PURDUE UNIVERSITY | University Senate

Fourth Meeting Monday, 26 January 2026, 2:30 p.m.
Zoom Meeting

AGENDA

1. Call to order — Professor Mark Zimpfer

2. Statement of Land Use Acknowledgement — Professor Mark Zimpfer

3. Approval of Minutes of 17 November 2025

4. Acceptance of Agenda

5. Remarks of the Senate Chair — Professor Mark Zimpfer

6. Remarks of the President — President Mung Chiang

7. Question Time

8. Memorial Resolution

9. Résumé of Items Under Consideration by Various Committees — For Information / Professor Lisa Bosman

10. Senate Document 25-10 Bylaws Revision Re: the Equity, Diversity, and Inclusion Committee — For Action / Equity, Diversity, and Inclusion Committee

11. Senate Document 25-11 Omission of Three Student Cultural Centers from the Giant Leaps Master Plan — For Action / Community Connection Committee

12. Senate Document 25-15 Nominee for Advisor to the Senate — For Action / Nominating Committee

13. Senate Document 25-17 Nominee for the Nominating Committee — For Action / Nominating Committee

14. Senate Document 25-13 Resolution in Support of a University-wide Sustainability Task Force — For Discussion / University Resources Policy Committee

15. [Senate Document 25-14 Resolution in Support of Renewable Energy Resources for Campus](#)

For Discussion
University Resources Policy Committee

16. [Senate Document 25-16 PSG and PGSG Resolution Calling for Expanded Voter Accessibility](#)

For Discussion
University Resources Policy Committee

17. [Presentation on Entrepreneurship Education Initiatives](#)

For Information
Professor Nathalie Duval-Couëtil
Department of Technology, Leadership, and Innovation

18. New Business

19. Adjournment

Present: *Joseph W. Camp Jr. (Secretary of Faculties and Parliamentarian), President Mung Chiang, Mark Zimpfer (Chair of the Senate), Julio Ramirez (Vice-Chair of the Senate), Patrick Wolfe (Provost), Se'Andra Johnson (Sergeant-at-Arms),* Dulcy Abraham, Eric Adams, Arezoo Ardekani, Santokh Badesha, Ashley Bellet, Afsan Bhadelia, David Blon, Lisa Bosman, Ali Bramson, Françoise Brosseau-Lapré, Tom Brush, Stephen Cameron, Wayne Campbell, Julia Chester, Chan Choi, Joseph Coates, Alejandro Cuza, Dan Cziczo, Amanda Darbyshire, Vince Duffy, Ben Dunford, Jim Dworkin, Ulrike Dydak, Abigail Engelberth, Julian Gallegos, Tom Hacker, Kyle Haynes, Lori Hoagland, Sarah Huber, Whitney (Yu) Huidan, Morgan Hynes, Katie Jarriel, Rick Johnson-Sheehan, Fecri Karanki, Bhagyashree Katare, Shalom Ablavi Kpetsu, Kee-Hong Kim, Cheng-kok Koh, Casey Krusemark, Sarah LaRose, Scott Lawrance, Seungyoon Lee, Kiseop Lee, Leifur Leifsson, Brian Leung, Damon Lisch, Dianne Little, David Liu, Corey Maley, Ryan Manuel, Stephen Martin, Seema Mattoo, Patricia (Trish) Morita-Mullaney, Paul Mort, Annmarie Nicely, Suranjan Panigrahi, Arun Prakash, Darryl Ragland, Padinjaremadhom (PV) Ramachandran, Brian Richert, Torbert Rocheford, Gustavo Rodriguez-Rivera, Chris Rogers, Chris Ruhl, Antônio Sá Barreto, Severin Schneebeli, Marisol Sepulveda, John Sheffield, Rebecca Jean, Siener, Kevin Stainback, Mohit Tawarmalani, Monica Torres, Sasha Tsymbaliuk, Kim Updegraff, Changyou Wang, Lindsay Weinberg, Rua Williams, David Ziviani **Advisors:** Heather Beasley, Michael Cline, Melissa Franks, Cherise Hall, Sheila Hurt, Carl Krieger, Lisa Mauer, Beth McCuskey, Jamie Mohler, Alysa Rollock, Katherine Sermersheim **Guests:** Dave Bangert, Nathalie Duval-Couetil, A.J. Frigo, Barbara Golden, Andrew Kahn, Trent Klingerman, Nicholas Neuman, Jessica Robertson, Heather Servaty-Seib, Candace Shaffer

Absent: Janet Alsup, Ximena Bernal, Charles Bouman, Stephanie Butram, Xingshan (Shawn) Cui, Eugenio Culurciello, Dan Degnan, Brian Dilkes, Letian Dou, Mara Faccio, Jing Gao, Alice Johnson, Nastasha Johnson, Yonsoo Kim, Stacy Lindshield, Yuli Lyanda-Geller, Loring (Larry) Nies, Abdelfattah Nour, Tae Hong Park, Michael Smith, Anthony (Tony) Smith, Ganesh Subbarayan-Shastri, Dengfeng Sun, Bowei Xi, Howard (Howie) Zelaznik **Advisors:** Lowell Kane, Haley Oliver, Sunil Prabhakar

1. Quorum being established, the meeting was called to order at 2:30 p.m.

2. Chair Mark Zimpfer 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 Bodéwadmik (Potawatomi), Lenape (Delaware), Myaamia (Miami), and Shawnee People who are the original Indigenous caretakers.

3. The minutes of the 17 November 2025 Senate meeting were entered as read.

4. The agenda was accepted by general consent.

5. Chair Zimpfer began his remarks, which were as follows:

   "Well, a warm greeting on a decidedly unwarm day. As we start off our spring semester, 2026, just take a moment to thank our 102 senators and the associated committees upon which you all serve. We were very productive last semester. Many of you participated in some form or fashion on the AI Literacy Initiative to make sure that our language was correct and the mission was correct. We were helpful and

made progress in the prescription plan issues that popped up last semester. Not all items solved, but I appreciate the various committees and individual senators who helped to work on that as well. We have good news; our search continues through the generosity of the Provost Office to add a staff person to our Senate Leadership Team to help run a more efficient Senate meetings and committee meetings. And another note from the Provost Office supporting the Big 10 Academic Alliance Leadership Meeting that will take place later this year. So we appreciate everyone's efforts. We appreciate the support. We look forward to another great semester ahead of us.

We have a busy agenda today. I will say on a personal note, I would like to see that we are considering a lot of Senate documents instead of waiting for April. So thank you for taking the speed of business comments to heart. And our agenda shows that we are moving quickly and addressing issues in real time. President Chiang, you are recognized to begin your remarks, please."

6. President Chiang presented his remarks.

"Well, thank you, Chair Zimpfer, and good afternoon to all the colleagues here online. Indeed, it is chilly out there. So my first topic out of three in the coming few minutes, I will try to be efficient, is that I walked around earlier this morning to several different buildings, classrooms, and dining courts, and talked to students and colleagues as well, seeing how they are doing. I do want to acknowledge in particular; there are many great units. It is a team effort on any Midwest winter day like today, but particularly to the grounds department as a part of the AO organization, Administrative Operations, led by Jay Wasson and Ryan Gallagher and others.

So I was told this morning when I asked, 'What was it like yesterday?' 'It must have been very, very tough to work out there and get things ready.' Think about, one, getting all these buildings from student dorms to research academic facilities to maintain the heat and power, making sure the pipes do not get frozen. Then further to remove all the snow and de-ice with salt and sometimes it is truly manual labor without help on the stairs and steps, and so on. And then of course tracking according to our longstanding university protocol in terms of coordination with the city, the county, and our main campus, we touch base of course with both West Lafayette City and Indianapolis City and follow the standard protocol from storm preparation to snow fighting to storm cleanup. It is a lot of work on our colleagues' part.

I was told that the grounds department led the snow removal effort yesterday on campus and worked a total of 1,115 person hours. And that does not even include efforts of building services who did a lot of hand shoveling around buildings. Furthermore, yesterday Purdue's grounds department colleagues cleared over 10 million cubic square feet of snow from campus lots, sidewalks, and streets, clearing snow from more than 200 acres of lots and more than 120 miles of sidewalks and 47 miles of street yesterday and throughout last night and this morning.

So my hat is off to them, and I am sure that you are all virtually helping our colleagues' effort in the grounds department. And as you have seen from some of communications from both AO and provost office, please continue to be safe and we urge the faculty and supervisors to exercise reasonable flexibility in addition to the delayed opening earlier today.

The second topic I want to highlight in the spirit of reviewing where we are in the fiscal year 26 with a new calendar year. This is an acknowledgement of a lot of great donors. Many donors are alumni/ae Boilermakers, some are not, but they believe in our students and faculty. So I want to highlight some of them in a series of slides [Appendix A].

This is a highlight in a very partial sense. One is that we also do a lot of philanthropic fundraising in the ongoing public face campaign beyond the faculty and student support. There is also a lot of program support, a lot of construction support, and so on. And furthermore, this is merely six months, and we have been doing this for a long time. We will continue to do this month after month, year after year.

Third is that this is just a highlight of those gifts that are at one million and above. You see 1, 2, 5, 10, $20 million gifts [Slide #2]. It does not mean that the gifts below one million is any less important. We appreciate every single gift. If a gift matters to you, it matters to us and our students and faculty. Let me then just focus on, well, I say focus, I believe 38 gifts here.

On the academic facility front, in the last six months we received the following gifts, and some of you may recognize the names of the buildings and rooms. These are, again, at 1 million to $20 million range per gift, we have many other wonderful gifts too. $20 million from the Dauch and Chaney families to the nursing pharmacy education building that is under construction right now. The same building, a $5 million gift for the nuclear pharmacy lab, room 3084 by John Zehner. A million-dollar gift to the shared open collaboration student space, 3055 room from the Dunbars. An under one million gift for the Pharmacy Administration Suite, 4117 by the Yang and Cheng family.

Then there is the Daniels School Business Building that is also under construction, including the auditorium, room 190, a $5 million naming gift from the Reicharts, another $5 million naming gift for the Innovation Lab, room 213 from the Allens. A two and a half million-dollar gift for the FinTech Showcase lab 107 from the Moreheads. A two million-dollar naming gift to name classroom 332 by Hefners. And another two-million-dollar gift to name classroom B86 by Scott Kozuch. So I appreciate all these support and there are many more to come.

In terms of professorships and scholarships, as you all know, most of you are faculty members, how important these are to our colleagues and students. Over the past six months, we have had 29 endowed professorships/scholarships above $1 million [Slide #3]. Well, professorships usually are much higher, all the way to $5 million per professorship endowment. Of course, they all are specific to a department in a college in an area. So that is donor intent and therefore the Provost cannot change

that, but we thank them, including in the DSB, the Lawson Chair Professorship. These are new professorships, engineering, and the Ford professorship. In science, the Krenicki family professorship. In AI biomolecular design. In DSB, the Allen Directorship for the Brock-Wilson Center for Women in Business. In PPI, the Proctor Professorship in Aviation. In DSB, the Rice Professorship in Management Science. Engineering, the Qubit Professorship for AI and Innovation. Another one to Engineering is the Friends of Faculty Endowment. In DSB, The Conroy Professorship and another DSB, the Raytheon Technology Professorship.

We have a lot of program endowments coming in the last few months, including the Fisher Hub for Innovation Venture Entrepreneurship, the Patterson-McCallum-Mareta Charitable Pharmacy Endowment, the Bowen School of Construction, the first named department in PPI, the Richard Lewis Family Fund for Professors, the Gailey Johnston Transition Program endowment, the Young Family Integrated Science and Business, the Hayes Leadership Coaching Institute, and the David Byers Aviation Fund for Excellence Endowment.

Finally, I want to highlight some of the new scholarships. In fact, each one of these is a collection of many scholarships because all these are at one or more million dollars per. In DSP, the Greg and Renata Hayes Scholarship, the Daniel Adams Scholarship in Mechanical Engineering, the David Byers Scholarship in Aviation, Nancy Handel study abroad scholarship, Nancy Handel's scholarship, the Stalker Women's Swimming Scholars Endowment scholarship, the Kilgariff Scholarships, the Ebbs Family Scholarship, and the Paula Conroy Scholarship.

I will just pause here and say a big thank you to our Purdue for Life Foundation colleagues, all the departments and colleges, colleagues, and congratulations to the students receiving the scholarships. I think there will be hundreds of them just from that list I read in last one minute. And while all those new professorships, somebody in our community will be named in the coming days to those professorships.
And we continue to work hard. Of course, huge thank you to all those generous donors.

