

AGENDA

1. Call to order Professor Brian Leung
2. Statement of Land Use Acknowledgement Professor Brian Leung
3. Approval of Minutes of [11 September 2023](#)
4. Acceptance of Agenda
5. Remarks of the Senate Chair Professor Brian Leung
6. Remarks of the President President Mung Chiang
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
Professor Brian Leung
 - a. Senate Document 23-10 Nominee for the Equity, Diversity, and Inclusion Committee
 - b. Senate Document 23-11 Nominee for the Steering Committee
 - c. Senate Document 23-12 Nominee for the Nominating Committee
 - d. Senate Document 23-13 Nominee for the Faculty Affairs Committee
 - e. Senate Document 23-14 Nominee for the University Resources Policy Committee
11. Senate Document 23-08 Update to Academic Regulations to Allow Larger Graduate Student Credit Limit (EPC) For Discussion
Professor Eric Kvam

12. Senate Document 23-09 Recommended Changes in the Communication, Ways of Thinking, and Interpersonal Skills and Cultural Knowledge Embedded Learning Outcomes (ELOs) (EPC)

For Discussion
Professor Eric Kvam

13. Medical Benefits update

For Information
Candace Shaffer

14. Faculty Affairs—Hiring AY 2024

For Information
Vice Provost for Faculty Affairs
Sunil Prabhakar

15. New Business

16. Adjournment

Second Meeting
Monday, 16 October 2023, 2:30 p.m.

Zoom Meeting

Present: *Manushag N. Powell (Secretary of Faculties and Parliamentarian), President Mung Chiang, Brian Leung (Chair of the Senate), Susan South (Vice-Chair of the Senate), Patrick Wolfe (Provost), Se'Andra Johnson (Sergeant-at-Arms), Dulcy Abraham, Bradley Alge, Ryan Alan Altman, Burton (Lee) Artz, Paul Asunda, Santokh Badesha, Jonathan Bauchet, Ximena Bernal, Françoise Brosseau-Lapr , Stephen Cameron, Yingjie (Victor) Chen, Julia Chester, Patricia Davies, Brian Dilkes, Jim Dworkin, Ulrike Dydak, Alan Friedman, Lori Hoagland, Katie Jarriel, Hyunyoung (Young) Jeong, Nastasha Johnson, Erika Birgit Kaufmann, Yuan (Brad) Kim, Eric Kvam, Stacy Lindshield, Damon Lisch, David Liu, Ann Loomis, Zhao Ma, Oana Malis, Densie Masta, Richard Mattes, Shannon McMullen, Muhsin Menekse, Byung-Cheol (BC) Min, Somosmita Mitra, John Morgan, Patricia (Trish) Morita-Mullaney, Robert Nawrocki, Deborah Nichols, Loring (Larry) Nies, Abdelfattah Nour, Padinjaremadhom (PV) Ramachandran, Julio Ramirez, Elizabeth Richards, Joseph Robinson, Shye Robinson, Gustavo Rodriguez-Rivera, Leonid Rokhinson, Timothy Ropp, Mark Russell, Ant nio S  Barreto, David Sanders, Jennifer Scheuer, Steven Scott, Juan Sesmero, John Sheffield, Qifan Song, Kevin Stainback, Dengfeng Sun, John Sundquist, Howard Sypher, Robin Tanamachi, Anish Vanaik, Eric Waltenburg, Jeffrey Watt, Ann Weil, Yuan Yao, Howard (Howie) Zelaznik. **Advisors:** Keith Gehres, Cherise Hall, Lowell Kane, Carl Krieger, Lisa Mauer, Beth McCuskey, Sunil Prabhakar, Jenna Rickus, Alys Rollock, Katherine Sermersheim, Rendi Tharp, Bowei Xi.*

Absent: *Arezoo Ardekani (sabbatical), Saurabh Bagchi, Charles Bouman, Sabine Brunswicker (sabbatical), Michael Campion, Min Chen, Matt Conaway, Ben Dunford, Abigail Engelberth, Daniel Frank, Geraldine Friedman, Alice Johnson, Nan Kong, Andrew Lu Liu, David Love, Angeline Lyon, Ajay Malshe, Stephen Martin, Pete Pascuzzi, Alice Pawley (sabbatical), Irith Pomeranz (sabbatical), Li Qiao, Brian Richert, Mark Rochat, Chris Ruhl, Dennis Savaiano, Michael Smith, Ganesh Subbarayan-Shastri, Rusi Taleyarkhan, Monica Torres, Kipling Williams (sabbatical), Mark Zimpfer. **Advisors:** Heather Beasley, Michael Cline, Misty Hein, Melanie Morgan.*

Guests: *Anne (Captioner), Ed Dunn (iT), Phillip Fiorini (Strategic Communications), John Gipson (Assist V-Provost for Innovative Educational Pathways), Candace Shaffer (HR), Alyssa Wilcox (Chief of Staff, Office of the Pres).*

1. The meeting was called to order at 2:32pm.
2. Senate Chair Brian Leung read the following Statement of Land Use Acknowledgement, as required by 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 Bod wadmik (Potawatomi), Lenape (Delaware), Myaamia (Miami), and Shawnee People who are the original Indigenous caretakers.

3. The minutes of the 11 September 2023 Senate meeting were entered as read.
4. The agenda was approved by general consent.
5. Chair Leung hoped that everyone was enjoying the fall weather. He reminded the Senate that their Chair makes reports at each bimonthly Board of Trustees meeting, and that BoT meetings are livestreamed and often contain questions that mirror the interests of the University Senate. For example, at the last meeting, President Chiang provided an update on sustainability at Purdue, which has also been an important topic for the Senate and its committees. Chair Leung encouraged Senators to watch the BoT meetings (the next will take place on [7-8 December](#)).

Next, Chair Leung said he wished to share praise for the undersung but essential Purdue cultural and resource centers: the [Asian and Asian American Center](#), the [Black Cultural Center](#), the [Latino Cultural Center](#), the [LGBTQ Center](#), the [Native American Educational and Cultural Center](#), the [Butler Center](#), and [ADVANCE Purdue / Center for Faculty Success](#). He requested that the Senate join him in thanking them and appreciating their work; in addition, he praised the [Center for Advocacy Response and Education](#) (CARE) and the recently renamed [Dorothy Stratton Veteran and Military Success Center](#).

Finally, Chair Leung shared thoughts on the value of tenure. The topic had been in front of many people's minds, both because of the ongoing Senate and administrative conversation about new hiring and tenure promotion practices, and because of [recent comments published in national media](#) questioning the role of tenure in higher education, which had been forwarded to the chair by a significant number of people. Here at Purdue, said Chair Leung, the tenure track and tenure system is a vital part of the Free Speech / Chicago Principles values we promote. Students benefit from the stability of working with and learning from faculty in tenure-track positions: faculty turnover creates an environment where time spent on excellent teaching can be compromised time spent learning the ropes. Also, tenured faculty can act as mentors to tenure-track faculty, helping to develop the strongest pedagogies over time. Especially in environments where staff numbers have been decreased, tenured faculty can reduce pressure on staff time, because they have a sustained understanding of operations—although diminished staff levels remain a major part of our “one-hour savings” conversation. Administrators come and go, often to exciting new opportunities; tenured faculty function as a university's core of stability, even as its leadership changes.

Finally, he argued, tenure protects quality research. A tenured professor doing important research on climate change, for example, cannot be bullied out of the pursuit because some faction objects. A tenured professor doing important research in national security cannot be bullied out of the pursuit because some faction objects. A tenured professor who writes culturally pointed novels cannot be bullied out of the pursuit because some faction objects. And despite the myth, tenure is not an immunity cloak. At Purdue, there have been tenured professors asked to exit the university—but for cause. The tenure system provides higher education with

institutional memory, stamina, and stability. For all the money spent on developing faculty careers, one of the dividends that that investment delivers to an institution is the wisdom of a stable faculty, especially during major change moments. Part of this discussion has to do with the tension between whether a university is a place of practical and intellectual discovery without a profit motive, or a business best served by a CEO model.

Chair Leung concluded that this was a cliffhanger, and that he would return to this issue during his remarks at the November Senate meeting.

6. University President Mung Chiang stressed the urgency of creating use or misuse guidelines for AI in teaching and learning, particularly what he called “the burning question of what practice by students can be allowed in different classes.” He acknowledged that we teach and do research in AI, and that it can be useful in many operations. We want our students to be creative and to innovate, but we want to be part of the process along with the students. The University of Michigan has become a B1G leader in publishing [very well thought-out classroom guidelines](#)—and in launching a [customized generative AI service for its campus](#). President Chiang urged the Chair’s ad hoc committee and the entire Senate to work towards enabling Purdue to produce clear guidelines to provide clarity when heading into the spring semester. He said that conversations about this matter were ongoing with the Teaching Academy, Purdue students, and with peer institutions as well.

The next matter that President Chiang categorized as urgent was the question of university tenure in Indianapolis, which needs to be substantially addressed by the end of the semester. He stated that Purdue will uphold our commitment that tenured IUPUI faculty will be tenured to Purdue University on 1 July 2024. Still to come, though, is an exact definition of what that might mean for those faculty who are tenured to the university, but not to West Lafayette. We owe it to our future colleagues to be able to give them the details of what their new promotion and review process would look like.

Also under discussion are graduate stipends, he said, which should be resolved by early spring. RA offers are encouraged to be competitive, but the question of pay for TAs is not centralized across department and college levels. The university has a responsibility to set minimums, and is considering pushing the minimum higher once again. President Chiang asked for Senate input on GTA minimums, particularly given the rising cost of local living. Most students are already above the minimum, but not all.

President Chiang then reiterated the administration’s desire to see more nominations for external national and international faculty awards.

