

Sixth Meeting Monday, 23 March 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 16 February 2026](#)
4. Acceptance of Agenda
5. Remarks of the Senate Vice Chair Professor Mark Zimpfer
6. Remarks of the President President Mung Chiang
7. [Question Time](#)
8. Memorial Resolutions
9. [Résumé of Items Under Consideration by Various Committees](#) For Information
Professor Lisa Bosman
10. [Senate Document 25-18 Nominees for Vice Chairperson of the Senate](#) For Action
Nominating Committee
11. [Senate Document 25-19 AAUP Purdue Chapter Statement Calling for a Vote of No Confidence in Provost Patrick J. Wolfe in the University Senate](#) For Action
Senators Lisa Bosman and Lindsay Weinberg
12. [Senate Document 25-20 Senate Proposal for Withdrawal Policy Updates](#) For Discussion
Educational Policy Committee
13. [Senate Document 25-21 Office of Admissions Proposal for Addition of Reentry Policy to Academic Regulations](#) For Discussion
Educational Policy Committee
14. [Senate Document 25-22 Community Connection Committee and Faculty Affairs Committee Joint Proposal on Childcare Challenges at Purdue](#) For Discussion
Community Connection Committee and Faculty Affairs Committee

15. [Senate Document 25-23 Edits to the Academic Regulations Regarding Summer Calendar](#) For Discussion
Educational Policy Committee
16. [Senate Document 25-24 Scholastic Recognition Graduation with Distinction Update to Academic Regulations](#) For Discussion
Educational Policy Committee
17. Presentation on the Institute for Sustainable Futures For Information
Professor Margaret Gitau
18. Presentation on Teaching and Learning Initiatives For Information
Vice Provost Haley Oliver-Jischke
19. New Business
20. Adjournment

Sixth Meeting, Monday, 23 March 2026, 2:30 p.m.
Zoom Meeting

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), Bree Richards (Administrative Assistant), Abdelfattah Nour, Abigail Engelberth, Afsan Bhadelia, Alejandro Cuza, Ali Bramson, Alice Johnson, Annamarie Nicely, Antônio Sá Barreto, Arezoo Ardekani, Arun Prakash, Barbara Golden, Ben Dunford, Bhagyashree Katare, Brian Leung, Brian Richert, Casey Krusemark, Chan Choi, Changyou Wang, Cheng-kok Koh, Chris Rogers, Chris Ruhl, Corey Maley, Damon Lisch, Dan Cziczco, Dan Degnan, David Blon, David Liu, David Ziviani, Dianne Little, Dulcy Abraham, Eric Adams, Fecri Karanki, Gustavo Rodriguez-Rivera, Howard Zelaznik, Janet Alsup, John Sheffield, Joseph Coates, Julia Chester, Julian Gallegos, Katie Jarriel, Kee-Hong Kim, Kevin Stainback, Kim Updegraff, Kyle Haynes, Lindsay Weinberg, Lisa Bosman, Lori Hoagland, Loring (Larry) Nies, Mara Faccio, Michael Smith, Mohit Tawarmalani, Monice Torres, Morgan Hynes, Nastasha Johnson, Paul Mort, Rebecca Jean Siener, Rick Johnson-Sheehan, Risa Denae Cromer, Rua Williams, Ryan Manuel, Santokh Badesha, Sarah Huber, Sarah LaRose, Scott Lawrance, Seema Mattoo, Seungyoon Lee, Severin Schneebeli, Shalom Ablavi Kpetsu, Stephen Cameron, Stephen Martin, Tae Hong Park, Tom Brush, Tom Hacker, Tobert Rocheford, Ulrike Dydak, Vince Duffy, Wayne Campbell, Whitney (Yu) Huidan, Ximena Bernal, and Xingshan (Shawn) Cui.

Advisors: Alysa Rollock, Beth McCuskey, Carl Krieger, Cherish Hall, Haley Oliver, Heather Beasley, Jamie Mohler, Jim Dworkin, Katherine Sermersheim, Lisa Mauer, Lowell Kane, Melissa Franks, Michael Cline, Shelia Hurt, and Sunil Prabhakar,

Guests: Amy Boyle, Dan DeLaurentis, Dave Bangert, David Umulis, Dimitrios Peroulis, Heather Servaty-Seib, Jeff Elliotte, Margaret Gitau, Nathan Caldwell, Steven Schultz, Trenten Klingerman,

Absent: Amanda Darbyshire, Anthony (Tony) Smith, Ashley Bellet, Bowei Xi, Brian Dilkes, Charles Bouman, Darryl Ragland, Dengfeng Sun, Eugenio Culurciello, Francoise Brosseau-Lapre, Ganesh Subbarayan-Shastri, Kiseop Lee, Marisol Sepulveda, Padinjaremadhom Ramachandran, Patricia Morita-Mullaney, Sasha Tsymbaliuk, Stephanie Butram, Suranjan Panigrahi, Yonsoo Kim, and Yuli Lyanda-Geller.

1. Quorum being established, the meeting was called to order at 2:32 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 16 February 2026 Senate meeting were entered as read.
4. Consideration of the March Senate Agenda was next, and Chair Zimpfer recognized Senator Vincent Duffy.

Senator Duffy: "I move to amend today's agenda by removing the item that is related to Senate Document 25-19 (item 11) and postpone its consideration until the September Senate meeting."

Chair Zimpfer: “Do I hear a second?”

Senator Julia Chester: “Second.”

Chair Zimpfer: “It is moved and seconded to amend the agenda by postponing consideration of item 11, Senate document 25-19, until the September meeting. Senator Duffy, please begin discussion of the amendment to the agenda.”

Senator Duffy: “Chair Zimpfer, in EPC, we met two times. The first time we discussed the document, we considered that first reading. The second time we met, we had a quorum and we voted. The faculty members voted on this with one abstention and no dissenting voices. I am representing at least 70 faculty today, including the Chair of another Standing Committee. I will not say how many faculty there are on that because it would give more details about the Standing Committee. I have been listening a lot to these faculty members. One senior faculty member, when asked for their input on this matter, told me they aspired to be the Provost, but they can see Provost Wolfe was in an unwinnable situation and as fear mounted, it seems hearing was difficult. I just finished jury duty. A judge would not even allow the jury to look at news related to the information. It violates all rules of evidence. Our rules of conduct so far would not follow in terms of fairness in a court of law, even where one side is expected to show only what supports their case.

In academics, we strive for full disclosure, and yet anything that has been counter to the original claims so far has not been shown in revisions to the document that were distributed. There seems to be a sort of mob mentality growing. I can see additionally, some things that would refute what is in 25-19 that are acknowledged and some information that I have seen separately. They have not been redacted from the corrected version of 25-19, leaving a lot of room for bias as the document was distributed. There appears to be an attempt to gain expediency in the Senate at the expense of fairness and transparency, which is ironic because the document 25-19 is complaining about fairness and transparency.

The revisions that were sent to all Senators that were agreed in Steering Committee really bypass all reasonable amendment processes in the American Institute of Parliamentarians Standard Code of Parliamentary Procedures that are intended to follow and allow fairness and transparency. The revised document was distributed with the expectation that a response would come from the Provost’s Office that would be included in that, but the response even where available has so far not been included. Finally, the co-sponsor of this resolution, who is also the chair of the Steering Committee, I think should have recused themselves from decisions about next steps in the revision and distribution of that document when it was revised, especially since 25-19, did not say how the summary would be considered in the next steps. This became a personnel matter once it spoke of various faculty positions. In EPC, we did not include the advisors or the students in the vote.

This document suggests that we could be including faculty affairs and HR and the extent to which those communications with faculty affairs and HR were included in

consideration of the revised 25-19 is not clear. Additional time would allow us to get more information. I would like to acknowledge the great effort on behalf of the Senators to gather the information and share what they have so far, especially the co-sponsors of the resolution. They have been warriors, but I am reminded of Tolstoy who wrote War and Peace. From a historical perspective, he said, 'Our greatest warriors are time and patience.' I am going to ask for a little bit of extra time on this. The Provost's Office, I want to also note, lost five key personnel in 2025, including Jenna Rickus, John Gipson, and Catherine Golden. We have been collaborating with them in EPC and suddenly we had those losses. We also lost, by retirement, Frank Dooley, who was a mentor to Jenna. They provided continuity to the prior administration on behalf of Provost Wolfe. The Provost Office has been shorthanded in recent months. I know somebody said something to this effect about hiring processes, but if you look in The Hill, the newspaper, on 14th of March, they are talking about how universities in general have been slow to hire. This is not just a Purdue issue. So far, there has been disagreement in terms of the way things have been conducted, but there have been no improprieties. We have seen it so far in EPC, and I am concerned that we are focusing a lot on the individual and events, especially many that were acknowledged and influenced that were outside of the Provost's Office discretion. However, while I am not a historian, I am also not a philosopher, but I am reminded about Socrates who said it is an indication of the intellect of people in the discussion when they focus on the person rather than the ideas. He said, 'Strong minds discuss ideas, average minds discuss events, and weak minds discuss people.' For that reason, I would like to postpone consideration of 25-19 until we have a little bit more time, especially in EPC and the opportunity to communicate with some others, at least till the September Senate meeting. Thank you."

Chair Zimpfer: "Thank you, Senator Duffy. Is there any other discussion?"

Senator Howard Zelaznik: "I would suggest that Professor Duffy can make a motion to table, which is non-discussable, and then we can vote on that. But his discussion of the removal of the Senate document on 25-19 I think was basically inappropriate. He was arguing the substance of the document rather than the need just for the removal of the document from the agenda."

At this point, Secretary Camp explained the difference between a Motion to Table versus a Motion to Postpone. The Purdue University Senate usually follows the latter in its parliamentary procedures to allow debates and amendments which are not allowed by the Motion to Postpone.

Senator Stephen Cameron: "Could Senator Duffy please clarify for me? You said that the claims made in the document have not been responded to by the Provost's Office. Has the Provost's Office refused to respond or given us a date by which they intend to respond or simply made no response? Because I see them as having quite different outcomes as to how seriously this is being treated."

Senator Duffy: “I just want to clarify that I did not say the Provost’s Office had not responded. I said that the responses that have been provided in various forums have not been included in the revised version of 25-19.”

Senator Lindsay Weinberg: “Thank you so much, Senator Zimper. I just wanted to maybe clarify a few things. We did a summary report based on all the information that had been gathered. This is a process that began back at our last Senate meeting. There was a month-long process in which all that information was collected. We have done our best to do due diligence in presenting that information transparently and ethically without compromising confidentiality. The purpose of having the discussion would be that Senators would be able to share whether they feel like it captures their position on many of these issues. Speaking from information we have received from many Senators as well as people, constituents outside of the immediate University Senate community, there are grave concerns about things that are happening on our campus, and it is important that space and time and consideration is allowed for this process to unfold.”

The discussion ended and the motion to amend the Agenda was put to the vote via a Zoom poll. The motion was defeated with 31 votes in favor, 37 votes in opposition, and 8 abstentions. The Senate Agenda remained as distributed.

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

“As per my history, I will keep this brief. We have a busy agenda in front of us. Welcome back, our sixth meeting. We have one more to go. I hope everyone had an enjoyable spring break. Although, knowing many of you, I am sure you did not take the full week off. Many of you continued to work. It is nice to have a Purdue win in the NCAA tournament moving on to the Sweet 16, Boiler Up! Many thanks to the committees and the Chairs for their efforts this semester. It has been busy and will continue to be so through the end of the semester. So thank you for all your efforts, those who are on the committees, those chairing the committees and all the crossover therein.

Also, a warm welcome to Bree Richards to the University Senate team. You might have seen Bree briefly on this call as we were all starting to join, so we are thankful that you are here. We know that you are in learning mode right now, but we appreciate the extra support to running the Senate. One last thing that I wanted to just bring to everyone's attention, this was past Chair Brian Leung, who reminded myself and others to mention this. I just wanted to let everyone know on the call today that one of the things that the Senate does, we take part in the Intercampus Faculty Council. So that would be the Vice Provost for faculty, Sunil, myself, past Chair Leung in leadership from Purdue, West Lafayette, Purdue, Fort Wayne, and Purdue Northwest. We meet monthly to discuss the various campuses and any issues that are arising and how we can all work together. I just wanted to remind everyone on the call that those conversations do take place on a regular basis, and it is one of the duties of the Senate, another one of our councils or committees that takes place every month. President Chiang, you are recognized to begin your remarks.”

6. President Chiang presented his remarks.

“Thank you, Chair Zimpfer. Let me also echo what you just said that this is the season of the year where pretty much all students and all the employees of the university across all dimensions are working extremely hard. And that includes the student athletes and the coaching staff, not only of the men's basketball team, but of all the teams. Usually the Athletic Director is not here at the Senate meetings, but I think echoing what you just said, Chair Zimpfer, it is appropriate for me to say thank you and congratulations to the AD staff to the Boilermaker Men's basketball team over the past 11 days. I think they have played and won six tournament games in 11 days.

In that process, our coach, Matt Painter achieved his 500th win as Purdue's head coach for men's basketball. In that 11-day process, our senior student athlete, Braden Smith, broke the national basketball assist record in NCAA Division 1 history. I forgot the exact number. It goes up after every game, but it is a record. Every new assist is a new record now. Some say that given where college athletics has been going, this might become a forever record in college sports. Again, we are immensely proud of not just this, but all the teams, not only for what they do on the court, but off the court and their character as well.

Now, speaking of students, we also have had some conversation with student government leaders recently about a potential day in the month of April to maybe have a 12-hour period or some versions of it where we encourage students and employees to not use social media. There is no authority that we can impose. It is purely advisory. If you use social media during those 12 hours or so, of course you are free to do that and there is nothing we can do about it. Some say 12 hours is too ambitious. 12 minutes is impossible too. We can try maybe 30 seconds and so on, so we will see. But maybe it is a bad idea. I do not know. But for mental health and outdoor activities, maybe indoor reading in the library and walking or whatever you choose to do. So this is something that perhaps provost would bring up in his remarks. Another topic would be my question for the Senate. Last time, and I reread it myself, the current AI in classroom policy from now two plus years ago said that, and I quote, ‘The decision of when AI usage of one type or another is authorized or not is made at each lecture or class level by each individual instructor.’ Therefore there is no uniformity. I understand why that was proposed and adopted two plus years ago, but I have also heard from many students when I talk to them and ask them about this topic, many of them have said that they often find it confusing and time-consuming to flip back and forth among different and sometimes opposing policies in their homework and tests as it varies from one class to another. So, my question, again, put on the table is to get all your advice and input on is that the right way to do it or is there a better way? Maybe there is not to a better way to do it.

Before I pass the microphone to Patrick, I also want to recognize that we have EVP for Research, Dan DeLaurentis here. Dan is looking at the opportunities to have forums, what he calls, I believe, of research enterprise growth. For Purdue university as a whole, our federal and industry funding has been very stable and in fact has been growing in recent month and years, but at the same time, the way to write

proposals and compete both for federal and industry resources so that each one of our faculty, colleagues and researcher can continue to do whatever they choose to do, that perhaps requires further thoughts and discussion among faculty as well as postdocs and doctoral students and others.

Provost Patrick Wolfe: “To pick up on President Chiang's point, we have talked a lot lately about, well, you may have heard at the last Board meeting, our new Dean Yeomans of Liberal Arts talked about an attention-focused learning community. I think we have had renewed interest and effort in critical thinking, especially with the rise of AI and our AI working competency requirement. I think all of us can probably agree that we see in our students a real lust for sort of diving back into reading, long form reading, the chance to think critically, some time and space away from social media and devices. So I think in conjunction with student government, a day like this might be a remarkably interesting first step. There is a lot more we can do in terms of our own curriculum requirements to kind of support this.

It is not just something that those of us of this generation think about, but something that we are hearing more from students as they kind of come to college and think about how they want to take full advantage of that experience. President Chiang also talked a little bit about sort of forum and listening. I think Chair Zimpfer and I have done a lot of work on the side to, including his recent hosting of a forum about childcare. We have also talked a lot lately about prescription drugs and other matters that the Senate advisory group was so kind to bring to our attention and we are incredibly grateful for that. Then, of course, I had well over a hundred people sign up to sit down for coffee. So, we have not done just one coffee, obviously, but quite a few. That includes everything from AI to Indianapolis to graduate student recruitment. It has been really heartening to hear directly from so many of you and others at Purdue as we look to become even more excellent than we currently are.

I have had some interesting talks with college leadership teams, a long one today with the College of Science. That covers everything from biology and physics to earth sciences and math. There has been a lot of discussion about faculty hiring, about the changes in the environment from a decade when we grew the undergraduate population by nearly a third, to a time of a past few years where we have really had static enrollment in West Lafayette, if you look at the average, what that implies for hiring, hiring processes, and hiring numbers. Then at the same time, a lot of discussion about Indy. Everybody feels that we are really at a great point to promulgate a solid sort of three-to-five-year plan for Indianapolis.

It has been a lot for everyone in the organization to absorb because it is additional effort and work above and beyond the responsibilities that we all have here if our physical footprint is in West Lafayette and yet there is no more important strategic priority to the long-term success of Purdue. If you think about all that we can gain in a city campus that can be very, very career focused and an opportunity for juniors and seniors from West Lafayette to rotate down for internships and opportunities to learn while working. Haley Oliver I think later today will say more about some of this as she talks just a little bit about what we are doing to support students who are graduating this year. All of us or many of us on this call have lived through, worked through the

great recession. This year's labor market is looking nothing like that, but it is probably the first time that we have seen that type of a crimp in quite a long time.

