

Note: This document has names redacted at the request of the Editor of the Notices of the AMS.

APPENDIX 1



May 12, 2020

Professor Harold Donnelly
Purdue University
Department of Mathematics 150 N. University Street
West Lafayette, IN 47907-2067

Dear Harold:

In accordance with university and departmental procedures, the Head provides written feedback to each full professor at least once every three years.

Based on departmental records and the description you've provided regarding your activities over the past three years, you have served on the calculus committee, as referee for various journals, and as reference for some job candidates seeking positions at other universities. You have taken part in writing some qualifying exams and have discussed research related to one of your papers with a graduate student.

During the review period, you have no credited publications and have not given any talks on your research. You have taught 9 courses, some at the graduate level and some at the undergraduate level. Some of these have gone well, but in some you had unacceptably low student evaluations (overall instructor evaluations of 1.5, 1.6, and 1.7 out of 5).

Your recent contributions to the department and to the profession have been minimal. Sincerely,

xxxxxx, Professor and Head

[signature deleted]

DEPARTMENT OF MATHEMATICS

150 North University St., West Lafayette, IN 47907-2067
Office: 765-494-1901 Fax: 765-494-0548 Web: www.math.purdue.edu

APPENDIX 1 (continued)

The body of an email dated 1/21/2020 sent by the [Previous Department Head] to HD with copy to a [Human Resource Consultant]

Dear Harold,

Your teaching evaluations for this past fall were unacceptably low. Based on written comments in the evaluations, here are things that I'd like to you do as you teach this course during the current semester:

- Use lecture notes based on the current textbook.
- Work with the TA to set up a homework schedule for the semester, and make sure the lectures follow the homework schedule.
- Do examples in class that will help the students prepare for the homework, but do not reproduce the examples in the book (unless there's an important example that requires extra comment).
- Do not do proofs, and do not discuss topics in mathematics that are more advanced than the course material.
- Talk loudly enough for the students to hear you.
- Watch for students who have their hand up, and call on them promptly.

Best regards,

APPENDIX 2

Complaints about Harold Donnelly's teaching in Spring 2021 (any students are anonymized):

[Previous Associate Department Head]

Thu 1/21/2021 8:56 AM

Hi [Department Head],

FYI.

xxxxxx

From: [Math 262 lecturer] <xxxxxx@purdue.edu>

Sent: Thursday, January 21, 2021 8:44 AM

To: [Previous Associate Department Head] <xxxxxx @purdue.edu>;

[Previous Assistant Department Head] <xxxxxx @purdue.edu>

Subject: Boilercast

Hi xxxxxx and xxxxxx

As expected, I had plenty of emails from 262 students after my first lecture yesterday. What is more surprising is that most of those emails came from Harold's students! Basically the problem is the following:

- (1) Harold is not recording his lectures and students want to be able to watch them.
- (2) According to some of those emails, Harold explicitly said in class that anyone interested in video recordings should watch mine. He did not communicate with me before saying that.
- (3) I have set up the recordings through Brightspace/Zoom. In this way my lectures are recorded automatically and uploaded automatically to Brightspace. It worked perfectly yesterday, and I'm not ready to change this very convenient system. However, as a consequence my recordings are not public.

I believe an easy fix to this situation would be to help Harold to set up Boilercast in his room (and tell him to use the projector for his lectures in case he doesn't). Is it something you could do? Any other reasonable solution?

Thanks,

xxxxxx

APPENDIX 2 (continued)

From: [Math 262 course coordinator] <xxxxxx@purdue.edu>
Sent: Wednesday, January 20, 2021 5:10 PM
To: [Previous Associate Department Head] <xxxxxx@purdue.edu>
Subject: Fwd: Ma262 Lectures

Hi xxxxxx,

I got this email from a student, and this is above my pay grade. I don't mind doing that, but my lectures are on TTH and run at different pace. I am not sure Harold would be too happy about this anyway.

I have access to all these sections and I can post boilercast from one to another, in case you want me to post someone else's boilercast to Harold's section.

Thanks,

xxxxxx

Begin forwarded message:

From: NAME OMITTED
Subject: Ma262 Lectures
Date: January 20, 2021 at 4:58:18 PM EST
To: [Math 262 course coordinator] <xxxxxx@purdue.edu<mailto: xxxxxx@purdue.edu>>

Hello Prof. xxxxxx,

I am currently enrolled in Ma262 with Prof. Donnelly, and during our first lecture today, he informed us that there are no means of accessing any type of lecture or lecture notes online. Many students were concerned with this, as especially with COVID, online lectures or at least lecture notes come in handy to help us understand the material. Therefore, as I saw that you lead a version of 262, I was wondering if there were a way to post your lecture videos or notes on Brightspace or online in general, or if there were some way for a recorded version of the lectures from any professor to be posted.

Thanks,

NAME OMITTED

APPENDIX 2 (continued)

NAME OMITTED
Thu 1/21/2021 4:02 PM
Dear [Department Head],

My name is NAME OMITTED and I have a concern regarding my MA 262 class. I just had my first class with Professor Harold Donnelly yesterday for MA 262 and his class is very disorganized, and he does not teach very well. This is also further confirmed by the fact that he has a rating of 1 out of 5 stars based on reviews on rate my professor of previous students who took his class. (<https://www.ratemyprofessors.com/ShowRatings.jsp?tid=361273>)

It is also very hard to follow what he is saying in class and he does not upload his lectures or his notes online for review. I feel like this will have a negative impact on my grade and learning. Therefore, it would be very helpful if I could switch to a different section with online options or fully online.

I would really appreciate it if you could help me out regarding this situation. I also talked to my advisor and she suggested emailing to you.

Thank you so much,
NAME OMITTED

NAME OMITTED
Mon 1/25/2021 10:50 AM
Hello [Department Head],

I am a student in MA 262 and I have Professor Donnelly as my instructor. He does not record his lectures which has caused concern for many of us students. (I have spoken with many friends who share the same concern as I do.) Our concern is that if we were to get quarantined, we would have no way of listening to a recorded lecture. Professor Donnelly told us that other instructors teaching the same course this semester do record their lectures. Since Professor Donnelly does not record his lectures I was wondering if there was a way to link one of the other instructor's videos the Brightspace page of all of us students who are in Professor Donnelly's class. This would give all of us students peace of mind if we were to get quarantined. Thank you.

- NAME OMITTED

APPENDIX 2 (continued)

NAME OMITTED
Mon 2/1/2021 8:09 PM

[Department Head],

My name is NAME OMITTED and I am a first year student here at Purdue. I am currently enrolled in Math 262 Linear Algebra and Differential Equations with Professor Donnelly. I am scheduled to have in-person class every Monday, Wednesday, and Friday from 3:30-4:20, however about 5 minutes prior to class today (2/1/2021) professor Donnelly left and neglected to come back to teach the lecture. This is very concerning because his absence, combined with his previous sporadic lecture style and lack of coherent lecture scheduling is making it very difficult for me to learn the content at the necessary pace. I believe I speak for my entire class when I say that this is unfair and unacceptable. I request that professor Donnelly be spoken to about this issue, and in the mean time other professors lectures be made available to students in other sections.

Thank you,

NAME OMITTED

APPENDIX 3

A brief history of MA262.

This was historically a rather awkward (perhaps even ugly) course that was peculiar to Purdue. Most peer institutions did not teach a comparable course. It consisted of 1/3 differential equations and 2/3 linear algebra. Both the content and the order of the material was dictated by the desire of the Engineering Schools to have certain topics covered in a mathematics course before the students met the topics in their concurrent engineering courses. So the structure of the course did not follow the logical structure of the material.

