

Third Meeting, Monday, 15 November 2021, 2:30 p.m.
Zoom Meeting

AGENDA

1. Call to order Professor Stephen P. Beaudoin
2. Statement of Land Use Acknowledgement Professor Stephen P. Beaudoin
3. Approval of Minutes of 18 October 2021
4. Acceptance of Agenda
5. Remarks of the Senate Chair Professor Stephen P. Beaudoin
6. Remarks of the President President Mitchell E. Daniels, Jr.
7. Question Time
8. Résumé of Items Under Consideration by Various Committees For Information
Professor Elizabeth A. Richards
9. University Benefits (25 minutes) For Information
Director of Benefits Candace G. Shaffer
10. Senate Document 21-09 Senate Standing Committee Members Temporary Leaves of Absence For Action
Professor Robert Nowack
11. Senate Document 21-10 Steps in Addressing Campus Sexual Assault and Misconduct (Revised) For Action
Professor David Sanders
12. Senate Document 20-58 Academic Regulations Update (Revised) For Action
Professor Thomas Siegmund and
PSG President Shannon Kang
13. Senate Document 21-11 Reapportionment of the University Senate For Action
Professor Elizabeth A. Richards
14. Senate Document 21-14 Attempt at Dissolution of the Purdue University Senate For Discussion
Professor David Koltick

15. Senate Document 21-12 Proposal for a Medically Excused Absence Policy for Students (MEAPS) to be added to Purdue University Main Campus Academic Regulations

For Discussion
Professor Thomas Siegmund

16. Senate Document 21-13 Mental Health Action Week to be recognized on Official Purdue University Calendar

For Discussion
PSG President Shannon Kang and
PGSG President Madelina Nuñez

17. New Business

Determination of Senate Spring Meeting Modality

Professor Colleen Brady

18. Adjournment

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Monday, 15 November 2021, 2:30 p.m.

Zoom Meeting

Present: *President Mitchell E. Daniels Jr., Manushag N. Powell (Secretary of Faculties and Parliamentarian), Stephen P. Beaudoin (Chair of the Senate), Colleen Brady (Vice-Chair of the Senate), Dulcy Abraham, Jay T. Akridge, Bradley J Alge, Paul A. Asunda, Jonathan Bauchet, Alan Beck, Peter A. Bermel, Ximena Bernal, Bharat Bhargava, Thomas H Brush, Michael A. Champion, Min Chen, Yingjie (Victor) Chen, Matt Conaway, Martin Corless, Chittaranjan Das, Ariel de la Fuente, Abigail S. Engelberth, Jennifer Freeman, James P. Greenan, Lori A. Hoagland, Stephen Hooser, Shannon S. Kang, Signe Kastberg, Erika Birgit Kaufmann, Alexander V. Kildishev, Yuan H. (Brad) Kim, Neil Knobloch, Klod Kokini, David Koltick, Nan Kong, Lata A. Krishnan, Janice Kritchevsky, Eric P. Kvam, Douglas LaCount, Scott E. Lawrance, Brian J. Leung, Angeline M. Lyon, Oana Malis, Rose A. Mason, John J McConnell, Shannon C. McMullen, Michael McNamara, Terrence R. Meyer, John A. Morgan, Deborah L. Nichols, Larry Nies, Robert Nowack, Madelina E. Nuñez, Jan Olek, Daniel J. Olson, Erik Otárola-Castillo, Pete E. Pascuzzi, Alice Pawley, Rodolfo Pinal, Bob Pruitt, Vanessa S. Quinn, Elizabeth (Libby) Richards, Felicia Roberts, Mark C. Rochat, Sandra S. Rossie, Yumary Ruiz, Antônio Sá Barreto, David Sanders, Dennis Savaiano, Steven Scott, John W. Sheffield, Thomas Siegmund, Joseph B Sobieralski, Qifan Song, Susan C. South, John A. Springer, Kevin Stainback, Rusi Taleyarkhan, Mario Ventresca, Tony J. Vyn, Eric N. Waltenburg, Jeffrey X. Watt, Ann B. Weil, Kipling Williams, Rod N. Williams, Steve Yaninek, Yuan Yao, Jane F. Yacilla, Dabao Zhang, Megha Anwer, Heather Beasley, Keith Gehres, Melissa J. Geiger, Peter Hollenbeck, Lowell Kane, Carl T. Krieger, Lisa Mauer, Beth McCuskey, Jenna Rickus, Alysa C. Rollock, Katherine L. Sermersheim and *Stephanie L. Dykhuizen (Sergeant-at-Arms)**

Absent: Charles A. Bouman, Sabine Brunswicker, Todor Cooklev, Daniel H. Frank, Alan M. Friedman, Jozef L. Kokini, David J. Love, Lin Nan, Li Qiao, Brian T. Richert, Chris Ruhl, Juan P. Sesmero, Haiyan (Henry) Zhang, Mark D. Zimpfer, Michael B. Cline, Amanda J. Emmons, and Jamie L. Mohler

Guests: Dave Bangert (Based in Lafayette Newsletter), Patryk Baranski (Purdue Student Government), Gary Bertoline (Purdue Online), Jazmine Clifton (Student Success Programs), Meredith Hackler (WLF), Laurie Hitze (CSSAC), Sam Montgomery (Purdue Exponent), Malini Nair (Purdue Exponent), Abbey Nickel (Purdue Today), Veronica Reynolds (Purdue Student Government), Steve Schultz (Office of Legal Counsel), Candace Shafer (Human Resources), Allison Staley (Student Success Programs), Joseph Strickler (Student Success Programs), Morgan Torres (Veterans Success Center), and Marion Underwood (Health and Human Sciences)

1. The meeting was called to order at 2:32pm.

2. Chair Beaudoin read the following Statement of Land Use Acknowledgement, as per Senate Document 20-55:

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

3. The minutes of the 18 October 2021 Senate meeting were entered as read.
4. Professor David Koltick moved to modify the agenda to include a motion “to consider, discuss, and take action on the subject: Attempt at Dissolution of the Purdue University Senate” as Item 10 of the Agenda [i.e., immediately following the benefits presentation]. The motion was seconded. Professor Alice Pawley suggested that it would be appropriate to consider the issue under New Business; Professor Elizabeth Richards concurred. Professor Birgit Kaufmann thought that the matter was urgent and needed to be discussed prior to New Business. Senator Matthew Conaway moved to amend the motion to introduce the topic under New Business. The motion to amend was seconded. A discussion followed regarding where on the Agenda Professor Koltick’s proposal should go. The amendment passed with 51 in favor, 29 opposed, and one abstention. Subsequently, Professor Min Chen introduced a second amendment to change “New Business” to item 14 [i.e., between Items for Action and Items for Discussion]. Her motion was seconded. Following some additional discussion, the second amendment carried, with 43 votes in favor, 34 opposed, and five abstentions. Finally, the amended Agenda was voted on and approved, with 63 votes in favor, 12 opposed, and two abstentions. [“Attempt at Dissolution of the Purdue University Senate” was subsequently added to the Agenda as Document 21-14, as authored by the Senators Birgit Kaufmann, David Koltick, and Oana Malis.]
5. Chair Beaudoin made his remarks [Appendix A]. He noted substantial progress had been made on several areas of priority, but that critical thinking and mental health still needed examination. A number of campus entities were working together on the issue of campus sexual violence. Chair Beaudoin thanked Purdue Student Government President Shannon Kang for her leadership. He also noted that the University Senate has no code of conduct of its own, and that it would be better positioned as a leader in matters of consent and respect if it did.
6. President Daniels stated that, barring changes in the pandemic and its management, Purdue hoped to drop the indoor mask mandate everywhere outside of instructional spaces in February 2022.

President Daniels asked Senior Vice President for Purdue Online and Learning Innovation Gary Bertoline to present some information on Purdue Online [Appendix B]. Vice President Bertoline stated that faculty had rallied around

online education even pre-pandemic, and that Purdue Online had seen strong growth across the past four years. Highlights include a popular Doctorate of Technology offered by the Purdue Polytechnic Institute, as well as numerous masters' and non-degree offerings. In the next year, faculty would see funding opportunities for accelerating online enrollment and increasing corporate engagement, among other priorities.

Senator Pawley asked how faculty are involved in curricular oversight of Purdue Online coursework, and how faculty were being compensated for advising students in Purdue Online degree programs. Vice President Bertoline responded that these issues were handled at the college level, and that there was substantial variation among academic units. Most colleges have an academic administrator such as an associate dean to provide curricular oversight. Compensation is also managed at the college level. Senator Martin Corless asked what the connection was between Purdue Online and the Professional Engineering Education Program in Wang Hall. Vice President Bertoline responded that they were the same thing.

In response to a question from Professor Brian Leung about whether there was a goal of moving Purdue toward online education, President Daniels stated that we remain committed to a residential, in-person experience on the West Lafayette campus. Purdue Online is focused on graduate education and does not offer full undergraduate programs. Provost Jay Akridge stated that the roadmaps laid out by the Transformative Education initiatives were focused on using residential technology to complement and enhance residential learning, and to make it more flexible.

7. Question Time: Answers to pre-submitted questions for President Daniels were made available in written form and can be found on the Senate website [Appendix C]. Professor David Sanders asked why the number of electric car charging stations on campus had recently undergone a steep decline. President Daniels said that he had not recently received information on the charging stations, but that availability was based on demand, and that stations would be available while demand persisted. Professor Sanders also asked what implications there would be for Purdue University given the requirement that federal contractors mandate vaccines or testing for the unvaccinated. President Daniels said that, although court challenges to the mandates were ongoing, Purdue intended to comply with the mandates as though they were in effect for the time being, and that given current vaccination rates among faculty and staff, little would need to change. Purdue was working to identify all areas in which government work was done and to contact the few unvaccinated individuals.
8. Professor Elizabeth Richards, Chair of the Steering Committee, presented the Résumé of Items Under Consideration by Various Committees [Appendix D]. Professor Thomas Siegmund, Chair of the Educational Policy Committee, noted that the EPC was working on a medically excused absence policy in collaboration with PSG, was continuing work on an academic emergency policy, has met with Professor

Kristina Bross on understanding what constitutes teaching excellence, and had interacted with Dean Underwood and Provost Vice Provost Wong Davis on a survey regarding the “winter-flex” term, which would be disseminated shortly. It had been requested that the EPC alert faculty that this survey was coming, because faculty input was very important on the matter. Professor Signe Kastberg, Chair of the Faculty Affairs Committee, noted that the FAC had also interacted with Dean Underwood and Provost Vice Provost Wong Davis on the survey, and she encouraged faculty to participate and make their thoughts known. Professor David Sanders, Chair of the Student Affairs Committee, noted that their committee had an item for action on the day’s agenda, and also that the committee was considering student free speech rights. Senator Janice Kritchevsky, Chair of the University Resources Policy Committee, stated that the URPC was also among those working on an academic emergency policy.

