

Third Meeting Monday, 17 November 2025, 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 20 October 2025](#)
4. Acceptance of Agenda
5. Remarks of the Senate Chair Professor Mark Zimpfer
6. Remarks of the President President Mung Chiang
7. [Question Time](#)
8. [Résumé of Items Under Consideration by Various Committees](#) For Information
Professor Lisa Bosman
9. [Senate Document 25-08 Proposal for Faculty Mid-Semester Grade Reports](#) For Action
Educational Policy Committee
10. [Senate Document 25-09 Reapportionment of the Senate](#) For Action
Senate Steering Committee
11. [Senate Document 25-10 Bylaws Revision Re: the Equity, Diversity, and Inclusion Committee](#) For Discussion
Equity, Diversity, and Inclusion Committee
12. [Senate Document 25-11 Omission of Three Student Cultural Centers from the Giant Leaps Master Plan](#) For Discussion
Equity, Diversity, and Inclusion Committee
13. [Informational Presentation about the John Martinson Honors College](#) For Information
Dean Felisa Higgins
John Martinson Honors College
14. New Business
15. Adjournment

Third Meeting, Monday, 17 November 2025, 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), Chris Ruhl, Dulcy Abraham, Janet Alsup, Santokh Badesha, Ashley Bellet, Ximena Bernal, Afsan Bhadelia, David Blon, Lisa Bosman, Ali Bramson, Françoise Brosseau-Lapr , Tom Brush, Stephanie Butram, Wayne Campbell, Chan Choi, Joseph Coates, Xingshan (Shawn) Cui, Dan Cziczco, Amanda Darbyshire, Dan Degnan, Vince Duffy, Ben Dunford, Jim Dworkin, Ulrike Dydak, Abigail Engelberth, Mara Faccio, Julian Gallegos, Jing Gao, Yi Gao, Barb Golden, Tom Hacker, Kyle Haynes, Lori Hoagland, Sarah Huber, Whitney (Yu) Huidan, Morgan Hynes, Katie Jarriel, Nastasha Johnson, Rick Johnson-Sheehan, Bhagyashree Katare, Bridgette Kelleher, Kee-Hong Kim, Cheng-kok Koh, Shalom Ablavi Kpetsu, Casey Krusemark, Sarah LaRose, Scott Lawrance, Kiseop Lee, Seungyoon Lee, Leifur Leifsson, Brian Leung, Stacy Lindshield, Damon Lisch, Dianne Little, David Liu, Corey Maley, Ryan Manuel, Stephen Martin, Seema Mattoo, Patricia (Trish) Morita-Mullaney, Paul Mort, Annmarie Nicely, Loring (Larry) Nies, Arun Prakash, Darryl Ragland, Brian Richert, Chris , Rogers, Ant nio S  Barreto, Severin Schneebeli, John Sheffield, Rebecca Jean Siener, Kevin Stainback, Mohit Tawarmalani, Monica Torres, Sasha Tsymbaliuk, Kim Updegraff, Lindsay Weinberg, Rua Williams, Bowei Xi, David Ziviani **Advisors:** Heather Beasley, Michael Cline, Melissa Franks, Sheila Hurt, Lowell Kane, Carl Krieger, Lisa Mauer, Beth McCuskey, Jamie Mohler, Sunil Prabhakar, Haley Oliver, Alys  Rollock, Katherine Sermersheim **Guests:** Dave Bangert, A.J. Frigo, Dean Felisa Higgins, Heather Servaty-Seib, Lesa Beals

Absent: Eric Adams, Arezoo Ardekani, Charles Bouman, Stephen Cameron, Eugenio Culurciello, Alejandro Cuza, Letian Dou, Alice Johnson, Yonsoo Kim, Yuli Lyanda-Geller, Abdelfattah Nour, Suranjan Panigrahi, Tae Hong Park, Padinjaremadhom (PV) Ramachandran, Torbert Rocheford, Gustavo Rodriguez-Rivera, Marisol Sepulveda, Anthony (Tony) Smith, Michael Smith, Ganesh Subbarayan-Shastri, Degfeng Sun, Changyou Wang, Howard (Howie) Zelaznik **Advisors:** Cherise Hall

1. Quorum being established, the meeting was called to order at 2:30 p.m.
2. Chair Mark Zimpfer read the following Statement of Land Use Acknowledgement, as required by Senate Document 20-55:

The Purdue University Senate acknowledges the traditional homelands of the Indigenous People which Purdue University is built upon. We honor and appreciate the Bod wadmik (Potawatomi), Lenape (Delaware), Myaamia (Miami), and Shawnee People who are the original Indigenous caretakers.

3. The minutes of the 20 October 2025 Senate meeting were entered as read.
4. The agenda was accepted by general consent.
5. Chair Zimpfer began his remarks, which were as follows:

“We will move quickly into remarks from the Chair. As per the norm, I will keep this brief. I did not want to wait until the final meeting next semester to do some thank-yous, so I am going to begin a few of those now, and we will scatter them throughout the next five Senate meetings. I would like to thank Joe Camp, Secretary of Faculties, and Se'Andra Johnson, Sergeant-at-Arms. They have been indispensable in keeping

me on the straight and narrow and keeping me organized. And a special thank you to Senator Bosman. She has taken on the role of Steering Committee chair and has done a fantastic job quickly in the role in, again, keeping the Senate moving forward. I would also like to acknowledge the Purdue University Dance Marathon Team for raising a tick over \$680,000 for Riley's Children's Hospital. As the father of Riley's kid, it is events and activities like this that make me proud to be a part of the Purdue family. What a great job by that group, and continued success in the future. I know Riley appreciates it greatly, and so do the families that have their children at Riley.

My last comment, for those in the Purdue family, I think between yesterday and today, I have received over 20 of the same email, and when I say same email, I mean the email is copied and pasted regarding is the Senate involved in any discussions on benefits, and specifically prescription drug benefits. I can assure you it has been in nearly every committee meeting that I have been a part of, it has been discussed with multiple offices at Purdue, there have been listening sessions, there has been reach-out by administrative offices, while we are not saying the issue is solved, I feel like we have made a lot of progress in the last 60 days, 45 days, and we will continue to do so. So feel free to go ahead and continue to send me the copy and paste email, but I wanted to assure everyone on this call that we are aware of the situation, we are working with administration and partners around the university to make the situation as good as possible, and we will continue to do so.

President Chiang, on to your remarks, please.”

6. President Chiang presented his remarks.

“Thank you, Chair Zimpfer, and to all the Senators at this meeting. Patrick and I are going to tag team a little bit to talk about an issue that is high on the list of every student, parent, colleague and many more. But before that, I just want to quickly echo what Chair Zimpfer mentioned a minute ago, as indicated by the last Senate meeting, for example, where CFO, Chris Ruhl, and VP for HR, Amy Boyle, along with their colleagues in HR in charge of the benefits program discussed, there have been many individual and group meetings on the subject of prescription drug plan this year and going to next year, and I believe several solutions, on top of everything else since last time, have been in development, and in the coming days and weeks, we will be updated from the HR department.

Now, onto what Patrick and I planned to discuss with all of you and get your input, knowing that there has been an ad hoc committee formed in the Senate to look at this set of issues, and there are really three elements to it. Patrick is in a much better position to elaborate on all these three, but I will provide a brief outline here, and that is the impact of AI to our very core function as a university. I am just focusing on AI relative to students right now, not even AI as a research topic or AI as a tool to be used by a university, just on the student-facing front. One element is we have the graduating class, of undergraduate baccalaureate degree holders, in six months' time or so, and we will graduate, per every year's tradition now, many students, and we want all of them to have multiple job offers to choose from way before then. As you may have read in daily news articles and on traditional and social media, many

companies, large and small, have stopped recruiting and have announced layoffs as well, sometimes in large numbers. The message that we are all hearing is that they are going to grow, but that does not mean that they are going to grow their headcount, and this poses a substantial issue for universities to think about what kind of jobs are going to be displaced by AI or by those experienced with AI. So, we have a task in front of all of us to do everything we can. I know these are the busiest weeks of the fall semester and we will remain busy from late November through early next May. The sooner we can help our graduating students to land interviews; land job offers and secure their jobs the better. We do not have any data to indicate at this moment how we are going to fare as a university relative to other universities. However, we feel confident about our students and our education, but at the same time, the world changes fast, every month, every week, and we need to get ahead of the curve and help our students maximize their opportunities. So this is one element to it, and I think the sooner we take this very seriously, the better the outcome. Ideally, in May next year, we will look back and say, 'Oh, Mung, you worried too much.' Every student received many, many offers, they are flooded with so many offers, they do not know what to do with them, and Mung, you worried too much.' Let us hope that will be the case and let us make that happen together.

The second element will be for incoming students, so they are in high school right now. They grew up AI-native, if you will, in their high school, and maybe they can teach me and many of our colleagues how to use AI. But they are going to enter college, and they are going to graduate, let us say, in the middle of 2030. 2030 is a long time away, and I do not even know what kind of white-collar and blue-collar job market is going to be like in 2030. But we certainly have an opportunity and a responsibility to make sure that we at least equip our students, and I do not mean to say only undergraduates, also master's and doctoral students. For now, looking at the undergraduate student body, to make sure that in the mid-2030s when they graduate, they will be very well-equipped to be in jobs that will require human intelligence and emotion, and they will compete well against other humans to do that in their own discipline of choice, and that is the key. It should not be one-size-fits-all. It should not be learning AI by reading PowerPoint and taking a multiple-choice exam, which AI probably wrote and AI can answer. It should really be demonstrating, for each student's own discipline, what kind of ability they can interact with AI. This requires a deep conversation that is discipline specific. We have outstanding colleges and their leaderships and their associate deans and department and school heads and associate heads, along with this body and along with the Provost's Office, and eventually, any final choices of graduation requirements sit with the Board of Trustees. Along the way, there should be a lot of such conversation, and unlike many other conversations, this one, we will have to do it over and over again, I am afraid perhaps once a year every year for many years to come, because what makes sense this year, who knows, in one or maybe two years' time, maybe those tools are obsolete, maybe that is no longer the definition of demonstrating ability to work with AI, through AI. This is a recurrent exercise that is best conducted in its final details at a disciplinary level at college and maybe at the departmental level and do so on a recurrent basis.

My third element of this is, you may recall, it is almost two years now, time flies, two years ago that the Provost's Office, with consultation from units, along with the

Senate, issued a first set of guidelines for using or not using AI in every classroom. This is distinct from the last topic. Last topic is about finding one way in four years to give students the opportunities and tools to grow their AI ability. This means every class, which may or may not be about AI, AI tools might be sitting there. I loved to hear how people reacted to the guidelines from two years ago. Anecdotally, I have heard, in dining halls and in chatting with students on the street, no statistical evidence here, that some students have found the rules quite varied, not one-size-fits-all, but the opposite of that. If the students take four classes with four different rules for when you can and cannot use AI, how do you report that fact? They must keep track, which homework am I working on at this time? Because the rule next hour is completely different, opposite. If I do the same thing, I am going to get a failing grade in the next class. So, they switch four times a night and try to remember which is which. I do not know if there is a better solution, maybe there is no better solution, maybe that is just a fact of life. Maybe there are better ways to think about it. So I will, again, with Chair Zimpfer and your multiple standing committees and, perhaps, ad hoc committees' work, along with Patrick and his team. Maybe it is time in mid-January next year, it will be the exact two-year anniversary of that first set of guidelines, to revisit them, if needed, revise those guidelines, with input from all of you. I will pause here and give it to Patrick, and then back to Chair Zimpfer, please."

Provost Patrick Wolfe: "President Chiang summarized it well. I will probably add a couple of very brief points. We do have a draft of the new fundamental learning outcome in AI literacy that has not yet been shared, I think, with the full UCC, but I got an advanced look, and I think it is great to know that it is heading in such a strong direction, and I would really thank the UCC for having lots of meetings, including after-hours meetings. So I hope, Mark, you used some of your budget for pizza, things like that. But it was great to see everybody rally around that.

I think in terms of career outcomes, let me tell you a tiny bit about what we are doing. I have met with the team again today to make sure that we have interventions now with our seniors who are set to graduate, help our students. If you have not lived through a recession, you do not know necessarily that job offers can get harder to come by, or they can even be rescinded or delayed, all kinds of things can happen that would be new and unexpected for our graduating students, so we will be working hard on that. We are also going to work to backstop our students with opportunities for graduate studies. You all know, in an economic downturn, a job market downturn, people will often contemplate the option of investing in themselves in graduate school for, say, a professional Master's degree or MBA. So we are going to make it as frictionless as possible for our graduating seniors to make sure we have the most opportunities in front of them that we possibly can.

