

## UNIVERSITY SENATE

Seventh Meeting, Monday, 20 April 2020 2:30 p.m. and Monday, 27 April 3:00pm  
Virtual Meeting via Zoom

### AGENDA

1. Call to order Professor Cheryl Cooky
2. Approval of Minutes of 23 March 2020
3. Acceptance of Agenda
4. Remarks of the Senate Chair Professor Cheryl Cooky
5. Remarks of the President President Mitchell E. Daniels, Jr.
6. Question Time
7. Memorial Resolutions
8. Résumé of Items Under Consideration  
by Various Committees For Information  
Professor Deborah Nichols
9. Consent Agenda For Action
  - Senate Document 19-22 Nominees for the University  
Grade Appeals Committee Professor Frederick Berry
  - Senate Document 19-23 Nominees for the Educational  
Policy Committee Professor Frederick Berry
  - Senate Document 19-24 Nominees for the Equity and  
Diversity Committee Professor Frederick Berry
  - Senate Document 19-25 Nominees for the Faculty Affairs  
Committee Professor Frederick Berry
  - Senate Document 19-26 Nominees for the Nominating  
Committee Professor Frederick Berry
  - Senate Document 19-27 Nominees for the Steering  
Committee Professor Frederick Berry
  - Senate Document 19-28 Nominees for the Student Affairs  
Committee Professor Frederick Berry
  - Senate Document 19-29 Nominees for the University  
Resources Policy Committee Professor Frederick Berry
10. Senate Document 19-17 Degree Requirements for Civics  
Literacy For Action  
Professor Andrew Freed

11. Senate Document 19-18 Mental Health Statement: University Senate Resolution For Action  
Professor David Sanders
12. Senate Document 19-16 SAT and ACT and Undergraduate Admissions For Action  
Professors Andrew Freed and David Sanders
13. Election Procedures Inquiry Commission [EPIC] Report For Information  
Linda Prokopy
14. Senate Document 19-30 Disposition of the Election Procedures Inquiry Commission For Discussion  
Linda Prokopy
15. Presentation on University Benefits For Information  
Director of Benefits Candace Shafer
16. Presentation on Teaching Evaluations For Information  
Provost Jay Akridge
17. New Business For Discussion  
Document 19-31 Commendation for Joseph W. Camp, Jr.,  
in Recognition of 17 Years of Distinguished Service Loring Nies
18. Adjournment

**UNIVERSITY SENATE**  
Seventh Meeting, Monday, 20 April 2020 2:30 p.m.  
Virtual Meeting via Zoom

**Present:** *President Mitchell E. Daniels Jr., Joseph W. Camp (Secretary of Faculties and Parliamentarian), Manushag N. Powell (Incoming Secretary of Faculties and Parliamentarian), Cheryl Cooky (Chair of the Senate), Deborah L. Nichols (Vice-Chair of the Senate), Kathleen Abrahamson, Kolapo Ajuwon, Jay T. Akridge, Taylor Bailey, Jonathan Bauchet, Stephen Beaudoin, Alan Beck, Peter Bermel, Frederick Berry, Bharat Bhargava, Jordan Jo Boileau, Colleen Brady, Sylvie M. Brouder, Robert X Browning, Min Chen, Sharon Christ, Laura Claxton, Matt Conaway, Martin Corless, Ariel de la Fuente, Jim Dworkin, David Eichinger, Christine Erickson, Donna Ferullo, Ray Fouché, Alexander Francis, Andrew Freed, Stephen Hooser, Ayhan Irfanoglu, Jules Janick, Signe Kastberg, Ralph Kaufmann, Julius J. Keller, Neil Knobloch, Jozef L. Kokini, David Koltick, Nan Kong, Ellen Kossek, Janice Kritchevsky, Eric P. Kvam, Seokcheon Lee, David J. Love, Robyn Malo, Stephen Martin, Eric T. Matson, George P. McCabe, Tim McGraw, Michael McNamara, Greg M. Michalski, Larry Nies, Song No, Robert Nowack, Jan Olek, Erik Otarola-Castillo, Alice Pawley, Rodolfo Pinal, Linda Prokopy, Bob Pruitt, Li Qiao, Darryl Ragland, Randy Rapp, Jeremy Reynolds, Jeff Rhoads, Elizabeth (Libby) Richards, Paul Robinson, Leonid Rokhinson, Chris Ruhl, Audrey Ruple, Ala Samarapungavan, David Sanders, Dharmendra Saraswat, Steven Scott, Lou Sherman, Qifan Song, Brandon H. Sorge, Rusi Taleyarkhan, Dorothy Teegarden, Steve Wereley, Nicole J. Olynk Widmar, Kipling Williams, John S. Yaninek, Jane F. Yacilla, Haiyan (Henry) Zhang, Megha Anwer, Stacey Baisden, Heather Beasley, Natalie Carroll, Frank J. Dooley, Keith Gehres, Peter Hollenbeck, Lowell Kane, Carl T. Krieger, Lisa Mauer, Beth McCuskey, Jamie L. Mohler, Alysa C. Rollock, Katherine L. Sermersheim, Jeremy Wampler, and *Stephanie L. Dykhuizen (Sergeant-at-Arms)*.*

**Absent:** Steven S. Broyles, Chittaranjan Das, Edward J. Delp III, Clifford Fisher, Catherine A. Hill, Todd Kelley, Klod Kokini, Douglas LaCount, Shuang Liu, Matthew Lynall, Julie Mariga, James Pula, Felicia Roberts, Daniel W. Smith, Hong Tan, and Michael B. Cline.

**Guests:** D. Bowling (Student Success), A. Darling (WLF), K. Wong Davis (Enrollment Management), S. Deery (M&M), E. DeLetter (J&C), T. M Eakin (Libraries), J. Fish (Purdue Online), M. Fosmire (FCBC), C. Holderbaum (BME), J. Krogmeier (ECE), D. Lasater (Community Foundation), M. Levy (BIOL), L. Mason (Graduate School), J. McCann (POLSCI), S. Murley (Exponent), A. Nickel (M&M), R. Klein-Pejšová (CLA), J. Rickus (Provost), N. Scott (BOT), C. Shaffer (HR), C. Sullivan (MGMT), and P. VanFossen (COE).

1. The meeting was called to order at 2:30 p.m. by Chairperson Cheryl Cooky.
2. The minutes of the 23 March 2020 Senate meeting were approved as distributed.
3. Senate Document 19-30 Formation of a Senate Select Committee on COVID-19 was removed, as the Steering Committee had not received the document. Professor Colleen Brady moved that the consent agenda (Item 10) be voted on prior to Item 9. The motion carried, 37:27.
4. Senate Chair Cheryl Cooky presented Remarks of the Chairperson (see Appendix A).

5. President Mitchell E. Daniels, Jr. presented Remarks from the President (see Appendix B).
6. Question Time. Given the length of the agenda and the number of questions pre-submitted via email, Chair Cooky asked that the conversation adhere to the emailed questions, but indicated the Advisory Committee anticipated doing work over the summer, and that therefore other questions could be submitted to Chair Cooky for that channel.
  - President Daniels asked Provost Akridge to answer the first few questions:
    - First question was around distribution of the emergency funds put together for our students from PGSG, PSG, and donors. As of that morning, 122 students had received a total of \$61,500. 99 of those were undergrads and 23 were graduate students. The primary focus was on students that had financial need because they'd lost positions. This set of funds is nearly spent down but they made an important difference, and we certainly appreciate the investment by PSG and PGSG. In response to a follow-up: There were about 600 requests for funding. Around 300 of those were 400 were turned down and about 100 were in the queue waiting on more information. There might be some additional funding being worked on to help with that. There is still a small amount of graduate student funding that will be allocated shortly.
    - The second question was around the issue of what the university is doing to help faculty learn how to change their expectations of students during a pandemic, consideration of the many challenges students have working from home, potentially with relatives or friends that are sick and so forth. Our focus has been not so much to expect changes in learning outcomes or quality of work; what we have been working with our faculty on is flexibility and support. Flexibility in assignments and due dates, in moving to asynchronous formats, and flexible attendance policies to reflect the different situations our students are in. There has been a big focus on support: Student Success, CAPS, the Disability Resource Center, the diversity inclusion assets have all been moved to virtual form to assist our students. We have been working very hard to make sure all the support networks that are available on campus have been available to our students in the remote world. And then as some of you know, we have relaxed some deadlines to give students a safety net, particularly the pass/fail deadline and the withdrawal deadline. Students will have that option available to them literally until the last day of classes. We have also been proactive: we have a call center that we set up to take inbound calls, but those tailed off quickly. We have been using it to call students that either have not engaged in the learning management system or whom faculty members have indicated they have not engaged in their course, simply to check in with those students and to find out if they're having troubles and need different kinds of support that we might provide. So to summarize, it is not so much a change in what we expect from the students from the learning outcome standpoint, but instead a lot of support directly to the student and flexibility on the part of the faculty member, as students navigate their remote worlds.
  - President Daniels: We had a question as to why no students, or other people with research expertise in higher education, are on the Safe Campus Committee. The fact

is, we're all on the Safe Campus Committee. They set up right away a cloud-sourcing system, and they have been reaching out very, very broadly. And we have a lot of input from students. Some input is coming directly to me and we send it straight to them after examining it ourselves, so we do not lack for input and we are eager for everybody's input; please help us spread that word.

- President Daniels: There was a good question from Professor Beaudoin about the new federal money which has been announced. We applied immediately or virtually immediately for that money. There has been very little guidance so far, but we are expecting it soon. We will be using a lot of that money for students. It's a good chance some of it we will use in that emergency fund that that was just being discussed. Until we get some guidelines from the federal government we won't make any final determinations, but our student aid policy in general is that we will operate first and foremost on the basis of need and try to identify the students and the expenditures that address financial need as our top priority.
  - Chair Cooky asked whether there is a date by which we will decide whether to resume on-campus in-person instruction? And the answer is there will have to be, but we haven't set a deadline for that. We are announcing today that we want to be open in August, and we are going to take every step that the very creative and energetic minds on this campus can devise to make sure we do that under conditions of maximum safety from a public health standpoint. We are going to begin planning very aggressively with the intention and the expectation that in although in very different mode, we will be operating on schedule and on campus in the fall.
  - Finally, there was this question: "Is president Daniels willing to commit to preserving employees' jobs with no furloughs, layoffs or firings above other strategic priorities that he's advanced over these years?" And the short answer to that is no, of course not. Our priority is students. We are only here, all of us, because of students. We have grown the faculty and the staff as the student body has grown, but if the student body were to shrink dramatically then we would size the staff and the faculty accordingly. Fewer students, fewer people, fewer adults. Our priority is the preparation and the education of young lives and we will make our investments and size our staff to that end. The best assurance any member of our community has for a job ongoing is a full campus full of students. And there is now very positive, encouraging evidence that we can have that full complement of students, and therefore a full complement of adult jobs.
7. The Senate received a **Memorial Resolution for Dr. Tilford R. Cline**, Emeritus Professor of Animal Sciences, who passed away on February 13, 2020. The Senate observed a moment of silence to honor Professor Cline.
  8. Representing the Steering Committee, Professor Deborah Nichols presented the **Résumé of Items under Consideration (ROI)** by various standing committees (**see Appendix C**).
    - Professor Freed noted that the EPC withdrew the resolution to change the charge for the APR Committee. The APR Committee had not been working on schedules or the calendar recently; those had been handled for quite a few years by the Registrar's Office. However, given that we might be facing some significant calendar changes in the near future, the strong consensus was that the Senate should give input into such changes.

- Professor Prokopy noted that when the FAC met in the previous week they passed a resolution saying that they thought the Senate should stay in operation in some form or other over the summer. Chair Cooky made a similar remark in her comments, and so Professor Prokopy wished to give voice that this is an unusual summer and we are willing to serve.
  - Chair Cooky suggested that newly elected committee chairs might want to get an assessment from the members of their committees about their willingness to be available over the summer, should there be a need to conduct university business. Further, if there is a desire among the Senate to form a special committee that would address COVID, we can do that as well, but we are hoping to work within the framework of the existing committees as well as the Advisory Committee.
9. Professor Fred Berry, Chair of the Nominating Committee, introduced Senate Documents 19-22 through 19-29, *Nominees for Standing Committees*, for Action as a Consent Agenda.
- There was a question from the floor asking for an explanation of a Consent Agenda. Incoming Parliamentarian Manushag Powell made reference to the *American Institute of Parliamentarians Standard Code* pages 120-121 for the relevant practice. “Organizations having a large number of routine or non-controversial matters to approve can save time by use of a consent agenda,” etc.
  - Professor Jeff Rhoads of the Steering Committee explained that he had proposed a consent agenda to the Steering Committee to allow the Senate more discussion time for other items, since in all of the election slates there were the same number of nominees as slots, if not fewer.
  - Professor Berry clarified that the Steering Committee was still short one nominee, but that as the Nominations Committee was still waiting for the final name of the new senators for PPI, presumably that final name could also supply the Steering vacancy.
  - Chair Cooky noted that it was also possible to take nominations from the floor for vacancies.
  - Professor David Sanders requested that Document 19-27 *Nominees for the Steering Committee*, be removed from the Consent Agenda. It was so removed.
  - Professor Ralph Kaufmann asked for clarification as to whether there were no other volunteers for the committees with 1:1 slates.
  - Professor Berry explained that the Nominations Committee put out a survey asking for first, second, and third choices. These choices were honored as far as possible in filling out committee slots. Some people did not respond to the survey. The Committee attempted to reach them via email, and then ultimately populated the committees with them as necessary. Some people indicated multiple first choices; the Committee asked them whether they actually wished to be on multiple committees; some said yes, and some said no. The Committee made the best decisions it could to populate all needed slots by looking at the number of vacancies and filling them up first with first choices, then with second choices. The Committee

did not have to use anyone's third choice.

- A motion was made and seconded to approve the Consent Agenda. No opposition was heard.
- Professor Kaufmann believed he had been muted while speaking. Chair Cooky, who was not hosting the meeting, could not have muted Professor Kaufmann and denied having done so; none of the Zoom hosts reported muting a microphone. Notably, several speakers, including President Daniels and Provost Akridge, had suffered audio problems, and other senators reported internet interruptions throughout Monday afternoon.
- Citing page 273 of the AIP parliamentary manual, Chair Cooky requested advice from the assembled body on how to proceed at this point.
- Professor Robyn Malo expressed a desire to move forward, noting that Chair Cooky had given opportunity for feedback, and while there may have been a technical glitch, there were no objections and the vote to affirm the Consent Agenda was unanimous. To object at this point appeared to Professor Malo to border upon dilatory tactics, which would be inappropriate.
- Professor Sanders was not sure whether it was necessary to vote again, but suggested Professor Kaufmann should be allowed to voice his concerns.
- Professor Beaudoin asked that the body move forward.
- Professor Ruple cited page 130 of the parliamentary manual to remind members of their obligations to proper conduct during debate. She summarized this section to indicate that all debate must be impersonal. All discussion has to be addressed to the motion but should not be directed at any individual. Yet she noted there had been personal attacks made in the last several meetings, and that this was always inappropriate.
- Purdue Student President Jo Boileau made a Gordian Knot motion, per page 87 of the parliamentary manual "to suspend the rules and allow the chair to return the meeting to a point of previous order." This was seconded by Professor Chris Erickson. The vote tally was 63 : 4. The Consent Agenda was allowed to stand, with the exception of Document 19-27, which the Senate then took up.
- Chair Cooky asked whether there were nominations from the floor.
- Professor Sanders asked for an explanation of the membership and number of openings on the Steering Committee. In particular, does the former chair continue to serve on the Steering Committee? They do not: this was a typographical error, which was corrected. Therefore, there were not one, but two new openings [in effect, three openings in total, and one nominee for the three openings].
- Professor Sanders nominated himself.
- Professor Allen Beck was nominated by Professor Ruple but declined.

- Professor Alexander Francis was nominated by Professor Malo. He asked for clarification as to whether there is a limit to serving on the Steering Committee and other committees: there is not.
- Professor Kipling Williams was nominated by Professor Prokopy.
- Professor Steve Wereley was nominated by Professor Beaudoin but was rotating off the Senate.
- Professor Sanders suggested there was another opening on the Steering Committee, Professor Colleen Brady. He stated that Colleen Brady had not been elected to the Steering Committee.
- Professor Cooky noted that the EPIC report did not advocate revisiting past committee population decisions. Professor Cooky acknowledged Professor Sanders' concern, and suggested that in terms of parliamentary procedure the best course of action was to allow the slate as it existed, for a motion to be made from the floor, and then to await a second and subsequent discussion. People with concerns about the slate and the election could voice those concerns during the discussion. They could vote against this particular slate. Chair Cooky expressed the desire as Presiding Officer of the Senate to allow for all perspectives to be heard and asserted that the best way to do that is through a vote.
- Professor Berry reminded the Senate that Professor Neil Knobloch had also been put forward by the committee, so that there were four nominees for three openings.
- A motion was made and seconded. Discussion began.
- Professor Alice Pawley asked whether Professor Sanders was concerned that there should be four slots for four candidates because Professor Brady was appointed rather than elected.
- Professor Prokopy noted that the recommendations of the EPIC report were that previous committee appointments should not be undone. Professor Brady was appointed and had served in good faith, and while the Report suggests that that would not be desirable going forward, past decisions should stand.
- Chair Cooky clarified that the precedent for appointing replacement senators to committees dates back to at least 2008 under the precedence of a number of senate chairs, and that the EPIC report did not endorse going back and revisiting 10 years of elections.
- Professor Sanders responded that he believed there was no evidence that the nominating committee approved the appointment of Professor Brady to the Steering Committee, and posited that this was "a simple fact" external to the EPIC Report. He stated, "We have no evidence that the nominating committee actually made some sort of appointment to this committee. Having been on the Steering Committee, and the chair of the Steering Committee during several of those years. There was no precedent—we did not just have people being appointed to the Steering Committee; we had elections for people on the Steering Committee. The precedent was for committees where it was difficult to obtain volunteers. People were asked and I wasn't

told about this. I didn't intervene as a member of the leadership in any nomination. I did not intervene in appointing people to various committees. There was the precedent that because it was so difficult because we didn't have volunteers, we would ask the person who replaced somebody on the committee to serve on that committee. That was the precedent. But that was only because we had insufficient volunteers, not people who had volunteered to serve on the committee. Furthermore—so it's nothing to do with the EPIC report; I'm not reporting; we haven't made that public yet; so I'm not referring to that—the other thing that I want to mention about this is that there was already an open position for the Steering Committee when Colleen Brady stepped on it. That position belonged to somebody who was no longer entitled to be on the Senate.”

- Professor Natalie Carroll indicated that she was Nominating Chair when this came up. The Nominating Committee was not informed about Professor Shively stepping down; he would have been allowed to continue had he chosen to do so according to previous practices. So, they had to wait until after the vote of the Nominating Committee. Once they found Professor Shively had stepped down, they had to be informed by the College of Agriculture about who the replacement was. They followed usual procedures: rather than bringing the Committee back after the year was over, and bringing this document to the Senate the following fall, they asked the person [Brady] replacing Professor Shively if they'd be willing to serve, and that was for a number of reasons. One of the major ones was to have all the units represented. Having the replacement fill out the rest of the term would keep that consistent. When somebody leaves in the summer, it has never been the practice to come back in September, October, or November and have new documents to try to replace them. This is voluntary work. It's a lot of extra time, and it's difficult, often, for people to find volunteers.
- Professor Malo moved to end debate and have an immediate vote. President Jo Boileau seconded. The motion carried, 59 : 5.
- Voting for the slate of candidates was carried out via Qualtrics. Senators were to vote on up to three candidates.
- The tally was as follows:

Alexander Francis	64
Neil Knobloch	64
Kipling Williams	61
David Sanders	23

10. Professor Andrew Freed, Chair of the Educational Policy Committee (EPC) introduced **Senate Document 19-17** *Degree Requirements for Civics Literacy for Action*. Professor Freed noted that there had been discussion on this document at the previous meeting. He summarized the EPC's view, which was that this is a requirements plan rather than an implementation plan. Much discussion had centered around whether the requirements were feasible. The Provost and administration are very supportive and have pledged resources toward implementation. This would also entail the Provost setting up a committee or task force to see how this would be done. That day's voting process is analogous to how the Core Curriculum was brought in, with the UCC overseeing the implementation process for several years, and with a number of resolutions coming to the Senate for discussion and voting to change various requirements at different times. The

implementation of a Civics Literacy would follow a similar path.

A motion to adopt Document 19-17 was made and seconded. The floor opened for discussion.

