

Fourth Meeting, Monday, 24 January 2022, 2:30 p.m.
Zoom Meeting

AGENDA

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|---|---|
| 1. Call to order | Professor Stephen P. Beaudoin |
| 2. Statement of Land Use Acknowledgement | Professor Stephen P. Beaudoin |
| 3. Approval of Minutes of 15 November 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. Memorial Resolutions | |
| 9. Résumé of Items Under Consideration by Various Committees | For Information
Professor Elizabeth A. Richards |
| 10. Consent Agenda | For Action |
| a. Senate Document 21-12 Proposal for a Medically Excused Absence Policy for Students (MEAPS) to be added to Purdue University Main Campus Academic Regulations | Professor Thomas Siegmund |
| b. Senate Document 21-13 Mental Health Action Week to be recognized on Official Purdue University Calendar | PSG President Shannon Kang and
PGSG President Madelina Nuñez |
| c. Senate Document 21-17 Nominees for Committee Vacancies | Professor Robert Nowack |

11. **Purdue Student Government Update** For Information
PSG President Shannon Kang

12. **Purdue Graduate Student Government Update** For Information
PGSG President Madelina Nuñez

13. **Shared Governance Task Force Update** For Information
Professor Deborah Nichols

14. **Senate Document 21-14** Opposition to an Attempt
at Restructuring/Dissolution of the Purdue
University Senate For Action
Professor David Koltick

15. **Senate Document 21-16** Honors College Member
on the Undergraduate Curriculum Council For Discussion
Professor Thomas Siegmund

16. New Business

17. Adjournment

Fourth Meeting
Monday, 24 January 2022, 2:30 p.m.

Zoom Meeting

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

Absent: *President Mitchell E. Daniels Jr., Charles A. Bouman, Sabine Brunswicker, Michael A. Champion, Daniel H. Frank, Alan M. Friedman, Alexander V. Kildishev, Cara Kinnally, John J McConnell, Erik Otárola-Castillo, Pete E. Pascuzzi, Felicia Roberts, and Amanda J. Emmons.*

Guests: *Dave Bangert (Based in Lafayette Newsletter), Spencer Deery (Office of the President), Jason Fish (Purdue Online), Meredith Hackler (WLF), Laurie Hitze (CSSAC), Dee McNamara (Purdue Global), Malini Nair (Purdue Exponent), Abbey Nickel (Purdue Today), Carol Shelby (Environmental Health and Public Safety), Joseph Strickler (Student Success Programs), Marion Underwood (Health and Human Sciences), Randall Ward (Disability Resource Center), Jennifer William (Liberal Arts), and Robert D. Wynkoop (Auxiliary Services).*

1. The meeting was called to order at 2:36pm.
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 15 November 2021 Senate meeting were entered as read.
4. The agenda was accepted by general consent.
5. Chair Beaudoin made remarks about the need for compassion during the continued pandemic. He stated that many of the rituals, activities, and relationships that would normally be a source of comfort have been subject to extended disruption. It has become difficult to gauge what makes a successful or productive day at work, and as our nerves become strained and we miss the ability to rebalance outside of work, we become more demanding and less considerate of each other. This creates a cycle of worsening discontent. He encouraged all faculty, staff, and students to show compassion to each other, and to themselves. He suggested that saying thank-you more often and acknowledging the work of others would help lower the collective stress level just a bit. The more the Purdue community is able to normalize a culture of self-care and community care, the better off everyone will be.
6. President Daniels was unable to attend the Senate meeting due to a longstanding previous obligation, but recorded a short video in which he introduced presentations on two topics [Appendix A]. The first was an update on the action items detailed in the 2014 Senate Security Report, which had been compiled under the leadership of then-Senate Vice Chair Patricia Hart following tragic 2014 murder of Andrew Bolt by another undergraduate, Cody Cousins. The report made recommendations in the areas of physical facilities, infrastructure, communication, mental health, safety education, and public safety responders. Carol Shelby, Senior Director of Environmental Health and Public Safety, reported that the University has since taken action in all areas, and maintains ongoing campus and community safety efforts. The second presentation was on an opportunity to create a faculty club area in the Sagamore Room in Purdue Memorial Union; President Daniels emphasized his desire for the Senate's guidance on whether and how to move forward with plans for the club. Rob Wynkoop, Associate Vice President of Auxiliary Services, discussed the services and possible fee levels for a faculty club, which could include a lounge area with refreshments and a private bar area open for twice-weekly service, and showed some preliminary images of the form it might take.
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 B]. Following the presentations, there were some questions about the impetus for the faculty club, and whether it could be used for hosting visitors. In addition, Professor Alice Pawley asked Director Shelby why the safety drills implemented since 2014 were mostly optional rather than mandatory. Director Shelby explained that while there are multiple forms of safety education and training available to students, faculty, and staff, it is difficult to find the right timing for drills, since they can disrupt class and research, which is why the general policy has been to offer information and

education rather than mandatory emergency response training.

8. The Senate observed a moment of silence in recognition of the Memorial Resolution for Dr. Harrison Leigh Flint, Professor Emeritus of Horticulture [Appendix C].
9. Professor Elizabeth Richards, Chair of the Steering Committee, presented the Résumé of Items Under Consideration by Various Committees [Appendix D]. Professor Thomas Siegmund noted that the Educational Policy Committee, along with the Faculty Affairs Committee, was continuing to work with Vice Provost Kris Wong Davis and Dean Marion Underwood on the winter flex proposal. Professor David Sanders added that some of the students on the Student Affairs Committee had initiated a discussion of the “Where are all the men?” section of President Daniels’ [annual open letter to the Purdue community \(5 January 2022\)](#).
10. Documents 21-12, 21-13, and 21-17 were introduced as a consent agenda. However, Professor Pawley requested to have Document 21-13 pulled out for debate and separate consideration. Professor Julie Liu requested to have Document 21-12 pulled out for debate and separate consideration. Document 21-17 Nominees for Committee Vacancies was adopted by general consent of the body.

Discussion on Document 21-12 Proposal for a Medically Excused Absence Policy for Students (MEAPS) to be added to Purdue University Main Campus Academic Regulations began. Professor Liu stated that she found the wording of the proposed regulation ambiguous, because one portion states that the instructor will allow students to make up work where possible, and another implied that the instructor must allow missed work to be made up. Professor Siegmund reminded the Senate that the Document had been presented previously and had already been extensively revised in response to feedback. The Document now reflects the input of Vice Provost Rickus, the Office of the Dean of Students, the Disability Resource Center, and Vice President Rollock, and is now in the form of an implementable academic regulation. There are situations where making up work may not be exactly possible and other solutions might need to be found. Vice Provost Rickus explained that the overarching language of the absence policy as currently structured shows a basic expectation that instructors will allow work to be made up when possible, and then delineates specific cases wherein students must be excused with no penalty: bereavement, military duty, jury duty, and parental leave. The EPC’s work adds a fifth type of officially excused absence where no penalty may be attached to the student. Further discussion followed, and Professor Liu maintained that the language of the policy was unclear, while Professor Siegmund stated that the EPC was working within existing absence policy. Vice Provost Rickus suggested that the policy was written to allow flexibility, and that specific work might not be possible to make up but alternative assignments could substitute, for example. Professor Pawley moved to amend the document by adding the words “when possible” to the clause following the words “course work as defined in the course syllabus.” The amendment was seconded. Vice Provost Rickus expressed concern that this could then take the language on medically excused absences out of alignment with the other protected types of absences. Professor Min Chen proposed a secondary amendment to further

clarify that no penalty would be applied only in the case of medical need, and not in the case of the other categories. The secondary amendment was seconded. Professor Siegmund pointed out that there was other language not included in the Senate Document for reasons of space, so the change proposed in the secondary amendment would potentially further confuse the issue. Professor Pawley offered to withdraw her amendment in response to Vice Provost Rickus's point. Professor Sanders reminded the Senate that a Standing Committee Chair can request a month-long deferral of a motion. Chair Beaudoin asked whether Professor Siegmund was amenable to a delay request. Professor Siegmund agreed to delay action on the Document, but also reminded the Senate that the EPC had repeatedly requested feedback on its contents, and asked the Senate to please be in touch with the Committee regarding their input prior to the next meeting, in order to avoid additional delays over wording.

Discussion began on **Senate Document 21-13** Mental Health Action Week to be Recognized on Official Purdue University Calendar. Professor Pawley spoke in favor of the work the Purdue Student Government and Purdue Graduate Student Government had done to institutionalize the prioritization of mental health. She stated her belief that the way to institutionalize that change would be to modify the regulations governing the academic calendar. She proposed an amendment to the Document to state that

The University Senate changes the academic regulations on the academic year and calendar part A, on the Academic Calendar, to add this text:

8) Additional dates recognized in the academic calendar, including but not limited to mental health or cultural values, can be added by the explicit vote of the Senate.

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

The amendment was seconded. Provost Akridge pointed out that the Document as written did not address the Academic Calendar, but rather the University Calendar. The Academic Calendar focuses on critical dates for students with respect to decisions like adding and dropping classes, graduation requirements, etc. while the University Calendar captures events that apply to the campus at large. Mental Health Action Week, while important and supported by the administration, was not directly tied to a student's academic progress.

Out of concern to avoid a second secondary amendment situation, Chair Beaudoin asked President Kang and President Nuñez to consider delaying action on the Document for another month. Professor Pawley offered to withdraw the amendment to allow for an immediate vote, but President Kang stated that the will of the PSG and PGSG bodies was to attach Mental Health Action Week to the Academic Calendar specifically, and not the University Calendar. President Nuñez concurred. The presidents agreed to re-present the Document in the February Senate meeting, reminding the Senate that Mental Health Action Week takes place annually in March.

11. President Kang introduced herself and her vice president, Olivia Wyrick, and presented the Purdue Student Government Update [Appendix E]. She reported on the focus of the PSG for the year, “Leave your mark,” and its several pillars: mental health and well being, diversity and inclusion, involvement, accessibility, and sustainability. The array of activities highlighted included many campus events, as well as several current and pending resolutions undertaken by PSG in service of their goals.
12. President Nuñez delivered the Purdue Graduate Student Government Update [Appendix F]. To familiarize the Senate with PGSG, she described the council’s structure, its long and rich history, and introduced its officers. She outlined the PGSG’s priorities, which focus on three key areas: housing and compensation, mental health, and campus climate. PGSG’s recent major accomplishments included over 50 fall campus events and the distribution of \$100,000 in grant awards. She also described upcoming events and hoped that Senators would encourage their graduate students to become involved in the PGSG.
13. Immediate Past Chair and Senator Deborah Nichols presented information on the Shared Governance Task Force [Appendix G]. She explained the history of shared governance at Purdue, which has not seen significant change since 1990, and how the pressures and solutions applied during the first year of the COVID-19 pandemic made clear that the university’s shared governance system needs to evolve to become both more responsive and more representative. The task force has been studying how shared governance operates at Purdue, as well as learning about best practices, in order to develop recommendations about how to innovate within the area of shared governance. The task force has developed four main objectives: to engage a wider set of faculty voices, to create opportunities for meaningful participation by groups that have not historically had that (for example, staff), to develop mechanisms that would facilitate the collaboration of campus stakeholders, and to construct multiple opportunities to engage stakeholders to participate in shared governance. She noted that the initial working group had held three listening sessions in the spring and a fourth in the fall, that volunteers had been solicited for five tasked working groups, and that the groups had begun to meet and to do their work. Broad-strokes recommendations would be presented to the Board of Trustees in April, and later steps would include a campus-wide votes and the formation of a subsequent group to develop and implement the proposal further. This process mirrors the 1964 process that was used to form the Senate.