I want to say one more thing on the last point that Mung raised, I do think it is time to think about our AI requirements in the classroom and regulations. The space moves so quickly, my biggest concern is just our academic time scales are particularly good at contemplating the set of things that you really need to know to graduate in each field. But AI has changed so quickly, it was just about three years ago when the first instance of ChatGPT was released, and the cycle of technological improvement has just been enormously fast, much more rapid than academic time scales. I am

thinking both about how we have a regular refresh for our classroom regulations, but also, I am going to be asking our academic colleges to put together external advisory boards on AI, informed by industry and employers, because I do want to make sure that we are tempering all of our long-term planning for degree requirements and the likes of all of that with some immediate, practical, on-the-ground feedback from employers about how they are seeing the employment market and the skills market shift as our students prepare to graduate. I do not want any Purdue student to be caught off-guard by all the fast changes in AI. We may all look at ourselves and say, those of us in our age and generation brackets, we are probably further behind than the 15- to 25-year-olds. I am sure, with a good amount of focused work, that Mark and others can help lead us to the right answers. I am looking forward to working with everybody on that, and it is exciting times. So I will stop there and hand it back over to Mark as our chair. Thank you.”

Chair Zimpfer: “Thank you, President Chiang, and Provost Wolfe, very timely. During my open office hours this morning in our department, I had a student come in and ask about clarification on our AI rules and compare that to a class that they had on another part of campus, and some conflicting language between the syllabi in the two classes and what was allowed and not allowed. So there is much work to be done, but I know the Senate and its various committees will be up to the challenge.

The answers to questions that were pre-submitted have been posted to the Senate's website. We also have a short amount of time for questions from the floor. Are there any questions for President Chiang or Provost Wolfe?”

No questions came from the floor.

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

No questions came from the floor and Chair Zimpfer recognized Senator Lisa Bosman, Chair of the Senate Steering Committee, to present the Résumé of Items Under Consideration by Various Committees.

8. Professor Bosman, Chair of the Steering Committee presented the Résumé of Items under consideration by the various Senate Standing Committees [Appendix B]. URPC Chair Hoagland added that they are also working on PSG/PGSG proposals on sustainability.
9. Professor Vincent Duffy, Chair of the Senate Educational Policy Committee presented Senate Document 25-08 Proposal for Faculty Mid-Semester Grade Reports, For Action.

Senator Duffy: “Thank you, Chair Zimpfer. I would like to move that the Senate adopt document 25-08, which is a proposal for mid-semester grade reports.” Senator Bosman seconded his motion.

Senator Duffy explained the background for the proposal: “This document is related to modifications that took place when we changed the date to withdraw from a course. The intention here was for students to get information by mid-semester, and we were usually having that around the withdrawal date. Then, we moved the withdrawal date, but our intention still is for students to have information at the mid-semester point. This document is really to clarify policy that intention. Our intention was for mid-semester grade reporting. This was done in 2021 when we added the second point for up-to-date grading feedback for students. And then, in 2023, when we shifted back the withdrawal date, that affected the potential for there to be a delay in the reporting. Basically, we reviewed this document last time, which included the modified language on the second page and clarified that what we mean is week nine by mid-semester for a regular 16-week course, and updates or details for anything that is not a standard semester are kept by the Registrar. This document was developed in cooperation with the Registrar, reviewed by EPC, voted on it a couple of months back, and was reviewed in first reading at the Senate meeting last time.

The only other clarification there, so you can see there are some dates added in and then deleted, because the dates were not originally there and we realized the potential for variations, we just deleted those dates because the Registrar keeps the document. The other point of note here is that the graded feedback we expect would be either through the learning management system, which right now is Brightspace, or through MyPurdue, and the access to the mid-semester grade, that entry is available to all the faculty, as it has been in the past, but we just have not made a particular note about that. We did not really see clear alternatives to that for the undergraduates. Graded feedback should be provided through one of those two systems.”

Chair Zimpfer: “Thank you, Senator Duffy.” Chair Zimpfer opened the floor for questions.

Senator Stephen Martin: “I do not put my grades on Brightspace, because Brightspace is incompatible with the numerical scale that I use to grade my undergraduate courses. I give students feedback because I provide them with my own handwritten comments on exams. So that is an alternative to the learning management system or Brightspace.”

Senator Duffy: “Senator Martin, this is at first intended for large groups of students. I do not know the size of your class, but it is also intended for undergraduates to get feedback. And certainly, there are provisions by which these can be formalized, but the intention is for students to have feedback. The only time this really comes up is when in the Associate Provost's Office, in teaching and learning, they get messages that a small number of faculty have not been giving feedback to students. So in the case where students get feedback, you can see where it says preferably in the prior language, the only case where this comes up is where the reports are going up to the Provost's level after they have probably been at the department level, Dean's level, in a lot of cases. It is a small number. That issue about confusion about the dates is really what has come up here, so that is the first clarification.

There is not a formal process right now for having that change, let us just say, graded feedback be provided rather than preferably being provided. In cases where the faculty are doing it and we have a process for that, that is already working, this policy is not intended for those faculty. It is intended to catch those that were not giving feedback to students, because it is important that they know and not wait until the withdrawal date, because that is late for them to decide. They are really trying to use the information that they are getting by mid-semester to make decisions later, and that is the intention of this policy revision.

The last point is that there are opportunities to give feedback throughout the semester, so it does not have to be a one-time at the mid-semester, but where students are getting feedback earlier in semester, which is basically covering what the intention was also. In many cases, and this came up regarding the discussions in EPC, the Educational Policy Committee, that basically, where faculty have been communicating with students and the students are aware of their status and standing in the class, the issues really dissipate. And so, for most EPC members, you can see this was basically, with one abstention, a unanimous vote, because there just is not really much expectation for students not to know by mid-semester."

Chair Zimpfer: "Hearing no further discussion, are there any objections to accepting Senate document 25-08 as presented? Hearing and seeing none, the document is approved. The Chair recognizes Senator Bosman to present Senate document 25-09, reapportionment of the Senate for AY 2026/2027 for Action."

10. Senator Bosman presented Senate Document 25-09 Reapportionment of the Senate for Action. Her motion was seconded by Vice Chair Julio Ramirez. The floor was opened for discussion and questions.

Past Chair Leung: "As a point of information, will the Secretary of Faculties remind us of what the quorum level is for each of the standing committees? Because when we see these documents come in, we see who voted and who was absent, and it is frequent that there are many absences, and so I find myself a little bit confused about what quorum is coming out of each of these committees. So if we could have some clarification on that, that would be helpful."

Secretary of Faculties Camp: "The Bylaws are silent on the quorum for standing committees, so each committee can decide on its own what they would like to have as their quorum. However, if they do not wish to create a separate description of their quorum, then they can go with the Senate quorum of 50%-plus-one."

Chair Zimpfer: "Is there any further discussion? Seeing no further discussion, are there any objections to accepting the proposed reapportionment of the Senate? Hearing and seeing none, the Senate reapportionment has been approved. The Chair recognizes Equity, Diversity, and Inclusion Committee Co-Chairs Morita-Mullaney and Williams to present Senate Document 25-10 for Discussion."

11. Senator Trish Morita-Mullaney: “As stated, this is a change to our Bylaws in sections 5.01, 5.3 and 5.31, and this is for our discussion today, I understand that this is the first reading. So given federal and state laws related to policies of equity, diversity and inclusion, the current EDIC proposes a shift in its mission and its naming convention. We propose that the EDIC standing committee be renamed to the Community Connection Committee (CCC), with the following purpose. The CCC is concerned with matters related to the general social, cultural, intellectual, and practical welfare of all students, faculty, and staff of the university. In particular, the CCC provides advice to the Senate on matters concerning climate recruitment, retention, and opportunities for student, faculty, and staff success. So that is our proposal set before you.”

Chair Zimpfer: “Thank you, Senator. Is there any discussion? This is a quiet group today.”

Senator Lindsay Weinberg: “Thank you so much. Could we get some clarification on which federal and state laws the group that put this together is thinking about specifically?”

Senator Morita-Mullaney: “Yes, thank you so much. We are referring to the federal executive orders and the regress as consistent with multiple educational policies and the language therein. We also are referring to the state policies that Governor Braun has put forward with the Senate and the House of Indiana, all of which have been approved. And if you would like more specifics, I am happy to email that as an amendment or as an addendum to this argumentation. Good question, thank you.”

Chair Zimpfer: “Thank you for the question. Any further discussion?”

Senator Stacy Lindshield: “Yes, thank you. Could you give us some idea of what some potential scenarios are or maybe consequences if we do not make this name change?”

Senator Morita-Mullaney: “Some potential consequences that I would foresee as a Senator and as an educational policy researcher is that we will be made to do so because our state laws are very powerful, I would argue that they are even more powerful because they are in proximity to our university and have governance over us in a way that they could ask us that we needed to eliminate the language. My concern, as is the concern of the rest of the committee, is that if we do not change the name, then our purpose as a standing committee would be abolished. Does that answer your question?”

Senator Lindshield: “Yes, thank you.”

Senator Kim Updegraff: “I am on the committee. I think the other discussion we had was concerns about people on the committee being doxed, their information being shared without their permission because the membership on the committee is publicly available, and so there are risks to people on the committee if we do not change the name.”

Senator Morita-Mullaney: “Thank you, Kim, for that. And may I add that we have a combination of tenured and untenured faculty on this standing committee. I see Past-Chair Leung has his hand up.”

Past-Chair Leung: “So I just wanted to share as also Past-Chair of this committee that the mandate of the committee has always been about all students. I am not at all disturbed by some of the changes that are suggested here, because the EDIC, which will maybe now change based on Senate vote, has always been about serving all students, and I will leave it at that.”

Chair Zimpfer: “Any further discussion? As a reminder, this document will be for Action at the January Senate meeting.

Senator Morita-Mullaney, you are still up with document 25-11, Omission of the Three Student Cultural Centers from the Giant Leaps Master Plan.”

12. Senator Morita-Mullaney introduced Senate Document 25-11, Omission of the Three Student Cultural Centers from the Giant Leaps Master Plan for Discussion.

Senator Morita-Mullaney: “Thank you very much. So in relationship to this, the Equity, Diversity and Inclusion Committee, as it currently stands with our current name, we are addressing the subject of the full Giant Leaps Master Plan's omission of three cultural standards, placing a new residential hall at their current locations, and our concerns about that decision or omission. So referencing this, that it is not included in the master facility plan, these student centers include the Asian and Asian American Resource Center, the Latino Cultural Center, and the Native American and Educational and Cultural Center. A new residential facility is proposed to be placed in their current locations. Thus, as an EDIC standing committee, we propose that the three cultural centers, the Asian American Resource Center, the Latino Cultural Center, and the Native American Educational and Cultural Center, be added to the master facilities plan. For context, these three centers are in proximity to one another, they share basically a common area, and they are in absolute proximity to current residential halls and are in a good location.”

Senator Sarah LaRose: “Thank you, Senator Morita-Mullaney, for presenting this. I am curious if the committee has asked the university administration as to the rationale for the omission of these centers from the master plan?”

Senator Morita-Mullaney: “The Senate presented and discussed this with the administration.”

Senator LaRose: “Did they provide a response as to why those centers were eliminated from the plan?”

Senator Morita-Mullaney deferred to Chair Zimpfer.

Chair Zimpfer: “Thank you, Senator. Yes, this was discussed, and it was discussed thoroughly at Steering Committee as well. There was not a great deal of concern from a master plan that was originally drawn up in 2018, and I believe updated in 2021. If you look at the master plan carefully, there are buildings that are in the wrong spot. The last number I heard, there was 1,200 buildings on Purdue's campus, there are probably more now since 2018, not all those buildings are called out, and it is a proposed master plan. In Steering Committee, as well as discussions with administration, we thought maybe a next good step would be to simply ask for any updates or is there an update to the master plan in the works since 2018 or 2021, we are now closing in on 2026, just to get a better picture of what the plan looks like with the growth over the last seven years. Is Provost Wolfe or President Chiang still available on the call?”

Provost Wolfe: “Mark, I am here. I am happy to jump in if you like, but you covered it, and I am not sure there is anything more to say.”

Chair Zimpfer: “Thanks, Provost Wolfe. I shared in some of the meetings that if you look at the master plan for Tippecanoe County, there is a four-lane divided highway running through my house. It is a 50-year plan, much like the master plan at Purdue. We all know that those change. I think the support of the cultural centers from the administration was shown in our previous discussion when DEI laws changed in Indiana. If Purdue wanted to remove the cultural centers, then that would have been the time. But administration, and certainly the Senate and the student governments have been fully supportive, and the plan is that that pattern will continue, that we will fully support, as a Senate administration and the student government, to support our cultural centers.”

There was no further discussion and Chair Zimpfer recognized the Honors College Dean Felisa Higgins to give an informational presentation.