- Professor Pawley expressed that her colleagues in engineering education had three concerns: (1) that the proposal attempts to solve a complex problem with high-stakes testing; (2) that this requirement would bypass the Core Curriculum, instead of being properly incorporated within it; (3) that to encourage civic mindedness, the administration should improve its resourcing of the liberal arts curriculum across campus and encourage broader educational goals, particularly among engineering students.
- Professor Freed clarified that while there is a requirement for three hours of coursework, it is only one of three possible ways to satisfy the requirement, and there is no requirement that every student needs to sign up for three more credits.
- Professor Phillip VanFossen noted that there was some discussion about changing the core to reflect issues related to civic learning and civic literacy, although it was not ultimately brought forward in the proposal. It is possible that a civics focus could manifest in the Core over time.
- Senior Vice Provost for Teaching and Learning Frank Dooley added that some of the listed courses are already also on the Core Curriculum, and so could fulfill both requirements at once. Further, given the modifications just passed to the Behavioral and Humanities Core categories, they are now very well set up well to contemplate courses that would meet the civics requirements. It would be relatively easy to make that modification, and we fully expect different modifications to be a part of the continuing process of the Civics Requirement implementation.
- Professor Dorothy Teegarden advocated increasing civics understanding and liked the three options being given but found a high-stakes exam needed for graduation concerning and inappropriate. We don't know who would develop or administer the exam; the potential for bias is worrisome.
- Professor Van Fossen confirmed that the matter of bias is concerning, and that is why using the USCIS 100-item bank was rejected, because it has been shown to be both unreliable and potentially invalid in terms of all kinds of item analysis, although it was used in gathering information in terms of the incoming student survey as a baseline.
- Provost Akridge noted that the issues of bias are known and are intended to be addressed by the implementation team; we do have experts in this space on our campus. The other issues are around selection of events and characterization of those and what would qualify for one of the event options; this, too would be decided during the implementation process. We have time to develop the right platform to move this ahead; students would have multiple years to satisfy the requirement. The faculty who put this report together have done a nice job of creating something very flexible, which hopefully we can move forward with.

- Professor Leonid Rokhinson asked whether, if a student enters Purdue with a strong basic understanding of U.S. culture and civics literacy, they shouldn't be allowed credit for that prior knowledge rather than having to meet the new requirement some other way.
- Vice Provost Dooley explained that one way to satisfy a course requirement is with an AP score. There is a course in American government which would meet the requirement, and it does offer an AP; our best estimate is about 40% of the students probably bring in AP credit for this or some of the other courses in American history and American government. So, he said, we've met that concern.
- Professor Allen Beck voiced support for Professor Pawley. He stated that the idea and implementation are fine, but the timing is not. We should incorporate this civics requirement appropriately into our education, but it is too distracting right now.
- Professor Steven Wereley asked to be reminded of the results of the survey [of baseline civics knowledge]. The results were decent to his recollection: and so the question was, is this a solution in search of a problem?
- Professor Van Fossen responded that the results are on p5 of the report of the Civics Working Group. Nearly 78% of responding incoming students (in a 27% response rate) passed the test with at least 6 of 10 questions correct. So many passed, but that is a relatively low bar. Importantly, there were significantly different pass rates across resident versus non-resident, domestic vs. international, and across race and ethnicity categories as well.
- Professor Freed put forth that concerns about the form that a civics literary exam would take on and whether or not we want one is exactly the type of item that would have to come as a resolution through the EPC and to the Senate for discussion and consideration. What the EPC was trying to pass was a resolution to go ahead and work on these things and decide down the road what forms are acceptable. By voting, the Senate would not be locking themselves into anything other than trying to work through the implementation and see how it goes.
- Professor Sanders wished to make two points. First that there was a survey sent out to the faculty about requirements for a civics graduation requirement, and the faculty were overwhelmingly opposed to an examination. And they were not in favor of a degree requirement, even though they did generally favor the idea that civics literacy was important. They were not in favor of a graduation requirement. The second point was that this is the wrong time to be creating additional degree requirements. This is not good for the students, faculty, or advisors at this time, although I understand that it won't be applied until some indefinite time in the future. We are not just voting on what we are going to do in the future. We are establishing a degree requirement. There is no date here. So, people need to understand that under these circumstances, when we are all under tremendous pressure to deal with what we already have to encounter that there is this additional degree requirement.
- There was no further discussion, and a motion to call the question being made and

seconded, voting proceeded via Qualtrics. Results: 28 in favor / 51 opposed / 2 abstentions. The resolution did not pass.

11. Professor David Sanders, Chair of the Student Affairs Committee (SAC), introduced [Senate Document 19-18](#), *Mental Health Statement on Course Syllabi*, for Action. Professor Sanders explained the rationale for the document in brief, noting that it had been discussed in the last meeting. The document represents a requirement to include a Mental Health Statement on syllabi. Many faculty are implementing online course syllabi, making it a relatively straightforward to incorporate a Mental Health Statement. In general, the statement already exists from the approved Purdue University administration; we do not need to generate it ourselves. This was one of the top priorities of the students who are members of the SAC and the student government. A motion to approve the document was made and seconded, and discussion began.

- Provost Akridge noted that he supports this motion, and said that that once we have the Brightspace learning management system up in the fall, we may have an even more effective way of communicating this information to our students, as opposed to putting it on every single syllabus. The new learning management system gives us some capacities and capabilities we have not had before, and Provost Akridge hoped faculty would give administration the latitude to work on the best way to implement this requirement.
- President Boileau also spoke in support of the document, referencing the campus' first Mental Health Awareness Week. The work of the Student Government senators on this committee, as well as the Committee in general in important in shifting the conversation away from stigmatization and putting resources that have tangible benefit in the hands of members of our campus community.
- Professor Rokhinson expressed concern with the current length and number of required syllabus statements, and wondered exactly this will look like, and how this might be organized to be sure its information is not lost. Professor Sanders responded that the mental health statement on the Purdue University website is concise and easily cut and pasted.
- Professor David Koltick noted that the idea is not simply to put language in the syllabus, but also to be willing to talk about this at the beginning of the course and make sure students are aware of mental health resources.
- After further discussion in favor of making students aware of resources and destigmatizing the need to seek them out, the question was called and seconded. Voting was done via Qualtrics. The result was 64 in favor / 9 opposed / 5 abstentions. The resolution passed.

12. Professors Sanders and Freed introduced [Senate Document 19-16](#), *SAT and ACT and Undergraduate Admissions* for Action. The document states that the Senate strongly urges the admissions office to discontinue using standardized testing. Two new informational texts had been introduced to continue this discussion before the vote. A motion was made and seconded to consider the document, and discussion began.

- Professor Sanders addressed [the text he had shared with the Senate](#), which had to do with a response to the University of California system's continuing to use the SAT.

He said that it made the important point that the SAT and ACT are not independent variables: “if you would do the exact same survey and look at the correlation between socioeconomic status or race, and the various criteria that were looked at, you would get the exact same curve.” So, the SAT and ACT are proxies for socioeconomic status and race. Professor Sanders also pointed out that even though the UC system decided to continue to use the tests, they have suspended their use, as has much of the country, because of the inability of the College Board to be able to safely administer the tests at this time. An increasing list of universities including, Indiana University and the Oregon State System, have gone test-optional. So, we are going to have to make some sort of decision going forward about whether we are going to exclude people who couldn't take the SAT or ACT because it was not being offered. Professor Sanders suggested that for the reasons discussed in the last meeting that we stop using the SAT and ACT, including for issues of socioeconomic fairness, racial fairness, and the fact that the tests are not independently all that informative about success in college.

- Professor Freed invited Vice Provost for Enrollment Management Kristina Wong Davis to respond, but also suggested that the issue of this year's particular challenges related to the COVID-19 pandemic should be weighed separately from the more long-term goals of the document under consideration.
- Vice Provost Wong Davis agreed that there are two separate issues to consider in light of the present environment. Many schools have opted to be test-optional only for next year because of the cancellation of both SAT and ACT this spring. With that said, as of last week, both the SAT and ACT have announced that they have plans to resume testing starting in August, prioritizing rising high school seniors. Both organizations are trying to make the exam accessible, including with fee waivers for all students who need to take an exam in order to file for admission. Secondly, this proposal specifically states not test-optional, but test-blind, which is a slightly different move than being test-optional; that difference needs to be considered. Part of how we conduct admissions does understand that socioeconomic lines often are the strongest, but also as ethnicity lines do correlate somewhat with SAT and ACT testing, which is why we have moved to using context as an element in our holistic review. We review a student's test scores and GPA and academic performance in the context in which they were earned. They can only be compared to the context in which they are earned and not to an entire applicant pool.
- Professor Ala Samarapungavan shared feedback from the teacher education faculty and the Associate Dean for Teaching in the College of Education. Many COE faculty share the concerns that using standardized tests for admission have a negative impact on our pool of diverse candidates. However, their external accrediting body requires them to demonstrate the competence of their candidates with the use of some standardized tests. Students who exceed a certain threshold score on the SAT or ACT are exempt, because they have demonstrated that competence. If they do not meet that threshold score, they would have to ask those teacher education candidates to take another test like a Pearson test, which also carries additional costs. It is important that people to be aware that it could affect the College of Education in terms of their accreditation if the university decided not to use these scores.
- Professor Pawley noted that her colleagues had two concerns with the proposal.

First, they were concerned that ACT and SAT are used on campus and perhaps in admissions for uses other than those for which the tests were designed, such as for admissions to Honors. Such colleagues wish to see a discussion about the ethical use of SAT and ACT data, to be certain that restrictions were put on the use of SAT and ACT scores for reasons judged valid and ethical. The second was the ethics of the test itself, such as its historical, racial, and gender bias, which is more challenging to study than just looking at what's framed as achievement gaps. Possibly receiving a low score could act as a deterrent against applying, even with holistic review in place. Dr. Davis argues that SAT and ACT scores are used to calibrate in circumstances where a student's GPA may be subject to grade inflation, with an argument that we should use the scores in order to increase racial equity. But this is not what the test was designed for, to return to the first concern. If we care about increasing the numbers of racially minoritized students, it seems problematic to try to do it using SAT and ACT scores. Also, in response to the point about test-blindness, during discussion we were not clear if the proposal would be interpreted to move Purdue to test-optional rather than to test-blind, but were concerned test-optional would still privilege the people who have the financial resources to take the test and test prep courses and repeated tests. If we are concerned about equity, the best move is to drop the test entirely and not just go to test-optional, concluded Professor Pawley.

- Provost Akridge responded that as we think about sorting through 56,000 applications annually in holistic review, we do find that these test scores give us additional information, especially on math abilities, and that information has been especially helpful in making sure that we get students aligned with proper math courses. This ultimately helps them be retained and graduate in a timely way. Professor Pawley mentioned the issue of grade inflation: the places where grade inflation occurred most frequently are schools that also have higher levels of wealth and socioeconomic status. And again, the ACT and SAT information has been helpful to us in better calibrating individuals that are coming from schools, perhaps of lower socioeconomic status. Also, recently the Khan Academy has been making materials to prep for the test available for free, which lowered another barrier.
- Vice Provost Wong Davis briefly recapitulated her previous presentation to the Senate. "Most of the public doesn't know that both the SAT and ACT have been completely rewritten in the last four to five years. This means that when citing the historical predisposition of both exams, neither exam works the same way that it used to, which muddies the data. Both exams have been rewritten to be more of an assessment of what the student's academic knowledge is at the time, as opposed to an achievement test, per se. So, they're really testing for what is the basis of the student's knowledge in preparing for college. It provides a chance to calibrate, especially against math, which is so predictive for our students at our STEM-heavy institution, where many of our plans of study require some rigorous math. We need to be able to assure ourselves as we admit to major that the students that we're admitting have the best position to succeed, and so as we do that the more data points and the more data elements we have to make that assessment, the more useful it is to us as a tool. When we're reviewing a student's background, we can't possibly know every single high school that the students are applying from in all 56,000 applications. But we can look at the context, we can look at the test scores, and we can better understand exactly where the student falls in the spectrum of their understandings academically. The other element is that [one of the texts that was sent](#)

[out today](#) says that the state of Indiana has chosen the College Board's SAT tool as their high school assessment tool. So, as they finalized that contract, every Hoosier in the state of Indiana who is graduating from high school will have an SAT test score because it will be assessed in high school. So, it wouldn't necessarily be beneficial to our students to ignore those two scores when all of them have them.”

- Professor Li Qiao, a member of the EPC, noted that she had voted against the Document, and wished to bring the Senate’s attention to a text that was forwarded to the members of the Educational Policy Committee, a summary of the University of California system’s decision from 2019. Based on the report, the UC system decided to keep the SAT and ACT.
- Professor Sanders responded by directing attention to the refutation text of the UC report, which he said stated the SAT and ACT are not independent variables. If you did the same sort of measure by socioeconomic status, or by race, you would get the same sorts of outputs. He also addressed the Provosts’ interpretation of the document. It states that the “University Senate strongly urges the Purdue University office of admissions to discontinue requiring standard test results as criteria for admission to the undergraduate program at Purdue University West Lafayette.” Professor Sanders believed that language does not advocating test-blind, but test-optional. It might be more desirable to have it test-blind, but the actual wording here is to discontinue requiring standardized test results. Finally, there is the problem that the SATs are being used for other criteria. That is the mission creep that the document is trying to address. Now it's being used for graduation. Now it is being used for accreditation. The SAT wasn't designed for any of those things. And so, it is not really a good independent predictor of academic success. It is a commercial product. Professor Sanders added that most of the data presented in the last meeting was produced by the College Board or its associates. The question about the increase in grade inflation in comparative schools: those data do not support the conclusion that it's occurring preferentially, there is one data, 2005, which was included specifically to make it look like it was increasing but actually there's no difference, nothing that's changed with time. Many universities around the country support this sort of proposal and this is an opportunity to join them.
- The question was called and seconded. Voting took place via Qualtrics. The result was 28 in favor / 39 opposed / 4 abstentions. The motion did not carry.

Because of the lateness of the hour, Chair Cooky entertained suggestions about continuing the meeting (continued meetings are covered in chapters 10 and 12 of the AIP, particularly pp 107-108). Concerns were raised by the PSG and PGSG representatives that their terms were set to expire shortly. It was decided that in the absence of any objection from the bodies they represented, they should return to the continued meeting as representatives.

- Professor Prokopy moved to continue the meeting to the following Monday, 27 April 2020 at 3:00pm. The motion was seconded by Professor Koltick. The continuance was to begin with discussion of the EPIC Report and then follow the rest of the agenda as written.
- Voting was conducted via the participants’ icons. The tally was 57 in favor and 4 opposed. The motion to continue carried. The meeting adjourned until the following Monday.

**UNIVERSITY SENATE**  
Seventh Meeting, Continued  
Monday, 27 April 2020 3:00 p.m.  
Virtual Meeting via Zoom

**Present:** *Joseph W. Camp (Secretary of Faculties and Parliamentarian), Manushag N. Powell (Incoming Secretary of Faculties and Parliamentarian), Cheryl Cooky (Chair of the Senate), Deborah L. Nichols (Vice-Chair of the Senate), Kathleen Abrahamson, Kolapo Ajuwon, Jay T. Akridge, Taylor Bailey, Jonathan Bauchet, Stephen Beaudoin, Alan Beck, Peter Bermel, Frederick Berry, Bharat Bhargava, Jordan Jo Boileau, Colleen Brady, Sylvie M. Brouder, Robert X Browning, Steven S. Broyles, Min Chen, Sharon Christ, Laura Claxton, Matt Conaway, Martin Corless, Chittaranjan Das, Ariel de la Fuente, Jim Dworkin, David Eichinger, Christine Erickson, Donna Ferullo, Ray Fouché, Alexander Francis, Andrew Freed, Stephen Hooser, Ayhan Irfanoglu, Jules Janick, Signe Kastberg, Ralph Kaufmann, Julius J. Keller, Neil Knobloch, Jozef L. Kokini, David Koltick, Nan Kong, Ellen Kossek, Janice Kritchevsky, Eric P. Kvam, Seokcheon Lee, Shuang Liu, Matthew Lynall, Robyn Malo, Stephen Martin, Eric T. Matson, George P. McCabe, Tim McGraw, Michael McNamara, Larry Nies, Song No, Robert Nowack, Jan Olek, Erik Otarola-Castillo, Alice Pawley, Rodolfo Pinal, Linda Prokopy, Bob Pruitt, James Pula, Li Qiao, Darryl Ragland, Randy Rapp, Jeremy Reynolds, Jeff Rhoads, Elizabeth (Libby) Richards, Felicia Roberts, Paul Robinson, Leonid Rokhinson, Chris Ruhl, Audrey Ruple, David Sanders, Dharmendra Saraswat, Steven Scott, Lou Sherman, Daniel W. Smith, Qifan Song, Brandon H. Sorge, Steve Wereley, Nicole J. Olynk Widmar, Kipling Williams, John S. Yaninek, Jane F. Yaticilla, Haiyan (Henry) Zhang, Stacey Baisden, Heather Beasley, Natalie Carroll, Frank J. Dooley, Keith Gehres, Peter Hollenbeck, Lowell Kane, Carl T. Krieger, Lisa Mauer, Jamie L. Mohler, Alysa C. Rollock, Katherine L. Sermersheim, Marie Edmondson (for Jeremy Wampler) and *Stephanie L. Dykhuizen (Sergeant-at-Arms)*.*

**Absent:** *President Mitchell E. Daniels Jr., Edward J. Delp III, Clifford Fisher, Catherine A. Hill, Todd Kelley, Klod Kokini, Douglas LaCount, David J. Love, Julie Mariga, Greg M. Michalski, Ala Samarapungavan, Rusi Taleyarkhan, Hong Tan, Dorothy Teegarden, Megha Anwer, Michael B. Cline, and Beth McCuskey.*

**Guests:** D. Bangert (J&C), K. Wong Davis (Enrollment Management), A. Deshmukh (IE), M. Levy (BIOL), S. Murley (Exponent), A. Nickel (M&M), A. Gilmore (PSG), J. Rickus (Provost), N. Scott (BOT), C. Shaffer (HR), and C. Sullivan (MGMT).

The meeting was called to order once more at 3:00 p.m. by Chairperson Cheryl Cooky. Resuming the agenda at the point of continuance, the next order of business was the EPIC report and **Senate Document 19-30**, *Disposition of the Election Procedures Inquiry Commission*.

13. Professor Linda Prokopy, chair of the Faculty Affairs Committee, presented the **report of the Election Procedures Inquiry Commission (EPIC)**. Professor Prokopy requested on behalf of the FAC that the Senate enter Executive Session because the report had originated in a request made during a prior Executive Session. In accordance with page 108 of the AIP, Professor Prokopy requested that Professors Charlene Sullivan and Morris Levy be included in the Executive Session, as members of the EPIC who were not also

current Senate members.

- Chair Cooky clarified that besides these two guests, all members of the Senate with full floor privileges, including the ex officio members and Senate advisors, were to be included in the Executive Session.
- Voting was done via icons. Results: 61 to enter Executive Session / 8 opposed. Senate guests were placed into the virtual meeting room during the closed session.
- At approximately 4:06pm, the Executive Session ended and public work resumed. Senate guests were returned from the virtual waiting room.

Professor Jozef Kokini asked a question about voice votes, noting that Document 19-30 suggested that to be in good standing, a Senator should participate in 90% of eligible votes. However, voice and anonymous votes do not allow for tracking of participation. Secretary Camp clarified that it has never been practice to track individual votes. This would be something needing attention if the Senate were to opt to adopt that recommendation from Document 19-30.

A motion to adopt Document 19-30 was made and seconded. Discussion began.

- Professor Sherman asked why the members of the EPIC and FAC who had voted against Document 19-30 had done so.
- Professor Steve Yaninek (FAC) responded that while he supported the recommendations made in 19-30, he also felt the recommendations put forth there addressed only two of the four recommendations made in the EPIC report.
- Professor Dharmendra Saraswat noted that some committees prioritize representation from all schools (for example, Grade Appeals), but this standard might limit the participation of senators who might be interested in serving those committees. Further, a senator might wish to serve on a committee with no vacancies. Reconciling the desire to serve with committee needs might come into conflict with the recommendation that all senators must serve.
- Professor Prokopy clarified that Document 19-30's recommendations were not binding; rather, that in adopting this motion the Senate would ensure that it be added to the tasks of relevant standing committees to be worked through to, hopefully, implementation. Professor Prokopy moved to close debate and vote immediately. The motion was seconded.
- President Boileau moved for a recorded vote, but later withdrew the motion. A vote was taken via icons. Results: 62 in favor / 4 opposed. The motion carried.
- The Senate proceeded to vote on Document 19-30. The vote was conducted via icons. Results: 61 in favor / 1 opposed. The motion carried to pass Document 19-30 along to the Standing Committees for consideration.

14. Presentation on University Benefits (See Appendix D). Candace Shaffer, Director of Benefits, Human Resources, presented on the current state and some updates for benefits 2019-2021. Some of the main points of Ms. Shaffer's information were as follows:

- 2019 performed as expected for employees with the increase in the premium. In 2020 not much change is expected. About 500 spouses left the plan based on the spousal surcharge. 500 employees and their family members moved early from PPO plan into one of the high deductible health plans. Those changes have caused a slight decrease in premium.
- Healthy Boiler incentive program is being renewed for 2021 (wellness year runs from October through September of the following year): 2019 saw a 95% increase in those that participated in the incentive. 54% of employees and spouses completed a physical exam, representing a major improvement. About 3700 adults are engaged in the Center for Healthy Living versus 12,000 adults who are not (WL). We hope to continue to grow that engagement.
- Experiencing positive results with the prescription concierge and plan to add more Rx's to the program. Using direct agreement RFPs that are completed for imaging and joint replacement, with an announcement about this to come soon, as well as RFPs on physical therapy, one on infusion and specialty prescriptions.
- The PPO plan is being replaced by a high deductible health plan. We have a few options that have been looked at plan design options, and those are in the appendix.
- The Board of Trustees approved increasing the benefit salary tier which currently stands at \$45,500. We will increase that with merit, and with merit being put on hold that increase is also on hold.
- Looking at increasing the spousal surcharge.
- Considering whether to frontload the Purdue contribution to the HSA in the month of January, rather than prorating monthly.
- Considering splitting the physical and biometric requirements for Health Boiler wellness program, due to feedback from many folks willing to do the physical but not wanting to do both a physical and a biometric.
- Other future possibilities: Looking at increasing retiree premium based on the claims that and the utilization that comes through versus the premium that they pay. Looking at establishing a pre-65 eligibility rule. Looking at bringing dental buy-up to benchmark. Considering unlocking the vision plan.
- Professor Jeff Rhoads asked about the effects of the pandemic on these plans, particularly in light of President Daniels' remark that merit pay raises would be irresponsible in this climate, as it seems likely there will be changes in insurance structure and cost. Of particular concern are staff members who have less fiscal wherewithal to manage cost changes accompanying an overtaxed healthcare system. Further, the issue of tying cost to completed physicals and biometric data should be revisited when possible, since we find ourselves in a period when elective surgeries and nonessential care are being put on hold indefinitely and will probably face a backlog when the hold ends.