This is part of the university operation that perhaps may not have been as recognized or discussed at this meeting perhaps in the past, so I am happy to be able to share some of these because a lot of people are working hard, a lot of people giving away their own resources to support our students and faculty.

The third topic, and this is a segue to pass the mic over to the provost, per usual, is on AI. And now we can talk about researching AI, using AI, and partnering AI, but let me zoom in to two other dimensions, learning about AI and learning with AI. As you know, the Board of Trustees at the December board meeting discussed and voted upon the AI competency as a graduation requirement common on main campus, meaning Indianapolis and West Lafayette. The regionals may consider that in the future as well.

People say, 'Well, what about our current students?' You are talking about this for future students, a Class of 2030, what about the Class of '26? Well, that is going to

be a requirement starting Class of 2030. And while you are not required to do it, you are welcome to do it, and we are here to provide resources for our students, including all the current undergraduate and graduate students across all disciplines. So Patrick is going to talk a bit about how the process will unfold between now and August with the Senate's continued effort. It is been going on for a little while, so appreciate all that, so that we have a process as important as results because this thing called AI, it is moving fast and we cannot set one standard and expect it to hold for 20 years, but the process to ensure both a university-wide consistency and quality verification, but also respecting the discipline specific meaning of AI competency.

Pick a particular major, say a music major versus accounting major, versus kinesiology major, versus political science major, and the list goes on. What they each mean by AI competency might be quite different at any given time and evolve over time. So we need a smart process for that. And a lot of that is going to be with the Senate and with the colleges and departments. But then Patrick also mentioned a word about his ongoing work with Chair Zimpfer and others because we have learning with AI. It is not about AI, but with AI. And that may permeate across almost all the classes in the years to come. It has been over two years now since the Senate and the Provost Office produced a guideline to all instructors on policy of allowing or not allowing AI tools in homework, tests, exams, projects, and so on. But it has been more than two years. So we probably need this semester to issue an updated guideline.

It is a struggle, it is not easy because the faculty have different views on this, students have different views and experiences, capabilities of these tools have been evolved quite a bit. So we have a great process to allow a transparent conversation to discuss that. So that was my third topic. I am going to therefore with this, pass on to Provost Wolfe on double clicking, if you will, this topic of learning about and with AI. Over to you, Patrick."

Provost Patrick Wolfe: "Thanks everybody, and welcome on a day when it was minus 10 ground temperature and minus 20 this morning. Campus is looking great as President Chiang indicated, and that is thanks to the efforts of many as was stated. Let me talk just briefly in reverse order here about what Mung mentioned. It is certainly true that the development cycle of AI tools has come sort of fast and thick. And if you think back to just over about three years ago when ChatGPT emerged out of the wilderness quite quickly, I think we initially all thought that the most deliberative way to proceed was to give instructors their opportunity to decide on their own what AI usage policies were most suitable class to class.

I think after over two years of that, it is time for a new look. I think the risk that we all worry about is just that we do not want to cause any confusion for our students. If you have five or six classes and you suddenly find you are juggling five or six different AI usage policies in your classes, that is possibly not the ideal situation. And Chair Zimpfer was present at our last board meeting when I think somebody during the board meeting asked a question in this vein. So indeed, this is a great opportunity for us to gain wisdom and insight and knowledge from back and forth with the Senate this semester, trying to help us understand how we stage and phase

our way toward the next best practice policy for AI usage in the classroom. So more to come on that front.

Let me now talk very quickly about other AI things, particularly the AI working competency requirement. This has been a huge amount of effort, Herculean, I would say, on the part of many in the Senate to help shape through our UCC and even going back to discussions last summer, what the Board resolution to implement an AI working competency requirement would look like.

Thanks to the enormous hard work of the UCC, we have our Working Competency FLO, which is a Foundational Learning Outcome skills, a list of six skills that will qualify a course for inclusion on the list of courses that will help to satisfy this working competency requirement. These skills are, they hew closely to the Board resolution, which you can find online from the December Board meeting, and I will quickly highlight them for you now. The sort of order here is the natural taxonomy. First and maybe most important, apply critical thinking skills to develop and support decisions informed by AI-driven insights.

Number two, employ and compare on a relative basis contemporary AI technologies. So understand how to study questions relevant to your field of study.

Number three, identify strengths, but also limitations of current AI technologies as they apply to a given field, and how AI can stand to transform existing methods.

Number four, plan to keep pace with the continual future use of AI within your field of study, so that is about helping future-proof our students' education.

And then five and six are also critical, communicating clearly and effectively about AI usage and the choices that surround it.

And lastly, recognize the overarching ethical principles, trade-offs, and consequences that inevitably arise in AI-aided decision-making. So if you think about all these things, the biggest challenge is just going to be keeping pace with the changing technology cycle. And for that reason, as we are looking to roll out this requirement for next fall's incoming class, we are going to be piloting several things this semester, mostly getting tools and trainings into the hands of our soon-to-be graduating seniors to help give them an edge in the job market. But also I have asked each college to the point that Mung made earlier to create a standing AI advisory board of folks from industry and elsewhere to help make sure that our curriculum and indeed the six skills that I just mentioned that we keep pace with current and future technologies.

So we could spend much more time on this, but I do know that Chair Zimpfer has a long agenda and docket for today. So let me just conclude by pointing out that this whole thing is underpinned by a large partnership that we signed with Google just before the end of the year. And that is exciting because not only does it give us access to proprietary Google hardware, which will help us for research and some

partnerships with places like Google DeepMind, which have had a great impact in AI scholarship and academia but also gives us an opportunity to get state-of-the-art tools and certified Google training quickly into the hands of our graduating seniors.

So more to come on all that and do course, but again, probably most importantly, an enormous thank you to the UCC for helping us shape this requirement introduced by our board. And I am extremely excited about the opportunity that all of us are going to have to work with, learn from and learn about AI going into the rest of the semester and over the summer. And then before you know it, we will be back and off and running in the fall. So let me stop there. And of course, if there are questions, I am sure we will get to them in just a moment."

Chair Zimpfer: "Thank you, Provost Wolfe. Thank you, Mr. President. And a third thank you to Jeneen Fields and the UCC committee, great work. A lot of hours put in, nighttime hours, extra hours. Thank you for driving this mission forward."

7. The answers to pre-submitted questions were posted to the Senate website [Appendix B]. Chair Zimpfer opened Question Time.

"Senator Sarah LaRose: "I represent the Department of Agricultural Sciences, Education and Communication. Earlier this semester, we were informed by our college leadership that as of June 30th, our department would no longer exist and several of the programs would be discontinued. So I do have a series of questions related to this and I do not want to take up too much time. So I was wondering how I might be able to submit this for a written response because a lot of this material came to light after the deadline for written questions. So that is my first question. Who can I submit my questions to for a written response? And then I have a couple of follow up questions."

President Chiang: "Well, thank you. I think the Provost probably will be the best person to answer the question, but I would imagine that given this is a College of Agriculture topic, that Bernie should be part of that process in submitting the written questions and he and then Patrick will, along with others together, prepare the answers. I believe that the Dean has already had several meetings from what I have heard, but I am certainly happy to take any additional questions."

Senator LaRose: "Thank you, President Chiang. So we were curious if any other departments at the university were closed this year based on the Indiana Code update to 21-18-9-10.5. And if so, what was the timeline announced for their closure?"

President Chiang: "Not that I am aware of, but I defer to the Provost and any Deans on the call right now."

Provost Wolfe: "This is a topic that I am happy to talk more about afterwards with anybody who is interested. I will tell you the low enrollment or, I mean, there's a more formal term for it, but what we all think of as the new low enrollment requirements of the state, which by the way, you may have seen are starting to roll out in other

places, I think Iowa was the most recent state that I have seen some legislation in that regard about. This process is ongoing. In fact, the state of Indiana not too long ago even changed around the committee structure and some of the requirements around the low enrollment reporting.

I think in the case that you are asking about, we have been thinking very strongly about how to make sure that incoming students and staff and faculty are fully taken care of and looked after. It is not to say that there will not be others in the future that might be impacted by the low enrollment requirements and reporting, but this is the case of the first one that has been impacted. I know that Dean Engel, and folks in my office have been hosting a lot of meetings and talking about it at great length. So I would be happy to go over any of that in detail, but I do think that the low enrollment landscape regarding the legislature and the Indiana Commission for Higher Education is still developing. It is far from done as far as I can see if that makes sense."

Senator LaRose: "Our department was simply curious if there were any other departments that were in a similar situation, but it sounds like now, there are none. We were also wondering, because all our staff were riffed, if you at the university level have a timeline for when our students will be assigned advisors so that they can plan for their future semesters considering the focus of this has always been on student success."

President Chiang: "Let me quickly say, especially because there are colleagues from many other departments here and who may or may not have heard about this again, the Dean in this case, Bernie Engel, and then the Provost, are the closest to the details. But from what I have heard, A, the undergraduate degree of Agriculture Education will continue.

That is A. B is that all current students in one other undergraduate and then two master and Ph.D. programs will be steadily taught out, so the teacher will be there. Furthermore, every tenured professor will remain tenured and employed in the College of Ag.

I think furthermore, there are still 11 tenured professors, and eight staff members; the HR department has a standard RIF process, it does not mean that they will no longer have a job at the university. In fact, we have had many cases in the past where all of them continue to have jobs in different capacities at the university. There is a standard HR process for that to unfold. And therefore, to answer your latest question, this very much belongs to Dean Engel's authority, but I would imagine that part of that assured teach out and part of that standard HR process would mean in this, as in any other case, that the student advising would not be interrupted."

Senator LaRose: "Thank you for your thoughts. I will submit the rest of my question via email to not take up more time in this meeting."

Senator Kim Updegraff: "Thank you. I wanted to bring an issue critical to recruiting the best and brightest talent to Purdue, and that is the availability of high-quality

childcare. A task force was formed at Purdue two years ago and 40 additional childcare spots were added to the Purdue campus. Last week, parents of 101 children attending the Early Childhood Education Center were notified of the center's closing. They were given 24 hours, notice of a parent meeting and one month to decide about transitioning their children to another center, which will be overloaded based on the number of spots available. This closure is going to reduce the spots in the community by 120 leaving 80 less spots than when the task force was formed two years ago. This has implications for the faculty and staff at Purdue and for the larger community. Given that this reduction in spots comes amid a community-wide shortage.

The city of West Lafayette just recently did a childcare gap analysis and showed a shortage of 75 to 125 spots as a conservative estimate, which will double with this closing. The Ben & Maxine Miller Child Care Center, which is run by my unit, is currently at capacity with a hundred children and over 60 families on the wait list.

The childcare center run by our unit cannot take on any more children because it is accredited and there is no more physical space. In the month of February, the College of HHS is hosting 17 on campus visits for the One Health Initiative. My question is, how can we assure them that they can come to a place like Purdue and get high quality care for their children when there is such a shortage that has just been created? I would like to ask President Chiang and Provost Wolfe how Purdue can be part of the solution rather than exacerbating the incredible childcare shortage in the area."

President Chiang: "Thank you. This is an incredibly important point, and therefore we must have the facts and data from the third-party operator, ELI (Early Learning Indiana). And therefore we have asked Jessica Robertson, who oversees all vendor relationships, including with third-party operator of these two facilities to present the data here."

Associate Vice President Jessica Robertson: "Thank you, President Chiang for that. I will give a quick introduction. My name is Jessica Robertson. I am the AVP for Auxiliary Services within Administrative Operations. Purdue does operate one childcare center, as was referenced in the earlier comments. We do, though, have an operator that operates our other two locations, ECEC and Patty Jischke. And that operator has seen consistent vacancy rates over multiple years and specifically has seen a 40% reduction in the demand of the wait list. So these are families that are asking for placements and are going on our wait list. They are either dealing with the timing or for whatever reasons, not taking our open positions.

There is a commitment from Purdue to continue to subsidize and provide support for childcare centers and support operators, but there is a transition plan in place right now to work with our existing families and transition those families to one center. Families have multiple opportunities to meet with the provider, but then as early as tomorrow and even into the month of February through an open house and then have individual conversations with those individuals. This transition in general is planned to take place into the warmer months, so through May and into June as well. This is

truly a reaction to some dynamics that our operator is experiencing in the market. There is a commitment that we will continue as a university to support. If those dynamics were to shift and the demand was to continue or was to build or was to change, this could be a different outcome in a different situation and Purdue will continue to look for the momentum shift. Mark, I do not know if there are any additional questions, so I turn it back to you."

Chair Zimpfer: "Thank you, Jessica. I appreciate the update and data. I am sure this will be an ongoing conversation."

