AGENDA

1. Call to order
   Professor Natalie J. Carroll

2. Approval of Minutes of 19 November 2018

3. Acceptance of Agenda

4. Remarks of the Senate Chair
   Professor Natalie J. Carroll

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

6. Question Time

7. Résumé of Items Under Consideration by Various Committees
   For Information
   Professor Gerald E. Shively

8. Senate Document 18-03 Purdue University Global Student and Faculty Rights
   For Action
   Professor David A. Sanders

9. Senate Document 18-05 Parental Leave Policy for Students
   For Discussion
   Professor Christopher W. Clifton

10. Update from the Native American Educational & Cultural Center
    For Information
    Director Felica Ahasteen-Bryant

11. New Business

12. Memorial Resolutions

13. Adjournment
1. The meeting was called to order at 2:35 p.m. by Chairperson Natalie Carroll.

2. The minutes of the 19 November 2018 Senate meeting were approved as distributed.

3. The January Senate Agenda was approved by unanimous voice vote.

4. Professor Natalie Carroll presented the remarks of the Chairperson (see Appendix A).

5. President Mitchell E. Daniels, Jr. presented the remarks from the President (see Appendix B).

6. Question Time: President Daniels answered questions from the Senate floor.
   - Professor Ralph Kaufmann asked how international student would fit in with the requirement to pass the civics examination. President Daniels said this could be approached from several points-of-view including exemption from taking the examination, an option if they wish to take it, or a graduation requirement. Professor Christopher Clifton suggested that international student who return to their home countries might be viewed to possess expertise about the U.S. that could be to their advantage. He noted that some evidence suggests that international students to better on these questions already than do native students.
   - Professor Jules Janick suggested that this is a high school problem and should not
be a college problem. It is not dealt with at either level, leading to the observed poor results.

- Professor Christine Erickson questioned how much students will learn from taking a ten-question multiple choice examination. President Daniels stated he is open to larger, more complete ways of doing this examination. He has actively encouraged our students to take more liberal arts courses. He said he can be persuaded that we require more study of the liberal arts.

- Professor Robyn Malo questioned that an examination is the best way to accomplish President Daniels’ goal(s). From her own experience, the naturalization test is not very difficult. She also expressed concern about how the examination would be graded.

- Professor Leonid Rokhinison recommended taking a broader approach to reach more students.

- Professor Helen McNally stated that it should be dealt with before students arrive at Purdue and could be part of an admissions test. President Daniels and Provost Akridge have discussed possibilities to encourage more students to get a head start before coming to Purdue. Perhaps this could be part of existing efforts, but it would not be taken for credit.

- Professor Sylvie Brouder recommended starting with the existing test and learn from the results to tweak the test over time. President Daniels agreed with this suggestion.

7. Representing the Steering Committee, Professor Gerald Shively presented the Résumé of Items under Consideration (ROI) by various standing committees (see Appendix C). The Chairs of the Senate Standing Committees briefly described the current activities of their respective committees. As Professor Frederick Berry was not in attendance, Professor Jeremy Reynolds spoke for the Nominating Committee and reiterated that nominees were still needed for Vice-Chair of the Senate. These nominees will be introduced at the February Senate meeting.

As part of the ROI presentations, Professors Deborah Nichols and Stephen Beaudoin provided an update on the activities of the Purdue Global Select Committee (see Appendix D). Following the presentation, they entertained questions from the Senate floor.

- In response to Professor Nichols’ statement that the Purdue Global administration did not intend to stifle faculty contacts with the media, Professor Linda Prokopy asked if the language in the faculty handbook would be changed to reflect that fact. Professor Beaudoin stated that the language would not change beyond what is already contained in the Purdue Global Handbook.

- Professor Ralph Kaufmann about the courses accepted for ENGL 10600. The English Department accepted certain courses from Purdue Global that will qualify for the ENGL 106. Professor Beaudoin noted that every year courses are reviewed for inclusion in Purdué’s curricula. Professor Nichols said that this process is not unique to Purdue.

- Professor David Sanders mentioned that people are claiming that the degrees they earned from Kaplan in the past are now Purdue Global degrees. Professor Nichols said that verification of a diploma can prove it one way or the other. Professor Sanders stated his point is about branding. He believes this will lead to confusion in the public mind about Purdue University degrees vs. Purdue Global degrees. He asked: “Is there a way to be more forceful to protect our brand?” Professor Nichols said we are not in the position to police what people put on their curriculum vitae or résumés.
Professor Nichols presented an update from the Faculty Compensation and Benefits Committee (FCBC, see Appendix E).