Provost Patrick Wolfe added that the newly established Faculty Awards and Recognitions office had met with the deans to boost the faculty awards initiative; he said he felt that Purdue faculty are punching under our weight in terms of overall recognition. Hiring for the awards team continues, but already individualized reports

are going out to all academic units. He added that several weeks ago he had asked for volunteers interested in forming Provost advisory groups, and that call had resulted in a representative group of department heads from across campus. A [Purdue Today announcement](#) about that committee was to follow.

7. Administrative responses to pre-submitted questions were posted to the Senate website [[Appendix A](#)]. In addition, there were several new questions raised during the Senate's Question Time.

Professor David Sanders asked about the University's position regarding the widespread local opposition to the construction of a pipeline that would potentially divert 10s of millions of gallons of water a day from the Tippecanoe County aquifer to Boone County. President Chiang responded that the answer was very simple: we need to see data, and thus far he had seen only an executive summary. West Lafayette has its own water needs, including in Discovery Park District, where major projects would be happening, and so it was necessary to have a strong understanding of how much water was available.

Professor Ulrike Dydak asked about the new minimums for graduate stipends, stipulating that most everyone approved of them, but asking for more information about whether there would be financial support for the transition, since many students were paid out of grants that were already budgeted for a certain amount of salary: if several students were on a grant, the minimum increase could amount to a substantial number. President Chiang acknowledged that this was a fair question and that it would be looked into further. He also said that the number of graduate students being paid at levels under the new minimum levels was not high.

President Chiang then presented his own "cliffhanger," which had to do with ongoing efforts to return time to faculty (perhaps revising down from one hour per day to one hour per week as an initial goal). He said there should soon be some updates from the EVPR regarding nondisclosure agreements, grants, contracts, and such matters that have been caught in seemingly infinite loops of delay and inaction. Not everyone will be happy, said President Chiang, but everyone will at least have an answer and be able to move on to next steps.

Chair Leung reminded the Senate that Secretary Powell had created an organized document about faculty and staff suggestions for saving time and shared it with the President's Office and Provost's Office.

Immediate Past Chair Colleen Brady asked whether IRB approvals could be added to the list President Chiang had just described; he said yes.

Professor Brian Dilkes asked for clarification regarding the written responses to the series of questions about DEI references in job descriptions. He wanted to know whether DEI statements were still allowed in faculty job applications, because if not, that would seem to be beyond what the Supreme Court had ruled on. President Chiang clarified that DEI statements had been disallowed as part of the application

process, but that this was in response to *303 Creative LLC v. Elenis*, which he said treated compelled speech, rather than *Students for Fair Admissions v. Harvard* and *Students for Fair Admissions v. University of North Carolina*. Provost Wolfe added that this policy had emerged from a discussion with the Council of Deans as well as Vice President for Ethics and Compliance Alysa Rollock. In addition to removing the language requiring diversity statements, the university had also removed the requirement that applicants include statements on their free speech values, as this would also represent a form of compelled speech.

8. Chair Leung asked that the Senate observe a moment of silence in honor of Marion Blalock, a graduate of Purdue University and the much-honored Director of the Minority Engineering Program from 1974 through 2008.
9. Chair Leung recognized Professor Elizabeth A. Richards, Chair of the Steering Committee, to present the Résumé of Items Under Consideration. [\[Appendix B\]](#) Professor Richards again emphasized the importance of committees providing full information to the ROI about their agenda items so that all standing committees have a clear idea of what was being working on. Chair Leung added that the Advisory Committee is interested in a continuing discussion on hiring practices and sustainability at Purdue University. Professor Sanders added that the Student Affairs Committee was considering a student-government-initiated resolution regarding a Juneteenth academic holiday.
10. Chair Leung introduced a consent agenda to ratify slates of new members to the various Standing Committees. The consent calendar comprised [Senate Document 23-10](#) Nominee for the Equity, Diversity, and Inclusion Committee; [Senate Document 23-11](#) Nominee for the Steering Committee; [Senate Document 23-12](#) Nominee for the Nominating Committee; [Senate Document 23-13](#) Nominee for the Faculty Affairs Committee, and [Senate Document 23-14](#) Nominee for the University Resources Policy Committee. The slate was approved by general consensus.
11. Chair Leung recognized Professor Eric Kvam to present [Senate Document 23-08](#) Update to Academic Regulations to Allow Larger Graduate Student Credit Limit for discussion on behalf of the Educational Policy Committee. Professor Kvam explained that the Graduate School had contacted the EPC over the summer with a proposal to increase the number of credit hours students could take without needing dean-level approval from 18 to 19 hours. The EPC was supportive of the proposal. There was no further discussion. Chair Leung reminded Senators to solicit feedback from their constituents in advance of the November meeting, where the Senate would vote on the item.
12. Chair Leung again recognized Professor Kvam to present [Senate Document 23-09](#) Recommended Changes in the Communication, Ways of Thinking, and Interpersonal Skills and Cultural Knowledge Embedded Learning Outcomes for discussion on behalf of the Educational Policy Committee. Kvam explained that the UCC (Undergraduate Curriculum Council) had met last spring met and developed a series of improvements and clarifications to the embedded learning outcome wording. This

came too late for the Senate to consider in its spring meetings, but was appearing with EPC support now. There was no further discussion. Chair Leung again reminded Senators to solicit feedback from their constituents in advance of the November meeting, where the Senate would vote on the item.

13. Chair Leung recognized Senior Director of Benefits Candace Shaffer to present on benefits. [\[Appendix C\]](#) Director Shaffer delivered a thorough overview of current benefits, as well as plans for 2024. She also addressed specific questions submitted by the Steering Committee. One of these was regarding medical plan services covered in gender affirming care and reproductive healthcare including abortion. Purdue medical benefits had and would continue to cover gender affirming care and abortion procedures that were deemed medically necessary through 2024. The healthcare plans did not and had not historically covered elective abortion procedures. The next question was about whether IU Health and Unity Healthcare would join Anthem's Tier One Network. She responded that they had not joined that tier, but Anthem reports that they continue to have conversations with these groups to encourage them to join. The final question was about the current status of childcare on the West Lafayette campus and future plans in this area. The expanded Jischke Early Care and Education Center had nearly doubled the number of enrollment spaces that were available in that center. Benchmarked against the B1G, Purdue had become the second highest in the number of enrollment slots among our peers. The College and Community Collaboration Grant through Lilly included a focus on childcare and the workforce, because one of the barriers to childcare was a difficulty in finding individuals who want to work in that field, or who want to remain in that field.

Chair Leung asked for clarification on the Tier 1 issue, as to whether it was expected that community members would go to Indianapolis or other locations if they needed care that was not available from Tier 1 providers in the Lafayette area, even if the care was available from non-Tier 1 providers. Director Shaffer said that community members should go a provider that that met their needs, but that Tier 1 would provide the lowest deductible to system users.

Professor Sanders asked three questions: (1) The chart of expenditures by employees and the university did not include expenditures for employees for dental care. Director Shaffer said that information was harder to get to because the dental plan is fully insured, and so we don't have the same access to the data as with the medical, prescription, and vision plans, which were all self-insured. (2) Another slide indicated that 60% of users had completed colonoscopies in the past year, which seemed high. Shaffer explained that the 60% were individuals who were over 45 and/or had other medical reasons for needing colonoscopies, but that colonoscopies were not covered annually as preventative medicine, because they were not recommended annually. (3) Was there any consideration of other plans behind besides the High Deductible Health Plans? Shaffer said that this option (i.e., a PPO) was considered every year, and was not off the table, but that there were no immediate plans to include one.

Immediate Past Chair Brady reported that a constituent had recently met with their Fidelity representative, and was informed that Purdue had made changes to what we can do with our accounts. They asked whether the Senate had been notified of these changes. Director Shaffer said that they had added provisions to the plan that made it more flexible for use, but had added nothing that made anything more restrictive. This had been highlighted in a Purdue Today article and reported to the Faculty Compensation and Benefits Committee (FCBC).

Professor Dydak asked for more information about Centers of Excellence. It sounded as if users could only be reimbursed for knee and hip replacements (e.g.) if they used those centers. Director Shaffer said there were two partnerships with Centers for Excellence: one for the hip and knee, which is a partnership we have with Franciscan. It was correct that it was mandated to go through Franciscan for hip and knee replacements in general. There was also a Center of Excellence partnership with CARMAHealth for a series of different services including bariatric surgery and other muscular-skeletal surgeries; this service was opt-in. She added that with both programs, the university would pay for travel to and from surgery, including hotel rooms and a per diem on food.

Professor Katie Jarriel asked a follow-up about abortion care and gender-affirming care. Because Indiana faces a shortage of physicians who provide those services, how did coverage work if users need to travel out of state to receive care? Director Shaffer explained that the plan covers the services, whether in Indiana, or Illinois, or further away, regardless of location. However, travel expenses were only covered in the case of organ transplants.

Past Chair Brady submitted a follow-up provoked by the information about hip and knee replacement agreements. The mandated partnership with Franciscan means that members of our university population who for various reasons of belief or lifestyle are not comfortable with that particular faith-based organization were nonetheless compelled to make use of it. She asked that when the university looks at these potential partnerships to please also keep in mind that, while the financial aspects are important, all of the employees of Purdue University and all of the insured deserve to be treated with respect by their care providers. When there are significant financial barriers to using alternative care, that can put an undue burden on some members who might prefer Tier 2 or other providers. Chair Leung thanked Director Shaffer for her time.

14. Chair Leung recognized Vice Provost for Faculty Affairs Sunil Prabhakar to report on faculty hiring for 2024. [\[Appendix D\]](#) VP Prabhakar began with some discussion of the Movable Dream Hires program, which he said had been in place at the Provost level for a year, but not at the current scale, and also were in engineering with a different flavor. He emphasized that the program is open for faculty at all stages of their careers, including tenure-track faculty who have demonstrated excellence; the only faculty who would be a poor fit would be freshly minted PhDs or scholars just out of postdocs.