Professor Pawley asked how the Senate would be involved in the process, whether the changes proposed were focused on the West Lafayette campus, and why all stakeholders should be permitted to vote on matters of faculty responsibility. Professor Nichols said that the working idea was to form a council that included representation from administration, faculty, staff, student groups, and potentially others, which is why all stakeholders would be asked to affirm such a model. Faculty would continue to have their own group that would function similarly to the Senate with respect to curricular and calendar matters. The Senate’s role would be to

determining how, in transitioning to something like a faculty council, it wished to shape its bylaws, rules, and election components. System-wide participation would be welcome, and was being discussed in the Intercampus Faculty Council.

Professor Terence Meyer asked why most of the models used as examples in the informational documents were pulled from smaller private universities, and whether there were similar proposals at major peer institutions. Professor Nichols said that initial models had been examined because of their high COACHE scores with respect to shared governance satisfaction, and that within the working groups, the list of models being examined had since then broadened to include larger public schools. She also noted that other universities did engage in periodic reexamination of shared governance, with Virginia Tech as an example of a university currently working through a major overhaul.

Professor Tony Vyn said he was new to the Senate, and wanted to know why a review of governance was needed at this particular moment. Professor Nichols said that the need for change had become clear in the first summer of the pandemic, when a leadership group that was put together to meet weekly with administration realized that their work was needed because of the inefficiencies of traditional structures—with the Senate, for example, not meeting over the summer. With leaders of different constituencies (faculty, staff, and students) coming together regularly, transformative change seemed possible. There was no intention to lessen the power of the faculty, who would still retain all of their responsibilities as delegated by the Trustees. While incremental changes have been made in the University Senate in past years, they have not had a significant cumulative effect. Moreover, in the four major Senate surveys completed during the pandemic, many comments in the open-ended portion of the surveys came from staff and students who said they felt they didn't have other ways to put their voices forward. The shared governance work aligns also with the Trustees' Equity Task Force, in that it advocates for equitable representation across all groups on Purdue's campus. She emphasized that having 92 of the 102 members of the University Senate be faculty members is not very equitable.

Professor Leung asked whether the proposed executive group would necessarily need to sit above the Senate, or whether another form were possible. Professor Nichols said that many possibilities were being explored and no final form had been set, nor would having an executive council necessarily mean that its membership could circumvent the work of other constituencies. Currently, though, the only group approaching a model where administration has close contact with leaders from faculty, staff, and students all together is the Advisory Committee, which is both confidential, and faculty-heavy.

Professor Pawley asked what the task force would do to increase the engagement of faculty on Senate Committees, and also wanted to know why the plan was to present to the Trustees prior to presenting a model to the entire campus for affirmation. Professor Nichols said that the group is studying best practices and has engaged a shared governance consultant, both of which show that it is essential to meaningfully incentivize participation. She noted that this is an area where the cultural change

committee, of which Professor Pawley was a member, could helpfully make recommendations. She said that because we are constrained by Indiana State Law, the consent of the Board of Trustees is needed to make any large shared governance change.

Professor Meyer asked for more clarification as to what role the faculty would play in curricular decisions. Professor Nichols said that the faculty would maintain the same advisory role with respect to curriculum and calendar that it already has; the purpose of the executive group would be to ensure that all major constituencies were in communication with each other, not to rewrite curriculum.

14. Professor David Koltick presented **Senate Document 21-14** Opposition to an Attempt at Restructuring/Dissolution of the Purdue University Senate [Appendix H]. He said that the work of the Task Force was moving very rapidly, although the Senate has been in existence for nearly sixty years. He said that Purdue had gone through many changes over those years, and that the Senate had been a part of those changes. Professor Koltick referenced a definition of shared governance from *Shared Governance: A Practical Approach to Reshaping Professional Nursing Practice*©2006 HCPro, Inc. because the medical community makes life-or-death decisions. The definition emphasized partnership, equity, accountability, and ownership at the point of service, and he stated that this that this is compatible with AAUP's definitions. He said that Purdue's point of service is its faculty. He then explained that Professor Nichol's initial proposal looked to him like it intended to create a democratic body, and that if there were an executive council that gave equal weight to all constituencies on campus, decisions might be made by people who were not sufficiently expert. He said that while the Task Force argued that Purdue's shared governance was structurally broken, its faculty were the brightest minds on the planet, and were highly concerned with fairness, honesty, and providing the best education possible. He said that Professor Nichols' proposal would create a professional political class if it attempted to reward stakeholders directly for their participation in shared governance. He concluded that the Senate should disavow efforts to dissolve or transform its function, and that the Provost should not support the efforts of the task force because the Senate and administration had worked well together for sixty years. Finally, if the Senate wished to engage reform, such efforts should properly be routed through the Faculty Affairs Committee. He said that Professor Nichols had raised important points about whether the Senate were representing everyone in need of representation, but that those points must be addressed within the Senate.

Professor Sanders proposed an amendment by substitution that substantially reworded Document 21-14 in order to make it responsive to the current language of the task force; to incorporate the AAUP's definition of shared governance. which includes shared decision making; to revise the content of the Document along more general and less personal lines; to make explicit the Senate's disavowal of attempts to reduce its authority; to recognize the value of a representative body elected by its constituents; and to show the Senate would be willing to endorse the creation of an elected representative body for staff. The amendment was seconded. Professor Birgit

Kaufmann, one of the authors of the original Document, thanked Professor Sanders for his work, but thought that point three might be getting ahead of the game, because it would need to be the outcome of a discussion not yet had by the Senate. Professor Pawley spoke in favor of the amendment because it improved upon language that had been unnecessarily inflammatory. She also stated her intention to bring before the Senate in March a Document that would establish AAUP language as a necessary grounding for discussion of shared governance. Provost Akridge stated that the claim that the Office of the Provost was sponsoring the work of the task force was inaccurate, as the only thing the office had done was to provide a space for a website that would assist in the open and transparent public discussion of the group's ideas. Beyond that, there had been no involvement whatsoever, and administration regarded the task force as a faculty, staff, and student effort. After some further discussion, Professor Koltick proposed a secondary amendment to strike Item Three from the text of Professor Sanders' amended Document and replace it with the original Item Three. As a compromise, it was agreed simply to drop Item Three entirely and proceed. The change was affirmed by general consent. President Nuñez addressed the Document's statement that there is an incorrect assumption that the Graduate student body is not well represented by PGSG. She stated that PGSG had in fact passed a [resolution](#) stating their commitment to, and in solidarity with, the goals of the task force. While the graduate students do not feel they are inadequately represented by their own government, they still wish to improve the shared governance system and enhance the level of representation university-wide. The Senate then voted on Professor Sanders' amendment, which carried, with 49 votes in favor, ten opposed, and two abstentions.

After a quorum check, discussion continued on the amended Document. Professor Nichols stated that even as amended, the Document was not accurate, that the task force was not attempting to institutionalize a structure that would usurp the fundamental educational authority of the faculty. The question on Document 21-14 was then called. The motion carried, with 40 in favor, 17 opposed, and two abstentions.

15. Professor Siegmund presented [Senate Document 21-16](#) Honors College Member on the Undergraduate Curriculum Council on behalf of the Educational Policy Committee. The body agreed by unanimous consent to waive the rules and allow action to be taken immediately on the Document. There being no discussion, the question was called, and the Document carried with 47 votes in favor, four in opposition, and two abstentions. This was approximately a 92% margin, clearing the 2/3 threshold required by a suspension of the rules.
16. There being no further business, the meeting adjourned by enthusiastic unanimous consent at 5:36pm.

To: The University Senate

From: University Senate Educational Policy Committee

Subject: Proposal for a Medically Excused Absence Policy for Students (MEAPS) to be added to Purdue University Main Campus Academic Regulations

Reference: [1] <https://www.purdue.edu/advocacy/students/absences.html>
[2] <https://catalog.purdue.edu/content.php?catoid=13&navoid=15965#a-attendance>
[3] <https://catalog.gatech.edu/policies/student-absence-regulations/>

Disposition: University Senate for Discussion and Adoption

Rationale: University Senate Document 10-8 (established March 21, 2011) outlines how General Attendance Issues are to be handled by course instructors in the event of absences that are beyond the control of the student (such as illness, family emergencies, bereavement, etc.). The language in this document does not enforce any mandatory arrangements for students experiencing sudden and unexpected medical conditions or events, whether they be physical or mental in nature, and which result in the student missing class or other coursework. Examples of such language include: “Instructors are *expected* to establish and clearly communicate in the course syllabus attendance policies”, “this work [missed work] *may be made up at the discretion of the instructor*”, and “instructors are *encouraged* to accommodate the student” (italics added for emphasis on non-binding language). From anecdotal experiences and conversations with Purdue instructors, many instructors are accommodating and willing to work with students, but there remains a subset who do not adequately accommodate these burdened students nor provide opportunities for work to be made up for equal credit.

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

for make-up labs, exams, or other graded activities that required attendance. 71% of these students reported their grades being affected by their absence and 21% reported having to retake a class as a consequence of their medically induced absence(s). In addition to these findings, additional statistics and student testimonials are available upon request.

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

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

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

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

**Proposal:
(As Revised
for 24
January
2022)**

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

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

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

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

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

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

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

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

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

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

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

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

1. Collection, storage, and eventual disposal of student-submitted medical documentation must be handled in a secure manner that is compliant with all legal and Purdue policy protections, such that student privacy and confidentiality is prioritized.
2. Any student-submitted medical documentation will not be shared with instructional staff, faculty, or any entity outside of ODOS.

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

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

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

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

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

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

Exception: This Senate Document recognizes that certain programs at Purdue University are regulated by governmental or regulatory agencies who impose strict guidelines for student attendance. In the event a student's medically excused absence exceeds the number of allowed absences as dictated by the governing agency, this change in

regulations cannot guarantee the student will be able to make up missed work or continue to adhere to the program’s attendance requirements.

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

Changes to Academic Regulations language [2]:

Existing Language	New Language
<p>A. Attendance</p> <p>The resources of Purdue University are provided for the intellectual development of its students. Courses with defined schedules are provided to facilitate an orderly and predictable environment for learning, as well as to provide assurance of a registered student’s right to access the course. Scheduled courses allow students to avoid conflicts and reflect the University’s expectation that students should be present for every meeting of a class/laboratory for which they are registered. Faculty are responsible for organizing and delivering a course of instruction and for certifying student accomplishment on the basis of performance. Coursework is defined as the assessment(s) used by the instructor to determine the student’s grade, as outlined in the course syllabus.</p> <p>The University recognizes that the learning mission can be enhanced significantly by co-curricular experiences.</p>	<p>A. Attendance</p> <p>The resources of Purdue University are provided for the intellectual development of its students. Courses with defined schedules are provided to facilitate an orderly and predictable environment for learning, as well as to provide assurance of a registered student’s right to access the course. Scheduled courses allow students to avoid conflicts and reflect the University’s expectation that students should be present for every meeting of a class/laboratory for which they are registered. Faculty are responsible for organizing and delivering a course of instruction and for certifying student accomplishment on the basis of performance. Coursework is defined as the assessment(s) used by the instructor to determine the student’s grade, as outlined in the course syllabus.</p> <p>The University recognizes that the learning mission can be enhanced significantly by co-curricular experiences.</p>

Students participating in University-sponsored activities should be permitted to make up class work missed as a result of this participation. Ultimately students are responsible for all required coursework and bear full responsibility for any academic consequences that may result due to absence.

