ME Emergency Open Forum
WebEx Meeting
July 22, 2020, noon to 1:00 pm

Minutes

Participating:

Aarian Morris	Greg Jensen	Martha Lucht
Adrian Buganza Tepole	Greg Shaver	Marty Mylarnaik
Alina Alexeenko	Guillermo Paniagua	Mike Logan
Amy Marconnet	Ilias Bilionis	Mike Sherwood
Andres Arrieta	Issam Mudawar	Mukerrem Cakmak
Anil Bajaj	Ivan Christov	Neera Jain
Benxin Wu	J. Stuart Bolton	Nicole Key
Bert Gramelsbacher	Jacqueline Baumgardt	Nina Mahmoudian
Beth Hess	James D. Jones	Partha Mukherjee
Betsy Baxter	James E. Braun	Patricia Davies
Bin Yao	James Gibert	Pavlos Vlachos
Brian Barrett	Javan	Peter Meckl
Bumsoo Han	Jay Gore	Qingyan Chen
Carl Wassgren	Jeremy Wampler	Richard Buckius
Cathy Elwell	Jitesh Panchal	Sameer Naik
Chad Molter	John Pearson	Sarma
Chuck Krousgrill	Jong Hyun Choi	Satish Boregowda
Christopher Goldenstein	Julia King	Shawn Whitaker
David Warsinger	Kai Min Li	Sheri Tague
Davide Ziviani	Karen Marais	Shirley Dyke
Davin Piercey	Kartik Ariyur	Song Zhang
Eckhard Groll	Kay Shepherd	Steve Kessler
Elizabeth Henning	Kejie Zhao	Tami Armstrong
Emma Cox	Klod Kokini	Thomas Siegmund
Eric Nauman	Kristi Moses	Tina Denson
Euwon Bae	Kristin Deckard Dawson	Todd Nelson
Fabio Semprelotti	Kyle Rice	Veeraraghava Raju Hasti
Farshid Sadeghi	Laura Helen Blumenschein	Xianfan Xu
Fu Zhao	Liang Pan	Xiaomin Qian
Galen King	Luciano Castillo	Xiulin Ruan
Ganesh Subbarayan	Marcial Gonzalez	
Gordon Pennock	Marisol Koslowski	

1. **Online instruction this fall - Eckhard**
    - Eckhard received an email from the Provost Office on Monday regarding the high number of residential undergraduate ME students, who have course schedules that are 100% online. The Provost Office ran the schedule of undergraduate residential students and the findings indicated

that 600 residential student's campus wide have 100% online. Of the 600 students, one-third (200) were ME students. The Provost contacted Eckhard and asked why the online was so high for ME. Eckhard learned that he had not followed the guidelines by the Provost Office.   Eckhard had informed all faculty that it was their choice between face-to-face or online instruction, however, this was incorrect.

- In fact, Eckhard had received an email on June 30th regarding important information titled "Residential Learning Guidance 2020". Looking at the last paragraph of the document, under "accommodations", it lists vulnerability categories. If an instructor falls in vulnerability category #1, they can fill out the assessment for HR review and approval to teach online. If they do not fall in vulnerability category #1 they would need to justify their reasoning for teaching online. If an instructor is not in vulnerability category #1, the expectation is that you do some face-to face instruction.

- Website: https://www.purdue.edu/hr/COVID-19/assessment.php. The chart below shows all the categories. Anyone wanting to go to fully online was to complete the formal assessment and submit to HR for approval.

1. Self-assess your vulnerability category based on a list of known medical factors that if not well-controlled can lead to serious illness in an individual who contracts the COVID-19 virus.

2. Initiate the request for workplace adjustments and accommodations. Each campus has its own intake form. Click the link below to your respective campus to complete the intake form:

   - **West Lafayette**
   - **Purdue Fort**

Medical Factors that Impact Risk Level	Medical Factors	Age	Vulnerability Level
Autoimmune diseases Suppressed immune disorders	One or More	65 & over	1
Serious heart conditions Chronic lung disease and COPD	One or More	30 to 64	2
Active cancer treatment or hematological cancers Persistent asthma	One or More	18 to 29	2
Diabetes Pregnancy	Only Age	65 & over	3
Chronic kidney or liver disease	None	30 to 64	4
Individuals with a body mass index above 40 Over age 65	None	18 to 29	5

- Faculty may need to go to some sort of hybrid model or teach on campus.
- Eckhard apologizes for not providing this information earlier and realizes that he should not have given the faculty the choice to freely choose between face-to-face and online instruction.

2. **Jim Jones**
   - Jim was not aware that there was such a strong expectation to provide face-to-face instruction on the undergraduate level. We need to have a discussion of how to make the needed changes that the Provost expects.
   - Eckhard asked Jim if this is a focus on undergraduate courses only, or does it include graduate courses?
   - Jim believes the focus is undergraduate courses only. He will get clarification from Alina Alexeenko or Jenna Rickus.