- Ms. Shaffer responded that this presentation was based on information put together pre-COVID, and that we simply do not know the effects of the medical plan right now, so that current attention is just focused on making sure members are getting health care when they need it. Certainly, there will be long-term discussions about post-COVID healthcare. The wellness incentives will also be part of the conversation going forward.
- Professor Pawley asked about the timeframe for revisiting the healthcare questions, and where senators might send feedback.
- Ms. Shaffer replied that she is hoping that reconvening will be possible within the next month or so, but that it is simply difficult to say, and that feedback or questions may be sent to her directly.
- Professor Paul Robinson inquired about the increase in spousal charges, and whether this was wise, given the difficulties Purdue already faces regarding spousal hires.
- Ms. Shaffer replied that they have received a lot of feedback on this issue and are trying to gather information on what the impact might be in terms of recruitment and retention.
- Professor Colleen Brady inquired as to the order of magnitude for the projected spousal coverage fee increase and suggested that this is information people need to be able to plan for ahead of time if possible.
- Ms. Shaffer noted that different options are being weighed; one approximately \$500 and one \$1000. Also, these inquiries began prior to COVID. Conversations may change moving forward.
- Chair Cooky thanked Ms. Shaffer for her presentation.

15. Presentation on Teaching Evaluations (See Appendix E) by Provost Akridge.

Provost Akridge noted that Senate Document 16-05 made recommendations about teaching evaluations, particularly the two questions, “How would you rate this class” and “How would you rate this instructor,” that had specific biases. A task force was formed chaired by Professor Marcy Towns (chemistry) Professor Rick Olenchak (educational psychology). That group worked looking at different approaches around the country. The task force’s report was then ultimately used to develop this set of guidelines for use with teaching evaluations. The document distributed to the Senate had been vetted quite broadly with the Teaching Academy, with the Senate Committees, the associate deans for teaching and learning, PSG and PGSG.

Provost Akridge wished to emphasize four key points:

- First point, which is not in the document, is that we will have new teaching evaluation software available this fall. That software will be much more robust and flexible than what we currently use. It will allow faculty members to conduct formative evaluations at any point during the semester.

- The guidelines, following the task force recommendations, replace the two “favorite” questions that we are quite familiar with, with set of 10 questions that focus on the course, its construction, and the engagement of the instructor.
- Importantly, there are recommendations on educational activities for students to help them understand why teaching evaluations are important, helping them to understand that providing feedback in professional and constructive ways is an important career skill. Faculty will have support for interpreting teaching evaluations.
- Finally, our promotion and tenure processes require that for any of our criteria, (teaching, learning or engagement) that we look at these criteria with multiple lenses and not use a single set of evidence to evaluate excellence in any area. The recommendation here, building off the task force report, points out that teaching portfolios and peer evaluations in some cases may be a very appropriate way to document Teaching Excellence. We want multiple forms of evidence to assess the teaching expertise and performance of any faculty member.

Professor Sanders expressed appreciation to the task force and to the Provost for accomplishing this task, which he said many of us have been interested in seeing for a long time.

Provost Akridge responded with thanks to the many Senate members on the task force, and many others who were involved in reviewing this document.

Professor Pawley inquired about the mechanism for pushing these changes into the text that organizes promotion and tenure, such as college-driven templates, and how the Provost’s office would prompt colleges to have conversations about what to do with these recommendations.

Provost Akridge explained that there are multiple pieces to the effort. The associate deans for teaching and learning are heavily involved in these guidelines and will play a role communicating them to faculty members. Deans have seen this as well. The current policy already calls for multiple forms of evidence for any of our three disciplinary or mission areas of focus; that is amplified here. The only major immediate change is the fact that the two questions are now being replaced with a richer set of evidence.

Chair Cooky thanked Provost Akridge as well as everyone who had worked on the task force.

## 16. New Business

Chair Cooky paused proceedings to thank everyone who has served on the Senate, and in particular, those senators whose terms were ending. She also wished to give particular thanks to someone who is no longer going to be serving on the Senate due to retirement:

- Professor Larry Nies then presented [Senate Document 19-31](#), *Commendation for Joseph W. Camp, Jr., in Recognition of 17 Years of Distinguished Service*.
- Professor Nies read, “I am very honored to present the University Senate

commendation for Joseph W. Camp, Jr. in recognition of his 17 years of distinguished service. Joseph W. Camp has served the Senate and the university with distinction since the summer of 2003. Today he is attending his last meeting of the Purdue University Senate prior to his retirement. Therefore, be it resolved that the University Senate formally recognizes and salutes Joseph W. Camp, Jr. for his sustained excellence and his lasting contributions to effective governance at Purdue University.”

- Professor Cooky asked for a motion from the floor to suspend the rules and vote on the document.
- The motion was made and seconded. The motion passed by unanimous voice vote.
- Chair Cooky thanked Professor Camp for outstanding service and commitment to the work of the Senate.

Professor Sanders motioned to have **Senate Document 19-16** be reconsidered. Professor Sanders said that new facts relevant to 19-16 prompted him to move for its reconsideration. The motion was seconded by Professor Pawley. Discussion began for the motion to reconsider.

- Professor Sanders advanced three reasons in favor of reconsideration. (1) The College Board had announced that they were going to allow people take the ACT and SAT at home, and that this method has not been tested, vetted, and that it was not clear how they would maintain security. Professor Sanders stated that although this is a temporary measure those scores are available forever. He stated that many universities, including the University of California and most recently Cornell, have decided at least for a year to not require the ACT or SAT. (2) The University of California did not actually decide to continue to use them; that decision has been put off. Professor Sanders stated there was confusion at the last meeting, but they did not actually decide to continue, and the final decision has not yet been made. (3) Purdue is one of the only universities that has considered this question where the faculty has decided that [the SAT and ACT] is actually a good measure and that it isn't biased. Purdue would be an outlier liar in terms of its faculty. Professor Sanders concluded that the reason that he proposed reconsideration in particular was because we did not have the information about at-home test-taking, and that it was unclear how [the College Board] were planning to maintain that.
- Provost Akridge expressed respect for Professor Sanders' information. He noted that as discussed prior to the vote, there are short-run issues with respect to how we might accommodate the SAT and ACT in the coming year. But at the same time, the evidence and the information presented by the Vice Provost for Enrollment Management emphasized that the information from the tests is useful to us as we make admission decisions, which is a longer-term, policy decision, independent of short-term adjustments to be made for the COVID-19 pandemic. Provost Akridge contended that although this year may involve very unusual circumstances for the SAT and ACT, that does not undermine, the fundamental importance of this test and its usefulness to placement in, for example, math courses. The Provost did not support the motion to re-open the vote.

- Professor Freed said that he had the same sentiments and felt there were two separate issues at hand. One was the current document, which had been turned down as a long-term policy decision. The other was a question that the Senate could take up in the fall about whether or not these tests should be used in the coming year.
- Professor Rokhinson concurred that conflating long-term policy for a quick patch for an unusual year would not be appropriate.
- Professor Li Qiao echoed Professor Freed and agreed that there were two separate issues. It is true that COVID-19 had caused delays and suspensions of student testing, but that is not the issue that was discussed and voted upon in Document 19-16.
- Professor Pawley stated that she felt it was problematic for students to submit SAT and ACT scores taken at home if that was done without any kind of validity testing. Professor Pawley voiced concern that these scores would be used for purposes such as admission into honors programs and more-in-four programs. The tests are used outside admissions and will be made available to the rest of the university to make decisions based on things for which the test was not designed and outside of the restricted testing environment. Professor Pawley was concerned that students who take the SAT and ACT under controlled conditions would have their scores treated as equivalent to those who took the tests outside of controlled conditions. Professor Pawley wondered whether it would be possible to amend Document 19-16 to encourage Purdue to be test-blind in the next academic year only.
- Chair Cooky clarified that debate on the motion to reconsider must be restricted to reasons for reconsidering the motion and cannot encompass the motion itself.
- Professor Freed clarified that he believed the motion to reconsider was inappropriate, primarily because while the admissions office had been present to represent their side of the case during the document's consideration, they were no longer present for discussion, and it seemed unfair to take Document 19-16 up for consideration when the admissions office had no ability to weigh in.
- Professor Rodolfo Pinal stated that as he understood it, the reason given for reconsideration is the unusualness of the current moment, and that to limit ourselves to only act in the long term at the expense of what is happening at the present time would not fulfill complete service to the University.
- Professor Sanders clarified that he was asking for reconsideration and was providing a new fact that could be useful to that reconsideration. The fact was that we are going to be allowing people to take things at home. Professor Sanders referenced Professor Pawley to argue that we were discussing reconsideration because of home testing. This would exaggerate the advantages to people who have higher socioeconomic status. Professor Sanders claimed that such people would be much more likely to be able to take the test from home than people from a lower socioeconomic status, further biasing the results of the exam and exacerbating its problems.

- The question being called, the vote was taken by icons. Results: 22 in favor of reconsideration and 46 opposed. The vote on 19-16 was allowed to stand.
- Professor Freed inquired whether the Senate would go into session over the summer, and suggested that, if so, it was worth discussing whether a short-term change to the SAT/ACT requirement would be appropriate given pandemic circumstances.
- Chair Cooky acknowledged that there was support from the Faculty Affairs Committee, which had encouraged the Advisory Committee to meet with the administration over the summer. Chair Cooky had expressed to Provost Akridge and President Daniels the willingness of the Advisory Committee to meet over the summer. Chair Cooky stated that no resolution had been made to establish a Senate-based COVID special committee, but we will use the existing channels within the Senate to continue its work. Chair Cooky again encouraged all chairs present and incoming and all standing committees to consider being available over the summer.

Professor Rhoads recalled to the Senate that the motion to suspend the rules prior to voting on 19-30 and 19-31 had been overlooked, and moved that the Senate suspend the rules immediately. The motion passed unanimously via voice vote.

17. Having no additional business, the meeting adjourned at approximately 5:35 p.m.

**TO:** The University Senate  
**FROM:** University Senate Nominating Committee  
**SUBJECT:** Nominees for the University Grade Appeals Committee  
**REFERENCE:** Bylaws of the University Senate  
**DISPOSITION:** Election by the University Senate

The Nominating Committee proposes the following slate of nominees for service on the University Grade Appeals Committee as listed below. The faculty members elected are to serve for terms as specified:

**University Grade Appeals Committee**

Peter Hirst	Horticulture and Landscape Design
Dianne Little	Basic Medical Sciences

For terms of service ending at the end of Summer Session 2023.

**Approving**

Fred Berry  
Martin Corless  
Rayvon Fouché  
Michael McNamara  
Larry Nies  
Robert Nowack  
Jan Olek  
Jeremy Reynolds  
Qifan Song

**TO:** The University Senate  
**FROM:** University Senate Nominating Committee  
**SUBJECT:** Nominees for the Educational Policy Committee  
**REFERENCE:** Bylaws of the University Senate  
**DISPOSITION:** Election by the University Senate

For the six openings on the Educational Policy Committee, the Nominating Committee proposes the following slate of nominees. The faculty members elected are to serve for terms as specified:

<b>Name</b>	<b>Term Years</b>	<b>Department/School</b>
Thomas Brush	3	Management
Todor Cooklev	3	Electrical & Computer Engineering (Fort Wayne)
Jennifer Freeman	3	Health Sciences
Erik Otárola-Castillo	3	Anthropology
John Sheffield	3	Engineering Technology
Thomas Siegmund	3	Mechanical Engineering

**Approving**

Fred Berry  
Martin Corless  
Rayvon Fouché  
Michael McNamara  
Larry Nies  
Robert Nowack  
Jan Olek  
Jeremy Reynolds  
Qifan Song

**TO:** The University Senate  
**FROM:** University Senate Nominating Committee  
**SUBJECT:** Nominees for the Equity and Diversity Committee  
**REFERENCE:** Bylaws of the University Senate  
**DISPOSITION:** Election by the University Senate

For the seven openings on the Equity and Diversity Committee, the Nominating Committee proposes the following slate of nominees. The faculty members elected are to serve for terms as specified:

<b>Name</b>	<b>Term Years</b>	<b>Department/School</b>
Peter Bermel	3	Electrical & Computer Engineering
Albert Heber	3	Agricultural & Biomedical Engineering
Neil Knobloch	3	Agricultural Sciences Education & Communication
Terrence Meyer	3	Mechanical Engineering
Audrey Ruple	3	Public Health
Kevin Stainback	3	Sociology
Mark Zimpfer	3	Construction Management Technology

**Approving**

Fred Berry  
Martin Corless  
Rayvon Fouché  
Michael McNamara  
Larry Nies  
Robert Nowack  
Jan Olek  
Jeremy Reynolds  
Qifan Song

**TO:** The University Senate  
**FROM:** University Senate Nominating Committee  
**SUBJECT:** Nominees for the Faculty Affairs Committee  
**REFERENCE:** Bylaws of the University Senate  
**DISPOSITION:** Election by the University Senate

For the five openings on the Faculty Affairs Committee, the Nominating Committee proposes the following slate of nominees. The faculty members elected are to serve for terms as specified:

<b>Name</b>	<b>Term Years</b>	<b>Department/School</b>
Charles Bouman	3	Electrical & Computer Engineering
Janet Davis	3	Nursing (Purdue Northwest)
Alexander Francis	3	Speech, Language & Hearing Sciences
Stephen Hooser	3	Comparative Pathobiology
Brian Richert	3	Animal Sciences

**Approving**

Fred Berry  
Martin Corless  
Rayvon Fouché  
Michael McNamara  
Larry Nies  
Robert Nowack  
Jan Olek  
Jeremy Reynolds  
Qifan Song

**TO:** The University Senate  
**FROM:** University Senate Nominating Committee  
**SUBJECT:** Nominees for the Nominating Committee  
**REFERENCE:** Bylaws of the University Senate  
**DISPOSITION:** Election by the University Senate

For the three openings on the Nominating Committee, the Nominating Committee proposes the following slate of nominees. The faculty members elected are to serve for terms as specified:

<b>Name</b>	<b>Term Years</b>	<b>Department/School</b>
Dulcy Abraham	3	Civil Engineering
Jan Olek	3	Civil Engineering
Joseph Sobieralski	3	Aviation and Transportation Technology

**Approving**

Fred Berry  
Martin Corless  
Rayvon Fouché  
Michael McNamara  
Larry Nies  
Robert Nowack  
Jan Olek  
Jeremy Reynolds  
Qifan Song

**TO:** The University Senate  
**FROM:** University Senate Nominating Committee  
**SUBJECT:** Nominees for the Steering Committee  
**REFERENCE:** Bylaws of the University Senate  
**DISPOSITION:** Election by the University Senate

For the two openings on the Steering Committee, the Nominating Committee proposes the following slate of nominees. The faculty members elected are to serve for terms as specified:

<b>Name</b>	<b>Term Years</b>	<b>Department/School</b>
Neil Knobloch	3	Agricultural Sciences Education & Communication

**Approving**

Fred Berry  
Martin Corless  
Rayvon Fouché  
Michael McNamara  
Larry Nies  
Robert Nowack  
Jan Olek  
Jeremy Reynolds  
Qifan Song

**TO:** The University Senate  
**FROM:** University Senate Nominating Committee  
**SUBJECT:** Nominees for the Student Affairs Committee  
**REFERENCE:** Bylaws of the University Senate  
**DISPOSITION:** Election by the University Senate

For the two openings on the Student Affairs Committee, the Nominating Committee proposes the following slate of nominees. The faculty members elected are to serve for terms as specified:

<b>Name</b>	<b>Term Years</b>	<b>Department/School</b>
Benjamin Lawton	3	Languages and Cultures
Chittaranjan Das	3	Chemistry

**Approving**

Fred Berry  
Martin Corless  
Rayvon Fouché  
Michael McNamara  
Larry Nies  
Robert Nowack  
Jan Olek  
Jeremy Reynolds  
Qifan Song

**TO: The University Senate**  
**FROM: University Senate Nominating Committee**  
**SUBJECT: Nominees for the University Resources Policy Committee**  
**REFERENCE: Bylaws of the University Senate**  
**DISPOSITION: Election by the University Senate**

For the seven openings on the University Resources Committee, the Nominating Committee proposes the following slate of nominees. The faculty members elected are to serve for terms as specified:

<b>Name</b>	<b>Term Years</b>	<b>Department/School</b>
Jonathan Bauchet	3	Consumer Science
Laura Claxton	3	Health and Kinesiology
James Greenan	3	Curriculum and Instruction
Cara Kinnally	3	Languages and Cultures
John McConnell	3	Management
Lin Nan	3	Management
Richard Meilan	3	Forestry and Natural Resources

**Approving**

Fred Berry  
Martin Corless  
Rayvon Fouché  
Michael McNamara  
Larry Nies  
Robert Nowack  
Jan Olek  
Jeremy Reynolds  
Qifan Song

**TO:** The University Senate  
**FROM:** Educational Policy Committee  
**SUBJECT:** Degree Requirement for Civics Literacy  
**DISPOSITION:** University Senate for Discussion and Adoption  
**REFERENCE:** *Requirements for Degrees: B. Baccalaureate Degree at*  
<http://catalog.purdue.edu/content.php?catoid=10&navoid=12724>

**PROPOSAL:** Establish a baccalaureate degree requirement for civics literacy.

**RATIONALE:** Education leaders stress the need to include learning that is related to the development of individuals' civic capacity throughout all years of schooling in the United States. A report commissioned by the U.S. Department of Education and the National Task Force on Civic Learning and Democratic Engagement, an initiative of the Association of American Colleges and Universities, made an urgent call to higher education institutions in the United States to make civic literacy, inquiry, and action part of the educational objectives to be achieved by every college graduate. This plan would involve adopting long-term, measurable standards to indicate the extent to which college students are gaining a civic perspective during their postsecondary education.

**PROPOSED ACTION:**

Establish a baccalaureate degree requirement for civics literacy. Students would meet the requirement by fulfilling the following: successful completion of a civics literacy exam and completion one of the following three options: 1) 3.0 hours of relevant course work (e.g., relevant introductory course in US politics, public policy, history or other course with civic knowledge content); or 2) successful completion of Center for C-SPAN Scholarship and Engagement modules; or 3) attendance at civics-related Purdue-hosted and -sponsored events involving a substantially equivalent number of contact hours.

**Education Policy Committee Votes:**

	<u>For:</u>	<u>Against:</u>	<u>Abstain:</u>
Andy Freed	Frank Dooley	Eric Kvam	Jeffery Stefancic
Fredrick Berry	Stephen Martin		Sandy Monroe
Julius Keller	Grace Rich		
Jennifer Fecher	Libby Richards		
Donna Ferullo	Keith Gehres		
Nan Kong	Hossein EbrahiminNejad		

**To: The University Senate**

**From: Grace Brooks, Joshua J. David, Sammy Bonnet, and Hannah Walter**

**Subject: Mental Health Statements on Purdue Course Syllabi**

**Disposition: University Senate Student Affairs Committee and the University Senate for discussion and approval**

**Proposal:**

**Rationale:**

**WHEREAS:** According to College Degree Search, there are more than 1,000 suicides on college campuses annually in the United States alone<sup>1</sup>; and

**WHEREAS:** Students aged 15-24 are in the highest risk group for a majority of mental illnesses, and 1 in 4 of those students in the highest risk group will not seek any form of help<sup>2</sup>; and

**WHEREAS:** Research conducted by Stanford University's School of Medicine said that cognitive behavioral therapy can effectively decrease peoples' depression, anxiety, and other related symptoms<sup>3</sup>; and

**WHEREAS:** Purdue's Counseling and Psychological Services (hereafter referred to as CAPS) is a "team of multiculturally sensitive professionals delivering comprehensive psychological services to the students of Purdue University"<sup>4</sup>; and

**WHEREAS:** CAPS's mission is "to help Purdue University students maximize their value of their life experiences"<sup>5</sup>; and

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<sup>1</sup> <http://www.collegedegreeearch.net/student-suicides/>

<sup>2</sup> <http://www.collegedegreeearch.net/student-suicides/>

<sup>3</sup> [https://www.purdue.edu/caps/about/faq\\_caps/index.html](https://www.purdue.edu/caps/about/faq_caps/index.html)

<sup>4</sup> <https://www.purdue.edu/caps/about/mission.html>

<sup>5</sup> <https://www.purdue.edu/caps/about/mission.html>

**WHEREAS:** CAPS accomplishes their mission through the use of “a variety of professional services, including individual, group, and couples psychotherapy; psychological testing; psychopharmacology; crisis intervention; drug and alcohol programs; outreach and consultation; and the training of helping professionals”<sup>6</sup>; and

**WHEREAS:** Purdue also offers an online resource called “WellTrack” that can assist students with managing their stress and mental health<sup>7</sup>; and

**WHEREAS:** Course instructors at Purdue University are a direct link to students on a consistent basis, and are an important resource in relaying information to students; and

**WHEREAS:** Purdue currently does not require course instructors to include Mental Health Statements or other resources available for students on campus in their course syllabi; and

**WHEREAS:** Every student who attends Purdue University should receive course syllabi, and those syllabi should also be available online for students to review the information contained within.

