4. Teaching Evaluation
5. Academic regulations for online learners

Equity, Diversity, and Inclusion Committee

Brian Leung, brian-leung@purdue.edu

1. Campus and community policing
2. University centralized funding of accessibility for deaf and hard-of-hearing community.
3. Defending Academic Freedom to Teach About Race and Gender Justice and Critical Race Theory
4. Shared governance

Faculty Affairs Committee

Signe Kastberg, skastber@purdue.edu

1. Teaching Excellence
2. Winterflex collaboration with EPC
3. Faculty Support for Action in Response to International Student Harassment
4. Bylaws change due to Reapportionment
5. Adhoc study committee/rights and responsibilities of members

Student Affairs Committee

David Sanders, retrovir@purdue.edu

1. Preventing Sexual Assault
2. Student-Athlete Name Image and Likeness
3. Student-Athlete COVID-19 Protection
4. Student-Athlete Long-Term Health
5. Student Free Speech
6. Student Mental Health
7. Student Experience of Law Enforcement

University Resources Policy Committee

Janice Kritchevsky, sojkaje@purdue.edu

CARE OVERVIEW

Juanita Richey, Director

Allison Frazier, Prevention Programming Specialist

CARE Overview

Our Staff

- Juanita Richey, Director
- Jessica Joya, Assistant Director
- Allison Frazier, Prevention Programming Specialist
- Monica Titus, Administrative Assistant

CARE ADVOCACY SUPPORTS

100%
confidential
campus PBPV
support for
Purdue
students

Windsor
(Duhme) Hall
Room 139

24/7 Hotline Support

Discuss Rights and
Options

Academic Assistance

Access to Medical Care
and Counseling Services

Accompaniment to Police
and Title IX Investigations

Protective Order
Assistance

CARE PREVENTION PROGRAMMING

Interactive
workshops for
Purdue-
affiliated
organizations
and classes

Windsor
(Duhme) Hall
Room 139

Boiler Up & Intervene

CARE Overview

Power-Based Personal
Violence 101

Supporting a Survivor

Educational Ambassador
Program

Outreach Campaigns

No one has
to do
everything,
but everyone
can do
something.

THANK YOU

Juanita Richey (*she/her/hers*)
Director
richey3@purdue.edu

Allison Frazier (*she/her/hers*)
Prevention Programming Specialist
arfra3@purdue.edu

CARE

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8:00am-5:00pm*
Duhme Hall, Room 139
205 N Russell Street

*Confidential advocates
are available through the
hotline 24/7, including
weekends and holidays.