We have several new things in place to support graduating seniors. That is a much better perspective data collection about who is on track for what job offers or graduate school, professional school, whatever it is, but also a kind of a much easier consideration for admission to graduate school that Haley will talk about later called BEAM, which will allow us to take a little bit of a belt and suspender's approach to graduating students and make sure that our students have lots of options, whether that is going straight to a job or whether that is deciding to invest for another year and themselves and stay for a master's degree. So you will hear about all of that a little more, I think, during these two and a half hours or however much time we have scheduled here. I will leave it to Haley later to expand on that. I would echo a few things that were said before. It has been an enormously fruitful working partnership with Mark and the rest of the Senate advisory group. I am looking forward to Chair Zimpfer's opportunity to report on some of the fruits of those labors in due course. Now over to Dan.

Executive Vice President for Research Dan DeLaurentis: "I will say good morning because my here is in Taipei, Taiwan, so I am talking to you from the future. President Chiang highlighted why we want to do these research forums as I started on July 1st in the middle of an incredibly significant time of change in the research enterprise. I really knew we had no choice but to really be a on a transformation to adapt first, to learn quickly and to respond. As I said briefly at a previous Senate meeting, the faculty have really done that in spades, just writing proposals at the same rate, if not better than previous years. We are holding our own, but there are still things happening within the agencies that my office cannot be completely aware of and how they are changing and how they approach research and solicitation. So this forum, which was story number two just below the Sweet 16 story in Purdue today. We did not quite make number one, but I can live with that, believe me. So May 1st and May 7th on campus, we will have these two forums, but we will have other opportunities. We wanted at least two so that faculty could attend, but we will have other opportunities for input for those who cannot attend. It is going to be, again, an open microphone. What are you hearing from your agencies? What do you aspire to in terms of transforming your own programs and how can the office of research help with our internal processes and other things to make that happen?"

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

Chair Zimpfer: "The answers to questions that were pre-submitted have been posted to the Senate's website. We also have a few minutes for questions from the floor. Are there any additional questions now?"

Senator Kim Updegraff: "I just wanted to follow up. Provost Wolfe mentioned that the Senate hosted the Childcare Town Hall, and I wanted to know more about the upper administration, the thoughts on next steps, the reaction, hoping that they have had a chance to listen to the town hall and just learn what is next."

Chair Zimpfer: “If you do not mind, I will jump in since that was a Senate town hall. I have been going through the transcript. Fortunately, we had wonderful attendance. I know I saw 156 on the call at one point. It might have gotten higher. Rather than try to take notes, we are going through the transcript and the recording. I did receive over a dozen emails that evening after the town hall when I requested some additional detail and thoughts that people might have, and I think we have gotten a great response. Yet this week, those will be finalized and then shared with administration on some possible next steps and some areas of support. That is my report of where we stand from the town hall.”

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

8. Memorial Resolutions [Appendix B].

Seven Memorial Resolutions were submitted for March.

- Professor Emeritus of Physics & Astronomy James A Gaidos
- Professor Emeritus of Physics & Astronomy Norman A. Fuchs
- Professor Emeritus of Physics & Astronomy Anant K. Ramdas
- Professor Emeritus of Physics & Astronomy Sherwin T. Love
- Professor Emeritus of Earth, Atmospheric, and Planetary Sciences Yuch-Ning Shieh
- Professor Emeritus of Earth, Atmospheric, and Planetary Sciences Terry R. West
- Professor Emeritus of Earth, Atmospheric, and Planetary Sciences William L. Zinsmeister

A moment of silence was held for our departed colleagues.

The resolutions will be placed on the Senate website and will be included in these minutes.

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

Chair Bosman called on the Chair of each Senate Standing Committee to provide any updates on their respective ROI.

10. Senator Seema Mattoo introduced Senate Document 25-18, Nominees for Vice Chairperson of the Senate, For Action.

Chair Zimpfer: “The Chair recognizes Senator Mattoo or Senator Lisch or both to present the candidates for Vice Chairperson of the University Senate.”

Senator Mattoo: “Thank you, Chair Zimpfer. This is Senator Mattoo. The Nominating Committee is excited because we have identified some excellent, well-qualified slate of candidates for the Senate Vice Chair position. They are Senators Dianne Little from Basic Medical Sciences, Tae Hong Park from Visual and Performing Arts, and

Julia Chester from Psychological Sciences. We thank each of our colleagues for their dedication to the Senate and their willingness to serve in a leadership capacity. Before I pass this back to Chair Zimpfer, I have a question for everyone, are there any additional nominations for the Senate Vice Chair position from the floor? If none, I am going to pass this back to you, Chair Zimpfer.”

Chair Zimpfer: “Thank you, Senator Mattoo. I would like to invite each of the candidates to briefly address the Senate. Each of you will be allotted three minutes to speak. These limits will be enforced out of fairness. Secretary Camp, please keep the time. The Chair recognizes Senator Dianne Little to speak about her candidacy, please.”

Senator Dianne Little: “Thank you, Chair Zimpfer. Thank you for the nomination too. So in this role, I would use leadership skills that I have developed during my clinical veterinary career and subsequently in my research and engagement. Transparency and inclusive decision-making are clinical necessities in a referral hospital setting. The clients must be fully informed and brought into the decision-making process for their animal from the first encounter through sometimes weeks of treatment. As veterinarians, we cannot function without building trust with the people who trust us to care for a valuable performance animal, a production animal, or a member of their family. We must collaborate with many subspecialties to ensure a successful outcome. We must manage expectations, because not every case goes well, not every animal can be saved, and not every animal can be saved within what is best for the animal or the limits set by the owner. We must manage these tensions. As a scientist, moving scientific fields forward within the scope of what is possible, collaborating, problem solving, being responsive to external pressures, especially recently, and advocating for the next generation and the field is critical, a skillset I have built through my extensive involvement with the Orthopedic Research Society over almost 20 years. In my role as member and then Chair of the Veterinary College Faculty Committee here for two years, I helped increase the participation and engagement of the faculty through a collaborative approach to prioritizing needs.

I managed expectations through transparency, developed contingencies for when the inevitable push and pull occurred, and navigated the committee through conflict. Some degree of tension at pinch points during any push-pull process, creative uncertainty, or institutional change is healthy, but increased efficiency and processes can be achieved while maintaining trust and bringing people together on every side through listening, collaboration, inclusive decision-making, and managing expectations, skills I have used my whole career.

Regardless of what you think about Winston Churchill as a person or his policies, this is often attributed to him, ‘Kites rise highest against the wind, not with it.’ This comes to mind at this moment. To do this, the kite must be intact and untangled. It would be an honor to serve as your next Vice Chairperson of the University Senate, and I yield my time. Thank you.”

Chair Zimpfer: “Thank you, Senator Little. The Chair recognizes Senator Park to speak about his candidacy, please.”

Senator Tae Hong Park: “Good afternoon. I am Tae Hong Park, and I joined Purdue University in 2023 as a tenured Associate Professor and currently serve as Chair of the Department of Music. I have over two decades of experience in higher education, including prior appointments at New York University and Tulane University. Across my career, I have held sustained academic leadership roles, including serving as director of the composition program at NYU and leading undergraduate and graduate programs in music, science, and technology at Tulane University in partnership with engineering school. My work has consistently focused on integrating the arts, computing, and engineering.

I earned my PhD from Princeton University in 2004, where my dissertation explored machine learning and artificial intelligence. This established a research trajectory spanning machine learning, GSB, HCI, and sound-based analytics. I am the author of Introduction to DSP: Computer Musically Speaking, which I wrote here at Purdue. I started writing this book here at Purdue in 2005 during Hurricane Katrina and am currently completing the second edition.

My research has been supported by organizations such as the NSF, Google, and IBM. I have also co-founded a couple of ventures, including GetNOISY LLC, Vital Audio Incorporated, Micro DAW, where I translate research into applied systems. I currently serve as innovation entrepreneurship ambassador for the College of Liberal Arts. As a composer and performer, my work has been presented at national international venues, and I continue to maintain an active creative practice, including an upcoming EP later this spring. Since coming to Purdue, I have led development of the lab for audio and music at Purdue called LAMP, and I teach classes in those domains. I am very committed to shared governance, transparent decision making, and strengthening faculty voice. I look forward to contributing to the University Senate through collaborative evidence-based engagement and a sustained commitment to produce academic mission. Thank you so much.”

Chair Zimpfer: “Thank you, Senator Park. The Chair recognizes Senator Chester to speak about her candidacy, please.”

Senator Julia Chester: “Thank you, Chair Zimpfer. Colleagues, thank you for considering me for the role of Vice Chair of the University Senate. It would be a privilege to serve in this role to facilitate the shared governance responsibilities of the University Senate. As Vice Chair, I would provide dedicated support to Chair Ramirez in fulfilling his duties. I am committed to ensuring fair and transparent processes and would be honored to support the work of the Senate to fulfill the university's educational mission. I also look forward to collaborating with Vincent Duffy again in his new role as fellow for shared governance. It is a privilege to serve as a Senator to ensure that faculty interests are fully represented through a strong line of communication with Purdue's administration. When people feel heard and the processes trusted, our academic community thrives while reaching our highest goals. If elected, I would approach this role with humility, perseverance, and commitment to support all senators and Senate members in their roles. Thank you for considering my candidacy.”

Chair Zimpfer: “Thank you, Senator Chester. Thank you to all the nominees and to the work of the Nominating Committee. It is now time to put the question of who will be the next Vice Chairperson of the Senate. The Secretary of Faculties has prepared a poll. Please select one candidate.”

None of the candidates received a majority of the votes on the first ballot. Therefore, a run-off poll was held between the two candidates with the most votes, Senator Little and Senator Chester. The result of the second ballot was a clear majority in support of the candidacy of Senator Little. Senator Little is the Vice Chairperson-Elect and her official duties will start on the 1st of June 2026.

Chair Zimpfer: “Congratulations, Dr. Little. Thank you to all the nominees. It is a testament to the strength of the nominees that we had to enter a runoff. So we appreciate your commitment and we look forward to serving with incoming Vice Chair Little.

Moving on to item number 11, Senate Document 25-19, AAUP Chapter Statement Calling for a Vote of No Confidence in Provost Patrick Wolfe in the University Senate. The Chair recognizes Senator Bosman and Senator Weinberg to introduce Senate document 25-19 for action.”

11. Senator Lisa Bosman introduced Senate Document 25-19, AAUP Chapter Statement Calling for a Vote of No Confidence in Provost Patrick Wolfe in the University Senate, For Action.

Senator Bosman: “Thank you, Chair Zimpfer. I move that the Senate adopt Senate document 25-19.” Her motion was seconded by Senator Lindsay Weinberg.

Chair Zimpfer: “We have a first and a second. Senator Bosman or Senator Weinberg, would you like to begin discussion of this item, please?”

Senator Bosman: “Yes, thank you. During our last Senate meeting on February 16, SD 25-19 was introduced as a resolution for standing committees to investigate issues, concerns, and allegations raised in the AAUP Purdue chapter statement and report back to the Steering Committee. On March nine, a summary of the findings was shared with the Steering Committee who advised reaching out to the provost for a statement in response to SD 25-19 and to include that statement along with the summary of findings. As of March 20th, no response was offered from the Provost, so we were unable to include one.

The document titled Updated SD 25-19 includes a summary of findings which collectively forms the basis for the Senate discussion regarding holding a vote of no confidence in the provost leadership. As stated in the updated version, this is a summary of results from six university Senate Standing Committees, results from two College level surveys open to faculty, staff, and administrators, feedback from 10 one-on-one meetings with faculty, and nine emails from faculty and community

members. To clarify, based on Senator Duffy's earlier comments, we only received a written request for more time from the EPC, which is reflected in the report.

The purpose of today's discussion and associated vote is to determine if a vote of no confidence should be had. If today's associated vote determines a vote of no confidence should happen, then we will plan for the actual vote of no confidence to take place at April's Senate meeting. That all being said, a vote of no confidence is one of the most serious actions a university Senate can take, and we appreciate the thoughtful, principled engagement each of you can bring to this discussion. Thank you, Chair Zimpfer."

Chair Zimpfer: "Is there any further discussion?"

Senator Zelaznik: "Thank you, Chair Zimpfer. I am in support of the motion, and if it passes, look forward to the discussion in April."

In response to a question from Senator Thomas Hacker, Secretary Camp assured the body that the results of the vote are anonymous.

Senator Zelaznik: "I would like to suggest that President Chiang form a committee to examine the items in 25-19 and report back to the Senate. I do not think they can get it done by April, but as quickly as possible."

Chair Zimpfer: "Thank you, Senator Zelaznik. Past Chair Leung is recognized."

Past Chair Brian Leung: "With apologies, and I do not want to stretch this out, but I did not understand that last suggestion. I do not know the value of asking President Chang to do something that we have not even voted on yet. That needs to be a separate proposal. If it is just a suggestion in the air, that is fine, but it carries no weight in this discussion. Is that correct?"

Chair Zimpfer: "I believe that is correct."

Secretary Camp: "It is not germane to this vote."

Chair Zimpfer: "We have a first and a second. If there is an objection, we will move to a regular vote. We have a poll ready. If there is no objection, then we will move to consent. Any further discussion?"

Senator Duffy made the request for the anonymous Zoom poll rather than for approval by consent.

In answer to a query from Senator Maley, Chair Zimpfer and Secretary Camp assured the Senators that the vote results are anonymous despite the Zoom wording that that account owner and host can see identifiable information. To quote Chair Zimpfer: "Senator Maley, I have been on the Senate for six years and nothing has ever been shared in the past." Senator Maley thanked Chair Zimpfer for that information.

Past Chair Leung: “I want to confirm that information has never been shared with me, but it was always my belief that the Parliamentarian needed to make sure that the people who were voting were qualified to vote. I do not have a vote, so it would be important for the parliamentarian to know that if Brian Leung tried to cast a vote, that it was not a valid vote. As Chair, I never received any information about who voted or how they voted.”

Secretary Camp noted that it is the duty of the Sergeant-at-Arms to ensure that only eligible individuals vote. This is done in the background by the Sergeant-at-Arms, and the Parliamentarian is not involved in the process.

Following the discussion, the Zoom poll was activated. The results of the poll were 53 votes in favor of SD 25-19, 15 votes in opposition, with eight abstentions. As abstentions are not votes, they must be removed from the denominator to obtain the final vote percentages. After removing the eight abstentions, 68 votes were cast resulting in an approval percentage of 77.9% for SD 25-19 ($53/68 = 77.9\%$).

Chair Zimpfer: “Thank you, Secretary Camp. Moving on to Senate document 25-20, Senate Proposal for Withdrawal Policy Updates. The chair recognizes Senator Duffy to introduce the document for discussion.”

12. Senator Vincent Duffy introduced Senate Document 25-20, Senate Proposal for Withdrawal Policy Updates, For Discussion.

Senator Duffy: “Thank you, Chair Zimpfer. This is part of what we have in our resume of items. There are four documents today, one related to re-entry policy, one related to withdrawal policy, and one is on summer calendar, and the other is on graduation with distinction. We really, in the EPC, appreciate the opportunity to work with the different offices, directors, and associate directors that have been providing input to EPC on these matters. This one is related to the withdrawal policy that has previously lacked the clarity regarding different types of withdrawal and the ways in which withdrawal can be done, ways in which they are categorized.

So to improve transparency and provide some consistency, this amendment that's part of the document on the second page intends to give some clearer descriptions about withdrawal and the appeal situation. So appeals processes is considered as a part of that. Additionally, there is no policy that exists publicly, and basically this idea of having some clarification of the way in which it is being implemented compared to the way it is described in policy is really the main intent of this. I would like to introduce the colleagues that were responsible for contributing on this document to make additional comment if they would like to, otherwise, I would leave it for the Senate to review. But this is a straightforward one. Among the four documents that we have, we think this is clear cut.”

Chair Zimpfer: “Is there any comment from the members of EPC or any other discussion?”

Executive Director of Undergraduate Academic Advising and Advisor to the EPC Jeff Elliott: “If I may, one additional point there is a change for the responsibility in the withdrawal process, the appeals process. You will see it has been struck from the Dean of Students to move that responsibility to the Office of the Registrar, and that has been discussed with the Dean of Students, and they are in support.”

Senator Duffy: “We had two readings of this in EPC. This is the first reading for us in the Senate.”

Chair Zimpfer: “Any further discussion or questions? Okay, thank you. This document will be presented for a vote at the April Senate meeting. Senate document 25-21 Office of Admissions Proposal for Addition of Reentry Policy to Academic Regulations. Senator Duffy, please present for discussion.”

13. Senator Vincent Duffy introduced Senate Document 25-21, Office of Admissions Proposal for Addition of Reentry Policy to Academic Regulations, For Discussion.