8. Professor David Sanders presented **Senate Document 18-03**, *Purdue University Global Student and Faculty Rights*, for Action. Professor Sanders thanked many people and support for their support. He is still concerned that faculty, staff, and administrators at Purdue Global do not feel they can express their opinions freely. He has been contacted anonymously by individuals in each of these groups. He believes most of what it is in the Senate Document 18-03 has been accomplished by the Select Committee and the AAUP. He again stated that forced arbitration is against the law. His concerns about the 60-minute rule remain. They will apparently address these concerns in the Purdue Global handbook. Given that the Select Committee has addressed many of the issues in Senate Document 18-03, he made a request of the Senate to withdraw the document at this time. He mentioned that additional discussion can occur, if needed. As there were no objections to his request from the floor of the Senate, Senate Document 18-03 was withdrawn from consideration. Professor Nichols expressed appreciation for Professor Sanders’ efforts.

9. **Senate Document 18-05**, *Parental Leave Policy for Students*, was introduced for Discussion by the Student Affairs Committee Chair Professor Christopher Clifton. He explained the rationale for the policy. An attachment to the document explained the policy in detail (see Appendix F). Professor Clifton then answered questions from the floor.

- Professor Prokopy reminded the Senate to keep in mind adoptive parents. She recommended the use of neutral pronouns in final paragraph. Professor Clifton mentioned that Title IX deals with medical conditions and viewing adoption as a medical condition might not be in compliance with Title IX. Provost Akridge stated that a variety of Purdue policies deal with this issue and this can be worked out with the Vice President for Ethics and Compliance, Alysa Rollock. He suggested we can work out the process to capture this using our usual policy framework. Vice President Rollock noted that the recommendations in the Resolution are, in general, is the processes that are currently followed. Students do make requests for accommodations by the University every year. Faculty also cooperate in this process. Vice President Rollock will be happy to work with the Senate in fashioning an appropriate policy.

- Professor Sanders asked about the origin of the Policy. This originally came from the students via the Office of Student Life. It was suggested that some of the wording may be inconsistent with other absence policies. In putting together the wording for the document, the Office of Institutional Equity provided assistance.

- Professor Shively mentioned that fellowships can be put on hold. He asked: “What about those who already paid fees? What are the implications?” Vice President Rollock said that we currently work with these students on their withdrawals and help them with the finances the University controls.

- Professor Kaufmann asked if the minimum number of weeks considered? Professor Clifton said that flexibility was favored to not be prescriptive.

- Professor Cheryl Cooky was curious about the impact on international students relative to visas and other issues. Vice President Rollock stated that international students have to comply with the law. If they withdraw, they have to keep in line with the law. If necessary, other accommodations can be made so they do not have to withdraw.
10. The Director of the Native American Educational & Cultural Center, Felica Ahasteen-Bryant presented an update about the Center (see Appendix G).
   - Professor Carroll asked if the Center’s website address is available. Director Ahasteen-Bryant said she would forward the link to the Senate.

11. No New Business was brought to the Senate.

12. No Memorial Resolutions had been received.

13. Having no additional business, the meeting adjourned at 4:00 p.m.
To: The University Senate  
From: David A. Sanders  
Subject: PUG Student and Faculty Rights  
Disposition: University Senate for Approval

WHEREAS: Purdue University faculty, including faculty associated with University Senate-derived Committees, successfully advocated for the elimination of mandatory nondisclosure agreements as conditions of employment for Purdue University Global faculty; and

WHEREAS: Purdue University Global requires students to sign forced-arbitration agreements as a condition of enrollment; and

WHEREAS: These forced-arbitration agreements compel students or former students to waive their rights to join a class action or a jury trial and apply forced arbitration even to cases of fraud or misrepresentation “relating to advertising or other solicitations to enroll at Purdue Global;” and

WHEREAS: The Purdue University Global “Faculty 60 Minute Rule” places prior restraint on faculty free-speech rights by demanding that faculty send an e-mail message to University leadership within 60 minutes of media contact; and

THEREFORE, BE IT RESOLVED THAT:

1. The University Senate strongly urges the Purdue University Global Administration to end the use of forced-arbitration agreements as a condition of student enrollment.
2. The University Senate strongly urges the Purdue University Global Administration to end the application of the 60-minute rule to media contact by the faculty.
3. The University Senate, in order to protect the interests of current and future faculty and students, strongly urges the Purdue University
faculty to reject participation with Purdue University Global until the termination of forced-arbitration agreements as a condition for student enrollment and of the 60-minute rule for faculty notification concerning media contact is confirmed.