9. Director of Benefits Candace Shaffer presented a number of slides to address questions submitted by the Faculty Compensation and Benefits Committee and the Faculty Affairs Committee [Appendix E]. The questions were: What employee friendly metrics are used to determine healthcare benefits? How do our medical benefits provided by Purdue compared to those of other large local employers? (Relatedly, how many employees do not consider the benefits here to be competitive?) And how is HR helping to streamline and facilitate the process of understanding what we pay for and what we get for it? Director Shaffer also highlighted that healthcare benefits are one part of Purdue employees’ benefits package, which includes items in behavioral, financial, physical, social, and work-life areas. The 12,000 faculty and staff at Purdue (24,000 with dependents) presented a wide range of needs and wants in their benefits and compensation. The slides include benchmark information from 2019 with other institutes of higher education, as well as a few comparisons with local employers, whose information is harder to access. Because of the pressures of the Agenda, there was not time for questions, but Chair Beaudoin indicated that he would arrange a forum for Senators to have more direct dialog with Director Shaffer.
10. Professor Robert Nowack, Chair of the Nominating Committee, presented Senate Document 21-09 Senate Standing Committee Members Temporary Leaves of Absence. He explained the proposal to modify the Bylaws to stipulate that in the case of Senators going on one-semester leave of absences, when their academic unit selects a temporary replacement for the Senate, that this Senator also replaces the person on leave for their Senate Standing Committee assignments as well. This allows for the appropriate distribution of Senators from the different academic units to be maintained and maintains the proper number of Senators on each respective Standing Committee. For absences exceeding one semester, the regular nomination process would remain in effect. The motion was made and seconded.

Professor Sanders stated that if the Senate were to pass this Bylaw change, it would mean that the Senate were voting for an academic unit, and not an individual Senator, for committee spots. He reiterated that there was no given reason that one-semester committee vacancies needed to be filled. Professor Nowack responded

that the Bylaws do require that we maintain the proper number of Senators on Standing Committees. There being no further discussion, the question was called, and the motion carried, with 74 votes in favor, three opposed, and two abstentions.

11. Professor Sanders presented **Senate Document 21-10** Steps in Addressing Campus Sexual Assault and Misconduct (Revised) on behalf of the Student Affairs Committee. He noted that based on the Document's presentation in October, a number of changes had been made, now highlighted in yellow. The motion was made and seconded. Some discussion followed. Professor Pawley asked how Chair Beaudoin's advisory committee on sexual violence would intersect with the work of the SAC. Professor Sanders clarified that the PSG's SAFER Committee, as outlined in Document 21-10, had already been formed and done work to which the SAC was responding, but that this did not preempt the work of other committees. PSG President Kang stated that she had worked with the SAFER Committee, and that they were willing adopt the changes proposed in 21-10 to their own action plan. Professor Kang spoke in favor of Document 21-20 being taken up. Associate Vice Provost and Dean of Students Katie Semersheim said that there had been active discussions with PSG over these issues, and recognized that sexual violence is a campus-wide matter that the campus at large should address. The four items highlighted in Document 21-20 were things that we could work together on collectively. The question was called and the motion carried, with 72 votes in favor, two votes opposed, and four abstentions.
12. Professor Thomas Siegmund and President Kang presented **Senate Document 20-58** Academic Regulations Update (Revised). Professor Siegmund explained that the EPC and PSG had taken feedback from the Senate's prior meetings in September and in April into account in creating the newly revised Document, which seeks to address the communication of mid-semester academic progress. President Kang said that while the Document was much changed from its first iteration, it still upheld the goal of increased transparency, which students want and deserve. Professor Siegmund highlighted some of the changes, which included changing the range of courses addressed from 100-499 (less than the original proposal's 100-599, but more than the current requirement of midterm reporting in courses from 100-299). The current proposal also asks for professors to provide graded feedback twice per term, although not necessarily midterm grades per se. Faculty are also asked to be explicit about their assessment modes on the syllabus. The motion being made and seconded, there was no further discussion and the question was called. The motion carried, with 60 votes in favor, ten in opposition, and five abstentions.
13. Professor Richards presented **Senate Document 21-11** Reapportionment of the University Senate. Professor Richards explained that per Bylaw 2.01, the Secretary of Faculties determines the apportionment of Senators to faculty units to be voted on each November, and taking effect the following June. She noted that the Document at hand allotted Senators to the Honors College, which, with 2728 students, was the sixth largest academic unit in the University, and was regarded as an academic unit by the Undergraduate Curriculum Council. The Honors College has 13 clinical faculty with no appointments elsewhere in Purdue, but with teaching, research, and service

expectations. Therefore, Document 21-11 proposed to allocate the Honors College a minimum two Senators, using the same standards that applied to other academic units on campus. The motion was made and seconded. Professor Pawley caught a typographical error in the far right column that carried over an incorrect date, which was corrected. The question was then called, and the motion carried, with 69 votes in favor, four opposed, and two abstentions.

14. Professor Koltick presented **Senate Document 21-14** Attempt at Dissolution of the Purdue University Senate. There was a delay of a few minutes in having the written Document added to the slides for presentation to the Senate, and then to allow Senators time to read through the Document. During this pause, Vice Chair Colleen Brady inquired why the proposed motion had not been brought to the Senate through the Steering Committee via usual procedures, given that the discussion about revising shared governance had been going on for some time already. Professor Koltick said that the sponsors of the resolution had become aware of the shared governance discussion only recently, and stated that the Senate was completely uninformed of the ongoing discussion. The Parliamentarian clarified that to take action of the Document, it would be necessary to suspend the rules. The motion being made and seconded, discussion began.

Professor Deborah Nichols, who chairs the Shared Governance Task Force, explained that the task force is not a Senate initiative, and that therefore it would not make sense to run its website under the Senate's imprimatur. The group was formed by interested faculty, staff, and students who wanted to consider a different way of engaging shared governance. It was inspired in part by the work of the leadership group featuring members of the Senate, CSSAC (Campus Support Staff Advisory Committee), MaPSAC (Management and Professional Staff Advisory Committee), PGSG (Purdue Graduate Student Government), and PSG (Purdue Student Government) who communicated efficiently with the administration during the pandemic emergency in the past year. The task force's intent was to explore best practices and make recommendations about the ways that shared governance might work. The expectation of the task force was that in any proposed model, there would still be a faculty senate or senate-like body that debates and advises on issues within their purview. She stated that the reexamination of shared governance represents an opportunity for all voices to participate in and have representation in the larger Purdue community.

Professor Richards emphasized that the task force was not currently being endorsed by the Senate, but was rather an outside activity. In addition, it had been widely publicized for months and featured in Purdue Today several times, and had held several active listening and discussion sessions, with many opportunities to share comments and concerns.

Purdue Graduate Student Government President Madelina Nuñez shared that the PGSG Senate was shortly going to vote on a resolution regarding their opinion of the shared governance task force. If passed, the resolution would likely express

commitment and solidarity to the goals described by the task force in developing a more equitable and representative shared governance model at Purdue.

Professor Kauffman disagreed that the faculty has been well-informed about the ongoing effort, and said that in Mathematics, only a few faculty were aware of it.

Professor Koltick made a presentation [Appendix F], and said that like the Mathematics department, Physics and Astronomy felt unaware of the on-going work of the task force. He stated that current membership of the task force, per its website, was very limited in the sense that faculty made up only about 20%, and the group did not have wide-ranging academic representation. He noted that Engineering and Science did not have representation, among others. He stated that the task force planned to present its findings to the Board of Trustees before presenting to the University Senate, and that this was disturbing, as well as the fact that the then-Chair of the University Senate [Senator Nichols] had already presented on the idea to the Trustees. He argued that the Senate had no choice but to disavow the work of the Task Force until it knew more about the proposal, that the task force should not be allowed to use the Provost's website but must instead use the Senate's website, and that it should be moved to the auspices of the Faculty Affairs Committee, or that its work and recommendations should be reviewed by the FAC.

Professor Richards responded that the Provost's Office had made clear that the task force was not being supported by the Provost, but was only being given a space for sharing information with both faculty and staff. Moreover, the Steering Committee was already communicating with the Shared Governance Task Force and were preparing to have a Senate informational session scheduled for the early spring semester, since the working groups indicated they were still in early discussions and not ready for a presentation in November. It was the intention of the Steering Committee that the Senate would absolutely be kept informed once there was a useful depth and breadth of information to share.

Professor Pawley said that she had attended the April 2021 Board of Trustees meeting, and had attended three of the four listening sessions, and that she did so not as a Senator but as President of the local AAUP chapter, which also focuses on shared governance. From her understanding, there was as yet no actual proposal to respond to; the picture shared was of an initial rough proposal to be taken up by various working groups, and that there was no language on the table calling for the dissolution of the Senate. Professor Pawley expressed concern that the task force had not been transparent and that its definition of shared governance does not speak enough to the shared responsibilities between the President and Board of Trustees, and that it did not seem to want to partner with the Senate. However, given that the EPC and FAC had expressed interest in hearing from the task force, and given that it was already on Steering's radar, the resolution currently before the Senate was not needed.

Professor Nichols agreed that the last of the four listening sessions had solicited volunteers to serve on working groups to make proposal recommendations, and that

this process was still on-going. She also said that equitable representation means more equitable representation: we have about 8000 staff members and about 2000 faculty and about 5000 grad students. Currently, the University Sent allows one graduate student vote and no votes at all from the MaPSAC or CSSAC members. Having 92 faculty members and 10 non-faculty members, and no votes from staff is not an equitable university senate if the Senate's goal is to represent everyone on campus.

Professor Kaufmann said that she agreed with Professor Koltick's point that the task force was not representative, and that it was reasonable to require that the proposal must be considered by the Faculty Affairs Committee. The task force was not representing the will of the Senate. She was also concerned by reports that people had tried to volunteer and not been allowed to participate. Her belief was that the proposal underway would allow the administration and student governments to control curricular matters, and that the Senate should be the only body to control such matters.

President Nuñez drew the Senate's attention to the fact that there were still two other matters on the Agenda for discussion, and that the task force's timeline did not include going before the Trustees at least until February. She therefore moved to delay further discussion of Document 21-14 until January. The motion was seconded and voted upon, with the understanding that in January, its threshold for passage would be a simple majority, and not 2/3 of members voting and present. The motion carried, with 39 votes in favor, 28 opposed, and four abstentions.

15. Professor Siegmund presented **Senate Document 21-12** Proposal for a Medically Excused Absence Policy for Students (MEAPS) to be added to Purdue University Main Campus Academic Regulations on behalf of the EPC (Educational Policy Committee). He explained that the proposal for a medically excused absence policy had been brought to the EPC by PSG Representative Patryk Baranski. The policy was drafted with input from the Dean of Students. It seeks to clarify the rules and regulations that govern cases where students have significant mental or physical health issues that require hospitalization, ER, or Urgent Care visits. Students would contact the Office of the Dean of Students, who would then issue the required notice to faculty. Faculty would enter into an agreement that students would not be penalized for the absences.

During discussion, Professor Sanders voiced support for the proposal. He registered concern about the language of "experiencing emergency department or urgent care visits" and hoped that might be improved before the next session.

PSG Rep Baranski said that the resolution was the product of more than two years' worth of meetings and discussion with students, faculty, and administration, and was needed to fill a gap in student accommodations missing from Purdue's list of excused absences (currently only bereavement, military service, jury duty, and parenting leave are protected reasons for absence). Students who experience

sudden and severe medical situations would be granted the opportunity to make up missed work on a reasonable timeframe after recovering.