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

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

Procedures and remedies for granting these absences for is specified in the sections below. The student bears the responsibility of informing the instructor in a timely fashion, if possible. The instructor bears the responsibility of trying to accommodate the student either by excusing the student or allowing the student to make up work, when possible.

1. General Attendance Issues
2. Conflicts with Religious Observances
3. University Excused Absences

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

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

Students participating in University-sponsored activities should be permitted to make up class work missed as a result of this participation. Ultimately students are responsible for all required coursework and bear full responsibility for any academic consequences that may result due to absence.

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

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

Procedures and remedies for granting these absences for is specified in the sections below. The student bears the responsibility of informing the instructor in a timely fashion, if possible. The instructor bears the responsibility of trying to accommodate the student either by excusing the student or allowing the student to make up work, when possible.

1. General Attendance Issues
2. Conflicts with Religious Observances
3. University Excused Absences

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

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

- Absences related to those covered under Jury Duty Policy for Students
- Absences related to those covered under the Parenting Leave Policy for Students

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

4. Grief Absence Policy for Students (GAPS)
5. Military Absence Policy for Students (MAPS)
6. Jury Duty Absence Policy For Students
7. Parenting Leave Policy for Students
8. Procedures
9. Conclusion

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

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

4. Grief Absence Policy for Students (GAPS)
5. Military Absence Policy for Students (MAPS)
6. Jury Duty Absence Policy For Students
7. Parenting Leave Policy for Students
- 8. Medically Excused Absence Policy for Students (MEAPS)**

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

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

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 any necessary travel, may not exceed 1/3 of the course meetings for any course.

In the event a student's medically excused absence exceeds the number of allowed absences as dictated by the governing agency, this regulation cannot guarantee the student will be able to make up missed work or continue to adhere to the program's attendance requirements. Students with long-term or chronic medical needs are strongly encouraged to work with the Disability Resource Center to arrange for needed accommodations.

9. Procedures

10. Conclusion

Committee Votes:

For:

Faculty

Thomas Siegmund
Alice Pawley
Thomas Brush
Jennifer Freeman
Eric Kvam
Erik Otárola-Castillo
Vanessa Quinn
John Sheffield

Students

Janelle Grant
Olivia Wyrick

Advisors

Jeff Elliott
Keith Gehres
Jenna Rickus
Jeffery Stefancic

Against:

N/A

Abstained:

N/A

Absent:

Faculty

Todor Cooklev
Li Qiao
Libby Richards
Antônio Sá Barreto
Jeffrey X. Watt

Students

Elli DiDonna

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

To: The University Senate
From: University Senate Nominating Committee
Subject: Nominees for Committee Vacancies
Reference: Bylaws of the University Senate
Disposition: University Senate for Discussion and Adoption

Proposal: For the committee openings outlined below, the Nominating Committee proposed the following slate of nominees. The faculty members elected are to serve for terms as specified:

Name	Committee	Term	Department/School
Andrew Liu	Nominating	January – December 2022	Industrial Engineering
Eugene Chan	University Resources Policy	January – December 2022	Hospitality and Tourism Management

Committee Votes:

<u>For:</u>	<u>Against:</u>	<u>Abstained:</u>	<u>Absent:</u>
Dulcy Abraham Michael McNamara Larry F. Nies Robert Nowack Joseph Sobieralski Qifan Song Vikas Tomar			Jan Olek

To: The University Senate

From: Concerned Senators: Birgit Kaufmann, David Koltick, Oana Malis

Subject: Opposition to an Attempt at Restructuring/Dissolution of the Purdue University Senate

Reference: www.purdue.edu/provost/faculty/initiatives/senate.php
<https://www.purdue.edu/provost/faculty/documents/rationale-for-restructure.pdf>
AAUP statement on government of colleges and universities
<https://www.aaup.org/report/statement-government-colleges-and-universities>
Shared Governance: A Practical Approach to Reshaping Professional Nursing Practice©2006 HCPro, Inc..

Disposition: University Senate for Discussion and Adoption

Rationale: A self-constituted Shared Governance Task Force has proposed restructuring the Purdue University Senate.

The task force has stated, “Shared governance does not mean shared decision-making.” This fundamental distortion of the meaning of shared governance and the fact that it appears to be a starting point of the task force undermine its credibility.

The task force has maligned the Senate by making numerous unsubstantiated and inflammatory assertions. The statements of the task force appear to manifest animus against the University Senate.

The starting place for discussions of Shared Governance should be the AAUP statement on government of colleges and universities and specifically its associated FAQ on Shared Governance, including:

Shared governance refers to the joint responsibility of faculty, administrations, and governing boards to govern colleges and universities. Differences in the weight of each group's voice on a particular issue should be determined by the extent of its responsibility for and expertise on that issue.... The role of the faculty is to have primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and aspects of student life which relate to the educational process. The responsibility for faculty status includes appointments, reappointments, decisions not to reappoint, promotions, the granting of tenure,

and dismissal. The faculty should also have a role in decision-making outside of their immediate areas of primary responsibility, including long-term planning, budgeting, and the selection, evaluation and retention of administrators.... Faculty have special training and knowledge that make them distinctly qualified to exercise decision-making authority in their areas of expertise.... Even though the president and board may possess final authority, they should routinely concur with faculty recommendations made in areas of faculty responsibility and should reject faculty decisions in those areas only in rare instances and for compelling reasons which should be stated in detail. In short, when it comes to academic matters, a faculty decision should normally be the final decision.”

There has been an apparent breach of trust that exists at numerous levels:

- (1) There is an attempt to institutionalize a governance structure that usurps the fundamental educational authority of the faculty.
- (2) There is the incorrect assumption that the undergraduate student body is not adequately represented by Purdue Student Government.
- (3) There is the incorrect assumption that the graduate student body is not adequately represented by Purdue Graduate Student Government.
- (4) There is a false narrative that with the changes proposed in the Task Force Rationale for Restructure document there will be more inclusiveness in governance, whereas instead shared governance will, in fact, be highly restricted, and there will be a more authoritarian environment.
- (5) There is an apparent attempt to go around the Senate and appeal directly to the Board of Trustees to restructure 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 any efforts to dissolve the Senate or to reduce its authority over areas of primary responsibility of the faculty.

(2) The Senate regards the stated objectives of the task force to be opposed to the principles of shared governance and therefore strongly urges the Office of the Provost to end its sponsorship (provision of a website, infrastructure, etc.) of the task force.

To: The University Senate
From: University Senate Educational Policy Committee
Subject: Honors College Member on the Undergraduate Curriculum Council
Reference: Senate Document 11-7 as amended 20 February 2012
Disposition: University Senate for Discussion and Adoption

Rationale: Senate Document 11-7 as amended 20 February 2012 states that, “The membership of the Undergraduate Curriculum Council is comprised of one faculty representative from each College, the Krannert School of Management, and Libraries as voting members.”

The Undergraduate Curriculum Council does not have a voting representative from the Honors College.

The Honors College advises undergraduate students and is affected by the Undergraduate Curriculum Council’s decisions. The College serves 2,728 undergraduate students as of the September 2021 census. Moreover, the Honors College has courses represented on the Undergraduate Core Curriculum. For these reasons, the University Curriculum Council needs input of an Honors College faculty member.

Proposal: To ensure the necessary representation from all colleges and schools, the Undergraduate Curriculum Council will add a voting member from the Honors College to its roster.

Committee Votes:

For:

Faculty

Thomas H Siegmund
Alice L Pawley
Erik Otarola-Castillo
Libby Richards
Eric P Kvam
Jennifer L Freeman
John W Sheffield

Students

Janelle Grant
Olivia Jean Wyrick

Advisors

Jeffrey Elliott
Keith B Gehres
Jenna Rickus

Against:

NA

Abstained:

Advisors

Jeffery P Stefancic

Absent:

Faculty

Thomas Brush
Eric Kvam
Vanessa Quinn
Antonio Sa Barreto

Students

Elli DiDonna

Ex-Officio

**present, non-
voting members:**

Jaelyn Palm
John Pearson

<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 21 February 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 21 February 2022	
21-14	Senate Document 21-14 Opposition to an Attempt at Restructuring/Dissolution of the Purdue University Senate	Presented by Professor David Koltick	*Approved as amended 24 January 2022	
21-16	Senate Document 21-16 Honors College Member on the Undergraduate Curriculum Council	Presented by Educational Policy Committee	*Approved 24 January 2022	
21-17	Senate Document 21-17 Nominees for Committee Vacancies	Presented by Nominating Committee	*Slate affirmed 24 January 2022	N/A

***UPDATE ON THE 2014 SECURITY
FEEDBACK REPORT***

University Senate

January 24, 2022

2014 Security Feedback Report

Overview and Recommendations

- Following the tragic Jan. 21, 2014 shooting of Andrew Boldt, former University Senate Vice Chair Dr. Patty Hart led a panel to evaluate Purdue community feedback on campus security and emergency preparedness
- Topics considered:
 - Physical facilities
 - Infrastructure
 - Notification and communication
 - Mental health
 - Preparedness education and training
 - Public safety responders
- Based on the report recommendations, the University took action in each of the areas

2014 Security Feedback Report

Actions Complete – Physical Facilities and Infrastructure

- Door locks, able to be locked from inside the classroom, were added to each general use classroom and are now included on general use classrooms in new construction facilities
- The Electrical Engineering site was renovated

2014 Security Feedback Report

Actions Ongoing - Emergency Communication

- The Purdue West Lafayette campus continues to make emergency notifications to campus via the Purdue ALERT system
- Communication about emergency preparedness and crime prevention is shared via Purdue Today several times each semester
- Professors are urged to include emergency preparedness information in their lectures and syllabus
- In the event of a major campus emergency, Purdue retains an outside company (FEI) to provide a central crisis call center

2014 Security Feedback Report

Actions Ongoing - Mental Health and First Responders

- Mental Health support through Student Life (website link)
 - Student Life provides training for Mental Health First Aid and QPR – Question, Persuade, Refer. Faculty, Staff and Students engage in this training.
- PSG and PGSG host Mental Health Action week.
- Human Resources has enhanced similar resources for employees
- Additional public safety responders were added to both PUPD and PUFD. They train for more than 80 hours per year per team member, and are guided by written SOPs

2014 Security Feedback Report

Actions Ongoing - Education and Training

- Emergency preparedness education and training was enhanced to include both in person and online training
- Annual tornado and earthquake drill information is provided in *Purdue Today*
- 30 or more tabletop drills are provided on request per year.

Purdue Safety Rankings

#15

SAFEST COLLEGE TOWN IN THE U.S.