Senator Lindsay Weinberg: "Thanks so much, Chair Zimpfer. My question was regarding the AI working competency. As a Senator who also served on the UCC or serves on the UCC and was part of those meetings, developing those key skills for the foundational learning outcome, what I have seen reported in the news and what I heard today during the meeting do not seem to align with the learning outcomes that were approved by UCC members. So I was hoping to get some more transparency around what those key skills are or why it is the case that they are different than what the UCC had ratified, particularly considering this is a curricular matter. Thank you."

Provost Wolfe: "Well, the notes I have received from Haley Oliver are sort of what I have read out to you. So if we have Haley on the call, she might be able to give a little more detail, but I would remind everyone that as always, a directive from our Board to implement the curricular requirement is ultimately a Board directive. I think, certainly from my point of view, and Chair Zimpfer, this is fair to say from your point of view as well, we are thrilled with the help of the Senate to breathe life into this requirement. From my point of view, this is a particularly good set of outcomes. I will be happy to follow up offline if it seems like we got uncoordinated somewhere. As far as I have understood from our Senior Vice Provost for Teaching and Learning, we are on track and everybody is aligned. I am happy to follow up afterwards, but that is certainly the latest I have in front of me."

Chair Zimpfer: "Absolutely, Provost Wolfe. We had many teams working on this. I think at one point there were five different groups working on input and working with Jeneen from the UCC. Concerning the core languages involved, I know there were probably word choice selections that were changed to align with the Board of Trustees. As a reminder, it is a curricular item. However, the Senate is advisory only, and we always have been. Our charter said that we are advisory, and I feel in this case, among the UCC, the Tiger Team, Vince Duffy's Educational Policy Committee, I feel like we were given the time and everybody moved with the appropriate speed to present language that we thought was acceptable as a faculty."

Senator Kyle Haynes: "I want to ask a follow-up question about the childcare situation. My son is currently enrolled at the PU ECEC, my daughter was there up until recently, and I was hoping to get a little bit more clarity on the nature of the vacancy and declining waiting list. My understanding of the high vacancy rate is that it is largely a function of the center being understaffed. They do not have enough people, teachers, to fill the rooms. I know they are constantly trying to hire people,

and it does not seem like they can get people to work there. Also, I am curious if there is still a wait list. I have a colleague who is currently on the wait list for the center, and if there is a wait list that suggests that demand exceeds supply at some level, but also the reduction of the wait list is largely a function of the sort of turmoil there. There has been constant leadership turnover at the center. There have been a whole lot of problems. I am wondering, I am not totally convinced that there has been much of a reduction in demand, it is just that demand is going elsewhere because early learning has frankly not been doing a good job. I am wondering if you have any more insight into where this increase in vacancy rate is coming from and why exactly the wait list is shrinking. Is it because there are simply fewer parents coming to Purdue or what is happening there?"

Associate Vice President Robertson: "So, just to clarify, both centers have sat around that 25, 30% vacancy rate for that 30-year mark. The 40% referenced earlier on the wait list was also as a percentage you could apply to the Miller Center as well, their wait list is also down. So it is not unique to our operator. There is just lower demand and there are a lot of macro factors you could look at in the industry and why there are some shifting dynamics. And there are a lot of layers to this topic just in general. So it is not necessarily that our rooms are understaffed or closed, there has just not been the demand, the right timing for families to take on an open spot in the center. I am trying to think of what your last question was, which might have also been related to, is there currently an existing wait list? And I would say yes, the wait list is still open. The wait list that is advertised on the Purdue site is also shared with the Miller Center. So to the extent that there are families who are looking for care, they should still express their interest and their desire and if there is a preferred center that they would like to attend, and that will help us also just keep tracking demand. If the tide were to turn, if there was enough demand for the center to reopen, that would help us build that model as well. We would continue to do that."

President Chiang: "I want to quickly follow up on what Jessica just mentioned in response to Kyle's question, three very brief points, because I know that you have 17 other things in this meeting here, Chair Zimpfer. But one is that the best way perhaps is to ask ELI directly, and they are not represented here at the Senate meeting, I do not think. I think what our teams have been told is that they have been calling up one by one, those on the wait list, because they do not want to see the vacancies either, but just no one signed up. Now to answer therefore another part of your question, I do not have the data to pass a grade or assessment on one vendor versus any other potential vendors here at this hour.

Now, Jessica and her team may have certain data sets to pass on some assessment. So while not therefore answering that part of the question on comparison of operators, I just want to highlight that there are indeed other operators. There were some before ELI. ELI will remain an operator, but there are other operators in our state, and we are looking forward to them coming to have a conversation. The third and last point I want to highlight is because I do not think it has been mentioned, but we should highlight that we are not repurposing the land and the building, even though we do not run and own as an operator of the daycare and the childcare early learning facility, but that land and that building of, I think ECEC, we will not be in any

foreseeable future, repurpose it for any other use. We could, but we will not. Why? Because we are going to save that. As mentioned earlier, I think Jessica did mention this part, Purdue University will maintain the exact same level of subsidy, including the land, the building, the maintenance, and everything as we have in the recent past into the future. So it is still available as the physical resource, and we welcome conversation with one or multiple other potential operators. Back to you, Chair Zimpfer."

Chair Zimpfer: "We will now move on to the next Agenda item.

8. Memorial Resolution for Nancy S. Hewison, Professor Emerita of Library Science and former Dean for Administration, University Libraries [Appendix C].

   Chair Zimpfer asked for a moment of silence to honor our departed colleague.

   Following the Memorial Resolution, Chair Zimpfer recognized Senator Lisa Bosman, Chair of the Senate Steering Committee, to present the Résumé of Items Under Consideration by Various Committees.

9. Senator Bosman, Chair of the Steering Committee presented the Résumé of Items under consideration by the various Senate Standing Committees [Appendix D].

10. Senator Trish Morita-Mullaney, Co-Chair of the Senate Equity, Diversity, and Inclusion Committee presented Senate Document 25-10 Bylaws Revision Re the Equity, Diversity, and Inclusion Committee, For Action.

    Senator Morita-Mullaney: "Thank you, Chair Zimpfer. I would like to move that the Senate adopt document 25-10, which is a proposal to rename the Equity, Diversity, and Inclusion Committee to the Community Connection Committee." The motion was seconded by Senator Kevin Stainback.

    There was no discussion from the floor, and the document was approved by unanimous consent.

11. Senator Trish Morita-Mullaney, Co-Chair of the Senate Equity, Diversity, and Inclusion Committee presented Senate Document 25-11 Omission of Three Student Cultural Centers from the Giant Leaps Master Plan, For Action. Senator Morita-Mullaney made a motion to adopt Senate Document 25-11. Her motion was seconded by Senator Ulrike Dydak.

    Senator Morita-Mullaney stated the following: "At the first reading in November, we mentioned the concern about the full Giant Leaps Master Plan and the omission of three specific cultural centers, including the Asian and Asian American Resource Center, the Latino Cultural Center, and the Native American Educational Cultural Center, who are all three co-located in the same proximity on campus. Currently, based on the master plan, which we know has many, many errors, there is a new residential housing facility that is proposed to be placed in the current location.

It has been shared in various venues that this is an error, but at this time, none of the cultural centers have heard formally from administration or any other source that this is an error. So we ask that this formally be reconciled and remediated and communicated to the cultural centers and that they are formally added to the master plan."

There was no additional discussion from the floor, and the document was approved by unanimous consent.

12. Senator Seema Mattoo presented Senate Document 25-15 Nominee for Advisor to the Senate, For Action.

    Senator Mattoo made a motion to approve Senate Document 25-15, the nomination of Associate Vice President for Scientific Integrity and Research Compliance, Dr. James Mohler, as an Advisor to the Senate. The motion was seconded by Senator Amanda Darbyshire. At a request from Past Chair Brian Leung, Secretary Camp provided a brief description of the roles of Senate Advisor to the assembled body. These roles can be found in the Senate Bylaws.

    There were no additional nominations from the floor, and the document was approved by unanimous consent.

13. Senator Seema Mattoo presented Senate Document 25-17 Nominee for the Nominating Committee, For Action.

    Senator Mattoo made a motion to approve Senate Document 25-17, the nomination of Senator Fecri Karanki for membership on the Senate Nominating Committee. The motion was seconded by Senator Dydak. There were no additional nominations from the floor, and the document was approved by unanimous consent.

14. Senator Lori Hoagland introduced Senate Document 25-13, Resolution in Support of a University-wide Sustainability Task Force, For Discussion.

    Senator Hoagland: "This is a resolution initially passed jointly through the PGSG and the PSG to create this university-wide task force on sustainability to be commissioned by the president by the end of 2026. The rationale behind this is that while there is strong support for greater sustainability initiatives across campus and Purdue has met some of these goals, there are a lot of goals that are not being met, and we are falling far behind our peers in meeting these sustainability metrics and goals. And one of the reasons for that is that we lack this university-wide task force made up of students, faculty, staff, and administrators. We do have an office of sustainability, but it is housed within Administrative Operations and so lacks the input across campus as well as the capacity to address some of these issues. So if implemented, this task force would be able to study issues and opportunities across campus and coordinate activities, and then they will be transparent in their activities releasing an annual report every year. I just want to acknowledge Nicholas Neuman, the Vice President of the PSG, is here to help answer any questions or provide any insight on this, as well

as Mike Johnston, the Chair of the Sustainability Committee here on campus that worked with the PSG and PSGS to move this forward."

As Mr. Neuman's Zoom connection was not working, PSG President Rebecca Siener offered to answer questions. No questions were forthcoming. This document will be presented For Action at the February Senate meeting.

15. Senator Lori Hoagland introduced Senate Document 25-14, Resolution in Support of Renewable Energy Resources for Campus, For Discussion.

Senator Hoagland: "This is another resolution that was jointly brought forward by the PSG and the PGSG in collaboration with the Sustainability Committee. This resolution is focused on supporting a time-bound commitment to developing renewable energy portfolios here on campus. There is a lot of support for this, and there have been initiatives or goals set forward in both our 2010 and 2020 master plans calling for wind farms on campus and at least 10% of our energy coming from renewable sources. However, these initiatives or goals have never been realized. So there is an interest in putting a little more effort towards that and then through this time-bound commitment."

Chair Zimpfer opened the floor for discussion.

Senator Rua Williams: "I just wanted to bring up the fact that the wind farm thing, if the wind turbines are close enough to human-occupied buildings, they can cause significant strobing, which can kill people. So yes, sustainable energy, great. Wind farms may not be too close to campus. Thank you."

Past Chair Leung: " I just quickly wanted to ask if, since we are advisory, is this document and the previous document part of a conversation that we have already had with administration or are these two documents the starting point for conversations?"

Senator Hoagland: "I would say these are the starting points for conversations. I know they have been extensively through the Sustainability Committee, but I am not aware that they have been discussed with the administration."

There was no further discussion. This document will be presented For Action at the February Senate meeting.

16. Senator Lori Hoagland introduced Senate Document 25-16, Resolution Calling for Expanded Voter Accessibility, For Discussion.

Senator Hoagland: "This was another one resolution, thanks to the PGSG and PSG, around expanded voter accessibility. This follows a resolution that was put forth by the URPC in the last term, trying to find ways or support greater connection between Purdue and the Tippecanoe County in ensuring that there are adequate voting facilities on campus and then encouraging faculty not to have quizzes or exams

on national election days every other year. The students have brought attention to a lot of issues with that, with just voting access in general. It is exceedingly difficult for the students. They pointed out that 88% are not registered here in the county to vote, so they need to go back to their home counties. While they could transition, that proposes issues because they want to be involved in elections in their home communities. They have proposed a slightly more aggressive stance on this in supporting voting. One, that the Vice President for Student Life will distribute polling locations at least two weeks prior to national elections in addition to Purdue trying to do their best to get more voting on campus. Then they will designate election days within the academic calendar so that faculty and instructors can be aware that election day is coming up and they can adjust their schedules accordingly to help support students being able to exercise their civic duty and vote. And then lastly, the students pointed out that a lot of the large evening classes, these are very large courses, things like general requirements that often their exams happen in the evening, and that is the hardest time when students need to be out voting and they have to make a trade-off between voting and going into these exams and so they would like that these exams not be allowed on election year every other year for federal elections."

Chair Zimpfer opened the floor for discussion.

Senator Williams: "I wanted to note that there is evidence that many mail-in ballots are discarded for not matching signatures and our younger people are not properly taught cursive or how to sign consistently and so these discarded ballots are largely our younger people, and so mail-in ballots are not a reasonable supplement for this problem."

PSG President Siener: "I wanted to add, specifically regarding absentee ballots, much of our student population has reported that a lot of them prefer to vote in their home counties, and it does make it very difficult for those who are only a couple counties over and would prefer to travel home on a federal election day rather than do an absentee ballot. Providing this kind of lenience on election day would up civic engagement, I believe, within our student population."