Vice President for Ethics and Compliance Alysa Rollock stated her appreciation for the efforts of the EPC and student government, and pointed out that Purdue also has an established process for working with faculty members to provide adjustments and accommodations for students with disabilities. She asked the committee to look into clarifying the role that disability accommodations have with respect to the proposal, to ensure that the protections students have under the disability accommodation process are continued, and to ensure a continued understanding of how appropriate adjustments and accommodations are made. It is important to acknowledge that this process and the protections it affords exist.

Professor Eric Kvam noted that the EPC was given information suggesting that the proposal would cover a relatively small minority of cases; most faculty are compassionate enough to address student urgent medical concerns willingly.

16. Presidents Kang and Nuñez presented **Senate Document 21-13**, Mental Health Action Week to be recognized on Official Purdue University Calendar, on behalf of the PSG and PGSG, respectively. President Kang described the Document as a formal recognition that the faculty wished to see the Mental Health Action Week hosted each year by PSG and PGSG added to the official university calendar. It would not interfere with any regular university operations, but would commemorate the week for the Boilermaker community to focus on mental health initiatives and resources. She hoped that it would assist the entire Purdue community in bringing to light and ameliorating the stigma attached to mental health challenges.
17. By consent of the body, discussion was briefly suspended so that the Senate could take action on the question of its spring modality. Vice Chair Brady moved that the Senate vote to determine its mode of meeting in Spring 2022. The motion was seconded. Professor Pawley spoke briefly in favor of continuing to meet virtually, noting the increased attendance and participation that the Senate had seen with the move to virtual meetings. She also stated that the pandemic's effects on caregiving situations continued to be changing and uncertain. There being no further discussion, the question was called. 51 Senators voted to continue meeting online for the spring semester, while two voted to change to a face-to-face modality.
18. Discussion on **Document 21-13** resumed. Professor Conaway thanked the student governments for bringing forward their resolution. He asked that they be more specific as to which calendar the Document indicated; he suggested that the University Academic Calendar might be the most apt.

Professor Pawley asked what the calendar addition would do. For example, we already have Green Week, Engineering Week, and Earth Week, none of which is on the Academic Calendar. She agreed that the specification of which calendar Mental Health Week would be added to was important, and wanted more information on what the result would be.

President Kang said that it was the University Academic Calendar they wished to modify. Adding a mental health week would raise awareness that academic success is tied to faculty, staff, and student mental health.

President Nuñez, speaking as both an instructor and a student, noted that in course development she would refer to the University Academic Calendar for reference. Adding Mental Health Week to the calendar would help to ensure that faculty were equal participants in on-going conversations on mental health and help to highlight it for the community. Many undergraduates had indicated that their faculty were not yet engaging Mental Health Week in their courses, and this addition to the calendar would further the potential for collaborations and discussions around the matter.

19. There being no further business, the meeting adjourned at 5:26pm.

To: The University Senate
From: Nominating Committee
Subject: Senate Standing Committee Members Temporary Leaves of Absence
Reference: Bylaw 5.21(a)
Disposition: University Senate for Discussion and Adoption

Rationale: The Nominating Committee often finds out during the summer (or occasionally in the late fall) that a Senator will be on a temporary leave of absence. The Nominating Committee must then convene, find a replacement, vote on it, and then take the nomination to the full Senate for confirmation. In practice, this means that the person selected as a limited-term substitute senator will not be able to meet with their committee(s) until late September, in some cases missing 1-2 meetings before the Senate can convene. Under such circumstances, it would be the most efficient if the substitute Senator appointed by their academic unit cover the Senator's absence on their respective Senate Standing Committee(s) as well.

Proposal: The Nominating Committee proposes an addition to Bylaw 5.21(a) stipulating that in the case of Senators going on a short (1-semester) leave of absence, if their academic unit selects a temporary replacement Senator, then this Senator will also replace the person on leave for their Senate Standing Committee assignment(s) during the colleague's short-term absence. For absences longer than one semester, the regular nomination process for Senate Standing Committees would still be in effect.

Current:
5.21 Duties and Responsibilities

The duties of the Nominating Committee are to:

a) Nominate elective members for all Senate committees, which may require the Nominating Committee to nominate Senators to fill Senate committee seats when too few Senators volunteer to fill all required Senate committee seats.

Proposed addition:

In the case of Senators going on a short (1-semester) leave of absence, if their academic unit selects a temporary replacement, then that Senator will also replace the person on leave for their Standing Committee assignment(s).

Committee Votes:

For:

Dulcy Abraham
Michael McNamara
Larry F. Nies
Robert Nowack
Jan Olek
Joseph Sobieralski
Qifan Song
Mario Ventresca

Against:

Abstained:

Absent:

Martin Corless

To: The University Senate
From: The Student Affairs Committee
Subject: Steps in addressing campus sexual assault and misconduct
Disposition: University Senate for Discussion and Adoption
Rationale: Purdue Student Government has created the Safety, Accountability, and Fostering an Environment of Respect (SAFER) Ad-Hoc committee to address safety issues taking place on campus, with special focus on sexual assault and misconduct. This committee, composed of individuals within Purdue Student Government and other members of the student body, is working on improving Purdue's response to instances of sexual assault, on educating students about the variety of resources Purdue offers for advocacy and health, and on pushing for larger systemic change at Purdue including the expansion of services.

The overall mission of the SAFER Committee is to create an environment on campus where students feel protected both physically and mentally from any form of sexual assault and misconduct, and where they will feel supported by the campus community and Purdue administration.

The University Senate is prepared to be a partner in these endeavors.

Proposal: The University Senate supports the following policies:

Purdue will create a streamlined, and easy-to-locate website where all sexual misconduct policies, information, and definitions, as well as current issues and statements reside. These policies and definitions will also be included in the student code of conduct.

All students will be required to pass a consent and misconduct module at the beginning of each academic year. Students will ~~complete a contract~~ take a pledge affirming Purdue's standards for consent and sexual misconduct.

Sexual assault is addressed in the student handbook.

Mental-health services for survivors of sexual assault are made more accessible, which might include prioritizing victims of sexual assault in providing them with mental health assistance.

Committee Votes:

For:

Faculty

Bradley Alge
Chittaranjan Das
Erika Birgit Kaufmann
Felicia Roberts
David Sanders
Dennis Savaiano
Steven Scott
Rusi Taleyarkhan
Jane F. Yacilla

Students

Mohamed Bouftas
Kamryn Bridges
Ailin Fei
Lilian Ferguson
Veronica Reynolds
Matt Stachler

Against:

Abstained:

Advisors

Beth McCuskey
Heather Beasley

Absent:

Faculty

Alan M. Friedman
Alexander Kildishev
Mark Rochat
Haiyan (Henry) Zhang

Advisors

Melanie Morgan

To: The University Senate
From: Purdue Student Government and University Senate Educational Policy Committee
Subject: Academic Regulations Update on Mid-Semester Academic Progress
Disposition: University Senate for Discussion and Adoption
Rationale: Time is a limited resource for University Student academic progress can be supported by regular feedback from course instructors, staff. Current University regulations require instructors to provide students in lower division courses (10000-29999 level) with at minimum one instance of graded feedback between the fifth and students. This constraint usually requires seventh week of the semester. However, students to balance demands inherent to in all undergraduate course levels (10000-49999) would benefit from expanded feedback throughout their engagement and success in traditional classroom and experiential learning, professional and personal social networking, family activities, and self-care. course progress.

To succeed, it is essential for academically, students to should ideally be aware of their up-to-date grade status while taking a course academic progress (i.e., current scores graded feedback on assignments) and the grading system and grading scale) used by the instructor. Not having this information can make it difficult for students to assess the efficacy of their learning strategies, and thus how optimally to allocate their efforts to balance the demands on their time successfully. In addition, such uncertainty. Uncertainty of academic progress can place unnecessary stress and pressure on students. Students. Because students often do not know their current scores or the grading scale of the course, they have reported difficulty in making time-allocation timely decisions and in making. Examples of these decisions about include whether to change the grade modality of a course, to withdraw from a course, or to seek further additional academic support, because they do not know or advising services, or how to best prioritize their current scores or the grading scale-time during busy seasons of the course academic term (e.g., when during mid-terms and finals week).

The final date to withdraw with a W or WF grade is critical point of the academic term for students as well as an approximate halfway marker for the term. The week preceding the final examination period of the academic term is another critical point. Due to the

nature, timing, and standardization of these critical points for each academic term, we have selected them as a framework for providing up-to-date graded feedback. This allows for students to understand a more accurate portrayal of their academic progress.

Furthermore, up-to-date graded feedback shall be provided in an equitable, accessible, and secure manner to students while conversely not placing undue burden on a “curve”). If course instructors. Up-to-date grade graded feedback shall preferably be provided via the student’s university learning management system to ensure equity and accessibility of the feedback as well as FERPA compliance.

While graded feedback is provided individually to students have, knowledge of their academic standing within the grading scale at the beginning of a course, they may more readily seek necessary academic support services and advising in times of poor academic performance. term is needed to give context to graded feedback.

The goal of this proposal is to provide students with increased, and valuable feedback on their academic performance throughout the term, not to change course design. Academic. We recognize that up-to-date graded feedback may not be possible for classes without formal assessments throughout the term.

Current University regulations require instructors to periodically provide students with graded feedback in lower division courses. However, this graded feedback is not required in upper division courses and does not provide students with the grading scale of a course, which can at times make it difficult for a student to assess their overall standing in a course. during at the two time-points of this policy. The proposed regulation shall be enacted by the Spring Semester of 2021-2022 academic year.

Proposal:

The Purdue University Senate To improve student academic success, Purdue Student Government requests to replace Section H of the Purdue University Academic Regulations titled “Mid-Term Grades of the Grades and Grade Reports” as on the left, replace with the following language on the right:

H. Mid-Term Grades*

Between the beginning of the fifth week and the end of the seventh week, all students enrolled in 10000-29999 level and those approved for foundational courses shall be

H. Mid-Term Grades Semester Academic Progress

Faculty shall provide all students enrolled in courses from the 10000-59999 49999 level their courses with up-to- date grade status (e.g., current scores and

provided graded feedback by their faculty. These grades will not become part of the permanent record.

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

grade scale) preferably via the student's university learning management system. An up-to-date grade status shall be made available graded feedback at least twice two times during the course term. This regulation applies to fall, spring, and summer courses. At least one update shall be provided before the final date to withdraw from the course with a W or WF grade. The second update shall be provided at least one week prior to the term's final examination period. The Instructors shall provide students with graded feedback on individual course assessments. At the beginning of a term, instructors shall provide a comprehensive outline of the course grade assessment method as part of their syllabus and certify that such information has been provided up to students. Graded feedback shall preferably be provided via the student's university learning management system. This regulation applies to fall, spring, and summer courses. ~~date grade status is~~ These grade updates are nonbinding and will not be a part of the student's permanent record. If Grade updates may not be available if no formal assessments have yet taken place in the a course, an up-to-date grade status may not be available.