13. Dean Felisa Higgins made a presentation about the John Martinson Honors College [Appendix C].

“First, I want to say good afternoon, and thank you for inviting me and giving this opportunity to share the work that we are doing in the John Martinson Honors College. Thank you so much to all the Senators and for the invitation.

Founded in 2013, the Honors College has become one of the prime destinations for some of our most motivated and intellectually curious students. As you see, from its inception, it was founded on a set of pillars that uplift the leadership development among our students, uplift and help develop scholarship skills in undergraduate research, interdisciplinary academics, and community and global engagement [Slide #2]. To the credit of those that preceded me, I have only been here for a year, it has been an amazing journey that has led us to a top eight honors college standing. As of November 1st, which was our application deadline, our fall '26 applications are already topping beyond 11,400, so the interest and the appeal of the college continues to grow.

Our mission is to support the mission of the institution [Slide #3]. We are committed to supporting Purdue's mission as a land grant, and to collaborate with all the units across campus that are supporting that mission. With that goal, we are all here to share with you the journey of trying to support and meet the needs of highly motivated, highly curious, and exceptionally talented students.

Throughout the years, in its first decade, the Honors College tripled in size and given the monotonic increase pattern that we are on right now, if we were to continue unfettered, we could end up in a place where we land 5,000 [Slide #4]. Currently, our enrollment lands at 3,947 students that range from across the institution. It is important that you see that in just a period of a decade, the growth has been tremendous.

As I mentioned before, the representation of students among the larger Purdue population is about 10% of the student body, and the distribution of where those students come from across campus very closely resembles the enrollment patterns that we see at the university [Slide #5].

In terms of graduation outcomes, as I said before, we attract some of the students that tend to not only be retained at a higher rate but are also graduating four and six years at a higher rate than the overall population [Slide #6].

For those of you who are not familiar, what does it take to complete honors? We require not only that the students participate in a journey of discovery, of course, 24 credits of honors, five of which must come from interdisciplinary curriculum focused on honors pedagogy, but also they must show strong academic performance, engagement, and then complete a scholarly project, which can be either a research endeavor or a creative endeavor, depending on the student's interests [Slide #7]. It is in that way that students can craft a pathway to honors that fits their needs and their curiosities, with the support of the faculty, not only in the Honors College, but across the university. This year, we are very to launch a new initiative called Level Up with Honors, which is an initiative that will allow us to scaffold and to support the students' journey in a more intentional way along the four years.

The curriculum in honors, for those of you who are not familiar, as I said before, they pursue pathways that are decided by them in terms of how they pursue their attainment of honors credits [Slide #8]. There is only one course sequence that is required from all honors students, which is two one-credit courses that are taken on the first year to give the students a taste of what interdisciplinary scholarship looks like, what research may look like, what pursuing curiosity beyond boundaries might look like. Out of the 24 required credits to obtain the Medallion, five of those come from HONR, which are primarily offered by faculty currently in the Honors College, but many faculty across Purdue submit proposals every year and teach some of those interdisciplinary HONR courses. The remainder, which is the lion's share of what students pursue, is pursued through sections that are designated for honors students in the different colleges. H-Ready courses, which is an exciting initiative that I am ready and happy to share very soon with you. H-Contracts, we know that faculty,

many of you step up to welcome our students through the contract process, graduate courses or supervised research credits count towards honors.

That results in about, in the last data that were collected, as you can see in the graph, about 6,000 student credit hours produced in the HONR courses, which are again offered by the faculty in Honors College, plus faculty that submit proposals to teach, which amounts to about a quarter of the total honors credits that students attain to complete honors at Purdue [Slide #9]. The other three quarters come from the mixture, as you see, of H-Sections, selected credits, which are usually graduate courses, contract, and research credits.

As we again talk about the pathways, where are students getting the credits across the university? The graph that you see in front of you can help you see an idea of how your college is contributing, and we are looking forward to continuing to grow honors offerings across the institution [Slide #10]. I want to take a moment to say thank you to all of those that participate in delivering honors education at the different colleges.

One of the most exciting ways in which we are engaging faculty is the H-Ready initiative, under the H-Innovate campaign that we have in terms of innovating the curriculum in honors, and to increase the degree of convergence between the path that the students need to follow to complete their degree while also meeting their honors requirements [Slide #11]. This fall alone, we were able to offer, with the support of colleges from across the institution, 359 sections that had built-in modules that were developed during a spring institute last spring, and we were able to deliver those modules through Brightspace to the students that could sign up without the need of going through the cumbersome process of issuing multiple contracts for one course and giving the faculty the tools to welcome our students in these very enrollment courses.

Concerning research, we continue to grow the number of scholarly projects, through a variety of different initiatives that involve faculty from across the institution, and the number of students that have since the inception of the college completed the Medallion has grown to a record last year of 437 students that completed all the requirements and had the high achievement required of them [Slide #12].

However, completion has been brought up as an area of improvement, and as you can see, there are many reasons that can lead to different completion outcomes, including the fact that students do leave the university [Slide #13]. The students that do come and participate in honors can also find the academic performance requirements to become an obstacle, so you see that 21% of students that do not have the GPA do successfully attain the Medallion status. Then, there are students that take more than four years to graduate, they are hanging around, they still probably are captured in our six-year completion data, but from the four-year completion data, these 7% represent students that have not graduated. It is ultimately on the 23% where we are going to continue to focus most of our attention, because these are the students that could have otherwise completed. We are working in ways to improve the offerings that we have for our students in supporting completion.

In this slide is just a very tiny sample of different things that we do in honors to support students [Slide #14]. I wanted to highlight that, for those of you who do not know, the National and International Scholarship Office is housed within the Honors College, and many of our students end up, not surprisingly, also highly represented in some of these great acknowledgements. We are the home of the STEM Scholars Program. We are the home of the Amelia Earhart Leadership for Space Careers, where one of our graduates is Abby Mizzi, who is the one Purdue student that is going to be on the Purdue 1 Virgin Galactic suborbital mission, so we are extremely excited to see one of our JMHC graduates go to space.

None of this would be possible without the collaboration and the dedication of people who are committed inside and outside the classroom to support honors education and pedagogy [Slide #15]. We are fortunate to have dedicated faculty members across the institution, particularly faculty also currently in the Honors College, that have been members of the community at Purdue for many years, and many who have been in the college since its beginning, contributing not only to honors education, but many of them participating in collaborative efforts with the Office of Undergraduate Research, the Office of Student Engagement, the Office of Careers, and I am trying to remember what CCO stands for, the Career Office, in competency development, with alumni relations, and all the different ways in which faculty elevate the experience for our students. I appreciate them very much.

On the note of talking about collaboration with faculty and how essential faculty are to the scholarship in the Honors College, we have extremely exciting opportunities that we continue to grow through the Martinson gift, like the Breakthrough Awards [Slide #16]. This year, we were able to award not only, through the Breakthrough Award, recipient grants between \$50,000 and \$75,000, we were able also to provide \$20,000 seed grants to faculty from all over Purdue, and the research generators, which we are also extremely excited to recruit and grow the number of faculty who are creating exciting research opportunities for students across the university.

I must address one of the points I was asked to address about the realignment [Slide #17]. Purdue is moving forward in a direction, a different institutional direction, away from the model of housing faculty in the Honors College. Therefore, the result of the realignment is that faculty who are currently appointed in the Honors College must find appropriate appointments in other units on campus at Purdue. We are committed to continuing to offer students the great honors experience that they have come to expect from a place like Purdue. We want to continue to do what we are going to do moving forward with transparency and fairness, sustaining interdisciplinarity, and, most of all, continuing to make Purdue a top destination for high-achieving students.

To that end, I wanted to highlight for those of you who are not familiar with the context of honors education, overall, the number of schools that have faculty housed within honors has been a relative minority. Last year's CoHE survey had it at 27%. This year's results, that just came last Thursday, has it at 46% [Slide #18]. When you group R1s/R2s, very large institutions, 78% may have faculty appointed in the top 10

honors, the six AAU schools are at 50/50. However, you can see that you can cite both advantages and challenges linked to the different aspects of operating with or without faculty.

What is true is that we will continue, regardless of the arrangement, to ensure that there is commitment to having a core of long-term structural support for the Honors College [Slide #19]. We must have faculty who continue to contribute to the life of the college inside and outside the classroom, and help lead discussions about honors pedagogy and teach and engage and recruit others to join the party, because the water is fine. Affiliate faculty, faculty that can, in an ad hoc capacity, say, 'Hey, I want to raise my hand, there is a course I always wanted to teach,' come and teach in honors, come and join us for maybe a semester, teach a course. We also want to create an infrastructure where it is easy and encouraged and recognized for faculty who are thought leaders in their fields to also come and participate of connecting and engaging these students that are so curious and so motivated. If you have not met them, come and meet them, these kids will blow your mind away. They will send you spinning into a midlife crisis, because you think of yourself at 19 years old, you may not have had the thoughts these kids are having about their future and the things they want to do and the problems they want to solve.

As we navigate this transition, I just want to be transparent with you that these are the questions that are front of mind as we think about how we move forward [Slide #20]. How do we continue to invite the contributions of faculty across the university, in a dedicated way that sustains in the long-term the standing of Purdue as a destination for excellence in honors? How do we create an environment where faculty contributions to honors are recognized in the promotion and tenure processes, or in the distinction for the service if they participate in engagement or in their teaching. How are we going to encourage that boundary spanning thinking and teaching and engagement in ways that continue to elevate and support and be leveraged by Purdue's strengths? At the same time, as you probably are aware, some of you may be aware, the student government issued a resolution with some concerns. I am thinking, how are we going to make sure that we can address those concerns with confidence? Finally, in any transition, there is change, and that change is impacting human beings, people, who are colleagues, how do we do this and uphold our Purdue values? I will end there and yield the floor back to the Chair."

Chair Zimpfer opened the floor for questions.

Senator Rua Williams: "My question might not actually be answerable by Dean Higgins, so hopefully somebody else in the room can. But my understanding is that the Honors College will still function from the student perspective, but all the faculty that have been housed there must find positions elsewhere in Purdue or leave."

Dean Higgins: "Yes."

Senator Williams: "Given that many of the faculty that are housed in the Honors College are more from the humanities disciplines, and that our institution has been

quite hostile to the humanities disciplines, is there any intention to support the humanities departments on campus to take the faculty? Because if there is not, then this is just a convenient way to get rid of a bunch of humanities scholars, really good humanities scholars, who do excellent work, who are the reason our students love honors.”

Dean Higgins: “The faculty have gone through an interview process with colleges that would be appropriate academic homes and are under consideration by those departments.”

Senator Williams: “Do those departments have lines to give? Are they being given the support to take the faculty that are being abandoned? So that is what I am saying. If you are not supporting the actual transfer of these faculty, then you are just driving them away. The reason the Honors College is so successful, you are driving them away, because you are not giving them anywhere to go.”

Chair Zimpfer: “I think we will come back to these questions and give a chance for Dean Higgins and Haley Oliver to get their thoughts in order that they were to present today. I do not think they were prepared to take questions. I will move quickly to Senator Johnson.”

Senator Richard Johnson-Sheehan: “I am going to second that question. In our department, we interviewed three remarkably interesting candidates from the Honors College. In fact, I saw them on the picture scroll that was just on the slide deck that came through. And this is now going on for a while. I asked about this today in our faculty meeting saying, ‘Well, what happened to those great people we saw?’ The answer was, ‘Well, a decision has not been made.’ It seems kind of cruel to have people stuck in limbo like this when they have done their jobs; they have done them very well.

I have had a lot of connections with the Honors College as someone who got a Breakthrough Award, and I have collaborated with these folks, and I just do not think they should be held in purgatory by this realignment. Decide. If they are going to be fired, I guess you will fire them. It seems like we need to be fair to them and ethical, and it seems like they are being stuck in this limbo that is just not fair to them. That said, we would love to have them, that was the consensus. It is tough enough to come by money, especially for three new people, on our own. Anyway, thank you.”

Senator Ximena Bernal: “Maybe following up on that and getting the big picture. There are 17 faculty associated with the Honors College. I was wondering, what is the status of faculty realignment? How many of those have been placed? Also, if you could elaborate on what this means for clinical professors. My understanding is that all 17 are clinical professors, and those have five-year contracts, but those contracts have been changed to align everyone to the same timetable. Can you explain to me how that works for clinical professors, given though that some were supposed to be with you for five years, how has this been adjusted and what this means for our clinical professors across campus?”

Chair Zimpfer: "Senator Bernal, I am a little uncomfortable discussing faculty members' personal contracts in a University Senate meeting, so if we could hit the pause button on that answer and you could follow up with Dean Higgins or Haley Oliver offline, please?"

Senator Bernal: "What is the status of the faculty? And point taken, my apologies about that, I thought we could talk about that."