VP Prabhakar stated that for FY 24, hiring allocations were made with input from the deans, with the goal of increasing flexibility for deans in determining which searches should be authorized within each college as well as the allocations of lines among those searches. In the past, that process was much more prescriptive and there was a greater degree of allocation being tied to specific searches. This year, the deans had been given greater autonomy and flexibility to determine what the best searches would be for the current needs of their particular college. Overall, there were more tenure-track slots than in a typical year (typically, there were 80 to 120 tenured or tenure-track faculty hired and about 25 to 50 clinical faculty). Clinical and professional hiring numbers had also been increased in order to provide greater flexibility.

There was a question as to why lecturers were included in the clinical professional faculty counts. VP Prabhakar said this was originally done with the hope that it would provide greater flexibility for deans and heads, but based on feedback it had been revised. Lecturers were no longer included in the allocation limits, and deans were able to decide on the right number of lecturers for their units.

VP Prabhakar stated that the Movable Dream Hire process was open to every college, and said that every college should be working to recruit these hires. Within a college, the allocation of slots to departments was entirely at the discretion of the deans. He also proposed that the Movable Dream Hire program moves in the direction of giving every faculty member a voice in the hiring process, because it was, he said, a bottom-up process. Dream Hires should be individuals who received broad agreement from the department or school, and any faculty member is able to propose names for this process. He suggested looking at public esteem indicators in proposing such individuals, such as Early Career Award winners, the NSF Career Award, etc. He said there was an expectation that there would be greater diversity in these groups of individuals than in the overall faculty.

Professor Steven Cameron stated that his college had advised him that there would be no hires made outside of the dream hires program this year, despite the fact that there was an allocation of lines, including for some department heads. This did not seem consistent with the explanation that the Dream Hires are on top of rather than instead of our typical hiring lines. He asked for clarification on this point. VP Prabhakar replied that both types of hires were approved at the college level, but some deans might not allocate lines to every department or school.

Professor Julio Ramirez asked for a consistent and clear definition of what a Movable Dream Hire would be. VP Prabhakar replied that there was no written description. It was expected that there would be little doubt among the vast majority of the members of a department or school that the proposed individual would add to the prestige of the department. The movable part would be assessed once individuals meeting the first criteria were identified, and after a careful discussion within the college-level committees and dean. Professor Ramirez asked whether someone who had amassed a large number of monetary awards could be considered a Movable

Dream Hire. VP Prabhakar said the answer would rest with the department or the school.

Professor Ajay Malshe asked for more information about the term “Movable” – why not just Dream Hires, since any hire would presumably have to be moved? VP Prabhakar said not to read too much into it. The process was intended to produce individuals who had already proven their independent ability to be very successful, who had already established that they could succeed as a faculty member. Professor Malshe said that Mechanical Engineering had in excess of about 90 faculty with multiple core competency areas. He suggested that it would be difficult to find candidates who would be looked at positively across the entire department simply due to the size and complexity of the department itself. VP Prabhakar said that it was expected a large number of tenured faculty would be eligible. Someone coming in with tenure would already have been vetted across the disciplines within their own department, and those processes would continue to guide the search. Professor Malshe concluded by stating his concern that career awards could be misleading, because they were calibrated to future prospects rather than current reality.

Professor Dilkes responded to Professor Cameron and said that his understanding was that their college had only two non-administrative tenure lines allocated this year. Given that that this is the case, it was very difficult to conceive of this process as anything other than top-down, because faculty might make a suggestion, but units above the faculty of a department would actually make the decisions about whether or not a candidate was in fact viable for a dream hire. He also asked what support the university would be giving departments to ensure that the process did not run afoul of EEO requirements and that we do not end up in a situation of essentially carrying out a university level hiring process by a method that does not involve public advertisement of the positions. VP Prabhakar said the program was overseen by the Executive Vice President for Ethics and Compliance, and care had been taken to make sure that the process was in compliance with the EEOC. He reiterated that the goal of the program was to bring the “best” people to Purdue. If a college identifies a top candidate for a Dream Hire, there would be provost-level approval required: this was a check that the candidate was someone they could reasonably hope to bring to Purdue. There might be a discussion at that point about what it might take and our ability to deliver on that. He said that this had been clarified with the deans, that the process did not represent some sort of secret search, but rather pursuing individuals who had demonstrated via publicly recorded achievements that they would advance Purdue’s goals.

Chair Leung asked on behalf of some Senators, what was the distribution of tenure-track positions approved for each college? And if that information was not readily available, could it be provided later and entered into the minutes? He also asked whether faculty reorganizations and reductions were underway. VP Prabhakar said it was not his place to share information about allocations to each college. He said that no reductions were underway.

Chair Leung also volunteered that multiple conversations with Senators reflected that the proposed hiring process was not in the spirit of saving faculty an hour a week, because it could mean asking faculty to engage in searches and doing all the work of engaging in searches, reading files, etc., and then in the end being told “well, yes, we decided not to fill that line.” This was particularly the case if a dean knew that they wouldn't be able to accommodate the number of searches that they decided to run. He also expressed that there was widespread concern that Purdue was moving into an environment where departments could lose a generation of assistant professors, who are the future of the university, and that it was important to prioritize having a robust pool of assistant professors in each hiring cycle. VP Prabhakar said that in the process being put forward, every faculty member had a voice and an opportunity to recommend names but that did not necessarily mean that they had to put in all the effort necessary to a search committee. The onus would be on search committees to have a process in place to assess overall departmental buy-in for each candidate. He said again that this was an opportunity to bring to Purdue individuals who might not have ordinarily been considered. He said a search is never guaranteed to yield a candidate, and we should only hire when someone fulfills all expectations. It was up to deans to decide whether they would like to have more searches than positions available. He added that this was only one year's hiring plan, and that changes or revisions might happen later, and that the expectation was that there would still be a large number of assistant professors hired.

Past Chair Brady said that people had reported being involved in searches where tenure-track faculty candidates had been identified that had the support of the department, the support of the head, and the support of the dean—but then did not receive the support of the Provost's Office, and those hires did not go forward. She asked for information about the reality of these reports, and whether some guidance could be provided on those issues that might be raised at the level of the Provost's Office prior to investing time and energy at the departmental and college level into potential hires. VP Prabhakar agreed that every offer that goes out is subject to Provost approval, and said that as Vice Provost for Faculty Affairs, he scrutinized all of Purdue's hiring offers. In some instances, approval was not granted. The most important reasons for this involved conflicts of interest, or sometimes when the pools were extremely small. He said that a robust process with large applicant pools, with letters showing arm's-length evaluations, and with clear identification and handling of conflicts of interest, are all important considerations. He said there may have been some change in approach since Provost Wolfe took over, which might have caused some confusion. But he said that the number of offers refused was small, and if all these concerns are checked before the Provost level, approval should be easy. Brady asked for a checklist to be provided to make sure that all conditions were met, since news about offers being turned back at high levels of the administration was not going to incentivize people to come to Purdue. VP Prabhakar declined to provide a checklist, because he said matters such as those he had mentioned, like conflicts of interest, should be managed at the department level regardless. He again emphasized the need for large search pools and said that deans have greater liberty in setting up searches with a broader focus than in the past. He registered that this caused some concerns for international applicants. He added that clinical and

professional faculty lines were a way of trying to achieve the goals of meeting specific narrow needs.

Chair Leung intervened that talk about increasing clinical professor numbers or other contingent faculty hires implied a trade-off of not hiring as many assistant professors. Faculty were concerned there was a general movement towards splitting apart the research and teaching missions of the university. He thanked VP Prabhakar for his presentation, and for taking so many questions.

15. Chair Leung announced that Secretary Powell was looking for two or three more people to help form an ad hoc committee to make a recommendation to the Senate, about updating the parliamentary authority, and asked that anyone interested please contact her and be prepared for a fun and exciting journey into parliamentary rules.

16. There being no further business, the meeting adjourned at 4:47pm.

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. Soliciting reports and informational sessions in response to faculty and committee requests
2. Working with PGSG to distribute their legislation on Juneteenth to appropriate Senate committees
3. Requested FAC to review changes of promotion and tenure process
4. Considering how Purdue Indianapolis faculty and staff will be represented on the Senate

Advisory Committee

Brian J. Leung, senate-chair@purdue.edu

Nominating Committee

Richard D. Mattes, mattes@purdue.edu

1. Managing new committee vacancies
2. Studying number and disposition of Senate advisors

Educational Policy Committee

Eric P. Kvam, kvam@purdue.edu

1. Working with Chair's ad hoc committee on AI and instruction
2. Evaluating whether updates are needed to Medically Excused Absences Policy (MEAPS)

Equity, Diversity, and Inclusion Committee

Brian Dilkes, bdilkes@purdue.edu / Geraldine Friedman, friedman@purdue.edu

1. DEI efforts in the wake of the SFFA v. Harvard and SFFA v. UNC decision

Faculty Affairs Committee

Eric N. Waltenburg, ewaltenb@purdue.edu

1. Evaluating Senate size; apportionment; quorum rules
2. Assessment of Recent Changes in P&T Process
3. Request for MaPSAC and CSSAC to have voting members on Senate