Committee Votes:

For:

Faculty

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

Students

Elli DiDonna
Janelle Grant
Olivia Wyrick

Advisors

Jeff Elliott
Keith Gehres
Jenna Rickus

Against:

N/A

Abstained:

Faculty

Todor Cooklev

Advisors

Jeffery Stefancic

Absent:

Faculty

Li Qiao
Jeffrey X. Watts

Ex-Officio

Present, but non-
voting members:

Jaclyn Palm
John Pearson

To: The University Senate
From: University Senate Steering Committee
Subject: Reapportionment of the University Senate
Reference: University Senate Document 90-5; University Senate Document 90-6; University Code D 3.00; Bylaws of the University Senate, Items 2.00 and 2.01
Disposition: University Senate for Approval and Faculty Units
Proposal: Reapportionment of the Senate for AY 2022-2023 as indicated below.
Proposed Action: Section D 3.00 of the University Code and the Bylaws of the University Senate provide that the University Senate shall be composed of one hundred two members. Ten of these are specified in the items 1 through 10 below. The other slots will be apportioned among the West Lafayette faculty units, according to the number of faculty members, with the provision that no faculty unit shall have fewer than two Senators.

There are 2139 voting faculty members at the West Lafayette campus. When this number is divided by ninety-two the result is 23.25.

Therefore, to qualify for two Senators, a faculty unit should have at least 47 voting faculty members. However, since no faculty unit can have fewer than two Senators, the Libraries unit with 29 faculty members qualifies for two Senators, as does the Honors unit with 13 faculty members.

The remaining units have a total of 2097 voting faculty members with eighty-eight Senate seats remaining to be apportioned among them. The apportionment of Senators for each of these remaining units was obtained by dividing the number of voting faculty in the faculty unit by 23.83. The results are as follows: Agriculture, 11.88; Education, 2.85; Engineering, 17.83; Health & Human Sciences, 10.53; Liberal Arts, 10.66; Management, 5.29; Pharmacy, 3.19; Science, 14.31; Purdue Polytechnic Institute, 6.88; Veterinary Medicine, 4.57.

In order to achieve the desired 88 Senators, the College of Health & Human Sciences was closest to being below 0.50 and thus was assigned a value of 10 Senators. The remaining units were rounded to the nearest integer.

Areas Represented	No. Voting Faculty Members 16 Nov. 2020	Number of Senators 2020-21	No. Voting Faculty Members 15 November 2021	Number of Senators 2022-23
1. President		1		1
2. Chief Academic Officer		1		1
3. Chief Fiscal Officer		1		1
4. Chair of the Senate		1		1
5. Vice-Chair of the Senate		1		1
6. Purdue Northwest		1		1
7. Purdue Fort Wayne		1		1
8. IUPUI		1		1
9. Undergraduate Student		1		1
10. Graduate Student		1		1
11. Faculty Units				
<i>Agriculture</i>	309	13	283	12
<i>Education</i>	71	3	68	3
<i>Engineering</i>	426	18	425	18
<i>Health & Human Sciences</i>	235	10	251	10
<i>Honors</i>	--	--	13	2
<i>Liberal Arts</i>	262	11	254	11
<i>Libraries</i>	31	2	29	2
<i>Management</i>	115	5	126	5
<i>Pharmacy</i>	82	3	76	3
<i>Science</i>	323	14	341	14
<i>Purdue Polytechnic</i>	186	8	164	7
<i>Veterinary Medicine</i>	109	5	109	5
TOTAL:	2149	102	2139	102

To: The University Senate
From: Concerned Senators: Birgit Kaufmann, David Koltick, Oana Malis
Subject: Attempt at Dissolution of the Purdue University Senate
Reference: www.purdue.edu/provost/faculty/initiatives/senate.php
Shared Governance: A Practical Approach to Reshaping Professional Nursing Practice ©2006 HCPro, Inc..
Disposition: University Senate for Discussion and Adoption
Rationale: There is an attempt by a “task force” to replace the Purdue University Senate by a University Council based on a breach of trust and misinterpretation of “shared governance”.

In its simplest form, “shared governance” is shared decision making based on the principles of partnership, equity, accountability, and ownership at the point of service. This management process model empowers all members of an organization to have a voice in decision-making, thus encouraging diverse and creative input that will help advance ... missions of the organization. In essence, it makes every employee feel “part manager” with a stake in the success of the organization.

The breach of trust exists at numerous levels. (1) The “task force” is not representative of the mission responsibilities of the University. (2) To institutionalize a governance that usurps the fundamental educational authority of the faculty. (3) A rationale based on a highly biased survey system that claims anonymous input, but the data collection agency keeps and tracks identifiable responses. (4) The incorrect assumption that staff is not well represented by both CSSAC and MaPSAC. (5) The incorrect assumption that the undergraduate student body is not adequately represented by Purdue Student Government. (6) The incorrect assumption that the graduate student body is not adequately represented by Purdue Graduate Student Government. (7) A false narrative based on the “feeling” of inclusiveness in governance, when in fact governance will be highly limited and authoritarian. (8) Moreover, there is the appearance of the abuse of authority by a former Senate Chair who, having access to the Board of Trustees, used that access not to represent the Senate, but to set in motion a mechanism to dissolve the Senate.

Proposal:

Because the faculty are the point of service for both the educational and research goals of the University, and because the Senate represents the faculty and has the general power and responsibility to adopt policies, regulations, and procedures intended to achieve the educational objectives and the general welfare of those involved in these educational processes.

- (1) The Senate disavows the efforts of a “task force” to dissolve the Senate.
- (2) Further, the Provost’s sponsorship of the “task force” website will end.
- (3) The Faculty Affairs Committee will meet with the members of the “task force” to evaluate its motivations and make recommendations to the Senate of possible reforms to aid the faculty in its mission within the University.

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

A survey carried out by the University & Academic Affairs committee of the Purdue Student Government in 2019-2020 found that out of 144 students surveyed across all Purdue University – West Lafayette colleges, 60 reported having experienced class absences as a result of medically induced events/issues (Of these 60 students, 48 completed the entirety of the survey and these are the results that are referenced here). 48% reported missing 1-3 days, 23% missed 4-6 days, and 29% missed over 7 days. 47% of these students reported that professors/instructors did not extend due dates for assignments or projects, and 43% indicated that professors/instructors did not allow for make-up labs, exams, or other graded activities that required

attendance. 71% of these students reported their grades being affected by their absence and 21% reported having to retake a class as a consequence of their medically induced absence(s). In addition to these findings, additional statistics and student testimonials are available upon request.

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

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

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

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

Proposal:

To accommodate students experiencing medically induced absences and to ensure they are provided adequate opportunities to make up missed coursework, the following policy will be added to the Purdue University Academic Regulations, under section “Classes”, subsection “A. Attendance”.

The policy is written as follows:

Medically Excused Absence Policy for Students

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

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

Students will be excused, and no penalty will be applied to a student's absence for situations involving hospitalization, emergency department or urgent care visit and they will be given the opportunity to make up coursework as defined in the course syllabus.

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

The Medical Excused Absence shall not exceed fifteen (15) days per academic year, and no more than ten (10) academic calendar days taken consecutively. Total absences, including travel, may not exceed 1/3 if the course meetings for any course.

With a verified Medical Excused Absence notification by ODOS, no penalty will be applied to a student's absence

Notice: This policy is designed to provide students with minimum protections in cases of a severe medical absence. Students are encouraged to proactively reach out to instructors to see if an agreement can be reached regarding the student making up missed

work. This policy is designed to ensure students are protected during documented and severe illnesses/incidents, and additional leniency on behalf of instructors is encouraged.

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

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

Student Expectations, Rights, and Responsibilities: Students who miss class or other coursework due to a ~~serious medical illness or incident~~ **hospitalization, emergency department or urgent care visits** and are requesting a medically excused absence should note the following:

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

Office of the Dean of Students Expectations, Rights, and Responsibilities: When supporting students experiencing

medically induced absences, ODOS is subject to the following guidance:

1. Collection, storage, and eventual disposal of student-submitted medical documentation must be handled in a secure manner that is compliant with all legal and Purdue policy protections, such that student privacy and confidentiality is prioritized.
2. Any student-submitted medical documentation will not be shared with instructional staff, faculty, or any entity outside of ODOS.
3. Upon examination of student-submitted medical documentation and any communication with the student, ODOS will serve as the sole authority responsible for indicating if the student's absences are eligible to be medically excused.
4. Should an absence be deemed medically excused, ODOS will communicate this decision with the appropriate faculty whose coursework coincided, or will coincide, with the student's absence(s). This communication will also indicate that faculty are compelled to work with students to enable them to make up missed coursework or find alternatives for equal credit, within a reasonable timeframe.
5. Should an absence be deemed medically excused, ODOS will advise faculty to not ask the student for any medical documentation or information.

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

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

Exception: This policy recognizes that certain programs at Purdue University are regulated by governmental or regulatory agencies who impose strict guidelines for student attendance. In the event a student's medically excused absence exceeds the number of allowed absences as dictated by the governing agency, this policy cannot

guarantee the student will be able to make up missed work or continue to adhere to the program's attendance requirements.

Exception: This policy is not intended to provide extended accommodations for chronic medical conditions. The intention of this policy is to afford accommodations to students experiencing serious and short-term medical situations which cause them to miss coursework. Students experiencing a chronic condition or diagnosis may have their initial absences accommodated, but long-term periods of absences will need to be addressed by the Disability Resource Center (DRC).

Closing Remarks: Students experiencing serious medically induced absences should notify their instructors and the Office of the Dean of Students concurrently. If ODOS is given proper documentation or verifiability of an absence, instructors will excuse students from class and provide them the opportunity to earn equivalent credit (including through a grade of Incomplete) and demonstrate evidence of meeting the learning outcomes for missed assignments or assessments. If the student is not satisfied with the implementation of this policy by a faculty member, he or she is encouraged to contact the Department Head and/or the Office of the Dean of Students for further review of their case. In a situation where grades are negatively affected, the student may follow the established grade appeals process.

Committee Votes:

For:

Faculty

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

Students

Janelle Grant
Olivia Wyrick

Advisors

Jeff Elliott
Keith Gehres
Jeffery Stefancic

Against:

N/A

Abstained:

Faculty

Jeffrey X. Watt

Absent:

Faculty

Li Qiao

Students

Elli DiDonna

Advisors

Jenna Rickus

Ex-Officio

Present, but non-voting members:

Jaclyn Palm
John Pearson

To: The University Senate
From: Purdue Student Government and Purdue Graduate Student Government
Subject: Mental Health Action Week to be recognized on Official Purdue University Calendar
Reference: Purdue University Student Governments Joint Resolution 21-01
Disposition: University Senate for Discussion and Adoption
Rationale: **WHEREAS**, Mental Health Action Week (MHAW), formally known as Mental Health Awareness Week, was established by the Purdue Graduate Student Government (PGSG) and first hosted in February 2018 as an annual event for graduate students; and

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

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

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

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

Proposal: **Therefore, be it RESOLVED**,
That Purdue University officially recognize Mental Health Action Week (MHAW) by adding it to the University Calendar for the 2021-2022 school year and for all university calendars after and following; and

- a. The first official university Mental Health Action Week will be scheduled for March 7-11th, 2022.