Respectfully submitted by David A. Sanders
To: The Purdue University Senate  
From: Chris Clifton, Chair, Student Affairs Committee  
Subject: Parental Leave Policy for Students  
Disposition: University Senate for Discussion  

WHEREAS, the University has policies for employee (including student employee) leave for new parents, but not for student academic leave; and  

WHEREAS, Title IX provides for student parental leave only as deemed medically necessary;  

THEREFORE, BE IT RESOLVED that The Purdue University Senate recommends that the University adopt the attached Parenting Leave Policy for Students.

Respectfully submitted,  
Chris Clifton, Chair  
Student Affairs Committee  

Approve:  
Brade Alge  
Tom Atkinson  
Chris Clifton  
Matt Conaway  
Rayvon Fouché  
Jason Harris  
Russell Jones  
Kenji Matsuki  
Beth McCuskey  
OreOluwa Otegbade  
Paul Robinson  
David Sanders  
Jon Story  
Anumitha Venkatraman  

Not Present:  
Heather Beasley  
Abbie Blunier  
Alicia Cheng  
Christopher Churchill  
James L. Mohler  
Steve Wereley
Résumé of Items
28 January 2019

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

STEERING COMMITTEE
Jerry Shively shivelyg@purdue.edu

ADVISORY COMMITTEE
Natalie Carroll ncarroll@purdue.edu

NOMINATING COMMITTEE
Fredrick Berry berryf@purdue.edu

1. The request for faculty volunteers to serve on faculty committees has been sent out.
2. The Nominating Committee would like to have completed résumés for University Senate nominees for vice chair by February 4th.

EDUCATIONAL POLICY COMMITTEE
Michael Harris mtharris@purdue.edu

1. Standardize Tests and Admissions Standards
3. Priority Registration for "Degree in 3" Students

EQUITY AND DIVERSITY COMMITTEE
Audrey Ruple aruple@purdue.edu

1. Strategic planning
2. Student experience in the research university (SERU)
3. COACHE results
4. Graduate school application diversity statement

FACULTY AFFAIRS COMMITTEE
Deborah Nichols deborahnichols@purdue.edu

1. Faculty Compensation and Benefits
2. Teaching Evaluations
3. Academic Rigor
4. External Threats to Faculty
5. Lecturer Policy
6. COACHE survey
7. Grad School Admissions Policies

STUDENT AFFAIRS COMMITTEE
Christopher Clifton clifton@cs.purdue.edu

1. Faculty-Staff Grant Program
2. Monitoring experiences of student-athletes

UNIVERSITY RESOURCES POLICY COMMITTEE
Jonathan Neal jneali@purdue.edu

1. BIER Committee - Timeliness and transparency of budgets of campus units
2. Questions about the oversight of visual arts and making information available to the Purdue community
3. Recycling policy
4. Pedestrian safety/ off street vehicles on campus

Chair of the Senate, Natalie Carroll, ncarroll@purdue.edu
Vice Chair of the Senate, Cheryl Cooky senate-vicechair@purdue.edu
Secretary of the Senate, Joseph W. Camp, Jr., jcamp@purdue.edu
University Senate Minutes; http://www.purdue.edu/senate
Welcome Professor Anwer!

• SD-17-14: Senate Representation of the Honor’s College
  • Passed Nov. 19, 2018
FYI: RESOLUTION PASSED BY THE COLLEGE OF LIBERAL ARTS
FACULTY SENATE

• Resolved, That the Faculty of the College of Liberal Arts stand opposed to the proposal for a new health plan, approved by the Trustees of Purdue University on 12 October 2018, and in particular to the provision that spousal coverage will be available only for those whose spouses do not work or do not have access to medical insurance through their employer.
  • Resolved, we recognize that this provision, along with the premium increase, increased deductibles, and reliance on CVS formulary, affects the lowest-paid members of our community disproportionately.
  • Resolved, we call for a transparent review process that uses meaningful benchmarks—comparable universities rather than local employers—and for a speedy resolution in the spring that will be presented while the University Senate is still in session.