Dean Higgins: "Currently, out of the 17 faculty, there are nine that have gone through the process, I think it was Senator Johnson described a process where they submitted cover letters, participated in multiple interviews, they gave job talks, and different departments have had faculty votes, and it has gone through the process of approval by the department, and then ultimately the current dean of that college. Those nine are awaiting the final approval. The others are still in the process of ascertaining what the possibilities might be."

Senator Bernal: "Thank you."

PSG President Rebecca Siener: "My questions are all open-ended too, just echoing what a lot of other Senators have said. We did pass a resolution within student government, our Honors College Senators wrote a resolution, so on behalf of myself, as the Purdue Student Body president, as well as a neurobiology and physiology student within the John Martinson Honors College, and on behalf of the entire Purdue Student Body, I do support transparency regarding continuance of the Honors College. I do affirm Dean Higgins' position of the need for answers. I think there has been limited information released about the coordination of the restructuring. As Dean Higgins stated, 46% of honors colleges nationwide report having their own faculty within the honors college, and this is a growing trend, so what is the decision behind heading the opposite direction of that?"

Since faculty have been instructed to find positions outside of the Honors College, are there adequate position openings within the respective colleges for these faculty? If not, will the colleges be mandated to dedicate a certain number of faculty or time towards the honors curriculum? Also, have finishing rates of other honors college programs at comparable institutions, have those been examined? Why do we not want to wait to see if the newly introduced Level-Up Program involving the tiers of honors completion aids with engagement? Will programs such as the Future Mentors Program, JMHC

Research Awards and Research Action grants continue, and who will run these programs to aid in completion of honors college scholarly projects?"

Chair Zimpfer: "I am going to interrupt you. No prepared statements, please. Questions are fine, and I realize you have a series of questions. This is specifically what our committees are for. We have Faculty Affairs Committee, Student Affairs Committee and Education Policy Committee. This is obviously a topic that has generated the most hands raised in today's Senate meeting, I would encourage all of you with questions, and specifically you, President Siener, to make sure we are using

the Senate committees to their fullest, the Chairs are all on the call, and I would like those committees to be involved in this discussion moving forward.”

PSG President Siener: “These are all open-ended questions that can be answered at a later date and discussed within the committees, so my apologies for that.”

Chair Zimpfer: “I appreciate the passion and the thought that you put into it. I would love for you to share those questions with Dean Higgins, please, as well as the committees named.”

PSG President Siener: “Of course. That will be done.”

Senator Lindsay Weinberg: “Thank you so much, Senator Zimpfer, and thank you, Dean Higgins. I was wondering if you could clarify what the burden or responsibility of teaching on other units is likely to be considering the realignment process and because eight faculty already know they are not currently set up to be realigned?”

Dean Higgins: “Under the new model, if we are to sustain it, at least at a minimum level, the curriculum as is delivered right now, and given the growth in enrollment, we will need between 6,000 and 7,000 student credit hours, and that is assuming no growth. And as I mentioned before, we are already hitting record highs in student applications for new beginners, and we continue to grow also in the continuing student body. There is going to be a shift where those credit hours are going to have to come from somewhere. Most of those credits come from in-house. There will have to be a strong core dedication of faculty time to not just the instruction, but also the programming, the study methods, the leadership within the college and the participation in those activities from all over the university.”

Senator Duffy: “Chair Zimpfer, I would just like to offer that Educational Policy Committee will have a meeting tomorrow, Haley Oliver will be there, and we routinely interact with Mark Wilson, who is the Chair of Academic Organization Committee. One of the questions we can cooperate with Dean Higgins on maybe offline is to help address the question on the continuity of dedicated faculty and how those might be ensured in the transition. That is one place where EPC might be able to help brainstorm a little bit and cooperate in several different directions, including with Purdue Student Government to ensure that there is this sense that the level of quality is still maintained.

One of the others might be with Faculty Affairs Committee, the issues related to faculty contributions and how they might be recognized, and departmental workloads could come up regarding faculty affairs. Between us and Steering Committee, we may also be able to brainstorm with Dean Higgins and the Academic Organization Committee and the Provost's Office to help ensure, and then to try to get a sense from students, because students will sometimes see that pressure point that we individually as faculty may not see, but they will see it in bigger numbers, we can continue to stay in the dialogue on this in EPC. I just wanted to offer that.”

Dean Higgins: “Thank you. I will take you up on it, Senator Duffy, thank you.”

14. New Business

There was no New Business from the floor.

15. There being no further business, the meeting was adjourned at 3:45 p.m.

DHS Proposed Rule

Q: Background, the questions are related to the Proposed rule: (August 28, 2025, from US Dept. of Homeland Security):

“The federal government would set the authorized admission and extension periods for foreign students and exchange visitors up to the duration of the program they are participating in, not to exceed a 4-year period (DMA note: previously D/S – duration of status à valid I-20 or DS-2019 and as long as it takes the student to complete their program of study). The rule would set the initial admission period for foreign media representatives at up to 240 days. Foreign media representatives would be eligible for an extension period of up to 240 days, but no longer than the length of the temporary activity or assignment.

Additionally, admitting foreign students, exchange, and foreign media classifications for a fixed period of time would require said aliens to apply for authorization to extend their stay with United States Citizenship and Immigration Services (USCIS), therefore requiring regular assessments by DHS for the alien to remain in the U.S. for a longer period. This would allow DHS to conduct proper oversight as part of SEVP and SEVIS by making access to necessary information more accessible and reducing the number of individuals here on visas.”

1. Does the University have information about the proposed rule? If yes, when will this information be shared with faculty/staff?
2. What are the implications for international applicants/admitted students?
3. What response can we provide to international applicants regarding the proposed rule?

This is merely a proposal. Purdue team is closely monitoring all relevant rule developments to keep the University well-informed and prepared.

Strategic Plan and Resource Allocation for Polytechnic Faculty

Q: What is the plan for Polytechnic? Are you planning to provide more resources to the faculty? Are you planning to provide more faculty lines? Would the teaching load be reduced to help faculty conduct their research? Would our salaries be increased? In Applied and Creative Computing, our salaries are in the 10th percentile of Information Science departments.

The current PPI Strategic Plan is available [here](#). Further details can be provided by dean of PPI.

Administrative Stability and Leadership Accountability in PPI

Q: Faculty have been informed that Lecturer lines will be reduced. Is this initiative University-wide or specific to certain Colleges? If it is a University-wide effort, what is the scope of the proposed reduction (in number of positions or percentage of current Lecturer lines)?

We defer the question to the respective dean.

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

Steering Committee

Lisa Bosman, lbosman@purdue.edu

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

Advisory Committee

Mark Zimpfer, senate-chair@purdue.edu

Nominating Committee

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

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

Educational Policy Committee

Vincent Duffy, duffy@purdue.edu

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

Equity, Diversity, and Inclusion Committee

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

1. Possible committee name change

Faculty Affairs Committee

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

1. Promotion and tenure process
2. Post-tenure reviews (IC 21-39.5-2-2 and IC 21-38-3.5)
3. Changes to medical insurance
4. Realignment of the faculty in the Honors College
5. Lecturers Advisory Committee

Student Affairs Committee

Abigail S. Engelberth, aengelbe@purdue.edu

1. Move-in Package
2. Professional Excused Absences
3. Student Success resources
4. Distribution of Purdue Exponent

University Resources Policy Committee

Lori Hoagland, lhoaglan@purdue.edu

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

To: The University Senate
From: Educational Policy Committee
Subject: Modifications to revise and clarify Mid-Semester Academic Progress section of the Purdue University Academic Regulations
Reference: [1] Mid-Semester Academic Progress

Disposition: University Senate for Discussion and Adoption

Rationale: In November 2021, the University Senate approved a requirement for faculty to provide at least two points of up-to-date graded feedback, with one serving as a mid-semester progress report. At the time, the “mid-semester” point of feedback was aligned with the last day for students to withdrawal from a course, which was the 9th week.

In March 2023, the University Senate approved the shifting of the last day to withdrawal from a 16-week course from the Week 9 to Week 13. This shift means that the first graded feedback is now not required by instructors until well past mid-semester.

The current language under H. Mid-Semester Academic Progress needs to be updated to reflect the original intention of up-to-date graded feedback being provided at mid-semester. Updating the language will ensure clarity, accuracy, and alignment with the approved policy, reinforcing transparency and institutional integrity.

Proposal: The University Senate modifies the **H. Mid-Semester Academic Progress section of the Academic Regulations** (see below) according to the table that follows in order to:

1. Modify the section language to address the shifting of the course withdrawal deadline from the 9th week to the 13th week.

2. Ensure that instructors provide progress reports to students by mid-semester to ensure students have timely grade information to inform their academic decisions.

ORIGINAL LANGUAGE	MODIFIED LANGUAGE										
<p>H. Mid Semester Academic Progress (University Senate Document 20-58, as amended and approved, November 15, 2021)</p> <p>Faculty shall provide all students enrolled in 10000-49999 level courses with up-to-date graded feedback at least two times during the term. At least one update shall be provided before the final date to withdraw from the course with a W or WF grade.</p> <p>The second update shall be provided at least one week prior to the term's final examination period.</p> <p>Instructors shall provide students with graded feedback on individual course assessments. At the beginning of a term, instructors shall provide a comprehensive outline of the course grade assessment method as part of their syllabus and certify that such information has been provided to students. Graded feedback shall preferably be provided via the student's university learning management system. This regulation applies to fall, spring, and summer courses. These grade updates are nonbinding and will not be a part of the student's</p>	<p>H. Mid-Semester Academic Progress (University Senate Document 25-08, as approved, TBD)</p> <p>Faculty shall provide all students enrolled in 10000-49999 level courses with up-to-date graded feedback at least two times during the term. At least one update shall be provided by the midpoint of the course. Midpoint is defined as Week 9 in 16-Week courses (or the equivalent in courses of other lengths).</p> <table border="1"> <thead> <tr> <th>Course Length</th><th>First Graded Feedback Deadline</th></tr> </thead> <tbody> <tr> <td>16-Week (Fall/Spring)</td><td>By Week 9</td></tr> <tr> <td>12-Week (Summer)</td><td>By Week 8...6.5?</td></tr> <tr> <td>8-Week (Fall/Spring/Summer)</td><td>By Week 4...4.5?</td></tr> <tr> <td>4-Week (Summer)</td><td>By Week 2...2.5?</td></tr> </tbody> </table> <p>The second update shall be provided at least one week prior to the term's final examination period.</p> <p>Instructors shall provide students with graded feedback on individual course assessments. At the beginning of a term, instructors shall include a comprehensive outline of the course grade assessment method in the syllabus and certify that such information has been provided to students. Graded feedback shall preferably be provided via the university learning management system or MyPurdue. This regulation applies to fall, spring, and summer courses. These grade updates are nonbinding and will not be a part of the student's permanent record. Grade updates may not be</p>	Course Length	First Graded Feedback Deadline	16-Week (Fall/Spring)	By Week 9	12-Week (Summer)	By Week 8...6.5?	8-Week (Fall/Spring/Summer)	By Week 4...4.5?	4-Week (Summer)	By Week 2...2.5?
Course Length	First Graded Feedback Deadline										
16-Week (Fall/Spring)	By Week 9										
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4-Week (Summer)	By Week 2...2.5?										

permanent record. Grade updates may not be available if no formal assessments have yet taken place in a course.	available if no formal assessments have yet taken place in a course.

[1] [Academic Regulations- H. Mid-Semester Academic Progress](#)

Committee Votes:

For:

Paschal Amusuo (GS)
Ashley Bellet
Meghan Bennett (S)
Vincent Duffy
Sheila Hurt (A)
Stacy Lindshield
Bridgette Kelleher
Abdelfattah Y M Nour
P V Ramachandran
John Sheffield
Megan Herman

A- Advisor
GS- Graduate Student
S- Student

Against:

Abstained:

Thomas Brush

Absent:

Alexandria Holmes
Casey Krusemark
Yuli Lyanda-Geller
Antonio Sa Barreto
Olivia Williams (S)
Steven Scott
Jeff Stefancic (A)
Monica Torres
Haley Oliver (A)
Julia Chester
Jeff Elliott (A)

To: The University Senate
From: University Senate Steering Committee
Subject: Reapportionment of the University Senate
Reference: University Senate Document 90-5; University Senate Document 90-6; University Senate Document 21-15; University Senate Document 24-13, University Code D 3.00; Bylaws of the University Senate, Items 2.00 and 2.01
Disposition: University Senate for Approval and Faculty Units
Proposal: Reapportionment of the Senate for AY 2026-2027 as indicated below.
Proposed Action: Section D 3.00 of the University Code and the Bylaws of the University Senate provide that the University Senate shall be composed of one hundred six members. Thirteen of these are specified in items 1 through 12 below. The remaining 93 slots will be apportioned among the West Lafayette faculty units, according to the number of faculty members, with the provision that no faculty unit shall have fewer than two Senators.