Be it also RESOLVED,

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

Be it further RESOLVED

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

Authors: Shannon Kang, Olivia Wyrick, Madelina Nuñez

Sponsor(s):

PSG Passage Date: 9/29/2021

PGSG Passage Date: 9/15/2021

PSG President: Shannon Kang

PGSG President: Madelina Nuñez

PSG Senate President: Olivia Wyrick

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

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

21-10	Senate Document 21-10 Steps in addressing campus sexual assault and misconduct	Presented by Student Affairs Committee	*Approved 15 November 2021	
21-11	Senate Document 21-11 Reapportionment	Presented by Steering Committee	*Approved 15 November 2021	
21-12	Senate Document 21-12 Proposal for a Medically Excused Absence Policy for Students (MEAPS) to be added to Purdue University Main Campus Academic Regulations	Presented by Educational Policy Committee	*Action 24 January 2022	
21-13	Senate Document 21-13 Mental Health Action Week to be recognized on Official Purdue University Calendar	Presented by Purdue Student Government and Purdue Graduate Student Government	*Action 24 January 2022	
21-14	Senate Document 21-14 Attempt at Dissolution of the Purdue University Senate	Presented by Professor David Koltick	*Action 24 January 2022	

REMARKS OF THE CHAIR: 11/15

Stephen P. (Steve) Beaudoin
Chair, Purdue University Senate
Professor, Davidson School of Chemical Engineering
Director, Purdue Energetics Research Center (PERC)
; (765) 494-7944/2696

Progress Towards Priorities

- Senate and Faculty committees making progress on most priorities
 - No engagement (yet) on critical thinking or mental health

- Sexual violence is the dominant topic right now

Preventing Sexual Violence, Supporting Survivors

- A significant number of campus organizations are pursuing solutions in a coordinated fashion
 - Title IX, VP for Ethics and Compliance, CARES Center, PGSG, PSG, #MeToo, Graduate School, Purdue Police, Office of the Provost, Office of the Dean of Students
- Chair has formed an Advisory Committee
 - Understand where our programs are excellent, where they are lacking, what we might suggest to improve our effectiveness
 - Kickoff is tomorrow
 - Expected conclusion will be mid-February
 - Focus is campus-wide (faculty, staff, students)

Is Our Own House in Order?

- We have no rules governing our own behavior
 - No explicit descriptions of our standards for civility and courtesy
 - No policy or mechanism for enforcing adherence to any code of conduct
- *How can we have credibility speaking about conduct to campus when we do not speak about it within our own organization*
- We need to be an example to campus
 - Will we put in the work to amend our bylaws?

THANK YOU



University Senate

11/15/2021

5

PURDUE ONLINE

ONLINE.PURDUE.EDU

Gary Bertoline,
Senior Vice President for Purdue Online &
Learning Innovation

Purdue Online: Today

Strong Growth

Since fall 2020, created 115 new high-quality, fully online courses, largely for self-supporting, revenue-generating graduate programs.

Purdue in a good position because it was emphasizing online growth even before COVID-19, but the pandemic has forced everybody online and competition is growing.

Purdue's strong, internationally known brand remains an advantage.

Purdue Online: Today

Purdue Online

Purdue Online is the home of **selective** offerings while Purdue University Global focuses on **accessible** offerings.

High-impact online professional engineering master's degrees taught by Purdue WL faculty are examples of selective offerings.

Purdue Online does not offer full online undergraduate programs of study.

Purdue Online offers online graduate degrees, certificates, and courses as well as non-credit offerings primarily to working professionals and corporate partnerships.

SAMPLE PROGRAMS ACROSS THE UNIVERSITY



MS Business Analytics
MS Global Supply Chain Management
MS Human Resource Management
MS Information Security for the Computing
Professional (Computer Science)



Electrical & Computer Engineering (MSECE)
Engineering Education (MSENE)
Industrial Engineering (MSIE)
Interdisciplinary Engineering (MSE/MS)
Mechanical Engineering (MSME)

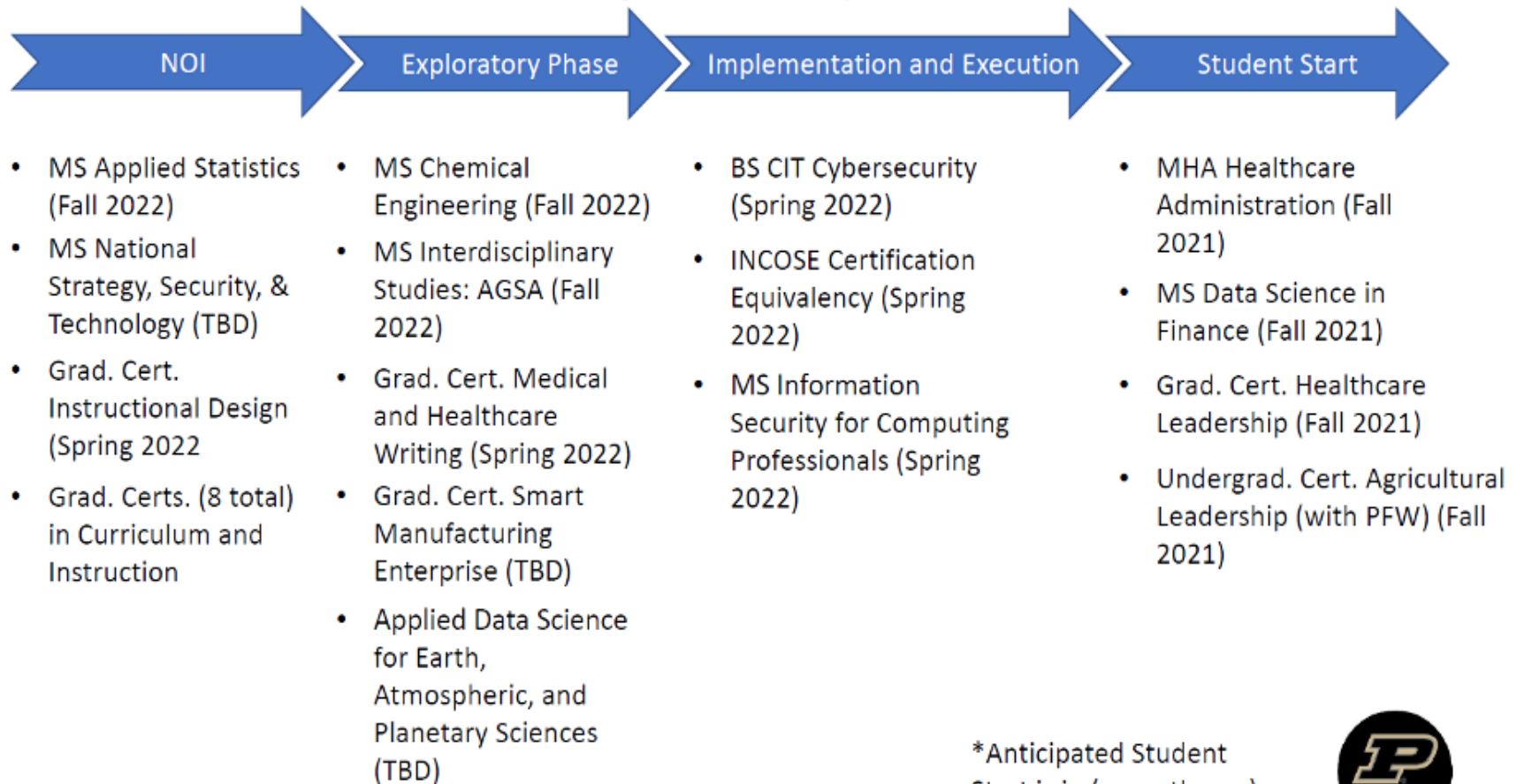


Leadership, Change Management &
Negotiations Certificate

Doctor of Technology (100% Online)

CURRENT NEW PROGRAM LAUNCH REPORT

Credit Offerings in the Launch Pipeline



*Anticipated Student Start is in (parentheses)



NEW PROGRAM LAUNCH REPORT (CONTINUED)

Non-Credit Offerings in the Launch Pipeline



Pre-Arrival

Applications, Admissions, Accepts

Applications (PWL)

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	4-year change
Agriculture	29	27	86	55	+26 (+90%)
Education	140	166	179	293	+153 (+109%)
Engineering	291	296	292	975	+684 (+235%)
HHS	11	48	48	94	+83 (+755%)
Interdisciplinary	13	47	9	34	+21 (+162%)
Liberal Arts	192	156	123	208	+16 (+8%)
Management	103	93	173	312	+209 (+203%)
PPI	121	131	155	226	+105 (+87%)
Science	27	23	2	1	-26 (-96%)
Vet Med	385	402	334	353	-32 (-8%)
Total	1,312	1,389	1,401	2,551	+1,239 (+94%*)



*WL applications were +10% for graduate students in the same 4-year period

Admits (PWL)

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	4-year change
Agriculture	27	22	85	48	
Education	135	140	157	246	
Engineering	220	238	240	832	
HHS	10	40	39	75	
Interdisciplinary	12	38	9	31	
Liberal Arts	183	150	116	197	
Management	96	87	152	235	
PPI	114	126	140	192	
Science	9	2	0	0	
Vet Med	95	112	116	104	
Total					

*WL admits were +32% for graduate students in the same 4-year period

Accepts (PWL)

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	4-year change
Agriculture	26	19	78	42	
Education	127	130	133	210	
Engineering	177	183	200	529	
HHS	10	33	36	55	
Interdisciplinary	8	31	7	30	
Liberal Arts	147	130	102	136	
Management	54	56	98	177	
PPI	103	112	126	171	
Science	5	2	0	0	
Vet Med	80	83	101	83	
Total					

*WL accepts were +7% for graduate students in the same 4-year period

Enrollment

As of term end, includes all students enrolled in an online program and taking a course in the given semester

Enrollment - New Students (PWL)

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	4-year change
Agriculture	27	20	80	45	
Education	199	195	152	290	
Engineering	130	137	150	422	
HHS	18	40	57	69	
Liberal Arts	194	162	124	181	
Management	115	110	114	214	
PPI	112	99	148	168	
Science	0	0	0	0	
Vet Med	79	85	130	97	
Total					

Enrollment - All Credit Students (PWL)

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	4-year change
Agriculture	51	46	123	122	
Education	458	507	424	575	
Engineering	488	538	553	901	
HHS	18	71	121	182	
Liberal Arts	468	439	352	361	
Management	239	225	236	390	
PPI	245	286	313	377	
Science	4	4	2	6	
Vet Med	202	248	332	341	
Total					

*WL enrollments were +4% for graduate students in the same 4-year period

Enrollment - All Noncredit Students (PWL)

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	4-year change
Agriculture	1,054	774	811	1,394	
Education	112	62	160	337	
Engineering	375	583	753	1,133	
HHS	3	0	0	16	
Liberal Arts	373	0	0	139	
Management	21	0	0	0	
Pharmacy	180	341	333	413	
PPI	72	71	98	175	
Science	0	0	0	3,109	
Vet Med	240	120	218	638	
Total					

Enrollment - All Credit Students (PWL, PNW, PFW)

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	4-year change
PWL	2,173	2,364	2,456	3,255	+1,082 (+50%)
PNW	1,186	1,180	985	1,033	-153 (-13%)
PFW	171	175	205	341	+170 (+99%)
Total	3,530	3,719	3,646	4,629	+1,099 (+31%)

Opportunities

New Opportunities

Funding Innovation in Online Education

- **Innovation Fund - Colleges/Partner Units**
 - The *Innovation Fund - Colleges/Partner Units* is meant to support non-recurring investments in innovations that accelerates online enrollment growth, increase corporate engagement, improve student retention, enhance the quality of courses, or supports any learning innovation that improves teaching and learning.