Senator Duffy: “On the previous document we worked with Academic Advising Registrar and the Office of Dean of Students. On this one, we have been working with Admissions and Kathleen Ferrero and with Megan Dorton. On this reentry policy, we have been focusing on what the website from Office of Admissions previously had. Although the Office of Admissions plays a role in shepherding students through the process, EPC finds that the policy would be more appropriately housed within academic regulations under registrar and course assignment sections. The policy is dealing with eligibility to register for classes, so it seems that it needs to be housed in a different place. Because no policy exists publicly on this one, with the application of the information that is shared on the Admissions website, the policy and the knowledge about Admissions counselors or knowledge among Admissions counselors and the advisors about how students can return needs to be shared and available to the students. So this provides some transparency in that context. The modification language is shown on the second page. if Kathy Ferrero could add just a couple of words on the modification, it might help for efficiency's sake on behalf of the Senators trying to interpret that modified language.”

Associate Director of Admissions Kathleen Ferrero: “The language that is listed here is not anything different than what has been done in the past, it is really putting the process into policy. As Dr. Duffy mentioned, putting it in a place where students can find it, academic advisors can find it, Admissions counselors can find it. It is visible and transparent. We have taken this to work with advisory, and we registrar and we collaborate with the Dean of Students. One thing that we did add to this was this number three, which added the piece coming from the Office of the Dean of Students to clarify again that that also fits into reentry. This is not a change in process; it is simply putting process into policy.”

Chair Zimpfer: “Thank you for those comments. Any other comments or questions? Seeing none, this document will be presented for a vote at the April Senate meeting. Senate Document 25-22, Community Connection Committee and Faculty Affairs

Committee Joint Proposal on Childcare Challenges at Purdue. The Chair recognizes Senator Williams. Please present 25-22 for discussion.”

14. Senator Rua Williams introduced Senate Document 25-22 Community Connection Committee and Faculty Affairs Committee Joint Resolution on Childcare Challenges at Purdue, For Discussion

Senator Rua Williams: “Thank you, Chair Zimpfer. I will provide the background and rationale for this proposal. The Early Learning Indiana (ELI) Group oversees two childcare centers on Purdue's campus, including the Purdue University Education and Care Center, PUECEC, and the Patty Jischke Center. Early Learning Indiana has announced that it will close PUECEC and merge with the Patty Jischke Center citing a lack of demand. The two centers report long wait lists with the longest list in infant and toddler age group, therefore the lack of demand is patently false. The details and logistics of this merger are unclear. Many families and staff are uncertain about their placement despite the promises. There is a nationwide shortage of childcare which is an issue of labor force and compensation, not demand. University-supported childcare is an essential amenity for recruitment and retention of excellent faculty and staff. This proposal requests that we get the reasons for the PUECEC closure and its combination with Patty Jischke Center published such that they are written. We would like to furnish transparent and accurate data on the number of young children on wait lists by age level.

The university has subsidies for childcare providers. We would like to have those tied to the teachers such that they are earning fair and commensurate wages relative to the Greater Lafayette area. Actively solicit a second external provider to take over the current PUECEC space and increase total available childcare slots on campus. So the building that they are leaving is still ours and we would like to get a second provider to offer that service, that essential service. We would like a confirmed date and location for a town hall regarding childcare, which was requested by the Steering Committee and to continue to subsidize childcare programming, which the university does.”

Chair Zimpfer: “Is there any discussion?”

Past Chair Leung suggested removing a bullet point from the document that recommended having a Town Hall meeting about childcare as the Town Hall already occurred. Senator Williams acknowledged that request and will take the suggestion to the CCC and the FAC so that the document can be edited accordingly. Past Chair Leung will send his suggestion to the Co-Chairs of the CCC and FAC to ensure that it is considered at their next meetings.

Chair Zimpfer: “Is this a document for Purdue University or for ELI or for both?”

Senator Williams: “It is for the university because we cannot control ELI. So we want the university to accept the responsibility and accountability that ELI is refusing to offer. This is a university-facing document because it is also discussing the existing childcare subsidies and the recruitment of a secondary contractor to fill the empty

space. One bit is the transparent and accurate data of the number of young children on wait lists and the wait list is managed by Purdue also. It is unclear actually; it is one of these very many things that are unclear about this whole thing.

Chair Zimpfer: “You are right, Senator Williams. I think while we do not talk about everything that happens at the Advisory Committee, we were made aware of that in a prior Advisory Committee meeting. I am unsure of the administration's ability to get the reasons for the closure and combining with the Patty Jischke Center other than what ELI has stated. The same with the wages. I do not know if Purdue can request the wages from a private entity. I am thinking aloud here.”

Senator Williams: “There are multiple versions of the ELI story going around. Was there some kind of official memo? I do believe that the university has the power to specify how the subsidies are used by the contractor.”

Chair Zimpfer: “Specific subsidies then?”

Senator Williams: “Yes.

Chair Zimpfer: “Thank you for the clarification.” Chair Zimpfer recognized Senator Kyle Haynes.

Senator Haynes: “I was at the town hall, and I would like to thank the Chair Zimpfer and the Steering Committee for holding that. I would support maybe instead of just striking that bullet point, including something like Senator Williams suggested about communicating the evidence and results of that town hall to the administration. I also, I do not know if this is a friendly amendment or whatever, but one of the asks of the group of parents that have been working on this is, even beyond the language of continuing to subsidize childcare programming was that Purdue do what is necessary to maintain the center's operation, even if that involves increasing subsidies. A lot of us are very aware that with the expiration or termination of public vouchers and grants, that the funding environment has become more challenging. One of our asks has been that the administration increase subsidies if necessary to keep that center open.”

Senator Haynes also suggested an edit to the document to modify the last bullet point by recommending an increase in the subsidies.

Secretary Camp repeated the suggestion he made to Past Chair Leung that Senator Haynes send the CCC and FAC Co-Chairs the exact wording he has in mind so that the committee members can discuss it at their next meetings.

Senator Williams: “We will discuss it, but if I had to guess, I would say we did not put anything in there about increasing it because we did not want that to tank the rest of the proposal, but we will discuss it again.”

Chair Zimpfer: “Thank you, Senator Williams. Is there any further discussion? As a reminder, this document will be for action at the April Senate meeting. Okay, thank

you. Moving on to Senate document 25-23, Edits to the Academic Regulations Regarding Summer Calendar. Senator Duffy, please introduce 25-23 for discussion.

15. Senator Vincent Duffy introduced Senate Document 25-23, Edits to the Academic Regulations Regarding Summer Calendar, For Discussion.

Senator Duffy: “Thank you, Chair Zimpfer. among the four documents, this is the one that EPC, in a perfect world, would have held back one more meeting, but it would have been difficult to consider it in more detail by the April Senate meeting if we had done that. It makes more sense for us to get the feedback on this one during the time that we have remaining for this academic year, because if it is implemented, we could modify for the summer of 2027. The idea here is that there are different instructional models among online and hybrid and early start in terms of summer. There are cases where students are challenged in terms of their experience by misalignment of the date ranges, particularly in the summer, and it raises some challenges in terms of regulatory and academic and operational experiences. The official calendar, the idea here would be to adjust it to allow 14 weeks, that amount of time is available.

It would give additional flexibility where faculty were requesting this, and the part where there was some question was in terms of how it would work with different academic departments, whether there would be any potential effect on some of the funding, for example. But the idea of having the academic calendar alignment and the ability to have the extra time was proposed through registrar on behalf of the faculty. And so, we put this document out there and offered to senators that they can go back to their admin and would encourage them to do so. If they have any questions, they can bring those back to EPC anytime between now and our next meetings coming up in April.

We think as a first reading, it is okay and we could vote on it next time with additional information that comes in. We may go without objection to making the modification to calendar. I would like to offer some additional opportunity for comment through registrar. Senior Associate Registrars are with us for this meeting. Lisa Beals and Sheila Hurt have been supporting the preparation of this document, and I would like to welcome them and invite them to comment further.

Registrar : “So the way that the calendar works is that we have the official summer terms, but then there are individual courses that are scheduled outside of those terms. That happens quite routinely. Sometimes it works fine, but other times, like Dr. Duffy said, it can cause issues with financial aid regulations. When courses end after the official end of term, faculty must use the grade change workflow, so there is a lot more work for them. Students who finish take their last class in the summer, but it ends after the end of summer term, they cannot graduate until December. So what we are proposing is that we change the official term to be 14 weeks, but that most courses continue as they currently are.

The default for summer would still be 12 week, the four week and the eight-week terms. We would open that first week only for graduate courses. Residential

undergraduate courses would still need to wait a week like they do right now and that would cause too many issues with housing and other administrative details. Then at the very end of the summer, we already have programs through the Office of the Provost like Early Start and Math Momentum that use that extra week at the end. So this would just be tucking the existing programs inside the official term instead of having them on the outside.”

Senator Rua Williams: “I had a question about how some of the study abroad programs fit into this, because for example, study abroad programs use that start immediately after the end of exams. If you are restricting that to graduate classes, that does not make sense, but I might just not understand.”

Registrar: “You are right. That might be something that we need to clarify because study abroad is already an exception. So the main point is that we would not expect undergrad classes to change. We do not want residential undergrad classes happening in that first week, but if we need to clarify the language about study abroad, that is a good point. We will bring back to the committee.”

Senator Duffy: “I want to make the point that the document and the modification are intended to add flexibility rather than make additional requirements.”

Chair Zimpfer: “Thank you, Senator Duffy. This document will be presented for a vote at the April Senate meeting. Moving on to Senate document 25-24, Scholastic Recognition, Graduation with Distinction- Update to Academic Regulations. Senator Duffy, please present for discussion.”

16. Senator Vincent Duffy introduced Senate Document 25-24, Scholastic Recognition Graduation with Distinction- Update to Academic Regulations, For Discussion.

Senator Duffy: “Thank you, Chair Zimpfer. This is the one that we think is the easiest because this helps everybody and it is just exceedingly difficult to argue against this one. This one is, to us, the easiest. The intention here is to reduce the requirement for the earned number of credits from 65 to 60 for gaining graduation with distinction. It helps all students. It especially helps those students that come in as a transfer, and the proposal is with some additional detail shown on the back of the first page, but essentially the main change there is to reduce the requirement, which EPC looked at and with quorum voted in favor, no votes against. I will leave the document out there and invite Jeff Elliot, if you would like to comment on this and say a little bit more about the graduation with distinction related policy change.”

Executive Director of Undergraduate Academic Advising and Advisor to the EPC Jeff Elliott: “Thank you. The only thing I will add is that this policy was written at a time when the university was not seeing this volume of transfer credits, not just transfer students, but for our new beginners now, we are seeing students with many transfer credits coming in. With TSAP, that is one of the more compelling parts of this. Students can arrive with a completed associate's degree and that those five extra hours can sometimes mean a requirement to stay on an additional term. So it is just

acknowledging the change in the type of student and the kind of credits that they bring in now.”

Senator Duffy: “So the proposal is really intended to add fairness on behalf of students, and we really feel strongly in favor of supporting this. It is another document potentially we could have spent more time to look at it, but we thought it was important to try to get this to vote at the Senate by the April meeting, so we brought it in here in March, thank you.”

Chair Zimpfer: “Thank you, Senator Duffy. Are there any other comments?”

Vice Chair Julio Ramirez: “Thank you for presenting this. It is very meritorious for the students, but I am wondering, why did we have 65 before? Were we requiring a minimum of 50% of the credits be taken at Purdue and now we are decreasing that to something less? Thank you.”

Senator Duffy: “Well, a couple of things have happened. Certainly there have been some programs in Engineering that reduced the number of credits required. On the first part of your question, I am not sure if Jeff Elliot has a comment on that aspect.”

Executive Director of Undergraduate Academic Advising and Advisor to the EPC Jeff Elliott: “I could not speak to it because it is such an old policy. I would not know if we have any documentation of the discussion for that. It really has come up as a part of the advising leadership in Health and Human Sciences where the ones became aware because they had experiences with students who were unable to graduate with distinction in that timeline. But I have been making a guess to answer anything else.”

Past Chair Leung: “In the spirit of thwarting, the speed of business, but also supporting it. I wanted to remark on Senator Duffy's one comment, and this is for people next year. The goal was to get this into this March meeting so that it could be voted on by April. And that is an important cultural thing for us to continue to think about in the Senate, is that you lose a lot of momentum if you propose something in April because it comes back in the fall and there are people who have exited or are not familiar with it. So, I really want to appreciate the effort to get this document in March so that we can think about it and vote on it in April, thank you.”

Chair Zimpfer: “Thank you for those comments. EPC has been remarkably busy. Seeing no other discussion, this document will be presented for a vote at the April Senate meeting. The chair recognizes Professor Margaret. I am going to butcher this, is it Gitau for a presentation on Institute for the Sustainable Futures? If there is time allowing, we will have questions after the presentation.

17. Professor Margaret Gitau gave a presentation on the Institute for Sustainable Futures [Appendix D].

Professor Margaret Gitau: “Professor Zimpfer, you got the pronunciation perfect, so that is great. I will take a few minutes to talk about the Institute for a Sustainable

Future, thank you for having me here today. We are on the forefront of what comes next and why us? We are here. While we have world-class expertise in a variety of critical areas, across campus, we have affiliates, over 350 affiliates across 70 departments and programs on campus. In our mission, we foster and promote research, partnership, and engagement across all things that impact sustainability, and we support our affiliates. We support the research and development again in sustainability. We have that vision to become the go to place for sustainability research. If anybody wants to know who I go to for research in sustainability, regardless of what area, then they come to us. We become that leading place for innovative and transformative discovery and sustainability.

How we do that is, we connect our faculty and other affiliates through dynamic interdisciplinary structures, and we have also dedicated administrative support. What this does for our affiliates is that it makes it easier to collaborate and to secure funding, and we help amplify the impact of their research. At the university level, we are enhancing the university's research profile and the research enterprise and the real-world impact. For external entities who are looking for scalable solutions-oriented outcomes, we are a powerful partner.

So some of our strategic priorities from last year and going into the coming years is really to expand and strengthen our strategic partnerships. So looking at key agencies, foundation and nonprofits, universities, other research institutions, as well as corporate partners. Tied to this as well is pursuing new funding opportunities and models. Again, looking at different agencies and programs that have been traditionally looked at within sustainability. We are looking very much at foundations at corporate. We are also looking at slightly different models from the usual seeking for funding. We are looking at research consulting as another model, as well as paid programming for some of the programming that we offer that brings in external parties.

We want to enhance our portfolio, we are increasing our visibility and by default, the visibility of our affiliate and our affiliates research, and we are expanding that engagement nationally and internationally through different avenues, including working with advisory boards. Something new, again, realizing the need to better capture what the interests are of our 350 affiliates is to serve as an incubator for new ideas.

In all this, we are positioning ourselves for long-term impact. We are working at that cutting edge. AI for sustainability is something that is on our radar, digital innovation, circular economy, future manufacturing, and so on and so forth. Within the institute, also looking at very much improving our cross-collaborations. Our success is in the success of our affiliates. So, we very much track the success of our affiliate, even as much as we enhance the success of our affiliates, we keep track of how successful they are. Over the past year, our affiliates have earned over \$56 million in research awards out of which \$14 million have come from industry. Our affiliates have been recognized, 70 of them, 16 in external recognitions, 20 internals, we had 23 of our affiliates received the seed for success, and we have 18 members in external news whose work was featured in external news media.

We have developed three new partnerships with two entities, a university and a nonprofit that works within the Peruvian Amazon, as well as a corporate entity that is looking to get into renewable energy, they are from Korea. We have several events that bring people together and expose our faculty as well, in which our faculty also serve as speakers. We have some of our own internal awards that we give, travel awards to our graduate students, as well as some undergraduate research internships. What these do is help our faculty and by supporting their students, we are also supporting the career development of our faculty by ensuring too that their students can be successful. We put out 48 newsletters every year, and here is another opportunity to highlight our affiliates' research, our affiliates' impact. We have over 3,500 followers on social media.

Our signature event, which is our Fall Research Expo, attracts over 200 people that come to that with over 175 presenters at the expo, again, showing the strength of the engagement that we are having across campus. We are a six-member team, which is the core team that is the ISF core team, core leadership team. I am also the director for the ISF. We also have a managing director, a senior operations manager, and a lead administrative assistant that forms really the core staff. Top of that, we have temporary staff who are right now staff researchers who assist with some of the work that is going on within the institute.

On top of that, we have a faculty leadership team. We have a seventeen-member faculty research team, and this helps support us in the research groups or within the research groups that we have in ISF. So, we have 11 research groups within ISF right now. Starting last year, we adopted what we call the dynamic structure, and this is a structure that allows groups to form and mature as they go within time within ISF.

The base of that dynamic structure are what we call research communities. Research communities are essentially groups that bring faculty together in a special interest areas. You can consider this as somewhere that people come, especially new faculty that are and even faculty who have been there for a longer time, they come to meet each other. This is where they get to learn about what everybody is doing or who else is working in the same area as they are, and they start to form those collaborations. We have four of these research groups, our research community, as we are calling that, biodiversity, environmental stressors, risk and resilience, water challenges, and our newest one is renewable energy. These research groups can then mature as they move forward as they grow and start working on specialized projects or specialized programs, in which case they mature into special initiatives of which we have two right now, Great Lakes Science Initiative and our Circular Economy Systems.