There are 2399 voting faculty members at the West Lafayette campus. When this number is divided by 93 the result is 25.80.

Therefore, to qualify for two Senators, a faculty unit should have at least 52 ($25.8 \times 2 = 51.6$, rounded up to 52) voting faculty members. However, since no faculty unit can have fewer than two Senators, the Libraries unit with 41 faculty members qualifies for two Senators, as does the Honors unit with 17 faculty members. These two units combine for four Senators leaving 89 Senate seats remaining to be apportioned.

The remaining faculty units have a total of 2,341 voting faculty members with 89 Senate seats remaining to be apportioned among them. The apportionment of Senators for each of these remaining units was obtained by dividing the number of voting faculty in the faculty unit by 26.30 ($2,341 \div 89 = 26.30$). The results are as follows: Agriculture, 10.72; Daniels School of Business, 6.20; Education, 2.78; Engineering, 18.10; Health & Human Sciences, 9.92; Liberal Arts, 11.71; Pharmacy, 3.12; Science, 14.60; Purdue Polytechnic Institute, 7.87; Veterinary Medicine, 3.99.

To achieve the desired 89 Senators, the College of Science was closest to being below 0.50 and thus was assigned a value of 14 Senators. The remaining units were rounded to the nearest integer. The results appear in the table below.

Areas Represented	No. Voting Faculty Members 18 November 2024	Number of Senators 2025-26	No. Voting Faculty Members 17 November 2025	Number of Senators 2026-27
1. President		1		1
2. Chief Academic Officer		1		1
3. Chief Fiscal Officer		1		1
4. Chair of the Senate		1		1
5. Vice-Chair of the Senate		1		1
6. Purdue Northwest		1		1
7. Purdue Fort Wayne		1		1
8. CSSAC		NA		1
9. MaPSAC		NA		1
10. Purdue Indianapolis		2		2
11. Undergraduate Student		1		1
12. Graduate Student		1		1
13. Faculty Units				
<i>Agriculture</i>	292	11	282	11
<i>Daniels School</i>	155	6	163	6
<i>Education</i>	74	3	73	3
<i>Engineering</i>	487	18	476	18
<i>Health & Human Sciences</i>	260	10	261	10
<i>Honors</i>	17	2	17	2
<i>Liberal Arts</i>	318	12	308	12
<i>Libraries</i>	40	2	41	2
<i>Pharmacy</i>	82	3	82	3
<i>Science</i>	379	14	384	14
<i>Purdue Polytechnic</i>	222	8	207	8
<i>Veterinary Medicine</i>	113	4	105	4
TOTAL:	2480	104	2399	106

Committee Votes

For:

Against:

Abstained:

Absent:

Ximena Bernal
David Blon
Amanda Darbyshire
Lisa Bosman
Jim Dworkin
Katie Jarriel
David Liu
Stephen Martin
Julio Ramirez
Torbert Rocheford
Mark Zimpfer

none

To: The University Senate

From: Equity, Diversity and Inclusion Committee (EDIC)

Subject: Name Change and Changed Mission of the Equity, Diversity and Inclusion Committee (EDIC)

Reference: [1] Bylaws, Section 5.01
[2] Bylaws, Section 5.30
[3] Bylaws, Section 5.31

Disposition: University Senate for Discussions and Adoption

Rationale: Given federal and state laws and related policies, Equity, Diversity and Inclusion Committee (EDIC) proposes a shift in its mission and in its naming convention. We propose that the EDIC standing committee be renamed the Community Connection Committee (CCC) with the following purpose: “The CCC is concerned with matters related to the general social, cultural, intellectual and practical welfare of all students, faculty and staff of the University. In particular, the CCC provides advice to the Senate on matters concerning climate, recruitment, retention, and opportunities for student, faculty and staff success”.

Proposal: The University Senate changes the Equity, Diversity and Inclusion Standing Committee to the Community Connection Committee (CCC) with the changed purpose: “The CCC is concerned with matters related to the general social, cultural, intellectual and practical welfare of all students, faculty and staff of the University. In particular, the CCC provides advice to the Senate on matters concerning climate, recruitment, retention, and opportunities for student, faculty and staff success”. The below details the description of EDIC’s purpose and the new description of the Community Connection Committee (CCC)’s purpose.

Bylaw 5.01 Committee Structure

Standing Committees of the University Senate are the following:

1. Steering Committee
2. Nominating Committee
3. ~~Equity, Diversity, and Inclusion Committee~~ **Community Connection Committee**
4. Student Affairs Committee
5. Faculty Affairs Committee
6. Educational Policy Committee
7. University Resources Policy Committee
8. Advisory Committee

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

Bylaw 5.30 The Equity, Diversity, and Inclusion Committee

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

Bylaw 5.31 Duties and Responsibilities

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

- a. Proactively engage with other university units, departments, and/or organizations to promote a **University climate for success** ~~of inclusion.~~
- b. ~~Seek to increase cultural awareness, respect, and inclusion of all groups— including traditionally underrepresented groups based on culture, ethnicity,~~

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

- c. **b.** Review Purdue University's programs for the recruitment and retention of faculty, staff, and students.
- d. **c.** Advise the Senate regarding issues of prohibited discrimination, equal opportunity, ~~outreach~~, and related matters.
- e. ~~Initiate joint explorations and investigations with other Senate Standing committees to ensure that diversity and equity issues are integrated throughout Senate deliberations.~~
- f. Encourage diverse representation of multiple perspectives across Senate and other university committees.

Committee Votes: Equity, Diversity and Inclusion Committee

For:

Trish Morita-Mullaney
(Co-Chair)
Rua Williams (Co-Chair)
Barbara Golden
Kiseop Lee
Ryan Manuel
Kevin Stainback
Kim Updegraff

Against:

N/A

Abstained:

N/A

Absent:

Santokh Badesha
Alejandro Cuza
Brian Dilkes
(sabbatical)
Gustavo Rodriguez-
Rivera
Timothy Ropp
Marisol Sepulveda
Bowe Xi

Advisors

Advisors

Lowell Kane
Lisa Maurer
Alysa Rollock

Students

Jaekwon Akins
Ajay Bestrapalli
Makayla Roach

Students

To: The University Senate

From: Equity, Diversity and Inclusion Committee (EDIC)

Subject: Full Giant Leaps Master Plan Omission of three (3) student cultural centers, placing a new residential hall at their current locations

Reference: [1] [Full Giant Leaps Master Plan](#)
Reference pages 60-61

Disposition: University Senate for Discussions and Adoption

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

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

Committee Votes: Equity, Diversity and Inclusion Committee

For:

Trish Morita-Mullaney
(Co-Chair)
Rua Williams (Co-Chair)
Barbara Golden
Kiseop Lee
Ryan Manuel
Kevin Stainback
Kim Updegraff

Against:

N/A

Abstained:

N/A

Absent:

Santokh Badesha
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(sabbatical)
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Timothy Ropp
Marisol Sepulveda
Bowe Xi

Advisors

Lowell Kane
Lisa Maurer
Alysa Rollock

Advisors

Students

Jaekwon Akins
Ajay Bestrapalli
Makayla Roach

Students



John Martinson Honors College

OVERVIEW OF THE JOHN MARTINSON HONORS COLLEGE

UNIVERSITY SENATE NOV 17, 2025 MEETING

Felisa Preciado Higgins, Ph.D.
***Associate Vice Provost and Dean of
the John Martinson Honors College***

Clinical Professor, Mitch Daniels School of Business
Professor of Practice (by courtesy), School of Industrial Engineering



JMHC is Purdue's only academic residential college for highly motivated students from all colleges and majors

- Support **highly motivated students** in achieving their academic and personal goals.
- Offer opportunities for **leadership development, global and community engagement, undergraduate research, and interdisciplinary academics.**
- Empower students to **complete a 24-credit interdisciplinary honors curriculum.**
- Guide students to **produce scholarly projects** that contribute new and original research or other scholarly/creative work to their field.

Named **#8 Honors College** in the U.S. by *College Transitions* in 2024

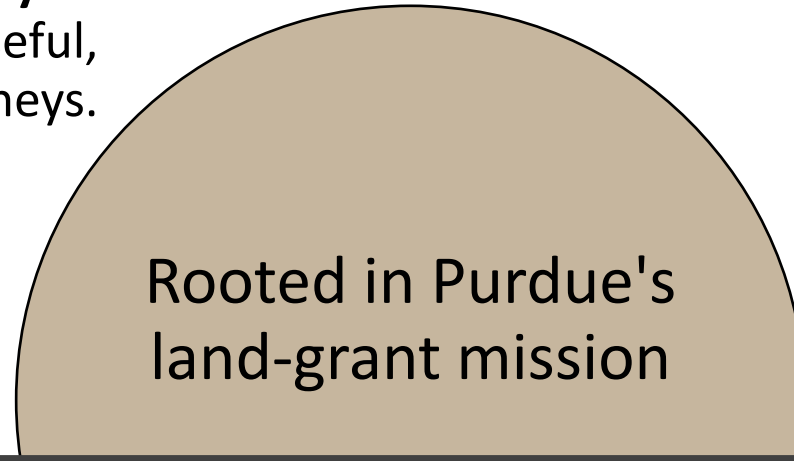
Garnered more than **\$8 Million** in philanthropic support during FY25

Average **SAT score of 1409, ACT 32, and high school GPA 3.90**

>10,200 admission applications for Fall 2025

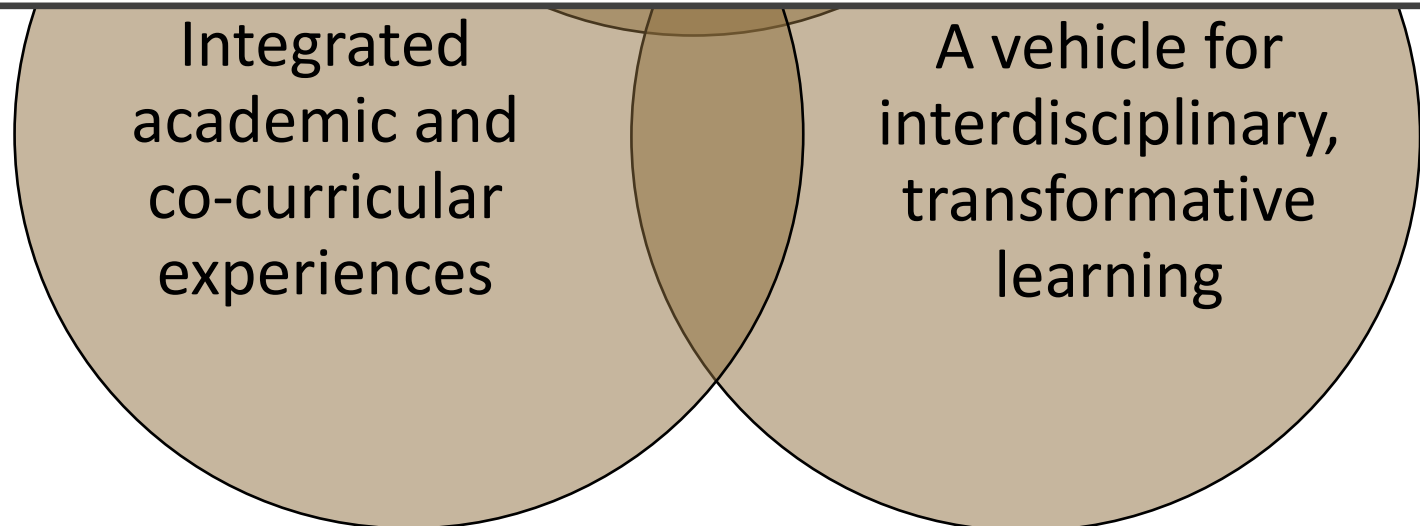


Intentional Pathways –
Students design purposeful,
self-directed journeys.



Rooted in Purdue's
land-grant mission

“At the John Martinson Honors College, we challenge and empower students to contribute to society in meaningful ways and excel in their careers. We are an interdisciplinary community where highly motivated students build strong relationships, develop multiple dimensions of themselves, and collaborate to innovate for a better world.”