New Opportunities

Funding Innovation in Online and Residential Education

- The ***Innovation Fund - Innovation College/Skunk Works*** to drive improved student retention, enhance the quality of courses, or supports any learning innovation that improves teaching and learning.
- This includes but is not limited to investments to help us drive scale using technologies like artificial intelligence (AI), machine learning (ML), augmented reality (AR), and virtual reality (VR) to support personalized online and residential learning.

THANK YOU

Contact:
bertoline@purdue.edu
765-496-2321



Questions

Teaching Policies2

Faculty have commented that a different approach seems to have been used to set the Spring 2022 course schedule, and faculty are surprised by how the dates/times of their courses for the Spring 2022 semester have been disrupted. They felt they did not have input regarding the day/time when their courses would be taught. Could this be clarified, perhaps by the Provost?..... 2

Personnel actions2

What is the university’s plan to pay graduate students a living wage and give systematic additional yearly raises to match inflation, which is currently at a 30-year high and affects BIPOC, international, and other minoritized students disproportionately? 2

Of the faculty/instructor hires made to handle the enrollment bump this summer, how many were of tenure-track faculty? How many were contingent faculty (visiting assistant professors, clinical faculty, lecturers, graduate students in instructor-of-record positions)? How many hires of each category are anticipated for 2022-23? 2

Shared Governance Task Force3

It has been brought to our attention the existence of a “task force” on the Office of the Provost website, with the stated goal to replace the Senate with a University Council. We agree for an organization of any size to function smoothly and achieve its intended goals, all of its parts need to understand how to contribute to organizational goals, especially as these goals change. Unfortunately, this “task force” is far from “representative”, nonetheless, it claims to have authority to speak directly to the Board of Trustees. 3

We ask for clarification; 3

(a) The Provost’s motivation and goals in sponsoring the “task force” website..... 3

(b) The level of access the “task force” has to the Board of Trustees..... 3

(c) The means by which the Board of Trustees can move towards dissolution of the Senate. 3

COVID.....4

I’m wondering about the consistency of our mask wearing policy across venues, and enforcement of those policies. Masks are required in classrooms, presumably because social distancing is difficult or impossible. Mask wearing is optional in the Rec Center, presumably because social distancing is possible. 4

Teaching Policies

Faculty have commented that a different approach seems to have been used to set the Spring 2022 course schedule, and faculty are surprised by how the dates/times of their courses for the Spring 2022 semester have been disrupted. They felt they did not have input regarding the day/time when their courses would be taught. Could this be clarified, perhaps by the Provost?

In general, our approach to time and room assignments did not change for Spring 2022—the Registrar attempts to accommodate instructor time and room preferences where possible. We did make one change for Fall 2021 to our time and room scheduling process that likely impacted some instructors: because of the need to accommodate increased enrollment when setting class time and location, some Departmental classrooms were moved into the central schedule build to provide more space options. This included any room larger than 50 seats. The Registrar then assigned these rooms instead of allowing the Departments to assign the room, as they would have in the past. This change added about 100 additional sections to the central schedule build that the Registrar managed versus the Departments controlling the space.

We will closely monitor the need to continue (or not) this practice going forward. In general, with increased enrollment and need to support additional student demand, some instructor preferences have not been able to be accommodated because of the need to account for student conflicts and room optimization. That said, we will continue to accommodate instructor time and room preferences wherever possible.

Personnel actions

What is the university's plan to pay graduate students a living wage and give systematic additional yearly raises to match inflation, which is currently at a 30-year high and affects BIPOC, international, and other minoritized students disproportionately?

Graduate Students holding assistantships are included in our annual merit compensation pool and units work to provide stipends competitive with those in their discipline. That said, the Office of the Treasurer, the Office of the Provost, and the Graduate School launched a project in October to conduct an analysis of current graduate student compensation and develop a set of recommendations based on that analysis. The recommendations will be delivered early in the Spring 2022 semester to the Provost and the Chief Financial Officer, in order that any appropriate action could be implemented in fiscal year 2022-23.

Of the faculty/instructor hires made to handle the enrollment bump this summer, how many were of tenure-track faculty? How many were contingent faculty (visiting assistant professors, clinical faculty, lecturers, graduate students in instructor-of-record positions)? How many hires of each category are anticipated for 2022-23?

We have been making investments in instructional capacity, student support, learnings spaces, etc. as we have grown our undergraduate enrollment. Specifically, for Fall 2022, we authorized the hiring of more than 200 graduate teaching assistants, limited-term lecturers, lecturers, advisors, and student support personnel. Of this total, 97 were graduate teaching assistants. For academic year 21-22, we authorized 38 new faculty lines (above and beyond normal hiring): 31 Tenure/Tenure-Track and 7 Clinical/Professional. For academic year 22-23, we have authorized another 84 new faculty lines (again, above and beyond normal hiring): 51 Tenure/Tenure-Track and 33 Clinical/Professional. Over the past 4 years, we have authorized a total of 151 new faculty lines to support enrollment growth.

Shared Governance Task Force

It has been brought to our attention the existence of a “task force” on the Office of the Provost website, with the stated goal to replace the Senate with a University Council. We agree for an organization of any size to function smoothly and achieve its intended goals, all of its parts need to understand how to contribute to organizational goals, especially as these goals change. Unfortunately, this “task force” is far from “representative”, nonetheless, it claims to have authority to speak directly to the Board of Trustees.

We ask for clarification;

(a) The Provost’s motivation and goals in sponsoring the “task force” website.

As explained to PNW Professor David Nalbome of the Indiana AAUP in correspondence with Provost Jay Akridge this summer:

*“Professor Deb Nichols, then Chair of the University Senate, presented the idea for a task force to explore shared governance at the April 2021 Board of Trustees meeting. The Trustees heard the concerns and ideas expressed and indicated they would be open to entertaining a proposal for a more effective structure after further study by the task force. Professor Nichols approached the Provost’s office with a request to have a presence on our website. **While it is not a Provost initiative, [Provost Akridge] concluded it was a reasonable accommodation to allow the faculty to have a central repository for their information-sharing. [Provost Akridge’s] office has no other involvement with the activities of the task force.”** (emphasis added)*

In short:

“This is an initiative started by the faculty; it was organized by past Senate leadership in response to faculty concerns about the effectiveness of the University Senate.”

(b) The level of access the “task force” has to the Board of Trustees.

There have been no presentations to the Board of Trustees on this topic since Professor Nichols’ presentation in April 2021, as noted above. As a general principle, the Board may invite official communications from faculty on its own initiative at any time (Article VI, Section 4 of the Bylaws of The Trustees of Purdue University). This would certainly apply to any Immediate Past Senate Chair working with faculty and other campus stakeholder groups on an initiative launched during her tenure as chair.

(c) The means by which the Board of Trustees can move towards dissolution of the Senate.

Consistent with the Trustee’s statutory authority, the Board has acted by resolution over the years to designate the University Senate as the legislative body of the faculty. The Board always retains the power to rescind or modify its prior resolutions, including the one adopted in 1964 that laid the foundation for the current structure.

COVID

I'm wondering about the consistency of our mask wearing policy across venues, and enforcement of those policies. Masks are required in classrooms, presumably because social distancing is difficult or impossible. Mask wearing is optional in the Rec Center, presumably because social distancing is possible.

At Mackey Arena, where social distancing is not possible, masks are supposedly required. However, looking over recent online photos of the Nov. 4th exhibition game showed less than strong compliance: in fact, a photo in one section (the Black Seats) showed over 60% were not complying (either they were wearing no masks or their masks did not cover both their mouths and noses).

We have strong rules in the classroom for noncompliance; but what can we do at indoor sports venues? This is particularly concerning given COVID projections in the coming months, and the fact that those present are shouting and expelling germs far more than occurs in most classrooms.

The issue is one with which every school in the country with an indoor athletics program is faced. The majority of attendees at the basketball games are guests, not students, faculty or staff. Since we can't eject thousands of people individually from the games, our option is to cancel the basketball season, which we would be reluctant to do.

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

Steering Committee

Libby Richards, erichards@purdue.edu

1. Implementation of passed Senate legislation

Advisory Committee

Stephen Beaudoin, sbeaudoi@purdue.edu

Nominating Committee

Robert Nowack, nowack@purdue.edu

1. Standing committee members temporary leaves of absence
2. Populating committee vacancies

Educational Policy Committee

Thomas Siegmund, siegmund@purdue.edu

1. Senate Resolution 20-58 (for vote), with PSG
2. Medical Excused Absence Policy (for discussion), with PSG
3. Academic Emergency Policy
4. Definition of Teaching Excellence: via Professor Bross
5. Winter Flex survey

Equity, Diversity, and Inclusion Committee

Brian Leung, brian-leung@purdue.edu

1. Addressing Sexual Assault on Campus
2. Amplifying black faculty and staff
3. Campus and community policing
4. University centralized funding of accessibility for deaf and hard-of-hearing community.
5. Juneteenth commemoration

Faculty Affairs Committee

Signe Kastberg, skastber@purdue.edu

1. Benefits
2. Compensation and Inflation
3. Teaching Excellence
4. Sabbatical Leave
5. Travel Card
6. Winter Flex survey

Student Affairs Committee

David Sanders, retrovir@purdue.edu

1. Preventing Sexual Assault
2. Student-Athlete Name Image and Likeness
3. Student-Athlete COVID-19 Protection
4. Student-Athlete Long-Term Health

University Resources Policy Committee

Janice Kritchevsky, sojkaje@purdue.edu



Human Resources

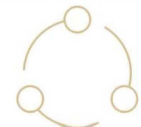
Senate Report 21-02
Appendix E

University Benefits

University Senate - November 15, 2021

Questions

1. What are the employee-friendly metrics used to determine our healthcare benefits?
2. How do the medical benefits provided by Purdue compare to those of other large local employers? It is clear that healthcare spending is on the rise; however, many Purdue employees do not consider the medical benefits here to be competitive.
3. How is HR helping to streamline and facilitate the process of understanding what we pay for and what we get for it? How can we help employees to make good healthcare choices? For example, anecdotal reports suggest that the Healthcare Concierge may not be functioning well or consistently. This person does not appear to be informed of tier 1 and tier 2 locations. Further, Castlight / Anthem Care&Cost is not always up-to-date.



HEALTHY BOILER – Part of Total Rewards



Behavioral Health

- Employee Assistance Program
- Live Health Online
- MyStrength
- Behavioral Health Counseling



Physical Health

- Medical, Rx, Dental and Vision
- Health Clinics (PWL, PFW)
- Rx Savings Solutions
- ATI Onsite Program
- Shoes for Crews



Work-Life Integration

- Leaves – Personal and Business
- Care.com
- Family Friendly Policies
- Onsite Child Care



Financial Wellness

- Retirement
- Life Insurance
- Health Savings Account
- Voluntary Benefits



Social Wellness

- HB Challenges
- Winter Recess
- Cultural Centers
- Professional Committees and Groups

Question 1

What are the employee-friendly metrics used to determine our healthcare benefits?