• Note: Professor Nichols, chair of the Faculty Affairs Committee, will present an update on what the Faculty Compensation and Benefits Committee, which has broader representation than the name indicates, has been working on.
Faculty Leadership, 2018 data

The COACHE survey included questions asked about “faculty leadership.” When respondents were asked what they meant by faculty leadership, over 80% listed the University Senate.

Results from last spring’s survey:

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<th>Mean</th>
<th>Satisfied (%)</th>
<th>Effect Size</th>
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<td>3.1</td>
<td>35.9%</td>
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<tr>
<td>Stated Priorities</td>
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<td>35.1%</td>
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<td>Ensuring Faculty Input</td>
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<td>Pace of Decision Making</td>
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Satisfaction with Faculty Leadership

Graphically

% Satisfied, 2018

- Communication of Priorities
- Stated Priorities
- Ensuring Faculty Input
- Pace of Decision Making
Comparison with 2015

% Satisfied

- Communication of Priorities
- Stated Priorities
- Ensuring Faculty Input
- Pace of Decision Making

2015  2018
Purdue University Senate News

**Recent Senate Decisions**
- Resolution on Environmental and Economic Sustainability at Purdue University - to encourage Purdue to develop a strategic plan that sets goals placing us in the top quartile of Big 10 institutions and commits to achieving those targets. Sustainability goals as part of master planning; investment in sustainable outcomes; and reports to the Senate by the Provost and Chief Financial Officer.
- Addition of Representation of the Honors College on the Senate.
- Updated Language for the Math Core Curriculum.
- Support for the Purdue Graduate Student Government Bill of Rights and Responsibilities Resolution.

**Nominees Needed for Senate Faculty Committees:** Nominations do not need to be from Senate; any tenured, tenure-track, or clinical faculty members may apply.

**For More Information:**
- www.purdue.edu/senate/steering/
- This website also has some Senate FAQ's.

**Documents for Action**
- Doc 18-65 Purdue University Global Student and Faculty Rights: Passed or Not passed.

**Documents for Discussion**
- SD 18-5 Parental Leave Policy for Students.

**Update:**
- The Native American Educational & Cultural Center (Director Felipe Azenhas-Bryant)

**Senate Select Committee Work**
- Purdue Global Select Committee, Co-chairs: Deb Nichols & Steve Beaudoin.
- Charge: Meet the University (including Global Administrators, discuss aspects of Purdue Global of interest and concern to the University Senate, advocate for needed changes, and report findings to the Senate.
- See Senate meeting minutes for more (search suggestion “global”).

**Standing Committees**
- Educational Policy Committee, Michael Harris, miharris@purdue.edu
- Student Affairs Committee, Aubrey Rupple, arupple2@purdue.edu
- Student Government Policy Committee, Jonathan Neal, jmeale@purdue.edu

**Faculty Committees**
- Educational Policy Committee, Michael Harris, miharris@purdue.edu
- Student Affairs Committee, Aubrey Rupple, arupple2@purdue.edu
- Educational Policy Committee, Michael Harris, miharris@purdue.edu
- Student Affairs Committee, Aubrey Rupple, arupple2@purdue.edu
- University Resources Policy Committee, Jonathan Neal, jmeale@purdue.edu
- Faculty Success Program, Christopher Clifton, cclifton@purdue.edu

**Charge of the University Senate**
- The University Senate is the governing body of the faculty, subject to the authority of the Board of Trustees and in consultation with the President, it has the power and responsibility to propose or to adopt policies, regulations and procedures intended to achieve the educational objectives of Purdue University and the general welfare of those involved in these educational processes.
Communications – Concerns

University Senate Newsletter

Reviewer concerns:

- Easier if it could just go to all faculty, rather than to senators to forward to faculty (I'll end up with half a dozen copies - from multiple senators in multiple departments).
- People may complain if they get too many emails, or not enough emails.
- Our materials are available on the website, but there may be other ways we can more effectively communicate with both Senators and Faculty.
• **Just 26%** of Americans can name all three branches of government
  - 2016 survey by The Annenberg Public Policy Center at UPenn

• **70%** of Americans do not know that the Constitution is the supreme law of the land.
  - 2011 Newsweek survey
CIVIC ILLITERACY OF RECENT COLLEGE GRADUATES

2015 ACTA Survey

• ≈50% did not know senators are elected to six-year terms & representatives to two-year terms.
• Less than 50% knew that presidential impeachments are tried before the U.S. Senate.
• Almost 60% failed to identify a requirement for ratifying a constitutional amendment.
• 60% thought Jefferson was the “Father of our Constitution.” Only 28% correctly identified Madison.
• 40% didn’t know Congress has the power to declare war.