Senator Sarah Huber: "I wanted to add to that last thought. I have been a poll worker for years now for every election. When we held them on campus, student after student said, 'Oh, you mean I cannot vote here?' 'I must go back to my hometown in Indiana,' and they missed voting. So, I agree with that option to be able to not have tests that night to be able to get back to their county that they are registered in."

PSG Vice President Nicholas Nueman: "This Senate document is a direct move from students; we have heard a lot of concerns about this specific issue last year as well. Purdue has made clear public commitments to civic engagement by signing the All In Campus Democracy Pledge, the university committed to ensuring that all eligible students can register to vote, cast informed ballots, and participate in nonpartisan civic life. They have obviously produced real results, but there is still a lot more work to be done on that area.

Previously, the Senate has expressed concerns about instructional disruption, particularly regarding designating election day as a non-instructional day. This resolution is shaped by that history does not seek to cancel classes or mandate participation but proposes a targeted flexible approach that builds on our existing commitments. The Purdue Student Government has released a survey garnering over 200 responses that indicating nearly 90% of Purdue students are not registered to vote in Tippecanoe County and half must travel off campus to vote, while a student is able to do so, depends entirely on the individual faculty's policies, which vary widely across departments and colleges.

I would like to say from a personal perspective, this also happened to me last year going home to go vote in my home county in Rush County. While I was provided with extreme flexibility by the Department of Agricultural Economics, I did not get that same flexibility, ironically, from the Department of Political Science, creating problems for required examinations. Senate Document 25-16 offers a balance solution, keeping classes in session, by formally recognizing election day on the academic calendar. It prevents exams on election days, reducing high stakes conflicts and improves communication around polling locations. We are excited to continue discussing this at the next University Senate meeting. Thank you."
Senate Antônio Sá Barreto: "I just would like to raise one point that this could have somewhat serious consequences. If, for example, some student accuses a professor or a TA of interfering with the right to vote by someone give me a quiz or give me a flexible quiz or online quiz or whatever. And then given the current situation that the university policy or the State of Indiana policy that the faculty and TAs are not given the right to defend themselves very clearly, this could have serious consequences. I would say that if one wants to do this, it could be a better idea to just cancel classes on those days and avoid these kind of things, because who knows? Thank you for your attention."

Chair Zimpfer: "Thank you, Senator. We look forward to a robust discussion in February. We will now recognize Professor Couëtil for a presentation on entrepreneurship education initiatives."

17. Professor Nathalie Duval- Couëtil made a presentation about Entrepreneurship Education Initiatives at Purdue [Appendix E].

"Thank you for having me today. I would like to give you a quick overview of some of the entrepreneurship education courses that are offered here at Purdue.

So the main one I will talk about is our undergraduate program, which was founded in 2005, and it is the Certificate in Entrepreneurship and Innovation Program. And many people do not know, but we are offering over 60 entrepreneurship fundamentals courses to students every year [Slide #2]. The certificate is like a minor and it is available to all majors. The vision at the time was that the students in all majors were creating things that had the potential to turn into entrepreneurial ventures. So we involved about 2,000 students from all majors in those courses, which makes us among the largest programs in the country. We often hear of our

amazing tech transfer metrics, but we are also developing a lot of human capital with entrepreneurial skills.

This program is administered through the Office of the Provost, but we work with all of Purdue's Colleges to align curriculum and make it as accessible to students in all majors. So it is not a huge burden for them to have this on their transcript and receive the credential at graduation. And we launched the program in Indu in spring 2025.

As I said, we try to make this as flexible as possible [Slide #3]. So students must take introductory or fundamentals courses, and they absolutely must take these two, which are very experiential and hands-on. They work in teams. There is a lot of flexibility depending on their majors in the subsequent three courses, many of which can be in their majors or in others, what we call approved courses on campus.

This is a list of these experiential courses [Slide #4]. We offer on Tuesdays and Thursdays about 18 sections of these Introduction to Entrepreneurship, Innovation, and Marketing and Management for New Ventures. This makes it accessible for students' schedules. We have also created a few new courses based on student demands. We have students interested in more social ventures, so we created business planning for social entrepreneurship. Since we have many international students, we also created a global entrepreneurship and innovation course.

We also have a one-credit online internship and career preparation seminar that has been very handy for many other units on campus as well. We have three Capstone courses, one focused on having an entrepreneurial career for students who may not have a venture in mind right now. We have a Consulting for Emerging Enterprises class where we consult with businesses and nonprofits in the community and a venture planning studio. And we just developed a new Discover Indy Entrepreneurship Capstone Course that we will be rolling out. We also have two entrepreneurial learning communities, one focused just on entrepreneurship where students take that ENTR, what we call 200 class as a cohort, and we have a joint learning community with the data mine.

So as you can see, we like to say we are turbocharging students' degrees with entrepreneurship [Slide #5]. Some people asked if there would be demand for people majoring in entrepreneurship? The vision has been that you cannot be an entrepreneur of entrepreneurship, but if you are an engineer or an accountant or a writer, it is much more valuable having the two to being synergistic. One example of trying to make this very accessible to students is we have been collaborating with academic advisors in each unit to really show how easy it is for students to fit this into their academic schedules.

These are examples of community engagement; some of the clients that students have worked with on business development projects [Slide #6]. We bring into our courses probably easily 80 to 100 people each semester who come in to be speakers or judges and serve as mentors to the students, and I should say all the faculty also have very deep experience in entrepreneurship and business generally. Next, please.

There is also a graduate level course that I have been teaching for many years with Professor Mike Ladisch in Engineering, and it is based on technology, entrepreneurship, and research translation [Slide #7]. We offer this every fall, and it is really a great opportunity for graduate students, many who are going to end up working in industry since there are fewer prestigious tenure-track jobs nowadays. It is really a great course if they are thinking of doing tech transfer if they are thinking of participating in programs like the National Science Foundation I-Corps program. We introduce them to all the expertise there is on campus and provide case studies of faculty who have done entrepreneurial things while still being faculty members.

I always like to say what the role of education is in our entrepreneurial ecosystem because we hear a lot about Purdue Innovates and different workshops or NSF I-Corps [Slide #8]. What I am talking about is the education piece, which is the four credit classes. I like to say that we have many students working on projects today or coming in with projects, but that we also have many that have more long-term goals. Business incubation activities through the Purdue Research Foundation really are focused on something that people want to do starting within the next year, let us say.

We have had a lot of impact [Slide #9]. As I said, we involve a lot of students in our classes every semester and every year. We have had over 15,000, probably that is a little bit higher now, enrolled in entrepreneurship classes to date. We have about 550 students who received a certificate last year. We have good feedback. I have always done a lot of pre and post assessment since the program started. I probably have the biggest database of evaluation data of any program. We have had over the years over 800 companies launched by alumni/ae, and those are only the ones that will respond to some of our surveys or that we can track down through our LinkedIn and over $700 million in funding raised by alumni ventures. Now, not all of those are successful. Some of those come and go. We have also received a lot of recognition with various national and international awards. We just got ranked recently in the Princeton Review Top 25 programs [Slide #10]. We have received top program awards from the United States Association of Small Business and Entrepreneurship and the Global Consortium of Entrepreneurship Centers, as well as others.

So, that is just kind of a taste of the program. We have many stories, but this is just to highlight some of the companies that have been created in Indiana [Slide #11]. I will just go through them quickly. Multiply Technologies is an IT asset management solutions company in Indianapolis that was started by alums who then hired a couple more of our alums. We have everything from event planning, Plum & Poppy, a wedding planning company, an event planning company. Some of you may have eaten Azzip Pizza, and Brad Niemeier is one of our alums who was heavily mentored by one of our faculty members while he was a student here, and now he has 13 locations across Indiana and Kentucky. Koda is an incredible mural artist who you should check out her website and if there is an opportunity to do a mural anywhere locally, somebody should reach out to her. An incredible mural artist who was not even in art here but had worked with one of our faculty members in a capstone course to develop a business plan to start this business. Another is Anu, an ag tech company, which many of you might have heard about. It has been around for a while

and he works closely even with students in Indianapolis, as does Glassboard, a hardware product development firm that works with startups and Fortune five companies working on all types of product development.

So, that is it [Slide #12]. As I said, we promote all the programs here at Purdue. We hope that we are a connector and a feeder to new programs that are popping up in engineering and business and historically have tried to be complementary to all these efforts. We like to say that with entrepreneurship, you do not have to have a building anymore or factory, so we like to say that it can be a main gig, side hustle, mindset, skillset, and toolset that can help students in all majors. Thanks. Any questions?"

Chair Zimpfer opened the floor for questions.

Past Chair Leung: "I just have a complimentary comment for you. Purdue is, we love to promote our astronauts. What you have just described to me is our history of producing boilernauts, and you made me feel proud now just in this presentation." Professor Couëtil thanked Professor Leung.

Chair Zimpfer: "Could you speak to your launch in Indianapolis and how that has gone?"

Professor Couëtil: "We started with one course in the spring of last year. I will bump that up to three this semester. One of the courses has a lot of enrollment, and we have realized that a lot of it has to do with figuring out when to schedule these courses. Overall, there is huge opportunity in Indianapolis for this program. We have one of our former instructors who is serving as our assistant director there, who is a member of the entrepreneurial ecosystem there. At this point, we are just looking to get some more traction. I think once we get some critical mass, we can do some interesting things with startups and companies there, and there is no lack of people to come to speak and mentor in those classes."

Chair Zimpfer; "Thank you. Any further questions or comments? It is a wonderful presentation. We appreciate the level of detail and the success. Congratulations and congratulations to all the alums of your program."

Professor Couëtil: "Thank you for having me."

18. New Business

   There was no New Business from the floor.

19. There being no further business, the meeting was adjourned at 4:00 p.m.

Support for Academic Facilities Above $1M

Nursing and Pharmacy Education Building

- $20M – Dauch and Chaney families
- $5M – Nuclear Pharmacy Lab 3084 – John Zehner
- $1M – Open Collaboration 3055 (Shared Space) – Kenneth and Mary Lou Dunbar
- $1M – Pharmacy Administration Suite 4117 – Wu-Huang Yang and Li-Jung Cheng

Daniels School of Business Building

- $5M – Auditorium 190 – Brian and Selita Reichart
- $5M – Innovation Lab 213 – Sam and Marsha Allen
- $2.5M – Fintech Showcase Lab 107 – Scott Moorehead
- $2M – Classroom 332 – Tom and Patty Hefner
- $2M – Classroom XL B86 – Scott Kozuch

29 Endowed Professorships/Scholarships at Above $1M

Professorships	Program Endowment Funds	Scholarships
DSB - Marshall and Susan Larsen Chair Endowment	Fisher Hub for Innovation, Ventures and Entrepreneurship Fund Endowment	DSB - Greg and Renata Hayes Scholarship Endowment
Engineering - Stanley W. Ford Professorship Endowment	Patterson-McCallum-Mareta Charitable Pharmacy Endowment	Daniel P. Adams Scholarship in Mechanical Engineering Endowment
Science - Krenicki Family Chair in AI-Guided Biomolecular Design, Biotechnology and Computational Biology Endowment	Bowen School of Construction in Polytechnic Institute	David R. Byers Scholarship in Aviation Endowment
DSB - Marsha B. Allen Director of the Brock-Wilson Center for Women in Business Endowment	Richard Lewis Family Fund Endowment	Nancy H. Handel Study Abroad Program Endowment Fund
PPI – Proctor Professorship in Aviation Endowment	Gayle C. Johnston Confident Transitions Program Endowment	Nancy H. Handel Scholarship Award Endowment
DSB - Donald & Susan Rice Endowed Professorship in Management Sciences	Young Family-Integrated Science & Business	Susan (Wolfle) Stoker Women's Swimming Scholar Endowment Fund
Engineering - Cubitt Professorship of AI & Innovation Endowment	Hayes Leadership Coaching Institute	Darlene (Warta) Renie Women's Swimming Scholar Endowment Fund
Engineering - John and Julia Frantz Faculty Endowment	David R. Byers Aviation Fund for Excellence Endowment	Becki and Emmett Kilgariff Scholarship
DSB - Paula Conroy Professional Development Endowment Fund		Eibs Family Scholarship Endowment
DSB - Raytheon Technologies Chair in Integrated Business and Engineering Endowment		Paula Conroy Scholarship Endowment
		Virginia L. Stoner Huguenard Veterinary Scholarship Fund Endowment

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Major Faculty Awards

November 2025 to January 2026

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Major Awards by Faculty (last 3 months)