**THEREFORE, BE IT RESOLVED THAT:**

The University Senate urges the Administration to require all course syllabi by the Fall 2020 academic semester to include the Mental Health Statement provided by the Purdue University administration containing a list of mental-health resources available to students on and around campus; and

The University Senate urges the Administration to encourage course instructors to take time during the first week of classes to speak about the various resources available to students regarding mental health.

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<sup>6</sup> <https://www.purdue.edu/caps/about/mission.html>

<sup>7</sup> <https://purdue.welltrack.com/>

**Respectfully submitted by Grace Brooks, Joshua J. David, Sammy Bonnet, and Hannah Walter**

Student Affairs Committee

In Favor

Opposed

**Tom Atkinson**  
**Matthew Dittman**  
**Joshua David**  
**Rayvon Fouche**  
**Signe Kastberg**  
**Felicia Roberts**  
**Paul Robinson**  
**David Sanders.**  
**Steven Scott**  
**Jane Yacilla**

**TO:** The University Senate  
**FROM:** Student Affairs and Educational Policy Committees  
**SUBJECT:** SAT/ACT and Undergraduate Admissions  
**DISPOSITION:** University Senate for Discussion and Adoption  
**REFERENCE:** **Freshman Admission Criteria:**  
<https://www.admissions.purdue.edu/apply/criteriafreshmen.php>  
**PROPOSAL:** Elimination of standardized testing for undergraduate admissions  
**RATIONALE:** Many colleges and universities no longer require submission of SAT or ACT scores by undergraduate applicants, because performance on ACT and SAT tests has substantial limitations as an independent predictor of academic success in college, and applicants who are economically advantaged have disproportionate access to standardized-test preparation resources. In addition, current students will benefit from experiences with a diverse population of incoming students.

***PROPOSED ACTION:***

The University Senate strongly urges the Purdue University Office of Admissions to discontinue requiring standardized test results as criteria for admission to the undergraduate program at Purdue University—West Lafayette.

**Student Affairs Committee Votes**

For:

Joshua David  
Mathew Dittman  
Paul Robinson  
David Sanders  
Jane Yacilla

Against:

Abstain:

Thomas Atkinson  
Heather Beasley  
Beth McCuskey

**Education Policy Committee Votes**

For:

Fred Berry  
Hossein Ebrahiminejad  
Christine Erickson  
Ayhan Irfanoglu  
Greg Michalski

Against:

Li Qiao  
Frank Dooley  
Keith Gehres

Abstain:

Jeff Stefancic

Undecided and would like the proposed action to be discussed at a Senate meeting:

Donna Ferullo, Julius Keller, Nan Kong, Eric Kvam, Stephen Martin, Grace Rich Libby Richards, Hannah Walter, Andy Freed

27 April 2020

**TO:** The University Senate  
**FROM:** Faculty Affairs Committee and Election Procedures Inquiry Commission  
**SUBJECT:** Election Procedures Inquiry Commission Report  
**DISPOSITION:** University Senate for Discussion and Adoption

**REFERENCE:** Election Procedure Inquiry Commission's Report (see except included as attachment)

**RATIONALE:** In December 2019, the Faculty Affairs Committee convened, on behalf of the University Senate, a commission to investigate the election procedures of the University Senate. In April 2020, the Faculty Affairs Committee received a report from this Commission; this report was subsequently shared with the full Senate membership. This report has some findings and recommendations that are important to the future functioning of the University Senate.

**PROPOSAL:**

The University Senate agrees with the findings of the report in that "we do not suggest that the current membership of the Steering Committee should be retroactively altered by our findings." Senators on this current year's Steering Committee who are continuing to serve on the Senate during the same term of service should continue to serve on the Steering Committee.

The University Senate recognizes that "at some point around 2008," election practices followed by the University Senate did not necessarily follow the bylaws. Accordingly, the University Senate agrees with the future-looking tone of the Commission's report that we should "avoid procedural conflict in the future." Over the 12-year period since election practices stopped consistently following the bylaws, there were many different chairs of both the nominating committee and the Senate. We do not find it helpful to dwell in the past but to look towards improving practices in the future.

Therefore, the University Senate sends the first recommendation from the Commission's report: "Addressing the Need for Educating All Senators About the Senate Bylaws" to the 2020-2021 Nominating Committee to discuss and make proposals to the full Senate.

The University Senate sends the second recommendation from the Commission's report: "Addressing the Need for Increasing Participation of Senators in the Legislative Process, Especially Participation on Committees" to the 2020-2021 Faculty Affairs Committee to discuss and make proposals to the full Senate.

For:

Sharon Christ (FAC/EPIC)  
Joe Kokini (FAC)  
David Koltick (FAC)  
Seokcheon Lee (FAC)  
Erik Otárola-Castillo (EPIC)

Linda Prokopy (FAC)  
Audrey Ruple (FAC)  
Charlene Sullivan (EPIC)  
Steve Wereley (FAC)

Against:

Alex Francis (FAC)  
Ralph Kaufmann (FAC)  
Morris Levy (EPIC)  
Jim Pula (FAC)  
Steve Yaninek (FAC)

Abstain:

Min Chen (FAC)

No Response:

Bruce Craig (FAC)  
Peter Hollenbeck (FAC)  
Lisa Mauer (FAC)  
Paul Robinson (EPIC)

**ATTACHMENT** (excerpt from Election Procedures Inquiry Commission's Report)

#### **IV. Addressing the Need for Educating all Senators About the Senate Bylaws**

The University Senate is the legislative body of the Purdue faculty. The Senate exercises the legislative and policy-making powers assigned to the faculty, subject only to review and check by the faculty's established procedures. The Senate is 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.

Given the importance of this governing body, it is most important that its members are well versed in the procedures of the Purdue University Senate, including the Senate Bylaws and its parliamentary procedures (The American Institute of Parliamentarians Standard Code of Parliamentary Procedure, 1<sup>st</sup> ed. 2012).

Fundamentally, the Purdue University Senate Bylaws are the governing rules by which the Senate operates. Parliamentary procedure defines how the Senate can most effectively meet and make decisions in a fair, consistent manner—making good use of everyone's time. While parliamentary procedure cannot guarantee that every member of an organization is pleased with the outcome of a decision, it aims to ensure that every member is satisfied by the manner in which the decision was made, and that the organization makes sensible decisions, with consideration for every member's opinion. Senate members' proficiency in these procedures ensures their effective and efficient conduct of business.

The findings of EPIC suggest that misunderstanding of the Senate Bylaws and parliamentary procedure was a major factor contributing to the events leading to the formation of this commission. This commission therefore makes the following recommendations for existing and future members of the Purdue University Senate:

1. To be effective, Senate members must possess detailed knowledge of the Purdue University Senate Bylaws (<https://www.purdue.edu/Senate/Bylaws/>). Within it, the specific purpose of the Senate, membership composition, officer's definitions and duties, committees, and checks are detailed. All Senate members must undergo training and evaluation of these Bylaws. Voting or other participation by new members shall not be allowed unless training is completed.
2. To ensure working knowledge of parliamentary procedure, current members of the Senate shall undergo necessary training and evaluation. Examples include parliamentary training services provided by the National Association of Parliamentarians (<https://www.parliamentarians.org/services/>), and by the American Institute of Parliamentarians (<https://aipparl.wildapricot.org/event-2384197>).

It is our recommendation that an ample timeframe be given to current members of the senate to complete training. Although we leave the operationalization of training, mechanisms, and timeframe for completion to the senate, we recommend that, following a reasonable timeframe, voting or other participation by current members shall not be allowed unless training is completed.

3. Newly elected or appointed members of the University Senate must undergo training and evaluation required by recommendation 1 and 2, and as needed in cases of senator replacements. Voting or other participation by new members shall not be allowed unless training is completed.

#### **V. Addressing the Need for Increasing Participation of Senators in the Legislative Process, Especially Participation on Committees**

The University Senate shares the governing responsibilities with the Purdue University Administration. It is composed of faculty, students, staff, and administrators, including Purdue University's President, Provost, and CFO, who attend regular senate meetings. The primary responsibility of the Senate is to share governance with campus leaders on the key educational and academic policy concerns. As important issues and events develop across campus, the University Senate, through its Standing Committees, can leverage its position to provide solutions that help move the university forward. This responsibility is not trivial and carries with it a large amount of time and effort by senate members.

One of the underlying problems contributing to the current practices of assignment of faculty to committee positions by the Nominating Committee has been insufficient volunteers for participation. EPIC members are aware that faculty units consider member participation in the Purdue University Senate as a service to the university. As such, individual faculty units usually elect or appoint university senators to represent them.

It is imperative that faculty units consider the amount of time and the effort that their representatives must dedicate to become proficient members of the Purdue University Senate. It is also necessary for prospective senators to be aware of the normal duties of Senators, including the expectation of active participation on at least one committee. This includes training as proposed here, attendance to regular Senate meetings, membership in Senate committees, subcommittees, and one-on-one meetings to discuss proposals, generate consensus and make fair decisions that affect the objectives of Purdue University and its members. Given the workload of sometimes already overburdened prospective faculty members, if the University Senate workload is not considered properly, we believe this will result in negative outcomes in the work of the University Senators.

EPIC therefore makes the following recommendations to faculty units:

1. That elected/appointed faculty members be relieved of additional service duties or committee memberships. (University Senate membership should be considered the work of at least two or three service commitments.)
2. And/or elected/appointed faculty members be afforded with a course release for their duration of service in the Purdue University Senate.

These recommendations should be contingent on faculty senators remaining in good standing with the Purdue University Senate, including:

1. Attendance to at least a majority of regular Purdue University Senate meetings,
2. Voting in at least 90% of voting opportunities presented at Senate meetings,
3. Membership in at least one Senate committee, and
4. Attendance at a majority of Senate committee meetings.
5. Documentation of proposals or leadership in at least one legislative resolution per three-year term.

**TO:** The University Senate

**FROM:** Stephen P. Beaudoin, Frederick C. Berry, Cheryl Cooky, Rayvon D. Fouche, Andrew Freed, Michael McNamara, Deborah L. Nichols, Loring Nies, Robert L. Nowack, Jan Olek, Linda S. Prokopy, Randy R. Rapp, Paul Robinson, Audrey Ruple, David A. Sanders

**SUBJECT:** University Senate Commendation for Joseph W. Camp, Jr. in Recognition of 17 Years of Distinguished Service

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

**WHEREAS:** Joseph W. Camp Jr. has been a faculty member in the Purdue University system since 1985

**WHEREAS:** Joseph W. Camp Jr. has served as a member of the Purdue University Senate from 1991 – 1994, and then again from 2000 until the present day

**WHEREAS:** Joseph W. Camp, Jr. has served the University and the Senate with distinction as Secretary of Faculties, Parliamentarian, and Advisor since the summer of 2003

**WHEREAS:** Joseph W. Camp, Jr. is today attending his last meeting of the Purdue University Senate prior to his retirement from Purdue University in June of 2020.

**THEREFORE, BE IT RESOLVED THAT:** The University Senate formally recognizes and salutes Joseph W. Camp Jr. for his sustained excellence and his lasting contributions to effective governance at Purdue University.

**Past Senate Members and Staff Supporting Signatories:** Natalie Carroll, Ray DeCarlo, Stephanie Dykhuizen, Joan Fulton, Patricia Hart, William Harper, Annie Jarrard, Morris Levy, Linda J. Mason, William McBride, Jane Morris, Alberto J. Rodriguez, Timothy L. Skvarenina, Terry Stewart, Bernard Tao, Howard N. Zelaznik

**CALENDAR OF STATUS OF LEGISLATION**

<b>SENATE DOCUMENT</b>	<b>TITLE</b>	<b>ORIGIN</b>	<b>SENATE</b>
<b>18-02</b>	<b>Senate Document 18-02</b> Purdue Graduate Student Government Bill of Rights and Responsibilities Resolution – Revised	Presented by Student Affairs Committee	*Approved 18 November 2019
<b>18-10</b>	<b>Senate Document 18-10</b> Bylaws of the University Senate Regarding Section 5.02	Presented by Nominating Committee	*Approved 9 September 2019
<b>18-11</b>	<b>Senate Document 18-11</b> Bylaws of the University Senate Regarding Section 5.21	Presented by Nominating Committee	*Approved 9 September 2019
<b>19-01</b>	<b>Senate Document 19-01</b> Course Retake Police Amendment	Presented by Educational Policy Committee	*Approved 18 November 2019
<b>19-02</b>	<b>Senate Document 19-02</b> Resolution on Airport Parking Reimbursement	Presented by Faculty Affairs Committee	*Approved 21 October 2019
<b>19-03</b>	<b>Senate Document 19-03</b> Inclusion Resolution	Present by Equity and Diversity Committee	*Approved 21 October 2019
<b>19-04</b>	<b>Senate Document 19-04</b> Voter ID Resolution	Presented by Equity and Diversity Committee	*Approved 9 September 2019
<b>19-05</b>	<b>Senate Document 19-05</b> Resolution on Health Care Plan Changes	Presented by Faculty Affairs Committee	*Approved 21 October 2019
<b>19-06</b>	<b>Senate Document 19-06</b> Local Transportation Options Resolution	Presented by Student Affairs Committee	*Approved 18 November 2019

## **CALENDAR OF STATUS OF LEGISLATION**

<b>19-07</b>	<b>Senate Document 19-07</b> Nominees for the Educational Policy Committee	Presented by Nominating Committee	*Approved 21 October 2019
<b>19-08</b>	<b>Senate Document 19-08</b> Senate Reapportionment	Presented by Steering Committee	*Approved 18 November 2019
<b>19-09</b>	<b>Senate Document 19-09</b> Free the Tampon Resolution	Presented by Equity and Diversity Committee	*Approved 17 February 2020
<b>19-10</b>	<b>Senate Document 19-10</b> Diversity Statement Resolution	Presented by Equity and Diversity Committee	*Approved 17 February 2020
<b>19-11</b>	<b>Senate Document 19-11</b> Basic Needs Security Resolution	Presented by Equity and Diversity Committee	*Approved 27 January 2020
<b>19-12</b>	<b>Senate Document 19-12</b> Gender Marker Options on Purdue University Forms	Presented by Equity and Diversity Committee	*Approved 17 February 2020
<b>19-13</b>	<b>Senate Document 19-13</b> Proposed Changes to the Foundational Outcomes Language of the University Core Curriculum	Presented by Educational Policy Committee	*Approved 23 March 2020
<b>19-14</b>	<b>Senate Document 19-14</b> Grief Absence Policy Revision – Final	Presented by Educational Policy Committee	*Approved 23 March 2020
<b>19-15</b>	<b>Senate Document 19-15</b> Revised Academic Progress and Records Committee (APR) Charge	Presented by Educational Policy Committee	*Withdrawn 20 April 2020
<b>19-16</b>	<b>Senate Document 19-16</b> SAT and ACT and Undergraduate Admissions	Presented by Student Affairs Committee Educational Policy Committee	*Failed 20 April 2020

## **CALENDAR OF STATUS OF LEGISLATION**

<b>19-17</b>	<b>Senate Document 19-17</b> Degree Requirements for Civics Literacy	Presented by Educational Policy Committee	*Failed 20 April 2020
<b>19-18</b>	<b>Senate Document 19-18</b> Mental Health Statement – University Senate Resolution	Presented by Student Affairs Committee	*Approved 20 April 2020
<b>19-19</b>	<b>Senate Document 19-19</b> Food Insecurity and Grocery Store Resolution	Presented by Student Affairs Committee	*Approved 23 March 2020
<b>19-20</b>	<b>Senate Document 19-20</b> Nominees for Vice-Chair of the Senate	Presented by Nominating Committee	*Approved 23 March 2020
<b>19-21</b>	<b>Senate Document 19-21</b> The Senate’s anti-Asian and anti- Asian American bigotry statement	Presented by Equity and Diversity Committee	*Approved 23 March 2020
<b>19-22</b>	<b>Senate Document 19-22</b> Nominees for the University Grade Appeals Committee	Presented by Nominating Committee	*Approved 20 April 2020
<b>19-23</b>	<b>Senate Document 19-23</b> Nominees for the Educational Policy Committee	Presented by Nominating Committee	*Approved 20 April 2020
<b>19-24</b>	<b>Senate Document 19-24</b> Nominees for the Equity and Diversity Committee	Presented by Nominating Committee	*Approved 20 April 2020
<b>19-25</b>	<b>Senate Document 19-25</b> Nominees for the Faculty Affairs Committee	Presented by Nominating Committee	*Approved 20 April 2020
<b>19-26</b>	<b>Senate Document 19-26</b> Nominees for the Nominating Committee	Presented by Nominating Committee	*Approved 20 April 2020

## **CALENDAR OF STATUS OF LEGISLATION**

<b>19-27</b>	<b>Senate Document 19-27</b> Nominees for the Steering Committee	Presented by Nominating Committee	*Approved 20 April 2020
<b>19-28</b>	<b>Senate Document 19-28</b> Nominees for the Student Affairs Committee	Presented by Nominating Committee	*Approved 20 April 2020
<b>19-29</b>	<b>Senate Document 19-29</b> Nominees for the University Resources Policy Committee	Presented by Nominating Committee	*Approved 20 April 2020
<b>19-30</b>	<b>Senate Document 19-30</b> Disposition of the Election Procedures Inquiry Commission	Presented by Faculty Affairs Committee	*Approved 27 April 2020
<b>19-31</b>	<b>Senate Document 19-31</b> Commendation for Joseph W. Camp, Jr., in Recognition of 17 Years of Distinguished Service	Presented by Loring Nies	*Approved 27 April 2020



**Dr. Tilford R. Cline, 80, Emeritus Professor of Animal Sciences, died Thursday, February 13, 2020, West Lafayette.**

Tip was born March 15, 1939, to Byron Ray and Margaret Thornborrow Cline in Cass County, IL. He received his Bachelors, Masters, and Ph.D. from the College of Agriculture at the University of Illinois, Champaign-Urbana. After his university education, Tip moved to West Lafayette and was a Purdue Professor of Animal Science for 40 years where he mentored multiple graduate students and faculty. He loved teaching and his swine research. He was proud to be a Charter Member and Chairman of the Midwest Swine Nutrition Conference and served as Chair for the first 15 years, he then continued to serve on the planning committee through its 20-year history. In 1998, he received the American Society of Animal Science Fellow Award for Teaching. Tip is survived by his 2 children, Michelle Cline and Todd Cline, both of West Lafayette; Grand-Kitty, Dolly, of West Lafayette; former wife, Mary Cline Meyer, of Petersburg, IN; and loving cousins in Central Illinois and California. He loved spending time with family and friends, traveling around the world, and was especially proud of traveling to all 50 states. He enjoyed his free time working in the yard, gardening, and all things sports, whether on TV or cheering on the Cubs and the Purdue Football/Basketball teams in person. Tip dedicated his life to serving others. His sudden death happened while he was clearing snow for his neighbor. Tip will be dearly missed by all who knew him".

Senate Chair Remarks  
Cheryl Cooky, Ph.D.  
April 20, 2020

Good afternoon. I hope everyone is doing well, or as well as can be expected given the unprecedented times we are in. I feel like I have finally grown accustomed to the 'new normal' of remote learning, Zoom meetings, social distancing, and shelter-at-home. I never envisioned delivering my final Senate remarks from my kitchen on Zoom, however most of us probably never envisioned the times we are in.

During times of crisis, I find that there is a clarity that is only achieved when the fog of the everyday grind is lifted, and the reality of our mortality is brought into focus. It makes one realize what matters in life and what doesn't, what is important and what is trivial. In these times, things that would typically be bothersome, perhaps sitting in traffic or getting cut off while waiting in line, seem relatively insignificant. We just do not have the energy or capacity to worry about the trivial every-day annoyances we might encounter. Instead, our energies are focused on what truly matters... and what truly matters is brought to bear in vivid and visceral ways.

As I reflect back on this past year serving as Senate Chair, what truly matters has been brought into sharp focus. As you all know, I have been guided by a philosophy of leadership defined by collaboration and collective goals. I am pleased to say this past year we have continued to build trust and improve connections with the administration. I have seen firsthand the benefits of having a seat at the table and having our voices heard. The Senate has provided important advisement on a number of issues, and that input has had a real impact in shaping decisions and policies. The positive, collaborative relationship we have with the administration and the Board of Trustees is even more important now as we navigate our way through uncharted territory. I believe the Senate will continue to be in good hands as we transition leadership to Chair Deb Nichols and Vice Chair Steve Beaudoin. Their proven leadership as co-chairs of the Purdue Global Special Committee is evidence of the effectiveness of collaborative and collective efforts.