Beyond that, they may mature into strategic research teams. We have a PFAS strategic research team that is famous in many places, and now moving on into the next state in their maturity is forming a central network, and they have recently launched that Indiana PFAS network. Also, as part of our strategic priorities, as I mentioned, is incubating new ideas. So, really giving that space for anyone who is working in sustainability that does not see themselves in this structure to come

together and bring group together and propose a research area which we could support. Right now we have three new ones, future manufacturing, Amazon Sustainability Research, and Africa Sustainability. The renewable energy group that I just mentioned was one of the new ideas that incubated and recently matured into a research community.

On top of that, we have some of what we call our core initiatives. These are specific projects that are supported within our ISF. Right now we have two of them that are going on. One is a data infrastructure project, and the other came out of, again, the Amazon Sustainability Research and the partnerships we have there. It is sustainability research in the Peruvian Amazon. In your packet or on the screen there, you see a snapshot, we have a whole lot more materials that you could look at. If you scan that QR code, it will take you to our website and you will be able to see a whole lot more that we have to offer and a whole lot more that we must do. So I encourage you to engage with us. Thank you.”

Chair Zimpfer opened the floor for questions and took the opportunity to make the first comment: “Thank you, Professor Gitau. Are there any questions? We have a couple minutes that we can allow. While we see if there have any questions, I will put in a plug as a faculty affiliate of ISF. It has given me tremendous research opportunities twice before and one more yet to come, and it has been a wonderful organization to be a part of, so thanks for all your efforts. Vice Chair Ramirez.”

Vice Chair Ramirez: “I wanted to second what you just said, Mark. I am not affiliated with the institute, but I know of their work, and it is commendable that there is this type of center here at Purdue. I have a question for Professor Gitau. There is a research focused area that deals with risk and resilience. Do you have an example of what type of work goes under that area?”

Professor Gitau: “So it is a good question there. For a long time, they have looked a lot at climate and climate risk as well. To some extent, they are still focused in that area. It has been a little bit more challenging with the current funding landscape and the current priorities, but that remains the area and they are looking both at urban and rural communities. One of the things or one of the projects, let us say the proposals that have come out of that area recently has to do with wildfires and seeing how that people can recover from wildfires as well as thinking about the prediction part of it. But that is pretty much where they are. In the past, they have had some seminars on climate action, climate related, and really, that is where they focus most.”

Past Chair Leung: “I want to thank you for the presentation. I know you had a limited amount of time for the scope of the presentation and the slide because sometimes I hear presentations and they are either exclusively global or exclusively local. The scope of what you are sharing is broader than that. It is important to keep up that tone. My former partner was somebody who lost his house in Arcadia out in Los Angeles due to wildfires. That is not local to me here in Indiana. The Great Lakes Science Initiative is local to me. Then the Amazon, that is the global part. So, I really

feel like you caught my interest just even in the slide by bringing that whole sphere in. Thank you.”

Chair Zimpfer: “Thank you for the comments and thank you again for the presentation. I would like to introduce Vice Provost Haley Oliver-Jischke on a presentation on Teaching and Learning initiatives.”

18. Vice Provost for Teaching and Learning Haley Oliver-Jischke gave a presentation on Teaching and Learning Initiatives [Appendix E].

Vice Provost Oliver-Jischke: “Thank you, Chairman Zimpfer. I know I stand between everyone and the end of their first day back from spring break, so I hope I can bring a little bit of joy in what is going on in Teaching and Learning. I want to start off with gratitude [Slide #2] . I think as pointed out earlier in the meeting, Teaching and Learning, and several offices within the provost umbrella have changed over the mention of Jenna Rickus. I was asked to step into her shoes, which are shoes I will probably never be able to fill beginning in September of last year to support Teaching and Learning while continuing to support the Office of Graduate Students and Postdoctoral Scholars. Collectively, that is about 300 or so FTE of people that are working for and rowing for the students. I start off with all the work, thank you about all the work that those individuals do every day to take care of one of our largest and most important assets, our students.

So any number, pretty much every name on this list [Slide #3] with maybe the exception of mine, which I modified slightly in December by adding a little Jischke to the end. My fantastic mother-in-law helped me. I cannot spell it very well yet. I am working on it, but the pronunciation; I will never forget it is Jischke like whiskey, so there we have it. So I am proud to know that. But a number of these people that are on this list that are the Teaching and Learning leadership team are remarkably familiar faces, no doubt, to most of you. So it is a tremendous team that has a large catchment of the things that we do for students and that we do for faculty to support the Teaching and Learning mission.

So just to highlight, this was a fantastic exercise. So I thank the Senate for the opportunity to really talk about Teaching and Learning and our priorities. Really, about what consumes or how I spend most of my time, and it really focuses in four main buckets when it comes to teaching and the Teaching and Learning side of my current job [Slide #4]. Student Success and then Student-centered Teaching and Learning. So a big emphasis and a shout-out to our Center for Instructional Excellence. We do a tremendous amount to support student access, compliance, and overall student support, and certainly lead several initiatives that are important to our institution from the Higher Learning Commission Department of Indiana, the Indiana Department of Education, my apologies, and of course, articulation agreement. So I will cover a number of these just in the next few minutes, but it is a tremendous opportunity and a true pleasure of mine to be able to serve the institution and all the people that we do touch.

I want to start off with a significant shout-out to the Center for Career Opportunities (CCO), which is within Teaching and Learning, but has as many tentacles and reaches into every college as we try to support our students that are navigating what might be an uncertain job market [Slide #5]. Every day is a little different. If you listen to the news, you never know quite what card you are going to be dealt, and it is really the President's priority to help ensure that our seniors have the best shot that they can at finding employment and employment about which they are excited. I would say our Center for Career Opportunities have truly gone above and beyond what they have been doing in the past to try to meet some of the real unknowns that our students or graduating students might be facing.

Recently, Senior Director Mary Andrade created the Career Council. If you are not familiar with that, it is really the first major coordination effort of all the individuals that are supporting careers for our students across the entire campus. The CCO, as we call it, lives in Teaching and Learning, but obviously, a lot of support for students happens at the college and department levels. She has made a concerted effort to really try to bring those teams together and that we are all rowing in the same direction.

For the first time ever, we have asked our graduating seniors in February, we usually do not ask this question, but what is the status of your job search? Because we wanted to see if there was anything we could do in their final weeks and months with us that could really help set them apart from the competition to help them find that first job out of college. We had no surprises; some students have not started the job search yet but based on their response to a survey that we asked through Brightspace, we had over 70% of our graduating seniors respond. We can tailor some resources to those individuals based on where they are at in their job search. So, some exciting things, again, happening in the Center for Career Opportunities.

Patrick had mentioned BEAM [Slide #6]. I am just going to claim that we have the best acronym, which is Purdue focused for the year. I hope somebody can beat us, but it is going to be difficult. BEAM is the Boilermaker Express Admissions to Master's. What we have done here is the joy of wearing a few different hats, both on the undergraduate side and the graduate side, is that we could work with OGSPS graduate admissions to find fast track solutions or options for our seniors to explore graduate school. Now, I do not know about everyone in the room, but if you think about what your track or your pathway was to graduate school, there are many ways people get there. I know from a personal standpoint, as a first-generation college student, I would not have gone to graduate school if someone had not asked me to go or I would not have known I was qualified.

We worked with the College of Engineering and then Daniel's School of Business to identify Purdue graduating seniors that are candidates for graduate school and took away some of those barriers like time. So in about, I do not know, five to seven minutes, we can have a student be ready to apply for or submit an application to some of our professional master's programs. We have simplified the process, and we have ensured that there is a rapid decision time. So these applications are viewed with priority, and we usually have a decision communicated to that student within 48

hours. We see a lot of potential for this in the future. This is a pilot. We are building the ship as we are flying it, but a tremendous opportunity for our seniors.

the John Martinson Honors College [Slide #7], you had a great update from Associate Vice Provost Felisa Higgins, just a few Senate meetings ago, but just to highlight some of her initiatives that are really moving the Honors College forward in the new model, she is and her team are looking for faculty fellows, and these are faculty that can join the Honors College for a fixed term to engage and to teach Honors students. If you are interested in that, I would highly encourage you to reach out to her directly. We are charged with growing the Honors College to about 1,300 students in the incoming class of freshmen. This would represent, over time, about 12.5% of our students, so that our top students here at Purdue University. Her Level Up initiative is one I am particularly excited about. One of the biggest goals of the Honors College was to improve the completion rate, and Level Up is a very innovative and practical strategy to completing or helping our students complete the Honors experience.

There are three tiers of transcript eligible honors completion where the medallion is still the goal, or we would love to see all our Honors students achieve, but we also recognize that Honors students are some of the hardest working, highest achieving and double booked and triple booked students that we have. So finding ways to help them count toward Honors is important. That leads into H-Ready, which is growing Honors ready courses. Then we are engaging the student leaders to hear from them of how we can continue to bring down some of those barriers as momentum continues into change for the John Martinson Honor College.

I cannot thank the Center for Instructional Excellence enough and the heartiest and largest hug to the UCC [Slide #8]. We know just with the charge from the Board of Trustees in December, an early work by the UCC and Center for Instructional Excellence, considering how we might really tool up our core curricula to incorporate AI working competencies. It has really been a huge number of people rowing in the same direction to see Purdue be, I am going to claim it, leader in the nation of being able to launch such an initiative across the entire curriculum for our inbound freshmen this fall. Of course, that comes with a huge amount of effort from individual faculty as well. I believe 30 courses and instructors have worked with the Center for Instructional Excellence to be ready to meet that foundational learning outcome. While academia may occasionally be accused of moving slowly, this is not an example of that. This is an example, in my opinion, of some significant speed.

If you have not seen them, and they should be on our website very soon, these are our working competencies for the foundational learning outcomes [Slide #9]. There are six, and the expectation is for a course to meet the foundational learning outcome, four of the six need to be met. Of course, I know the UCC is working truly overtime to ensure that the courses that have been proposed to meet this outcome are approved because we have many plans of study to change in the next few days because our freshmen are well on their way very soon this fall, and those plans of studies need to be adjusted and set and ready for the fall of '26.

One thing I am really excited about, I do not know, as a faculty member, when I started out, I do not think I was excited about writing grants, but once you get the hang of it, it is quite fun. One of my charges in this office is to help us think about external funding sources to support initiatives in Teaching and Learning, and one of which that I will be looking at is the Lilly Endowment, which is investing \$500 million in Indiana higher education[Slide #10]. So the three focus areas from LEI are listed below, but excited to lead Purdue's at least thought process on what we might do in AI and higher education this spring.

Just to touch on some of the other major areas of Teaching and Learning, I will not belabor them, but we are responsible for Boiler Gold Rush, summer and winter program studies, exploratory studies, and advising [Slide #11]. Nothing starts summer better than Boiler Gold Rush and seeing our new students on campus with some kind of curious flag, to me, that is the ultimate signal that the semester is about to begin. It is to me, one of the highest joy times that we have on campus.

I would like to highlight two other things. One, undergraduate research and our veterans' programs [Slide #12]. I know no one needs something else to do, but if you want to see some pure joy and our undergraduates, our top undergraduates at work, the undergraduate research conference is coming up in the middle of April, and we still need judges. The reason is a good one. There are over 1,000 abstracts that have been submitted for this conference. When you think about the total undergraduate population, that is quite impressive. Of course, we are very committed to serving veterans and others in the military through our Success Center led by Dan Carpenter, truly top-notch effort in that space as well.

I want to thank again with the deepest respect of the work of the University Curriculum Committee (Undergraduate Curriculum Council) and all the extra time and outside of work hours' time that it took to support our AI initiatives [Slide #13]. It also takes a tremendous amount of partnership with the colleges. Every degree is unique. Every plan of study is unique, and that takes a lot of energy and a lot of work at the college level. Of course, I am just the person at the computer, the people truly doing the work, the Teaching and Learning leadership team and everyone on their teams are really the ones that are making it happen. We are very data heavy and we require a lot of support, so a big thank you to iData and that team and all our colleagues in the Office of the Provost.

It is a big initiative, including things like Math Momentum, another program. I have listed it on the first slide, but just to mention it a bit, it is an opportunity for 200 Indiana resident freshmen inbound this fall to have additional math support in a fully scholarship-supported forum. That takes a lot of collaboration between the Office of Enrollment, the Math Department, Office of Teaching and Learning and others, and a significant investment, but to help some of our Indiana residents be truly successful prior to the fall semester, they come early, they are coming in the summer, we will call it a pre-game to the launch of their fall semester, to help them be truly ready for math. What we know about math is that the scores on the SAT can signal that a student may need more support as they move through their degree. Of course,

retention and time to degree are top metrics for us. So, a big thank you to the teams that make that happen. We are really excited about that program and looking forward to seeing them here in the fall. So back over to you, Chair Zimpfer.”

Chair Zimpfer: “Thank you, Vice Provost Oliver-Jischke. We are out of time, so we will not have questions. We will move on New Business, but I do want to personally thank you and your team for partnering so closely with the Senate and our various committees on many of these initiatives to sit side by side and work through these things and how they will either be implemented or rolled out or whether they will even happen. So it is good to have a seat at the table with you and your team.”

Vice Provost Oliver-Jischke: “A true joy. True joy. Thank you, sir.”

Chair Zimpfer: “Thank you. Okay, we will be moving on to New Business. Senator Bosman, I just saw your hand.”

19. New Business

Chair Zimpfer recognized Senator Bosman to introduce an item of New Business.

Senator Bosman: “Thank you, Chair Zimpfer. I would like to move to introduce Senate document, a new Senate document, presumably 25-25 to call for the actual vote of no confidence for April's meeting.”

Secretary Camp explained that no second was required as this was being introduced “For Discussion” not “For Action” as Senator Bosman was asking for the vote to occur in April, not at the current meeting.

Past Chair Leung: “I understand the impulse, but I do not recommend that this body agree to a vote when they have not seen an official prepared document that comes through Steering. So I am not opposed to the request, but I do not think right now is the time to seek that because the Senate cannot vote on something that it has not seen.”

Senator Bosman: “So SD 25-19 has been seen. We have already had the information that is being seen, and now we are calling for the vote to happen in April on the new document, SD 25-25.”

Past Chair Leung: “As I understand it, we voted on a document. That document was completed. It asked the Senate to investigate things. It did not ask for a vote of no confidence. Now that that one is complete, an entirely new document must be created and presented to the Senate for consideration. We do not just move on to the suggestion that the next thing is a vote of no confidence. So the 2 sponsors of SD 25-19 need to bring to the Senate a fully realized document that goes through Steering and then comes up in the April meeting. At that time, the request that is being made can be proffered.”

Secretary Camp: "I think that is what Senator Bosman intends, correct?"

Senator Bosman: "Yest, that is what I intend.

Chair Zimpfer: "Is there any other discussion?"

Senator Duffy: "Thanks, Chair Zimpfer. So I think maybe the distinction here between Past Chair Leung's suggestion or question and Senator Bosman's recommendation or proposal here in the new business end up having a little bit of a difference in time and the sequence of next steps. So it seems to me if Past Chair Leung is suggesting that it is a document that goes through Steering Committee, it would go through Steering Committee and then be presented at the April meeting the first time and then be reviewed. I am not sure if I have gotten that clear, but it seems to me that it might be different in the way that it is being proposed by Senator Bosman in that it could be presented here as New Business, but Chair Leung is saying we have not seen it yet. Then if it is a first reading today, it is a little bit difficult because no one saw it, so it is hard to say it is a reading. So it would imply that we would go to September before we would vote. That is my understanding of Past Chair Leung's recommendation here."

Secretary Camp: "If we could see it today, that would be a first reading, but the Senate has not seen it yet. So Senator Duffy is correct in that regard. Of course, it could be introduced for discussion in April, and then the rules could be suspended at that time to vote on it at the same meeting. Prior to the April meeting, it could be vetted by the Steering Committee."

Past Chair Leung: "That was the intent of my remarks."

Chair Zimpfer: "Thank you. Senator Bosman, does Secretary Camp's comment make sense?"

Senator Bosman: "Yes, thank you."

Senator Maley: "Can we go over what just happened? I am confused about the last exchange, what it is that we need to see that we have not already seen?"

Past Chair Leung: "Senator Bosman and I understand Joe's direction that we voted on a document today. That document is complete. For the Senate to consider another document which we have not seen today, that needs to be presented to the Senate, go through Steering, can still come up in April, and then can be asked for action on that day, but we must suspend the rules on that day to do it. Everything that Senator Bosman is proposing is in place except for we cannot consider today a first reading. That is how I understand it."

Secretary Camp: "That is correct."

Senator Katie Jarriel: "This is a question for Secretary Camp. If there is a suspension of the rules and a vote is held, is the threshold for majority different than if there is standard procedure?"

Secretary Camp: "Yes. The bylaws require a 2/3 vote in favor to suspend the rules. When you do that, you must, of course, remove abstentions. The Zoom polls, as they exist, count abstentions, but you would have to take that out of the denominator and just see where it stands after that. What I do, is I take the old calculator here on the computer, I subtract any abstentions, and I recalculate the numbers for the final vote tallies and percentages."

Senator Damon Lisch: "I am just not clear on what we voted for today. What did we agree to with that vote? Because the vote was for a vote of no confidence next meeting, right?"

Senator Bosman: "The purpose of SD 25-19 was just to investigate the issues, and then this was introduced in February Senate meeting, and it was voted on and passed in today's Senate meeting, that we would accept those findings. The purpose of the next document, SD 25-25, is to consider the actual vote of no confidence. The vote on 25-19 again was just to collect the information, and now, this next one is for the actual vote."