MA262 was taken by almost all engineering students and most science students. Because similar courses were not offered at many universities the market of books that fit the course was very limited. As recently as the 1980s the department used two different books for the two parts of the course which led to some inconsistencies of notation.

Around 1990 the Schools of Engineering asked Mathematics to replace MA262 (a 4 hour course) with two 3 hour courses, one on linear algebra and one on differential equations and MA 265 and MA266 were developed. At the last moment Mechanical Engineering asked Mathematics to keep MA262 just for the ME students, which was done. It remains an awkward course to teach and difficult to find a suitable text book for. The course became more difficult to teach when on-line homework was introduced and even more so when class size was doubled.

Several faculty have had bad experiences teaching the course.

Some comments from HD on MA262

There were two basic issues raised by [Previous Department Head]. These were

1. Complaints from students about the numerical distribution of grades. Here the students were told that their grades would be comparative to each other. So to get an A would not require any rigid numerical value like 90/100.
2. Following the organization of the textbook in my lectures. The recent textbooks for MA262 have been quite inferior to the book by Goode that was used for many years. The first replacement of Goode was cooked up by Pearson just for Purdue. It was glued together from parts of a linear algebra book and parts of a different book about differential equations. A big problem was that the notation in the two parts did not match. The differential equations part was potentially an improvement on Goode. The linear algebra part used some unconventional presentation even for elementary concepts like multiplication of matrices. This two piece book irritated both the students and the professors. The second replacement is another Pearson book. This is certainly better than the first replacement because of the consistent notation. However, it seems inferior to Goode. The linear algebra part of the second replacement is mostly in Euclidean space, neglecting the axioms of linear algebra. It seemed to me that more material had to be brought in to compensate for the defects in the two replacements. The defects in the two

APPENDIX 3 (continued)

replacement books might have influenced course evaluations. The first replacement was definitely irritating for the students. My teaching was mostly from the first replacement. I used the second replacement in my two week appearance in Spring 2021. You might well ask why Goode was replaced. This was because Pearson refused to develop electronic homework for Goode, even though Goode was issued by Pearson. The electronic homework is graded by the computer. This replaces homework grading by graduate students. This seems undesirable to me, but there may be some justification, unknown to me.

APPENDIX 4

From: [Department Head] <XXXXXX@purdue.edu>
Sent: Tuesday, February 02, 2021 1:33 PM
To: Donnelly, Harold G <donnellh@purdue.edu>
Cc: [Human Resource Consultant]
Subject: the rest of the semester

Dear Harold,

Below is a summary of our conversation today. I am copying XXXXXX, a Human Resources Consultant, who can help you with any questions and next steps.

I informed you that based on everything that has transpired in your classes this semester and the effect it has had on the students, I have to relieve you of your teaching for the rest of the semester. We do not have another job in the department, and since we cannot pay you for not doing a job, I offered two options: paid sick leave or unpaid leave of absence. I explained that according the HR you have enough sick leave days to tide you through the semester, and that on the unpaid leave of absence you would still be covered by insurance and would be getting invoices for continued insurance.

You thought that taking your teaching away from you was an over-reaction on our part. You said that you were going to apologize to your students tomorrow. You do not think that a sick leave is appropriate since you are not sick.

I pointed out that forgetting to teach a class and needing help turning on the camera in your classroom yesterday may be justification for a sick leave.

You asked where you can appeal. I was actually not sure, I suggested the Dean's or the Provost's office, or HR, but XXXXXX will be able to help you with that information.

You confirmed that you were lecturing the material in the order of a textbook we no longer use. In order to move forward with the new instructor, we need to know what you have covered. You are not willing to share with us the notes that you used in your classes. Instead, you asked us to watch the first five minutes (or more) of the videos you have made to figure out the title of the day, after which the lecture is standard material with some examples. I still hope that you change your mind on this so that we can best serve our students in their learning of the beautiful material in MA 262.

With best regards,

XXXXXX

APPENDIX 5

26 July 2021
donnellh@purdue.edu
Teaching in spring 2022

Harold,

Due to the serious issues associated with your teaching and due to your unsatisfactory completion of the criteria for putting you back in the classroom in the fall of 2021, I require the accomplishment of the following before you can be assigned to teach in the spring of 2022:

1. Write out complete MA 262 lectures for the whole semester following the treatment of the current textbook and according to the lecture and homework schedule as posted for Spring 2021 at <https://www.math.purdue.edu/academic/files/courses/2021spring/MA26200/MA262Spring21CourseSyllabus.pdf>. Lectures should be written to be ready for delivery without any ad libbing, with sufficient motivation for the new concepts, with enough meaningful illustrations, with all the definitions spelled out completely, and with good complete examples worked out. Examples in your lectures should not be the textbook examples except in special situations where the textbook examples need more explanation. There should be examples that cover the issues in the homework that are not explained in the textbook.
2. For each lecture write what exercises are assigned for it and how many days hence they are due.
3. Understand the components of a syllabus as required of faculty at Purdue, and compose one for a course other than MA 262. Resources for this can be found at <https://www.purdue.edu/innovativelearning/teaching-remotely/resources.aspx>
4. Practice setting up a Brightspace page, uploading the syllabus, declaring office hours, posting notes. Post at least five of your lectures individually as separate posts. Give your uploads meaningful names and annotate them to make it clear to the students what information is in each file.

The due date for fulfilling all these requirements is September 30, 2021, which is in time for spring teaching assignments.

Furthermore, if you teach in the spring, we will be monitoring that you are teaching from the notes and according to the schedule, that homework is assigned in your sections according to the schedule, and that you are holding your office hours. As a reminder, it is the department's policy to hold three office hours per week for each class that you teach.

With best regards,
[Department Head]

APPENDIX 6



Department of Mathematics

Hand Delivered

July 28, 2021
Harold Donnelly, Professor of Mathematics

Re: Your appointment and pay

Dear Professor Donnelly,

I am following up the discussion with you, xxxxxx, Senior Associate Dean of Faculty Affairs, and me. This is to inform you that effective August 16, 2021 your new salary will be reduced by 20% to \$xxx per annum.

In making my decision, I have carefully considered your career of contributions to Mathematics and to our Department, College and University. Those contributions are well-documented and beyond dispute. Still, I must also take into account your most recent effort in the areas of teaching, research and service as I consider how to allocate the scarce merit pay resources our Department receives. I also took into account your teaching in the spring, and your subsequent unsatisfactory completion of the communicated conditions to teach in the fall.

Based on the foregoing, and in the interest of fairness to your colleagues who are expending full-time effort and achieving reportable accomplishments in each of the three mission areas, I am reducing your pay as described in this letter. I will, of course, revisit this decision should your contributions increase.

Should they remain minimal, I must also consider further reductions and potential further sanctions, including termination of your tenure.

I sincerely regret having to write this letter and take these actions. I remain available to discuss ways in which the Department, College and University can assist you in formulating and executing a viable teaching and research plan or to again explore the possibility of attractive retirement incentives and *Emeritus* portfolio.

Sincerely,

xxxxxx
Professor and Head Department of Mathematics College of Science

APPENDIX 7

October 5 2021

Harold,

You, xxxxxx, Senior Associate Dean for Faculty Affairs, and I met on July 26 to present and discuss with you the criteria that would enable you to teach again in spring 2022. The four criteria are in this file written in blue. Their due date was 30 September.