Less than 20% of American college graduates could identify the effect of the Emancipation Proclamation in the 2012 version of the survey.
CRISIS IN CIVIC EDUCATION: AS VIEWED BY SCHOLARS

“Despite huge increases in the formal educational attainment of the US population during the past 50 years, levels of political knowledge have barely budged. **Today’s college graduates know no more about politics than did high school graduates in 1950.** [Recent research indicates] ... the more knowledge citizens have of political principles and institutions, the more likely they are to support core democratic principles, starting with tolerance ... All other things being equal, the more knowledge citizens have, the more likely they are to participate in public matters.”

“Good citizens need to be knowledgeable about politics, history, government, and current events. … On all of these measures, there is evidence of a profound gap between many non-White, immigrant, and especially low-income youth and adults, on the one hand, and White, native-born, and especially middle-class or wealthy youth and adults, on the other.”

CRISIS IN CIVIC EDUCATION: AS VIEWED BY SCHOLARS

Author: Henry Giroux

Summary/Abstract: “The scourge of civic illiteracy undermines a formative culture capable of creating the informed and critical citizens necessary in a robust democracy....The question regarding what role education should play in democracy becomes all the more urgent at a time when the dark forces of authoritarianism are on the march in the United States.”
"The loss of quality civic education from so many of our classrooms has left too many young Americans without the most basic knowledge of who our forefathers are, or what they did, or the significance of the founding documents that bear their names. Too many children are ignorant of the sheer effort, the risks and sacrifices made by previous generations, to ensure that this country survived war and depression; through the great struggles for civil, and social, and worker's rights.

It is up to us, then, to teach them. It is up to us to teach them that even though we have faced great challenges and made our share of mistakes, we have always been able to come together and make this nation stronger, and more prosperous, and more united, and more just. It is up to us to teach them that America has been a force for good in the world, and that other nations and other people have looked to us as the last, best hope of Earth. It is up to us to teach them that it is good to give back to one's community; that it is honorable to serve in the military; that it is vital to participate in our democracy and make our voices heard."

-President Barack Obama
“Citizens who are less knowledgeable about the judiciary are more likely to believe that judges are biased and less likely to believe that courts act in the public interest.”

“The practice of democracy is not passed down through the gene pool. It must be taught and learned anew by each generation of citizens.”

- Justice Sandra Day O’Connor

In 2009, Justice O’Connor founded iCivics, a non-profit that seeks to revitalize civics education through technology.
“One thing [universities] must not do is to believe that freshmen come to college with an adequate knowledge of American history and government. The evidence of the NAEP tests and the evidence of the civic illiteracy of college graduates are compelling and conclusive. It is dishonest for a college or university to pretend that its students do not need further coursework in a subject so crucial to the future of this nation ... To begin, every college and university should require at least one course in the history of America, the workings of its free institutions, and the core documents that illuminate our principles of government.”
RECENT FLORIDA LAW

- Requires college graduates to prove their knowledge of the basic principles of American democracy, the U.S. constitution and other founding documents and landmark Supreme court cases.
- Naturalization test was deemed too easy by Florida higher education leaders and so a more advanced version is under development.
Each institution of higher education is responsible for creating and administering a civics test that must be passed before graduation. Exam must be 50 to 100 questions and similar to those on the U.S. Citizenship test.
PROPOSED INDIANA LAW

• Senate Bill 132 would require high school seniors to pass a civics test before graduating high school. Passed Senate last week.
• Exam would be based on U.S. citizenship test.
PROPOSAL

Require passage of a civics test based on the naturalization test to earn a degree from Purdue University.
QUESTIONS TO CONSIDER

• Is there a better set of questions or standards than the naturalization test?
• What score would be the most appropriate minimum passing score?
• Should international students be excused?
January 28 Senate Meeting

**Topic 1: How are channel conflicts resolved?**
- Notice of Intent filed online
- Units and/or colleges meet if concerns about overlap
  - If concerns not addressed, then Council for Innovative Education resolves issue
  - Comprised of Provost, Chancellors, Frank Dooley, Gerry McCartney