Student Affairs Committee

David Sanders, retovir@purdue.edu

1. Graduate Student Compensation

University Resources Policy Committee

Lori Hoagland, lhoaglan@purdue.edu

1. Sustainability Committee proposed reorganization

Questions

Diversity and the Recent Supreme Court Decision in Students for Fair Admissions, Inc. v. President and Fellows of Harvard College.....	3
Why is the OIE forcing us to remove DEI references in our job descriptions ads? The SCOTUS decision was only about admissions.	3
Why is the university making decisions that appear to go beyond the supreme court ruling on race-conscious admissions? For example, there was a recent decision to remove training for faculty on hiring committees. There was also a recent decision to pull diversity statements from hiring applications. The Supreme Court decision means that we can't use race (in and of itself) in admissions: it does not prevent us from using people's life experiences in our decisions or assessing their cultural competences. Faculty and staff members' ability to work respectfully with students from a diverse range of backgrounds is important for our teaching and mentoring (and for our ability to have collegial departments). Why are we no longer allowed to evaluate applicants on criteria that are important to doing their jobs effectively?.....	3
Why has education and guidance around conducting faculty searches and hiring in ways that help search committees diversify applicant pools and engage in fair, equitable, and unbiased searches being ceased? Specifically, the University-level required Faculty Search Committee Workshop (formerly run by ADVANCE, more recently run by OIE) have cut out participation by the Office of Diversity, Inclusion, and Belonging. In addition, why is the information on the University Faculty Search Committee Workshop page outdated? (letter from the previous Provost is dated 2017 and "Purpose of the Diversity Statement" is there—which we have been forbidden to request of candidates). Why did the Office of the Provost request the immediate cessation of college-level workshops that address strategies to bring diversity to applicant pools, possible biases in the search process, ways to guard against the operation of biases through consistent application of unbiased practices, and assessing strengths and weaknesses around candidate's ability to contribution to inclusive environments that foster diversity?	3
Hiring Needs	4
Since ordinary tenure-track hiring is very limited, when are we going to find out about permission to do clinical and other teaching-focused hires? What are the Senate's views on the decisive switch from tenure-track positions that include teaching to non-tenure-track clinical positions that cover teaching? 4	4
Funded Grant Support	4
A challenge facing many PU investigators is the severe lack of structural supports for funded grants. Faculty are held responsible by funders and Purdue for completing their funded projects; however, Purdue is not held responsible for delivering the administrative supports promised within grant-funded indirects. What has Purdue promised to provide as part of its ~55% federally negotiated indirect rate? How does Purdue plan to hold its systems accountable for delivering on these promises?	4
Graduate Student Policies.....	4
Faculty are required to pay tuition and fee remits for graduate students to be allowed to receive research assistant funding, including in the summer. Faculty names are placed on these courses, and faculty must pay \$910 per month per each of their students to enroll in "their" course. However, during the summer, faculty are not paid to teach these courses, and some may not receive any summer pay	

while the courses are active. As a result, faculty may pay thousands of dollars a summer for their students to enroll in courses that do not exist, and that faculty are not paid to teach. This prevents faculty from supporting more students, their own salaries, and their research. How does Purdue justify listing and charging for courses without also paying faculty to teach them? Is Purdue willing to reconsider this policy, either by waiving the requirement that summer researchers be enrolled in courses, or by paying faculty for their summer teaching efforts?..... 4

How do you plan to improve cost-of-living concerns for graduate students with families because of high housing, childcare, and insurance costs? 5

Climate Action..... 5

In March 2022, the Senate passed SD 22-18, calling on Purdue to join the Greater Lafayette Climate Action Plan, as well as SD 22-22, calling on Purdue to develop a climate action plan. This followed the passage of similar resolutions by the undergraduate student government and the graduate student government, as well as the delivery of a petition with over 4000 signatures to President Daniels. When can we expect to hear progress on the university’s development of a climate action plan? 5

Fitness Benefits..... 6

I know that I am happier, less stressed, and healthier when exercising. A fit community also reduces overall health care costs. Would it be possible for our health care plans to reimburse a percentage of fitness center memberships? 6

Diversity and the Recent Supreme Court Decision in Students for Fair Admissions, Inc. v. President and Fellows of Harvard College

Why is the OIE forcing us to remove DEI references in our job descriptions ads? The SCOTUS decision was only about admissions.

Hiring units have not been forced to remove references to DEI in job advertisements. What is paused is the requirement of Diversity Statements to be written by job applicants. As noted in Vice President Rollock's communication to Deans and Search Committee Chairs, this pause is prompted by legislative activities regarding equal employment opportunity and the Supreme Court's June decision on the First Amendment right of "no compelled speech."

Why is the university making decisions that appear to go beyond the supreme court ruling on race-conscious admissions? For example, there was a recent decision to remove training for faculty on hiring committees. There was also a recent decision to pull diversity statements from hiring applications. The Supreme Court decision means that we can't use race (in and of itself) in admissions: it does not prevent us from using people's life experiences in our decisions or assessing their cultural competences. Faculty and staff members' ability to work respectfully with students from a diverse range of backgrounds is important for our teaching and mentoring (and for our ability to have collegial departments). Why are we no longer allowed to evaluate applicants on criteria that are important to doing their jobs effectively?

Please see the previous response.

Why has education and guidance around conducting faculty searches and hiring in ways that help search committees diversify applicant pools and engage in fair, equitable, and unbiased searches being ceased? Specifically, the University-level required Faculty Search Committee Workshop (formerly run by ADVANCE, more recently run by OIE) have cut out participation by the Office of Diversity, Inclusion, and Belonging. In addition, why is the information on the University Faculty Search Committee Workshop page outdated? (letter from the previous Provost is dated 2017 and "Purpose of the Diversity Statement" is there—which we have been forbidden to request of candidates). Why did the Office of the Provost request the immediate cessation of college-level workshops that address strategies to bring diversity to applicant pools, possible biases in the search process, ways to guard against the operation of biases through consistent application of unbiased practices, and assessing strengths and weaknesses around candidate's ability to contribution to inclusive environments that foster diversity?

Education and training regarding the hiring process continue. The Office of Diversity, Inclusion, and Belonging remains a valued partner in this education. Such education includes guidance on expanding applicant pools and complying with laws, regulations, and University policies on equal access and equal opportunity. Manuals and other guidance to assist search committees are regularly updated.

Hiring Needs

Since ordinary tenure-track hiring is very limited, when are we going to find out about permission to do clinical and other teaching-focused hires? What are the Senate's views on the decisive switch from tenure-track positions that include teaching to non-tenure-track clinical positions that cover teaching?

FY24 hiring allocations for each academic college were shared with deans in late August. This includes (1) tenure-track and tenured faculty, both topic-based and talent-based, and (2) clinical/professional faculty. Numerous searches for tenure-track and clinical/professional faculty are already underway. Deans have the authority and discretion to authorize searches that best meet the needs of their college, while staying within overall limits. (3) Lecturers and Limited-term Lecturers can be hired at the discretion of college and departmental leadership.

Funded Grant Support

A challenge facing many PU investigators is the severe lack of structural supports for funded grants. Faculty are held responsible by funders and Purdue for completing their funded projects; however, Purdue is not held responsible for delivering the administrative supports promised within grant-funded indirects. What has Purdue promised to provide as part of its ~55% federally negotiated indirect rate? How does Purdue plan to hold its systems accountable for delivering on these promises?

First, it is important to be aware that because of research activity types, locations, and federally mandated cost basis, the University annually recovers about 20% on average relative to total research costs, not 55% (Facilities and Administrative Costs (F&A) divided by Total Costs including F&A).

By definition, F&A costs are actual costs incurred to conduct the normal business activities of an institution and are not readily identified with or able to be directly charged to a specific sponsored research project. Activities that are typically Facilities or Administrative Costs include: *Facilities*—defined as depreciation and use allowances, interest on debt associated with certain buildings, equipment and capital improvements, operation and maintenance expenses, and library expenses; *Administrative*—defined as general administrative costs and expenses, departmental administrative costs, sponsored projects administrative costs, student administration and services, and all other types of administrative expenditures.

The University continually assesses service level and delivery and makes investments to address the growing demands of administering our grant portfolio and addressing numerous mandates and requirements imposed by our sponsors and oversight agencies. With the large increase in our research portfolio the university agreed to expand SPS FTE by 25%, and we have filled most of those positions, which should start easing some of the grant processes. In addition, we continue to review where the bottlenecks are for awarded grants so that we can better serve our faculty. Longer term, the Purdue Board of Trustees approved a \$9.9 million investment for an innovative electronic research administration system that will help with many of the processes. These are two of many recent examples of investments aimed at addressing our service delivery and research support services.

Finally, we have added a concierge service to help faculty if they are encountering bottlenecks. You can e-mail researchconcierge@purdue.edu or visit [Purdue Faculty Concierge - Office of Research](#).

Graduate Student Policies

Faculty are required to pay tuition and fee remits for graduate students to be allowed to receive research assistant funding, including in the summer. Faculty names are placed on these courses,

and faculty must pay \$910 per month per each of their students to enroll in “their” course. However, during the summer, faculty are not paid to teach these courses, and some may not receive any summer pay while the courses are active. As a result, faculty may pay thousands of dollars a summer for their students to enroll in courses that do not exist, and that faculty are not paid to teach. This prevents faculty from supporting more students, their own salaries, and their research. How does Purdue justify listing and charging for courses without also paying faculty to teach them? Is Purdue willing to re-consider this policy, either by waiving the requirement that summer researchers be enrolled in courses, or by paying faculty for their summer teaching efforts?

Graduate assistants must be enrolled in coursework or research credits to meet the educational relationship defined by the Fair Labor Standards Act. International graduate students holding a summer graduate staff appointment must be enrolled in at least 3 credit hours to maintain their visa status. We are willing to explore enrollment options for summer research credit to help students meet federal requirements while moving closer to graduation.

How do you plan to improve cost-of-living concerns for graduate students with families because of high housing, childcare, and insurance costs?

We have been delivering on plans for graduate student stipends for two years. This year, we are again looking at all stipends (minimum to maximum) per college. SPS was instructed last spring to begin budgeting on sponsored program budgets a graduate stipend minimum at \$28K for FY25. The vast majority of graduate students are paid at rates much higher than the minimum. We remain in conversation with Purdue Graduate Student Government and the colleges as to innovative ways to meet the needs of our graduate students. To help achieve joint goals, we have committed a \$20 million investment into graduate student stipends in the last 2 years, and we froze insurance premiums for graduate students this year. The \$20 million investment led to a 17% increase in the average graduate student salary for campus.

Climate Action

In March 2022, the Senate passed SD 22-18, calling on Purdue to join the Greater Lafayette Climate Action Plan, as well as SD 22-22, calling on Purdue to develop a climate action plan. This followed the passage of similar resolutions by the undergraduate student government and the graduate student government, as well as the delivery of a petition with over 4000 signatures to President Daniels. When can we expect to hear progress on the university’s development of a climate action plan?