In consultation with the current and previous Associate Department Heads, xxxxxx and xxxxxx, I determined that you did not pass the criteria and that consequently you will not be teaching in spring 2022.

See my detailed comments below in red. (Again, the criteria are in blue.)

1. Write out complete MA 262 lectures for the whole semester following the treatment of the current textbook and according to the lecture and homework schedule as posted for Spring 2021 at <https://www.math.purdue.edu/academic/files/courses/2021spring/MA26200/MA262Spring21CourseSyllabus.pdf>. Lectures should be written to be ready for delivery without any ad libbing, with sufficient motivation for the new concepts, with enough meaningful illustrations, with all the definitions spelled out completely, and with good complete examples worked out. Examples in your lectures should not be the textbook examples except in special situations where the textbook examples need more explanation. There should be examples that cover the issues in the homework that are not explained in the textbook.

You submitted xxxxxx's Spring 2021 MA 262 lecture notes without any changes. As I told you in the meeting with xxxxxx, if you were to use xxxxxx's lectures, you needed to convert xxxxxx's Tuesday-Thursday lecturing to your Monday-Wednesday-Friday schedule, putting in appropriate lecture breaks. You did not do that.

2. For each lecture write what exercises are assigned for it and how many days hence they are due.

You did not do this for any lecture.

3. Understand the components of a syllabus as required of faculty at Purdue, and compose one for a course other than MA 262. Resources for this can be found at <https://www.purdue.edu/innovativelearning/teaching-remotely/resources.aspx>

Your syllabus is not done to expectations.

I gave you extensive written comments on your previous version of the syllabus on July 26. You did not incorporate many of my comments.

You are still omitting the Learning Outcomes section.

APPENDIX 7 (continued)

You did not do sufficient pruning when you kept syllabus-writing instructions to the instructor, such as “Example 1:”, “Will use example one”, “NOTE: If you use a percentage-based system be clear about rounding and decimals. If you say that an A- reflects 90-93% and an A represents 94-96% your syllabus should make clear what 93.3% means.” And many more such examples.

You changed the section titled "(New since fall 2020) Attendance Policy during COVID-19" into "(Revised for spring 2021) Attendance Policy during COVID-19, Moot because of Vaccination", and you did not write any specific attendance policy for your class. You repeated the “Moot” statement with no needed helpful information in two other places. There is nothing moot because of vaccination.

Under “Course Schedule”, you write “Will be provided to students by e-mail.” You did not delete the sample table below it.

Under “Guidelines for Academic Integrity”, you write “Refer to OSRR”, you copy a paragraph in double quotes presumably from some policy, and you end with “Course policy prohibits copying another students [sic] homework assignment.” You did not write how you would handle such copying in your class.

4. Practice setting up a Brightspace page, uploading the syllabus, declaring office hours, posting notes. Post at least five of your lectures individually as separate posts. Give your uploads meaningful names and annotate them to make it clear to the students what information is in each file.

My comments on your syllabus are under point 3.

You declared your office hours in the syllabus.

You made two posts not related to the course.

You did not upload any individual lectures as separate posts, and consequently you also did not fulfill the requirements in the last sentence.

APPENDIX 8



Department of Mathematics

Hand Delivered

October 18, 2021
Harold Donnelly, Professor of Mathematics

Re: Your appointment and pay

Dear Professor Donnelly,

I am following up the discussion with you, xxxxxx, Senior Associate Dean of Faculty Affairs, and me. This is to inform you that effective January 1, 2022 your new salary will be reduced to 40% of your salary determined at the beginning of the current fiscal year, \$xxx per annum.

In making my decision, I have carefully considered your career of contributions to Mathematics and to our Department, College and University. Those contributions are well-documented and beyond dispute. Still, I must also take into account your most recent effort in the areas of teaching, research and service as I consider how to allocate the scarce merit pay resources our Department receives. I also took into account your teaching in the spring, and your subsequent unsatisfactory completion of the communicated conditions to teach in the fall and in the spring of the academic year 2021-22.

Based on the foregoing, and in the interest of fairness to your colleagues who are expending full-time effort and achieving reportable accomplishments in each of the three mission areas, I am reducing your pay as described in this letter. I will, of course, revisit this decision should your contributions increase.

Should they remain minimal, I must also consider further reductions and potential further sanctions, including termination of your tenure.

I sincerely regret having to write this letter and take these actions. I remain available to discuss ways in which the Department, College and University can assist you in formulating and executing a viable teaching and research plan or to again explore the possibility of attractive retirement incentives and *Emeritus* portfolio.

Sincerely,

xxxxxx
Professor and Head Department of Mathematics College of Science

APPENDIX 9

From: Harold G Donnelly <hgd@purdue.edu>
Sent: Friday, November 12, 2021 12:08 PM To: [Department Head]; [Senior Associate Dean]
Subject: Syllabus

Dear xxxxxx and xxxxxx,

Attached find latest version of syllabus for MA562. Please let me know if it seems satisfactory. An identical copy has been posted on Brightspace. xxxxxx has been listed as an instructor and thus can access my Brightspace page.

Firefox <https://outlook.office.com/mail/AAMkADhkYjlkYzBjLTcwNjktNGEIN...>

Cordially, Harold Donnelly

Re: Syllabus
[Department Head] <xxxxxx@purdue.edu>
Mon 1/3/2022 7:56 PM
To: Donnelly, Harold G <donnellh@purdue.edu>

Dear Harold,

I have gone through the syllabus as posted on Brightspace, and it looks much better. Thank you for really thinking about it.. There are a few points that would need addressing.

1. You did not include a course schedule, which is fine if you are teaching in a coordinated course, but it is not fine for MA 562. The following is taken from Purdue's syllabus guidelines:

"Course Schedule

NOTE: A course schedule is required, but does not have to be part of the syllabus document itself. It may be provided as a separate document and/or built in your course Brightspace shell. A schedule outlines the content of the course with dates for readings, assignments, midterms, quizzes, exams, etc. For assistance, see the Purdue Brightspace documentation website under the Help menu (upper right side of the page), or email TLT@purdue.edu."

2. Another needed clarification is about assignments. You say that you give 20 points per homework problem, but you do not say how many homework assignments/problems there will be. Since your grading scale goes up to 200 points, does that mean that there will be only 10 problems? But then these are not "weekly homework".

I saw on Brightspace that you made several posts. That is good.

You have not yet fulfilled criteria #1 and #2. The statements about conversions do not suffice. In fact, you say that you will stop the first lesson on page 8. Is it the bottom of the page? Or at a meaningful place? Same question for all other page stops. It would be more helpful to struggling students to create separate pdfs and not have them refer to cryptic separation instructions.

APPENDIX 9 (continued)

You have not yet fulfilled criterion #4, which requires at least five individual lectures with meaningful commentary.

With best regards, xxxxxx

Re: Teaching in Fall 2022
[Department Head] <xxxxxx@purdue.edu>
Thu 1/20/2022 3:37 PM
To: Donnelly, Harold G <donnellh@purdue.edu>

Dear Harold,

The satisfaction of the criteria for you to be able to teach in the fall of 2022 is due in four days. Below is my tally in red of what still needs to be done.

1. Write out complete MA 262 lectures for the whole semester following the treatment of the current textbook and according to the lecture and homework schedule as posted for Fall 2021 at <https://www.math.purdue.edu/academic/courses/semester/202210/ma26200/resources/SyllabusMA262Fall2021.pdf>. Lectures should be written for Monday-Wednesday-Friday lecturing, ready for delivery without any ad libbing, with sufficient motivation for the new concepts, with enough meaningful illustrations, with all the definitions spelled out completely, and with good complete examples worked out. Examples in your lectures should not be the textbook examples except in special situations where the textbook examples need more explanation. There should be examples that cover the issues in the homework that are not explained in the textbook.