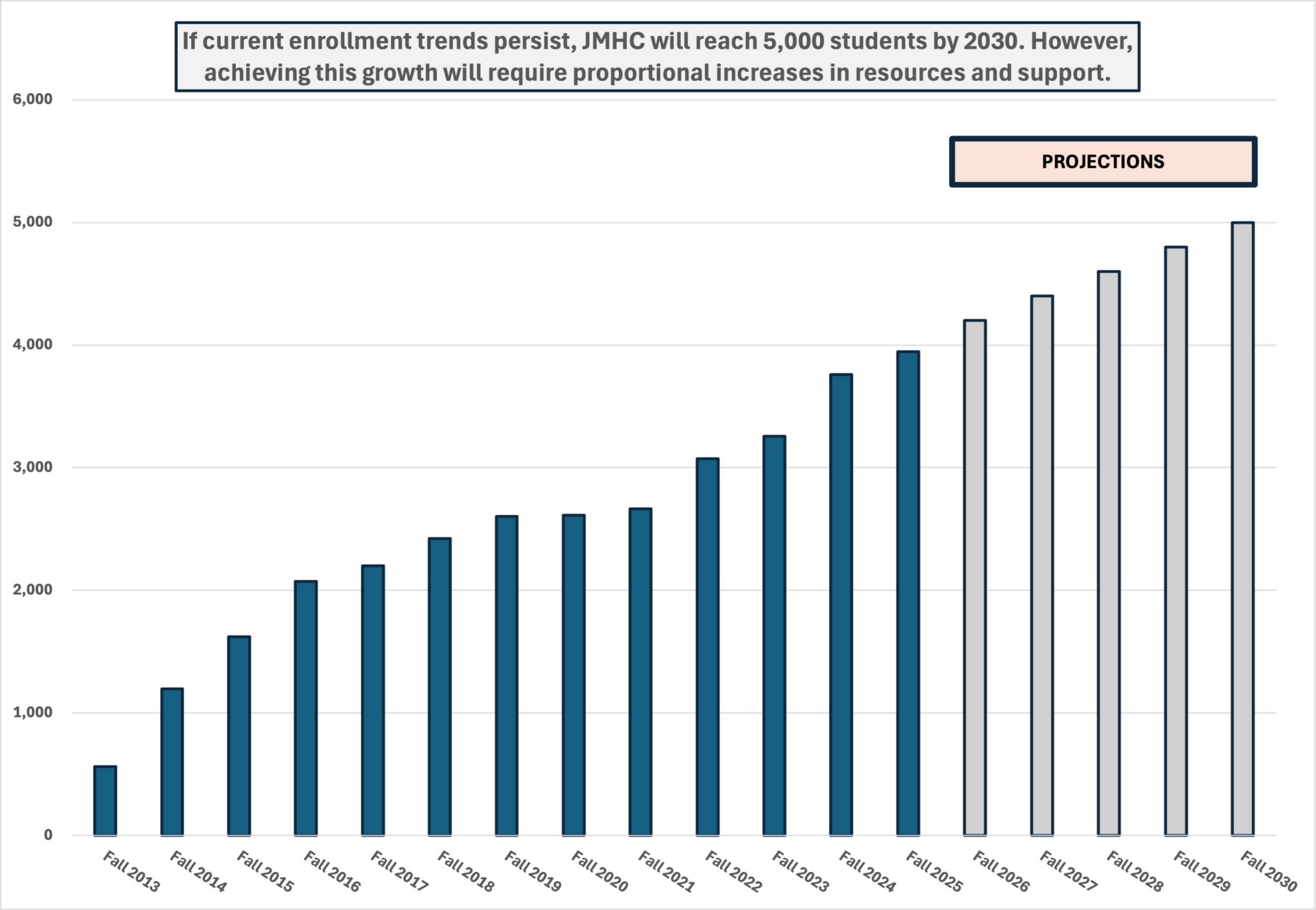
Integrated
academic and
co-curricular
experiences

A vehicle for
interdisciplinary,
transformative
learning

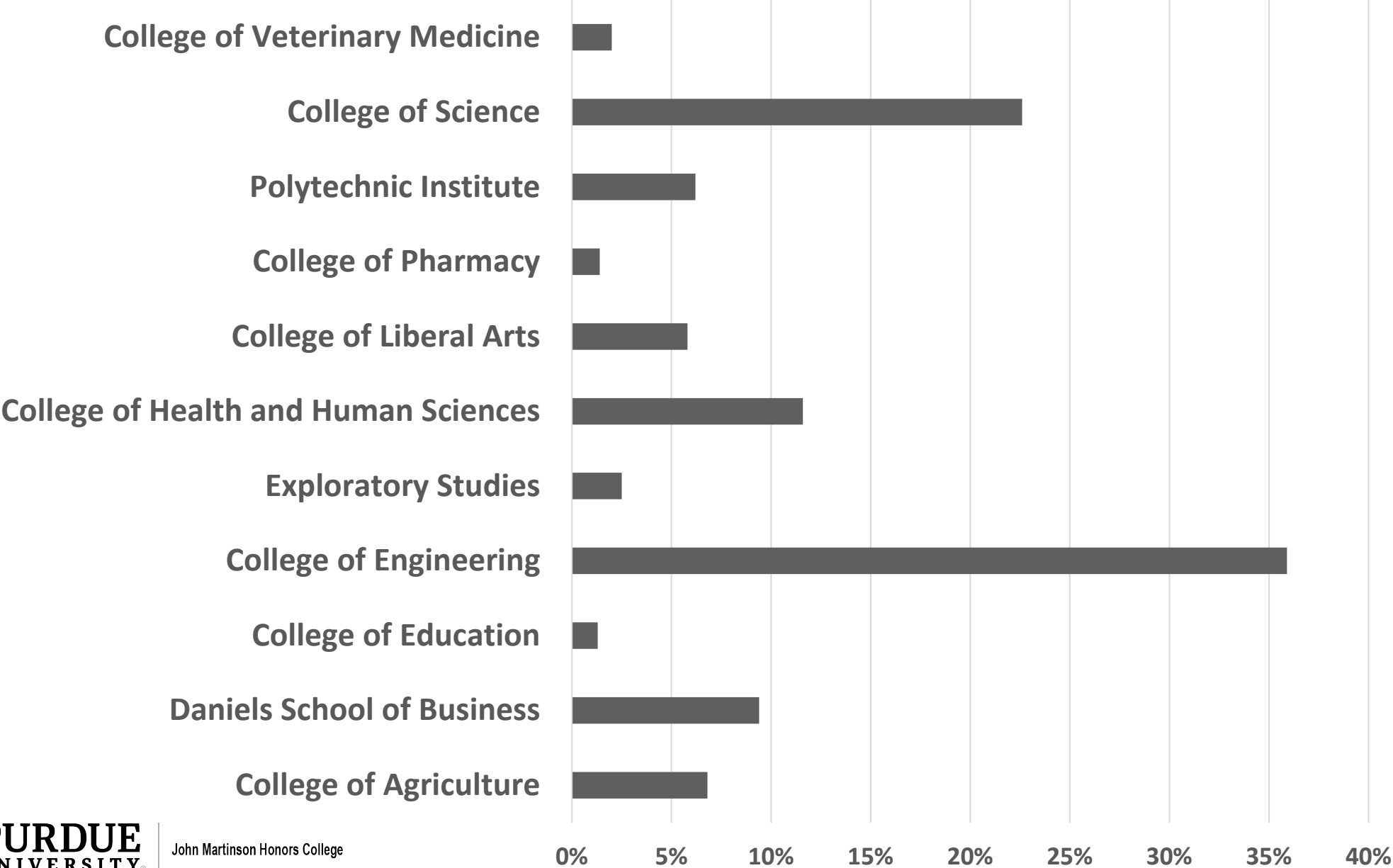


Scaffolded Development – The
structure supports growing
challenge, confidence, and
impact

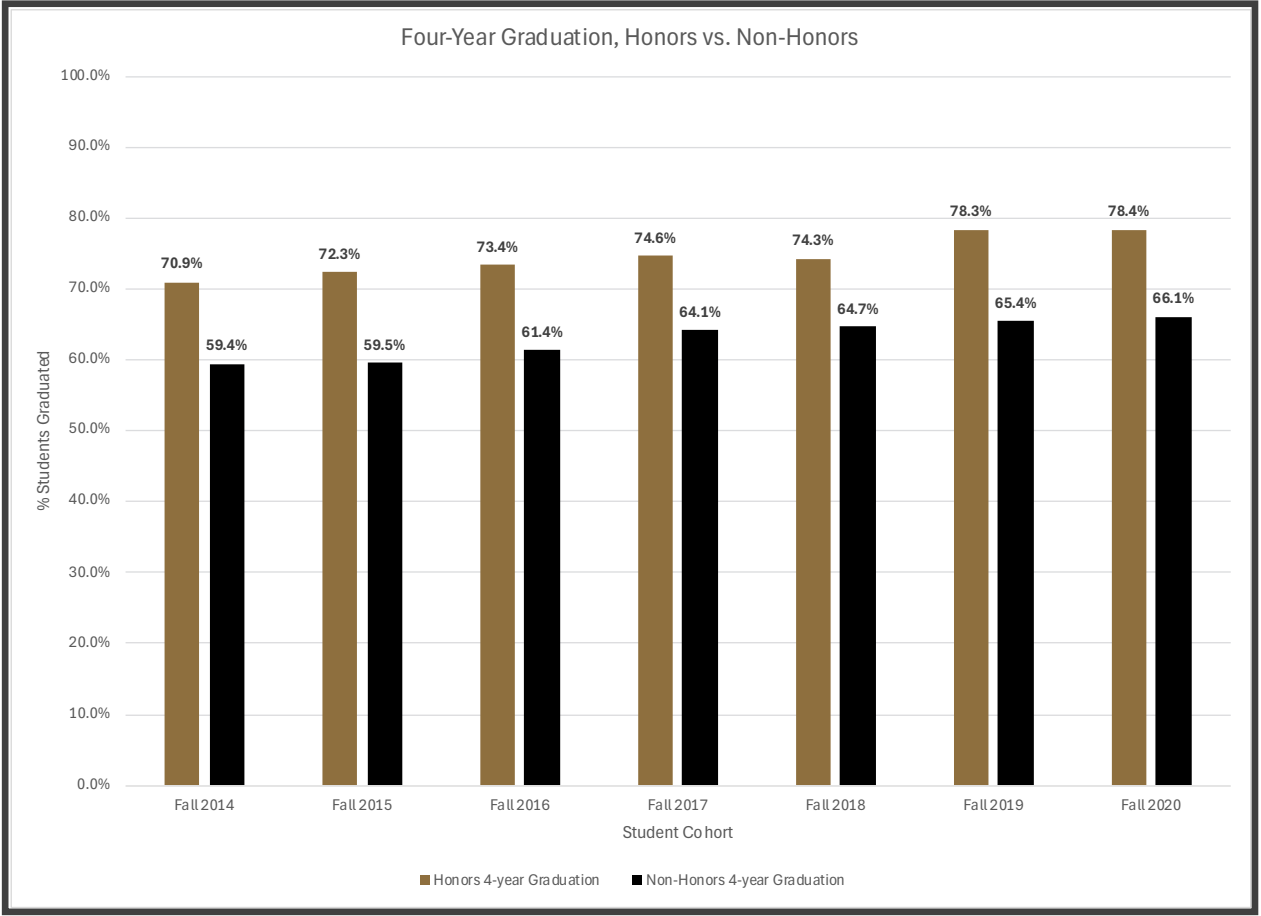
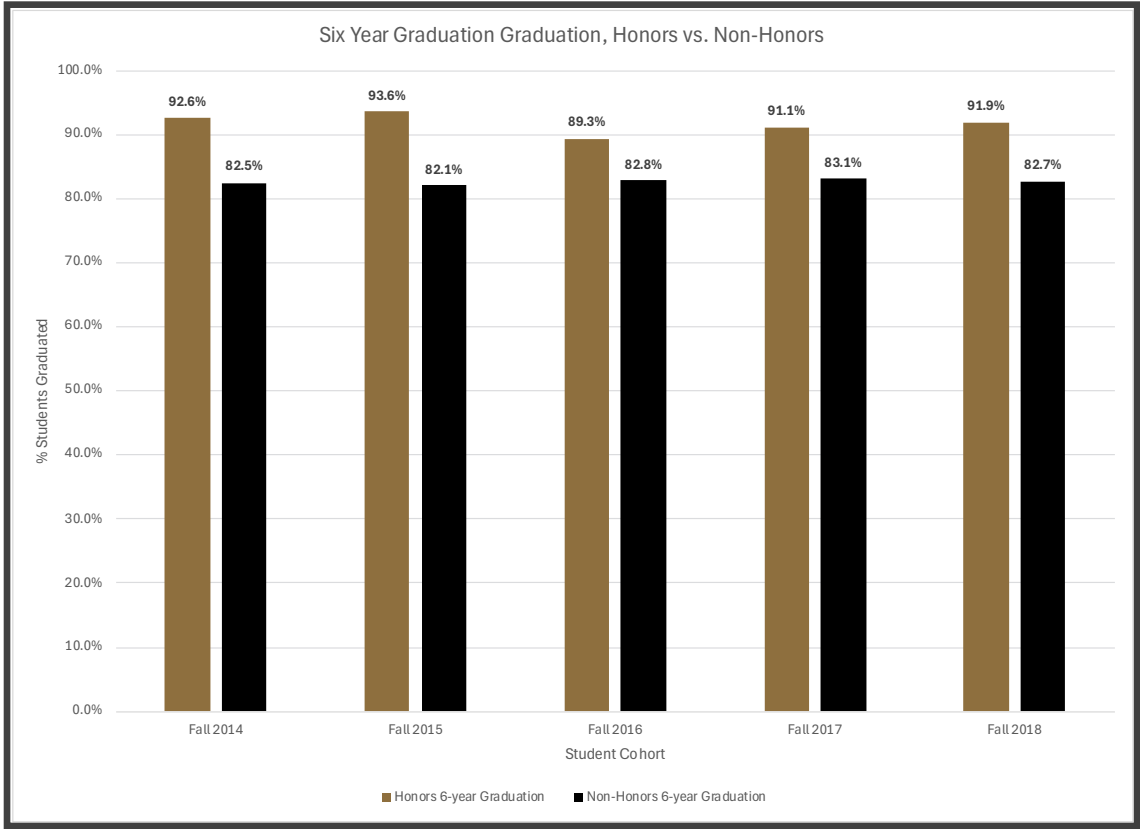
**JMHC's
enrollment
tripled over 10
years: from 1200
(2014) to 3760
(2024):**