The university is always open to new conversations and ideas around climate initiatives, and to further those efforts, Provost Patrick Wolfe and Administrative Operations Senior Vice President Michael B. Cline will be meeting with Sustainability Committee Chair Michael Johnston later this month to discuss carbon reduction.

Purdue has the Physical Facilities Sustainability Master Plan. More importantly, Purdue has been delivering the results of The Plan. Significant progress has been made in reducing emissions and water use despite a growing campus population and an expanded research presence. Recycling efforts, high-performing facilities, tree plantings and sustainable landscaping are also advancing. Compared to the benchmark in 2012, per capita emission level today is reduced to 57%.

Furthermore, as Senior Vice President Cline reported to the Board of Trustees at their October meeting earlier this month, Purdue has partnered with Duke Energy to jointly explore the feasibility of using advanced nuclear energy to meet the long-term energy needs of the West Lafayette campus. Advanced nuclear energy has the potential to further our decarbonization efforts while maintaining the reliability of our energy service. This study is ongoing, and the campus community can find more information on the [study website](#).

We are proud to report that Purdue was recently named a 2023 U.S. Department of Education Green Ribbon School Postsecondary Sustainability Awardee, one of the handful of universities in the country to be so recognized for having and delivering a university sustainability plan. More information on the award is available via [Purdue Today](#).

Fitness Benefits

I know that I am happier, less stressed, and healthier when exercising. A fit community also reduces overall health care costs. Would it be possible for our health care plans to reimburse a percentage of fitness center memberships?

Human Resources (HR) has explored gym memberships in the past and continues to do so. We understand the request and desire to have a membership discounted or reimbursed to help motivate or continue an employee's physical wellbeing journey. HR is currently looking at a program through the Center for Healthy Living that would include a physical fitness or training component that could reimburse a gym membership based on positive participation.

To: The University Senate
From: University Senate Educational Policy Committee
Subject: Update to Academic Regulations to Allow Larger Graduate Student Credit Limit
Reference: [Academic Regulations, Registration and Course Assignment](#)
(Section C: Allowable Academic Load)
Disposition: University Senate for Discussion and Adoption
Rationale: James L. Mohler, as Associate Dean of the Graduate School, requested an Update to Academic Regulations, Registration and Course Assignment (Section C)

Many graduate programs, particularly in programs administered by Purdue Online and the School of Business, have plan of study structures that allow for and require students to take credits in excess of the limits historically set by the University. Increasing the credit limit for all graduate students will allow programs to operate more efficiently, reduce confusion in registration processes, and reduce manual labor in providing overrides in the Banner system for students who are attempting to register in alignment with program guidance.

Proposal: The Graduate School requests that the allowable academic load (Registration and Course Assignment, Section C) be updated to differentiate between graduate and undergraduate or professional students, and to increase the credit maximum allowed for graduate students from 18 to 19 credits in the fall and spring semester and up to 13 credits in the summer session.

Current Language

1. Credit hours in excess of 18 hours during a regular session shall be carefully monitored by the academic advisor, who may wish to consult with appropriate University personnel concerning the student's prognosis for success. Unless the student's curriculum requirement for that session is specified as greater than 18 credit hours, approval by the dean of their school or the dean's designee must be obtained before the student may be assigned more than 18 credit hours.
2. In summer session, a student may not be assigned to more than nine credit hours without approval by the dean of their school or the dean's designee (University Senate Document 83-5, as amended and approved January 23, 1984).

Proposed Language

1. Credit hours in excess of 18 hours during a regular session **for undergraduate and professional students and in excess of 19 hours for graduate students** shall be carefully monitored by the academic advisor, who may wish to consult with appropriate University personnel concerning the student's prognosis for success. Unless the student's curriculum requirement for that session is specified as greater than the credit limit noted above, approval by the dean of their school or the dean's designee must be obtained before the student may be assigned more than **the credit limit set for the student's degree level.**
2. In summer session, **an undergraduate or professional** student may not be assigned to more than nine credit hours without approval by the dean of their school or the dean's designee (University Senate Document 83-5, as amended and approved January 23, 1984). **Graduate students may not take in excess of 13 credits in summer session without approval from the dean of their school or the dean's designee and the Graduate School.**

Committee Votes:

For:

Faculty

Eric Kvam (chair)
PV Ramachandran
Mark Russell
Steven Scott
John Sheffield
Monica Torres
Jeffrey X. Watt

Advisors

Jeff Elliott
Keith Gehres
Heather Servaty-Seib
Jeffery Stefancic

Students

Andrew Askounis

Against:

N/A

Abstained:

N/A

Absent:

Faculty

Burton (Lee) Artz
Daniel Frank
Stacy Lindshield
Mushin Menekse
Abdelfattah Nour
Antônio Sá Barreto
Howard Sypher

Advisors

Jenna Rickus

Students

Andrew Mitchell
Shye Robinson

To: The University Senate
From: University Senate Educational Policy Committee
Subject: Recommended Changes in the Communication, Ways of Thinking, and Interpersonal Skills and Cultural Knowledge Embedded Learning Outcomes (ELOs)

References: [University Core Curriculum Outcomes](#)
[SD 11-07](#)
[SD 19-13](#)

Disposition: University Senate for Discussion and Adoption

Rationale: Over the course of Spring 2023, the University Curriculum Committee discussed changes in the Embedded Learning Outcome (ELO) wording to improve its consistency and to make the outcomes more assessable.

On 05 April 2023, the UCC voted to approve the changes noted in the remainder of this document to the Communication, Ways of Thinking, and Interpersonal Skills and Cultural Knowledge ELOs.

Wording for the newly approved Diversity, Equity, and Inclusion learning outcomes remains the same as when it was approved.

Proposal: The following changes in wording are recommended.

Communication

Current Wording	Proposed Wording
Students graduating from Purdue should be able to communicate, orally and in writing, in ways appropriate to their fields of study and future careers. Effective communication is founded on information literacy, which involves the ability to use appropriate information to learn and explore ideas, demonstrate understanding of a subject, and convey one’s conclusions. At the embedded outcome level, effective communication assumes basic fluency with such things as grammar, organization and structure. It also focuses on being able to convey ideas concisely in ways appropriate for the context, audience and purpose. At this level, students should recognize that communication occurs	Students graduating from Purdue should be able to communicate, orally and in writing, in ways appropriate to their fields of study and future careers. Effective communication is founded on information literacy, which involves the ability to use appropriate information to learn and explore ideas, demonstrate understanding of a subject, and convey one’s conclusions. At the embedded outcome level, effective communication assumes basic fluency with such things as grammar, organization and structure. It also focuses on being able to convey ideas concisely in ways appropriate for the context, audience and purpose. At this level, students should recognize that communication occurs

within and across communities, such as academic, public or professional, where ideas are formulated, debated, and weighed against one another.

Key outcomes may include:

- Demonstrates successful execution of organization, content, presentation, format and stylistic choices through appropriate genres of written or oral communication.
- Demonstrates the ability to critically evaluate, select, analyze and synthesize relevant information sources for communicative purposes.
- Demonstrates the ability to select and successfully convey ideas through modes of communication appropriate for specific purposes and audiences, which may include an essay, report, scientific poster, video, social media, etc.
- Engages with and uses information sources to communicate that are in accord with ethical standards and legal requirements, such as giving credit to the original ideas of others through proper attribution and citation.

within and across communities, such as academic, public or professional, where ideas are formulated, debated, and weighed against one another.

Key outcomes may include:

- ~~Demonstrates successful~~ Executes proper execution of organization, content, presentation, format and stylistic choices through appropriate genres of written or oral communication.
- ~~Demonstrates the ability to~~ **Critically Evaluates, selects, analyzes, and synthesizes** relevant information sources for communicative purposes.
- ~~Demonstrates the ability to and successfully convey ideas through modes of communication~~ **Communicates using modes** appropriate for specific purposes and audiences (e.g., ~~which may include an~~ essay, report, scientific poster, video, social media, etc.).
- ~~Engages with and uses information sources to communicate that are in accord with~~ **Applies academic integrity, ethical standards, and legal requirements (such as giving credit to the original ideas of others through proper attribution and citation when using information sources to communicate).**

Ways of Thinking

Current Wording	Proposed Wording
<p>Success in life requires the ability to think critically, practically, and creatively within an ethical framework. Critical thinking is the process of gathering information, analyzing it in various ways including quantitative and qualitative methods, and evaluating it for the purpose of solving a problem or making a decision. Practical thinking is the ability to adapt to changing environmental conditions and to shape the environment so as to produce the desired results. Creative thinking is the ability to generate novel ideas that can lead to change. It is essential that the ethical implications of actions that result from these thought processes are carefully considered.</p> <p>Key outcomes may include:</p> <ul style="list-style-type: none"> • Demonstrates the ability to gather, analyze and evaluate information. • Connects disparate pieces of information to infer relationships. • Demonstrates open-mindedness and flexibility in expression, decision making, and problem solving. • Applies knowledge and skills previously learned to new circumstances. • Considers multiple possible explanation or solutions rather than one. • Accepts mistakes and learns from them. • Acts in a fair and thoughtful manner. 	<p>Success in life requires the ability to think critically, practically, and creatively within an ethical framework. Critical thinking is the process of gathering information, analyzing it in various ways including quantitative and qualitative methods, and evaluating it for the purpose of solving a problem or making a decision. Practical thinking is the ability to adapt to changing environmental conditions and to shape the environment so as to produce the desired results. Creative thinking is the ability to generate novel ideas that can lead to change. It is essential that the ethical implications of actions that result from these thought processes are carefully considered.</p> <p>Key outcomes may include:</p> <ul style="list-style-type: none"> • Demonstrates the ability to g Gathers, analyzes and evaluates information. • Connects disparate pieces of information to infer relationships. • Demonstrates open-mindedness and flexibility in expression, decision making, and problem solving. • Applies knowledge and skills previously learned to new circumstances. • Considers multiple possible explanations and/or solutions rather than one. • Works productively with others and is able to learn from diverse perspectives Accepts mistakes and learn from them. • Acts in a fair and thoughtful manner.