**Topic 2: Where are remaining channel conflicts?**
- A number of channel conflicts remain, and are being addressed using the process above

**Topic 3. How are degrees differentiated?**
- Diplomas will be University specific
  - Purdue Univ. Ft. Wayne
  - Purdue Univ. Northwest
  - Purdue Univ. West Lafayette
  - Purdue Univ. Global

**Topic 4. Transparent marketing of programs**
- New Portal planned for June 2019 launch
- Google tools showed we lost 26-44% of incoming web traffic where visitors hit our webpage and quickly give up and leave
- Temporary landing site in place for now
- New portal should more effectively route visitors to the content they want, minimizing lost prospects

**Topic 5. HLC Review**
- Review was successful
  - Global received letter saying it was accredited
- Purdue is in the middle of decennial HCL review for entire university
  - Requested that Purdue report on work to operate compatibly/integrate with Global as part of the university-wide review

**Topic 6. Purdue Online**
- Purdue online is preparing the business model for online programs across campus
- Includes PUG and all regionals (not IUPUI)

**Topic 7. Core Transfer Library**
- Global was asked to nominate 15 courses
- We accepted 2 courses that, when combined, count for ENGL 10600
- We also accepted Accounting 1, Human Nutrition, College Algebra, and American Government
- We denied 9 that for one reason or another did not match up

**Topic 8. NDAs**
- All Global faculty NDAs are void and no faculty have to sign
- Some staff need to sign, if they deal with Global-sensitive practices (don’t have that list)

**Topic 9. Forced Arbitration**
- Federal law does not allow forced arbitration
- We follow the law

**Topic 10. Sixty Minute Rule**
- The policy says that the 60 minute rule is not meant to infringe upon faculty right to express personal opinion. It is designed to allow Global to respond to questions of institutional matters, which are matters that are related to the principles, policies, and practices of Purdue Global. Faculty can offer their opinion of such matters, but they should not speak for Global on such matters. Matters of research and scholarship are not institutional matters. They are the purview of the faculty.
Appendix E- FCBC Report- January 2019

- Faculty Compensation and Benefits Standing Subcommittee (Peter Goldsborough chair; Deb Nichols attended meeting 12/14/2018)
  - FCBC, APSAC, and CSSAC meet with Candace Shaffer (Director of Benefits) and other relevant parties to discuss benefits. Consulting firm provided presentation of benefits picture and industry information (see attached PPT)
  - Timeline for developing 2020 benefits package
    - December 2018: Preliminary projections of health plan expenditures, initial discussions about potential changes for 2020
    - Jan/Feb 2019: Updated projections on income and expenditures for medical, vision and dental plans are reviewed; memo sent to Treasurer about likely costs and expenses for 2020
    - March 2019: More detailed projections and further discussion about suggested changes
    - May/June 2019: Finalize the benefits package for 2020
    - July 2019: Prepare information on benefits package for presentation to Board of Trustees
    - August 2019: Approval of benefits package by Board of Trustees
    - Oct/Nov 2019: Employee enrollment for 2020 benefits
  - Benchmarking against Big 10 and other peer institutions as well as regionally
  - Looking at the following ideas for benefits but open to hearing other possibilities:
    - Spousal coverage
    - Premium rates
    - Plan design and options
    - Benefit tiers
    - Premium rates related to a % of salary
    - Healthy Boiler wellness program
    - Specialty scripts
    - Site of care services
  - Healthy Boiler Initiative Committee (HBIC) history and purpose
  - Healthy Boiler website and privacy/security of health information (see attached document)
  - Gender equity in compensation
Parenting Leave Policy for Students

Purdue University recognizes the special challenges that pregnant and new parent students have in balancing their health, academic requirements, and family responsibilities. The University is committed to supporting these students and, therefore, provides the following rights to students who require a leave of absence.

Students who are pregnant, have recently given birth, or need a leave of absence to care for a newborn, adopted, legal guardian, or foster care child may petition for a leave of absence through the Title IX Coordinator in the Office of Institutional Equity (OIE) by meeting individually with an OIE staff member for case evaluation. The student will provide documentation of the pregnancy or new parenting to OIE, and excused leaves of absence will be granted accordingly.

The University will approve all absences (including intermittent absences) due to pregnancy or childbirth for as long as a student’s medical provider states that it is medically necessary, and may approve other absence as appropriate.