Source: Safewise, 2021

#8

BEST COLLEGE TOWN

Source: WalletHub, 2021

THANK YOU

Michael B. Cline, senior vice president, Administrative Operations
mbcline@purdue.edu

Carol Shelby, senior director, Environmental Health and Public Safety
cshelby@purdue.edu

FACULTY CLUB AT THE PURDUE MEMORIAL UNION

Robert Wynkoop, Associate Vice President, Auxiliary Services
wynkoop@purdue.edu

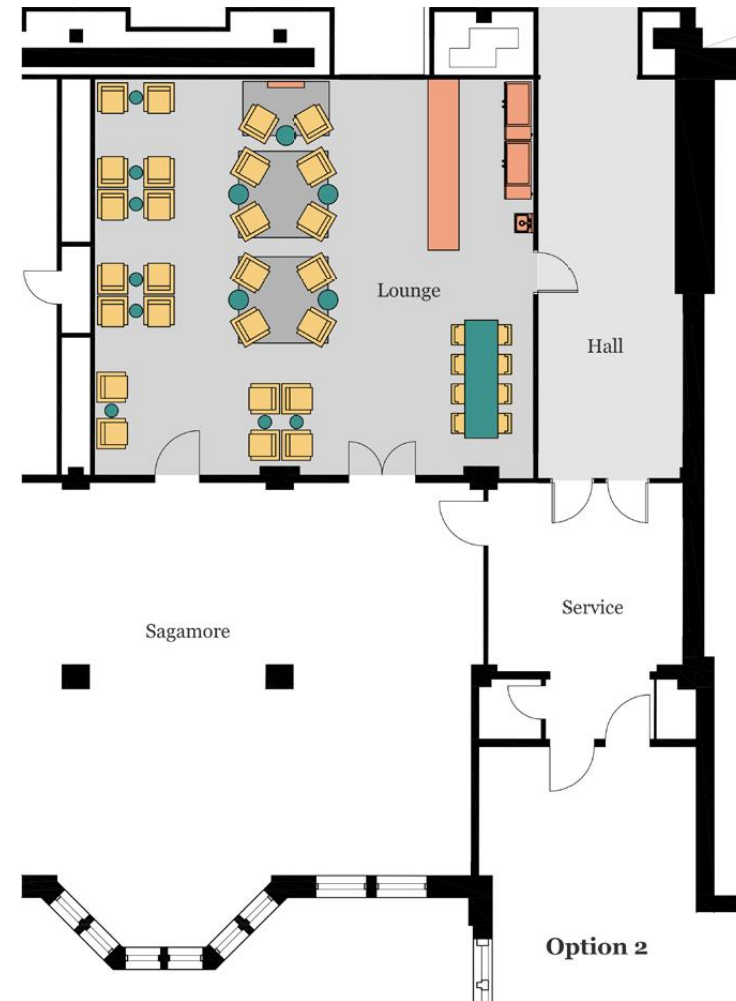
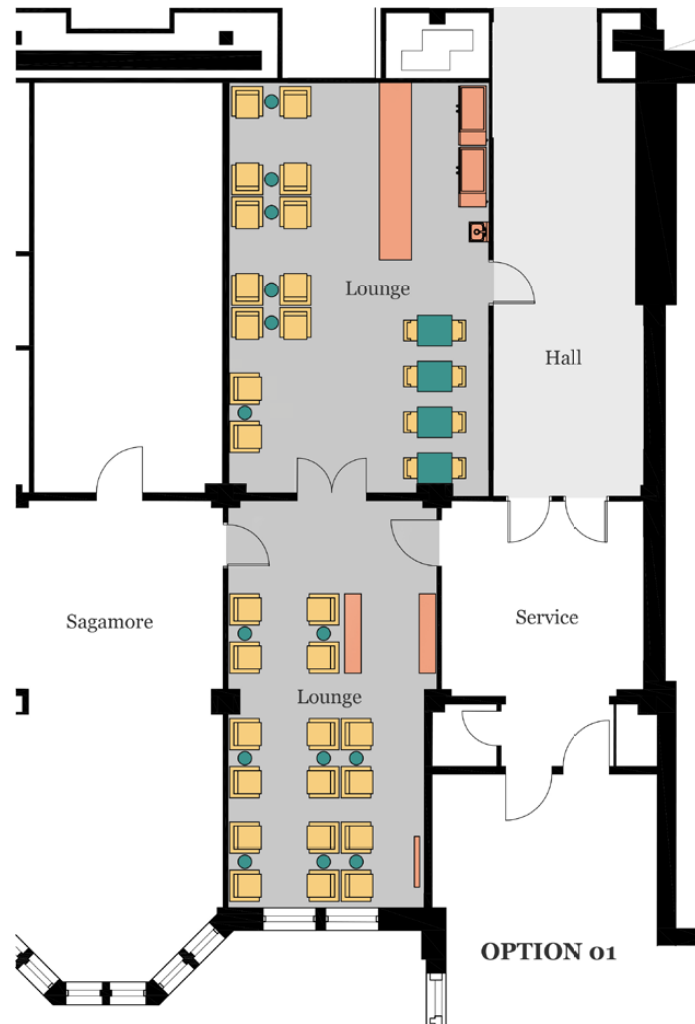
Faculty Club@Purdue Memorial Union

- A private lounge specifically for Purdue faculty
 - Input from:
 - Purdue Faculty Association
 - HTM faculty
 - Senate Chair
 - Other clubs across the country
 - Located in the PMU's Sagamore Room
- Open Mon-Fri until 6pm
 - Complementary coffee, beverages, and snacks available all day
 - Attendant on site from 10am-6pm
 - Lunch menu offered daily
 - Bar service twice a week from 4-6pm

Potential Membership Fee Structure

- Membership fees dependent on enrollment
 - 700 members - \$303 per year
 - 500 members - \$343 per year
 - 300 members - \$437 per year
- Covers costs to for renovations and operating costs
- Goal is to be cost neutral

Club Location/Layout



Faculty Club Rendering



NEXT STEPS

Review and advisement from Senate

Administrative Operations can assist with questions/additional ideas.



Questions

COVID..... 3

There was virtually no guidance on how to redesign courses, or otherwise how to respond to the newest Omicron surge until the Wednesday before classes started, when some offices (e.g., advising) were already operating at full capacity. We were operating on the “no adjustments necessary” model while the surge in cases clearly necessitated an institutional response if only from a staffing perspective. Because we heard nothing over break, and nothing until late in the week before classes, we were caught flat-footed, a week or two behind planning for staff outages, childcare closures, quarantined children home from school—all centrally foreseeable occurrences that have consequences for our ability to get our work done. Why did Purdue not communicate with employees during break? Why pretend that we could operate “as usual” with a positivity rate of close to 20%? Positivity rate on campus is still above 18% and above 25% in the county; why are we still pretending we can provide “business as usual”?3

President Daniels has argued repeatedly that case count is not what we should be paying attention to, given the vast majority of the cases are mild. However, when employees need to stay home because they are ill, case numbers do matter, particularly combined with a flu surge and a shortage of testing. How is the administration looking differently case count amongst employees given these different circumstances generated by Omicron?3

How are promotion and tenure guidance, tenure clocks, and course evaluation processing going to be changed to acknowledge faculty members’ lack of reliable childcare and continued heightened expectations in teaching and service due to the pandemic? What other policy changes will you make to acknowledge that many staff and faculty are both working their jobs and providing additional childcare at home on an ad hoc basis? (Especially now that PCR tests are restricted from dependents, which limits kids’ abilities to get back to school in 1-2 days with a rapid test rather than 5 days?).....3

While we are already in the middle of Omicron, we also need to look to the next variant. What triggers are in place to change our approach to “business as usual”? For example, a) what happens when the campus positivity rate hits 25%, or 30% and so on, or b) what happens when we reach quarantine capacity on campus, or c) how many instructors and graduate teaching assistants have to be sick for us to take action or move online?4

It appears that PRF has different vaccination and testing requirements from the West Lafayette campus. Some PRF job postings list a requirement to be vaccinated. PRF employees also seem to have separate requirements for drug testing. Why are these requirements different for PRF employees versus Purdue-WL employees?.....4

At the start of the pandemic, you provided little kits of cloth masks, hand sanitizer, wipes, and so on to all students and employees. Given that the CDC has recommended the use of N-95s and similar respirators now, will you provide N-95s or equivalents to students and employees?.....4

If we are expected to teach in classrooms that are full capacity, why is public access still restricted to Hovde? Why is access limited to one entrance, and you must have an acceptable reason to enter? The rest of campus is open. Are you applying a different standard of safety to administration staff compared to the rest of us?...5

Climate Change 5

 Preparing Purdue students to both work in and produce a world making fewer carbon emissions will take large-scale curricular change that should have already begun. How is the administration preparing to support curricular development around the realities of climate change not just in majors that already focus on it, but for all Purdue students?.....5

Creative Writing Program 5

 Please express your detailed approval and/or detailed concerns that the College of Liberal Arts is dismantling the Creative Writing Program—a writing-focused program that hundreds of STEM students self-select into each semester—starting next year at both the graduate and undergraduate levels. Any information you have received from CLA administration to the contrary is incorrect. The full Creative Writing Program faces dismantling beginning next year. What is the wisdom of withholding the study of writing from Purdue University students? It seems antithetical to your messaging 5

IT Infrastructure 6

 What will Purdue do to provide a better and more stable IT environment? Instructors continue to face network and system outages. This makes a modern IT-supported classroom very, very difficult.6

COVID

There was virtually no guidance on how to redesign courses, or otherwise how to respond to the newest Omicron surge until the Wednesday before classes started, when some offices (e.g., advising) were already operating at full capacity. We were operating on the “no adjustments necessary” model while the surge in cases clearly necessitated an institutional response if only from a staffing perspective. Because we heard nothing over break, and nothing until late in the week before classes, we were caught flat-footed, a week or two behind planning for staff outages, childcare closures, quarantined children home from school—all centrally foreseeable occurrences that have consequences for our ability to get our work done. Why did Purdue not communicate with employees during break? Why pretend that we could operate “as usual” with a positivity rate of close to 20%? Positivity rate on campus is still above 18% and above 25% in the county; why are we still pretending we can provide “business as usual”?

We normally avoid any campus-wide communications during breaks, as we want to respect the time away for our faculty and staff. That said, had there been any fundamental shift in instructional modality/campus operations being planned, additional communication would have been forthcoming. With the high number of Omicron cases, we have tried to make clear in numerous communications that instructors and staff had additional flexibility to teach and work remotely to manage personal disruptions from COVID as needed. Department Heads and Deans were monitoring staffing levels, and the University was prepared to support units who had service challenges as a result of high numbers of positive cases. Teaching and Learning has been communicating weekly with suggestions and tips for instructional delivery.

A number of steps were taken to manage/mitigate the Omicron variant, including expanding the physical size of the testing center, adding 10 technicians, opening a drive-thru testing clinic for families, engaging the COVID-19 student ambassadors, adding more academic case managers, and enhancing messaging, among others.

We appreciate the question and will continue to refine our communications approaches to keep the campus informed of new developments as we navigate the pandemic. Fortunately, to date, we have been able to deliver our residential learning experience effectively, despite the impacts of Omicron. The efforts and resilience of our faculty and staff during this time have been much appreciated.

President Daniels has argued repeatedly that case count is not what we should be paying attention to, given the vast majority of the cases are mild. However, when employees need to stay home because they are ill, case numbers do matter, particularly combined with a flu surge and a shortage of testing. How is the administration looking differently case count amongst employees given these different circumstances generated by Omicron?

We noted in our campus-wide communication prior to the start of the semester, “As the pandemic becomes endemic, the number of positive cases by itself becomes a less informative indicator of the health of our campus and our ability to protect Purdue...we will continue to consider, evaluate and modify our approach based on many factors including positive cases, case severity, availability of and our ability to deliver campus resources, and community trends.”

We monitor daily employee absence reports across the university and have not seen widespread absences (for any reason) that could create staffing shortages or even remotely threaten the normal operations of the university.

As anticipated, on campus, the number of new COVID cases resulting from Omicron are decreasing, as are total active cases and the positivity rate.

As of the week ending January 29, the Indiana Department of Health classified the statewide flu impact as “Minimal.”

How are promotion and tenure guidance, tenure clocks, and course evaluation processing going to be changed to acknowledge faculty members’ lack of reliable childcare and continued heightened expectations in teaching and service due to the pandemic? What other policy changes will you make to acknowledge that many staff and faculty are

both working their jobs and providing additional childcare at home on an ad hoc basis? (Especially now that PCR tests are restricted from dependents, which limits kids' abilities to get back to school in 1-2 days with a rapid test rather than 5 days?)