(Not done. You are offering Professor xxxxxx's lectures for Fall 2020, including his in-class commentary relevant to specific 2020 dates. Such commentary does not allow for lecture delivery without any ad libbing. In addition, you are missing Lesson 20.)

2. For each lecture write what exercises are assigned for it and how many days hence they are due.

(Not done.)

3. Understand the components of a syllabus as required of faculty at Purdue, and compose one for a course other than MA 262. Resources for this can be found at <https://www.purdue.edu/innovativelearning/teaching-remotely/resources.aspx>. More directly, you may want to consult the Center for Instructional Excellence at cie@purdue.edu to understand the components of a syllabus.

(Not done, you are still missing the course schedule. You also need to clarify assignments. You say that you give 20 points per homework assignment, but you do not say how many homework assignments/problems there will be. Since your grading scale goes up to 200 points, does that mean that there will be only 10 assignments? But then these are not "weekly homework".)

4. Practice setting up a Brightspace page, uploading the syllabus, declaring office hours, posting notes. Post at least five of your lectures individually as separate posts. Give your uploads meaningful names and annotate them to make it clear to the students what information is in each file.

APPENDIX 9 (continued)

(Not done: You did not do any posting of lectures. In addition, the posted lectures are not lectures written by you as per the first criterion. You have not given uploads meaningful names and you have not annotated them to make it clear to the students what information is in each file. As we discussed in our meeting, you need to make it easy for a student trying to learn about determinants to find that in the annotation of the lectures.)

The due date for fulfilling all these requirements is January 24, 2022, which is in time for fall teaching assignments.

Furthermore, if you teach in the fall, we will be monitoring that you are teaching from the notes and according to the schedule, that homework is assigned in your sections according to the schedule, and that you are holding your office hours. As a reminder, it is the department's policy to hold three office hours per week for each class that you teach.

With best regards, xxxxxx

Re: Teaching in Fall 2022
donnellh@purdue.edu <donnellh@purdue.edu>
Fri 1/21/2022 12:35 PM
To: [Department Head] <xxxxxx@purdue.edu>

Dear xxxxxx,
Here are some responses to your message below:

1. It would be time consuming to convert the 2020 dates to 2021. There seems to be no useful reason to do so since it is now 2022. The missing 20th section can be taken from the TuTh lecture series. It is the last lecture in both versions.
2. The homework in MA262 is set by the course coordinator, not the individual professors.
3. The university's instructions say that the course schedule and assignments need not appear in the syllabus. The course schedule and assignments have been prepared on paper. My inclination would be to transmit this information to the students by e-mail. There are twelve homework assignments. This paragraph refers to MA562.
4. I wrote lectures and posted them in instructors only on Brightspace. This paragraph refers to MA262.

Cordially, Harold Donnelly

APPENDIX 10



Department of Mathematics

January 31, 2022

Via email (hgd@purdue.edu) Dr. Harold Donnelly

Professor of Mathematics

Re: Your Performance Improvement Plan

Dear Harold:

For more than a year, the Department of Mathematics and the College of Science have warned you that your failure to meaningfully prepare for and adequately deliver instruction could result in disciplinary sanction. We have provided helpful resources and feedback to you, which you have largely ignored. We have provided explicit examples of what successful preparation and delivery of instruction entails. Your failure to meet any of the four criteria that were due on 24th of January, together with unsuccessful completion of two prior iterations of criteria, demonstrates that you have no desire or intention of providing adequate instruction to our students. You will not be assigned to any teaching for Mathematics during the 2022/2023 academic year.

In addition to working with you on instruction, we have discussed with you incentives for retirement, which the college has authorized, and which several faculty in our college have embraced. You have intermittently been open to retirement discussions, but ultimately decided against pursuing an incentive. That is, of course, your prerogative.

In light of the foregoing, I am outlining how the Department views your options moving forward:

- You may retire, if that is your desire, by simply writing to me an email with an effective retirement date. HR would help you complete subsequent steps.
- You may explore instead a retirement incentive. Such an incentive will be open to you through the end of May 2022 and will include a retirement date and the honor and privileges of *emeritus* status. Please note that if we cannot arrive at an agreed incentive by the end of the semester, you will not be offered additional opportunities to pursue such an incentive. If you have questions about the incentive, I can introduce you to people who can answer those questions.
- Leonard Lipshitz, Professor Emeritus, has volunteered to be a sounding board to anyone who is contemplating retirement. You may want to contact him.
- Alternatively, effective the beginning of the 2022/2023 academic year, the Department will further reduce your pay commensurate to your further reduction in workload. My presumption is that your pay will be reduced to zero. If you believe that you will expend effort in furtherance of the Department's research or engagement missions, please carefully outline that effort, and I will work with you on establishing benchmarks for validating your effort.

If your effort is reduced to zero and you exhibit no plan for improving upon that level of effort for an entire academic semester, the Department will recommend to the College that your tenure be terminated for gross neglect of your duties as a faculty member. I do not want to take this drastic step. Please help me find an alternative that avoids this terrible conclusion to a career that deserves a much better ending.

APPENDIX 10 (continued)

Sincerely,

xxxxxx, Head Department of Mathematics College of Science

xxxxxx

Senior Associate Dean for Academic Affairs College of Science

APPENDIX 11

On 2/11/22, 6:59 AM, "Donnelly, Harold G" <donnellh@purdue.edu> wrote:

Dear Leonard,

I am as bewildered as you are by the four criteria, third iteration, and engagement. The statement of salary for younger faculty was just part of a verbal discussion, when she told me that my salary would be cut. I now think that she gave me a paper listing my salary reduction. When I moved from the eighth floor to the fourth floor many papers were disposed in the waste basket. Since salary is now recorded on Success Factors, there is no need to retain paper copies. Recently, I have been thinking about the Hodge conjecture. This might seem pretentious since it is one of the Clay prizes.

My goal is to retain my tenure, which is being threatened. Also, I don't want my salary to be reduced to zero. It seems to me that my salary should be returned to its value at the end of [the Previous Department Head]'s term, i.e. its maximum value. Perhaps the personnel committee could help.

Cordially,

Harold Donnelly

On 2/10/22 15:08, Lipshitz, Leonard wrote:

Dear Harold:

What you have is a pretty good summary of part of what you told me on Tuesday.

Here are a few thoughts/suggestions, in no particular order:

1. Do you have records of any other communications with [Department Head] that you might want to share with Personnel? (For example, the statement that she needed your salary to give to younger faculty).
2. In her covering e-mail she says "you did not pass any of the four criteria in the latest, namely third, iteration". What does this refer to? Are the "four criteria" a superset of the "three topics" you mention in your draft?
3. I assume that you consider yourself competent to teach a wide array of courses. Her statements that she would not assign you to teach anything other than MA262, and then that she will not assign you to teach even that, are inconsistent with her accusation of "gross negligence". In addition, I assume you have not been asked to do any "engagement" (whatever that is). If you have been spending some time thinking about research or refereeing papers, you may wish to mention that.

APPENDIX 11 (continued)

4. You may want to tell Personnel what it is that you want from them. Possibilities are that you would like them to refute the statement that you have been grossly negligent, and that you be allowed to teach. (There is a danger here that you get set up to have a bad teaching experience. It is my impression from what you told me that xxxxxx has already been moving the goalposts on the lecture notes).