Senator Lisch: "I understand. Thanks."

Senator Weinberg: "Thank you so much. We did submit the document, and I am wondering if it is possible for it to be presented now for a first read, but I recognize that it was submitted late because we could not prepare it prior to hearing feedback from the senators today. I want to clarify whether that is possible."

Chair Zimpfer: "Secretary Camp, can you answer that question?"

Secretary Camp: "That is the call of the Presiding Officer, Mark."

Chair Zimpfer: "Was that the document sent on Saturday?"

Secretary Camp: "No, it is a completely new document that has not been seen yet."

Chair Zimpfer: "Then, as presiding officer, I prefer that it go through Steering Committee and follow our normal path with this, still the opportunity to have it voted on in April if you choose to suspend the rules."

Senator Weinberg: "Thank you so much."

Chair Zimpfer: "Senator Bosman, help me out. That was 25-25 that you brought up?"

Senator Bosman: "Yes, 25-25."

Chair Zimpfer: "Hearing no further new business, this meeting is adjourned. Thank you for your time today and for staying on long. We had a lot to cover today, so I appreciate everyone's attention and effort. Thank you so much."

20. There being no further business, the meeting was adjourned at 4:40 p.m.

Provost Leadership Concerns

Q: What is Purdue's official response to the faculty request for Provost Wolfe to resign?

- The response to this request made by six (among 2000+) faculty: Provost Wolfe will continue as the Provost.

International Students / Immigration & Federal Enforcement

Q: There was news last week that a student at Columbia University was detained by immigration agents who misrepresented themselves to get access to a _residential_ building. Will Purdue make a public statement of support for international students, to include denouncing federal agents who target students with valid legal status in this country?

- All warrants and government subpoenas should first be reviewed by the Office of Legal Counsel. If you have questions about what to do in the scenario of being presented with a warrant or government subpoena, standard protocol has always been posted on the Office of Legal Counsel website.

Campus Climate / LGBTQ+ Inclusion & Safety

Q: There is a growing concern among many here at Purdue that LBGT+ staff and faculty will be the target of bigotry and intolerance due to the current political environment. For instance, someone taped up a anti-LBGT+ message on the door of a laboratory in our department, several members of which are LBGT+, a fact this person was likely aware of. This kind of behavior is completely unacceptable. Whatever ones position is on policy, acts of intimidation like this are entirely contrary to the spirit of Purdue. With that in mind, we ask that the university pledge to stand up for all members of our community, that it will not tolerate this kind of behavior, and that it will take incidences like this seriously by responding to these issues quickly and decisively.

- Harassment of individuals violates university policy. The Office of the Vice President for Ethics and Compliance follows due process and assists those who believe they have experienced harassment.

Graduate Admissions / Transparency in Decision-Making

Q: In recent weeks, graduate applicants with superb research records have been recommended for admission to doctoral programs within the university but have then been denied admission by the Office of the Vice Provost for Graduate Students and Postdoctoral Scholars (OGSPS). The OGSPS provides no information to departments for the reason or reasons behind these denials. Why are these applicants being denied admission and why the lack of transparency by OGSPS?

- Offers of admission are not individual employees' personal contracts but institutional contracts committing university resources, thus requiring basic institutional process to ensure compliance and consistency.

Faculty Promotion Process

Q: We respectfully ask that the administration provide a rationale for disrupting promotion processes - specifically, in spring 2025, asking candidates up for promotion to withdraw after they passed every vote cast by expert colleagues during the evaluation process. The response we've heard so far argues that counseling the candidates to withdraw was justified for the greater aim of becoming a top-5 institution. This reasoning does not resonate with current top-5 (top-10, or top-20) institutions that support knowledge broadly across fields. This reasoning also does not align with the current practice of having candidates vetted by experts in the field (via external letters) and by their colleagues at Purdue serving on promotion committees. As faculty members dedicated to a top institution generating knowledge broadly, we ask for an honest answer as to why certain individuals who went through the promotion process last year were counseled to withdraw. The current perception is that this was a coercive, unethical, and unjustified tactic that hurt not only the faculty members' careers but also their students and colleagues, undermining the discovery, learning, and engagement missions of our land-grant university.

- Each tenure and promotion case has always included the review by the Board of Trustees prior to their vote, which is the official decision on all cases. Purdue's long-standing policies and procedures have been consistently followed in all cases. Individual personnel matters that are confidential cannot be publicly discussed.

Harvard University Coache Survey

Q: When can we expect the results of the 2025 Coache survey. These results are part of the college's self-study and accreditation process.

- Statistical data questions have been asked to Harvard University Coache Center. Once complete data are received, they will be shared this semester.

Faculty Data Systems / Elements

Q: When there is an error in externally managed or imported information within Elements and the faculty member does not have permission to edit the item to correct it, which group at Purdue has the responsibility to correct reported errors?

- Tickets are routed to and resolved by the appropriate team based on the issue by using the link [here](#).

Doctoral Commencement

Q: There were concerns following last year's doctoral commencement regarding ceremony organization, communication, and the completeness of key ceremonial elements. Given that the PhD represents one of the longest and most demanding forms of academic training, how will Purdue ensure that doctoral commencement receives the level of planning, coordination, and respect that reflects the significance of this degree?

- There is a tremendous amount of year-round planning by our colleagues that goes into 15 graduation ceremonies every year. Purdue is the only university of its size that reads every graduate's name as they walk across the university-level stage. Managing this level of detail at Purdue's scale can be challenging and often not every student, parent, friend, faculty and employee agrees with the approach. At college level, there are also varying opinions regarding the ceremonial aspects of their own commencement activities. If there are specific concerns, the Registrar's office will respond.

Graduate Admissions Equity

Q: What will Purdue do to guarantee prospective grad students that their applications to Purdue will not be turned down due to their national origin?

- Please refer to the March 2 [university statement](#).

Campus Transportation / CityBus

Q: Why is Purdue decreasing its off-campus transportation subsidies with CityBus each semester?

- The university further increased its subsidies for CityBus transportation this semester.

Graduate Student Housing / Campus Planning

Q: The question I would like to ask President Chiang relates to the graduate student housing that was demolished a few years ago (around three years ago) with a promise to replace it with new, modern, affordable housing for graduate students. Those apartments used to help graduate students, especially graduate students with families, have access to affordable housing close to campus.

Ever since those apartments were demolished, lots around that vacant area have been built with large single-family homes. My question is whether there is a plan, or at least a formal commitment with a timeline, for rebuilding those apartments? (The area I am referring to is located between Discovery Parking lot, Nimitz Dr, and the US52 Highway).

- When Purdue Village was phased out in 2020-21, the remaining graduate student residents represented less than one percent of the total graduate student population and have been relocated. Over the past five years, the greater Lafayette community has expanded its housing inventory, including lower-cost options with access to parks, recreation, and nearby retail. These developments, some of which due to the collaboration between Purdue Research Foundation and the City of West Lafayette in the lots you mentioned, have increased the availability of off-campus housing options for graduate students and their families. The university continues to monitor housing needs within the graduate student community. Students seeking assistance can work with the Off-Campus Housing Office, who helps connect graduate students with available housing options in the community.



Memorial Resolution

Anant K. Ramdas

May 19, 1930 – November 22, 2024

**Department of Physics and Astronomy
Purdue University**

Anant K. Ramdas, the Karl Lark-Horovitz Distinguished Professor Emeritus of Physics and Astronomy at Purdue University, passed away on November 22, 2024, at the age of 94. He was a pioneering condensed-matter physicist whose work fundamentally advanced understanding of optical and semiconductor physics. Professor Ramdas was beloved as a scholar, mentor, and generous supporter of scientific education.

Professor Andrew Hirsch, former Department Head, remembers Anant well, saying, “He was a fantastic physicist, and Anant had a wonderful sense of humor and an infectious laugh. It was always a delight to spend time with him and his wonderful wife, Vasanti.”

Born on May 19, 1930 in Pune, India, Ramdas completed his B.Sc. at Poona University in 1950, followed by his M.Sc. (1953) and Ph.D. (1956) also at Poona, with affiliation to the Raman Research Institute under the guidance of Nobel Laureate C. V. Raman.

Shortly after earning his doctorate, he joined the Department of Physics at Purdue University in 1956 as a research associate, beginning a lifelong academic career in West Lafayette, Indiana. Over nearly six decades, he inspired generations of students, colleagues, and researchers with his deep commitment to scientific discovery and education. He was promoted to Assistant Professor (1960), Associate Professor (1962), and Professor (1967). In 2002, he was named the Karl Lark-Horovitz Distinguished Professor of Physics and Astronomy.

Ramdas conducted pioneering experimental work on the optical properties of solids, especially spectroscopic investigations of semiconductors, their vibrational and electronic excitations, and heterostructures. His research spanned Raman and Brillouin spectroscopy, photoluminescence, magneto-optics, and modulation spectroscopy.

Professor Ramdas is remembered not only for his intellect and technical achievements but also for his warmth, encouragement of young scholars, and belief in community. He established the Ramdas Award and the Raman Prize at Purdue University, in partnership with his wife Vasanti, to support and recognize exceptional students in physics and astronomy — a lasting testament to his dedication to student achievement.

Ramdas authored over 200 scientific publications in the fields of semiconductor spectroscopy and the physical understanding of material properties. He guided 35 doctoral students, with many continuing influential scientific careers, and was known for the rigor and clarity of his instruction to both graduate and undergraduate students.

In addition to a large physics book collection, Anant had an incredible collection of crystals and other rocks at his home.

Ramdas received numerous honors over his career, recognizing his lasting impact on physics:

- Fellow of the American Physical Society (1969)
- Fellow of the Indian Academy of Sciences (1969)
- Alexander von Humboldt Senior U.S. Scientist Award (1977–78)
- Raman Centenary Medal, Indian Academy of Sciences (1988)
- Frank Isakson Prize from the American Physical Society (1994)
- Herbert Newby McCoy Award from Purdue University (1994)
- Fellow of the Optical Society of America (1996)
- Fellow of the AVS-The Science and Technology Society (2002)



Memorial Resolution

James A. Gaidos
(July 15, 1936 – November 11, 2025)

Department of Physics and Astronomy
Purdue University

James A. Gaidos, Professor Emeritus of Physics and Astronomy, died November 11, 2025 due to a stroke. He is survived by his wife Susan.

Jim was born in Clarksburg, West Virginia, on July 15, 1936. He earned his B.A. from West Virginia University in 1958, and his Ph.D. from the University of Wisconsin in January 1963. He was a research associate at the University of Wisconsin from 1963 to 1965. He was Assistant Professor of Physics at Hamilton College from 1965 to 1968, before joining the Department of Physics at Purdue in 1968. Jim retired in 2001 with the designation of Professor Emeritus.

Jim was instrumental in starting the astrophysics effort in the Department. His research focused on high energy gamma rays, and he was widely published with the VERITAS collaboration and colleagues around the world. Jim's earlier physics research focused on proton decay.

He co-authored a 1996 paper in Nature regarding Gamma-ray bursts that challenged existing theoretical models. The work was with Prof. John Finley and Dr. Glenn Sembroski, and others, utilizing data from the Whipple Observatory in Arizona.

Jim was also involved in constructing and installing the first optical telescope in Antarctica, which comprised 10 one-inch mirrors utilizing copper insulation and heating coils to prevent icing and fogging in the harsh climate. His involvement in international scientific efforts helped position Purdue's physics program at the forefront of astrophysical exploration.

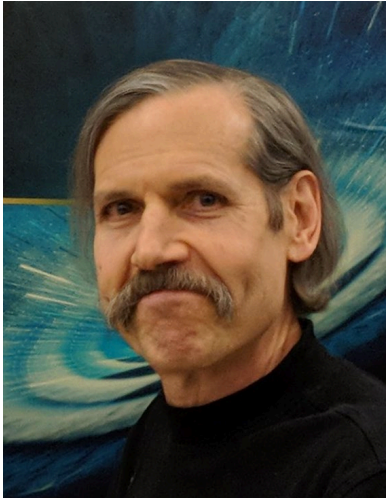
Jim was the dissertation advisor for many graduate students, and he spent countless late Friday afternoons in "physics meetings" for his graduate students, postdocs, and fellow faculty at local establishments in the Village, where liquid refreshment could be had by the pitcher. Jim was always friendly and ready for a good conversation. In his later years, Jim's longer hair combined with his casual beachcomber appearance was a signature look in the hallways of the Physics Building.

Prof. Yuch-Ning Shieh

Yuch-Ning Shieh was a foundational figure in the field of stable isotope geochemistry and a long-serving professor in the Department of Earth, Atmospheric, and Planetary Sciences (EAPS) at Purdue University from 1972-2017. Shieh, Yuch-Ning was born on February 15, 1940, in Taichung, Taiwan, Republic of China, the son of Min-chu and Hwei-Tsao (Yang) Shieh. He earned a degree in Geology from National Taiwan University, (1958-1962). He immigrated to the US from Taiwan in 1963 for his graduate studies at Caltech, which was then the epicenter of the emerging field of stable isotope geochemistry, after which he joined the Purdue faculty in 1970. He retained his Taiwan ties throughout his career as a Corresponding Research Fellow, Institute of Earth Sciences, Academia Sinica, Taipei, Taiwan. Shieh was known for analyzing the invisible atomic signatures inside rocks to reconstruct the history of the Earth's crust. His primary tool was the isotope ratio mass spectrometer that he used for measuring the ratios of stable isotopes, particularly $^{18}\text{O}/^{16}\text{O}$. By measuring these ratios, Shieh could determine the temperature at which a rock formed and the source of the water or fluids that had interacted with it. In an era before computer modeling dominated geology, Shieh was an "isotope detective." He could look at a piece of granite and, by analyzing its oxygen signature, tell you whether it originated from melted sedimentary mud or from the Earth's deep mantle. One of Shieh's most significant contributions was investigating the genesis of granitic magmas. In the 1970s and 80s, there was intense debate about how massive bodies of granite (batholiths) formed. Shieh's isotope work demonstrated that many granites were not just fresh magma from the mantle but involved the melting of ancient, pre-existing crust. His detailed mapping of oxygen isotope variations across large geological provinces helped geologists understand the "recycling" of the Earth's crust. Shieh was a pioneer in studying how hot fluids (hydrothermal systems) alter rocks. When hot water circulates through cracks in the Earth, it leaves a distinct isotopic "fingerprint." He applied this to the study of contact metamorphism, where hot magma intrudes into cooler rock. By tracing the oxygen isotopes, he could map exactly how far the "halo" of heat and fluid extended from the magma chamber, providing crucial data for understanding how ore deposits (like gold or copper) are formed. Much of Shieh's fieldwork and sample collection focused on the Canadian Shield, specifically the Grenville Province (a billion-year-old mountain belt). His systematic analysis of these ancient rocks provided key constraints on the temperatures and pressures that existed deep in the crust during the formation of the North American continent. At Purdue, Yuch-Ning Shieh was the steward of the Stable Isotope Laboratory. For decades, this lab was a hub of activity where he trained generations of graduate students in the rigorous, delicate art of gas-source mass spectrometry. While he retired from active teaching in the early 2000s, his legacy persists in the "isotope stratigraphy" methods now standard in the field. He is remembered by colleagues and former students for the quiet, exacting precision required to extract the history of the planet from a single gram of rock powder. He will be remembered for his sincerity, sense of humor, and his great passion for science and culinary



delights. He was a dedicated family man and will be profoundly missed by his surviving family members: his wife Tsee-Leou Ni, whom he married in 1966, and two daughters Lisa and Mae-Mae.



Memorial Resolution

Sherwin T. Love
(May 18, 1951 – October 1, 2024)

Department of Physics and Astronomy
Purdue University

Professor Sherwin T. Love was a distinguished theoretical physicist, devoted teacher, and respected colleague whose decades of service enriched the academic and intellectual life of Purdue University.

Professor Love joined the Purdue faculty in 1984 as Assistant Professor. He was promoted to Associate Professor in 1987, and to Professor in 1991. Over the course of his career, he established himself as a leading scholar in quantum field theory and its applications to elementary particle physics. His research addressed fundamental questions in dynamical symmetry breaking, supersymmetric field theories, and the renormalization group, contributing to deeper understanding of the theoretical foundations of modern physics.

He earned his B.S. and M.S. degrees in physics with highest honors from Drexel University, followed by a Ph.D. from Stanford University in 1978. Prior to joining the Purdue faculty, he held research positions at Fermilab, the Max-Planck-Institut für Physik, Purdue University, and the University of Washington, building an international reputation in theoretical particle physics.

Sherwin was especially admired for his dedication to graduate education and recruitment of students for graduate school. He taught advanced courses—including Quantum Field Theory—with clarity, rigor, and deep intellectual commitment. His excellence in teaching was recognized repeatedly through the Ruth and Joel Spira Award for Outstanding Graduate Teaching, reflecting the profound impact he had on generations of students.

Professor Love received a U.S. Department of Energy Outstanding Junior Investigator Award early in his career, and in 1999 was named a Fellow of the American Physical Society. His APS Fellowship citation for the Division of Particles and Fields reads:

“For the introduction and calculation of electron-positron annihilation energy-energy correlations in quantum chromodynamics and for contributions to the study of dynamical symmetry breaking in quantum field theory.”