Name	Professor of	College	Award
Babak Anasori	Materials Engineering	College of Engineering	Highly Cited Researcher, Clarivate
Hua Hua Chang	Educational Studies	College of Education	Career Award for Lifetime Achievement, Psychometric Society
Yaobin Chen	Electrical and Computer Engineering	College of Engineering	Fellow, Institute of Electrical and Electronics Engineers
Gary Cheng	Industrial Engineering	College of Engineering	Fellow, Optica
Steven Collicott	Aeronautics and Astronautics	College of Engineering	Microgravity and Space Processes Award, American Institute of Aeronautics and Astronautics
Risa Cromer	Anthropology	College of Liberal Arts	Adele Clarke Book Award, ReproNetwork
Natalia Dudareva	Biochemistry	College of Agriculture	Highly Cited Researcher, Clarivate
Erin Dunn	Sociology	College of Liberal Arts	Breslau/Murphy Award, American Psychopathological Association

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Major Awards by Faculty (last 3 months)

Name	Professor of	College	Award
Jing Gao	Electrical and Computer Engineering	College of Engineering	Fellow, Institute of Electrical and Electronics Engineers
Kathleen Howell	Aeronautics and Astronautics	College of Engineering	Aerospace Guidance, Navigation, and Control Award, American Institute of Aeronautics and Astronautics
Young Kim	Biomedical Engineering	College of Engineering	Fellow, Optica
Julia Laskin	Chemistry	College of Science	Humboldt Research Award, Alexander von Humboldt Foundation
David Love	Electrical and Computer Engineering	College of Engineering	Signal Processing and Computing for Communications Technical Recognition Award, Institute of Electrical and Electronics Engineers Communications Society
Luna Lu	Civil Engineering	College of Engineering	Fellow, National Academy of Inventors
Michael Manfra	Physics and Astronomy	College of Science	Oliver E. Buckley Condensed Matter Physics Prize, American Physical Society
Scott McAdam	Botany and Plant Pathology	College of Agriculture	Highly Cited Researcher, Clarivate

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Major Awards by Faculty (last 3 months)

Name	Professor of	College	Award
Jeffrey Miller	Chemical Engineering	College of Engineering	Highly Cited Researcher, Clarivate
Ming-Yu Ngai	Chemistry	College of Science	Friedrich Wilhelm Bessel Research Award, Alexander von Humboldt Foundation
David Nolte	Physics and Astronomy	College of Science	Fellow, National Academy of Inventors
Kinam Park	Biomedical Engineering	College of Engineering	Highly Cited Researcher, Clarivate
Mohammad Rahman	Management	Mitch E. Daniels Jr. School of Business	ISS Practical Impact Award, INFORMS Information Systems Society
Jie Shan	Civil Engineering	College of Engineering	Fellow, Institute of Electrical and Electronics Engineers
Kevin Kam Fung So	Hospitality and Tourism Management	College of Health and Human Sciences	Highly Cited Researcher, Clarivate
Lin Tan	Computer Science	College of Science	Fellow, Institute of Electrical and Electronics Engineers

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Major Awards by Faculty (last 3 months)

Name	Professor of	College	Award
Louis Tay	Psychological Sciences	College of Health and Human Sciences	Highly Cited Researcher, Clarivate
Jukka Vayrynen	Physics and Astronomy	College of Science	Faculty Early Career Development (CAREER) Program, National Science Foundation
T.N. Vijaykumar	Electrical and Computer Engineering	College of Engineering	Fellow, Institute of Electrical and Electronics Engineers
Valentin Walther	Chemistry	College of Science	Early Career Award, Department of Energy
Ronnie Wilbur	Linguistics	College of Liberal Arts	Fellow, Linguistics Society of America
Wenzhuo Wu	Industrial Engineering	College of Engineering	Humboldt Research Fellowship, Alexander von Humboldt Foundation
Raymond Yeh	Computer Science	College of Science	Google Research Scholar Award, Google

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Thank You

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Federal and State Grant Cuts for Promotion and Tenure

How will promotion and tenure policies change in the long-term to respond to the cuts in federal grant funding and the additional pressure on foundations and state-level grants?

O We continue to carefully monitor changes in the federal funding landscape and are mindful of the potential impact on faculty productivity. Our promotions procedures and documents already include mechanisms to report and address instances where external factors beyond the candidate's control have substantially impacted their progress. In addition, the University has been helping faculty identify and pursue a broad range of opportunities for funding.

Timeline - COACHE Survey

When should Senators anticipate the COACHE survey data being released?

O Once we receive the complete data analysis from Harvard University, the provost will roll out the Harvard COACHE survey results at college-level meetings during the spring semester.

Evaluation Metrics and Interpretation of Policy S-4

Purdue University makes extensive use of quantitative productivity metrics in faculty evaluation, despite significant disciplinary differences in research and teaching outputs. How is the university ensuring that these metrics are applied in ways that are discipline-appropriate and do not create unintended incentives? Relatedly, how does the administration interpret Purdue Policy S-4 with respect to the reporting of Teaching Productivity Metrics, particularly the practice of requiring non-tenured faculty to report this information in Elements as part of annual review? (https://www.purdue.edu/vpec/policies/academic-research-affairs/s4/)

O Our annual evaluation, and promotion and tenure procedures are built on discipline-specific criteria and expectations. These variations, and also the variations in the nature of faculty appointments, are central considerations as we adapt our practices to comply with State and Federal laws. Collecting teaching productivity metrics for all faculty who teach allows each department to develop a complete picture of teaching workload.

Graduate Student Cost of Living Challenges

What steps are the university taking to address the rising cost of living in West Lafayette and its impact on graduate students (housing availability/affordability, stipends, emergency support)?

- We must together address the rising cost-of-living pressures affecting graduate students, including through the Action Council on Student Housing and Well-being. For example, average graduate student stipend increased by 28% over the last 4 years and the total investment in graduate compensation increased by $53M annually over the last four years. For example, with about 8,000 new apartments coming online around campus in the next two years, housing pricing is expected to come down.
- Graduate students and faculty can find a comprehensive list of official funding and support resources — including assistantships, fellowships, grants, and related services — on the Office of the Vice Provost for Graduate Students and Postdoctoral Scholars' Current Graduate Student Resources page: https://www.purdue.edu/academics/ogsps/current-graduate-student-resources/
- In addition, Purdue's Purdue Basic Needs Program provides targeted support for both undergraduate and graduate students experiencing short-term financial hardship or challenges meeting essential needs. The program is designed to address immediate barriers to student wellbeing and persistence and includes resources related to food security, emergency financial assistance, housing stability, and connections to campus and community support services.

Admissions and Funding Policies

What is the admission policy for Chinese students for PhD program? Are we allowed to hire them using internal funding (startup funding, for instance)?

- Yes (assuming the standard process for all applicants is followed).

Honors College Faculty Realignment and Employment Decisions

Related to the re-organization of the Honors College: messaging from Provost Wolfe over the past year indicated that there would be pathways for Honors faculty to be re-aligned with disciplinary departments. Why, of the nine Honors faculty who submitted applications, completed interviews, and were extended offers at the department level, were only two approved for continued employment at Purdue by the Provost? While it may not be possible to comment on individuals' cases, what general criteria were used to make this decision?

- As previously communicated, the Honors College updates included the possibility of faculty realignment into disciplinary departments, but continued employment or placement for any individual non-tenured employee is not automatically guaranteed.
- Consistent with university policy and standard academic practice, employment decisions ultimately are subject to final institutional approval.
- The university is not able to comment on individual personnel cases. More broadly, employment decisions are contingent on multiple factors and approvals, and not all proposed transitions can be accommodated.

Child care Update

Child care Update

- Purdue operates one child care center (**Ben and Maxine Miller Child Development Laboratory School**)
  - Purdue has been subsidizing and will continue to subsidize one or multiple operators for other centers in the community (physical space, maintenance cost, advertising)
- Early Learning Indiana (which operates ECEC and Jischke in West Lafayette) has seen persistent 25% vacancy the past two years, a 40% reduction in demand; and has no one on the wait list interested in the openings

- With additional support from Purdue, ELI is ensuring both a smooth transition process and a spot in a consolidated center for all families who are served in both centers today

PURDUE UNIVERSITY | Administrative Operations

In Memoriam: Nancy S. Hewison

Nancy Hewison, Professor Emerita of Library Science and former Associate Dean for Administration, University Libraries, passed away on December 3, 2025.

Nancy Sybil Hewison was born in Auburn, Maine on February 7, 1950, to Donald A. Hewison and Sybil Parker Hewison. Nancy was a caring, independent spirit blessed with a brilliant mind. A graduate of Edward Little High School, Auburn, Maine in 1968, Nancy attended the University of New Hampshire as a National Merit Scholar, where she graduated in 1972 with highest academic honors. She then earned an M.S. degree in library science in 1975 from Simmons College, Boston, Massachusetts.

Nancy began her career as a medical librarian and served as Head of Reference and Public Services at Tufts University Medical and Dental Library, Boston. She was later Head of Reference and Online Services at the Oregon Health Sciences University (OHSU) Library, Portland. Throughout those two roles, Nancy administered and participated in reference services to schools of medicine, dentistry, and nursing as well as university hospitals. It was an exciting time as online systems and searching tools were only just beginning to emerge in the mid-1970's. This was a period of rapid change, and Nancy enthusiastically embraced the challenge to better serve medical scientists, clinical practitioners, librarians, and students. She was respected for her quick intelligence and professionalism and loved by her colleagues as well as the people she served.

Nancy joined the Purdue University Libraries in 1985 as an assistant professor and assistant librarian in the Life Sciences Library. She loved to help people find the information they needed to understand issues, make informed choices, and to assist them in solving problems. The more complex the reference question, the greater she relished the challenge. Nancy was promoted to professor in 1995 in recognition of her scholarly research and teaching.

In the early 1990's Nancy led the Purdue University Libraries first strategic planning effort, engaging Libraries faculty and staff as well as the broader academic community. She was a skillful integrator of diverse points of view, and her success in this effort led to opportunities to provide leadership across many subsequent initiatives including staff development, diversity and equity, safety, mentoring in the faculty promotions process, and renovation of Libraries facilities to meet the changing needs of students and staff. As associate dean of Libraries from 2004 to her retirement in 2017, Nancy worked thoughtfully and tirelessly, often behind-the scenes, always taking a positive and analytical approach in guiding the adoption of new policies and programs. She mentored many junior colleagues and students with words of encouragement but also with a constructive nudge when needed. Her kindness, honesty, and wonderful smile will be remembered by all who knew her. Nancy lived life with vitality, enthusiasm, and eternal optimism.

Nancy is survived by her husband of fifty-three years, Robert J. Joly, Professor Emeritus, College of Agriculture, and many family members and friends. A Celebration of Life service of remembrance will be held in the spring of 2026 at Hippensteel Funeral Service and Crematory, 822 N 9th Street, Lafayette, IN. Burial will take place later at Saint Mary Cemetery in Claremont, New Hampshire.

PURDUE UNIVERSITY® | University Senate

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

Steering Committee

Lisa Bosman, lbosman@purdue.edu

1. Soliciting reports and informational sessions in response to faculty and committee requests
2. Collaborating with PSG and PGSG to facilitate resolution review

Advisory Committee

Mark Zimpfer, senate-chair@purdue.edu

Nominating Committee

Damon Lisch, dlisch@purdue.edu and Seema Mattoo, smattoo@purdue.edu

1. Managing new committee vacancies
2. Evaluating and balancing numbers, disposition and experience of Senators for equitable representation and task assignments.

Educational Policy Committee

Vincent Duffy, duffy@purdue.edu

1. Updating academic regulations re: midsemester grade reporting, diplomas replacement, and student reentry update.
2. AI curriculum integration & new AI policies for Senate consideration, the nature of AI use, available training
3. Well-being and stress management; including PSG Mental Health Days Initiative
4. Communication with Faculty Committees reporting to EPC.
5. Student success
6. Practices of departments requiring certain grades in specific courses, academic notice
7. PSG PGSG Joint Resolution: Purdue University Voter Accessibility Policy

Equity, Diversity, and Inclusion Committee

Patricia (Trish) Morita-Mullaney, tmoritam@purdue.edu and Rua Williams rmwilliams@purdue.edu

1. For the name and focus change of the EDIC committee to CCC committee
2. Addition of the Cultural Centers to Master Plan.