I'll of course be happy to look at further drafts.

Regards,
Leonard

On 2/10/22, 12:50 PM, "Donnelly, Harold G" <donnellh@purdue.edu> wrote:

Dear Leonard,

Please let me know your suggestions for improvements of this first draft.

Cordially,

Harold Donnelly

I would like the personnel committee to discuss the e-mail sent by [Department Head] to me and forwarded by me to the members of the personnel committee. In her e-mail xxxxxx states that my recent performance has been of "gross neglect." This assertion is false. She also indicates that my salary will probably be reduced to zero.

In the spring of 2021, xxxxxx asked me to improve my knowledge of three topics. These topics are Zoom, Syllabus, and Lecture Notes. With the assistance of xxxxxx, xxxxxx, xxxxxx, and xxxxxx, much was accomplished.

(Zoom) Here the assistance was provided by xxxxxx and xxxxxx. At first, my computer was erratic at displaying join a meeting and schedule a meeting. Eventually, this was fixed in a marathon meeting where xxxxxx worked remotely and I looked at the screen and talked to him on the telephone. For some time, I struggled by myself to do simple procedures on Zoom. No instruction book was available xxxxxx subsequently taught me the basics. My capabilities were verified by [Department Head] and [Previous Associate Head], late in May, 2021.

(Syllabus) Here the assistance was provided by xxxxxx and xxxxxx. At first, I was only able to deal with the mathematical details at the beginning of the syllabus. For the material which is general to the university, I either left the material standing or picked one option. Topics like mental health and COVID-19 seemed outside my scope. There was no one to help me until xxxxxx was assigned to help me, by the Center for Instructional Excellence. xxxxxx taught me how to move syllabus files from my desktop into the Brightspace. xxxxxx also set up Brightspace for me. The syllabus was in proper form by the end of October, 2021, except for some minor details.

APPENDIX 11 (continued)

(Lecture notes) Here xxxxxx was my guide. In February 2021, I wrote a set of lecture notes and showed them to [Department Head]. At that time she said that I would surely be able to lecture during Fall 2021. In particular there was a shortage of available professors. However, in May, [Department Head] showed my lectures to xxxxxx. He suggested adding more detailed material to my lectures. There were still two months to expand the lectures before the fall semester. However, [Department Head] just said that I would not be allowed to teach during Fall 2021.

During the summer, I printed all the pages of xxxxxx's notes. Several e-mails were exchanged with him, comparing his notes to mine. In the Fall, I asked [Department Head] if I could use xxxxxx's notes for Spring 2022. She agreed, but there was a Catch-22. xxxxxx's notes were for TuTh, but [Department Head] could only schedule me for MWF. I proposed a scheme for converting TuTh to MWF. [Department Head] refused this scheme and also an improved version of the scheme. Since other professors approved of the scheme, her refusal seemed strange. Later xxxxxx remembered that he had a MWF lecture notes from Fall 2000. We posted these notes on Brightspace. This seemed like a clear solution. However, [Department Head] also rejected xxxxxx's notes from Fall 2000, in MWF format.

Subject:Addendum to rebuttal

Date:Fri, 11 Feb 2022 13:06:01 -0500 From:Harold G Donnelly <hgd@purdue.edu>

To:Leonard M Lipshitz <lipshitz@purdue.edu>

Dear Leonard,
This addendum is in response to your recent suggestions.

Cordially, Harold Donnelly

Addendum to Rebuttal

I request that the Personnel Committee recognize that I have tenure and that I have not been "grossly negligent". I would also like my salary to return to the level it was when [Previous Department Head] finished his time as department head.

I have been thinking about the Hodge conjecture. This is a basic problem in algebraic geometry. However, it seems that by employing methods from differential geometry and partial differential equations one may gain some new insights, leading toward a solution of the Hodge conjecture. Solving certain special cases would already be valued.

APPENDIX 12



June 8, 2022

Via email (hgd@purdue.edu) Dr. Harold Donnelly

Professor of Mathematics

Re: Follow-up on Your Performance Improvement Plan

Dear Harold:

We are following up on the letter from us to you sent on 31 January 2022.

We gather that you are opting for a reduction in your workload. If you believe that you will expend effort in furtherance of the Department's research or engagement missions, please carefully outline that effort, and [Department Head] will work with you on establishing benchmarks for validating your effort. The deadline for such an outline is Thursday, 30 June 2022.

If you provide no such outline, your pay and benefits will be reduced to zero, and you will be on an unpaid leave.

Please help us find an alternative that avoids this terrible conclusion to a career that deserves a much better ending.

Sincerely,

xxxxxx, Head Department of Mathematics College of Science

xxxxxx
Senior Associate Dean for Academic Affairs College of Science

[signatures deleted]

DEPARTMENT OF MATHEMATICS

Mathematical Sciences Building
150 North University St., West Lafayette, IN 47907-2067
Office: 765-494-1901 Fax: 765-494-0548 Web: www.math.purdue.edu

APPENDIX 12 (continued)

Subject: Reply to your message

Date: Sat, 11 Jun 2022 06:33:23 -0400

From: Harold G Donnelly <hgd@purdue.edu>

To: [Department Head] <xxxxxx@purdue.edu>

Dear xxxxxx,

This letter is in response to your message of June 9,2022.

My preference would be to teach graduate courses and upper level undergraduate courses. If asked, I will join departmental committees. My research consists of differential geometry and partial differential equations. I am working on some difficult problems and reading the mathematics arXiv daily in search of new directions.

I am not "opting for a reduction in workload." I do not wish to be put on unpaid leave.

Cordially,

Harold Donnelly

APPENDIX 13

Memo from LL to 35 colleagues June 9 2022

Since I retired I have been largely disengaged from the department. On Jan 28, 2022, I received the following e-mail from [Department Head]:

As usual, I am writing to ask for a favor. Namely, a faculty member is having a hard time with a decision to retire. I suspect that one problem is the legalese in the agreement? Would you be willing to be a talking resource to this person as someone who has retired? May I pass your name to this faculty member (and possibly future ones)?

I assented, and a few days later Harold Donnelly asked to talk with me. Harold shared a number of memos and e-mail messages. The problem had nothing to do with the legalese in a retirement incentive package. The problem was that [Department Head] was pressuring Harold to retire, and he did not want to. To say that I was shocked by both the content and the sometimes contemptuous tone of [Department Head]'s communications would be an understatement.

I am unable to judge how much this has been a personal vendetta against Harold and how much it may be [Department Head]'s attempt to carry out the desire of the higher administration to identify "unproductive faculty" and "eliminate" them. It seems that [Department Head]'s actions, for whatever reason, have had the approval of the higher administration.

Here is a quote from a memo dated July 28, 2021 (More extensive quotes from the memo are below).

I am following up the discussion with you, xxxxxx, Senior Associate Dean of Faculty Affairs, and me. This is to inform you that effective August 16, 2021 your new salary will be reduced by 20% to \$xxx per annum.

On October 18, 2021, a similar memo was sent cutting his salary to 40%.