A number of steps have been taken in support of faculty as they navigate the challenges created by COVID-19. We offered automatic tenure clock extensions to faculty (which were taken by more than 2/3 of those eligible), along with consideration going forward of normal tenure clock extension requests that are related to COVID-19. The option of adding a professional impact statement in the promotion package to document the effects of COVID-19 on a faculty member's productivity was added. We suspended normal teaching evaluations for Spring 2020. In addition, we launched a COVID-19 Research Interruption Fund that provided bridge funding for nearly 100 faculty with research programs impacted by the pandemic. This spring, we gave maximum flexibility for faculty and instructors to adjust course modality to address short-term challenges such as childcare disruptions created by COVID-19.

For both faculty and staff, departments have and are facilitating hybrid and remote work arrangements when possible. Many meetings (department, committee, and professional) have been modified to hybrid or fully remote formats, when possible, to facilitate participation from those out of the office. We have counseled Department Heads and others involved in the annual review process (some use committees) to take individual circumstances created by COVID-19 into consideration in the evaluation and feedback process. We will continue to look for appropriate ways to support faculty and staff given whatever challenges COVID-19 brings us.

While we are already in the middle of Omicron, we also need to look to the next variant. What triggers are in place to change our approach to "business as usual"? For example, a) what happens when the campus positivity rate hits 25%, or 30% and so on, or b) what happens when we reach quarantine capacity on campus, or c) how many instructors and graduate teaching assistants have to be sick for us to take action or move online?

Since the start of the pandemic, we have never bound ourselves to inflexible triggers. Our COVID-related decisions have been based on the best medical and scientific guidance available, including that of our own team of leaders and experts, our external Medical Advisory Team and our partners at the Tippecanoe County Health Department and the Indiana Department of Health. We will continue to monitor public health circumstances closely, to work with our expert partners, and to respond accordingly.

It appears that PRF has different vaccination and testing requirements from the West Lafayette campus. Some PRF job postings list a requirement to be vaccinated. PRF employees also seem to have separate requirements for drug testing. Why are these requirements different for PRF employees versus Purdue-WL employees?

This question was helpful in drawing attention to inconsistencies between the PRF and West Lafayette campus practices. After reconsideration, PRF's policies for COVID vaccination and testing will align with those at the West Lafayette campus. Employees will be encouraged to be vaccinated, but those who choose not to be vaccinated will help keep PRF safe by participating in a COVID testing program.

At the start of the pandemic, you provided little kits of cloth masks, hand sanitizer, wipes, and so on to all students and employees. Given that the CDC has recommended the use of N-95s and similar respirators now, will you provide N-95s or equivalents to students and employees?

Information on how to obtain a free N-95 mask has been disseminated frequently via Purdue Today and special COVID-related messages; it also appears on the [Protect Purdue website](#).

Masks are readily available at our physical Fisher Scientific stores in Lilly and Wetherill and can also be ordered online via Ariba for departmental needs. To date we've distributed 22,000 masks and still have 8,000 on hand.

If we are expected to teach in classrooms that are full capacity, why is public access still restricted to Hovde? Why is access limited to one entrance, and you must have an acceptable reason to enter? The rest of campus is open. Are you applying a different standard of safety to administration staff compared to the rest of us?

All individuals seeking to conduct university business have and have always had access to Hovde. Visitors are asked to check in for informational, safety, and security considerations. With three of our largest student-facing support areas on the main floor of Hovde (Bursar, Registrar, and ID Office), check-in allows staff to direct students effectively to the appropriate office. The upper levels of the building house much of the university's secure data, and prudence suggests that visitors check in for their appointments. To maintain an efficient use of human resources, one check-in counter exists in the building—on the lower level—and is accessed through the handicap-enabled entry.

Climate Change

Preparing Purdue students to both work in and produce a world making fewer carbon emissions will take large-scale curricular change that should have already begun. How is the administration preparing to support curricular development around the realities of climate change not just in majors that already focus on it, but for all Purdue students?

The question present an important example and opportunity for the type of [Meaningful, Flexible, and Cross-Disciplinary Curricula](#) that campus called for during the listening sessions that lead to the [Roadmap for Transformative Education](#). With funds from the [Lilly Endowment Charting the Future](#) grant, the [Innovation College at Purdue](#) was recently launched to support this type of curricular development. Faculty who have project ideas for large-scale curricular development and transformation related to climate change or other cross-disciplinary topics should contact the [Innovation Hub](#) to explore support possibilities.

Creative Writing Program

Please express your detailed approval and/or detailed concerns that the College of Liberal Arts is dismantling the Creative Writing Program—a writing-focused program that hundreds of STEM students self-select into each semester—starting next year at both the graduate and undergraduate levels. Any information you have received from CLA administration to the contrary is incorrect. The full Creative Writing Program faces dismantling beginning next year. What is the wisdom of withholding the study of writing from Purdue University students? It seems antithetical to your messaging.

The University has continued to increase our investment in the College of Liberal Arts in support of writing and communications, and general support of growth in programmatic needs as campus enrollment has increased.

A full review of the Creative Writing program's fiscal situation and the facts behind it has been completed. Dean Reingold's decision to hold the program and the English Department accountable for meeting their budgets was fully appropriate.

One of the most important duties made by academic administrators—from provosts, to deans, to department heads—is the allocation of resources based on enrollment trends, programmatic priorities, and other considerations, and the discipline to maintain expenditures within agreed limits. Overspending by any college or department must necessarily be remedied by the rest. Fairness suggests that each is accountable to the others and to the university.

IT Infrastructure

What will Purdue do to provide a better and more stable IT environment? Instructors continue to face network and system outages. This makes a modern IT-supported classroom very, very difficult.

The IT organization began a full review of operating systems and environments late in 2021 to develop a roadmap for retiring the more dated platforms and replace them with more robust options. In addition, the team is enhancing training, staffing and support so that we can operate with the same reliability and resilience that our end users (students, faculty and staff) expect. We have already seen improvements in system availability and performance and this trend will continue forward.

**Memorial Resolution for Dr. Harrison Leigh Flint
Professor Emeritus of Horticulture**



Harrison Flint, Purdue University Professor Emeritus of Horticulture, died on 11 April, 2021. Respected as both scholar of woody plants and inspiring educator, his passing is mourned by his family, colleagues, and students.

Over his near 30-year career at Purdue University (1968 – 1997), Harrison advised over 300 horticulture undergraduates, including some 150 in a special program he created called the Professional Plantsman (PLANTPRO) and later renamed the Public Horticulture major. These and other students he adopted went on to populate gardens, arboreta, universities, and other institutions across North America and beyond.

Professor Flint instructed several classes at Purdue, including one on planting design (co-taught with Landscape Architecture faculty), as well as a non-technical, horticulture writing course. However, it was HORT 217 – Woody Landscape Plants – for which he was best known. This arduous yet rewarding class taught 1000s of horticulture, landscape architecture, and urban forestry students not just to identify trees and shrubs (often when leafless), but also their stress tolerances, landscape usage, and cultural histories. For those wanting more, there was HORT 527 – Advanced Woody Plant Systematics – which required deep-thinking, independent scholarship, and a great deal of writing.

Harrison was a prolific author in popular and trade magazines, often recommending plants of merit to horticulture. One of his several books (*Landscape Plants for Eastern North America*) became a respected textbook and go-to reference for landscape architects and horticulturists. In its 2nd edition, it continues to be held in high regard for Flint's trustworthy, objective assessments. He dedicated the book to his students. His counsel to the nursery and landscape industries, as well as the public gardens community, was often sought out and always respected.

Flint's keen understanding of woody plants' stress tolerances was borne out of his own experiences as a scholar. Much of his and his graduate students' research focused upon cold hardiness in trees as a function of provenance, integrating ecological perspectives into horticulture.

The antithesis of a self-promoter, Harrison was a modest man who expressed clear interest in other's well-being and a strong dedication to social issues. While on sabbatical he partnered with Alabama A&M University to find ways to strengthen minority representation in the field of horticulture; while on another sabbatical at Iowa State University, he delved into agricultural bioethics. Harrison received multiple awards for his teaching and advising. In 2002 he was honored with the prestigious Arthur Hoyt Scott Medal from Swarthmore College, the pinnacle in American horticulture. That same year, accepting the American Public Gardens Association's Award of Merit, he emphasized to conference attendees how public gardens must exist for all, not just prominent donors and those who could afford admission fees.

Harrison Leigh Flint, a native Vermonter, received his BS and PhD from Cornell University, and his MS from Michigan State University, all in horticulture. Prior to joining the faculty at Purdue University, he was on the faculties of the University of Vermont and University of Rhode Island.

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. Populating committee vacancies
2. Populating faculty committees

Educational Policy Committee

Thomas Siegmund, siegmund@purdue.edu

1. Medical Excused Absence Policy for Students, SD 21-12
2. Honors College Member on the Undergraduate Curriculum Council
3. Winterflex proposal
4. Enrollment trends vs. instructional resources (space, instructors, TAs)

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. Teaching Excellence
2. Winterflex collaboration with EPC
3. Faculty Support for Action in Response to International Student Harassment
4. Bylaws change due to Reapportionment

Student Affairs Committee

David Sanders, retrovir@purdue.edu

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

University Resources Policy Committee

Janice Kritchevsky, sojkaje@purdue.edu

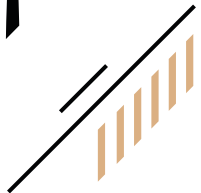


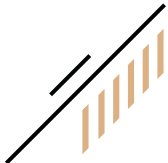
PURDUE STUDENT GOVERNMENT

2021-2022

Shannon Kang & Olivia Wyrick

LEAVE **OUR** MARK





WHO ARE WE?

LEAVE YOUR MARK

VOTE ON
BOILERLINK
MAR. 28-31

KANG | WYRICK
FOR STUDENT BODY PRESIDENT & VP

PRESIDENT & VICE PRESIDENT



Shannon Kang

Major: Political Science
Minor: Spanish



Olivia Wyrick

Majors: Natural Resources
and Environmental Science;
Political Science



WHAT IS LEAVE YOUR MARK?



MENTAL HEALTH



INVOLVEMENT & ACCESSIBILITY



SUSTAINABILITY



DIVERSITY & INCLUSION

01

MENTAL HEALTH



HEEM COMMITTEE

- **H**ealing **E**ndeavors and **E**mpathy **M**atters (HEEM)
- BOD Committee - long lasting impact
- Focused on wellness and mental health
- Boiler Wellness Ambassadors
 - QPR trained students to provide QPR training across campus

MHAW AD-HOC COMMITTEE

- Mental Health Action Week
 - MHAW “Task Force”
 - Began in 2020
 - Planning, executing, and marketing the week of events
- Green Bandana Project
 - Mental health awareness and suicide prevention campaign



02

DIVERSITY & INCLUSION



P.R.I.D.E AD-HOC COMMITTEE

- Purdue's **R**esource for **I**nclusivity, **D**iversity, and **E**quality
- LGBTQ+ Ad-Hoc Committee
- Research and evaluation for what is provided and not provided
- Advocacy

LGBTQ+ CENTER

SEPTEMBER 9, 2021

RAINBOW CALLOUT

*The LGBTQ Center's
Annual Welcome Back
Resource Fair*

Krach Lawn
6:00-8:00pm

Free and Open to All!



P PURDUE UNIVERSITY
Lesbian, Gay, Bisexual,
Transgender and Queer Center

ALL ARE WELCOME!