Faculty Affairs Committee

Françoise Brosseau-Lapré, fbrossea@purdue.edu / Stephen Cameron, cameros@purdue.edu
1. Promotion and tenure process
2. Post-tenure reviews (IC 21-39.5-2-2 and IC 21-38-3.5)
3. Changes to medical insurance
4. Realignment of the faculty in the Honors College
5. Lecturers Advisory Committee
6. Childcare option on WL campus

Student Affairs Committee

Abigail S. Engelberth, aengelbe@purdue.edu
1. Move-in Package
2. Professional Excused Absences
3. Student Success resources
4. Distribution of Purdue Exponent

University Resources Policy Committee

Lori Hoagland, lhoaglan@purdue.edu
1. Parking regulations and appeals process
2. Issues around parking at bicycle racks
3. PSG/PGSG resolutions around voting, move-in packages and equitable parking

To:	The University Senate
From:	Equity, Diversity and Inclusion Committee (EDIC)
Subject:	Name Change and Changed Mission of the Equity, Diversity and Inclusion Committee (EDIC)
Reference:	[1] Bylaws, Section 5.01
	[2] Bylaws, Section 5.30
	[3] Bylaws, Section 5.31
Disposition:	University Senate for Discussions and Adoption
Rationale:	Given federal and state laws and related policies, Equity, Diversity and Inclusion Committee (EDIC) proposes a shift in its mission and in its naming convention. We propose that the EDIC standing committee be renamed the Community Connection Committee (CCC) with the following purpose: "The CCC is concerned with matters related to the general social, cultural, intellectual and practical welfare of all students, faculty and staff of the University. In particular, the CCC provides advice to the Senate on matters concerning climate, recruitment, retention, and opportunities for student, faculty and staff success".
Proposal:	The University Senate changes the Equity, Diversity and Inclusion Standing Committee to the Community Connection Committee (CCC) with the changed purpose: "The CCC is concerned with matters related to the general social, cultural, intellectual and practical welfare of all students, faculty and staff of the University. In particular, the CCC provides advice to the Senate on matters concerning climate, recruitment, retention, and opportunities for student, faculty and staff success". The below details the description of EDIC's purpose and the new description of the Community Connection Committee (CCC)'s purpose.

Bylaw 5.01 Committee Structure

Standing Committees of the University Senate are the following:
1. Steering Committee

2. Nominating Committee

3. ~~Equity, Diversity, and Inclusion Committee~~ **Community Connection Committee**

4. Student Affairs Committee

5. Faculty Affairs Committee

6. Educational Policy Committee

7. University Resources Policy Committee

8. Advisory Committee

The Senate may create special committees that have powers, perform duties, and act for the times designated in the resolutions calling for their appointment; however, no such committee may be appointed or formed to perform the regular duties already specifically assigned to a Senate Standing committee. A special committee has tenure only during the academic year in which it is authorized, unless the authorizing motion specifies a definite term, or University Senate action continues it.

Bylaw 5.30 The Equity, Diversity, and Inclusion Committee

The ~~Equity, Diversity, and Inclusion Committee (EDIC)~~ **Community Connection Committee (CCC)** consists of thirteen Senators, three Advisors, and three students (two undergraduate students and one graduate student). The Provost of the University or designee and the Vice Provost for Faculty Affairs or designee are established ex officio members. Additional ex officio members are invited as the ~~EDIC~~ **CCC** deems appropriate. The PSG recommends the undergraduate students, and the PGSG recommends the graduate student. Each student so chosen serves for a term of one academic year. Any member absent for more than two meetings during a single academic year may forfeit membership on the ~~EDIC~~ **CCC**.

Bylaw 5.31 Duties and Responsibilities

The **CCC is concerned with matters related to general social, cultural, intellectual and practical welfare for all students, faculty and staff of the University. In particular, the CCC** ~~EDIC~~ provides **advice to the Senate on matters concerning** ~~guidance in all aspects~~ of climate, recruitment, retention~~,~~ ~~inclusion, and equal~~ and opportunities for ~~access and~~ **student, faculty and staff** success. To this end, the duties of the **CCC** ~~EDIC~~ are to:
   a. Proactively engage with other university units, departments, and/or organizations to promote a **University** climate **for success** ~~of inclusion~~.

   b. ~~Seek to increase cultural awareness, respect, and inclusion of all groups — including traditionally underrepresented groups based on culture, ethnicity,~~

language, gender, and/or sexual orientation status, and all others noted in Purdue's nondiscrimination policy.

c. **b.** Review Purdue University's programs for the recruitment and retention of faculty, staff, and students.

d. **c.** Advise the Senate regarding issues of prohibited discrimination, equal opportunity, ~~outreach,~~ and related matters.

e. ~~Initiate joint explorations and investigations with other Senate Standing committees to ensure that diversity and equity issues are integrated throughout Senate deliberations.~~

f. Encourage diverse representation of multiple perspectives across Senate and other university committees.

Committee Votes: Equity, Diversity and Inclusion Committee

For:	Against:	Abstained:	Absent:
Trish Morita-Mullaney (Co-Chair)	N/A	N/A	**Santokh Badesha**
Rua Williams (Co-Chair)			Alejandro Cuza
Barbara Golden			Brian Dilkes (sabbatical)
Kiseop Lee			Gustavo Rodriguez-Rivera
Ryan Manuel			Timothy Ropp
Kevin Stainback			Marisol Sepulveda
Kim Updegraff			Bowei Xi

Advisors

Advisors
Lowell Kane
Lisa Maurer
Alysa Rollock

Students   **Students**
Jaekwon Akins
Ajay Bestrapalli
Makayla Roach

To:	The University Senate
From:	Equity, Diversity and Inclusion Committee (EDIC)
Subject:	Full Giant Leaps Master Plan Omission of three (3) student cultural centers, placing a new residential hall at their current locations
Reference:	[1] Full Giant Leaps Master Plan Reference pages 60-61

Disposition:	University Senate for Discussions and Adoption
Rationale:	The Full Giant Leaps Master Plan does not include three cultural centers in its master facilities plan. These student centers include 1) Asian and Asian American Resource Center; 2) Latino Cultural Center; and 3) Native American Educational and Cultural Center. A new residential housing facility is proposed to be placed in their current locations.

Proposal:	The current Equity, Diversity and Inclusion Standing Committee proposes that the three cultural centers: The 1) Asian and Asian American Resource Center; 2) Latino Cultural Center; and 3) Native American Educational and Cultural Center be added to the master facilities plan.

Committee Votes: Equity, Diversity and Inclusion Committee

For:	Against:	Abstained:	Absent:
Trish Morita-Mullaney (Co-Chair)	N/A	N/A	**Santokh Badesha**
Rua Williams (Co-Chair)			Alejandro Cuza
Barbara Golden			Brian Dilkes (sabbatical)
Kiseop Lee			Gustavo Rodriguez-Rivera
Ryan Manuel			Timothy Ropp
Kevin Stainback			Marisol Sepulveda
Kim Updegraff			Bowei Xi

Advisors			**Advisors**
Lowell Kane			
Lisa Maurer			
Alysa Rollock			

Students			**Students**
Jaekwon Akins			
Ajay Bestrapalli			
Makayla Roach			

PURDUE UNIVERSITY® | University Senate

To:	Purdue University Senate
From:	University Resources Policy Committee
	Purdue Graduate Student Government
	Purdue Student Government
Subject:	Resolution in support of a university-wide sustainability task force for Purdue University
Reference:	Purdue Student Senate, Resolution 25-10
	Purdue Graduate Student Senate, Resolution FA25-R001
Disposition:	University Senate for Discussion and Adoption

Rationale: While Purdue has won several awards for campus sustainability, we lag behind most of our peer institutions in numerous sustainability metrics. Most of the institutions out-performing Purdue on sustainability have campus-wide offices of sustainability. By contrast, Purdue's Office of Sustainability in housed inside Administrative Operations and has limited public visibility.

Proposal: In order to promote campus-wide participation in discussions of sustainability, and in order to make campus more sustainable, we call for the creation of a university-wide task force, to be commissioned by the President by the end of 2026. We further ask that this committee be populated by a diverse mix of faculty, students, staff and administrators; that this task force be authorized to study any relevant aspects of sustainability on campus; and that this task force report to the campus community on an annual basis.

URPC Committee Votes:

For:	**Against:**	**Abstained:**	**Absent:**
Senators (12)			**Senators (2)**
Benjamin Dunford			Amy Atkinson
Richard Johnson-Sheehan			Daniel Cziczo
Thomas Hacker		**Advisors (2)**	**Advisors (0)**
Kyle Haynes		Carl Krieger	
Lori Hoagland		Kim Pearson	**Students (1)**
Kee-Hong Kim			Elisabeth Mauermann
Paul Mort			

Tae-Hong Park
Brian Richert
Donald (Joey) Woodyard
Changyou Wang
Howard Zelaznik

Advisors (0)

Students (2)
Ayooluwa Ojo
Shayne Ryan

WHEREAS, Purdue University has long been recognized as a global leader in innovation, research, and real-world problem solving, named as one of top 50 universities "powering global innovation"[1]; and

WHEREAS, Purdue has won several awards recognizing its commitment to sustainability, including being ranked #74 nationally and #5 in the Big Ten by QS World University Rankings[2] and being named a Tree Campus USA award-winner for sixteen consecutive years[3]; and

WHEREAS, developing a coordinated sustainability strategy would further reinforce this legacy by aligning operational excellence with long-term institutional resilience; and

WHEREAS, Purdue Office of Sustainability is currently housed within Administrative Operations, where it has low public visibility and lacks jurisdiction over large parts of campus (e.g., Residential Life and Athletics); and

WHEREAS, unlike thirteen of the seventeen other Big Ten Universities, Purdue University currently lacks a presidentially directed, university-wide sustainability task force[4]; and

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[1] Fiorini, P. (2025, May 14). *Purdue ranks among top 50 Global Research Universities Powering Innovation*. News. https://www.purdue.edu/newsroom/2025/Q2/purdue-ranks-among-top-50-global-research-universities-powering-innovation/

[2] Purdue Today. (2025, February 6). *Purdue ranks no. 5 in big ten for Sustainability*. News. https://www.purdue.edu/newsroom/purduetoday/2025/Q1/purdue-ranks-no-5-in-big-ten-for-sustainability/

[3] Purdue University. (2025, March 10). *Purdue earns 16th consecutive Tree Campus USA Award*. News. https://www.purdue.edu/newsroom/purduetoday/2025/Q1/purdue-earns-16th-consecutive-tree-campus-usa-award/

[4] University of Illinois Urbana-Champaign. (n.d.). *Sustainability Council*. Institute for Sustainability, Energy, and Environment. https://sustainability.illinois.edu/campus-sustainability/icap/sustainability-council/

Indiana University Bloomington. (2022, April 7). *IU renews its commitment to sustainability with New Climate Action Planning Committee*. IU News. https://news.iu.edu/live/news/27915-iu-renews-its-commitment-to-sustainability-with

White, L. (2020, February 17). *University of Iowa creates Sustainability Task Force to establish campus sustainability goals*. The Daily Iowan. https://dailyiowan.com/2020/02/17/university-of-iowa-creates-sustainability-task-force-to-establish-campus-sustainability-goals/

University of Maryland. (n.d.). *Sustainability Council*. SustainableUMD. https://sustainability.umd.edu/about/sustainability-council

University of Michigan. (n.d.). *Sustainability and Climate Executive Leadership Council*. Planet Blue. https://planetblue.umich.edu/sustainability-council/

WHEREAS, there is a clear desire among the Purdue community for the university to develop a more robust approach to sustainability, with specific decarbonization targets, as evidenced by two separate petitions with over 10,000 signatures between them[5]; and

WHEREAS, there is a clear desire among the Purdue faculty, staff, and students to have input into decisions involving the sustainability of our beloved campus[6]; and

WHEREAS, in 2023, the University Senate endorsed a Climate Action Plan, which was previously endorsed by Purdue Student Government and Purdue Graduate Student Government, that has yet to be implemented by the administration[7]; and

WHEREAS, a dedicated, university-wide sustainability task force, endorsed by President Mung Chiang and the Board of Trustees, would provide the administrative structure to identify cost-saving opportunities, and coordinate efforts in energy efficiency, waste reduction, sustainable transportation, and operational optimization; and

University of Minnesota Twin Cities. (n.d.). *UMN Twin Cities Sustainability Committee*. UMN Twin Cities Sustainability Committee | Office of Sustainability, University of Minnesota Twin Cities. https://sustainable.umn.edu/sustainability-committee

University of Nebraska-Lincoln. (2023, April 17). *Council formed to support university's sustainability goals*. Nebraska Today. https://news.unl.edu/article/council-formed-to-support-universitys-sustainability-goals

The Ohio State University. (2019, August 21). *President and Provost's Council on Sustainability Committee Charter*. PPCS. https://president.osu.edu/sites/default/files/documents/2019/11/PPCS%20Charter%20Updated%208.21.2019.pdf