This past year, we have had a number of important resolutions come out of committee that are having a positive impact on the Purdue community and the Purdue experience. We have also been able to advise on a number of important changes, especially regarding COVID-19, and the opportunity to do so is a result of the trust and collaborative relationships the Senate has with the administration. Moreover, today we are voting on several resolutions, including a change to the degree requirements. This year-long effort would not be possible without the members of the working group, which include a diverse group of students, administrators, faculty and Senators working together towards a common goal. I am proud of this effort and today the Senate has an opportunity to further enhance the quality education we provide here at Purdue.

While there is much more I had hoped to accomplish this spring semester, including college-level discussions on intellectual property for example, that have now been placed on the back-burner given the challenges posed by COVID-19, I believe we all should be proud of what we have accomplished this year as a Senate. I am deeply appreciative of the leadership in PSG, PGSG, APSAC and CSSAC. I wish to thank each of the Standing Committee chairs and all the Senators and faculty who serve on standing committees and faculty committees. To all the administrators who serve in an advisory capacity on those committees, I thank you as well.

The Senate is only as strong as the sum of its parts, and this year we have been particularly strong as an organization. We will need to continue to be strong, working together alongside the administration. Your time and effort, your willingness to work collaboratively and as a team is needed now more than ever.

Yesterday, I was reminded of this as I watched the first episodes of ESPN's *The Last Dance*, a documentary film about the Chicago Bulls' run for a sixth NBA title. As a Chicago native who grew up with the 1990s Bulls team, I must admit I was a bit taken in by the nostalgia of the era. Re-living the joy of watching Jordan flying through the air with seemingly little effort was welcome a reprieve in the time of COVID. Yet, what struck me in that retrospective was not so much the joy of watching the athletic prowess of Michael Jordan, undeniably the best men's professional basketball player of all time, it was the way in which the success of the Bulls was defined not by one player but by the team and the coach, working together, driven by a shared goal: to win a sixth championship. The Bulls would not be the dynasty they were without Scottie Pippen, Toni Kukoč, Dennis Rodman, Luc Longley, Ron Harper, Steve Kerr, Phil Jackson as coach... well, you get my point here. We are stronger as an organization, we are stronger as a University, when we work together as a team towards a shared goal. This requires sacrifice, compromise, effort, and an unwillingness to be distracted by the noise of the trivial.

Although my term as Senate Chair is coming to an end, I leave confident in the incoming leadership and in the membership of the Senate. I know we will continue to be successful and to continue to demonstrate to our colleagues and to the University that the work of the Senate matters, that it has an impact, and that it makes a positive difference.

It has truly been my pleasure and honor to serve as your Senate Chair. Thank you for your confidence in my leadership, your support and trust, and your willingness to collaborate. I am proud of what we have done, and look forward with optimism towards the future despite the challenges we will face. Given the pandemic, we have a rough road ahead however, I believe in working together as a team the Senate can be a *difference maker*.

Thank you.

# ***UNIVERSITY SENATE***

April 20, 2020

***“The outlook for higher education is changing to negative...universities face unprecedented enrollment uncertainty, risks to multiple revenue streams, and potential material erosion in their balance sheets.”***

*-Moody's*

“Colleges across the nation are scrambling to close deep budget holes and some have been pushed to the brink of collapse after the coronavirus outbreak triggered financial losses that could total more than \$100 million at some institutions...some say huge shares of their reserves have been wiped out amid wild swings in the stock market....Even if campuses reopen this fall, many worry large numbers of students won't return. There's widespread fear that an economic downturn will leave many Americans unable to afford tuition, and universities are forecasting steep drop-offs among international students who may think twice about studying abroad so soon after a pandemic.

*-Associated Press*

“Higher education is not going to be the first thing on a governor's list [of funding priorities]. There will be so much less tax revenue, and so many states depend on sales tax. There is no sales tax if there are no sales. It can be a crisis for some going forward.”

*-Susan Shaman, co-author of The College Stress Test*

“We expect to see declines of charitable support of higher education giving in the next two fiscal years. When the economy contracts, charitable giving in general also contracts.”

*-Ann Kaplan, Council for Advancement and Support of Education*

## ***Affordable universities have a competitive advantage***

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“...a global pandemic and fears of a recession along with soaring college costs and record student loan debt will push more students and families to choose local and less-expensive public schools rather than private universities far from home.”

*-CNBC / Robert Franek, editor-in-chief of The Princeton Review*

“Heightened by fears of a sharp economic slowdown brought on by the coronavirus outbreak, a majority of students and parents now say affordability and dealing with the debt burden that often goes hand-in-hand with a degree is their top concern...”

*-CNBC /The Princeton Review's 2020 College Hopes & Worries survey*

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

**STEERING COMMITTEE**

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

**ADVISORY COMMITTEE**

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

**NOMINATING COMMITTEE**

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

1. The Nominating Committee will present the Senators we are nominating for the Standing Committees.

**EDUCATIONAL POLICY COMMITTEE**

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

1. The EPC is bringing resolutions associated with a Civics Literacy Requirement and SAT/ACT admission requirements for votes by the senate.
2. The EPC has decided to recall a resolution on changing the charge of the Academic and Progress and Records Committee that was to come to a vote at the next meeting, due to factors associated with our current move to remote teaching.
3. All other business on regulations, etc., has been sidelined while members of the committee work to support the Provosts office in their continued effort to transfer to remote teaching.

**EQUITY AND DIVERSITY COMMITTEE**

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

1. COVID-19, the University response, and the impact on or faculty, staff, and students
2. Housing for graduate students
3. Food security on campus
4. Faculty and staff diversity and inclusion continuing education recommendations
5. Diversity statement requirement for new faculty hires – education/training
6. Lactation spaces for students and staff
7. Stem Equity Achievement (SEA) Change program

**FACULTY AFFAIRS COMMITTEE**

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

1. Committee reports
2. Results from the Elections Procedure Inquiry Commission

**STUDENT AFFAIRS COMMITTEE**

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

1. Housing
2. Mental Health

**UNIVERSITY RESOURCES POLICY COMMITTEE**

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

1. Current URPC membership are overwhelmingly supportive of Prof. Dr. Janice Kritchevsky to chair the committee next year. This will be formally confirmed by vote of new and returning members in months ahead.

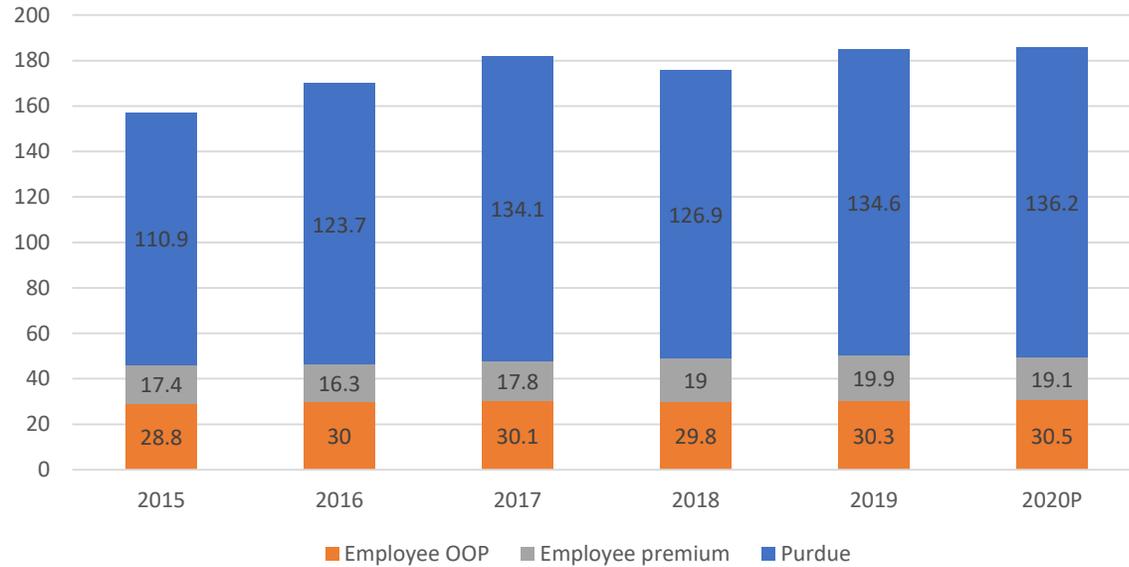
Chair of the Senate, Cheryl Cooky, [senate-chair@purdue.edu](mailto:senate-chair@purdue.edu)  
Vice Chair of the Senate, Deborah Nichols [deborahnichols@purdue.edu](mailto:deborahnichols@purdue.edu)  
Secretary of the Senate, Joseph W. Camp, Jr., [jcamp@purdue.edu](mailto:jcamp@purdue.edu)  
University Senate Minutes; <https://www.purdue.edu/senate>

# *UNIVERSITY SENATE BENEFITS PRESENTATION*

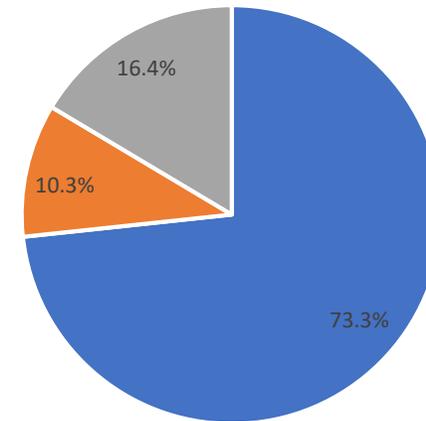
**April 20, 2020**

# 2019 Financial Outcomes

# 2019 Healthcare Expenditures



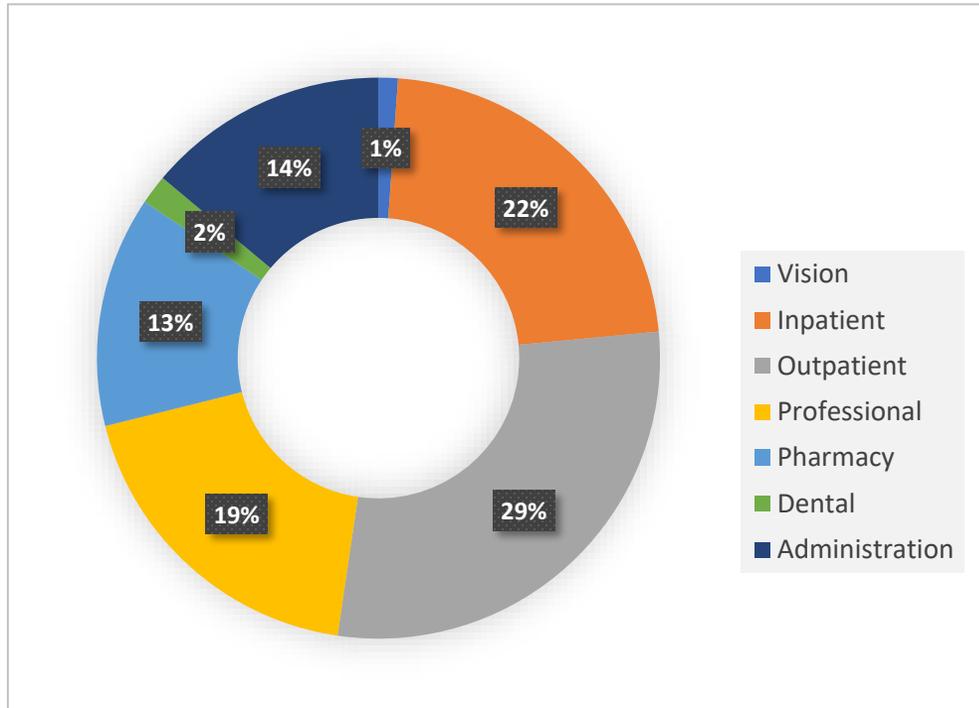
\*dollars are in millions



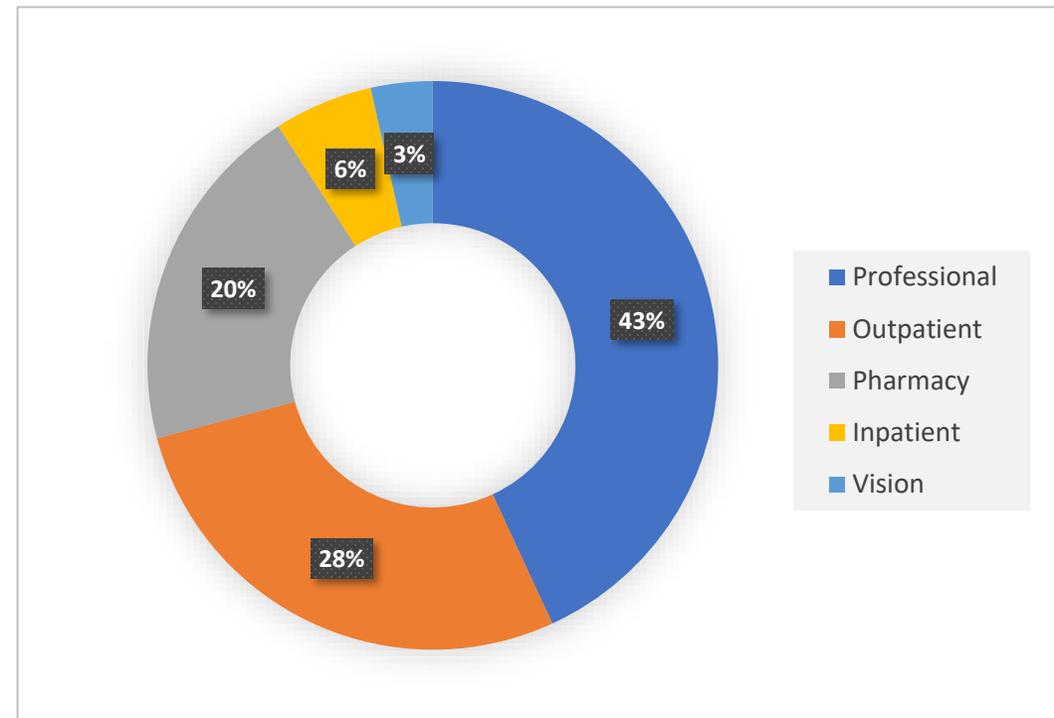
■ Purdue Paid Premium ■ Employee Paid Premium ■ Employee Out of Pocket

# 2019 Healthcare Expenditures

## 2019 Purdue Spend



## 2019 Employee Spend



# Healthy Boiler 2019 Engagement

Healthy Boiler 2019			
Participation	Campus		
	Fort Wayne	Northwest	West Lafayette
Employee	286	276	3,434
Spouse	1,320		
<b>TOTAL</b>	<b>5,316</b>		

## Employee & Spouse – Physical Compliance

	2015	2016	2017	2018	2019
# Eligible	15,113	15,572	15,718	15,561	15,251
# Compliant	5,848	6,224	6,197	7,502	8,218
% Compliance	39%	40%	39%	48%	54%

# Center for Healthy Living - Outcomes

	CHL Participant	Non-Participant
Prescriptions with 12 or more active ingredients (% of those engaged)	7%	9%
Emergency Room Visits	9%	9%
Concurrent Risk	1.23	1.28

Hypertension Management	Counts	CHL Participant	Counts	Non-Participant
Plan Paid PMPY (Med & Rx)	786	\$7,708	4,152	\$14,587

Diabetes Management	Counts	CHL Participant	Counts	Non-Participant
Plan Paid PMPY (Med & Rx)	275	\$9,626	1,222	\$17,129

Engagement	Counts	CHL Participant	Counts	Non-Participant
Primary Care – Employees & Spouses	3,759	\$4,399	12,229	\$7,048

# 2020 Approved Changes

# Approved 2020 Changes

Strategy	Plan Savings	Employee Savings
No employee premium increase		X
Index \$44k salary tier by merit; \$45,500 for 2020		X
Increase tobacco user rate from \$500 to \$1,000/year	X	
Add new premium rates for working spouses	X	
Premium increase pre-65 retirees (5%)	X	
Specialty Rx Management	X	X
Cancer concierge	X	X
Prescription concierge	X	X
Sunset PPO; replace with HDHP 1/1/2021	X	
Health Sync Tier	X	X
Bundled Programs under Medical Plan	X	X

# *Administrative Reviews, Renewals or RFPs*

- Direct Agreement RFPs - Completed
  - Imaging
  - Joint Replacement
- Renewals
  - BenefitFocus
  - Voluntary Benefits
  - One to One Health
  - Mid America Clinical Labs
  - Life & AD&D Insurance
- Reviews
  - Lifestyle and wellness program review
  - Healthy Boiler Incentive Review
  - Mental Health Resources
- Direct Agreement RFPs - In Progress
  - Physical Therapy
  - Infusion
  - Specialty Prescriptions

## 2021 Considerations

# 2021 Considerations

Strategy	Plan Savings	Employee Savings
Sunset PPO; replace with HDHP 1/1/2021	X	X
Steer toward Franciscan THTK replacement bundle	X	
Benefit salary tier – increase with merit		X
Increase Spousal Surcharge	X	
Front-load Purdue contribution to HSA		
Additional Healthy Boiler Incentives		
Increase Retiree / LTD Premium	X	
Establish Pre-65 Eligibility Rule	X	
Bring Dental Buy-Up plan to benchmark		
Preventive Dental Cost-Share	X	
Unlock Vision Plan from Medical	X	
Additional Specialty Rx Management	X	X
Hearing Aid Coverage		
Purdue Owned Facility	X	X
Direct Agreements – Physical Therapy and Infusion	X	X

***THANK YOU***

# Appendix

# 2021 Considerations – Medical Plans

## 2021 Plan Alternatives

	PPO			HSA 1			HSA 2		
	HealthSync	In-Network	Out-Network	HealthSync	In-Network	Out-Network	HealthSync	In-Network	Out-Network
<b>Annual Deductible</b>									
Single	\$750	\$1,250	\$3,000	\$1,500	\$2,000	\$3,500	\$2,000	\$2,750	\$5,000
Family	\$1,500	\$2,500	\$6,000	\$3,000	\$4,000	\$7,000	\$4,000	\$5,500	\$10,000
<b>Coinsurance</b>	90%/10%	80%/20%	60%/40%	90%/10%	80%/20%	60%/40%	90%/10%	75%/25%	55%/45%
Single	\$2,000	\$2,900	\$5,000	\$3,000	\$3,750	\$7,000	\$4,250	\$5,250	\$10,000
Family	\$4,000	\$5,800	\$10,000	\$6,000	\$7,500	\$14,000	\$8,500	\$10,500	\$20,000

### Alternative 1

	New HSA 1			HSA 2			HSA 3		
	HealthSync	In-Network	Out-Network	HealthSync	In-Network	Out-Network	HealthSync	In-Network	Out-Network
<b>Annual Deductible</b>									
Single	\$1,450	No coverage	No coverage	\$1,500	\$2,000	\$3,500	\$2,000	\$2,750	\$5,000
Family	\$2,900	No coverage	No coverage	\$3,000	\$4,000	\$7,000	\$4,000	\$5,500	\$10,000
<b>Coinsurance</b>	90%/10%	No coverage	No coverage	90%/10%	80%/20%	60%/40%	90%/10%	75%/25%	55%/45%
<b>Out of Pocket Maximum</b>									
Single	\$2,250	No coverage	No coverage	\$3,000	\$3,750	\$7,000	\$4,250	\$5,250	\$10,000
Family	\$4,500	No coverage	No coverage	\$6,000	\$7,500	\$14,000	\$8,500	\$10,500	\$20,000

### Alternative 2

	New HSA 1			HSA 2			HSA 3		
	HealthSync	In-Network	Out-Network	HealthSync	In-Network	Out-Network	HealthSync	In-Network	Out-Network
<b>Annual Deductible</b>									
Single	\$1,450	\$2,000	\$3,000	\$1,500	\$3,000	\$3,500	\$2,000	\$4,000	\$5,000
Family	\$2,900	\$4,000	\$6,000	\$3,000	\$6,000	\$7,000	\$4,000	\$8,000	\$10,000
<b>Coinsurance</b>	90%/10%	80%/20%	60%/40%	90%/10%	80%/20%	60%/40%	90%/10%	80%/20%	60%/40%
<b>Out of Pocket Maximum</b>									
Single	\$2,250	\$3,250	\$6,000	\$3,000	\$4,500	\$7,000	\$4,250	\$6,000	\$10,000
Family	\$4,500	\$6,500	\$12,000	\$6,000	\$9,000	\$14,000	\$8,500	\$12,000	\$20,000

# 2021 Considerations – Medical Plans

## Alternative 3

	HSA 1			HSA 2			New HSA 3		
	HealthSync	In-Network	Out-Network	HealthSync	In-Network	Out-Network	HealthSync	In-Network	Out-Network
<b>Annual Deductible</b>									
Single	\$1,500	\$2,000	\$3,500	\$2,000	\$2,750	\$5,000	\$2,500	\$3,500	\$6,500
Family	\$3,000	\$4,000	\$7,000	\$4,000	\$5,500	\$10,000	\$5,000	\$7,000	\$7,000
<b>Coinsurance</b>	90%/10%	80%/20%	60%/40%	90%/10%	75%/25%	55%/45%	90%/10%	80%/20%	60%/40%
<b>Out of Pocket Maximum</b>									
Single	\$3,000	\$3,750	\$7,000	\$4,250	\$5,250	\$10,000	\$5,000	\$7,000	\$13,000
Family	\$6,000	\$7,500	\$14,000	\$8,500	\$10,500	\$20,000	\$10,000	\$14,000	\$14,000