Comments:

- Davide Z.: Can we change from fully online to a hybrid mode? What is the process? Do we have to wait for HR to contact them with the approval?
  - Jim: That is correct. Open registration for students opens on Friday. We have two days to rectify. Trying to make our updated instruction modes as accurate as possible. Faculty should email Jim and Kyle Rice and let them know if they are willing to switch to some mode of face-to-face instruction. Kyle will then try to locate a classroom for this.
- Jim: We were given no direction on this at all, even after the data was submitted. He did not feel that it was his responsibility to tell faculty what to do. The University only wants to allow those instructors in the higher risk category the option to teach fully online. If we reverse the instructional mode from fully online to type of face-to-face, the main question will be how quickly can we work with the Registrar's Office to get the classrooms.
- Eric: There was a disconnect between Provost Office and Dean's Office. The Dean's Office was not pushing the HR process. He suggested taking Chemistry lecture classrooms for ME 200 and ME 270 and give them our spaces for their recitations. This still be an option.
- Pavlos: Is this a guideline or hard rule? We had many meetings and decided what was best and Pavlos is inclined to not change anything? Will the Provost office accept any responsibility for bad decisions?
  - Eckhard: Anyone wanting to be fully online must go through the approval process and be approved by HR.
  - Eric: If they have our students coming to campus even though they are fully online, and then they get sick while staying in the dorms, this could be grounds for lawsuits.
  - Eckhard: Agrees with Eric. In response to Jenna's email, he questioned why not have the students who are 100% online stay home and not bring them to campus? Giving the current situation, Eckhard wonders how long we can stay open and what is the threshold of new cases before we have to close the campus again?
- Greg S.: The Risk Category system is way too strict. Could we move the needle a little bit? Can they force us to teach face-to-face? Even those in the lower risk categories, who are uncomfortable with teaching face-to-face, should have the choice. However, if we as instructors lean toward remote instruction just out of convenience, then we should let Jim know that we are willing to go the other way. For those willing to be in a big lecture hall and not at risk, we could take on bigger sections of students. We need to demonstrate that we hear the Provost Office, but we do not necessarily agree with them.
- Pavlos: In the Risk Category system, there are missing categories and the categories are incomplete.
- Eric: It is his opinion that the campus feels the same way on all these issues.
- Jim: The Provost Office is not looking for perfection but looking for us to drop our number of online students substantially. We need to demonstrate that we are trying to move in the right direction.
- Carl: Do we have any flexibility in how we structure our face-to-face instruction?
  - Jim: Yes, there is a lot of flexibility. For example, we could do a flip-flop process with some students online and some students face-to-face and then reverse the student groups next time. Students want to have a reason to be on campus.

- o Eric: We still need space for that.
- Kristin: Why can't we just look at the 200 ME students, who are 100% online, first?
    - o Eckhard: We should be able to get the list.
    - o Stuart: It would be helpful to know which courses those students are in.
    - o Jim: Will see if he can get that information?
    - o Kristin: Josie in the Registrar's Office, or Sandy Shafer, should be able to help.
- Thomas: Are there employment consequences if faculty do not follow the category process and choose to stay fully online.
    - o Jim: Has not heard, but doesn't think they are looking to be punitive.
    - o Eckhard: Agrees with Jim, we are asked to do better and accommodate. No repercussions have been mentioned.
- Jim: Please let Kyle Rice and him know your decisions. Assumes ME 200 is one of the courses, but won't know until he can pull the data.
- Greg J.: Any problem with ME 463?
    - o Jim: Doesn't see a problem with 463. They want some element of the course to be face-to-face, which is already satisfied by ME 463.
- Euiwon: ME 365 and ME 375 have already decided an in-person lab, is that okay? Should we also do the lecture as well.
    - o Jim: Since there is an element of this course face-to-face, it should be okay. Will try to confirm this. Question is who is the actual contact person for answers to these questions.
- Klod: In the earlier chart shared by Jim, it did not list any classroom information. Even if they chose face-to-face, it is not clear where they would go to teach them.
    - o Jim: That is the question. He hopes that classrooms somewhere reasonable are still available. Jim needs to check on this.

3. **Alina Alexeenko**
- Jim, Greg, and Eric, and others have described the options pretty accurately. Purdue has signed a contract with the students and students have signed a contract with Purdue. Students say they will do their part and we have to do our part. The problem in ME is that there are very few courses with face-to-face instruction.
    - o Jim asked Alina if she had a list of courses?
    - o Alina: Yes, they are ME 200, 270, 290, 309, 323, and 489.
    - o Jim: All are required courses except for ME 489 (Thomas Siegmund is teaching this one).
    - o Alina: It doesn't have to be all of the courses.
    - o Jim: We will leave ME 290 online, but we will try to do something with the other four required courses.
    - o Luciano: Will teach his section of ME 309 face-to-face.
    - o Carl: Inclined to have just face-to-face quizzes/exams only for ME 309.
    - o Greg: Could go to an evening time to allow for a larger classroom with more students and those at lower risk could teach face-to-face and those in high risk could teach online.
    - o Thomas: Could evening exams be remote?
    - o Greg: ME 375 we will give the exams during the lecture.
    - o Thomas: Issue is avoidance of paper document handling.

- o Nina: Could provide questions online and submit online, they can scan over Blackboard.
- o Greg: ME 200 and 270 are very important classes. They are hard classes to teach. Need to rethink who teaches and how. If the burden winds up on our untenured colleagues, this would be upsetting. Let's take care of everyone.

4. **Eckhard**
   - Action item:
     Key courses are ME 200, 270, 309, 323 & 489. If you are in the risk category #4 or #5 and had opted to go fully online, send an email to Kyle and Jim if you are willing to do some face-to-face.

   - Eckhard greatly appreciates the large number of people participating in the meeting today, the open and frank discussion, and those willing to change their plans from teaching online to teaching face-to-face. Hopefully, we can accommodate the majority of the 200 students, who currently have 100% online instruction with some face-to-face instruction.