Most concerning to me has been that the cutting of Harold's salary (by refusing to assign him teaching and then imposing "buyouts" for the teaching that has not been assigned) occurred without real faculty involvement but apparently only in consultation with an associate dean, a previous department head, an associate head and the university's legal department. The traditional place for the discussion of personnel matters has been the departmental Personnel Committee. It became apparent after Harold sent the Personnel Committee the memo of January 31, 2022 (excerpted below) that [Department Head] had not consulted the Personnel Committee on the matter of reduction of salary or on termination of tenure. The traditional use of buyouts was to enable faculty to spend excess funding, for example from fellowships, or funding agencies that were willing to award more than 3 months of salary. I suppose under the new policy, if one offered a topics course and it was cancelled late due to low enrollment when no other teaching was available, 20% of one's salary could be in jeopardy.

APPENDIX 13 (continued)

Here is a further quote from the abovementioned memo:

Based on the foregoing, and in the interest of fairness to your colleagues who are expending full-time effort and achieving reportable accomplishments in each of the three mission areas, I am reducing your pay as described in this letter. I will, of course, revisit this decision should your contributions increase.

Should they remain minimal, I must also consider further reductions and potential further sanctions, including termination of your tenure.

The import of all of this is that tenure apparently means much less than we have traditionally believed. I think this is something of which current faculty, as well as people considering positions in the department, need to be aware. Indeed, I expect that once these facts are widely known (and they will definitely be if [Department Head] proceeds with the threats made in memos reproduced below) few self-respecting mathematicians will consider positions at Purdue. I certainly would not have.

More details are given below.

Sincerely, Leonard

Some background:

Over the last 40 years a large part of Harold's teaching has been at the qualifier level. He has taught 7 different qualifier courses (surely a departmental record) some multiple times. He has set and graded numerous qualifying exams. During the 13 years that I was in a position to be aware of problems with the level of the qualifier courses or the exams, I heard zero complaints about Harold's performance. [Department Head] has apparently decided, after consultation with (some?) graduate students, that Harold will not be allowed to teach qualifier courses. It seems that the only course that [Department Head] is prepared to consider assigning to Harold is MA262. Harold, like many colleagues, has always had higher evaluations in upper level courses than in low level service courses. He taught MA511 in the Fall of 2018. His student evaluations of the course were 3.8, the instructor 3.3 and on the instructor related questions Q14 to Q21 the scores ranged from 3.5 to 4.7 with a mean of 4.1. In the Spring of 2019 he taught MA554. The student evaluations of the course were 3.5, the instructor 3.8 and on the instructor related questions Q14 to Q21 the scores ranged from 4.5 to 4.9 with a mean of 4.7. While the department head has broad authority on assigning teaching, surely faculty also have some rights to be assigned teaching somewhat commensurate with their teaching interests. It has been a selling point when hiring faculty that the department tried hard to give faculty teaching assignments close to what they requested.

Spring 2021 semester:

Prior to the beginning of the Spring 2021 semester [Department Head] had assured Harold that he could use the blackboard for instruction for the whole semester. However, on the first day of classes some students complained that if they became sick due to the pandemic it would be

APPENDIX 13 (continued)

impossible to attend the lectures. So, [Department Head] told Harold that the BoilerCast machines must replace the blackboard for the rest of the semester. This happened just a few hours before class on the second day in MA262. Harold was unfamiliar with the use of BoilerCast, which showed in his presentation. [Department Head] received three student complaints. In addition, several students sent e-mail to two other instructors asking for access to their class notes. This was in response to Harold telling his class that it may be possible to get them access to class notes from other sections. Harold also missed a class meeting, for what seems to me to be an understandable reason. [Department Head] showed no interest in learning what the reason was. She removed Harold from both classes for the remainder of the semester without discussing the students' complaints with Harold.

[Department Head] told Harold that he had two options: he could go on sick leave at full pay for the rest of the semester, or he could be on unpaid leave of absence. Harold responded that he was not sick. [Department Head] responded that all he had to do was inform HR that he wanted to be put on sick leave. Otherwise he would not be paid.

Aside: In my experience HR always insisted on the relevant forms being filled out for faculty or staff to go on sick leave. For example, when xxxxx was in the hospital after being hit by a truck, his wife had to ferry the relevant forms back and forth. Perhaps sick leave policies have changed recently, but coercing someone to go on sick leave without medical reasons seems odd to me.

Assuming that HR still requires justification for sick leave, I wonder what was communicated to HR that caused them to waive this requirement. Perhaps [Department Head]'s attitude and actions result from a belief that Harold is suffering from dementia. He is not. Over the last 40 years I have served on numerous personnel and promotions committees with Harold as well as having usual collegial interactions with him. Over the last few months I have spent many hours talking with Harold. I see no evidence of intellectual decline on his part.

Later in February 2021 [Department Head] ordered Harold to perform various actions. Some revolved around mastering various technologies relevant to remote teaching (though the obvious action of improving the computing available in Harold's office was apparently not considered). She also ordered him to write out lecture notes for MA262, in advance for the whole semester. He did this and she rejected his notes as not detailed enough, insisting (emphasis added):

Due to the serious issues associated with your teaching and due to your unsatisfactory completion of the criteria for putting you back in the classroom in the fall of 2021, I require the accomplishment of the following before you can be assigned to teach in the spring of 2022:

1. Write out complete MA 262 lectures for the whole semester following the treatment of the current textbook and according to the lecture and homework schedule as posted for Spring 2021 at

<https://www.math.purdue.edu/academic/files/courses/2021spring/MA26200/MA262Spring21CourseSyllabus.pdf>.

APPENDIX 13 (continued)

Lectures should be written to be ready for delivery without any ad libbing, with sufficient motivation for the new concepts, with enough meaningful illustrations, with all the definitions spelled out completely, and with good complete examples worked out. Examples in your lectures should not be the textbook examples except in special situations where the textbook examples need more explanation. There should be examples that cover the issues in the homework that are not explained in the textbook.

2. For each lecture write what exercises are assigned for it and how many days hence they are due.

3.,4. . . .

Aside: This is a small part of a large and Byzantine back and forth between [Department Head] and Harold which I think is correctly characterized by Harold as a “repeated moving of the goalposts”. Just a few years ago, Harold was deemed fit to serve on the calculus committee. Now he is apparently to be subjected to a level of supervision way beyond that of an inexperienced, wayward TA. As I mentioned above, I don’t think the change is in Harold.

Further excerpts from various memos: Part of a memo dated July 28, 2021

I am following up the discussion with you, xxxxxx, Senior Associate Dean of Faculty Affairs, and me. This is to inform you that effective August 16, 2021 your new salary will be reduced by 20% to \$xxx per annum.

In making my decision, I have carefully considered your career of contributions to Mathematics and to our Department, College and University. Those contributions are well-documented and beyond dispute. Still, I must also take into account your most recent effort in the areas of teaching, research and service as I consider how to allocate the scarce merit pay resources our Department receives. I also took into account your teaching in the spring, and your subsequent unsatisfactory completion of the communicated conditions to teach in the fall.

Based on the foregoing, and in the interest of fairness to your colleagues who are expending full-time effort and achieving reportable accomplishments in each of the three mission areas, I am reducing your pay as described in this letter. I will, of course, revisit this decision should your contributions increase.

Should they remain minimal, I must also consider further reductions and potential further sanctions, including termination of your tenure.

On October 18, 2021, a similar memo, with similar wording, was sent cutting his salary to 40%.

Aside: It’s a novel concept that a faculty member’s salary can be adjusted downward “out of fairness to his colleagues”. I wonder if this corresponds to reality, or is just bluster on [Department Head]’s part. If it does correspond to current reality at Purdue, faculty should be aware of the policy. It would be interesting to know what the parameters are for making decisions to cut salary.