## Alternative 4

	HSA 1			HSA 2			HSA 3		
	HealthSync	In-Network	Out-Network	HealthSync	In-Network	Out-Network	HealthSync	In-Network	Out-Network
<b>Annual Deductible</b>	Non-Embedded; Medical & Rx Combined			Non-Embedded; Medical & Rx Combined			Non-Embedded; Medical & Rx Combined		
Single	\$1,500	\$2,000	\$3,500	\$2,000	\$2,750	\$5,000	\$3,000	\$4,000	\$6,500
Family	\$3,000	\$4,000	\$7,000	\$4,000	\$5,500	\$10,000	\$6,000	\$8,000	\$7,000
<b>Coinsurance</b>	90%/10%	80%/20%	60%/40%	90%/10%	75%/25%	55%/45%	90%/10%	80%/20%	60%/40%
<b>Out of Pocket Maximum</b>									
Single	\$3,000	\$3,750	\$7,000	\$4,250	\$5,250	\$10,000	\$5,500	\$8,000	\$13,000
Family	\$6,000	\$7,500	\$14,000	\$8,500	\$10,500	\$20,000	\$11,000	\$16,000	\$14,000

All Plans Include the Following:

<b>Office Visits</b>							
Center for Healthy Living - WL Preventive Care	\$25 copay; towards Ded & Coins 100% coverage	N/A Ded. & Coins.	\$25 copay; towards Ded & Coins 100% coverage	N/A Ded. & Coins.	\$25 copay; towards Ded & Coins 100% coverage	N/A Ded. & Coins.	N/A Ded. & Coins.
<b>Prescription Drugs - Retail</b>	Annual Deductible applies only to Non-Preventive Prescriptions		Annual Deductible applies only to Non-Preventive Prescriptions				
Preventive Generic	100% coverage	N/A	100% coverage	N/A	100% coverage	N/A	
Generic	Actual cost; \$10 maximum	N/A	Actual cost; \$10 maximum	N/A	Actual cost; \$10 maximum	N/A	
Preferred Brand	35% to a max of \$50	N/A	35% to a max of \$50	N/A	35% to a max of \$50	N/A	
Non-Preferred Brand	50% to a max of \$75	N/A	50% to a max of \$75	N/A	50% to a max of \$75	N/A	
Specialty Rx	55% to a max of \$250	N/A	55% to a max of \$250	N/A	55% to a max of \$250	N/A	

# 2021 Considerations – Healthy Boiler Incentive – Op1



		HSA/HRA Incentive Menu: \$325 (completed physical and biometrics required)		Employee		Spouse	
				Incentive	Annual Maximum	Incentive	Annual Maximum
		<b>Frequency</b>					
<b>Step 1 (required)</b>	<b>Physical and Biometrics</b>						
	Complete Annual Physical Upload Provider form and complete required fields	Annual	\$200	\$200	\$200	\$200	
<b>Step 2 (required)</b>	Complete Annual Biometrics Upload Biometric form and complete required fields	Annual	\$125	\$125	\$125	\$125	
	<b>Well-being Activities</b>						
<b>Optional (can earn up to \$300 through various Well-being activities)</b>	Well-being Badges (each badge earned = \$100, Max 300)	Annual	\$100	\$300	\$100	\$300	
	<b>Behavioral</b> Participate in a Monthly Behavioral-related Healthy Boiler Challenge						
	<b>Financial</b> Participate in a Financial Wellness related Monthly Healthy Boiler Challenge	Annual	\$100		\$100		
	<b>Physical</b> Participate in a Monthly Physical Wellness related Healthy Boiler Challenge	Annual	\$100		\$100		
	<b>Social</b> Participate in a Monthly Social related Healthy Boiler Challenge	Annual	\$100		\$100		
	<b>Work-life Balance</b> Participate in a Monthly Work-life Balance related Healthy Boiler Challenge	Annual	\$100		\$100		

\*Challenges are offered at the beginning of each month for one quarter

\*\*New challenges offered at the beginning of each quarter

# 2021 Considerations – Healthy Boiler Incentive – Op2



HSA/HRA Incentive Menu: \$325 (completed physical and biometrics required)						
			Employee		Spouse	
		Frequency	Incentive	Annual Maximum	Incentive	Annual Maximum
Step 1 (required)	<b>Physical &amp; Biometrics</b>					
	Complete Annual Physical	Annual	\$200	\$200	\$200	\$200
	Upload Provider form and complete required fields					
Step 2 (required)	Complete Annual Biometrics	Annual	\$125	\$125	\$125	\$125
Optional	<b>Well-being Screenings</b>					
	Complete Sex Specific Wellness Screenings	Annual	\$100	\$300	\$100	\$300
	Well-Woman Screening		\$100		\$100	
	Well-Man Screening		\$100		\$100	
	Mammogram		\$100		\$100	
	Colonscopy or Colorectal Screening		\$100		\$100	
	Annual Vision Screening		\$100		\$100	
	Preventive Dental Exam		\$100		\$100	
	Preventative Skin Cancer Screening		\$100		\$100	

# 2021 Considerations – Dental Plans – Option 1

## (1) Proposed 2021 Alternative

### Preventive Only Plan

DENTAL PLAN AT A GLANCE	In-Network	Out-of-Network
Annual Benefit Maximum – (Calendar Year) · Per insured person	\$500	\$500
Annual Deductible – (Calendar Year) · Per insured person · Family maximum	No deductible	No deductible
Deductible Waived for Diagnostic/Preventive Services	N/A	N/A
Out-of-Network Reimbursement	80th percentile	

Dental Services	In-Network Anthem Pays:	Out-of-Network Anthem Pays:	Waiting Period
Diagnostic and Preventive Services · Periodic oral exam · Teeth cleaning (prophylaxis) · Bitewing X-rays (once in calendar year for all ages) · Intraoral X-rays	100% coinsurance	100% coinsurance	No waiting period
Employee Contribution %	0%		

### Buy Up Option 1

DENTAL PLAN AT A GLANCE	In-Network	Out-of-Network
Annual Benefit Maximum – (Calendar Year) · Per insured person	\$1,600	\$1,000
Orthodontic Lifetime Benefit Maximum · Per eligible insured child	\$1,600	\$500
Annual Deductible – (Calendar Year) · Per insured person · Family maximum	\$40 single; \$90 family limit	\$75 No limit
Deductible Waived for Diagnostic/Preventive Services	Yes	Yes
Out-of-Network Reimbursement	80th percentile	

Dental Services	In-Network Anthem Pays:	Out-of-Network Anthem Pays:	Waiting Period
Diagnostic and Preventive Services · Periodic oral exam · Teeth cleaning (prophylaxis) · Bitewing X-rays (once in calendar year for all ages) · Intraoral X-rays	100% coinsurance	100% coinsurance	No waiting period
Basic Services · Amalgam (silver-colored) Filling · Front composite (tooth-colored) Filling · Back Composite Filling, covered as composite · Simple Extractions	80% coinsurance	50% coinsurance	No waiting period
Endodontics · Root canal	50% coinsurance	40% coinsurance	No waiting period
Periodontics · Scaling and root planing	50% coinsurance	40% coinsurance	No waiting period
Oral Surgery · Surgical Extractions	50% coinsurance	40% coinsurance	No waiting period
Major Services · Crowns	50% coinsurance	30% coinsurance	No waiting period
Prosthodontics · Dentures · Bridges · Dental Implants (covered)	50% coinsurance	30% coinsurance	No waiting period
Prosthetic Repairs/Adjustments	50% coinsurance	50% coinsurance	No waiting period
Orthodontic Services · Dependent children only*	60% coinsurance	40% coinsurance	No waiting period

### Buy Up Option 2

DENTAL PLAN AT A GLANCE	In-Network	Out-of-Network
Annual Benefit Maximum – (Calendar Year) · Per insured person	\$1,000	\$1,000
Orthodontic Lifetime Benefit Maximum · Per eligible insured child	Not covered	N/A
Annual Deductible – (Calendar Year) · Per insured person · Family maximum	\$25 single/\$75 max	\$25 single/\$75 max
Deductible Waived for Diagnostic/Preventive Services	Yes	Yes
Out-of-Network Reimbursement	80th percentile	

Dental Services	In-Network Anthem Pays:	Out-of-Network Anthem Pays:	Waiting Period
Diagnostic and Preventive Services · Periodic oral exam · Teeth cleaning (prophylaxis) · Bitewing X-rays (once in calendar year for all ages) · Intraoral X-rays	100% coinsurance	N/A	No waiting period
Basic Services · Amalgam (silver-colored) Filling · Front composite (tooth-colored) Filling · Back Composite Filling, covered as composite · Simple Extractions	50% coinsurance	N/A	No waiting period
Endodontics · Root canal	25% coinsurance	25% coinsurance	No waiting period
Periodontics · Scaling and root planing	25% coinsurance	25% coinsurance	No waiting period
Oral Surgery · Surgical Extractions	50% coinsurance	N/A	No waiting period
Major Services · Crowns	25% coinsurance	N/A	No waiting period
Prosthodontics · Dentures · Bridges · Dental Implants (covered)	25% coinsurance	N/A	No waiting period
Prosthetic Repairs/Adjustments	25% coinsurance	N/A	No waiting period
Orthodontic Services · Dependent children only*	Not covered	N/A	N/A

# *2021 Considerations – Center for Healthy Living*

## **2020**

- Additional Space
  - Coaches, Dietician, EAP, Pharmacists, Potential Infusion
- Additional Provider and MA
- Increasing EAP to 2.0 FTE
- Potential additional Coach

## **2021**

- Telehealth
- Additional Provider and MA
- Potential additional Coach or Dietician

# *2021 Considerations – Purdue Owned Facility*

## **Services**

- Primary and Acute Care
- No-cost Wellness
- Disease management
- Mental Health / EAP
- 24/7 Express Care
- Physical Therapy
- Imaging
- Pharmacy
- Full service lab
- Infusion
- Dental
- Vision
- Dermatology
- Endocrine
- Cardio/Pulmonary
- Rheumatology
- Orthopedics
- Ear, Nose, Throat
- Allergist

# Medical and Prescription Costs

	2019 Count	Annual Total	Per Member Per Year
Employees	12,134	\$70,778,895	\$5,833
Spouses	4,950	\$37,958,403	\$7,668
Children	8,826	\$27,001,024	\$3,059

Spousal Claims	\$37.9M
Spousal Premium Collected	\$8.7M
Balance	\$29.2M

Estimated savings to Purdue based on percent of spouses that work & have access to coverage

15%	\$3.0M
20%	\$4.0M
25%	\$5.0M

# 2021 Considerations – Vision Plan

## Estimated Impact of Unbundling Vision from Medical Election

	A. Stand Alone Vision Renewal Assuming Same Enrollment as Medical		B. Stand Alone Vision Renewal Unlocking from Medical (Reflecting Adverse Selection)	
<b>Expected Claims</b>				
Paid Claims (1/1/2019 - 12/31/2019)	\$1,686,578		\$1,686,578	
Adverse Selection Impact	N/A		1.23	
<b>Total</b>	<b>\$1,686,578</b>		<b>\$2,074,491</b>	
Annual Trend	2.00%		2.00%	
No. of Months of Trend	24		24	
Applied Trend	1.0404		1.0404	
Expected Claims (1/1/2021-12/31/2021)	\$1,754,716		\$2,158,300	
Lagged Enrollment Exposure	143,560		143,560	
Expected Claims PEPM	\$12.22		\$15.03	
<b>Fixed Expense - VSP Administration</b>	<b>\$1.00</b>		<b>\$1.00</b>	
<b>2021 Needed Premium PEPM</b>	<b>\$13.22</b>		<b>\$16.03</b>	
<b>Current Premium</b>				
		Lagged enrollment exposure		
Employee Only	\$6.71	65,461		
Employee & Spouse	\$12.16	23,087		
Employee & Children	\$12.97	18,728		
Family	\$19.63	36,284		
Current 2020 Composite Premium	\$11.67	143,560		\$11.67
<b>Needed Increase for 1/1/2021</b>	<b>13.3%</b>		<b>37.4%</b>	
<b>Preliminary 2021 Premium Rates</b>				
Employee Only	\$7.60		with adverse selection	\$9.22
Employee & Spouse	\$13.78			\$16.71
Employee & Children	\$14.69			\$17.82
Family	\$22.24			\$26.97
Composite Premium	\$13.22			\$16.03

# 2021 Considerations – Hearing Aids

## Estimating the Cost of Covering Hearing Aids

Plan Participants by Age Bands (January 1, 2020 Age)

	< 30	30-39	40-49	50-59	60+	Total
Active Participants	1,133	2,787	2,622	2,859	2,153	11,554
Spouses of Active Participants	178	943	1,028	1,160	1,006	4,315
LTD Participants	0	0	8	19	38	65
Spouses of LTD Participants	0	0	2	4	14	20
Retiree Participants	0	0	0	52	196	248
Spouses of Retiree Participants	0	0	0	11	25	36
<b>Total</b>	<b>1,311</b>	<b>3,730</b>	<b>3,660</b>	<b>4,105</b>	<b>3,432</b>	<b>16,202</b>

Assumed Percentage Needing Hearing Aids <sup>1</sup>	17.00%
Number Needing Hearing Aids	2,754
Assumed Percentage of Those Needing Hearing Aids Use the Benefit <sup>2</sup>	20.00%
Assumed No. of Participants Using Benefit	551
Average Cost of a Pair of Hearing Aids <sup>3</sup>	\$5,200
Maximum Covered Allowable Per Pair Under Plan <sup>4</sup>	<b>\$3,000</b>
Plan Percentage Share <sup>5</sup>	80%
<b>Estimated Total First Year Cost to Purdue</b>	<b>\$1,322,400</b>
Estimated Total First Year Cost to Participants	\$1,542,800

<sup>1</sup> National Institutes of Health regarding Hearing Aids (U.S. Department of Health and Human Services).

<sup>2</sup> National Institutes of Health regarding Hearing Aids (U.S. Department of Health and Human Services).

<sup>3</sup> Average cost of a single hearing aids equals \$2,600 (2015 report from the President's Council of Advisors on Science and Technology); most people need 2 hearing aids.

<sup>4</sup> Assumes that Purdue would cover up to \$3,000 per pair every 3 years, as this is the most prevalent plan design (National Business Group on Health 2014 Survey).

<sup>5</sup> Assumes same participant share, for medical expenses

## Provost Guidelines for Evaluation of Teaching at Purdue University

Purdue is committed to continuously enhancing and improving all aspects of our teaching mission. As part of this commitment, the university has embraced mandatory, campus-wide evaluation of teaching (1,2) for more than 20 years. In 2017, the University Senate passed a resolution that addressed on-line student evaluations of teaching (3), requesting that the Provost re-visit the current teaching evaluation requirements and system. The Provost convened a Teaching Evaluation Task Force (TETF) that explored the issue of evaluating teaching from a variety of perspectives and approaches (4). In response to these efforts, the following guidelines are adopted effective August 17, 2020:

**On-line student evaluations.** The language from the 1998 Senate action is updated to now require 10 common questions that have been designed and tested to provide meaningful, actionable information about the quality of teaching with minimal personal bias (4). The previous very general “two questions” about the instructor and course that were addressed in University Senate resolution 16-05 (3) are no longer mandatory and their use for promotion and tenure evaluations or in consideration for awards and other recognition is discouraged (recognizing that these data may be the only historical evaluation of teaching available). Units and instructors may add up to five additional questions beyond the 10 common questions, a number of which were suggested in the TETF report, but the upper limit is 15 total questions (see Appendix 1, below, for the question sets). Such questions will follow the 10 common questions on the evaluation. Mid-semester evaluations for formative purposes will be made available to instructors and their use is strongly encouraged. Faculty should have access to professional assistance in interpreting their evaluations (through the Center for Instructional Excellence, for example) if desired. A number of mechanisms, now widely tested, will be used to improve the student response rates and the usefulness of student written responses (4-5; Appendix 2, below). These 10 common questions will be assessed on a regular basis for any form of bias that might be present.

**Peer evaluations.** The TETF concurs with the 1997 report on the value of peer assessments of teaching effectiveness. Peer assessment of teaching is recommended, which can include peer evaluation of course materials, and carefully executed classroom visitations by trained evaluators. Guidelines and best practices for effective peer evaluation should be made available and used. (Some units have already composed guidance for peer evaluators (6).) Self-evaluation as a source of evidence for teaching effectiveness also has value.

**Teaching portfolios.** There is also value for some faculty or units in the development of teaching portfolios, which record in appropriate detail all the work product that an instructor has created, along with feedback. These are comprehensive documents, generated by the instructor, and can be used as a source of information for rich evaluation of teaching. Specific ideas for the format of a teaching portfolio are presented in the TETF report (4).

**Use of evaluations in promotion decisions.** Current university criteria for promotion and tenure (7) specify that the evaluation of teaching for purposes of promotion must be holistic, placed into context, and in particular not rely exclusively on a single factor, such as scores from on-line student evaluations. Thus, the assessment of teaching for promotion and tenure must include multiple forms of evaluation drawing on the evaluation of teaching by students and faculty peers, the examination of teaching portfolios, or other evidence of teaching performance. In addition, demonstrated effort and success to *improve* teaching using formative evaluation, mentor advice, or other resources should be considered positively in evaluating teaching for promotion decisions, as

should teaching innovation and teaching-related mentoring of students. The manner in which these many teaching-related factors and activities will be used for promotion decisions in a unit must be made clear to its faculty.

**Summary.** Faculty and their units are reminded that the university has in place, in existing guidelines (1) and promotion and tenure criteria (7), the elements of holistic reviews of teaching and the imperative to carry them out. All units are now challenged to fulfill these responsibilities by developing (where necessary) and rigorously applying holistic reviews of teaching for promotion and tenure and other evaluation purposes. These should include evidence such as on-line student evaluations, peer review, or other forms of teaching assessment and evaluation, and must be informed and enriched by the full range of each faculty member's teaching output. Formative evaluations of faculty as a basis for teaching improvement will also be supported and encouraged. Such efforts toward improvement, along with teaching innovations and student mentoring, will also be important considerations in assessing teaching performance for purposes of promotion and other evaluation. Finally, new developments in evaluating teaching and promoting teaching excellence that arise among our peer institutions will be monitored in the spirit of continuous improvement.

- (1) A Proposal for Evaluation of Teaching at Purdue University: A Component of an Overall Learning Assessment Initiative (Report of the Teaching Evaluation Committee). 1997.
- (2) University Senate Document 97-9 (revised). Amended and approved 27 April 1998.
- (3) University Senate Document 16-05. Amended 20 February 2017.
- (4) Report of the Teaching Evaluation Task Force, 2019.
- (5) Peterson, D.A.M., L.A. Biederman, D. Anderson, T.M. Ditonto, K. Roe, "Mitigating Gender Bias in Student Evaluations of Teaching. *PLoS ONE*, 14(5), May 15, 2019.  
<https://doi.org/10.1371/journal.pone.0216241>
- (6) *e.g.*, Process for Peer Review of Teaching for the Department of Agricultural Economics, 2006
- (7) Criteria for Tenure and Promotion for the West Lafayette Campus:  
<https://www.purdue.edu/provost/faculty/promotionandtenure.html>

## Appendix 1 – Questions for Student On-line Teaching Evaluations

**Common question set.** The following set of questions for end-of-semester course and instructor evaluation will be common across all evaluations. These questions are slightly modified from the questions used at Texas A&M University. Texas A&M has studied the responses to these questions and reported minimal gender bias<sup>1</sup>.

1. *The class activities are well prepared and organized.*
2. *The assignments aid me in achieving the class objectives.*
3. *The projects or laboratories aid me in achieving the class objectives [where relevant]*
4. *The examinations aid me in achieving the class objectives. [where relevant]*
5. *The instructor clearly explains material so that I can understand it.*
6. *The instructor is open to my questions and effectively answers them.*
7. *The instructor seems to care that I learned this material.*
8. *The instructor willingly makes time to help me.*
9. *The instructor is fair and consistent in evaluating my performance in the course.*
10. *The instructor created a welcoming and inclusive classroom environment.*

### Question set responses:

1 = strongly disagree; 2 = disagree; 3 = neither agree nor disagree; 4 = agree; 5 = strongly agree

These questions address the following areas:

- |   |                        |
|---|------------------------|
| 1. Class preparation                                | 7. Academic concern    |
| 2.-4. Assignments, labs, projects, and examinations | 8. Availability        |
| 5. Communication                                    | 9. Fairness in grading |
| 6. Responsiveness                                   | 10. Environment        |

**Optional questions.** Additional questions may be added at the option of the unit/the instructor. While units are encouraged to consider these optional questions, and perhaps others of their own design, no more than 15 questions should be used on an end of semester student evaluation.