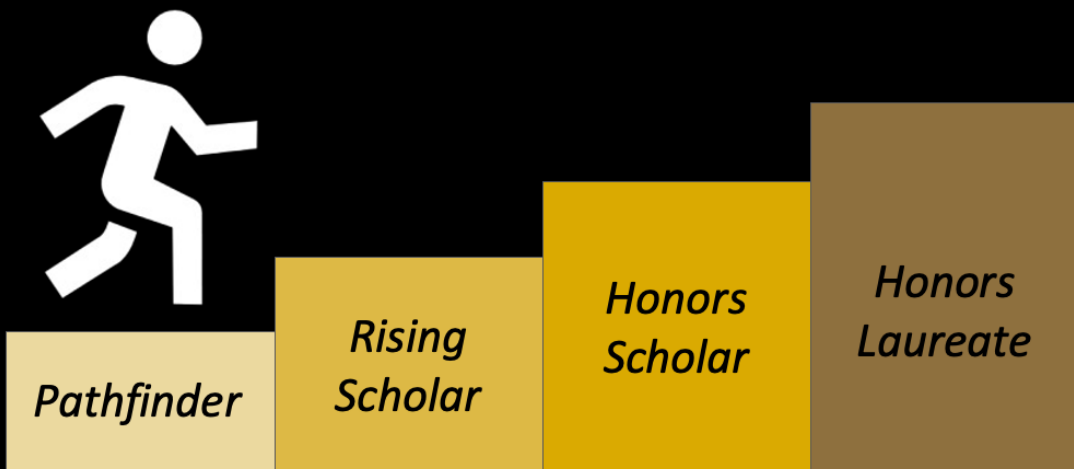


% Fall 2024 JMHC Enrollment by College



JMHC ADMITS HAVE HIGHER SIX- AND FOUR-YEAR GRADUATION RATES THAN NON-HONORS STUDENTS





Levels will correspond with Good Standing Policy

Level Up With Honors

Incoming 1st Year

Level	Total Honors Credits	Scholarly Project	GPA Requirement	Advisor Meeting	Recognition	Pin
Pathfinder	6	No	None	Yes	Pathfinder pin, Celebration Event (Fall)	
Rising Scholar	12	No	None	Yes	Rising Scholar Pin, Name Recognition, and Digital acknowledgement	
Honors Scholar	18	Proposed Scholarly Project	3.3 GPA cumulative	Yes	Honors Scholar Pin, Name Recognition, and Digital acknowledgement	
Honors Laureate	24	Completed by EOY	3.3 GPA cumulative	Yes	Honors Medallion, Ceremony	

Continuing Student

Level	Total Honors Credits	Scholarly Project	GPA Requirement	Advisor Meeting	Recognition	Pin
Rising Scholar	6	No	None	Yes	Rising Scholar Pin, Name Recognition, and Digital acknowledgement	
Honors Scholar	12	Proposed Scholarly Project	3.3 GPA cumulative	Yes	Honors Scholar Pin, Name Recognition, and Digital acknowledgement	
Honors Laureate	18	Completed by EOY	3.3 GPA cumulative	Yes	Honors Medallion, Ceremony	

HONORS CURRICULUM: Ways to Earn Honors Credit

HONR courses – courses currently offered by the Honors College (HONR prefix)

Honors section courses (H designation) – sections of major, general education, or elective courses designated as honors (e.g. COM 11400-H) and offer by degree-granting colleges

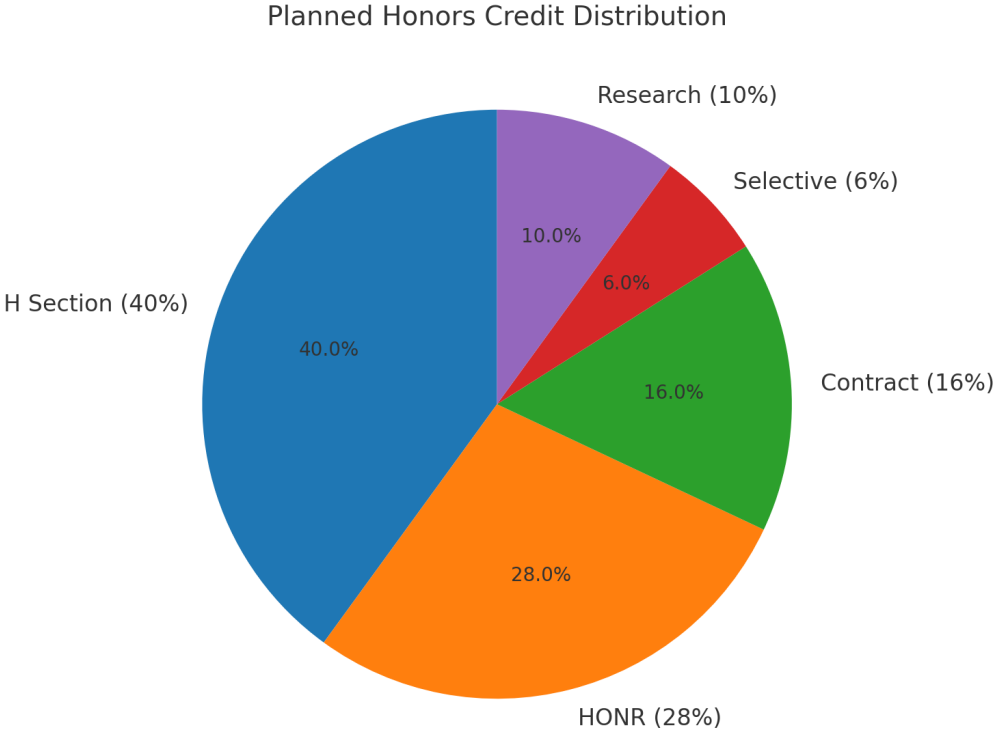
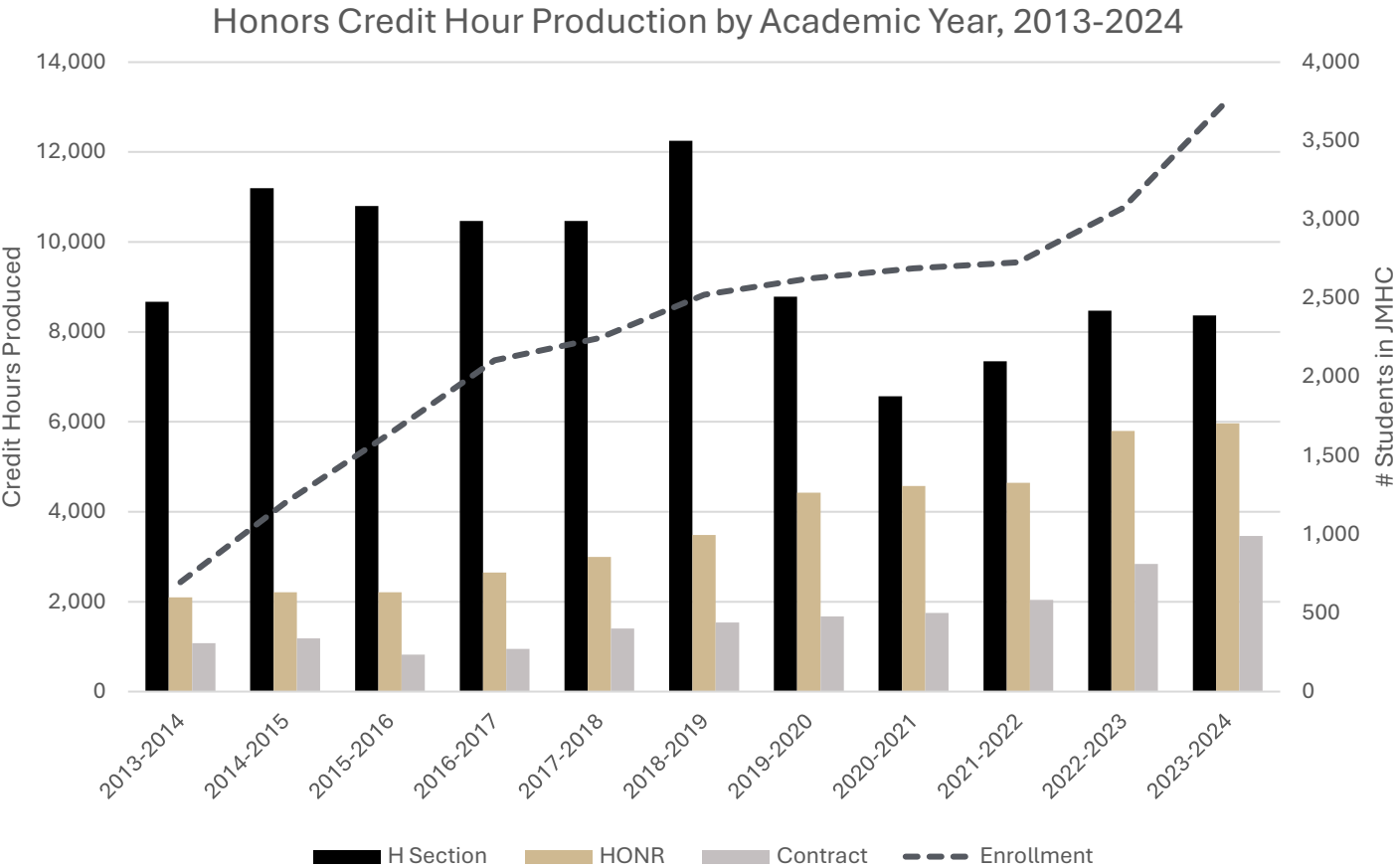
H-Ready courses – beginning Fall 2025, some courses will be “H-Ready,” meaning the honors option is embedded in every section (no contract paperwork required)

Honors contracts (H contracts) – a student and instructor agree to enriched work in a standard course to convert it to honors credit