Interpersonal Skills and Intercultural Knowledge

Current Wording	Proposed Wording
<p>Students graduating from Purdue University should be able to work effectively with others in various ways including in cross-cultural situations and in a global civil society. Interpersonal skills include the ability to work effectively with others both in professional practice and in relating to those outside of the discipline, in leadership roles, and as members of a team. Intercultural knowledge is founded on the ability to appreciate and critique multiple perspectives including one's own and to engage in civil discourse on complex global issues. It requires respect for and responsiveness to the beliefs and practices and cultural and linguistic needs of diverse populations. Students can acquire and practice these skills in ways appropriate to their fields of study and future</p> <p>Key outcomes may include:</p> <ul style="list-style-type: none"> • Demonstrates the ability to work with others in leadership and/or team roles in professional practice and in relating to the public. • Demonstrates understanding of diverse populations in relation to history, values, politics, communication styles, economy, or beliefs and practices. • Demonstrates understanding of the rights and obligations that students have as citizens in communities, nations and the world. • Demonstrates interpersonal skills and intercultural knowledge in discipline-specific ways, which may include but are not limited to courses, study abroad, internships, community service, fieldwork, undergraduate research, capstone projects, student teaching, performances and exhibitions, and honors theses. 	<p>Students graduating from Purdue University should be able to work effectively with others in various ways including in cross-cultural situations and in a global civil society. Interpersonal skills include the ability to work effectively with others both in professional practice and in relating to those outside of the discipline, in leadership roles, and as members of a team. Intercultural knowledge is founded on the ability to appreciate and critique multiple perspectives including one's own and to engage in civil discourse on complex social and global issues. It requires respect for and responsiveness to the beliefs and practices and cultural and linguistic needs of diverse populations. Students can acquire and practice these skills in ways appropriate to their fields of study and future professional growth.</p> <p>Key outcomes may include:</p> <ul style="list-style-type: none"> • Demonstrates Develops the ability to work with others in leadership and/or team roles in professional practice and in relating to the public, including in situations lacking agreement or consensus. • Demonstrates understanding empathy and consideration of diverse populations in relation to history, values, politics, communication styles, economy, or beliefs and practices. • Demonstrates understanding of the rights and obligations that students have as citizens in members of communities, nations and the world. • Demonstrates Applies interpersonal skills and intercultural knowledge in discipline-specific ways, (e.g., which may include but are not limited to courses, study abroad, internships, community service, fieldwork, undergraduate research, capstone projects, student teaching, performances and exhibitions, and honors theses).

Committee Votes:

For:

Faculty

Eric Kvam (chair)
PV Ramachandran
Mark Russell
Steven Scott
John Sheffield
Monica Torres
Jeffrey X. Watt

Advisors

Jeff Elliott
Keith Gehres
Heather Servaty-Seib
Jeffery Stefancic

Students

Andrew Askounis

Against:

N/A

Abstained:

N/A

Absent:

Faculty

Burton (Lee) Artz
Daniel Frank
Stacy Lindshield
Mushin Menekse
Abdelfattah Nour
Antônio Sá Barreto
Howard Sypher

Advisors

Jenna Rickus

Students

Andrew Mitchell
Shye Robinson

Non-voting Ex-Officio members:

Tiffany Stergar (present)

To: The University Senate
From: University Senate Nominating Committee
Subject: Nominee for the Equity, Diversity, and Inclusion Committee
Reference: Bylaws of the University Senate
Disposition: Election by the University Senate

Proposal: For the opening on the Equity, Diversity, and Inclusion Committee, the Nominating Committee proposes the following nominee:

Name	Term Years	Department/School
Timothy Ropp	3	ATT / PPI

Committee Votes:

<u>For:</u>	<u>Against:</u>	<u>Abstained:</u>	<u>Absent:</u>
Dulcy Abraham Damon Lisch Andrew Liu Rick Mattes (chair) Abdelfattah Nour Mark Zimpfer	N/A	N/A	Charles Bouman Qifan Song

To: The University Senate
From: University Senate Nominating Committee
Subject: Nominee for the Steering Committee
Reference: Bylaws of the University Senate
Disposition: Election by the University Senate

Proposal: For the opening on the Steering Committee, the Nominating Committee proposes the following nominee:

Name	Term Years	Department/School
Torbert Rocheford	1	AG

Committee Votes:

<u>For:</u>	<u>Against:</u>	<u>Abstained:</u>	<u>Absent:</u>
Dulcy Abraham Damon Lisch Andrew Liu Rick Mattes (chair) Abdelfattah Nour Mark Zimpfer	N/A	N/A	Charles Bouman Qifan Song

To: The University Senate
From: University Senate Nominating Committee
Subject: Nominee for the Nominating Committee
Reference: Bylaws of the University Senate
Disposition: Election by the University Senate

Proposal: For the opening on the Nominating Committee, the Nominating Committee proposes the following nominee:

Name	Term Years	Department/School
Byung-Cheol Min	3	CIT / PPI

Committee Votes:

<u>For:</u>	<u>Against:</u>	<u>Abstained:</u>	<u>Absent:</u>
Dulcy Abraham Damon Lisch Andrew Liu Rick Mattes (chair) Abdelfattah Nour Mark Zimpfer	N/A	N/A	Charles Bouman Qifan Song

To: The University Senate
From: University Senate Nominating Committee
Subject: Nominee for the Faculty Affairs Committee
Reference: Bylaws of the University Senate
Disposition: Election by the University Senate

Proposal: For the two openings on the Faculty Affairs Committee, the Nominating Committee proposes the following nominees:

Name	Term Years	Department/School
Stephen Cameron	2	ENT / AG
Stephanie Masta	1	C&I / COE

Committee Votes:

<u>For:</u>	<u>Against:</u>	<u>Abstained:</u>	<u>Absent:</u>
Dulcy Abraham Damon Lisch Andrew Liu Rick Mattes (chair) Abdelfattah Nour Mark Zimpfer	N/A	N/A	Charles Bouman Qifan Song

To: The University Senate
From: University Senate Nominating Committee
Subject: Nominee for the University Resources Policy Committee
Reference: Bylaws of the University Senate
Disposition: Election by the University Senate

Proposal: For the opening on the University Resources Policy Committee, the Nominating Committee proposes the following nominee:

Name	Term Years	Department/School
Brian Richert	3	AS / AG

Committee Votes:

<u>For:</u>	<u>Against:</u>	<u>Abstained:</u>	<u>Absent:</u>
Dulcy Abraham Damon Lisch Andrew Liu Rick Mattes (chair) Abdelfattah Nour Mark Zimpfer	N/A	N/A	Charles Bouman Qifan Song

2024 Purdue Benefit Update

University Senate – October 16, 2023

Purdue Health Plans - Overview

Plan Demographics

11,524 active eligible employees (monthly average)

23,915 total members (monthly average - employees, spouses, dependents)

49% single; 21% family; 14% employee + spouse; 16% employee + children

Offer Consumer Driven Health Plans with Health Savings Accounts

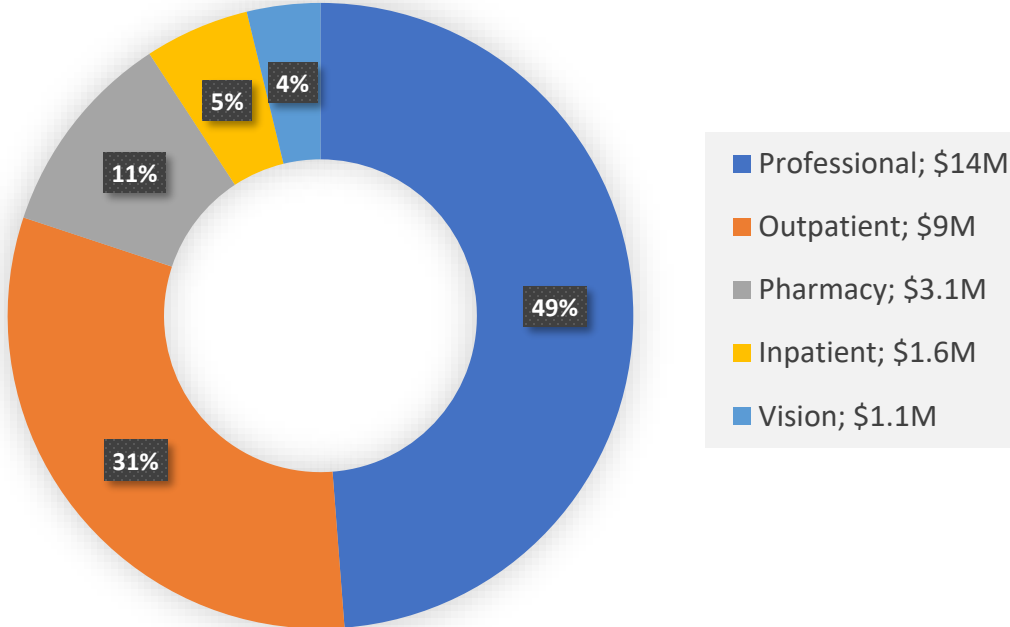
- 51% Premier; 35% Standard; 13% Limited; 1% J1