What is considered when reviewing benefits?

Navigation

- Geographic Access
- Choice
- Family coverage
- Utilization

Program Quality

- Clinical outcomes
- Customer service
- Experience

Operational

- Employee cost
- Technology options
- Regulations / Compliance
- Communications

Will the benefit meet a need or want?

What are the short-term or long-term impacts of the benefit?

What are other employers doing in this area?

What is happening in the healthcare industry?



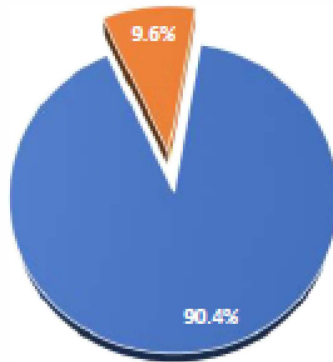
Question 2

How do the medical benefits provided by Purdue compare to those of other large local employers? It is clear that healthcare spending is on the rise; however, many Purdue employees do not consider the medical benefits here to be competitive.

Purdue Vs Other Employers

2019 Higher Education Benchmark – Annual Premium

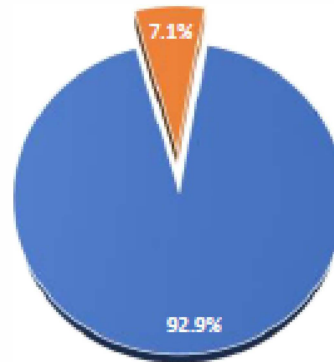
All Plans - HDHP



■ Employer Annual Contribution
■ Employee Annual Contribution

Employer	Employee
\$11,054	\$1,180

Purdue HDHP



■ Employer Annual Contribution
■ Employee Annual Contribution

Employer	Employee
\$12,844	\$989

36 institutions invited to participate
14 submitted validated information
13 additional public institutions

Purdue Vs Other Employers

2019 Higher Education Benchmark – Annual Premium

	CDHP Plans			2019 Purdue				How Purdue Compares to Benchmarks
	10,000 - 25,000 employees	All Universities	Midwest	HDHP1		HDHP2		
Cost Information	n = 5	n = 10	n = 8	<\$44K	\$44K+	<\$44K	\$44K+	
Avg Monthly Employee Contribution								Purdue premium costs to employees are very competitive for all plans
Single	\$36	\$63	\$63	\$17	\$49	\$5	\$10	
EE + Spouse	\$95	\$136	\$136	\$88	\$158	\$20	\$82	
EE + Child(ren)	\$89	\$112	\$112	\$32	\$88	\$8	\$27	
Family	\$143	\$206	\$206	\$119	\$214	\$24	\$111	
Avg Monthly Employee Contribution %								
Single	7.7%	11.0%	10.3%	2.6%	7.4%	0.8%	1.5%	
EE + Spouse	9.8%	13.4%	12.4%	5.9%	10.6%	1.3%	5.5%	
EE + Child(ren)	9.3%	12.4%	11.3%	2.6%	7.4%	0.7%	2.3%	
Family	10.2%	13.2%	12.2%	5.9%	10.6%	1.2%	5.5%	
Average Monthly Premium (Employee + Employer)								Purdue average total premium costs are less favorable compared to benchmark average
Single	\$464	\$570	\$613	\$630	\$568			
EE + Spouse	\$969	\$1,015	\$1,096	\$1,419	\$1,287			
EE + Child(ren)	\$957	\$906	\$991	\$1,135	\$1,023			
Family	\$1,401	\$1,568	\$1,683	\$1,923	\$1,733			

Purdue Vs Other Employers

2019 Higher Education Benchmark - Deductible

	CDHP Plans			2019 Purdue		How Purdue Compares to Benchmarks
	10,000 - 25,000 employees	All Universities	Midwest			
Plan Design Information	n = 5	n = 10	n = 8	HDHP1	HDHP2	HDHP Plans
Deductible						
In-Network						
Single	\$2,050	\$1,950	\$1,844	\$2,000	\$2,750	HDHP 1 is Consistent; HDHP 2 is Less Favorable
Family	\$4,100	\$3,667	\$3,688	\$4,000	\$5,500	
Out-of-Network						
Single	\$3,625	\$3,000	\$3,000	\$3,500	\$5,000	HDHP 1 is Consistent; HDHP 2 is Less Favorable
Family	\$7,250	\$6,000	\$6,000	\$7,000	\$10,000	
Coinsurance						
In-Network	80%/20%	80%/20%	80%/20%	80%/20%	75%/25%	Consistent
Out-of-Network	60%/40%	60%/40%	60%/40%	60%/40%	55%/45%	Consistent
Out-of-Pocket Maximum (incl. deductibles)						
In-Network						
Single	\$3,600	\$3,735	\$3,250	\$3,570	\$5,250	HDHP 1 is Consistent; HDHP 2 is Less Favorable
Family	\$7,200	\$7,470	\$6,500	\$7,500	\$10,500	
Out-of-Network						
Single	\$7,250	\$6,021	\$5,967	\$8,000	\$10,000	Less Favorable
Family	\$14,500	\$12,043	\$11,933	\$16,000	\$20,000	

Purdue Vs Other Employers

2021 Employer Comparison

	National Benchmark		Regional Benchmark		Indiana Benchmark	
	Plan 1 - HSA	Plan 2 - PPO	Plan 1 - HSA	Plan 2 - PPO	Plan 1 - HSA	Plan 2 - PPO
Deductible (single/family)	\$3,000/\$6,000	\$2,000/\$4,500	\$3,000/\$6,000	\$2,000/\$4,000	\$3,000/\$6,000	\$2,500/\$5,000
OOP (single/family)	\$5,000/\$10,000	\$6,000/\$12,000	\$5,000/\$10,000	\$5,500/\$11,850	\$5,000/\$10,000	\$5,500/\$11,000
EE Monthly	\$158.00	\$210.00	\$147.00	\$199.00	\$161.00	\$197.00
EE+SP Monthly	\$494.00	\$651.00	\$469.00	\$617.00	\$492.00	\$608.00
EE+CH Monthly	\$417.00	\$547.00	\$394.00	\$514.00	\$417.00	\$518.00
EF Monthly	\$718.00	\$926.00	\$665.00	\$847.00	\$721.00	\$881.00
EE Count						
EE+SP Count	3,739 employers	8,145 Employers	1,320 Employers	2,105 Employers	339 Employers	282 Employers
EE+CH Count						
EF Count						
EE Average						

Purdue	
Plan 1 - HSA	
Tier 1	Tier 2
\$1,450/\$2,900	\$2,000/\$4,000
\$2,250/\$4,500	\$3,250/\$6,500
Below \$44k	Above \$44k
\$22.63	\$76.94
\$118.24	\$199.10
\$41.41	\$129.49
\$163.52	\$270.18
\$55.94	\$159.60
\$121.15	

Purdue Vs Local Employers



	Local Employer 1		Local Employer 2		
	Plan 1 - HSA	Plan 2 - PPO	Plan 1 - PPO	Plan 2 - HSA	Plan 3 - HSA
Deductible (single/family)	\$3,000/\$6,000	\$750/\$2,250	\$1,500/\$3,000	\$3,000/\$9,000	\$4,000/\$8,000
OOP (single/family)	\$3,000/\$6,000	\$3,000/\$6,000	\$3,500/\$7,500	\$6,500/\$13,000	\$5,000/\$10,000
EE Monthly	\$69.33	\$114.83	\$140.00	\$100.00	\$45.00
EE+SP Monthly	\$186.33	\$292.50	\$431.00	\$330.00	\$175.00
EE+CH Monthly	\$134.33	\$221.00	\$353.00	\$270.00	\$130.00
EF Monthly	\$277.33	\$403.00	\$560.00	\$430.00	\$220.00
EE Count	12	19	296	127	85
EE+SP Count	1	1	76	13	9
EE+CH Count	2	5	74	48	15
EF Count	4	3	66	22	25
EE Average	\$126.12	\$171.01	\$268.12	\$187.67	\$95.90

Purdue	
Plan 1 - HSA	
Tier 1	Tier 2
\$1,450/\$2,900	\$2,000/\$4,000
\$2,250/\$4,500	\$3,250/\$6,500
Below \$44k	Above \$44k
\$22.63	\$76.94
\$118.24	\$199.10
\$41.41	\$129.49
\$163.52	\$270.18
1209	1354
268	662
340	581
265	934
\$55.94	\$159.60
\$121.15	

Purdue Vs Local Employers



Local Employer 3

Local Employer 4

Purdue

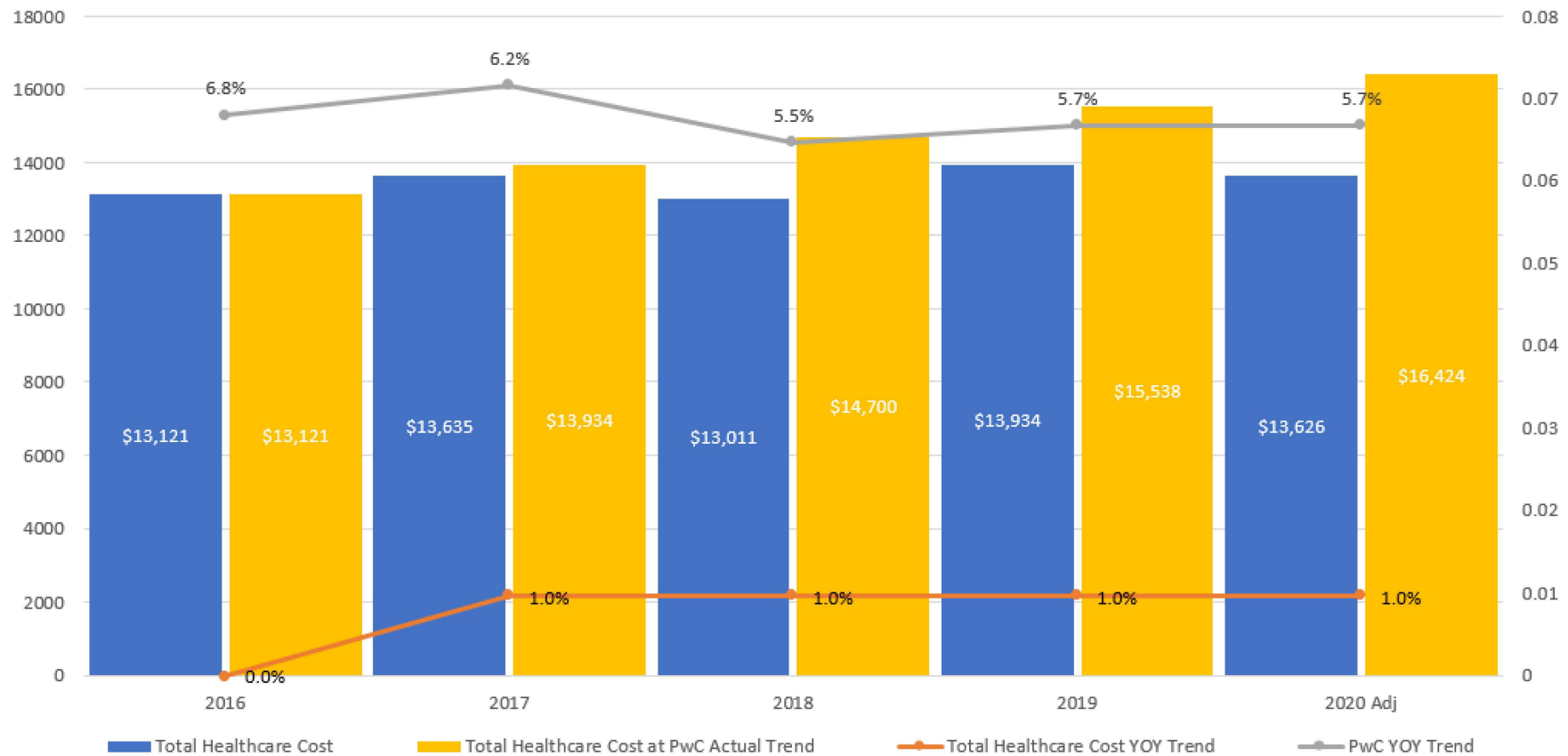
	Plan 1 - PPO	Plan 2 - PPO	Plan 3 - PPO	Plan 3 - HSA
Deductible (single/family)	\$500/\$1,000	\$1,000/\$3,000	\$4,500/\$9,000	\$6,250/\$12,500
OOP (single/family)	\$3,000/\$6,000	\$4,000/\$12,000	\$6,550/\$13,100	\$6,250/\$12,500
EE Monthly				
EE+SP Monthly				
EE+CH Monthly		Varies		
EF Monthly				
EE Count				
EE+SP Count				
EE+CH Count	26	23	85	113
EF Count				
EE Average	\$223.00	\$492.00	\$650.00	\$246.00