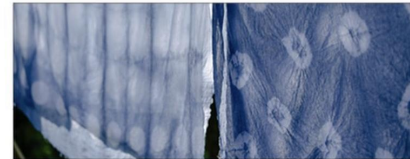
FABULOUS FRIDAY

TIE DYE WITH THE LCC

September 24, 2021 | 12:00pm - 4:00pm

Cultural Center Green Space
(By the Latino Cultural Center)

Tie Dye is one of our most popular Fab Fridays, and we love to host it with the LCC! Please note the location change. Materials are first come, first served. Feel free to bring your own material (tshirt, socks, etc.)!



THE ATMOSPHERE OF FABULOUS FRIDAY EVENTS PROVIDES A SAFE SPACE WHERE STUDENTS CAN ENGAGE TO BUILD SUPPORTIVE RELATIONSHIPS AND DEVELOP A SENSE OF BELONGING, AS WELL AS ACCESS PRIMARY PREVENTION RESOURCES. TO LEARN MORE, VISIT PURDUE.EDU/LGBTQ/FABULOUS-FRIDAYS.



Lesbian, Gay, Bisexual,
Transgender and Queer Center

LGBTQ CENTER | PURDUE.EDU/LGBTQ | LGBTQ@PURDUE.EDU

IMMIGRATION ATTORNEY INITIATIVE

- PGSG & PSG Joint Initiative
 - Information Sessions - 60 minutes, monthly
 - 1:1 Sessions - 15 minutes, bimonthly
- Reached over 500 undergraduate and graduate international students

IMMIGRATION ATTORNEY SESSIONS FOR PURDUE STUDENTS



**JONATHAN GRODE,
GREEN & SPIEGEL**

*Free immigration legal services
available virtually every month
to undergraduate and graduate
students at Purdue*

GENERAL INFORMATION SESSIONS

1 hour virtual information session for undergraduate and graduate students on visa options post graduation and other important federal updates in regards to immigration.

Wednesday, October 20th at 5PM EST
Wednesday, December 1st at 5PM EST

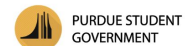
Ask questions: tinyurl.com/immregister
Join: tinyurl.com/immgeneralsession

15 MIN CONSULTATIONS [VIRTUAL]

One-on-one sessions with immigration attorneys offered for undergraduate and graduate students to discuss individual cases and immigration plans.

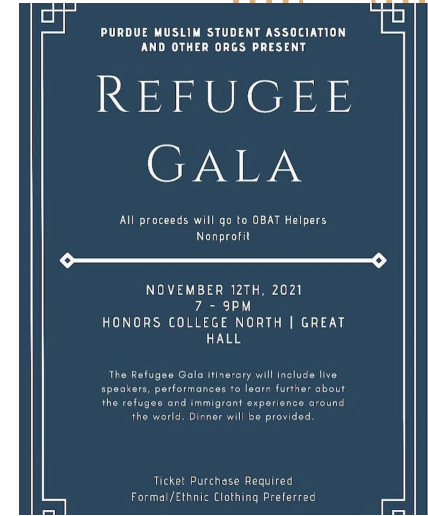
Oct 20th (Wed) and Oct 21 (Thurs)
Times vary based on attorney

Book your appointment at:
tinyurl.com/pgsgattorney1
tinyurl.com/pgsgattorney2



CELEBRATING CULTURES

- **Diwali Event** - American Indian Foundation
- **Dia de Los Muertos** - Latino Cultural Center
- **Refugee Gala** - Muslim Student Association



MOVIE SCREENINGS

RIISE & PSG ARE HOSTING A

PARALYMPIC WATCH PARTY

Come watch these amazing athletes compete while also having fun with your friends!



August 31st. 8:30-10:00 pm. Slayer Hill, Purdue Campus

Students will also have the chance to enter a raffle to win RIISE T-shirts and more!

RIISE



DIVERSITY MOVIE NIGHT



Paris is Burning

An invaluable documentary of the end of the "Golden Age" of New York City drag balls, and a thoughtful exploration of race, class, gender, and sexuality in America.

DATE Nov. 20th

TIME 12-3pm

LOCATION Shin Forum



DIVERSITY MOVIE NIGHT



CRIP CAMP

An Oscar nominated documentary set in a 1971 summer camp. Camp Jened is quoted to be a "loose, free-spirited camp designed for teens with disabilities"

DATE October 23


TIME 6pm

LOCATION ARMS 1010



DE&I CONTINUED...

TIME? 6:30 PM - 8:30 PM

 PURDUE STUDENT GOVERNMENT

WHEN? NOVEMBER 4TH!

WHERE? STEW320

FACULTY MENTOR ROUND-TABLE

NETWORK WITH A DIVERSE GROUP OF PROFESSORS ACROSS DISCIPLINES AND BACKGROUNDS

SNACK AND REFRESHMENTS PROVIDED!

DIVERSITY&INCLUSION PRESENTS

WOMEN IN SCIENCE SPEAKER SERIES

3 guest speakers to converse and hear experiences from !

@STEW 320 from 6-8PM

USE THIS OPPORTUNITY TO MEET AND DISCUSS STORIES ABOUT OVERCOMING ADVERSITY FROM OUR VERY OWN PURDUE PROFESSORS!

NOVEMBER 11, 2021 6 PM- 8 PM



03

SUSTAINABILITY



GREATER LAFAYETTE CLIMATE ACTION PLAN

A Resolution for Purdue University to join the Greater Lafayette Action Plan

- that Purdue University collect greenhouse gas emissions and **share the data with general public and local climate action professionals**
- that **Purdue University commits a representative to be a part of the executive committee and another representative to serve on the leadership committee** in order to assist in fulfilling Purdue's initiatives and goals as set by the GLCAP
- that **Purdue shows overall cooperation in communicating with representatives from the City of West Lafayette, Lafayette, and Tippecanoe county** in implementing policies and initiatives on campus to work towards overall less harmful emissions.



FOOD WASTE RESOLUTION

A Resolution to Reinstate and Expand Erase the Waste program

- that Purdue Student Government urges Purdue University to **reimplement the Erase the Waste food waste collection program**, with additional bins located in residence halls, and Aramark dining locations.
- that Purdue University **adds more food waste bins to dining courts, to allow for residence hall and Aramark food waste to enter the food waste collection stream already occurring at dining courts.**
- that Purdue University **provide transport for food waste** from alternate locations to dining halls to enter the collection stream.
- that Purdue University provides **proper signage** on food waste collection bins and trash cans to encourage the use of bins.



SUSTAINABILITY SUMMIT



AMERICA RECYCLES DAY

AMERICA RECYCLES DAY

PSG SUSTAINABILITY COMMITTEE

REDUCE



REUSE



RECYCLE



1

Sort your trash into different bins.

Put biodegradable and non-biodegradable garbage in separate bins. Further separate glass, metal, and plastics in different bins for easier recycling.

2

Choose to reuse.

You can maximize these items yourself or bring the reusable items to centers where it will be sorted and resold accordingly.

3

Recycle.

Be aware of types of plastics that can and cannot be recycled.

4

Start composting.

Food and garden waste don't belong with the rest of your garbage. Use a compost pile or bin for quick, easy, and proper food waste disposal.

5

Practice proper disposal.

Garbage should be placed in a sealed trash bag and into the right bin.

REDUCE YOUR GARBAGE IMPACT TODAY.

DIY GROCERY BAG

1



Lay an old t-shirt flat on the floor.

2



Cut off both sleeves.

3



Cut out the neckline from the t-shirt.

4



Make 2-inch slits along the bottom of the t-shirt. Cut through both sides of the t-shirt.

5



Turn the t-shirt inside out.

6



Tie the top and bottom tassets together. Be sure to double knot your ties to ensure the bag does not come apart when filled.

7



Continue step 6 until all tassets are tied.

8



Turn the t-shirt right side out again. Enjoy your reusable grocery

FAST FASHION ISSUE 1

the sustainability committee's
environmental
focus of the
month



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october 2021

what is fast fashion?

the overconsumption of cheaply made clothes has a HUGE impact on the environment

keep up with our stories for resources and info on FAST FASHION

This month we will focus on what you can do to help on an individual level

A black and white photograph of a hand holding several black shopping bags. The bags are of various shapes and sizes, some with handles. The background is a plain, light color. The text is overlaid on the right side of the image.A standard 1D barcode is located at the bottom left of the page, below the text 'keep up with our stories for resources and info on FAST FASHION'.The background of this section is a collage of newspaper clippings. The text is overlaid on a white rectangular area in the center of the collage.

Stay tuned for our event later this month - a pop up

thrift shop

(a perfect place to get your halloween costume!)

FAST FASHION ISSUE 2

fast fashion

ISSUE 2

Problems
Solutions



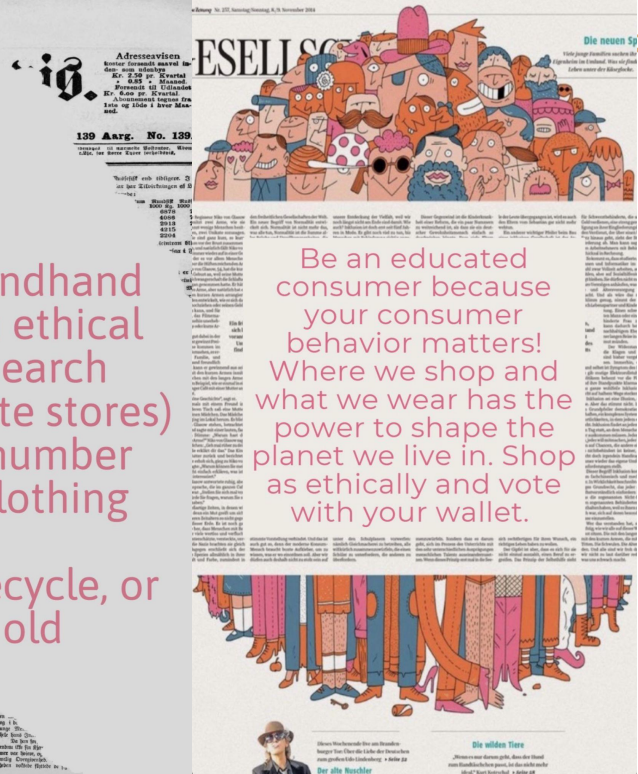
80 BILLION
pieces of
clothing are
consumed
globally every
year

20,000 LITERS
OF WATER
are needed to
produce 1 pair of
jeans and 1 t-
shirt (one kg of
cotton)

8% OF CARBON
EMISSIONS
are from the
fashion
industry

What can you do to fight fast fashion?

- Buy less!
- Shop secondhand
- Shop from ethical brands (research your favorite stores)
- Limit the number of trendy clothing you buy
- Donate, recycle, or resell your old clothes



SUSTAINABILITY CONTINUED...

going **ZERO** WASTE

When? 09/22/21
Time? 6:00PM-7:30PM
Where? Hiler Theater, WALC

FOOD WASTE PANEL DISCUSSION

Guest Speakers

- Lindsey Payne, Director, Service Learning; Assistant Professor of Practice in Environmental and Ecological Engineering
- Abby Engelberth, Associate Professor, ABE
- Jen-Yi Huang, Associate Professor, Food Science
- Madison Hodges, Student, EEE & Commissioner, West Lafayette Go Green Commission
- David Henderson, Utility Director, Water Resource Recovery Facility, City of West Lafayette



PURDUE STUDENT GOVERNMENT PRESENTS

WALL-E MOVIE NIGHT

Wednesday, November 10th
 8:00pm in STEW 183 (Loeb Playhouse)
 Free admission and free succulents!
 Group discussion led by Dr. Freed

PSG SUSTAINABILITY COMMITTEE PRESENTS

Halloween Fast Fashion Clothing Swap

OCTOBER 25th in Krach Lobby
 12 PM - 4 PM clothing drop off
 4 PM - 9 PM clothing swap

Swap your old clothes for pieces and a Halloween e and help fight fast fashion!!