1. *My instructor provides me choices and options.*
2. *I feel understood by my instructor.*
3. *My instructor conveys confidence in my ability to do well in the course.*
4. *My instructor encourages me to ask questions.*
5. *My instructor listens to how I would like to do things.*
6. *My instructor tries to understand how I see things before suggesting a new way to do things.*
7. *The instructor challenges me to do my best work.*
8. *I understand what is expected of me in this course.*
9. *The text for this course is helpful to me in learning the course material.*
10. *The course web page is organized to promote my success in this course.*
11. *The instructor returns assignments in a timely manner.*

### Question set responses:

1 = strongly disagree; 2 = disagree; 3 = neither agree nor disagree; 4 = agree; 5 = strongly agree

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<sup>1</sup> Johnson, M.D., A. Narayanan, and W.J. Sawaya. "Effects of Course and Instructor Characteristics on Student Evaluation of Teaching Across a College of Engineering." *Journal of Engineering Education*. 102.2 (2013): 289-318.

## **Appendix 2 – Obtaining Useful Student Feedback**

### ***Improve the Quality and Usefulness of Student Feedback***

1. Place an article on constructive, professional feedback each semester in the student government newsletter just before end of semester evaluations open.
2. Include an activity as part of a first-year experience in each college to emphasize the nature and importance of constructive, professional feedback on teaching.
3. Discuss, in appropriate first year (or other) courses, student feedback on evaluations.
4. In their classroom, instructors should discuss specifically the importance of evaluations, and what type of feedback is useful in improving the course.
5. Develop a webpage on constructive student feedback (Student Tips for Evaluations) and place a link on the student course-instructor evaluation web page to this information. Student and faculty representatives should partner with the developers and the Center for Instructional Excellence (CIE) to provide feedback about website content and layout before it is released. Publicity about the website and its purpose should be disseminated through *Purdue Today*, social media and other appropriate means as a way to reach faculty, staff, and students in a timely manner.

### ***Improve Student Response Rates***

1. An instructors' page on the teaching evaluation web-site should provide tips on improving student response rates such as: telling students their honest and constructive feedback is valued and how it is used to improve the course; telling students who the audiences are for the feedback (the faculty member, mentors, etc.); discussing the results of a recent CIE study on student response rates to end-of-course evaluations that provides data driven methods for improving them; and designating time in class for students to complete evaluations; among other approaches.
2. Describe the end-of-semester course-instructor evaluations in the course syllabus.

### ***Reducing Bias in Student Responses***

1. Include the following statement in the instructions to students providing on-line evaluation:
  - Student evaluations of teaching play an important role in the review of instructors. Your opinions are part of the review of instructors that takes place every year. Purdue University recognizes that student evaluations of teaching can be influenced by students' unconscious and unintentional biases about the race and gender of the instructor. As you fill out the course evaluation, please keep this in mind and focus on your experience with the course (what you learned, the assignments, the in-class material) and not unrelated matters (the instructor's race or gender).

## Election Procedures Inquiry Commission Report Submitted April 13, 2020

**Background:** At the November 2019 University Senate meeting, the Senate charged the Faculty Affairs Committee with populating an election procedures inquiry commission (EPIC). The task for EPIC was to investigate whether Senate Bylaws had been appropriately followed in recent elections/appointments to standing Senate committees. On December 3, 2019, the Faculty Affairs Committee approved the members of the commission. At the January, 2020 meeting of the Senate a motion was approved that specified that the commission will report directly to the Faculty Affairs Committee and jointly with Faculty Affairs decide what should be shared with the rest of the Senate. The members of the commission are Morris Levy, J. Paul Robinson, Sharon Christ, Erik Otárola-Castillo, and Charlene Sullivan.

**Executive Summary:** An operating assumption for the commission as it did its work is that a healthy legislative organization has rules and principles that are well known and understood by its members and the community it serves. When such rules are not observed, lack transparency, are not well understood or are inconsistently applied, the organization and its members lose credibility and effectiveness of purpose. *It is the unanimous opinion of the members of this commission that numerous election procedure irregularities occurred in AY2018-19 and 2019-20.* Further, the members of this Commission believe that these irregularities both result from and could contribute to a culture within the University Senate that is characterized by poor attendance, and a lack of individual incentive to serve on Standing Committees of the Senate where most of the work of the Senate is accomplished. To address these threats to the viability of the Senate as a partner in the governance of the University, we provide recommendations for a process to assure that elected members of the Senate become informed of the rules of the Senate before participating in votes taken in the Senate. Further, we recognize the amount of effort that is required to be a responsible member of the Senate and argue for the creation of methods through which Senators elected by their peers to be their representatives in the University governance process may be held accountable and recognized for their efforts.

### I. Procedural Irregularities in Replacing Vacancies on the Steering Committee AY 2018-19, 2019-20

#### A. Inappropriate assignment of replacement Senators to Steering Committee without nomination or election

According to Senate meeting archives, from 1985 (when we started review) until approximately 2008, vacancy replacements on committees were put forth to the Senate for a vote. These elections tended to occur early in the academic year. In the case of the Steering and Nominating committees there were two candidates per open vacancy in these off-cycle elections and for all other committees, one candidate per open position. At some point around 2008, this practice no longer appears consistently in the records. However, prior to the changes in Bylaws Sections 5.02 and 5.21 (Sept. 2019),

replacements of Steering Committee members still required nomination by the Nominating committee and election by the Senate. Consequently, the assignment of Senators Steve Beaudoin and Colleen Brady as replacements for Steering Committee members Senators Mike Harris and Gerald Shively, respectively, at some time prior to Sept. 2019 violated the Bylaws. Additionally, no record of the date or who authorized this assignment is recorded in Senate minutes as is the case for all vacancies filled in this manner, i.e., without an open election.

B. Lack of timely replacement of ineligible member of Steering Committee

In March 2019, Senator Gerald Shively was named Associate Dean of the College of Agriculture and Director of International Programs in Agriculture. This administrative assignment made him immediately ineligible (Bylaws Section 2.03) to continue as a Senator and member of the Steering Committee. For unknown reasons, his position was not included among the four vacancies on the Steering Committee that were filled during the Senate elections (Senate Document 18-13) on April 15, 2019. At that election there were five nominees for the four acknowledged vacancies, including Senator David Sanders who received the fewest votes.

At this point, however, we cannot be certain about the outcome of the election. Because the proper contemporaneous procedure was not followed, there are several variables whose outcome remains unknown. For example, if the vacancy of Associate Dean Shively had been made public and properly dealt with in the election, then as required by the bylaws at that time, additional senators would have been nominated and included in the ballot. Whether Senator Sanders would have been the elected nominee is impossible to ascertain because another nominee might have been elected instead.

Context: The preceding conclusions are also supported by the section on Vacancies in the American Institute of Parliamentarians Standard Code of Parliamentary Procedure (pp.184-185). In particular, "Vacancies in elective offices must not be ignored or concealed. Members should be informed promptly of a vacancy, and the vacancy should be filled as soon as possible. If the board of direction or the president knows that there is, or is about to be, a vacancy, this knowledge cannot properly be withheld until after a meeting, convention or election at which the members could have elected someone to fill the vacancy....Neither officers nor members should try to outwit the provisions of the Bylaws by maneuvering to fill vacancies in elective office with the appointment of another member to the office." While no concealment may have been intended, the Senate should have been allowed to exercise its voting obligations fully and transparently.

Senator Sanders appealed several times during Fall 2019 to Steering Committee Chair and Senate Vice-Chair Deborah Nichols in regard to improper Steering Committee membership. She rebuffed his arguments regarding the irregularities listed above in a Nov. 8<sup>th</sup> letter sanctioning his appearance at the Nov. 4<sup>th</sup> meeting of the Steering

Committee. This letter included the following arguments: 1. "Our Bylaws are silent on whether a Senator who is serving for another faculty member also serves on their assigned/elected to committees..." and, 2) "Essentially, the University Senate's common custom and use practices includes...2) Senators who move to administrative positions may continue to serve the remainder of their terms if they choose..." Neither of these responses are correct, though they did reflect recent practices. While we do not suggest that the current membership of the Steering Committee should be retroactively altered by our findings, we strongly recommend that the original special responsibilities and importance of the Steering (and Nominating) Committee be better acknowledged by the Senate and that their membership elections be transparent.

Although the special requirements for two candidates per vacant position on the Nominating and Steering Committees and their election are no longer in effect under the current Bylaws (sections 5.02 and 5.21 as amended) there remain limitations on overall replacements and assignments. No replacement or assignment can be made by the Nominating Committee for: 1) Officers of the Senate or 2) Chairs and Vice-Chairs of Senate Committees. For such replacements, elections will still be required by the entire Senate or Committee membership, respectively.

Recommendations: The recent practice of the Nominating Committee fulfilling committee vacancies without elections, including the Steering committee, has been a procedure in place since approximately 2008. Therefore, although the replacements made to the Steering committee in the spring of 2019 followed a relatively recent precedent, this is not the procedure used to consistently fill vacancies prior to around 2008 when it was done through elections in the Senate. This election process included vacancies due to Senators not filling out their terms and possibly, though it is not clear from the record, for temporary leaves such as sabbatical leaves.

Although, this practice has been supported by the Senate in a recent amendment to the Bylaws (section 5.21: "Nominate elective members for all Senate committees which may require the Nominating Committee to assign senators to fill Senate committee seats when the number of Senators volunteering is not sufficient to fill all required Senate committee seats."). We believe that the pre-2008 interpretation, where all committee members are elected, is more in line with the spirit of the rules. We agree that an election creates a more complex scenario. However, it is a democratic process that aims to maintain fairness including increased transparency through documentation.

We recommend that the assignment practice be limited to the non-leadership committees, that is, all committees other than the Nominating or Steering Committees. We also recommend that direct assignment be used only in the event that there are not enough volunteers and not when there is a willing replacement who could be acknowledged in an election. Those who are assigned to a vacancy could also be acknowledged in an election. This practice puts all replacements on public record.

In general, going back to the practice of filling vacancies where off-cycle elections were held would be beneficial because it ensures transparency by making public membership changes that are occurring on committees and ensures that senators who may be willing to volunteer, but are unknown to the Nominating committee, could self-nominate at the time of the election. These volunteers need not be endorsed by the Nominating Committee.

## **II. Irregularities Regarding the 2018 Steering and Nominating Committee Elections**

According to the Purdue Senate Bylaws at the time, elections for the Steering Committee and Nominating Committee were to be held in March, one month prior to elections for standing committees. Two candidates per open position were required for these committees according to the contemporaneous Bylaws. No election was held at the March Senate meeting for members of the Steering and Nominating committees. An election for standing committee members was held at the April 16, 2018 Senate meeting. Subsequently, an online election using a Qualtrics survey was distributed to Senate voting members on April 24, 2018. This election had three nominees for the Nominating Committee for three vacancies and four nominees for the Steering Committee for four vacancies, i.e., one candidate per open position. Only about 40 senators voted in this election according to the survey results. There was no apparent ability for nominations from the floor which should be normal procedure.

Problems with this election procedure include that it was not timely and occurred after the March deadline given in the Bylaws. There were not two candidates per open position as required by then Senate Bylaws. It appears that there may not even have been a quorum according to the total vote tally. Finally, there was no ability to self-nominate or nominate other senators in this election as required in the Bylaws. There was also a typo in the survey, i.e., Nominating Committee was listed for both the Steering Committee and Nominating Committee. However, the text of the email indicates that the election was for the separate committees and indicates the number of candidates for each.

Senator Sanders indicates that he twice volunteered to be a nominee for the Steering Committee, in January through conversation with Secretary of Faculties Joe Camp and in the March 20, 2018 Qualtrics Survey for volunteers distributed by the Nominating committee. This volunteer status was corroborated by Past-Chair Carroll. Senator Sanders says he was informed via email by Senator Sulma Muhammed, then chair of the Nominating Committee, that he was "in the" Steering Committee, presumably meaning he was a nominee for this committee. David however was not included in the list of nominees on the online survey and did not have the opportunity to self-nominate.

Context: It is our understanding that the Nominating Committee was behind in the development of nominees for the Steering and Nominating Committees in 2018 and this

is why the election was delayed. They were attempting to obtain the requisite number of candidates, which was never achieved.

The history of elections for the Steering and Nominating Committees is that it was typically held in March, however this was not the case in every year. Going back just five years in Senate records has evidence of this. The Senate meeting agenda shows no indication of an election in March, 2014. Elections for Steering, Nominating, and other Standing committees in that year were all held in April. No elections are indicated in the agenda for any of the Senate meetings in the spring of 2015, though it may be the case that those elections were administered through an online survey. In the spring of 2017, elections for Steering, Nominating, and the other Standing committees were postponed from March to April due to missing biographies. This change was voted on. In most years there were two candidates per open position on the Steering and Nominating Committees.

In Senate Document 18-10, Bylaw section 5.02 was amended to require only one candidate per vacancy on the Steering and Nominating committees similar to other Standing committee requirements. This document also moved elections for the Steering and Nominating committee to the April meeting at the same time as the Standing committee elections. The Senate voted to approve this change with 2/3 majority. The debate surrounding this change indicates that the Nominating committee was working in a culture that lacks participation on the part of Senators and they had been putting new senators on the list just to meet the requirement of two candidates per open position. It was indicated that they did not have enough volunteers for the Steering and Nominating Committees in 2019. Some Senators argued against the proposal on the basis of a loss of any choice, i.e., the nature of an election when only one candidate is available per vacancy. Members of the Nominating committee indicated that the intention was to obtain as many candidates they could per open position. (See Senate meeting minutes for September 9<sup>th</sup>, 2019 for full accounting of arguments.)

Recommendations: The Nominating Committee has a very important role and a difficult one in the current climate. Nearly all seated Senators are needed to participate on a committee in order to fill committee positions, but there is an apparent lack of willingness to do this on the part of some Senators. Obtaining two candidates per open position has proven difficult and this has been met by nominating inexperienced senators or has resulted in pools that lack diversity. But in these circumstances, it is curious that Senator Sanders volunteerism was overlooked in 2018. There seem to have been some miscommunication about his desire to be a nominee for the Steering committee and perhaps his willingness to serve on two committees – he volunteered for both the Steering and Student Affairs Committees - and it may have been assumed that he preferred participation on one committee. Natalie Carroll indicated that they placed him on the Student Affairs Committee where he had experience and subsequently served as Chair and they believed that was the best place for David given the turnover on that committee that year. Better communication with volunteers to determine their

willingness to participate on multiple committees would benefit the Nominating Committee, keeping in mind the need to ensure diversity and institutional knowledge and experience and to elicit broad participation of Senators on committees. A report from another Senator, Ralph Kaufmann, indicates that he too has volunteered for committees, sometimes two committees, and was not placed on one or more of these committees which were later announced to have no volunteers. He was willing to participate on two committees. The lack of transparency in the process the Nominating committee uses to assign nominees can result in a lack of trust among Senators.

While obtaining two candidates per open position on the Steering and Nominating Committees may be hard to achieve, it seems that an intention for the Nominating committee to seek out as many nominees as possible is not enough to ensure the true nature of an election. As these are leadership committees, it seems necessary to ensure some choice for Senators in the selection of these committee members. We recommend amending the Bylaws to require at least one additional candidate for up to three vacancies and at least two additional candidates when there are more than three vacancies.

It is unclear what the original purpose of the staggered elections were, that is, electing Nominating and Steering Committee members in March and Standing committee members in April. However, it is reasonable that unelected candidates to those committees might then volunteer for certain Standing committees. This staggering could aid the Nominating committee in filling Standing committee vacancies. Communication with volunteers about which committees they would participate on in the event that they are or are not elected to one of the leadership committees is necessary and would be helpful.

Online elections should be avoided if possible due the inability to ensure a quorum of voters and the difficulty in allowing nominations from the floor. Write-ins are possible, but this is not a substitute for nominations, which publicly indicate to all voting Senators additional persons willing to serve and who are available for their vote. In the event that an online election is necessary, there should be mechanisms for giving notice to voting Senators ahead of time such that Senators can nominate themselves or others. It is also important to ensure there is a quorum of votes perhaps through reminders both during Senate meetings and electronically and/or redoing an election when a quorum is not met.

### **III. Ineligible member of Nominating Committee AY 2017-18 and AY 2018-19**

Senator Natalie Carroll was a member of the Nominating Committee in the AY 2017-18 Senate as well as the following year when she served as Vice-Chair. Such membership is specifically prohibited by the American Institute of Parliamentarians Standard Code of Parliamentary Procedure (hereafter, AIPSCPP) which governs our University Senate as per: "Members who are likely to become candidates should not serve on a nominating

committee, but members of the committee can become candidates. A member of a nominating committee who becomes a candidate should resign from the committee immediately.” (AIPSCPP, p. 163) Senator Carroll was nominated for Vice-Chair at the Feb. 2017 Senate meeting. The same rules (p. 162) further prohibit Officers from being involved in any way in the nomination process: “The president, president-elect and immediate past president should not appoint any members of the nominating committee, give the committee instructions, or take part in its deliberations. This requirement protects both the officer and the committee from accusation of favoritism or self-perpetuation.”

Context: The Commission recognizes Natalie Carroll’s long and exemplary service to our University Senate. We know that Vice-Chair Candidate/Chair-Elect Carroll’s activities were well intentioned. But her ineligible status brings into further question the validity of several of the Nominating Committee’s actions during this period, especially where a bare quorum of the committee, including her, approved a document to be forwarded to the Senate (Senate Documents 16-06, 16-10, 16-13, 17-10, 17-17 and 17-18) or when she herself presented any document of behalf of the Committee. Our primary motive in mentioning this specifically is to advise the Senate to stringently avoid this procedural conflict in the future.

#### **IV. Addressing the Need for Educating all Senators About the Senate Bylaws**

The University Senate is the legislative body of the Purdue faculty. The Senate exercises the legislative and policy-making powers assigned to the faculty, subject only to review and check by the faculty’s established procedures. The Senate is 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.

Given the importance of this governing body, it is most important that its members are well versed in the procedures of the Purdue University Senate, including the Senate Bylaws and its parliamentary procedures (The American Institute of Parliamentarians Standard Code of Parliamentary Procedure, 1<sup>st</sup> ed. 2012).

Fundamentally, the Purdue University Senate Bylaws are the governing rules by which the Senate operates. Parliamentary procedure defines how the Senate can most effectively meet and make decisions in a fair, consistent manner—making good use of everyone’s time. While parliamentary procedure cannot guarantee that every member of an organization is pleased with the outcome of a decision, it aims to ensure that every member is satisfied by the manner in which the decision was made, and that the organization makes sensible decisions, with consideration for every member’s opinion.

Senate members' proficiency in these procedures ensures their effective and efficient conduct of business.

The findings of EPIC suggest that misunderstanding of the Senate Bylaws and parliamentary procedure was a major factor contributing to the events leading to the formation of this commission. This commission therefore makes the following recommendations for existing and future members of the Purdue University Senate:

1. To be effective, Senate members must possess detailed knowledge of the Purdue University Senate Bylaws (<https://www.purdue.edu/Senate/Bylaws/>). Within it, the specific purpose of the Senate, membership composition, officer's definitions and duties, committees, and checks are detailed. All Senate members must undergo training and evaluation of these Bylaws. Voting or other participation by new members shall not be allowed unless training is completed.
2. To ensure working knowledge of parliamentary procedure, current members of the Senate shall undergo necessary training and evaluation. Examples include parliamentary training services provided by the National Association of Parliamentarians (<https://www.parliamentarians.org/services/>), and by the American Institute of Parliamentarians (<https://aipparl.wildapricot.org/event-2384197>).

It is our recommendation that an ample timeframe be given to current members of the senate to complete training. Although we leave the operationalization of training, mechanisms, and timeframe for completion to the senate, we recommend that, following a reasonable timeframe, voting or other participation by current members shall not be allowed unless training is completed.

3. Newly elected or appointed members of the University Senate must undergo training and evaluation required by recommendation 1 and 2, and as needed in cases of senator replacements. Voting or other participation by new members shall not be allowed unless training is completed.

## **V. Addressing the Need for Increasing Participation of Senators in the Legislative Process, Especially Participation on Committees**

The University Senate shares the governing responsibilities with the Purdue University Administration. It is composed of faculty, students, staff, and administrators, including Purdue University's President, Provost, and CFO, who attend regular senate meetings. The primary responsibility of the Senate is to share governance with campus leaders on the key educational and academic policy concerns. As important issues and events

develop across campus, the University Senate, through its Standing Committees, can leverage its position to provide solutions that help move the university forward. This responsibility is not trivial and carries with it a large amount of time and effort by senate members.

One of the underlying problems contributing to the current practices of assignment of faculty to committee positions by the Nominating Committee has been insufficient volunteers for participation. EPIC members are aware that faculty units consider member participation in the Purdue University Senate as a service to the university. As such, individual faculty units usually elect or appoint university senators to represent them.

It is imperative that faculty units consider the amount of time and the effort that their representatives must dedicate to become proficient members of the Purdue University Senate. It is also necessary for prospective senators to be aware of the normal duties of Senators, including the expectation of active participation on at least one committee. This includes training as proposed here, attendance to regular Senate meetings, membership in Senate committees, subcommittees, and one-on-one meetings to discuss proposals, generate consensus and make fair decisions that affect the objectives of Purdue University and its members. Given the workload of sometimes already overburdened prospective faculty members, if the University Senate workload is not considered properly, we believe this will result in negative outcomes in the work of the University Senators.