Plan 1 - PPO		Plan 2 - HSA	
\$1,200/\$2,700		\$2,300/\$4,700	
\$4,000/\$8,100		\$4,600/\$9,000	
Non-Tobacco	Tobacco	Non-Tobacco	Tobacco
\$160.33	\$226.98	\$114.83	\$181.48
\$340.17	\$406.81	\$225.33	\$291.98
\$264.33	\$330.98	\$177.67	\$244.31
\$411.67	\$478.31	\$260.00	\$326.65
Enrollment Not Provided			

Plan 1 - HSA	
Tier 1	Tier 2
\$1,450/\$2,900	\$2,000/\$4,000
\$2,250/\$4,500	\$3,250/\$6,500
Below \$44k	Above \$44k
\$22.63	\$76.94
\$118.24	\$199.10
\$41.41	\$129.49
\$163.52	\$270.18
1209	1354
268	662
340	581
265	934
\$55.94	\$159.60
\$121.15	

Healthcare Expenditures - Overall 2016-2020

Total Actual Combined (ER & EE) Expenses vs Total Actual At PwC Published Trend (PEPY)



If Purdue followed national trend, employees and the university would be spending \$3k more per employee per year on healthcare.

2022 Recommendations

Strategy	Plan Cost/Savings	Employee Cost/Savings
No Premium increase		●
Moved HSA Purdue contribution to \$200/\$400 & Expanding current incentive menu of health screenings		
Healthy Boiler Portal Upgrade	●	
Increase Retiree premiums (5%)	●	●
Dental Carrier Change & Reduction in premiums	●	●
Reduction in ASO fees - VSP vision carrier	●	
Additional direct agreement - Colonoscopy	●	●
Additional direct agreement - Diabetes Management	●	●

Not Recommended for 2022. Consider in future years:

- Increase in Working Spouse Premium
- Deductible and Out of Pocket increases
- Cost share on preventive dental
- Cost share on vision
- Premium increase for active employees and long-term disability members

2021 Open Enrollment Survey

Health Benefits Purdue Provides are... (n=1420)

Terrible (1)	6.7%	Too Expensive (1)	11.1%	Not Comprehensive (1)	7.3%	Unfair (1)	7.5%
2	7.1%	2	11.5%	2	7.4%	2	6.5%
3	9.4%	3	13.9%	3	8.6%	3	10.0%
4	22.0%	4	24.2%	4	21.8%	4	23.9%
5	22.4%	5	17.7%	5	20.7%	5	17.4%
6	23.1%	6	13.9%	6	22.9%	6	20.8%
Excellent (7)	9.1%	A Great Value (7)	7.8%	Comprehensive (7)	11.3%	Fair (7)	13.9%
2020 Mean:	4.52*		3.99		4.55*		4.55*
2019 Mean:	4.56*		3.99		4.46*		4.48*
2018 Mean:	4.57*		3.82*		4.51*		4.42*

*One-sample *t*-tests found these mean values to be significantly above or below the scale's midpoint at $p < .001$.

Question 3

How is HR helping to streamline and facilitate the process of understanding what we pay for and what we get for it? How can we help employees to make good healthcare choices? For example, anecdotal reports suggest that the Healthcare Concierge may not be functioning well or consistently. This person does not appear to be informed of tier 1 and tier 2 locations. Further, Castlight / Anthem Care & Cost is not always up-to-date.

Benefit Communications

- Monthly Healthy Boiler newsletters
- Purdue benefits and vendor websites, including vendor tools
- Home mailers
- Purdue Today articles
- Targeted emails, Videos, Quick Reference Guides
- Social media and blog posts with program facts, vendor information and calls to action
- Partner with HR business partners

Other Strategies

- Monthly Stakeholder Meetings
- Stakeholder involvement with RFP and committees
- HR Service Center Tracking
- Determine majority need/want to understand and utilize benefits
- Anthem Concierge
- Annual Survey

Questions

- What is the best method for educating employees on the benefit programs and how they work?
- What will evolve from the transparency legislation that helps or hinders employees? What can Purdue do to compliment?

THANK YOU

Giant Leap Toward Shared Governance at Purdue

www.purdue.edu/provost/faculty/initiatives/senate.php

Discussion of Shared Governance task force” Material
Purdue University Senate

Concerned Senators

November 15, 2021

University Senate History

- Founded ~60 years ago.
- Senate is the legislative body of the faculty (W.L & Regional Campuses)
- Shall have the general power and responsibility to adopt policies, regulations, and procedures intended to achieve the educational objectives of P.U. and the general welfare of those involved in these educational processes

Shared Governance

governing boards, senior administration, faculty, staff and students contribute to decision-making related to policy, procedure, and practice.

Current Members:

Deborah Nichols, Shared Governance Task Force Chair, Human Development and Family Studies

Stacey Baisden, Former MaPSAC Chair, Polytechnic Institute

Colleen Brady, Agricultural Sciences Education and Communication

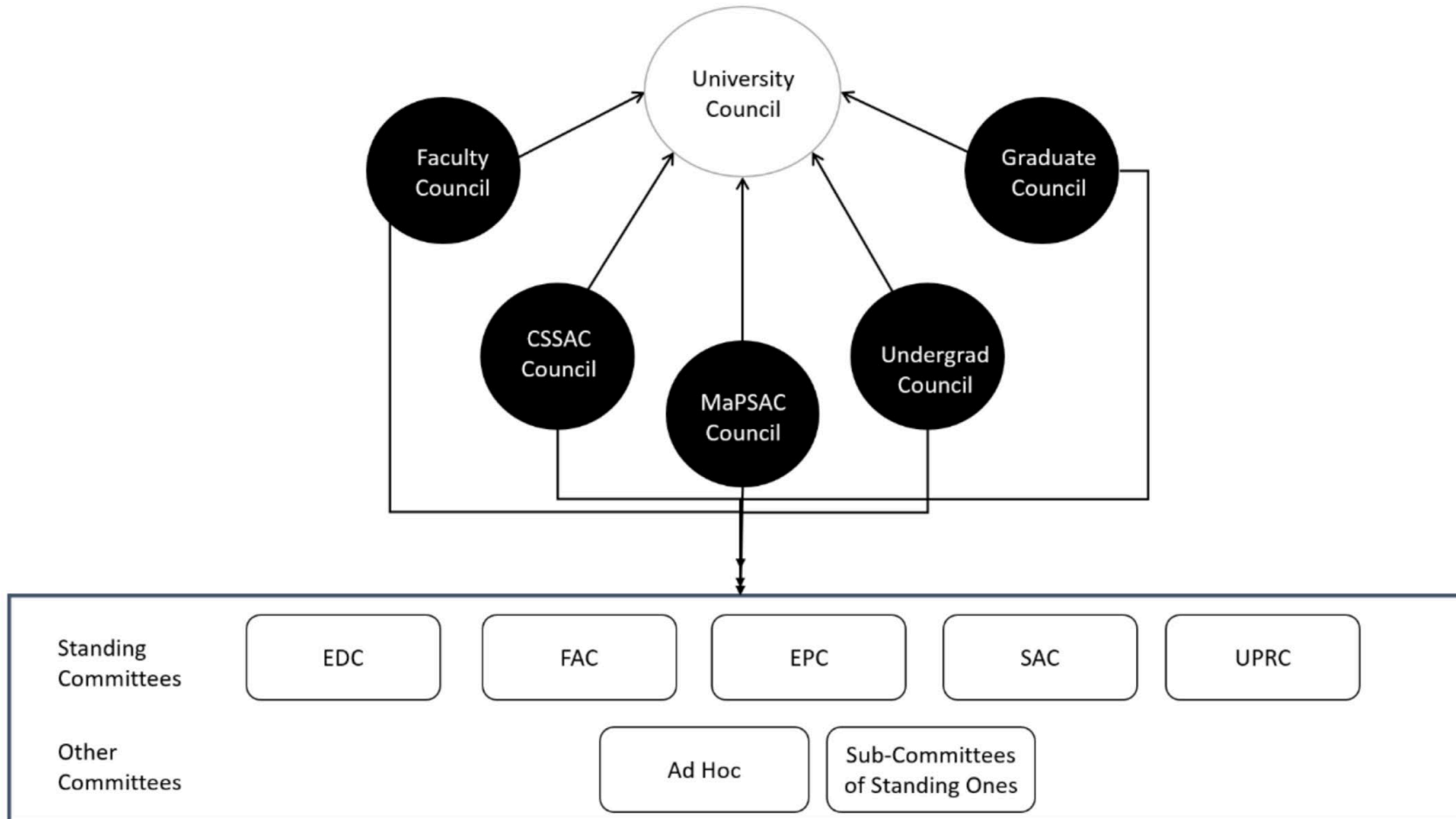
Angela Dodd, Vice President of Purdue Black Alumni Association

Sara Mellady, CSSAC Chair, Biological Sciences

Madelina E. Nuñez, PGSG President, Interdisciplinary Studies

Brock Turner, CSSAC Vice Chair, Procurement Services

Shared Governance



Has Not Come Before or Sanctioned by the Senate

WORK PLAN:

What are the steps moving forward?

- October: form Working Groups, finalize charges for and composition of these groups. We need volunteers to help with the working group (and encourage you to suggest other areas we might also want to consider).
- October/November: engage in listening tours, town halls, and other participatory forums with staff, student, and other groups as needed. Meet with leadership in different colleges and schools to compile stories of both effective and ineffective shared governance efforts within these colleges and schools.
- November: convene Leadership team and Working groups to draft documents and materials for Board of Trustees' consideration