Beyond his scholarly achievements, Sherwin was known for his thoughtful mentorship, high standards, and steady encouragement of young physicists. He led Departmental efforts on graduate admissions for many years. His legacy endures in the accomplishments of his students, the strength of the theoretical physics program at Purdue, and the many colleagues who valued his insight and collegial spirit.

Sherwin was a frequent visitor to the Department during his retirement, during which time he penned a 2024 Cambridge University Press monograph publication, entitled, “The Role of Symmetry in the Development of the Standard Model.” His home was filled with unique antiquities from around the world. He also amassed an impressive wine collection, from which he shared generously.

The Purdue community remembers Professor Sherwin T. Love with gratitude and respect, honoring a life devoted to science, scholarship, and education.

Biography: Prof. William J. Zinsmeister

William J. "Bill" Zinsmeister was a distinguished paleontologist and geologist known for his pioneering fieldwork in Antarctica. He was a faculty member at Purdue University in the Department of Earth Atmospheric and Planetary Sciences from 1983 until his retirement in 2018. Zinsmeister's career has been defined by his efforts to decode the biological history of the Southern Hemisphere, specifically during the volatile transition from the Age of Dinosaurs (Cretaceous) to the Age of Mammals (Paleogene). While



most paleontologists work in comfortable badlands or quarries, Zinsmeister made his name in one of the most hostile environments on Earth: Seymour Island, a small, ice-free island off the Antarctic Peninsula. Between 1975 and 1995, Zinsmeister led or participated in over ten major expeditions to the continent. Seymour Island is often called the "Rosetta Stone" of Antarctic paleontology because it contains a continuous fossil record of the time when the dinosaurs went extinct. Zinsmeister was among the first to realize the island's potential, braving freezing winds to collect thousands of pounds of fossils that had been locked under ice and snow for millions of years. In perhaps his most famous discovery, Zinsmeister's team found the fossilized jaw of a small marsupial (polydolopid) on Seymour Island. This was the first evidence that land mammals had ever lived in Antarctica. This discovery provided the "missing link" in biogeography, proving that marsupials migrated from South America to Australia by crossing a then-temperate Antarctica before the continents drifted apart. Prof. Zinsmeister is also famous for his analysis of *Diplomoceras maximum*, a giant squid-like creature with a shell that looked like a 12-foot-long paperclip. While previous theories suggested these uncoiled shells were evolutionary "failures," Zinsmeister argued they were highly successful adaptations. He famously described this awkward-looking creature as the "Forrest Gump of ammonites"—physically ungainly, yet surprisingly enduring, surviving until the very end of the Cretaceous period. Zinsmeister became a central figure in the "impact vs. gradualism" debate regarding the extinction of the dinosaurs. Most scientists believe an asteroid impact (Chicxulub) instantly wiped out 75% of life.

Zinsmeister's detailed sampling of Antarctic ammonites, however, suggested that many species were already in decline or had vanished *before* the asteroid hit. He argued that while the asteroid was likely the final nail in the coffin, the extinction was a complex, multi-stage event driven by changing climates and sea levels in the high southern latitudes. In honor of his contributions to polar science, the Zinsmeister Ridge in the Sentinel Range of Antarctica and Bill Hill on Seymour Island, have been named after him. At Purdue, he was known for teaching the popular "Dinosaurs" course, inspiring decades of undergraduates to look at rocks and see the history of life, and his course Great Issues course "Oil!". His massive collection of Antarctic fossils was eventually donated to the Paleontological Research Institution in 2009 where they were

catalogued and curated, and digital records and photographs of many have been posted online to be accessible to researchers and the collection has served as the basis for repeated scientific investigations as techniques and thinking changed. Had the fossils never been collected, or if the collections had not been kept and cared for, the opportunity for continuing research and advancing knowledge would have been lost. Some of the fossils, including the spectacular Diplomoceras, are on public exhibit in PRI's Museum of the Earth, where visitors from all walks of life, most of whom will never see Antarctica in person, can experience first-hand a journey to a very different place and time.



Memorial Resolution

Norman H. Fuchs

August 2, 1938 – February 6, 2025

**Department of Physics and Astronomy
Purdue University**

Professor Norman Howard Fuchs, a respected physicist and long-time faculty member in the Department of Physics and Astronomy, passed away on February 6, 2025, in Reno, Nevada, after living many years with Parkinson's disease.

Born in Newark, New Jersey, he distinguished himself early with a Westinghouse Science Talent Search Scholarship and went on to study physics at Carnegie Tech (now Carnegie Mellon) and then at MIT, where he earned his Ph.D. in 1964. He joined the Purdue physics faculty, where he focused on elementary particle theory and was admired as a teacher, scholar, and mentor.

Fuchs retired in 2000 to Phoenix and spent many summers abroad in France with his wife, Rachel, who predeceased him in 2016.

Norman and Rachel were adventurous travelers, exploring dozens of countries from Europe to Oceania and Southeast Asia. They loved good food and wine, classical music, and art. He taught himself guitar, harmonica, recorder, crumhorn, and many languages, and was also an avid tennis player until slowed by Parkinson's. He volunteered for nearly two decades in local Democratic organizations supporting women's rights, human rights, and education.

Prof. Terry R. West

Terry West passed away on March 4, 2025, in West Lafayette, IN. Terry's research career at Purdue University spanned 61 years, where he started in the School of Civil and Construction Engineering and became a founding faculty member of the Department of Earth, Atmospheric, and Planetary Sciences in 1967 before retiring in 2021. Terry was the proud recipient of 5 degrees, double majoring in Geology and Geological Engineering at Washington University in St. Louis, followed by a Master's in Geology from Wash U. and an MS in Civil Engineering and PhD in Engineering Geology from Purdue University.



With a focus on engineering geology, Terry served as major professor to 88 graduate students on a variety of topics including slope stability, dams, underground openings, ground water geology, environmental site assessment, soils engineering, vibrational analysis, subsurface exploration, conventional and hazardous waste landfill studies, and coal mine reclamation. In addition, he taught a range of geology course including Environmental, Historical Geology, Engineering Geology, and Fossil Fuels, Science & Society. Terry's broad expertise made him an ideal candidate to write a textbook. "Geology Applied to Engineering" was first published in 1995 with a 2nd edition in 2018. Today, it ranks as one of the more widely used engineering geology textbooks in the field.

Terry's scientific accomplishments were widely recognized by his peers and the public. He was a Fellow of the Geological Society of America and the American Society of Civil Engineers. In 2002, he was honored as a Sagamore of the Wabash by Governor Frank O'Bannon in recognition for his contributions to education at Purdue University and the State of Indiana. He was a long-standing member and tireless advocate for the Association of Environmental and Engineering Geologists serving as President in 2007.

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

- No update provided.

Educational Policy Committee

Vincent Duffy, duffy@purdue.edu

1. Re-entry policy updates; to align with (admissions) practices
2. Withdrawal policy updates; supporting student success and advising
3. Graduation with distinction policy; update to (reducing) credit requirements
4. Summer Calendar Policy updates; consideration for length of term (formalizing flexibility)
5. Consideration of EPC items re: Senate res: 25-19 (formal review)
6. Scheduling in the context of Voter accessibility re: Senate res: 25-16 & URPC (university resources)
7. AI competency; assessing and categorizing AI expectations

Community Connection Committee

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

- No update provided.

Faculty Affairs Committee

Françoise Brosseau-Lapré, fbrossea@purdue.edu / Stephen Cameron, cameros@purdue.edu

- No update provided.

Student Affairs Committee

Abigail S. Engelberth, aengelbe@purdue.edu

1. Student Water Quality
2. Campus food insecurity
3. Assessing fall break calendar

University Resources Policy Committee

Lori Hoagland, lhoaglan@purdue.edu

- No update provided.

To: The University Senate
From: Senate Nominating Committee
Subject: Nominees for Vice Chairperson of the University Senate
Reference: Bylaws, Section 3.20b, c
Disposition: Election by the University Senate

Proposal: The Nominating Committee proposes the following slate to serve as candidates for Vice Chairperson of the University Senate during the academic year 2026-2027:

Dianne Little, Basic Medical Sciences

Tae Hong Park, Visual and Performing Arts

Julia Chester, Psychological Sciences

Please see the following pages for biographical statements.

Committee Votes:

For:

Dulcy Abraham
Afsan Bhadelia
Mara Faccio
Fecri Karanki
Damon Lisch
Seema Mattoo
Abdelfattah Nour
Darryl Ragland
Mohit Tawarmalani

Against:

Abstained:

Absent:

Dianne Little B.V.Sc. M.Sp.V.M. Ph.D. D.A.C.V.S. M.R.C.V.S.
Associate Professor of Department of Basic Medical Sciences,
Purdue College of Veterinary Medicine
& Weldon School of Biomedical Engineering (by Courtesy)

Dr. Dianne Little joined Purdue University at the rank of Assistant Professor in 2016, and was promoted to the rank of Associate Professor in 2021. During her almost 10 years on the Faculty at Purdue University and prior to that in her 5 years on the Faculty of Duke University School of Medicine, she served on over 30 department, college, and university-level committees, including from 2023-25 as Chair of the Purdue College of Veterinary Medicine Faculty Committee. She currently serves on the University Senate and Faculty Senate Advisory Committee, among others. If elected, Dr. Little is committed to listening, and to serving and representing the University Senate as Vice Chair.

Dr. Little was elected to the Board of Directors of the Orthopaedic Research Society in 2026, the professional society that brings almost 4,000 orthopaedic researchers together from industry, academia, and clinical orthopaedic surgery around the world. She has directed the Multidisciplinary Orthopaedic and Regenerative Engineering (MORE) laboratory since 2011 and has published over 60 peer-reviewed manuscripts, invited reviews, and book chapters. She is a Purdue University Faculty Scholar and Showalter Scholar. She has received National Institutes of Health (NIH) and/or Congressionally Directed Medical Research Program (CDMRP) funding continuously for the last 15 years. She is an Associate Editor of Connective Tissue Research, is a standing member of the NIH SBSR Study Section, and reviews for or chairs (ad hoc) various Peer Reviewed Medical Research Program (PRMRP) and CDMRP program panels for the Department of Defense since 2015.

As a board-certified large animal veterinary surgeon, Dr. Little has worked in both the clinic, and in basic and translational human and veterinary gastrointestinal and orthopaedic research. She is an experienced veterinary educator, currently teaching systemic physiology to students in the first year of the Doctor of Veterinary Medicine curriculum. In 2021, she received an award for Exceptional Teaching and Instructional Support from Purdue University Teaching Academy, and in 2022, she received the Outstanding Faculty Mentor Award from the Weldon School of Biomedical Engineering for her Graduate Student Mentorship.

Tae Hong Park, Ph.D.
Associate Professor of Music | Chair, Department of Music
Patti & Rusty Rueff School of Design, Art, and Performance
College of Liberal Arts (CLA) | Purdue University

Dr. Tae Hong Park joined Purdue University in 2023 as a tenured Associate Professor and serves as Chair of the Department of Music. He brings over two decades of academic experience in higher education, including prior appointments at New York University (NYU) and Tulane University.

Across his career, Dr. Park has held sustained academic leadership roles, serving as Director of the Composition Program at NYU and as Head of undergraduate and graduate programs in Music Science and Technology at Tulane in partnership with engineering, advancing initiatives that integrate the arts, computing, and engineering.

Dr. Park earned his Ph.D. from Princeton University in 2004, where his dissertation explored machine listening through artificial intelligence (AI), establishing a research trajectory spanning machine learning, digital signal processing (DSP), human–computer interaction (HCI), and sound-based analytics. He is the author of *Introduction to DSP: Computer Musically Speaking* and is completing its second edition. His work spans scholarship, innovation, and externally funded research in AI, DSP, and smart sensor networks, supported by organizations such as the National Science Foundation, Google, and IBM.

He has co-founded and led technology ventures including GetNoisy LLC (CTO), Vital Audio Inc. (CSO), and MicroDAW (CEO), extending his research into real-world applications, and currently serves as an Innovation and Entrepreneurship Ambassador (2024–present) for CLA.

Dr. Park has produced major international conferences and academic events, including the International Computer Music Conference (2006, 2018, 2019), ICAD 2013, Ircam Forum 2022, and Purdue-hosted conferences such as the Web Audio Conference (2024) and SEAMUS (2025). He currently serves on the organizing teams for 2026 ACM SIGPLAN/FARM and the 2026 *Co-Creativity in Music, Sound, and AI* conference.

Dr. Park is also an active performer and composer whose work has been presented at major national and international venues, including Carnegie Hall and Korean MTV. His ongoing creative activity – including a forthcoming EP release (spring 2026) with the trio (((April33))) – reinforces an integrated approach to research, teaching, and artistic practice.

Since arriving at Purdue to lead the Department of Music during a period of growth, Dr. Park has overseen the launch of the Laboratory for Audio and Music at Purdue (LAMP), including the Immersive Recital Hall and LAMP Studio—an integrated environment supporting advanced work in audio, DSP, HCI, and cyber-physical AI systems. As chair, he partners with faculty and university leadership to support the academic mission while guiding curricular innovation, strategic hiring, space development, and research infrastructure.

Dr. Park is committed to shared governance, transparent decision-making, and strengthening faculty voice at Purdue during a period of significant change in higher education. He looks forward to serving the University Senate through collaborative leadership, cross-campus perspective, and sustained commitment to the academic mission.

Julia A. Chester, Ph.D.
Professor in Psychological Sciences
Associate Head for Research in Psychological Sciences

Dr. Julia A. Chester was appointed to the faculty at Purdue University as an Assistant Professor in Psychological Sciences in 2003 and promoted to the rank of Full Professor in 2020. During her 22 years as a Purdue University Professor, Dr. Chester has served on a variety of department, college, and university-level committees. From 2021-2023, Dr. Chester served as Associate Head, and in 2023 was appointed to Associate Head for Research, in the Department of Psychological Sciences. She currently serves as a University Senate representative for the College of Health and Human Sciences (HHS) and as a member of the University Senate Educational Policy Committee. Dr. Chester also currently serves as a member of the HHS Research Advisory Council, the Purdue Animal Care and Use Committee, and Purdue's Substance Use Mitigation Team. She previously chaired the Faculty Grievance Hearing Committee and served on the Standing Committee on Research Integrity.

Dr. Chester's pre-clinical research program focuses on the identification of biological and behavioral mechanisms that influence risk for alcohol use disorders and co-occurring conditions to improve the quality of human life. Through teaching, community and media engagement, and professional society advocacy work, Dr. Chester promotes public knowledge about neuroscience, research ethics, and the vital role that animal research plays in scientific discovery and the advancement of medicine. Dr. Chester's research program has been funded by the National Institutes of Health, Brain & Behavior Research Foundation, Department of Defense, and Purdue University. Dr. Chester serves as Associate Editor for *Frontiers in Pharmacology* and on the editorial board of *Brain Sciences*. She has provided sustained service on federal and state grant review panels, including the National Institutes of Health, National Science Foundation, and the Department of Defense.

Dr. Chester has been recognized by her students and peers for teaching excellence. She was inducted into the Book of Great Teachers and received the Jane S. Link Outstanding Teaching Award and the James C. Naylor Award for Teaching Excellence in Psychology. She supports students inside and outside the classroom and laboratory to help them achieve their educational and career goals, diversify their educational experiences at Purdue University, and develop an informed voice as engaged members of society.

To: Purdue University Senate

From: Senator Lisa Bosman and
Senator Lindsay Weinberg

Subject: American Association of University Professors (AAUP) Purdue Chapter Statement calling for a vote of no confidence in Provost Patrick J. Wolfe in the University Senate.

Reference: Resolution for Standing Committees to Look into Issues, Concerns, and Allegations raised in the AAUP Purdue Chapter Statement and Report Back to the Steering Committee.

Disposition: University Senate for Discussion in the Steering Committee, Educational Policy Committee, Community Connection Committee, Faculty Affairs Committee, Student Affairs Committee, and University Resources Policy Committee.

Rationale: Recently, the Purdue Chapter of the AAUP passed a Chapter Statement calling for a vote of no confidence in Provost Patrick J. Wolfe in the University Senate, with subsequent coverage in *Based in Lafayette*, *Purdue Exponent*, and *Journal & Courier*. Given the breadth and significance of the concerns raised from across campus, it is crucial for Senators to have the opportunity to discuss, deliberate, and share questions regarding these concerns on behalf of their constituents.

Proposal: Purdue University Faculty Senate Standing Committees, and in particular, the Educational Policy Committee (EPC), Community Connection Committee (CCC), Faculty Affairs Committee (FAC), Student Affairs Committee (SAC), and University Resources Policy Committee (URPC), look into the issues and concerns raised in the AAUP Purdue Chapter Statement calling for a vote of no confidence and report back to the Steering Committee before our next meeting on 9 March 2026.

Resolution for Standing Committees to Look into Issues, Concerns, and Allegations raised in the AAUP Purdue Chapter Statement and Report Back to the Steering Committee.