Pennsylvania State University. (2025, August 13). *College and Division Sustainability Councils*. Penn State Sustainability. https://sustainability.psu.edu/about-us/sustainability-councils/college-councils/

University of California Los Angeles. (n.d.). *Sustainability Committee*. UCLA Sustainability. https://sustain.ucla.edu/sustainability-committee/

University of Southern California. (2025, August 7). *Presidential Working Group on Sustainability in Education, research and Operations*. Sustainability. https://sustainability.usc.edu/assignment-earth/presidential-working-group/

University of Washington. (n.d.). *Environmental Stewardship Committee*. UW Sustainability. https://sustainability.uw.edu/environmental-stewardship-committee

[4] University of Wisconsin-Madison. (n.d.). *Sustainability Advisory Council*. Office of Sustainability. https://sustainability.wisc.edu/sustainability-advisory-council/#living-report

[5] Smith, J. (2020, July 30). *Thousands of students petition Purdue for carbon neutrality by 2030*. Purdue Exponent. https://www.purdueexponent.org/campus/thousands-of-students-petition-purdue-for-carbon-neutrality-by-2030/article_3cbb5394-d27a-11ea-8d95-efad3d7293d1.html

Denham, E. (2024, October 24). *Where is Purdue's climate action plan?* Purdue Exponent. https://www.purdueexponent.org/campus/purdue-university-climate-action-plan-environment-petition-carbon-emissions-west-lafayette/article_53b202ee-8b37-11ef-9694-77e3b5665dcc.html

[6] Kircher, K., & Johnston, M. (2025, October 20). *On Climate Action, a View From Behind the Pack (opinion)*. Opinion | Views. https://www.insidehighered.com/opinion/views/2025/10/20/climate-action-view-behind-pack-opinion?utm_source=Inside%2BHigher%2BEd&utm_campaign=9c6148f256-DNU_2021_COPY_02&utm_medium=email&utm_term=0_1fcbc04421-9c6148f256-198152633&mc_cid=9c6148f256&mc_eid=e8fc0c9aba

Holguin, Q. (2025, April 4). *PCAC student protest attempts to fight Purdue's lack of climate plan*. Purdue Exponent. https://www.purdueexponent.org/campus/general_news/purdue-climate-plan-protests-pcac/article_f11cb8ae-b359-497e-bb0f-9df69f2114b9.html

[7] University Senate, SD 22-22. (2023, February 20). Calling for Purdue to Commit to Carbon Neutrality. Purdue University.

WHEREAS, a sustainability task force would provide the administrative structure to coordinate and manage transparent data collection and publication across campuses, ensuring reliability, accessibility, and continued institutional accountability; and

WHEREAS, the establishment of such a task force would significantly enhance the well-being of our community; and

WHEREAS, in Fall 2025, the Purdue Student Government and the Purdue Graduate Student Government each passed a resolution calling upon Purdue University to establish a university-side sustainability task force.[8]

Therefore, be it RESOLVED,

THAT, we call upon President Chiang, the Board of Trustees, and Administrative Operations of Purdue University to collaborate on the formation and public establishment of a university-wide sustainability task force commissioned by the president by the end of calendar year 2026; and

THAT, we call upon the administration of Purdue University to include students, faculty, staff, and at minimum one Purdue Student Government and one Purdue Graduate Student government representative on this task force; and

THAT, we call upon all administrative offices of Purdue University to authorize this task force to study all aspects of campus sustainability that the task force shall deem relevant, facilitating the task force's work by supplying necessary data (recognizing that some data may be confidential and cannot be shared outside of the committee) and coordinating the implementation of initiatives arising from their work; and

THAT, to establish a transparent foundation for decision making, this task force shall release a comprehensive annual progress report, beginning in 2027, regarding emissions, energy efficiency, waste reduction, the vehicle fleet, and any other relevant items to the Purdue community; and

THAT, we call upon the administration of Purdue University to support and facilitate the public dissemination of the work of this presidentially directed, university-wide task force.

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[8] Purdue Student Senate, Resolution 25-10; Purdue Graduate Student Senate, Resolution FA25-R001.

PURDUE UNIVERSITY® | University Senate

To:	Purdue University Senate
From:	University Resources Policy Committee
	Purdue Graduate Student Government
	Purdue Student Government
Subject:	Resolution in support of renewable energy sources for campus
Reference:	Purdue Student Senate, Resolution 25-11
	Purdue Graduate Student Senate, Resolution FA25-R002
Disposition:	University Senate for Discussion and Adoption

Rationale: While Purdue's Sustainability Master Plan in 2010 and 2020 both called for the development of renewable energy sources for campus, no progress has yet been made on these commitments. Meanwhile, numerous universities across the country are assuming leadership positions in sustainability by developing renewable energy portfolios. At the same time, the United Nations' Intergovernmental Panel on Climate Change has consistently emphasized that any pathway to decarbonizing will rely heavily on the adoption of renewable energy.

Proposal: We call upon Purdue to make a time-bound commitment to developing renewable energy sources for campus.

For:	**Against:**	**Abstained:**	**Absent:**
Senators (9)	**Senators (3)**		**Senators (2)**
Benjamin Dunford	Donald (Joey) Woodyard		Amy Atkinson
Richard Johnson-Sheehan	Thomas Hacker		Daniel Cziczo
Kyle Haynes	Brian Richert	**Advisors (2)**	
Lori Hoagland		Carl Krieger	**Advisors (0)**
Kee-Hong Kim		Kim Pearson	
Paul Mort			**Students (1)**
Tae-Hong Park			Elisabeth Mauermann
Changyou Wang			
Howard Zelaznik			
Advisors (0)			
Students (2)			
Ayooluwa Ojo			
Shayne Ryan			

WHEREAS, Purdue University has long been recognized as a global leader in innovation, research, and real-world problem solving, named as one of top 50 universities "powering global innovation"[1];

WHEREAS, Purdue has won several awards recognizing its commitment to sustainability, including being ranked #74 nationally and #5 in the Big Ten by QS World University Rankings[2] and winning sixteen consecutive Tree Campus USA awards;[3]

WHEREAS, Purdue is home to world-class research in renewable energy and advanced technology, including large contributions from the College of Engineering,[4] research carried out by affiliates of the Institute for a Sustainable Future,[5] and other student-led programs, such as the Sustainable Energy Club,[6] each of which could contribute expertise to directly inform campus energy strategy;

WHEREAS, despite reducing greenhouse-gas emissions by 37% from fiscal year 2011 (when Purdue's Wade Power Plant still relied up on burning coal),[7] in the most recent report from AASHE STARS Purdue received a 0/4 on "clean and renewable energy," signaling that Purdue still falls short when it comes to renewable energy installation and innovation;[8]

WHEREAS, the United Nations' Intergovernmental Panel on Climate Change (UNIPCC) (the gold standard in international climate science and policy) finds that "All global modelled pathways that limit warming to 2°C (>67%) or lower by 2100 involve rapid and deep and in most cases immediate GHG emissions reductions in all sectors," further noting that reductions "can be achieved through a combination of energy efficiency and conservation and a transition to low-GHG technologies and energy carriers";[9]

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[1] https://www.purdue.edu/newsroom/2025/Q2/purdue-ranks-among-top-50-global-research-universities-powering-innovation/

[2] https://www.purdue.edu/newsroom/purduetoday/2025/Q1/purdue-ranks-no-5-in-big-ten-for-sustainability/utm_source=sfmcPT&utm_medium=email&utm_campaign=250206PurdueToday&utm_term=Purdue+ranks+No.+5+in+Big+Ten+for+sustainability&utm_id=1046959

[3] https://www.purdue.edu/newsroom/purduetoday/2025/Q1/purdue-earns-16th-consecutive-tree-campus-usa-award/

[4] https://engineering.purdue.edu/ME/Research/SustainableEnergy;

[5] https://research.purdue.edu/isf/

[6] https://engineering.purdue.edu/Engr/Academics/Undergraduate/student-organizations/PEPC-Groups/sec

[7] https://www.purdue.edu/physicalfacilities/units/cpas/sustainability/initiatives/greenhouse-gas-emissions.html

[8] https://reports.aashe.org/institutions/purdue-university-in/report/2023-03-23/

[9] Climate Change 2023: Synthesis Report. Contribution of Working Groups I, II and III to the Sixth Assessment Report of the Intergovernmental Panel on Climate Change [Core Writing Team, H. Lee and J. Romero (eds.)]. IPCC, Geneva, Switzerland, pp. 35-115, doi: 10.59327/IPCC/AR6-9789291691647, p. 86.

WHEREAS, the UNIPCC notes that in any effort to limit global warming to "2°C or below, almost all electricity [will be] supplied from zero or low-carbon sources…such as renewables or fossil fuels with CO2 capture and storage";[10]

WHEREAS, Purdue's 2010 Sustainability Master Plan called for the creation of on-campus and off-campus wind farms, while also calling for the university to "source renewable energy for 10 percent of the campus's total energy demand," signaling a commitment to updating our energy grid (although we made no discernible progress towards this goal);[11]

WHEREAS, Purdue's 2020–25 Sustainability Master Plan called for the university to pursue a start of 500 KW of renewable energy,[12] signaling a dedication to decarbonizing our campus's energy grid, yet no progress has been reported to the Purdue community;[13]

WHEREAS, renewable energy options are rapidly becoming the most financially responsible method of energy sourcing in both up-front installation/purchasing cost and in lifecycle investment returns;[14]

WHEREAS, the city of Lafayette has begun installing solar power production at numerous city-owned venues and now reports tremendous cost savings;[15]

WHEREAS, numerous top research universities have developed robust renewable energy portfolios, including Big Ten universities (with, e.g., the University of Iowa drawing 84% of its power from renewable sources) and peer institutions (with, e.g., Carnegie Mellon extracting all of its power from renewables);[16]

WHEREAS, there are several pathways with potential applications for developing renewable energy for our campus, including but not limited to building Purdue-owned renewables on campus (e.g., solar panels on rooftops), building Purdue-owned renewables off campus (e.g., developing a wind/solar farm on nearby land), or purchasing electricity from non-Purdue-owned renewable power plants;[17]

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[10] *Climate Change 2023: Synthesis Report. Contribution of Working Groups I, II and III to the Sixth Assessment Report of the Intergovernmental Panel on Climate Change* [Core Writing Team, H. Lee and J. Romero (eds.)]. IPCC, Geneva, Switzerland, pp. 35-115, doi: 10.59327/IPCC/AR6-9789291691647, pp. 86-87.
[11] https://web.archive.org/web/20150320211026/http://www.purdue.edu/sustainability/documents/sustainability_strategicplan.pdf

[12] https://www.purdue.edu/physicalfacilities/units/cpas/sustainability/sustainability-master-plan/energy.html

[13] Gurganus, Kayla and Dahmen, Lynne, "Purdue STARS Performance Analysis" (2025). Institute for a Sustainable Future Documents. Paper 1. http://dx.doi.org/10.5703/1288284317850, p. 22.

[14] https://atb.nrel.gov/electricity/2024/about

[15] https://lafayette.in.gov/DocumentCenter/View/15636/City-of-Lafayette-Breaks-Ground-on-new-Solar-Field-at-Lafayette-Renew-20230816pdf

[16] https://www.epa.gov/greenpower/green-power-partnership-top-30-college-university

[17] For a list of potential campus renewable energy projects, see https://home.treasury.gov/news/featured-stories/a-clean-energy-future-for-americas-colleges-and-universities

WHEREAS, transitioning to renewable energy will reduce our total campus-wide greenhouse gas emissions, aligning ourselves with the progress achieved by other universities and establishing ourselves as a leader in sustainability and in financial and technological innovation;

WHEREAS, in Fall 2025, the Purdue Student Government and the Purdue Graduate Student Government each passed a resolution calling upon Purdue University to develop more renewable energy.[18]

Therefore, be it RESOLVED,

THAT, we call upon the administration of Purdue University to make a public and time-bound commitment to adopting renewable energy sources for campus;

THAT, we call upon Purdue University to make a public and time-bound commitment to transition away from fossil fuels for campus operations;

THAT, we call upon Purdue University to include renewable energy alongside any potential future sustainable energy developments (e.g., small modular reactors);

THAT, we call upon Purdue University to demonstrate leadership and reinforce its standing as an innovator by adopting renewable energy and reporting to the Purdue community, on an annual basis, progress towards these goals.

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[18] Purdue Student Senate, Resolution 25-11; Purdue Graduate Student Senate, Resolution FA25-R002.

PURDUE UNIVERSITY | University Senate

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

Proposal: The Nominating Committee proposes the following nominee for service on the Senate. The Advisor selected is to serve a term that begins immediately and ends 31 May 2028.