END OF SEMESTER FOOD DRIVE

All proceeds will go to ACE Campus Food Pantry!
DECEMBER 10TH - 18TH

WHAT TO DONATE:

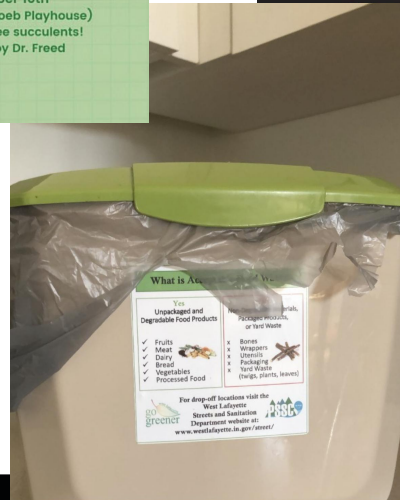
Non-perishables only!

- Oil (olive, vegetable, coconut, etc.)
- Vinegar (red wine, apple cider, rice, etc.)
- Dried rice
- Seasonings (salt, pepper, oregano, garlic powder, etc.)
- Dried beans
- Snack foods (chips, cookies, candy, etc.)

DONATION LOCATIONS:

On-campus? All Residence Halls Front Desk
 KRCH 1st Floor
 STEW 109B

Off-campus? Hub
 Chaucerly Square
 Campus Edge



04

INVOLVEMENT & ACCESSIBILITY



THE BOILER UPDATE

- Campus Wide Newsletter
- Features PSG, Purdue, and Student Organization initiatives, events, and news
- Organized around our platform pillars



The Boiler Update 2022

Want to share your club or organization's upcoming events to the entire student body? Submit your suggestion for the Boiler Update through the Google forms to get featured on Purdue Student Government's bi-weekly campus-wide newsletter!



contact
msumimot@purdue.edu
for more information

ONE DAY, ONE PURDUE

ONE DAY, ONE PURDUE.



Come out and join us on
October 20th lots of fun crafts,
free food, and other goodies!

DATE Wednesday,
October 20th

TIME 4-7pm

S.A.F.E.R ACTION PLAN

- Safety, **A**ccountability, and **F**ostering an **E**nvironment of **R**espect
- Ad-Hoc Committee
- Sexual Misconduct Action Plan
- SAFER continues to work on educational and policy initiatives to combat power-based personal violence

SAFER Committee

The SAFER Committee is a branch of Purdue Student Government that aims to educate, inform, and support students on the issue of sexual misconduct.

Sexual Assault and Harassment Resources:

Purdue Campus:

Purdue Sexual Violence Hotline

765-495-CARE

Purdue Police

765-494-8221

Purdue Incident Report Form

<https://www.purdue.edu/harassment/>

Community:

MHA Crisis Center

765-742-0244

Lafayette YMCA

Domestic Violence Hotline

765-423-1118 or 888-345-1118

Program Office

765-423-4486

(M-F 9:00 AM - 4:00 PM)

National:

Rape, Abuse and Incest National Network

800-656-4673

National Domestic Hotline

800-799-7235

National Sexual Violence Resource Center

717-909-0710

COMMUTER MEAL PLAN

A Resolution Proposing the Commuter Meal Plan for Off-Campus Students

- that Purdue University institutes **a trial run in Spring 2022 for 200-250 off-campus students**
- that provides them with **On-the-Go, Pete's ZA, and 1Bowl** swipes, which can be used throughout the semester
- that it be **advertised through dining.purdue.edu** and facilitated by Purdue Dining and Culinary
- that off-campus students will pay **\$230 for a block plan of 20 swipes** that can be renewed if swipes are depleted

INTERNAL EVENTS

- PSG Fall Banquet
- PSG Ball
- Old Masters - PSG Alumni
- PSG Cane's Study Session
- Reddit AMAs

GET A CHANCE TO TALK TO THE PSG CABINET!

Join PSG for a virtual AMA
with "PSG President
Shannon Kang, VP Olivia
Wyrick, Chief of Staff
Vince Rehfeldt, and Senior
Policy Advisor Abby"



On November 22nd
@6:30pm on Reddit

Link in Bio

HIGHLIGHTS CONTINUED...

JOIN SP&A FOR A SPORTS ANALYST PANEL DISCUSSION

COME TO LAWSON 1142 TO HEAR FROM:

MAKSIM HOROWITZ - ATLANTA HAWKS

KRISTEN MORI - HOUSTON ASTROS

SAM GOLDBERG - NEW YORK RED BULLS

CHARLIE GELMAN - BALTIMORE RAVENS

AND ENJOY SOME FREE PIZZA!

NOVEMBER 11, 2021 5:30 - 7:30 PM

RSVP AT <https://boilerlink.purdue.edu/event/7553616/>

KNOW
YOUR
RIGHTS
WEEK

TABLING EVENT

partnering
with CARE

October 20-22 @
11:30 AM - 2:30 PM
Outside of the
Armory!

Free Mad Mush
Pizza From 12 PM
- 2 PM!

Free Merch and
Flyers!

PURDUE STUDENT GOVERNMENT PRESENTS...

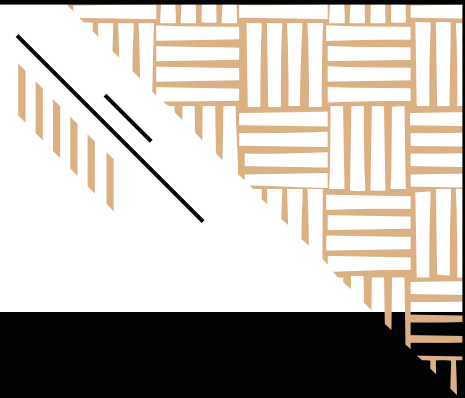


Fall Festival



OCTOBER 1ST, 4-7PM ON KRACH LAWN

ACTIVITIES INCLUDE: BLOW UP
OBSTACLE COURSE, DUNK TANK, SNOW
CONES, COTTON CANDY, CORN HOLE



FALL SURVEY '21



ONLINE VS IN-PERSON CLASSES

2,079 Responses

38.67% I do not enjoy taking online courses and I do not think Purdue **should push to offer more courses online.**

33.38% I really **enjoyed taking online courses** and I think Purdue should push to offer more courses online.

27.95% I **do not have a preference** online vs. in person courses.



TRANSITIONING TO IN-PERSON CLASSES

2,073 Responses

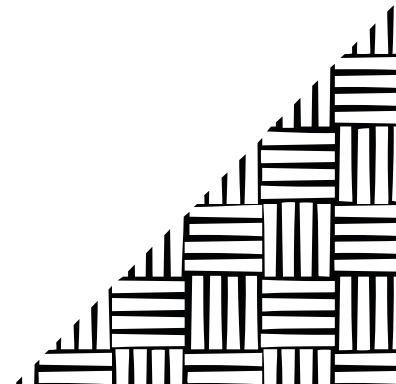
35.41% Difficult

27.64% Neither Difficult Nor Easy

22.14% Easy

8.59% Extremely Difficult

6.22% Extremely Easy



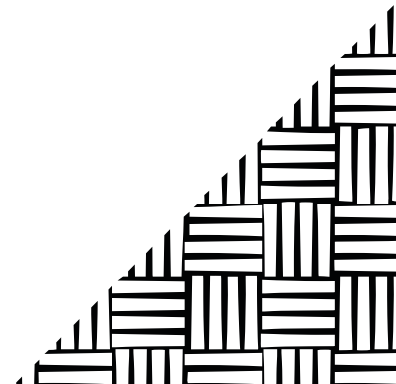
STUDENT ORG INVOLVEMENT

1,935 Responses

70.13% Yes

17.88% No, but planning on joining

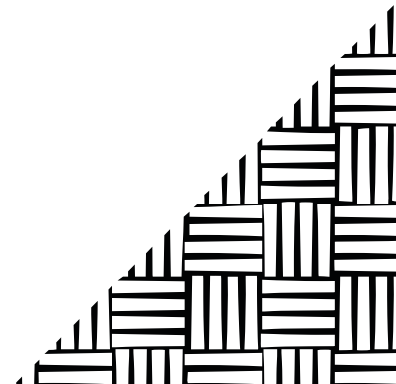
11.99% No, and I do not plan on joining



“I feel safe on campus in regards to COVID-19”

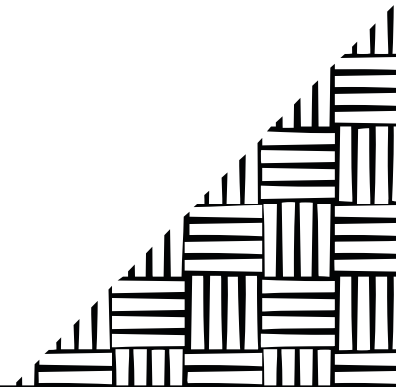
1,853 Responses

- 51.05% Strongly Agree
- 31.25% Somewhat Agree
- 8.20% Neither Agree nor Disagree
- 5.29% Somewhat Disagree
- 4.21% Strongly Disagree



SUSTAINABILITY IMPLEMENTATIONS

- 1 Eco-friendly alternatives in dining courts
- 2 Increased awareness about recyclables and non-recyclables
- 3 Composting facilities or more food waste drop-off locations across campus
- 4 More information about Purdue's energy production and ethical usage





To Be Continued...

Leave Your Mark continues!



**Purdue
Graduate
Student
Government**

Est. 1985

A man with short brown hair, wearing a black sweater over a checkered shirt, sits at a dark table. He has a small yellow pin on his sweater and his hands are clasped. The background shows a wall with two framed pictures: one of a zebra and another partially visible on the left. A black office chair is visible behind him to the right.

CHRISTOPHER BARBER
SENATOR FOR ENGLISH

Hi, my name is Christopher Barber

PGSG

EST. 1985

The Purdue Graduate Student Government (PGSG) is the legislative arm of, and the dedicated advocate for the Purdue graduate student body.



PGSG
Purdue Graduate Student Government

1985

Purdue Graduate Student
Government established



2014

Purdue Graduate Student
Center (PGSC) opens for
graduate students



Purdue
Graduate
Student
Government
Est. 1985

2021

EXECUTIVE BOARD


The Executive Board consists of the elected graduate body of leaders. Each Executive Board member has their own distinct roles that contribute to our mission of serving and advocating for the Purdue graduate student body. Executive Board members are available to meet with graduate students via email and during their respective office hours.

SENATE

The Purdue Graduate Student Senate (PGSS) is the representative body for graduate students at Purdue University and the legislative arm of the PGSG. The PGSS consists of Senators who are voting members of the Senate and represent a wide variety of graduate departments, programs, and centers. If your department, program, or center does not have a Senator elected for a given year, please contact the Senate Chair.

TEAMS

Teams consist of Life, Career, Community, and Grant Review and Allocation Council (GRAC). Each Team is led by a Team Chair. Team Chairs are elected leaders and are responsible for managing their respective teams and their goals. The Teams operate under the supervision and guidance of the Chief of Staff. All graduate students are welcome to become a member of a Team and may contact the Chief of Staff if interested.



PURDUE GRADUATE STUDENT LIFE PRIORITIES 2021-2022



HOUSING AND COMPENSATION

HOUSING AND COMPENSATION

Graduate students are the engine behind research and the broader Boilermaker community. Graduate student compensation is behind that of our peers in the Big10 and is also not commensurate with the rising costs of rent and groceries. We propose recommendations grounded in the data to address these concerns.