900 covered spouses with additional premium

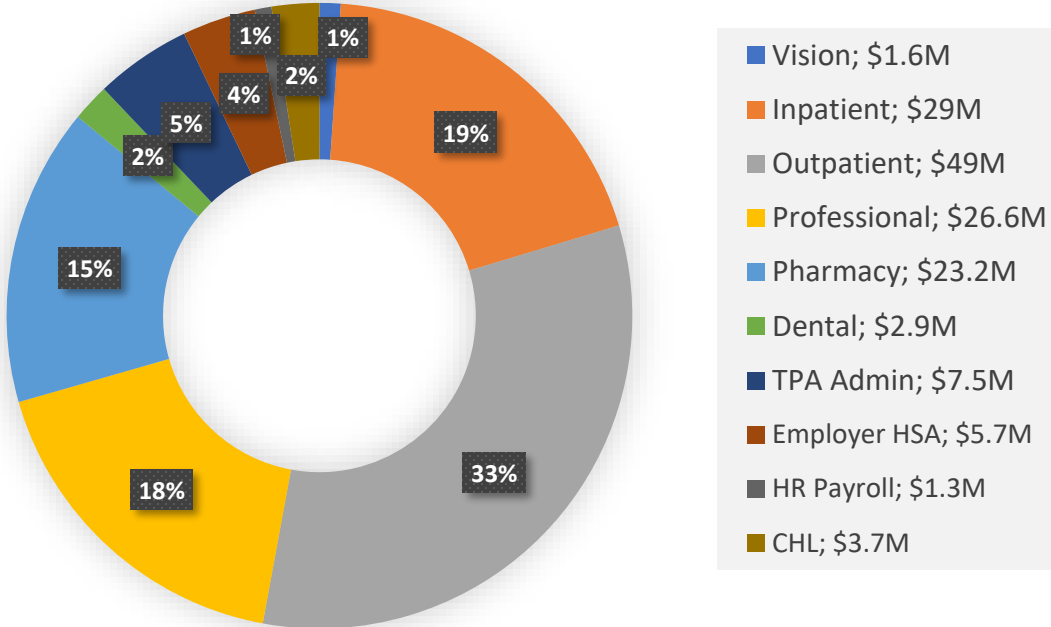
60% annual physicals in CY 2022, up 3% from 2021 and highest since implementing Healthy Boiler Incentive Program

Summary of Expenses - CY 2022

2022 Employee Spend - \$29M



2022 Purdue Medical Spend - \$150M



2023 Projected Spend - \$29.9m Employees and \$155m Purdue

History of Benefit Changes

2014 - 2016

- Three plans (2 HDHP; 1 PPO)
- Anthem contract
- No employee premium increases
- Added free preventive dental
- Added autism and bariatric

2017

- Employee premium increase (4%)
- Mid-America contract for labs
- Imaging/radiology offered at PUSH
- Healthy Boiler provided additional financial incentives for wellness activities and education

2018 - 2019

- Employee premium increases (2018-7%; 2019-6%)
- CVS contract for pharmacy administration
- Prescription formulary change
- Numerous measures to reduce administrative costs
- Deductible/OOP increases

2020 - 2021

- No Employee premium increase
- Retiree premium increase (5%)
- Sunset PPO medical plan
- 100% CDHP (3 plans)
- Working spouse premium
- Tobacco surcharge increase
- Specialty Prescription Carve Out
- Prescription and Cancer Concierge
- Direct provider agreements
- Tiered narrow network option
- Vision separated from Medical elections

2022

- No Employee premium increase
- Retiree premium increase (5%)
- Dental premium decrease
- Additional Healthy Boiler Incentive activities

2023

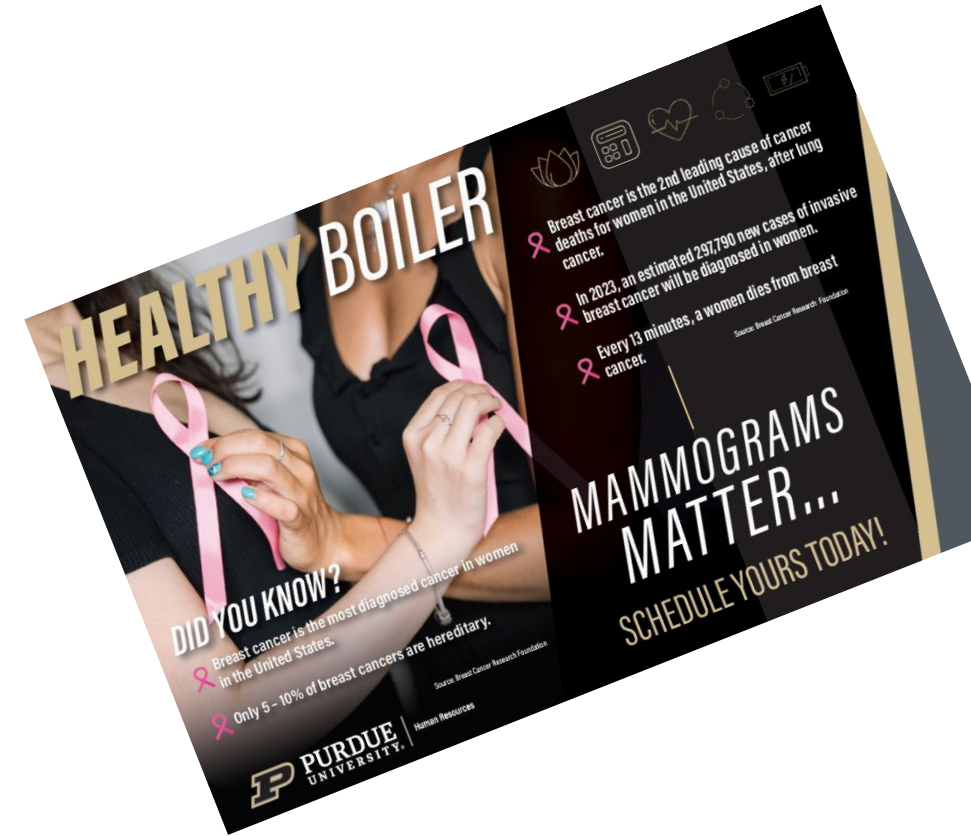
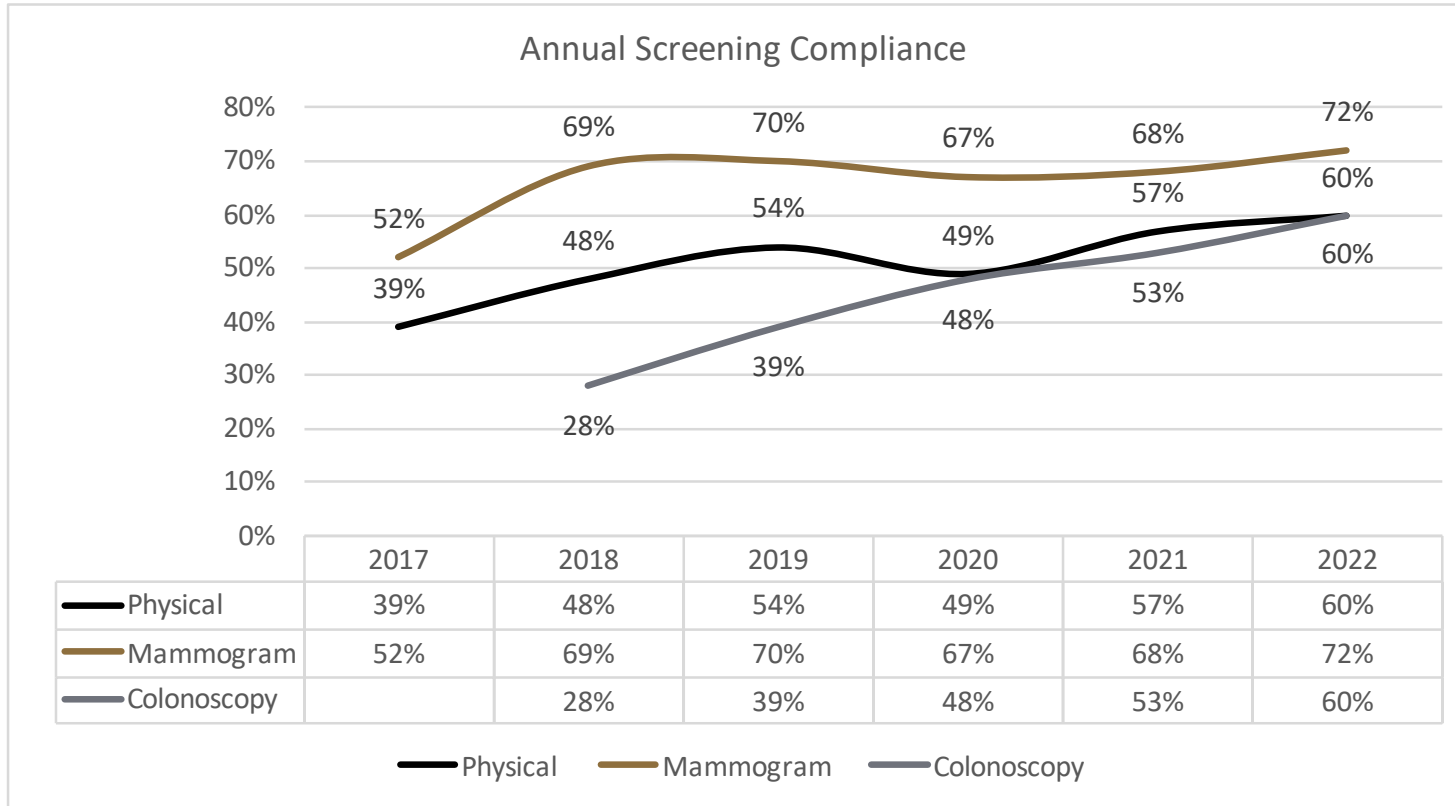
- No Employee premium increase
- Retiree premium increase (5%)
- Expansion of CHL to PNW
- Center of Excellence
- Reduction in prescription plan pricing
- Deductible / OOM increase (IRS regulation)

Results of Changes

Strategy	Implementation Year	Results
Center for Healthy Living - Operator Change	2017	● ●
Direct Agreements - Medical labs and X-rays	2018	●
Healthy Boiler Incentive Program	2018	●
Prescription Value Formulary	2019	●
HealthSync Narrow Network (2020-2023 YTD)	2020	● ●
Cancer Concierge*	2020	●
Rx Savings - Prescription Concierge	2020	●
Medical Prescription Drug Carve-Out	2020	●
Total Hip / Total Knee Center of Excellence	2021	●
Imaging Direct Agreement*	2021	●
Physical Therapy Direct Agreement*	2021	●
Archimedes Management/Copay Assistance	2021	● ●
Expansion of Center for Healthy Living*	2022 / 2023	●
Centers of Excellence with Carrum Health*	2022	●

*Delays in operations or steerage

Results of Changes – Focus on Population Health



Purdue population outperforms Anthem's Indiana Benchmark in 17 out of 20 preventive care compliance measures.