Whereas, there are expressed concerns regarding unilateral decisions to block faculty hires and refusal to sign offer letters for candidates who had accepted verbal offers (relevant to deliberations on the FAC);

Whereas, there are expressed concerns regarding the unilateral and non-transparent restructuring of the John Martinson Honors College, resulting in job losses for 15 of 17 faculty members, including the Provost's refusal to sign realignment offers for 7 JMHC faculty (relevant to deliberations on the FAC and EPC);

Whereas, there are expressed concerns regarding significant teaching shortages in several departments due to faculty turnover and hiring delays (relevant to deliberations on the FAC, EPC, and SAC);

Whereas, there are expressed concerns regarding a non-transparent Movable Dream Hires program alongside faculty hiring gaps in a broad range of areas (relevant to deliberations on the FAC and CCC);

Whereas, there are expressed concerns regarding a failure to complete a search process for a new Dean of Education (relevant to deliberations on the FAC and EPC);

Whereas, there are expressed concerns regarding broad overreach during tenure & promotion processes and failure to follow appropriate procedure for tenure and promotion cases, with several candidates allegedly pressured—without any reason explicitly cited—to remove their tenure cases from consideration the day before the Board of Trustees was scheduled to meet to review them (relevant to deliberations on the FAC, EPC, and CCC);

Whereas, there are expressed concerns regarding a failure to explain changes in direction to colleges (relevant to deliberations on the FAC, EPC, CCC, and SAC);

Whereas, there are expressed concerns regarding the expansion of HEA 1001 post-tenure review requirements to clinical faculty beyond the stated ambit of the law (relevant to deliberations on the FAC);

Whereas, there are expressed concerns regarding repeated cuts to book-producing disciplines in the humanities and reduction of tenured faculty who have the research time to write books, while promoting the use of Generative AI to turn faculty lecture notes into books (relevant to deliberations on the FAC, EPC, CCC, and SAC);

Whereas, there are expressed concerns regarding a failure to appeal the U.S. Department of Education's discontinuing of a \$34.9 million education grant for the Indiana Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR Up), the 6th largest federal grant in Purdue's history (relevant to deliberations on the SAC, CCC, and EPC);

Whereas, there are expressed concerns regarding the firing of staff involved in DEI and associated work across the campus over the summer, who had been explicitly told to

continue “business as usual,” which also reportedly involved firing 60 student ambassadors as well as full-time staff members, some of whom had no DEI-related responsibilities (relevant to deliberations on the CCC, SAC, and EPC);

Whereas, there are expressed concerns regarding fostering a climate of self-censorship that undermines the mission of the University (relevant to deliberations on the FAC, CCC, SAC, and EPC);

Whereas, there are expressed concerns regarding discrimination against prospective graduate students based on nationality (relevant to deliberations on the SAC, EPC, and FAC);

Whereas, there are expressed concerns regarding a lack of leadership that directly impacts Purdue’s ability to meet its teaching, research, and service mission (relevant to deliberations on the FAC, EPC, CCC, SAC, and URPC);

Whereas, there are expressed concerns that a resignation is urgently needed in order to restore faith that the Purdue administration will treat its community with appropriate fairness and transparency and demonstrate a sense of duty to its alumni, faculty, staff, and students (relevant to deliberations on the FAC, EPC, CCC, SAC, and URPC);

Be it resolved that, the Educational Policy Committee, Community Connection Committee, Faculty Affairs Committee, Student Affairs Committee, and University Resources Policy Committee look into the issues, concerns, and allegations raised in the AAUP Purdue Chapter Statement and report back to the Steering Committee before our next meeting on 9 March 2026.

Summary Report Regarding Senate Document 25-19

At the February 16, 2026 University Senate meeting, [Senate Document 25-19](#) was introduced in response to the AAUP Purdue’s [January Chapter Statement](#) calling for the immediate resignation of Provost Patrick J. Wolfe and a vote of no confidence.

As of March 20, 2026, the following information was received: reports from 6 University Senate Standing Committees; results from 2 college-level surveys open to faculty, staff, and administrators; feedback from 10 one-on-one meetings with faculty; and 9 emails from faculty and community members.

In addition to confirmations of the items listed in SD 25-19, other concerns were raised regarding the Provost’s handling of the [Vet School Dean search](#) and lack of follow up in communication from advisory meetings, senate meetings, and committee meetings.

Of 6 Standing Committees, 4 documented relevant concerns. Of the 6, 1 requested more time, 1 requested more detailed information regarding some of the claims, and 1

suggested that the President establish a deliberative evidentiary process to further investigate.

In an effort to support due process and due diligence, the Provost was contacted on March 12 to provide a response to SD 25-19. No response was received as of March 20, 2026.

Major Areas of Concern Based on Information Received

1. Delayed and Adverse Decision-Making

- Findings: there is a pattern in which major academic and administrative issues under the Provost's purview remain unresolved until external pressure requires action. This approach has resulted in delayed decision-making, limited transparency, and outcomes that disproportionately and adversely affect faculty and academic programs.

2. Lack of Information Transparency

- Findings: the Provost's communication related to deviations from policy, personnel matters, and institutional initiatives appears to be tightly controlled. There are concerns about restricted communication channels and limited transparency surrounding the Provost's decisions, which have had adverse consequences for colleges, students, and faculty livelihoods.

3. Disconnected Institutional Understanding of Faculty

- Findings: there is a reported disconnect between the Provost's leadership and Purdue's institutional culture, faculty responsibilities, and academic mission. There are concerns that leadership decisions do not adequately reflect sufficient engagement with the day-to-day realities faced by Purdue faculty, including teaching responsibilities, graduate advising, research development, and program leadership. This leadership approach negatively influences morale, retention, and institutional trust.

4. Inadequate Conflict Resolution

- Findings: opportunities for direct dialogue between faculty and the Provost have been limited, particularly in situations involving complaints, escalating conflicts, and grievances. There are concerns regarding lack of sufficient notice and due process, with adverse consequences for the fairness of tenure and promotion processes, faculty retention, faculty welfare, staff workloads, and college-level hiring. A lack of follow-through on protocol, timely communication, and constructive resolution processes results in a loss of institutional trust.

Examples Illustrating 1-4 Above:

- Last-minute refusals to sign offer letters of candidates who were selected by search committees and extended good faith verbal offers, which harms Purdue's reputation, faculty recruitment efforts, and department-level planning.
- [Non-transparent](#) restructuring of the John Martinson Honors College, including lack of sufficient consultation with the University Senate, lack of transparency regarding the realignment process, lack of a coherent restructuring plan, and refusal to confirm 7/9 realignments after department and college-level approvals.
- Failure to appeal the U.S. Department of Education's discontinuing of a \$34.9 million education grant for [GEAR Up](#), despite having a 7-day appeal window, resulting in sudden layoffs and loss of educational support structures for thousands of Hoosier students. All other impacted institutions allegedly appealed except for Purdue.

Institutional Climate and Governance Implications:

Collectively, the concerns raise broader issues about how the Provost's administrative practices have impacted Purdue's institutional climate. Effective decision-making processes, transparent communication practices, and collaborative leadership all play critical roles in sustaining a healthy academic environment.

For the University Senate, these issues ultimately determine whether the Provost's leadership approach supports Purdue's core values, including:

- shared governance between faculty and administration;
- transparent and accountable decision-making;
- respect for faculty roles and expertise in research, teaching, and service; and
- alignment between administrative leadership and the university's mission.

These considerations collectively form the basis for the Senate discussion regarding a vote of no confidence in the Provost's leadership.

TO: The University Senate
FROM: Educational Policy Committee
SUBJECT: Proposed Amendment: Withdrawal from the University Policy
DISPOSITION: University Senate for Discussion and Adoption
REFERENCE: Purdue University Academic Regulations: Regulations and Course Assignment

RATIONALE: The current withdrawal policy lacks clarity regarding the different types of withdrawal and the units associated with each. To improve transparency and ensure consistency, this amendment proposes clear descriptions of withdrawal and appeal situations. This change aligns with current administrative processes and will enhance student, staff and faculty understanding.

This proposal is focused on clarifying and updating policy. The procedure and way it is operationalized appears on the Withdrawal website.

[Withdrawals | Office of the Dean of Students - Purdue University](#)

PROPOSAL: The University Senate modifies the Academic Regulations according to the table that follows in order to:

1. Clarifies how students submit appeals for canceling course assignments during the 14th-16th weeks of a current semester.
2. Clarifies how students submit appeals for canceling course assignments for a prior semester.
3. Provides a timeframe of 1 calendar year in which appeals for canceling course assignments for prior semesters can be submitted.
4. Indicates which units are involved in the review of these appeals.

Following other Senate documents, other related changes will be made by the Office of the Registrar, and reviewed for completeness by the Educational Policy Committee of the University Senate.

ORIGINAL LANGUAGE AND LOCATION	MODIFIED LANGUAGE AND LOCATION
Academic Regulation	Academic Regulations
Regulations and Course Assignment	Regulations and Course Assignment
G: Withdrawal from the university	G: Current and Retroactive Withdrawal from the university
<p>G. A student who withdraws, except for Military withdrawal, see section I, from the University during any semester or summer session shall secure an authorization from the dean of students, who shall present it to the registrar for proper entry upon the record. Each course on the student's schedule will be cancelled or withdrawn by the registrar in accordance with regulations governing drop or withdraw of courses. When a student withdraws from the University, the registrar will issue authorization for refunds in accordance with the existing policy regarding such refunds.</p>	<p>G. A student who withdraws, except for Military withdrawal, see section I, from the University during any semester or summer/winter session shall secure an authorization from the dean of students, who shall present it to the registrar for proper entry upon the record. Each course on the student's schedule will be cancelled or withdrawn by the registrar in accordance with regulations governing drop or withdraw of courses. When a student withdraws from the University, the registrar will issue authorization for refunds in accordance with the existing policy regarding such refunds</p> <p>A student who seeks to withdraw from all or part of their course assignment during the 14-16th weeks due to extenuating circumstances shall submit an appeal to the registrar.</p> <p>A student who seeks to withdraw from all or part of their course assignment for a prior semester (1 year maximum) due to extenuating circumstance shall submit an appeal to the registrar.</p> <p>Appeals are reviewed by a cross-unit committee composed of members from dean of students, central advising, student success programs, and registrar.</p>

Committee Votes:

For:

Meghan Bennett (S)

Thomas Brush

Vincent Duffy

Sheila Hurt (A)

Bridgette Kelleher

Casey Krusemark

Yuli Lyanda-Geller

Haley Oliver (A)

PV Ramachandran

John Sheffield

Jeff Stefancic (A)

Paschal Amusuo (S)

Monica Torres

Jeff Elliott (A)

(A)- Advisor

(S)- Student

Against:

Abstained:

Absent:

Ashley Bellet

Abdelfattah Nour

Antônio Sá Barreto

Steven Scott

Zion Najee-Ullah (S)

To: The University Senate
From: Educational Policy Committee
Subject: Addition of Reentry Policy to Academic Regulations
Reference: [1] Purdue University Office of Admissions: [Reentry](#)
[2] Purdue University Academic Regulations: [Registration and Course Assignment](#). B: Reentry
Disposition: University Senate for Discussion and Adoption
Rationale: The current information regarding reentry lives on the website of the Office of Admissions. Although the Office of Admissions plays a role in shepherding students through the process and administering the reentry application, the Educational Policy Committee finds this policy would be more appropriately housed within the Purdue University Academic Regulations under the Registration and Course Assignment section because this policy deals with the eligibility to register for classes.

Additionally, because no formal policy exists publicly, it is only through application information shared on the Admissions website and institutional knowledge among admissions counselors and academic advisors, that students interested in returning to Purdue understand how they might qualify for reentry.

By adding the policy to the Purdue University Academic Regulations, it will increase transparency regarding the point in a student's academic journey where they would need to apply for reentry rather than simply working through the appropriate office in their college.

Proposal: The University Senate modifies the Reentry Policy according to the table that follows in order to:

1. define the term reentry;
2. delineate the instances when a student needs to apply for reentry and to which major(s) they can apply;

3. shift the placement of the policy from the Office of Admissions website to the Purdue University Academic Regulations

Original Language and Location	Modified Language and Location
<p>We don't believe this policy rests in any additional location. There is mention of Reentry on the Admissions website: https://admissions.purdue.edu/become-student/reentry/</p>	<p>We are recommending that the policy become a part of the Academic Regulations.</p> <p>Registration and Course Assignment</p> <p>B. Reentry</p>
<p>The language below is from a February 2012 communication crafted by the AVP for Enrollment Management and Dean of Admissions and distributed to the Associate Deans, Registrar and Office of Admissions</p> <p>Effective immediately, re-entry students whose time away from Purdue is fewer than three consecutive academic sessions (including summer session) are not required to submit a re-entry application. These students will be able to meet directly with their academic advisor and/or register for classes without completing the re-entry process.</p> <p>For complete text of the communication you can use this link: New re-entry policy and procedure February 2012.docx</p>	<p>B. Reentry</p> <ol style="list-style-type: none"> 1. Reentry refers to a student returning after an absence of three or more terms, having left in good academic standing, on academic notice, or from a disciplinary outcome of Suspension. 2. To return to Purdue, students must have left in good academic standing or on academic notice with grades or Ws on their record. Students who meet those requirements and whose time away from Purdue consists of three or more consecutive semesters, including summer, must submit a reentry application. 3. Students seeking reentry after a disciplinary suspension must meet these academic requirements and fulfill any additional conditions established by the Office of the Dean of Students. 4. Students may apply to return to the major which they were last studying or may request a change of curricula if they meet CODO requirements. 5. Students who completed a bachelor's degree at Purdue and want to pursue an additional

	undergraduate degree or take undergraduate courses as a non-degree student must submit a reentry application.
--	---

Committee Votes:

For:

Sheila Hurt (A)
Ashley Bellet
Jeffery Stefancic (A)
Jeff Elliott (A)
Vincent Duffy
John Sheefield
Antônio C Sá Barreto
Steven Scott
Thomas Brush
Paschal Amusuo (S)
Haley Oliver-Jischke (A)

Against:

Abstained:

Absent:

Meghan Bennett (S)
Bridgette Kelleher
Casey Krusemark
Yuli-Lyanda-Gellar
Zion Najee-Ullah (S)
Abdelfattah Nour
PV Ramachandran
Monica Torres

(A)- Advisor

(S)- Student

To: The University Senate
From: Community Connection Committee & Faculty Affairs
Committee
Subject: Childcare Provisions
Reference:

Disposition: University Senate for Discussions and Adoption

Rationale: Drawing on Purdue University's values of integrity, respect, inclusion and innovation, and in our collective efforts to recruit and retain high quality faculty and staff, the Community Connection and the Faculty Affairs Standing Committees jointly forwards the following resolution addressing high quality and affordable child for its faculty and staff.

The Early Learning Indiana group oversees two childcare centers on Purdue's campus including 1) Purdue University Education and Care Center (PUECEC); and 3) the Patty Jischke Center. The two centers report long waitlists with the longest lists in the infant and toddler age group.

In January 2025, parents learned from the Early Learning Indiana group that the Purdue University Education and Care Center (PUECEC) would be closed and combined with the Patty Jischke Center reducing future childcare slots. The likelihood of faculty and staff children obtaining a spot would be reduced as there will be less total classroom space available with the combination. The rationale for the closure of PUECEC and the combination with the Jischke Center was described as the waitlists being lower than in historic years. While lower, there still are large waitlists and parents experiencing significant hardships, impacting their capacity to be productive scholars and contributors to the Purdue community.

Presently, centers are at capacity, but there are available physical classrooms, but the centers continue to struggle to find qualified and willing staff for such roles. As such, the waitlists are further impacted by teacher shortages.

Childcare in university settings is complicated as you have incoming faculty and staff who are not familiar with the area and will rely more heavily on their employer sponsored childcare options relative to parents who have a longer-term history in a given community. Further, many faculty and staff come to Purdue without a family network who can assist with childcare, increasing the need for parents to rely on employer sponsored options.

Purdue is part of the Big 10 and under present conditions is ranked 5th for number of childcare slots. With closure of PUECEC and its combination with Jischke Center, Purdue will drop to 12th; a total reduction of slots.

Big10 University	On-Campus Childcare Slots
UCLA	548
Michigan (Ann Arbor)	540
USC	469
Ohio State (Columbus)	435
Purdue (West Lafayette) - with PUECEC	378
Washington (Seattle)	334
Northwestern (Evanston)	308
Penn State (University Park)	300
Michigan State (East Lansing)	296
Nebraska (Lincoln)	286
Wisconsin-Madison	282
Purdue (West Lafayette) - without PUECEC	258
Maryland (College Park)	244
Oregon (Eugene)	237
Indiana (Bloomington)	210
Minnesota (Twin Cities)	163
Illinois (Urbana– Champaign)	149
Iowa (Iowa City)	130
Rutgers (New Brunswick)	120

Proposal:

- Publish the reasons for the PUECEC closure and combination with the Patty Jischke Center;
- Furnish transparent and accurate data on the number of young children on waitlists by age level (e.g. infant, toddler, preschool);
- Tie university subsidies for childcare providers/teachers to earn fair and commensurate wages relative to the greater Lafayette area to address teacher shortages; and
- Actively solicit a second external provider to take over the current PUECEC space and increase total available childcare slots on campus; and
- Confirm date and location of Town Hall regarding childcare as asked by Purdue Steering Committee; and
- Continue to subsidize childcare programming.