Part of a memo dated January 31, 2022

In light of the foregoing, [LL's note: primarily not completing the above mentioned writing assignment to [Department Head]'s satisfaction] I am outlining how the Department views your options moving forward:

- *You may retire, if that is your desire, by simply writing to me an email with an effective retirement date. HR would help you complete subsequent steps.*
- *You may explore instead a retirement incentive. Such an incentive will be open to you through the end of May 2022 and will include a retirement date and the honor and privileges of emeritus status. Please note that if we cannot arrive at an agreed incentive by the end of the semester, you will not be offered additional opportunities to pursue such an incentive. If you have questions about the incentive, I can introduce you to people who can answer those questions.*
- *Leonard Lipshitz, Professor Emeritus, has volunteered to be a sounding board to anyone who is contemplating retirement. You may want to contact him.*
- *Alternatively, effective the beginning of the 2022/2023 academic year, the Department will further reduce your pay commensurate to your further reduction in workload. My assumption is that your pay will be reduced to zero. If you believe that you will expend effort in furtherance of the Department's research or engagement missions, please carefully outline that effort, and I will work with you on establishing benchmarks for validating your effort.*

If your effort is reduced to zero and you exhibit no plan for improving upon that level of effort for an entire academic semester, the Department will recommend to the College that your tenure be terminated for gross neglect of your duties as a faculty member. I do not want to take this drastic step. Please help me find an alternative that avoids this terrible conclusion to a career that deserves a much better ending.

Aside: Note the small falsehood, that I [LL] “volunteered”. I did not. In the light of the above threat, you be the judge of the veracity of the following statement from [Department Head] in a **memo of 21 March 2022**:

I have never threatened to reduce Prof. Donnelly's pay to zero if he did not retire.

Some final observations:

Harold tells me that in his more than 40 years in the department he has never declined a request that he serve on a committee. He recently served on the Calculus Committee (2011 to 2020).

Harold decided some years ago that rather than writing a few more routine papers he wanted to think about a hard problem on the off-chance he would be able to say something interesting about it. I believe that is his right based on his research record and the fact that he is a tenured professor. He has continued to read and referee papers.

[Department Head] response to memo, June 10 2022

Dear Colleagues:

I am very sorry that Leonard Lipshitz did not present to you an honest picture of what has been happening, but instead chose to offer inflammatory interpretations of cherry-picked events and statements.

There is much more to the story, including a factual history of the start of the spring semester 2021, and more than a year of much effort from the department, the IT, and the Center for Instructional Excellence, to help Professor Donnelly engage with his teaching in a way that meets the basic expectations and needs of our students. (Technology issues during the pandemic were only a small part of the problem.) As you know, teaching is an important mission of the department. Professor Donnelly has challenged our ability to insist on his good performance, and he did so also through university channels, convening a faculty grievance panel. That faculty panel, as well as all offices who have reviewed the matter, have without exception supported the Department's actions.

Let me remind you of the charge of the Personnel Committee of the department: "The Personnel Committee concerns itself with recruitment of new faculty. The Head may also consult the committee on general department policy issues." This charge of the Personnel Committee has been in place for many years, and it does not call for a discussion of performance improvement plans.

My office is open.

With best regards,
xxxxxx

APPENDIX 14

E-mail exchange between Harold Donnelly and Charles Fefferman.

Subject: Re: photos.

Date: Fri, 24 Jun 2022 14:27:54 -0400

From: cf@math.princeton.edu

To: Harold G Donnelly <hgd@purdue.edu>

CC: Charles Fefferman <cf@math.princeton.edu>

Hi Harold,

I'm sorry to hear about the pressure. What form does it take?

Best,
Charlie

Quoting Harold G Donnelly <hgd@purdue.edu>:

Dear Charlie,

I am in good health both mentally and physically. There is however a very unpleasant pressure to retire from Purdue, at my current age of 71.

Cordially,

Harold

On 6/24/22 08:12, cf@math.princeton.edu wrote:

----- External Email: Use caution with attachments, links, or sharing data -----

Hi Harold,

Thanks for forwarding the message.

It's been a long time. How are you? I've been in a bubble with a few close and cautious friends since the start of the pandemic.

Best,
Charlie

APPENDIX 14 (continued)

Quoting Harold G Donnelly <hgd@purdue.edu>:

(HD forwarded the screenshots to CF).

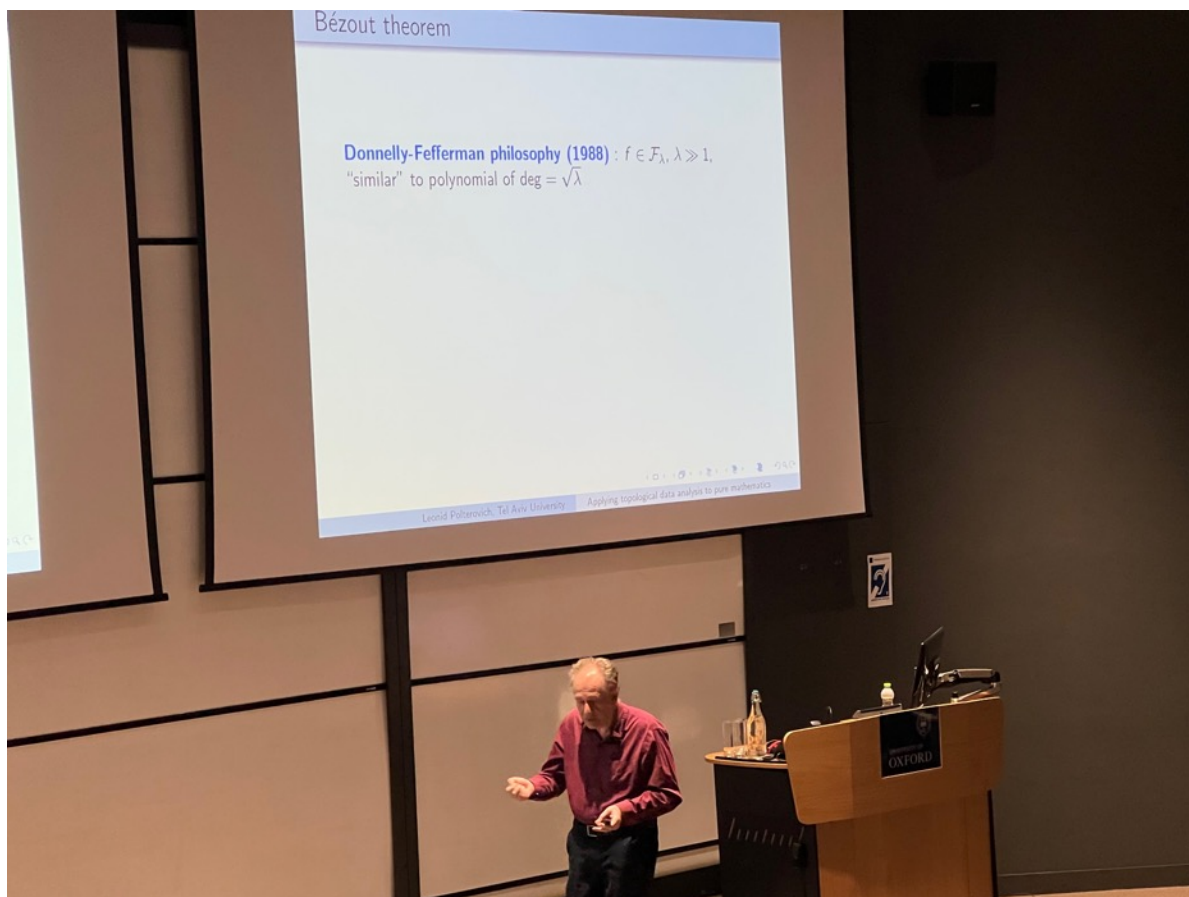
----- Forwarded Message -----

Subject: photos.
Date: Thu, 23 Jun 2022 05:59:06 -0400
From: XXXXXX <XXXXXX@purdue.edu>
To: Donnelly, Harold G <donnellh@purdue.edu>

Dear Harold,

I am at a conference in Oxford on "topological data analysis" and Leonid Polterovich was giving a talk and I took these photos which I thought you might be interested in.