Results of Changes - HealthSync

HEALTHY BOILER **TIER 1 (HEALTHSYNC)**

MANAGING YOUR HEALTH EXPENSES



- Tier 1 with lower deductible and out of pocket expenses compared to Tier 2 (all other in-network providers)
- Built with high performing providers with a history of quality that must be maintained
- **59%** Purdue members engaged in HealthSync
 - Carry more health risk
 - More compliant with physicals and annual screenings (68% compared to 55%)
 - Lower lengths of inpatient stays
 - Less ER visits (9% compared to 12%)
- Savings from 2020 implementation through June 2023 - **\$6.7m employees; \$15.6m university**
- **Future:** We will continue to evaluate the impact of the narrow network as well as options to further expand network and incentivize use of HealthSync network providers

Results of Changes – Center for Healthy Living

- Established in 2013 using the patient-centered medical home approach to delivering high-quality, cost effective primary care.
- Savings from 2017 implementation through 2022 - **\$19.6m**
- Population Health Results
 - Over 3700 employees and spouses attributed
 - Most cost-efficient primary care provider in Purdue’s HealthSync network
 - Provider with the highest physical compliance
- West Lafayette location operated by One to One Health since 2017 with expanded services to PNW-Hammond in 2022
 - Primary and Acute care
 - Services available in-person and virtual
 - Behavioral Health Long-term Counseling
 - Medication Therapy Management
 - Health Coaching and Education
 - Chronic Condition Management
 - Other: Mobile Physicals, Flu Vaccine Clinics, Sports Physicals
- Currently expanding at the Purdue Fort Wayne campus

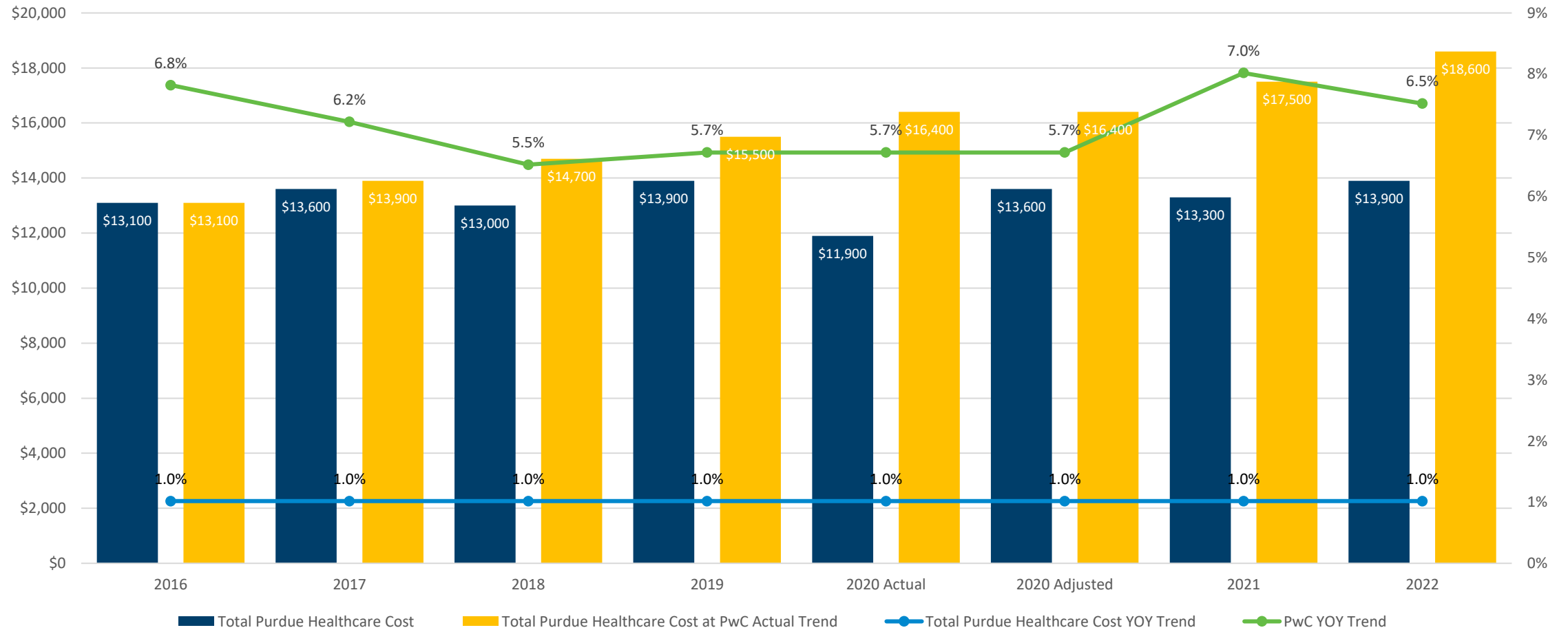


Center for Healthy Living



Healthcare Expenditures – Overall 2016 - 2022

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



*Total Purdue Healthcare cost is equal to the member out of pocket expenses plus the claims paid by Purdue

Continuing to Buck the Trend

- IF Purdue followed the PwC national trend ...
- \$198M in additional health care costs by the University and employees since 2016
- Actions to actively manage the Purdue health plans have cumulatively saved **employees over \$49.5 million and the University over \$148.5 million**
- For CY22 annual recurring savings are now in excess of \$40 million

2024 Recommendations

Strategy	Plan Cost/Savings	Employee Cost/Savings
No Employee Premium increase		●
Increase Retiree premiums (5%)		●
Increase Deductible and Out of Pocket Maximums - all three plans	●	●
Expansion of Center for Healthy Living @ PFW and WL	●	●
Launch systemwide Telehealth Program with Center for Healthy Living	●	●
Launch Healthcare Navigation Program through Center for Healthy Living	●	●
Healthy Boiler Non-Cash Incentive Program	●	●
Physical Therapy Redirection Strategy	●	●
Renew Guardian contract - Short and Long term disability programs	●	●
Renew Securian contract - Life and AD&D programs	●	●
Renew HSABank contract - Medical savings accounts	●	●

Not Recommended for 2024; will review for 2025 and beyond.

- Increase in Working Spouse Premium
- Increase in Tobacco Surcharge
- Increase employee premiums
- Cost share on preventive dental
- Cost share on vision
- Premium increase for active employees and long-term disability members

Communication / Engagement

1. Continued stakeholder engagement

- Joint meetings – MaPSAC, CSSAC, Faculty benefits and compensation sub-committee

2. Benefit education emails

- Begins week of August 7
- Focus on all benefit programs (aka Healthy Boiler) which support overall health and well being

3. Open Enrollment Support

- Two weeks (includes two weekends) – October 24 – November 7
- Presentations, one-on-one counseling, online guide and dedicated website

4. Broader Advocacy

- Working with Hoosiers for Affordable Healthcare
- Member of All Payer Claims Database Advisory Board

Additional Questions

1. Medical Plan Services Covered - Gender affirming care and reproductive care

Purdue's medical plans have and in 2024 continue to cover gender affirming care and abortion procedures when they are deemed medically necessary by a doctor or other licensed health care provider. These plans do not currently and have not historically covered elective abortion procedures.

2. IU Health and Unity - Included in Tier 1

These two provider groups have not opted to join the HealthSync network at this time. Network involvement is a decision between each provider group and Anthem. Anthem reports that they continue to have conversations with them about the opportunity to join, which Purdue encourages based on our population.

3. Current Status of childcare on WL campus and future plans

2022 – Opening of expanded Patty Jischke Early Care and Education Center

2023 – Purdue 2nd highest number of enrollment slots (March 2023 benchmark, B1G and Peers)

College & Community Collaboration Initiative grant submission – Includes focus on child care workforce

UPDATE ON HIRING

Sunil Prabhakar, Vice Provost for Faculty Affairs



Questions 1&2: FY 24 Hiring Overview

- Moveable Dream Hires are open for all career stages other than freshly minted PhD/Postdocs. Of course, this includes tenure-track faculty that have demonstrated excellence (“public esteem indicators”)
- FY24 Hiring allocations were made with input from deans, and with the goal of increasing flexibility for deans to determine which specific searches to authorize, and allocations among different searches within their colleges.
- We have created more slots than the typical number in recent years:
 - New hires in the past 8 years typically in the range of 80-120 T/TT hires and 25-50 C/P
 - Clinical/Professional hiring numbers increased, to provide additional flexibility.
- Lecturers were originally included in the allocations with a view to providing greater flexibility for deans and heads, but based on feedback lecturers have now been excluded from clinical/professional faculty allocations

Question 3: Hiring per department

- The Moveable Dream Hire process is open to all colleges. Every college should be working to recruit dream hires.
- Allocation of slots to departments entirely at the discretion of deans
- Allocation for future years will be determined in light of the outcomes of FY 24 hiring, and evolving needs

Question 4: Faculty input into hiring

- 'Moveable Dream Hires' is a bottom-up process
- Every faculty member has a direct voice in the MDH process
- Any faculty member can nominate individuals to the college committees
- Examples of inclusive practices for identifying top candidates include:
 - Consider all individuals that meet certain public esteem indicators
 - E.g., Early career award winners (NSF/DoD/DoE, ...); NIH RO1 awardees, etc.
 - Best paper awards at top venues
 - Fellows of leading professional societies, etc.