Committee Votes: Community Connection Committee

For:

Trish Morita-Mullaney
(co-chair)
Rua Williams (co-
chair)
Alejandro Cuza Blanco
Barbara Golden
Kiseop Lee
Mikayla Roach
Kevin Stainback
Kim Updegraff
Bowei Xi

Against:

Santokh
Badesha

Abstained:

Alysa Rollock
(Advisor)
Lowell Kane
(Advisor)

Absent:

Brian Dilkes
(sabbatical)
Gustavo Rodriguez-
Rivera

Advisors

Students

Ajay Bestrapalli

Students

Timothy Roth

Committee Votes: Faculty Affairs Committee

For:

Stephen Cameron
(co-chair)
Françoise Brosseau-
Lapr  (co-chair)
Janet Alsup
Arezoo Ardekani
Ali Bramson
Alice Johnson
Natasha Johnson
Severin Schneebeili
Maria Sepulveda
Lindsay Weinberg

Against:

N/A

Abstained:

Lisa Mauer
(advisor)
Alysa Rollock
(advisor)
Ryan Manuel

Absent:

Bhagyashree
Katare
Annmarie Nicely
Whitney Yu
Sunil Prabhakar
(advisor)

To: University Senate
From: Educational Policy Committee
Subject: Edits to academic regulations regarding summer calendar
Reference: [1] Purdue University Academic Regulations: [Academic Year and Calendar](#)
 A: Academic Calendar
Disposition: University Senate for Discussion and Adoption

Rationale: Purdue University supports a growing range of instructional models in summer (including fully online programs, hybrid programs, early-start initiatives, and other specialty programming) that currently operate on a mix of date ranges. Misalignment between these date ranges, particularly during the summer term, creates regulatory, academic, operational, and student experience challenges. Adjusting the official academic calendar to 14 weeks will give faculty additional flexibility without requiring anyone who currently operates within the standard 12-week session to change their practices.

Proposal: The University Senate modifies the Academic Regulations regarding the summer calendar, beginning in Summer 2027, to allow for instructional innovation and an improved student experience.

ORIGINAL LANGUAGE	PROPOSED LANGUAGE
<p>B. Academic Calendar (revised by University Senate Document 21-23, February 21, 2022)</p> <p>1. Courses are scheduled during the academic year and summer session. The academic year shall consist of two 16-week semesters. Summer session(s) may be one 4-week and one 8-week or two 6-week or other configurations as approved by the Provost’s Office. In each semester/session, classes shall begin with the first instructional period of the first day.</p>	<p>B. Academic Calendar (revised by University Senate Document 21-23, February 21, 2022)</p> <p>1. Courses are scheduled during the academic year and summer session. The academic year shall consist of two 16-week semesters. Summer session(s) shall be a 14-week term comprised of one 4-week and one 8-week or two 6-week or other configurations as approved by the Provost’s Office. In each semester/session, classes shall begin with the first day of the instructional period of the first day.</p>

4. The summer session shall begin on the next Monday following the spring commencement and will be comprised of one 4-week and one 8-week, or two 6-week module(s) or other configurations as approved by the Provost Office. Courses may be scheduled during any one or any combination of modules throughout the 12-week period. There shall be no classes on Memorial Day, the last Monday in May, or on July 4, nor on the nearest class day when July 4 is not a regular class day. (University Senate Document 96-4, February 17, 1997).

4. The summer session shall begin on the ~~next~~ Monday following the **final day of the spring term** ~~spring commencement~~ and will be comprised of **at least one 14-week module**, one 4-week and one 8-week, ~~or two 6-week module(s)~~ or other configurations as approved by the Provost Office. **Graduate** courses may be scheduled during any one or any combination of modules throughout the **14-week period; undergraduate courses may not be scheduled during the first week after the spring semester.** There shall be no classes on Memorial Day, the last Monday in May, or on July 4, nor on the nearest class day when July 4 is not a regular class day. (University Senate Document 96-4, February 17, 1997).

Committee Votes:

For

Antonia Barreto
Ashley Bellet
Casey Krusemark
Haley Oliver-Jischke (A)
Jeff Elliott (A)
Jeffery Stefancic (A)
Julia Chester
Meghan Bennett (S)
Monica Torres
PV Ramachandran
Paschal Amusuo (S)
Sheila Hurt (A)
Vincent Duffy

Against

Abstain

Absent

Abdelfattah Nour
John Sheffield
Thomas Brush
Yuli Lyanda-Gellar
Steven Scott

(A)- Advisor

(S)- Student

TO: Educational Policy Committee
FROM: Anneliese Kay Beswick
SUBJECT: Proposed Amendment: Scholastic Recognition, Graduation with Distinction
DISPOSITION: Educational Policy Committee for Discussion and Advancement to University Senate
REFERENCE: Purdue University Academic Regulations
RATIONALE: The current Graduation with Distinction policy, established 25 years ago, imposes restrictions on students who enter the university requiring fewer than 65 credit hours to be earned at Purdue.
 To promote greater fairness and equity for all students, this amendment proposes reducing the minimum number of credits to be earned at Purdue from 65 to 60. This adjustment ensures that all undergraduate students—including those transferring through a Transfer Single Articulation Pathway (TSAP)—may have the opportunity to graduate with distinction. This proposal is intended to modernize the policy and advance equity by providing all undergraduate students an equal opportunity to achieve Graduation with Distinction.
PROPOSAL: The Educational Policy Committee is requested to consider a proposal to modify the requirements for Graduation with Distinction, reducing the minimum number of credit hours required to be earned at Purdue University from 65 to 60. This revision updates a policy originally established in 1980 to better reflect the needs of today’s student population.
 The proposed change enhances inclusivity for transfer students—many of whom enter Purdue through a Transfer Single Articulation Pathway (TSAP), which requires only 60 credits to be completed at Purdue. Additionally, it accommodates undergraduate students who have accumulated 60 credit hours or more through a combination of Advanced Placement (AP), International Baccalaureate (IB), and/or dual-credit coursework.
 Reducing the requirement from 65 to 60 credits modernizes the policy and promotes equity across diverse student pathways, ensuring that all qualified students are afforded the opportunity to graduate with distinction.

ORIGINAL LANGUAGE AND LOCATION	MODIFIED LANGUAGE AND LOCATION
Academic Regulation	Academic Regulation
Scholastic Recognition	Scholastic Recognition

C: Graduation with Distinction	C: Graduation with Distinction
<p>C:</p> <ol style="list-style-type: none"> 1. A candidate for the baccalaureate degree with distinction must have a minimum of 65 hours of credit earned at Purdue University included in the computation of the overall GPA. A candidate for an associate degree with distinction must have a minimum of 35 hours of credit earned at Purdue University included in the computation of the overall GPA. 2. The minimum overall GPA for graduation with distinction in each school shall be no less than the 90th percentile of the graduation indexes of the graduates in each school, for the spring semester, provided that the index is at least 3.30. The minimum overall GPA so determined in the spring for each school shall be applied for graduation with distinction for the subsequent summer session and fall semester. In administering this rule, all baccalaureate engineering graduates will be considered as one school. 3. Of those graduates who qualify for distinction under these rules for the spring semester, the three-tenths of the baccalaureate graduates having the highest overall GPA shall be designated as graduating with highest distinction, irrespective of the schools from which they graduate. The three-tenths of the spring associate degree graduates having the highest overall GPA will be designated as graduating with highest distinction. <p>The minimum overall GPAs so determined for graduation with highest distinction shall be applied for graduation with highest distinction for the subsequent summer session and fall semester.</p>	<p>C:</p> <ol style="list-style-type: none"> 1. A candidate for the baccalaureate degree with distinction must have a minimum of 60 hours of credit earned at Purdue University included in the computation of the overall GPA. A candidate for an associate degree with distinction must have a minimum of 35 hours of credit earned at Purdue University included in the computation of the overall GPA. 2. The minimum overall GPA for graduation with distinction in each school shall be no less than the 90th percentile of the graduation indexes of the graduates in each school, for the spring semester, provided that the index is at least 3.30. The minimum overall GPA so determined in the spring for each school shall be applied for graduation with distinction for the subsequent summer session and fall semester. In administering this rule, all baccalaureate engineering graduates will be considered as one school. 3. Of those graduates who qualify for distinction under these rules for the spring semester, the three-tenths of the baccalaureate graduates having the highest overall GPA shall be designated as graduating with highest distinction, irrespective of the schools from which they graduate. The three-tenths of the spring associate degree graduates having the highest overall GPA will be designated as graduating with highest distinction. <p>The minimum overall GPAs so determined for graduation with highest distinction shall be applied for graduation with highest distinction for the subsequent summer session and fall semester.</p>

Committee Votes:

For

Antonia Barreto
Ashley Bellet
Casey Krusemark
Haley Oliver-Jischke (A)
Jeff Elliott (A)
Jeffery Stefancic (A)
Julia Chester
Meghan Bennett (S)
Monica Torres
PV Ramachandran
Paschal Amusuo (S)
Sheila Hurt (A)
Vincent Duffy

Against**Abstain****Absent**

Abdelfattah Nour
John Sheffield
Thomas Brush
Yuli Lyanda-Gellar
Steven Scott

(A)- Advisor

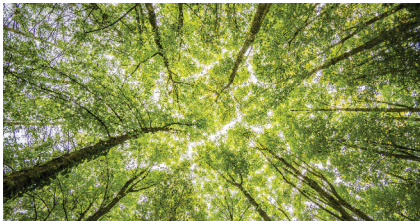
(S)- Student

INSTITUTE OVERVIEW

ON THE FOREFRONT OF WHAT COMES NEXT

Core Strengths

- Our mission is to **foster and promote research, partnerships, and engagement** in sustainability as broadly defined by the UN Sustainable Development Goals, by supporting collaborative, interdisciplinary approaches that connect faculty across disciplines within Purdue and beyond.
- Leveraging **interdisciplinary collaboration** — aligning primarily with Purdue's One Health and Purdue Computes initiatives — enabling research collaborations to address today's sustainability challenges anchored by a unique group structure.



Vision and Structure

The Institute for a Sustainable Future (ISF) is part of the Institutes and Centers at Discovery Park, drawing interest from multiple colleges, programs, and centers across Purdue. We aim to **advance knowledge and innovation** through an ecosystem built on interdisciplinary collaborations, becoming the leading place for innovative and transformative discovery in sustainability.

Our research group structure is designed to best serve our faculty affiliates with leadership in each group type and focus area. This structure includes **Research Communities, Strategic Research Teams, Special Initiatives, and Exploratory Groups**.

350+

FACULTY AFFILIATES

Our faculty affiliates across campus represent **11 university schools and colleges, including 70 university departments and programs**. ISF also supports students and affiliates through graduate and post-doc fellowships, travel and research grants, undergraduate research internships (via DUORI), plus communications, planning, and teaming support to advance sustainability research engagement across Purdue.

Get Involved

Get involved in what ISF is working on — from collaborating on interdisciplinary research to participating in events, conferences, and student programs. Connect with us to explore partnership opportunities and help drive innovative solutions for a more sustainable world.

RESEARCH FOCUS AREAS

- **Amazon Sustainability Research**
- **Africa Sustainability Research**
- **Biodiversity**
- **Circular Economy Systems**
- **Environmental Stressors**
- **Future Manufacturing**
- **Great Lakes Science Initiative**
- **PFAS Strategic Research Team**
- **Renewable Energy**
- **Risk & Resilience**
- **Water Challenges**



Teaching and Learning

Haley Oliver-Jischke

Senior Vice Provost for Academic and Student Success

3/23/2026



Thank You!

To all of Teaching and Learning and Office of Graduate Students and Postdoctoral Scholars



Teaching and Learning Leadership

Haley Oliver-Jischke

- Senior Vice Provost for Academic and Student Success

Tom Mitchell

- Chief Operating Officer

Heather Servaty-Seib

- Senior Associate Vice Provost for Teaching and Learning

Felisa Higgins

- Associate Vice Provost and Dean, John Martinson Honors College

Dan Carpenter

- Assistant Vice Provost for Student Success Innovations

Beth Fines

- Director, Teaching and Learning Strategic Initiatives

Mary Andrade

- Senior Director, Career Success

Amy Childress

- Director, Office of Undergraduate Research

Nathalie Duval-Couetil

- Director, Entrepreneurship Education Initiatives

Jeff Elliott

- Executive Director, University Undergraduate Academic Advising

Linda Gregory

- Executive Director, Exploratory Studies

Chris Krull

- Executive Director, Teaching and Learning Indianapolis

Chantal Levesque-Bristol

- Executive Director, Center for Instructional Excellence

Lela Mixon

- Director, Office of Summer and Winter Sessions

Mandie Greiwe

- Senior Director, Disability Resource Center

Kelly Lough

- Executive Assistant to many

Teaching and Learning Priorities

Student Success

- Retention and graduation rates
- Math Momentum, Summer and Winter programs,
- Center for Career Opportunities, BEAM, AI competency
- Exploratory Studies
- Undergraduate advising supporting student success and retention
- Veteran and Military Success Center
- BRG

Student-Centered Teaching and Learning

- High-impact learning experiences: Honors College, Undergraduate Research, Curricular innovation: AI Working Competency, Center for Instructional Excellence, Civics Literacy
- Indianapolis location support
- Learning technology

Access, Compliance, and Student Support

- Disability Resource Center, ADA compliance support ensuring equitable access for all students
- Testing center

Partnerships and Institutional Relationships

- Higher Learning Commission, Indiana Department of Education, articulation agreements
- CCO updates and strategic initiatives connecting students to employers
- External funding

Center for Career Opportunities

Navigating Job Market Unknowns

CCO has gone above and beyond

- Career Council
- Career fairs and single platform
- Hire Purdue campaign

INITIATIVE PILLAR

PRIMARY GOAL

1) Early Intervention & Tracking

Proactively identify and support seniors seeking employment

2) Skills Gap Remediation

Increase AI fluency and soft skills of adaptability necessary for current market

3) Technology Integration

Single system for all career engagement. Scale career work with AI tools

4) Increased Employer Access

Increased recruiting opportunities through additional and more robust career fairs; activate alumni network as employers

Boilermaker Express Admission to Masters (BEAM)

A Streamlined Graduate Admission Pathway for Top Purdue Undergraduates

BEAM provides qualified Purdue undergraduates with expedited admission to professional master's programs

How BEAM Works

Student Eligibility & Notification

- Participating programs and OGSPS establish eligibility criteria
- Automated notification through MyPurdue

Simplified Application Process

- No application fee, transcripts, recommendation letters, resumes, or statements of purpose

Rapid Decision Timeline

- Applications reviewed on priority basis
- Admission decisions communicated within 48 hours of submission

John Martinson Honors College

Change and momentum

Transition to new model with expanded access to top faculty (e.g., Faculty Fellows)

Growing the Honors College to ~1,300 students

Level Up – innovative and practical strategy to enhance completion

H-Ready – growing honors credit courses

Engaging student leaders

Center for Instructional Excellence, AI Literacy, UCC

MASSIVE THANK YOU TO UCC and CIE!

- CIE: providing pedagogical support, teaching consultation, and course design assistance to Purdue faculty
- AI Literacy initiative: developing foundational AI working competencies for all Purdue undergraduates
- Future of AI in the curricula: working with colleges to embed AI tools, ethics, and critical thinking across degree programs

Purdue's AI Working Competency FLO :

- Apply **critical thinking** skills to develop and support decisions, relevant to a given field of study, that are informed by AI-driven insights
- **Employ**, and compare on a relative basis, contemporary **AI technologies** to study questions relevant to the field
- **Identify** the key **capabilities, strengths, and limitations** of current AI technologies as they apply to a given field, as well as ways that AI can transform existing methods
- **Evaluate evolving AI technology developments** and devise plans to keep pace with the continual future use of AI within the given field of study
- **Communicate** clearly and effectively about AI usage and the choices surrounding it in a given field
- Recognize the overarching **ethical principles**, trade-offs and consequences that arise in AI-aided decision-making

Lily Endowment Inc. AI in Higher Education (AIHE)

\$500 M investment in Indiana Higher Education Institutions

Strategic Focus Areas from LEI:

- Help Indiana institutions more fully consider the challenges and opportunities AI presents for their institutions and students
- Develop new or enhance existing strategies to improve students' educational opportunities, outcomes, and preparation to prosper in a workplace and life increasingly shaped by AI
- Partnerships among higher education institutions

BGR, Summer/Winter, Exploratory Studies, Advising

- Boiler Gold Rush (BGR): orienting new students to Purdue's academic culture, campus resources, and community expectations
- Summer/Winter: increasing access for students who benefit from accelerated or off-cycle coursework
- Exploratory Studies: serving students who enter Purdue undecided with structured exploration, advising, and transition support into majors – leadership position search
- Undergraduate Advising: centralized and college-based advising coordination, early alert systems, and degree mapping tools, advising technology infrastructure, outreach supporting at-risk and underprepared students through proactive intervention and success coaching

Undergraduate Research and Veterans Programs

- Undergraduate Research: expanding research experiences for undergraduates (REUs) across colleges
- Upcoming event: Undergraduate Research Conference — showcasing student-faculty research partnerships across disciplines
 - >1000 abstracts submitted
 - April 13-17 – Judges requested!
- Veteran and Military Success Center: dedicated support services, benefits coordination, and academic advising for student veterans

THANK YOU

University Curriculum Committee (UCC)

- Further gratitude for faculty upfitting or designing new courses to meet the new AI-FLO

College Partnerships

T&L Leadership Team

IDA+A

Office of the Provost