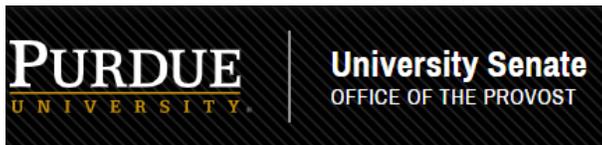
EPIC therefore makes the following recommendations to faculty units:

1. That elected/appointed faculty members be relieved of additional service duties or committee memberships. (University Senate membership should be considered the work of at least two or three service commitments.)
2. And/or elected/appointed faculty members be afforded with a course release for their duration of service in the Purdue University Senate.

These recommendations should be contingent on faculty senators remaining in good standing with the Purdue University Senate, including:

1. Attendance to at least a majority of regular Purdue University Senate meetings,
2. Voting in at least 90% of voting opportunities presented at Senate meetings,
3. Membership in at least one Senate committee, and
4. Attendance at a majority of Senate committee meetings.

5. Documentation of proposals or leadership in at least one legislative resolution per three-year term.



## Committee Chair Report

### Committee: Equity & Diversity

**Chair:** Professor Audrey Ruple

**Charge:** The Equity and Diversity Committee shall consist of 13 Senators, 3 Advisors, and 3 students (two undergraduate students and one graduate student). Two established ex-officio members shall be the Provost of the University or designee and the Vice Provost for Faculty Affairs. Additional ex-officio members shall be invited as deemed appropriate by the EDC. The Purdue Student Government shall recommend the undergraduate students and the Purdue Graduate Student Government shall recommend the graduate student. Each student so chosen shall serve for a term of one year. Any member absent for more than two meetings will forfeit membership on the Committee.

**Meeting schedule:** The EDC shall meet once per month at a minimum during the academic year with the exception of the month of December.

### Documents sent to the full Senate and decision (passed, not passed)

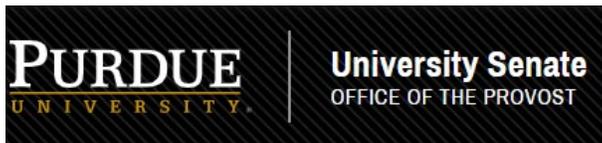
- Senate Document 19-03, Commitment to maintaining an inclusive community, PASSED
- Senate Document 19-04, Purdue University identification cards used for voting purposes, PASSED
- Senate Document 19-09, The Tulika Wagle resolution for eliminating costs for menstruation products in Purdue University bathrooms, PASSED
- Senate Document 19-10, Diversity Statement requirement for all new Faculty hires, PASSED
- Senate Document 19-11, Basic needs security syllabus statement, PASSED
- Senate Document 19-12, Gender markers on Purdue University forms, PASSED
- Senate Document 19-21, The Senate’s anti-Asian and anti-Asian American bigotry statement, PASSED

### Membership (2019-20):

Name			
Last	First	Department	Term End
Anwar	Megha	Honors College	Invited Guest
Bhargava	Bharat	Computer Science	2022
Bush	De	Advance-Purdue	2020
Gates	John	Vice Provost for Diversity and Inclusion	Ex-Officio
Griffin-Little	Alex	Purdue Student Government Representative	2020
Daniel	Guberman	Center for Instructional Excellence	Consultant
Johnson	Carolyn	Associate VP for Diversity and Inclusion	Ex-Officio
Kane	Lowell	Director, LGBTQ Center	2022

Knobloch	Neil	Youth Development Agricultural Education	2020
Kokini	Klod	Mechanical Engineering	2022
Kossek	Ellen	Management	2020
Lynall	Matthew	Management	2020
Mauer	Lisa	Associate Vice Provost for Faculty Affairs	Ex-Officio
No	Song	Languages & Cultures	2020
Otarola-Castillo	Erik	Anthropology	2020
Pinal	Rodolfo	Industrial and Physical Pharmacy	2022
Prokopy	Linda	Forestry & Natural Resources	2020
Rollock	Alysa	Vice President Ethics and Compliance	2022
Ruple	Audrey	Public Health	2020
Samarapungavan	Ala	Educational Studies	2021
Schull	Val	PGSG Representative	2020
Semler	Henry	PSG Representative	2020
Ward	Randall	Associate Director of Student Success	Consultant
Widmar	Nicole	Ag Econ	2021
Williams	Kip	Psychological Sciences	2021

**Chair, 2019 – 2020: Professor Audrey Ruple**



## **Educational Policy Committee Chair Report 2019-2020**

**Chair:** Professor Andy Freed

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

**Meeting schedule:** The EPC met every two weeks.

**Documents sent to the full Senate and decision** (passed, not passed)

- **University Senate Document 19-13: Update Core Curriculum Outcomes**

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

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

**Decision:** This document was passed by the Senate.

- **University Senate Document 19-14: Updated Class Absence Policy**

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

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

**Decision:** This document was passed by the Senate.

- **University Senate Document 19-16: SAT/ACT and Undergraduate Admissions**

**Proposal:** Elimination of standardized testing for undergraduate admissions

**Rationale:** Many colleges and universities no longer require submission of SAT or ACT scores by undergraduate applicants, because performance on ACT and SAT tests has substantial limitations as an independent predictor of academic success in college, and applicants who are

economically advantaged have disproportionate access to standardized-test preparation resources. In addition, current students will benefit from experiences with a diverse population of incoming students.

**Decision:** This document was not passed by the Senate.

• **University Senate Document 19-17: Degree Requirement for Civics Literacy**

**Proposal:** Establish a baccalaureate degree requirement for civics literacy.

**Rationale:** Education leaders stress the need to include learning that is related to the development of individuals’ civic capacity throughout all years of schooling in the United States. A report commissioned by the U.S. Department of Education and the National Task Force on Civic Learning and Democratic Engagement, an initiative of the Association of American Colleges and Universities, made an urgent call to higher education institutions in the United States to make civic literacy, inquiry, and action part of the educational objectives to be achieved by every college graduate. This plan would involve adopting long-term, measurable standards to indicate the extent to which college students are gaining a civic perspective during their postsecondary education.

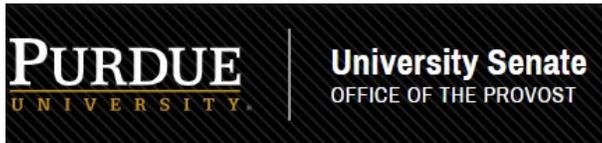
**Decision:** This document was not passed by the Senate.

**Additional EPC work that did not lead to senate resolutions**

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

**Membership (2019-20):**

Name		Department	Term End
Last	First		
Bernstein	Ayelet	PSG, College of Education	2020
Berry	Fred	Engineering Technology	2020
Broyles	Steven	Biochemistry	2022
Dooley	Frank	Senior Vice-Provost for Teaching and Learning	2022
Hosseini	Ebrahiminejad	PGSG Representative	2020
Erickson	Christine	Purdue Fort Wayne	2020
Ferullo	Donna	Libraries	2021
Freed	Andrew	Chair, Earth, Atmospheric & Planetary Sciences	2020
Gehres	Keith	Registrar	2022
Irfanoglu	Ayhan	Civil Engineering	2020
Keller	Julius	Aviation and Transportation Technology	2020
Kong	Nan	Biomedical Engineering	2021
Kvam	Eric	Materials Engineering	2021
Martin	Stephen	Economics	2020
Michalski	Greg	Earth, Atmospheric & Planetary Sciences	2021
Qiao	Li	Vice-Chair, Aeronautics and Astronautics	2022



Rich	Grace	PSG, Krannert School of Management	2020
Richards	Libby	Nursing	2022
Stefancic	Jeff	Associate Dean of Students	2022

**Subcommittee work (summary):**

Faculty committees reporting to this committee:

*Academic Organization (Matthew Lynall, Chair)*

Led by Chair Matthew Lynall, the AO worked with Purdue Northwest to help create a standalone computer science department and worked with the EPC regarding Purdue Fort Wayne faculty concerns regarding the potential elimination of some departments. Nothing materialized on the Fort Wayne front, though it did lead to them appointing a representative to the Purdue Faculty Senate and EPC (Christine Erickson).

*Academic Progress and Records (Sammie Morris, Chair)*

Prior to Fall 2019, the APR committee had not met for a number of years initiating a discussion of either folding the committee or providing it new incentives to be active. Under the leadership of Chair Sammie Morris and EPC Advisor Frank Dooley, the APR reactivated in the role of working through a number of updates to student regulations, which led to the passage of University Senate Document 19-14. A number of antiquated regulations are continuing to be worked on, including those dealing with degree requirements, transfer credits, night classes, priority registration, and gender neutral wording. These should hopefully lead to senate resolution in the 2020-2021 academic year.

*Committee for Student Excellence (Li Qiao, Chair)*

Prior to Fall 2019, the CSE committee had not met for a number of years initiating a discussion of either folding the committee or providing it new incentives to be active. Under the leadership of Chair Li Qiao, the CSE reactivated in the role of supporting the National and International Scholarship Office and the Honors College in their mission to attract and promote Purdue’s brightest undergraduates. This group is still working on organizational issues.

*Scholastic Delinquencies and Readmissions (Megan Dorton, Chair)*

The CSDR reports:      # of students who applied for Readmission:  
    Spring 2019: 137      Summer 2019: 33      Fall 2019: 124  
    # of students who completed their application for Readmission:  
    Spring 2019: 121      Summer 2019: 29      Fall 2019: 112  
    # of students who were offered Readmission:  
    Spring 2019: 75      Summer 2019: 14      Fall 2019: 63

*Undergraduate Curriculum Council (Jonathan Neal, Chair)*

The EPC worked with the UCC to pass University Senate Document 19-13.

**Chair, 2020–2021:** Professor Erik Otarola-Castillo; Vice-Chair: Professor Li Qiao

## Faculty Affairs Committee

### Annual Report for 2019-2020 Academic Year

*The Faculty Affairs Committee shall be concerned with those matters which pertain primarily to the responsibilities, rights, privileges, opportunities, and welfare of the faculty, collectively and as individuals. Such items as tenure, procedures for academic promotions, orientation of new faculty members, insurance and health program planning, academic responsibilities, and standards of appointment are topics which fall within the area of responsibility of the Faculty Affairs Committee. (Senate Bylaws)*

**Committee Membership:** Linda Prokopy, Forestry and Natural Resources, Chair; Min Chen, Mathematics; Sharon Christ, Human Development and Family Studies; Bruce Craig, Statistics; Alexander Francis, Speech, Language and Hearing Sciences; Ralph Kaufmann, Mathematics; Jozef Kokini, Food Science; David Koltick, Physics and Astronomy, Seokcheon Lee, Industrial Engineering, James Pula, History – PNW, Westville; Audrey Ruple, Public Health; Steve Wereley, Mechanical Engineering; Steve Yaninek, Entomology; Peter Hollenbeck, Vice Provost for Faculty Affairs, Advisor; Lisa Mauer, Associate Vice Provost for Faculty Affairs, Advisor.

**Regular invited guests** included Michael Fosmire, Chair, Faculty Compensation and Benefits Standing Committee; Alys Rollock, Vice President for Ethics and Compliance

The committee was very ably supported by Angela Pickett, Administrative Assistant, Provost's Office.

The Faculty Affairs Committee (FAC) met once per month from August 2019 to April 2020 and discussed a variety of issues. In addition, the Chair met monthly with Provost Jay Akridge and Vice Provost Peter Hollenbeck. Towards the end of the year, there were numerous emails between Provost Akridge and the Chair related to COVID-19 responses. Additionally, the Chair attended some Senate Advisory Committee meetings on behalf of the FAC and served on two search committees. There are three standing committees that report to FAC and the FAC chair communicated with the chairs of two of these standing committees over the course of the year.

The list below reflects the work of the committee and Chair over the course of 2019-2020.

- (1) Censure and Dismissal Procedures Standing Committee. This committee has not met in several years and there have been issues getting volunteers for this committee. After discussion, it was decided that the committee should continue to report to the FAC. Peter Hollenbeck and Linda Prokopy wrote emails to the Deans to solicit names to populate the committee. The FAC reviewed this list and had no concerns. By the conclusion of the academic year, the committee had been populated but had not met.
- (2) Faculty Compensation and Benefits Standing Committee (FCBC). The FAC continued its close relationship with the FCBC with the FCBC chair attending several FAC meetings. Alex Francis served as the official liaison between FAC and FCBC. At the beginning of the year both FCBC and FAC had concerns that the proposal for 2020 benefits had not been fully vetted. It was not received by FCBC until one week before the Board of Trustees meeting when it was approved. A resolution was drafted to

address concerns with how benefits changes and decisions are made. This resolution (19-05) was approved by the Senate. Additional concerns emerged during the year, including concerns with HealthSync, that were discussed with Candice Shaffer, Director, Human Resources.

- (3) Grade Appeals Standing Committee. The FAC Chair met with the Grade Appeals Standing Committee during the Fall of 2019 and received a report in the Spring of 2020. The report was that the committee has denied two requests to appeal college-level decisions based on lack of new information. There were two additional requests pending at the time of the report.
- (4) The FAC was given the opportunity to provide feedback on proposed committee members for Research Integrity Committee. The FAC had no concerns with the proposed list.
- (5) The FAC chair served on the search committee to replace Joe Camp as Secretary of Faculties.
- (6) The FAC chair served on the search committee for a new faculty ombudsperson.
- (7) Over the course of the year, the FAC chair was provided opportunities to provide input to the Provost's guidelines on teaching evaluations. (As back story, the chair was co-author of the original Senate resolution to remove the two overall numbers from student evaluations (this Senate resolution originated from the FAC several years ago) and served on the Provost's task force to implement the recommendations from that Senate resolution).
- (8) The FAC received an update from the Provost's office about lecturer pay bands and timeline.
- (9) The FAC received information about a trial program in Engineering to have the university pay for child care, etc. during travel (using grant funds). The Office of the Provost is working on a campus-wide policy.
- (10) The FAC met with Rob Wynkoop, Associate Vice President, Administrative Operations to discuss concerns with how changes to travel policies are made and how exceptions are granted. At the conclusion of this meeting, the FAC Chair drafted a memo (see attached) that was sent on behalf of the committee to Mr. Wynkoop to follow up on points from the meeting. Drs. Prokopy and Cooky (Senate Chair) had a meeting with Mr. Wynkoop to discuss the memo. By the end of the year, our understanding was that a policy was being drafted to allow for faculty/staff input into these decisions. When this policy is drafted, the FAC will be given a chance to provide input before it is finalized by Dr. Rollock's office. As a side note, Drs. Prokopy and Cooky were briefly consulted by Mr. Wynkoop about travel changes due to COVID-19 which is a promising sign.
- (11) University Policy S-19 on intellectual property was released during 2019-2020 and a number of faculty had concerns. The FAC met with Jonas Burgett, Associate Counsel for University Partnerships and Digital Education, to get questions answered. At the conclusion of this meeting, the FAC no longer had concerns and did not feel the need to take further action.

- (12) The FAC was charged with forming an Election Procedures Inquiry Commission (EPIC). The FAC formed the commission which then delivered a report to the FAC by the April meeting. The FAC voted to go into Executive Session at the April Senate meeting to have the entire Senate vote on whether or not the report should be made public. The FAC drafted a resolution (19-30) to address recommendations in the report which was approved by the Senate.
- (13) The FAC received updates from the Provost's office on the rank of Emeritus faculty.
- (14) The FAC received updates from the Provost's office on dual career, retention, and standard opportunity hires.
- (15) The FAC heard a report from the Provost's office on Academic Analytics and how it will be used at Purdue.
- (16) The FAC received an update on the COACHE survey and actions the Provost's office is undertaking to address concerns.
- (17) The FAC discussed requiring training in Responsible Conduct of Research with Chris Agnew, Associate Vice President for Research and Voichita Dadarlat, Assistant Vice President for Research.
- (18) The FAC received an update on pay equity from the Provost's office.
- (19) The FAC discussed current challenges from COVID-19 and voted that some Senate functions should continue over the summer so that faculty continue to have input into critical decisions that are made.

To: Rob Wynkoop, Associate Vice President, Auxiliary Services  
Cc: Cheryl Cooky, Senate Chair; Deb Nichols, Senate Vice-Chair; Chris Ruhl, CFO and Treasurer  
From: Linda Prokopy, Chair, Faculty Affairs Committee of the University Senate  
Date: January 22, 2020  
Re: Purdue Travel Policies

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On behalf of the entire Faculty Affairs Committee, I thank you again for coming to our Faculty Affairs Committee meeting last November. We appreciated you and your staff's willingness to talk to us about how Purdue travel policies are established.

We wanted to follow up from that meeting to ask for your ongoing support with two key issues: (1) exemptions to Purdue policies; and (2) future input on travel policies.

#### **Exemptions to Purdue Policies**

At our meeting, you informed us that it is possible for Purdue employees to be exempted from certain policies with a memo from a department head. As we discussed when we met, it is essential for this information to be communicated clearly to employees; however, we still cannot even find this information on your travel website. **We recommend updating your website and initiating relatively frequent communication via Purdue Today and other avenues about how people can apply for exemptions.**

Further, we are concerned that the only person who can approve these exemptions is a department head – we have heard from one person who tried to be exempted from the new parking policy due to personal safety concerns and was denied this request. Department heads are perhaps not the people best suited to approve these types of requests. In some cases, requests are likely to be highly confidential and perhaps someone other than a direct supervisor would be a better decision-maker. **We request the travel office to consider changing who the signatory needs to be on these requests.**

#### **Future Input on Travel Policies**

At our meeting, you expressed a willingness to seek input from faculty and staff on future travel policies. We commend this transparency and encourage you to contact the chair of the Faculty Affairs Committee at your convenience to be added to meeting agendas. We suspect APSAC would also be happy to add you to their meeting agendas.

## Nominating Committee Report for 2019-20

The Nominating Committee has elected Robert (Bob) Nowack as Chair for the 2020-21 academic year. The following voted yes.

Rayvon Fouche  
Jeremy Reynolds  
Dulcy Abraham  
Qifan Song  
Joseph Sobieralski  
Michael McNamara  
Loring Nies  
Jan Olek  
Martin Corless  
Fred Berry

For the 2019-20 academic year the Nominating Committee did the following.

- **Sen Doc 18-10 Senate Bylaws Sec 5.02**
  - Elimination of two nominees to be named for each vacancy on the Steering and Nominating committees.
- **Sen Doc 18-11 Senate Bylaws Sec 5.21**
  - Add language to 5.21 stating, the Nominating Committee will assign Senators to fill Senate committee seats when the number of Senators volunteering is not sufficient to fill all required Senate committee seats.
- The Nominating Committee presented slates of volunteers for votes to serve as Vice Chairperson of the University Senate, members of all Faculty Committees and members of all Standing Committees.

This concludes the Nominating Committee Report for 2019-20.

Sincerely,

Fred Berry

## 2020 ANNUAL REPORT OF PURDUE UNIVERSITY SENATE STUDENT AFFAIRS COMMITTEE

David A. Sanders, Chair

The 2019-2020 Student Affairs Committee (SAC) was both productive and successful. It contributed to numerous resolutions passed by the University Senate and helped to reestablish the rule of the Bylaws for the governance of the University Senate. There was also an unprecedented, at least in recent history, extent of participation of students at both the graduate and undergraduate levels in the activities of the Committee; there was effective coordination with both Student Government organizations.

A resolution from the SAC led to the creation of a committee whose charge was to develop approaches to informing Purdue University students of transportation options and regulations and measuring their comprehension of them. The SAC led the reassertion by the Senate of the endorsement of the Graduate Student Bill of Rights and Responsibilities.

There were two student initiatives that led to Senate-approved resolutions, one on requiring the inclusion of Purdue University Mental Health resource statements upon course syllabi and one food insecurity and the necessity for inclusion of a fresh-produce grocery in future Purdue residential developments.

The SAC continued its two-year collaboration with the Educational Policy Committee on the issue of standardized tests in undergraduate admissions despite the unwarranted interference of the Steering Committee and its leadership. Together we brought a resolution to the Senate floor that failed in a close vote.

The Committee oversaw the activities of the Athletic Affairs Committee, which made its report in a presentation to the Senate. We also had an in-depth discussion of compensation for college athletes and the approach of Purdue athletics to the issue.

Finally, the Committee played an important role in reestablishing the rule of the Senate Bylaws in particular with regard to the functioning of the Senate Steering Committee. Section 5.11 (e) reads, “If a proposal is received by or referred to a council or to a Senate or University committee for study, the committee concerned shall submit its recommendations concerning the proposal, together with the proposal in its proposer’s original or amended form to the Steering Committee within ninety days from the date of referral. The Steering Committee will then be required to inform the proposer of the recommendations and, unless the proposer desires otherwise, to place proposal and any committee recommendations regarding the proposal on the agenda of the next regular meeting of the Senate which is to convene fifteen or more days thereafter” [emphasis added]. There are no exceptions nor is anything left to the discretion of the Steering Committee. Please note that the language (“If a proposal is received”) indicates that a Senate Committee need not discuss only matters referred to it by the Steering Committee. No reasonable interpretation of the Bylaws can give to the Steering Committee through its powers of coordination the right to violate the plainly stated Bylaws provision quoted above.

It was also established that the Steering Committee is **not** the governing body of the Student Affairs Committee. Nothing in the Bylaws conveys that designation or role to the Steering Committee. The Student Affairs Committee is the equal of the Steering Committee as a Standing Committee. Nothing in the Bylaws gives the power to the Steering Committee or the Senate leadership the right to enforce their concept of the purview of the Standing Committees.