MENTAL HEALTH

Graduate students face an ever-growing mental health crisis, with rates of serious mental health issues six times that of the general population. Poor work-life balance, limited support, and financial burdens are all contributing factors. We propose a multifaceted approach to address these concerns.



MENTAL HEALTH



CAMPUS CLIMATE

CAMPUS CLIMATE

Ensuring that there are advocacy-based spaces on campus that address issues pertaining to discrimination and harassment. Additionally, we want to ensure that the spaces that already do exist such as cultural centers, CARE, and SLS receive the resources they need to continue to support Boilermakers.

MAJOR PGSG ACCOMPLISHMENTS

FALL 2021

✓ Hosted over 50 events in Fall 2021

✓ Awarded over \$100,000 in grants to graduate students in Fall 2021

✓ **PGSG & PSG Immigration Attorney Initiative** Began in Spring 2020 with the intent to provide students with free access to an immigration attorney

✓ **Establish PGSG Emergency Needs Grant**
A new grant that looks to assist graduate students in crisis.

✓ **PGSG Speaker Series**
- Fall 2021 - Dr. Ronni Sanlo in partnership with LGBTQ+ Center
- Spring 2022- TBA

✓ **Opened ACE Pop Up Pantry at Purdue Graduate Student Center** - Free food available weekly with student ID

✓ **PGSG Website & Branding overhaul**

✓ **Created PGSG Informational Video**

✓ **PGSG Adhoc Committees 2021-2022**
- Equity and Diversity
- Sexual Violence & Graduate Students



PGSG

EST. 1985

Purdue Graduate Student Government

UPCOMING

EVENTS

*Below are some of
our major events
for Spring 2022!*

Jan

26

January PGSG Senate

Monthly PGSG Senate Meeting.

Guest Speakers Dr. Chris Hanes, CAPS

Director and Dr. Dorsey Armstrong.

Hybrid - Purdue Graduate Student Center &

Online. Open to all of campus.

6 PM EST

March

7-11

Mental Health Action Week

PGSG and PSG continues to partner to bring

the entire campus a week of events and

resources focused on mental health.

April

4-8

Graduate Student Appreciation Week

A week of events to celebrate graduate

students. Join us in showing love this week!

April

29

Spring Picnic

A true PGSG tradition that is hosted once a

semester. Open to all graduate students and

graduate student families. Activities and

food provided!

Thank you!

Special appreciation to the PGSG Executive Board, PGSG Advisor, PGSG Senate, all of our campus collaborators, and to every single graduate student at Purdue.

Madelina Nuñez, President 2020-2022
pgsg.president@gmail.com



**Purdue
Graduate
Student
Government**

Est. 1985



[purduegradstudents](https://www.facebook.com/purduegradstudents)



[@pgsginfo](https://twitter.com/pgsginfo)

www.purduegradstudents.com

*A GIANT LEAP TOWARDS AGILE,
INCLUSIVE, AND TRANSPARENT SHARED
GOVERNANCE
AT PURDUE UNIVERSITY*

Prepared for
The Purdue University Senate
by The Shared Governance Task Force Leadership
24 January 2022

We have learned from the COVID pandemic that our shared governance structures must continue to evolve. Working closely with stakeholders across campus, we propose a re-examination of the state of shared governance at Purdue University. Jointly, we will explore best practices in shared governance and develop recommendations to innovate Purdue's shared governance structures by identifying ways to enhance the collective voices of our constituencies and further effective collaborations across Purdue campuses.

FIRST PRINCIPLES:

What objectives are we trying to accomplish?

- Engage a wider set of faculty voices
- Create opportunities for participation in shared governance by groups that have been historically uninvolved (e.g., staff, students)
- Develop mechanisms that facilitate intentional collaboration across all campus stakeholders
- Construct multiple and varied opportunities to involve and engage all Purdue stakeholders flexibly and effectively in shared governance

VALUES:

What values will shape conversations and critical decisions to accomplish objectives?

- Effective shared governance is characterized by open and constructive communication
- For shared governance to work, it must be based on a culture of engagement
- Institutional policies that define shared governance should be reviewed periodically to ensure their currency, applicability, and accountability
- Meaningfully encourage, recognize, and incentivize shared governance participation

WORK PLAN:

What are we doing and when?

- October-December 2021: formed Working Groups, finalized charges for and composition of these groups. *THANK YOU TO THOSE FROM THIS GROUP WHO VOLUNTEERED*
- January-February 2022: working groups are meeting. Leadership has met with different colleges, staff groups, etc. when requested. Working groups are asked to complete their work and submit ideas with pros and cons by beginning of March 2022.
- March 2022: convene Leadership team with working group findings to draft documents and materials for Board of Trustees' consideration. Have working group members review documents and suggest edits.
- April 2022: present model and recommendations to Board of Trustees.
- After April 2022: campus-wide vote on BOT-approved model/recommendations, solicit volunteers to work over the next year to develop/draft the specifics (e.g., bylaws)

***We are following the same process used during the mid-1960s
when the Senate was first formed***

WORKING GROUPS

Working Group	Initial Charge
Accountability	Create statements of expectations regarding participation, preparedness, and comportsment. Draft procedures for periodic review of SG in the future
Staff, Student, and Other Voices	Identify relevant constituencies across campus who need representation in our structural model of shared governance. Identify a process for the formation of new groups as these groups would have representation in the broader council
Structural Model for Shared Governance	Review SG models, weigh pros and cons, create institutional-level structure. Identify current policies/procedures for revision.
Engagement and Involvement Models to Broaden Campus-Wide Participation	Consider ideas for engagement that are different than traditional, regular, and required meetings. Include variable levels of engagement. Examine how to leverage social media tools in an effort to broaden campus-wide (and system-wide) participation in shared governance.
Cultural Change	Describe the current culture around shared governance at multiple levels. Identify what an effective culture would look like. Suggest changes (with pros and cons) that would lead to this effective culture.

Thank you

sgtaskforce@purdue.edu

<https://www.purdue.edu/provost/faculty/initiatives/senate.php> [main website]

<https://www.purdue.edu/provost/faculty/initiatives/restructure/history.php> [timeline of major shared governance events at Purdue]

Senate Document 21-14

Attempt at Dissolution of the Purdue University Senate

(a) The Provost's motivation and goals in sponsoring the "task force" website.

As explained to PNW Professor David Nalbone 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.

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

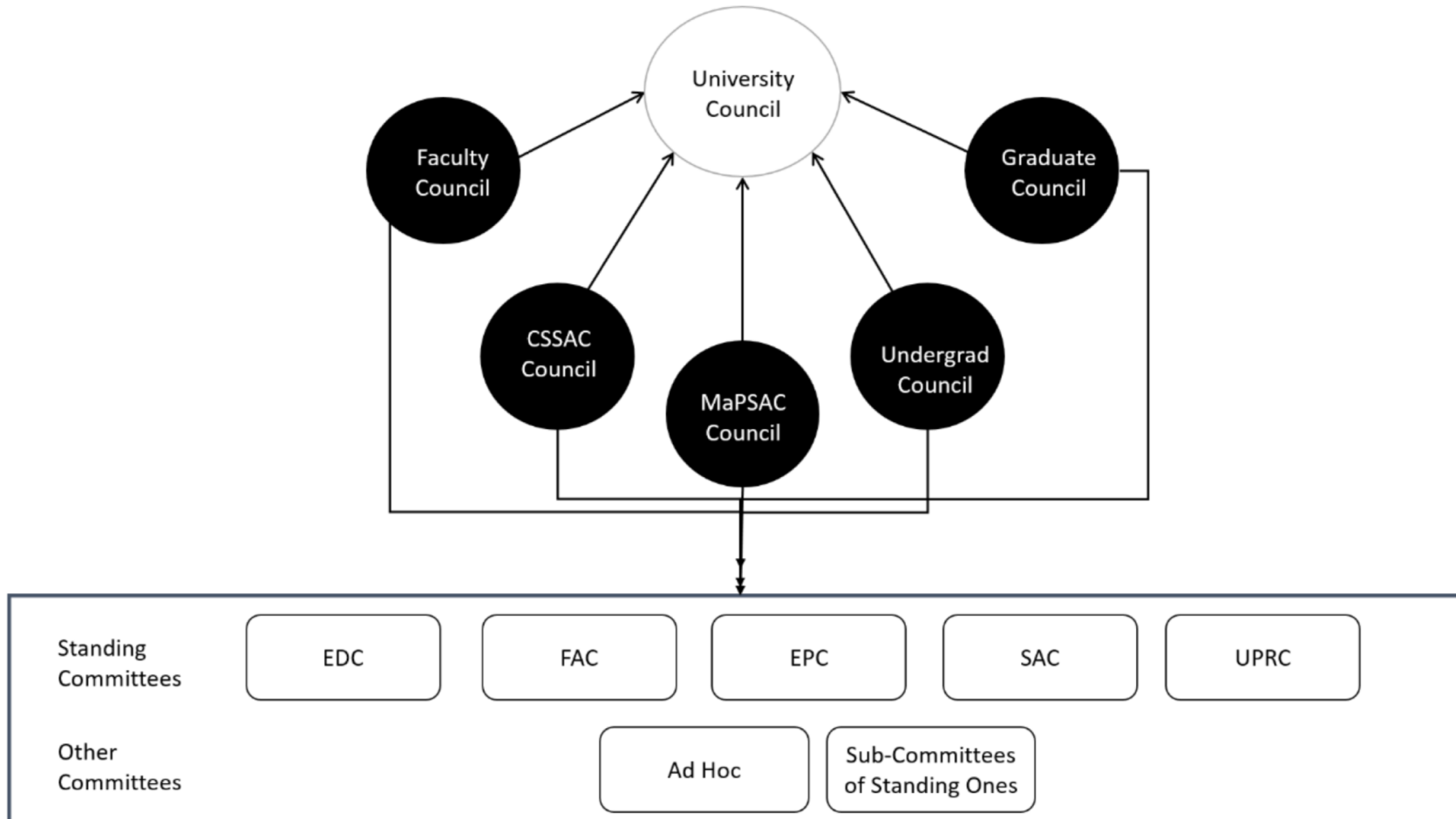
Shared Governance

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.

AAUP Statement: Shared Governance

- “Shared governance refers to the joint responsibility of faculty, administrations, and governing boards to govern colleges and universities. Differences in the weight of each group's voice on a particular issue should be determined by the extent of its responsibility for and expertise on that issue.
- The role of the faculty is to have primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and aspects of student life which relate to the educational process. The responsibility for faculty status includes appointments, reappointments, decisions not to reappoint, promotions, the granting of tenure, and dismissal. The faculty should also have a role in decision-making outside of their immediate areas of primary responsibility, including long-term planning, budgeting, and the selection, evaluation and retention of administrators.
- Faculty have special training and knowledge that make them distinctly qualified to exercise decision-making authority in their areas of expertise.

Proposed Shared Governance



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

Faculty

Faculty

Update: A Multitude of names, but that does not translate into support. Faculty represents <20%.

Creation of "Professional" Political Class

Meaningfully incentivize shared governance participation.

- *Provide university resources (e.g., course release, meaningful inclusion in faculty tenure and promotion criteria and evaluation, stipend, support for professional development opportunities)*
- *Such an incentive program recognizes, values, and normalizes service to the university rather than treating it as a necessary evil to be endured.*
- *In fact, evidence suggests that shared governance is most effective when it is comprised of the best faculty, staff, and students at an institution. These are people who opt into these positions rather than the myriad of other activities they could be doing*

Senate Document 21-14

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.