The University will permit a student who has an approved leave of absence to return to the same academic and extracurricular status as before the absences began.

The University will permit students who have approved leaves of absence to maintain their fellowship and scholarship status for all Purdue University-administered fellowships and scholarships.

The University will provide students who are pregnant or have recently given birth with the same special services it provides to students with temporary medical conditions.

The instructor will not penalize the student for missing class during an approved absence and will provide the opportunity to earn equivalent credit and to demonstrate evidence of meeting the learning outcomes for missed assignments or assessments.

If the student is not satisfied with the implementation of this policy by a faculty member or instructor, he or she is encouraged to contact the Office of Institutional Equity, for further review of his or her circumstances. Students may follow the established grade appeals process if they are able to demonstrate that “an inappropriate grade was assigned as a result of prejudice, caprice, or other improper conditions such as mechanical error, or assignment of a grade inconsistent with those assigned other students.”
YOUR HERITAGE HAS A HOME

NATIVE AMERICAN EDUCATIONAL AND CULTURAL CENTER - NAECC

University Senate Meeting
Monday, January 28, 2019

Felica Ahasteen-Bryant, Dine’
NAECC Director/AAARCC Interim Director
Indiana – “The Land of Indians”

Ancestral Homeland
- Bodewadmi (Potawatomi)
- Myaamiaki (Miami)
- Shawnee
- Lenape (Delaware)
Greetings from Tribal Nations at Purdue!

Aho (Lakota)    Ya’at’eeh’ (Dine’)    Si-Yo (Cherokee)
Aloha (Hawaiian) Tansi (Cree)    Kwai (Abenaki Penobscot)
Aanii (Ojibwe)   Hesci (Muscogee Creek)
2006: Formation of the Tecumseh Project
  ▪ Native students and faculty
  ▪ Key collaborators: non-Native faculty in the STEM discipline

Spring 2007: Alfred P. Sloan Foundation grant received
  ▪ Fund Native graduate students in STEM discipline
  ▪ Started momentum to establish the cultural center

March 2007: Establishment of NAECC

July 2007: First NAECC Director

July 2009: Second NAECC Director Hired, Felica Ahasteen-Bryant

January 2010: Moved under the Division of Diversity and Inclusion with the Office of the Provost

August 2016: Moved to new location, University Street & Fifth Street

2017: Celebrated 10th Anniversary
The NAECC serves as a resource to Native American, Alaskan Native, and Native Hawaiian students, faculty, and staff at Purdue University and individuals from the Lafayette community for the purpose of understanding, appreciating, and celebrating Indigenous cultures.
Established in 2007, the NAECC facilities are designed to provide academic support and serve as a “second home” for Purdue students. Moved into new location August 2016, centrally located on campus.

- Study area, meeting room, iTaP supported computer lab
- Native American educational resources (books, multimedia, etc.)
- Kitchen area for cooking demonstrations
- ADA accessible

New address: 903 Fifth Street, West Lafayette, IN 47906
• Reaching across campus community

• Over 20% increase from 2014 - present in visits to NAECC, program attendance and tours

• Students use NAECC just as regularly as they use the other cultural centers

• Increase in classroom presentations
  Science: Multicultural Science Program
  Agriculture: Forestry and Natural Resources, Extension
  Sociology
  Krannert: Krannert Diversity Week
  Civic Engagement and Leadership Development
American Indian Science and Engineering Society (AISES)

Native American Student Association (NASA)

Purdue Hawaii Club/Polynesian Club

Society for the Advancement of Chicanos and Native Americans in Science (SACNAS)
Culturally relevant programming year round

Collaboration with Purdue programs and community organizations

Promote a greater understanding of Native American cultures

Presentations, lectures, symposiums, workshops

Featuring Native American scholars, elders, and speakers
Partnership with the Alfred P. Sloan Foundation to offer financial and academic support for Native American, Alaskan Natives, and Native Hawaiian students seeking a masters and/or doctoral degree in science, technology, engineering and math (STEM) fields.