XXXXXX.



Bézout theorem

Donnelly-Fefferman philosophy (1988) : $f \in \mathcal{F}_\lambda$, $\lambda \gg 1$,
"similar" to polynomial of $\deg = \sqrt{\lambda}$

APPENDIX 15



Department of Mathematics

July 5, 2022

Via email (hgd@purdue.edu) Dr. Harold Donnelly

Professor of Mathematics

Re: Your Performance Improvement Plan

Dear Harold:

This is a follow-up to my communications from 2 February 2021, 19 February 2021, 26 July 2021, 28 July 2021, 18 October 2021, 3 January 2022, 20 January 2022, 24 January 2022, 31 January 2022, 8 June 2022, and 13 June 2022. These communications, in addition to several in-person meetings, were about the criteria for teaching according to the expectations of the Department and of our students, as well as about reasons for issuing those criteria; the letters dated 28 July 2021, 18 October 2021 and 31 January 2022 were about your unsatisfactory completion of criteria for three semesters in a row. You did not fulfill the criteria despite substantial help and feedback from the department, IT and CIE. We have reduced your salary twice in the interest of fairness to your colleagues who are expending full-time effort and achieving reportable accomplishments in each of the three mission areas. Due to your continued minimal effort, the letter dated 31 January 2022 also initiated a performance improvement plan.

The following is taken from the letter dated 31 January 2022:

- Alternatively, effective the beginning of the 2022/2023 academic year, the Department will further reduce your pay commensurate to your further reduction in workload. My presumption is that your pay will be reduced to zero. If you believe that you will expend effort in furtherance of the Department's research or engagement missions, please carefully outline that effort, and I will work with you on establishing benchmarks for validating your effort.

The letter dated 8 June 2022 was an encouragement to submit such a research outline and to work with me on establishing benchmarks for validating your effort. I set the deadline for 30 June 2022, in time for the new fiscal year. The letter also reiterated that such an outline is needed in order to not move into unpaid status.

You have not provided such an outline with benchmarks. Correspondingly, you will be moved into unpaid status in academic year 2022/2023 and you will be placed on Unpaid Personal Leave as noted in Leave policy (VI.E.2 - University Policy Office - Purdue University).

I want to clarify that your email from 15 February, stating

“I have been thinking about the Hodge conjecture. This is a basic problem in algebraic geometry. However, it seems that by employing methods from differential geometry and

APPENDIX 15 (continued)

partial differential equations one may gain some new insights, leading toward a solution of the Hodge conjecture. Solving certain special cases would already be valued.”

and your email from 11 June, stating

“My research consists of differential geometry and partial differential equations. I am working on some difficult problems and reading the mathematics arXiv daily in search of new directions.”

do not amount to a document from which we could establish benchmarks for validating your research effort along the way.

In your email of 11 June you also expressed interest in teaching a graduate course and your willingness to serve on a departmental committee should you be asked to do so. In my response to you on 13 June I thanked you for your willingness to serve on committees, I informed you that what you had submitted by then was not a sufficient outline of a research effort, and I reiterated in great detail the standard departmental and university’s instructional expectations and how you have not met the criteria that we had explicitly set out for you with the goal of meeting those expectations.

In short, you are not teaching in 2022/2023 and you have not submitted the required outline of your research or other engagement. I am very sorry that we cannot establish that you will be doing any work expected of a faculty member. Thus we cannot pay you. Starting with the Fall semester, your pay will be reduced to zero and you will be placed on unpaid personal leave.

As stipulated in the letter from 31 January, if you exhibit no plan for improving upon your current level of effort for the entire Fall semester, the Department will recommend to the College that your tenure be terminated for gross neglect of your duties as a faculty member.

Sincerely,

xxxxxx, Head Department of Mathematics College of Science

xxxxxx
Senior Associate Dean for Academic Affairs College of Science

[signatures deleted]

APPENDIX 15 (continued)

Subject: Re: performance improvement plan
Date: Wed, 6 Jul 2022 08:16:12 -0400
From: [Department Head] <xxxxxx@purdue.edu>
To: Donnelly, Harold G <donnellh@purdue.edu>
CC: [Senior Associate Dean] <xxxxxx@purdue.edu>

Dear Harold,

The deadline for submission of an outline of your research effort passed and you have not submitted one. As per my previous communications, your pay for 2022/2023 will be reduced to zero and you will be placed on Unpaid Personal Leave according Leave policy VI.E.2.

The attached letter, signed by Senior Associated Dean for Academic Affairs xxxxxx and me, provides more detail. Follow the link to the Leave policy from the attached letter. Once the leave is initiated, you will be contacted by the Benefits Office or by our Human Resources and Business Partner xxxxxx. You may also contact them yourself if you have any questions.

I am very sorry that it has come to this.

With best regards,
xxxxxx

The attached letter is her memo of January 31 2022.

APPENDIX 16

Subject: Update

Date: Tue, 4 Oct 2022 17:58:36 -0400

From: [Senior Colleague 1] <xxxxxx@purdue.edu>

To: Harold G Donnelly <hgd@purdue.edu>,
[Senior Colleague 2] <xxxxxx@purdue.edu>,
[Senior Colleague 3] <xxxxxx@math.purdue.edu>,
[Senior Colleague 4] <xxxxxx@purdue.edu>,
[Senior Colleague 5] <xxxxxx@purdue.edu>

Dear Harold,

We would like to give you an update on the latest developments since our message of September 16.

As you know, we had requested a meeting with [Department Head] to follow up on our meeting with the Dean and to further explore possible solutions. Her response was that we should first provide our suggestions in writing and we could then meet to discuss them. In our email of September 15 to [Department Head], we forwarded the information about the seven courses you would be interested in teaching along with your thoughts about each of these courses, and we proposed that you be given a teaching assignment in the spring from among these courses. We also pointed out that we see no way to avert internal and external damage to the department unless you are reinstated as a full professor who is active in teaching and whose tenure is not being threatened.

We did not hear back from [Department Head], but decided to attempt one more time to get an appointment with her. On September 27, [Senior Colleague 4] contacted [Department Head] to request a meeting. Her reply was that she would not meet with us.

On September 28, our group reported to the Dean about the latest developments and asked whether he had any suggestions how to progress. [Department Head] was copied on the email. The Dean did not reply, but on September 29 already, [Department Head] sent a message to the group stating that if you fully satisfy her criteria by the end of the first week of one semester, you can resume teaching the semester after. Her response did not mention anything about termination of your tenure.

As you will be aware, we met with the Dean and [Department Head], and subsequently sought to meet with [Department Head], at the request of a much larger group of faculty who had expressed concern over, and opposition to, the measures brought against you. In light of the above developments, it is time for us to return the matter to this larger group in whose service we have worked so that they can consider how they next intend to proceed.

With best regards,

[Senior Colleagues 1-5]