1) Jamie Mohler, Associate Vice Provost for Scientific Integrity & Research

Committee Votes:

For:	**Against:**	**Abstained:**	**Absent:**
Dulcy Abraham			
Afsan Bhadelia			
Mara Faccio			
Yi Gao			
Damon Lisch (Co-Chair)			
Seema Mattoo (Co-Chair)			
Abdelfattah Nour			
Darryl Ragland			
Mohit Tawarmalani			

To:	The University Senate
From:	Purdue Student Government and Purdue Graduate Student Government and University Resources Policy Committee
Subject:	Resolution Calling for Expanded Voter Accessibility
Reference:	PSG Resolution 24-01
Disposition:	University Senate for Discussion and Adoption

Rationale: "By signing the ALL IN Campus Democracy Challenge pledge, Purdue committed to ensuring all eligible students would be able to register to vote and cast informed ballots in the 2020 general election and beyond, while also making a commitment to foster a campus culture that supports nonpartisan student civic learning, political engagement, and student voter participation"[1]. This led to the creation of Purdue's Civics Knowledge Test, a requirement to graduate

In September of 2021, the Purdue Student Government proposed to the Purdue University Senate that "recognizing Election Day as a non-instructional day in future academic calendars would be advantageous in order to encourage civic service among the entire Purdue community"[2];

The Purdue University Senate determined that "while participation in primary and special elections are also an important means of civic engagement, the timing of these elections poses scheduling difficulties. Thus, these bodies would encourage instructional flexibility during these elections but do not recommend designation as non-instructional Days of Civic Service"[2]. As reported by WLFI, "some faculty members argued the measure would be redundant due to early voting ability, others felt losing a day of instruction would be too high a cost"[3];

[1] Service, P. N. (2020). *Daniels, Purdue work toward full student voter participation*. Purdue.edu. https://www.purdue.edu/newsroom/archive/releases/2020/Q3/daniels,-purdue-work-toward-full-student-voter-participation.html

[2] Kang, S. D. (2021, April 19). *Senate Document 20-57*. Purdue University. https://www.purdue.edu/senate/documents/meetings/Senate-Document-20-57.pdf

[3] Hulett, P. (2021, September 13). *Purdue Senate votes against election day as civic day of service*. WLFI News 18. https://www.wlfi.com/news/local/purdue-senate-votes-against-election-day-as-civic-day-of-service/article_6dca2543-5745-55a8-8170-56b349a13db5.html

In November of 2021, Purdue University was awarded as the best Big Ten ALL IN Campus Democracy Challenge 2020 voter registration action plan winner. "The award for the Big Ten's Best Action Plan, resulting in a 20-percentage point jump in student voter turnout to 67% in the 2020 election, was announced and presented to Purdue"[4];

In the 2024 Primary Election, Tippecanoe County reported a turnout rate of 13.01% of registered voters[5]. When considering that 13% voter turnout rate, Indiana state representative Chris Campbell commented that, "6% of the votes from Tippecanoe County have come from the university polling location. That's enough to sway an election,"[6];

On September 25th, 2024, Purdue Student Senate unanimously passed Resolution 24-03 "Purdue Voting Accessibility" to encourage Purdue University and the Tippecanoe County Board of Elections to work together in creating a voting location for General Election Day and create more opportunities for on-campus early voting[7]. This bill expands upon the sentiment expressed in Resolution 24-03;

Regarding the lack of an on-campus voting day location at Purdue during the 2024 election cycle, the Exponent reported the following: "The qualifications that Purdue has reportedly had issues with in the past . . . are parking accessibility, Purdue Police ticketing poll workers and stopping the loading and unloading of polling machines, and 'Purdue personnel' removing candidate signs"[8];

Purdue Student Government conducted a student survey (N=232), to which 88.7% (n=204) of Purdue students were not registered to vote in Tippecanoe County and 44.4% (n=102) had to travel to vote. Moreover, students overwhelmingly supported the creation of a voter absence policy (94.8%, n= 219) and/or a campus-wide Reading Day (89.2%, n=205). When

[4] Service, P. N. (2020). *Purdue's 2020 voter registration action plan selected best in the Big Ten for ALL IN Campus Democracy Challenge*. Purdue.edu. https://www.purdue.edu/newsroom/archive/releases/2021/Q4/purdues-2020-voter-registration-action-plan-selected-best-in-the-big-ten-for-all-in-campus-democracy-challenge.html

[5] Staff, C. (2024, May 8). *All signs show red*. Purdue Exponent. https://www.purdueexponent.org/city_state/article_3e1eab14-0d5e-11ef-b502-d3129e0ba13f.html

[6] AND, R. (2024, September 19). *Purdue proposes campus voting locations after backlash*. Purdue Exponent. https://www.purdueexponent.org/campus/general_news/purdue-suggests-campus-voting-locations-after-backlash-corec-proposed-as-location/article_e8538ae2-75f9-11ef-9673-c79538c80719.html

[7] Packard, J., & Rice, L. (n.d.). *PURDUE STUDENT SENATE "Purdue Voting Accessibility."* Retrieved October 29, 2024, from https://static1.squarespace.com/static/628e8fb3741fca1eabd8179e/t/6719b0a77e61fa7fc99754ca/1729736871441/Resolution+24-03+Voting+Accessibility.pdf

[8] AND, C. (2024, September 12). *Early Voting at Mackey Arena in 2020*. Purdue Exponent. https://www.purdueexponent.org/city_state/politics/purdue-voting-vote-president-campus-machine-mackey/article_abfe3c62-707d-11ef-9889-1faa7d63d5f4.html

speaking with students, multiple expressed concerns with varying departmental policies and lack of flexibility from professors as it pertains to Election Day. However, after speaking with Purdue's Office of Dean of Students (ODOS), staff expressed concerns about the organizational capacity to manage a high influx of Voter Absence requests;

Public Institutions in Kentucky, Montana, South Carolina, Virginia, and Delaware are mandated by state law to cancel classes on Election Day, enabling students to practice their civic duty. Similarly, though not required by state law, the University of Cincinnati has proactively canceled academic classes on Election Day. Purdue University should follow this lead as Purdue students should be enabled to practice their civic duty with the same accessibility as their peers in these states;

With Purdue's lack of an election-day policy, professors are the ultimate decision-makers in determining their respective absence policies, potentially varying across faculty and academic colleges. This poses an issue concerning flexibility for Indiana voters at the University. Additionally, this raises concerns for students who are engaging in civic processes by volunteering to work at polling locations across Indiana and neighboring states;

The Purdue Student Government acknowledges and appreciates Purdue University Resources and Policy Committee's (URPC) stance that "the university will work with the county board of elections to provide facilities support for voter registration and both early and election day voting in national elections held every other year. On voting day, no quizzes or exams will be held, so if a student misses class due to long lines, they will only need notes for the day. If the university is unable to secure an adequate number of sites to provide all students, faculty and staff the opportunity to exercise their civic rights and vote in national elections on campus, then classes will be cancelled so they can go off campus to vote"[9];

If the Purdue University Senate plans to proceed with such a route, then the Purdue Student Government is supportive. However, if no voting location were to be offered on Purdue's campus in future election cycles, students may not have the flexibility or accessibility to practice their civil duty. While Purdue University has a robust Jury Duty Policy, another vital civil duty, the University lacks a comprehensive Voter Accessibility Policy allowing for the excusal of students from in-person academic activities to vote in primary and general elections;

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[9] The University Resources and Policy Committee (URPC). (2024, October 21). *Senate Document 24-03*. Purdue University. https://www.purdue.edu/senate/documents/meetings/Senate-Document-24-03-Resolution-for-Voting-Facilities-and-Time-on-Campus.pdf

Election Day has amplified student awareness of the need for accessible voting options on campus and robust policies to enable students to exercise their civic duty. To leverage this heightened engagement and election-day momentum, this bill merits emergency consideration by the Purdue Student Government and Purdue Graduate Student Senate.

Proposal: That Purdue University's Office for the Vice Provost of Student Life distributes polling location information and poll worker volunteer opportunities to all Purdue students at least two weeks prior to primary and general elections.

That Purdue University's University Senate designates primary and general election days (Tuesday after the first Monday in November on even-numbered years) as "Election Day – Class in Session" on the academic calendar starting in 2026-2027.

That Election Day – Class in Session be added to the academic calendar to provide greater awareness for professors when scheduling exams, quizzes, and mandatory in-class exercises which may impede a student's ability to travel to vote.

That University Senate amend the Academic Regulations under Scheduling of Examinations, Evening Examinations subsection, Point G by adding "or the day of Election Day, defined as the Tuesday after the first Monday in November on even-numbered years" to the end of the sentence.

Current: Examinations will be held on Monday, Tuesday, Wednesday, and Thursday, with the exception that no examinations will be held on the day preceding an official University holiday.	**Amended**: Examinations will be held on Monday, Tuesday, Wednesday, and Thursday, with the exception that no examinations will be held on the day preceding an official University holiday or the day of Election Day, defined as the Tuesday after the first Monday in November on even-numbered years.

That this policy shall be continually evaluated by University Senate, the Vice Provost for Student Life, students, professors, faculty, and other appropriate entities should changes need to be made.

Committee Votes:

For (13):	Against (0):	Abstained (0):	Absent (1):
Daniel Cziczo			Amy Atkinson
Benjamin Dunford			
Thomas Hacker			
Kyle Haynes			
Lori Hoagland (chair)			
Kee-Hong Kim			
Richard Johnson-Sheehan			
Paul Mort			
Tae Hong Park			
Brian Richert			
Changyou Wang			
Donald Woodyard			
Howie Zelaznik			

Advisors (0):	Advisors (0):	Advisors (2):	Advisors (0):
		Carl Krieger	
		Kim Pearson	

Students (2):	Students (0):	Students (0):	Students (1):
Ayooluwa Ojo			Elisabeth Mauermann
Shayne Ryan			

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

Proposal: For a vacancy on the Nominating Committee, the Nominating Committee proposes the following nominee. The faculty member elected will serve for the number of years specified.

Name	Term Years	Department or School/College
Fecri Karanki	1.5	School of Aviation & Transportation Technology/PPI

Committee Votes:

For:	Against:	Abstained:	Absent:
Dulcy Abraham Afsan Bhadelia Mara Faccio **Damon Lisch** (Co-chair) **Seema Mattoo** (Co-chair) Abdelfattah Nour Darryl Ragland	N/A	N/A	Mohit Tawarmalani

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EPCS 10000:39999, IE 34000, MGMT 25400, MGMT 30400, VIP 10000:39999

Capstone requirement can be fulfilled with:
ECE 47700, EPCS 40200, EPCS 41200, VIP 40000:49999

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- Rose Market
- United Way of Greater Lafayette

2023
- Goodstuff USA
- Lyn Treece Boys & Girls Club
- Lightstone Education Center
- Scout Lafayette
- Aimee Ness Realty
- Junobie
- Mental Health America
- Two Tulips
- Flora Candle Company

2024
- 21 Petals
- Central Catholic Jr/Sr High
- Insignum AgTech
- North Side Machine & Tool
- Aerovy
- People's Brewing Company
- Phoenix Paramedic Solutions

2025
- YWCA of Greater Lafayette
- Greater Lafayette Family Shelter
- Cars for Keeps
- Tricia's Hope
- Homestead Resources
- Dimension 7
- Essentially Aqua
- Millie's Thrift Store
- The Vegan Cheese Lady
- 21 Petals
- North Side Machine and Tool
- Lafayette Catholic Schools

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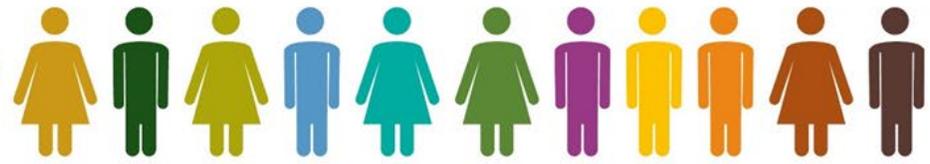
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Grant Chapman, CEO

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Sarah Bennett, Founder

Anu is an Ag-Tech company empowering people to grow their produce at home.

"The program is the lowest-risk, highest-reward opportunity that complements any degree. It enriched my classroom experience and inspired me to found my company"

Scott Massey, Founder and CEO

Azzip Pizza operates 13 locations across Indiana and Kentucky over 300 employees.

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Brad Neimeier, Founder and CEO

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"The program paved my way to creating a $1M+ business in my 20s. The hands-on approach and mentorship is why I had the confidence to pursue my artistic dream."

Koda Witsken, Owner and Lead Artist

Thanks!

Questions?