**Program Benefits**
- Funding over the course of student’s degree program
- Research experience
- Professional development opportunities
- Faculty mentors

**Program Eligibility**
- Native American, Alaskan Native or Native Hawaiian descent
- Pursue M.S. or Ph.D. in STEM related discipline
- Meet Purdue University’s graduate admission criteria as defined by academic program of interest
Program Highlights

• In 2014, SIGP is national program with Purdue University serving as the lead institution for the Sloan Foundation. Institutional partners include University of Alaska, University of Arizona, University of Montana, Montana State University, and Montana Tech.
• Campus wide program with 14 SIGP scholars studying 17 departments in 5 colleges
• Since 2007, 44 scholars have enrolled in graduate programs
• 93 percent of SIPG scholars have graduated or are currently enrolled

Co-PIs
Kevin Gibson, Ph.D., Botany and Plant Pathology, College of Agriculture
Ken Ridgway, Ph.D., Geology, College of Science
Felica Ahasteen-Bryant, NAECC, Division of Diversity and Inclusion
Four Directions: Building a Foundation for Native Scholars

Integrated approach to advance the representation of Native Americans at Purdue University

• Tecumseh Post-Doctoral Fellowship
• Tribal Immersion Program
Tecumseh Post-Doctoral Fellowship

Initiative to increase the representation of Native American and Indigenous tenure-track faculty

PI: Dawn Marsh, Assoc. Professor, History/Director, Native American and Indigenous Studies
Co-PIs: Felica Ahasteen-Bryant, Director, NAECC, Division of Diversity and Inclusion
H. Kory Cooper, Assoc. Professor, Anthropology, College of Liberal Arts
Kerry Rabenold, Emeritus Faculty, College of Science
Ken Ridgway, Professor, Geology, College of Science
Stephanie Zywicki, Asst. Professor, Curriculum Studies, College of Education
Wai Allen, Ph.D. Student, Geology, College of Science
Darryl Reano, Ph.D. Student, Geology, College of Science

Terese Mailhot (Salish)
Creative Writing/English
College of Liberal Arts

Victor Maqque, Ph.D.
History
College of Liberal Arts
Tribal Immersion Program

Cross cultural experience to increase awareness of historical and contemporary issues affecting tribal communities.

Cultural topics covered on this trip:
• Tribal sovereignty
• Language revitalization
• Tribal governmental structure
• Sustainability and natural resource management
• Social services issues

PI: Felica Ahasteen-Bryant, Director, NAECC, Division of Diversity and Inclusion
TRIBAL IMMERSION PROGRAM
NATIVE AMERICAN EDUCATIONAL AND CULTURAL CENTER

Spring Break 2017
March 11th through March 17th, 2017
Eastern Band Cherokee Indians, North Carolina

Spring Break 2018
Eiteljorg Museum (Indianapolis) and Field Museum (Chicago)

Spring Break 2019
Pokagon Band of Potawatomi Tribe

check NAECC website for more information
I feel like this trip really impacted me culturally, educationally, and personally. I learned so much about the Cherokee culture that I never knew. It shocked me when I found out that a lot of the Indians you see dressing up was just to attract tourists I felt very disappointed in the non-natives. And I also felt bad for the people who needed money and had to do whatever it took to make money. This trip was very eye opening.

I believe this trip expanded my cultural knowledge and helped me understand a culture outside of my own. It has helped me be more empathetic with people of different cultures, not just Native American cultures. I also believe this trip helped me grow as a person. This trip put me a little bit out of my comfort zone, but it helped me learn how to be comfortable with being uncomfortable.
Comments from Theses and Dissertations

Kwa-kwhà to the Tecumseh project and the Native American Educational and Cultural Center at Purdue University. It has been an honor to join and support initiatives that pave the path for current and future generations of Native American scholars. I appreciate the dialogues, struggles and success stories that have shaped and re-shape the future of the programs. Time spent together has informed my next steps.

The Native American Educational and Cultural Center provided a community for indigenous scholars and a convenient place to recharge during the day.

I must thank those who were a part of the Tecumseh Project and the Native American Educational and Cultural Center. Thank you for your efforts in creating and developing a support system for future Native students who will attend Purdue University. To the current Native students—you make the Center come alive. Thank you for contributing to its development. Ahe’hee.

Appreciation and thanks are given to the Purdue Native American Educational and Cultural Center (NAECC), especially to the Director, Felica Ahasteen-Bryant and her Assistant Deb Swihart for all their hard work and dedication. It would have been difficult to make it through Purdue without the support of the NAECC, and for that I am extremely grateful.

The Sloan program, NAECC, NASA, and Purdue AISES chapter organizations were important campus resources that allowed me to succeed as a graduate student and provided a much-needed community.
Ahe’eeh’

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