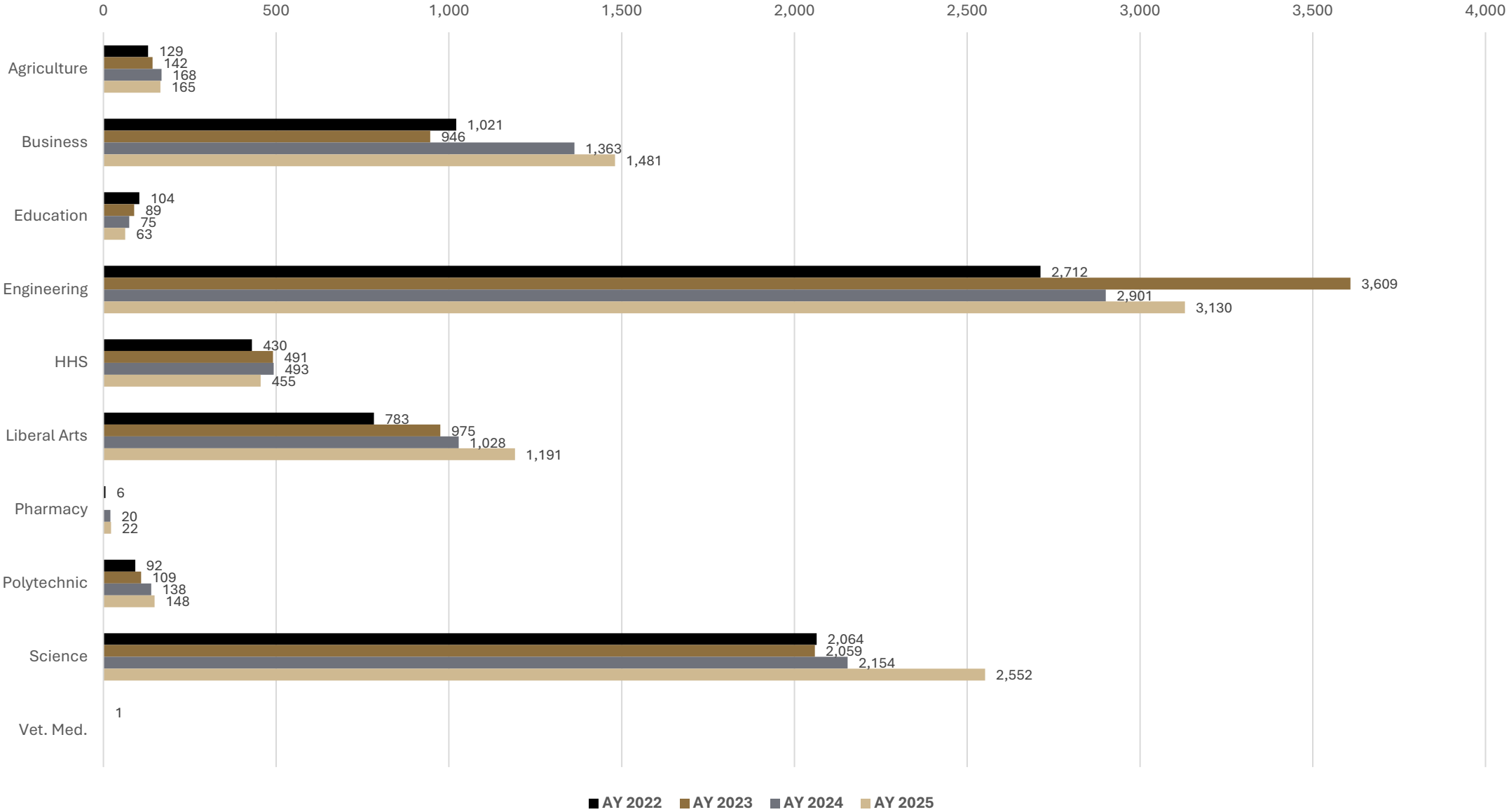
Selective:

- Graduate-level courses (500-level) – when not required for your major, such courses may count toward honors credit
- Supervised research / independent study / scholarly projects – research credit courses, honors thesis, or independent study courses count toward honors credit

All H Sections and contract Honors credits are provided by the academic degree-granting colleges as well as **most of the research and selective credits**



Honors Section Credit Production by Disciplinary College, AY '22- AY '25



HREADY

A NEW APPROACH TO HONORS COURSES

NEW! HONORS-READY COURSES

H-READY COURSES HAVE AN EMBEDDED HONORS
OPTION IN EVERY SECTION
OPEN TO ALL JMHG STUDENTS!

H-READY COURSES AVAILABLE

- **BIOL 20300** HUMAN ANATOMY & PHYSIOLOGY
- **COM 11400** FUNDAMENTALS OF SPEECH COMMUNICATION
- **COM 21700** SCIENCE WRITING & PRESENTATION
- **ECE 20001** ELECTRICAL ENGINEERING FUNDAMENTALS
- **ENGL 28600** THE MOVIES
- **ENGL 30400** ADVANCED COMPOSITION
- **MGMT 25400** LEGAL FOUNDATIONS OF BUSINESS I
- **PSY 12000** ELEMENTARY PSYCHOLOGY
- **SCLA 10100** TRANSFORMATIVE TEXTS, CRITICAL THINKING AND COMMUNICATION I
- **SCLA 10200** TRANSFORMATIVE TEXTS, CRITICAL THINKING AND COMMUNICATION 2
- **TECH 12000** DESIGN THINKING IN TECHNOLOGY

COMMON QUESTIONS

Q: WHAT'S THE DIFFERENCE BETWEEN AN H-READY COURSE AND AN H-CONTRACT?

A: AN H-READY COURSE HAS A PRE-APPROVED HONORS PROJECT WITHIN IT, LIKE A CONTRACT WITH NO PAPERWORK

Q: WHEN IS THE DEADLINE TO ENROLL FOR H CREDIT?

A: THE END OF THE 2ND WEEK OF CLASSES FOR 16-WEEK COURSES



SCAN HERE FOR
THE H-INNOVATE
WEBSITE
[BIT.LY/H-INNOVATE](https://bit.ly/h-innovate)

COURSE	TOTAL SECTIONS AVAILABLE IN FALL 2025
BIOL 20300	10
COM 11400	45
COM 21700	35
ECE 20001	25
ENGL 28600	4
ENGL 30400	3
MGMT 25400	10
PSY 12000	4
SCLA 10100	108
SCLA 10200	87
TECH 12000	28
TOTAL COURSES	359



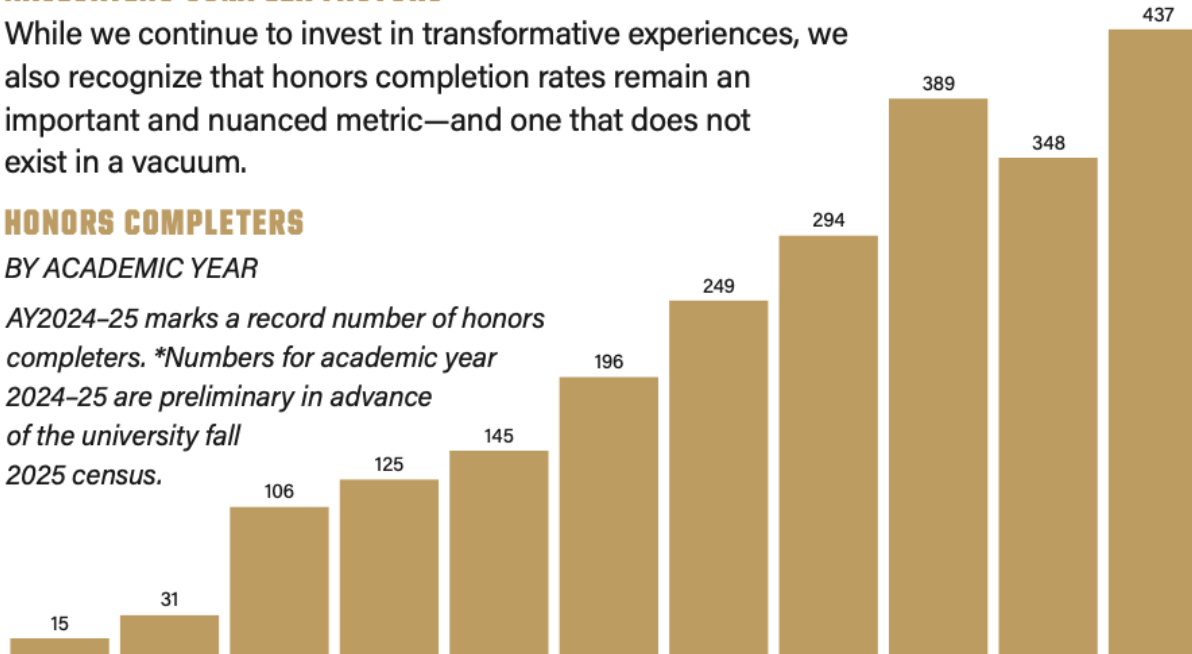
NAVIGATING COMPLEX FACTORS

While we continue to invest in transformative experiences, we also recognize that honors completion rates remain an important and nuanced metric—and one that does not exist in a vacuum.

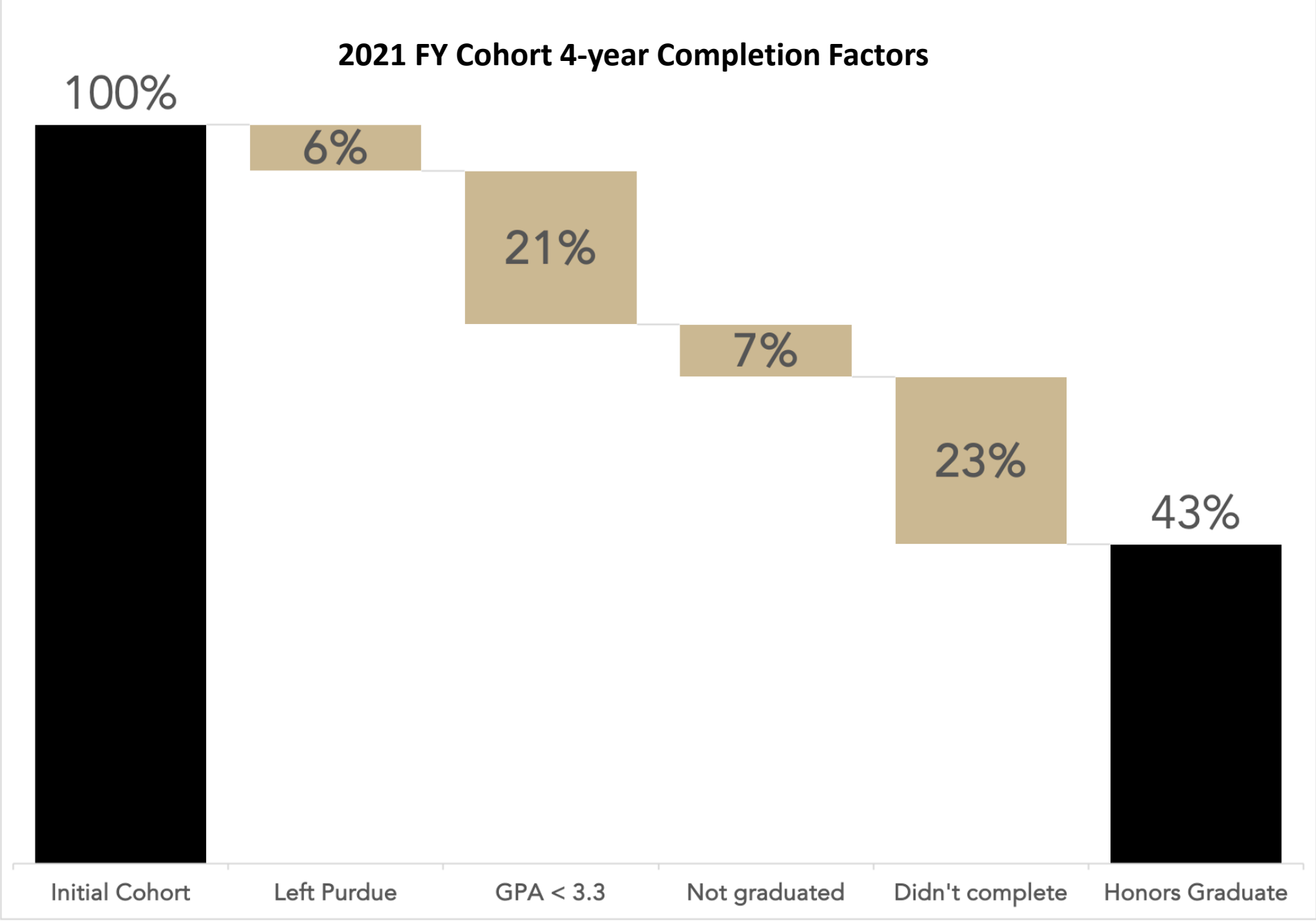
HONORS COMPLETERS

BY ACADEMIC YEAR

AY2024-25 marks a record number of honors completers. *Numbers for academic year 2024-25 are preliminary in advance of the university fall 2025 census.



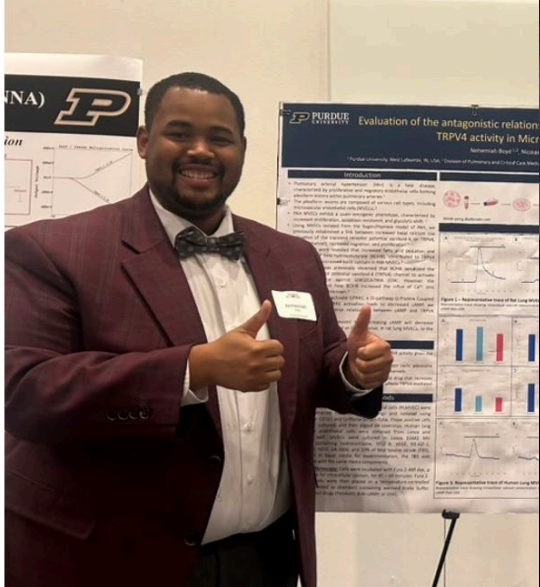
2021 FY Cohort 4-year Completion Factors



Purdue juniors awarded prestigious 2025 Goldwater Scholarships for excellence in research



Purdue University juniors Deniz Eksioğlu and Christina Sowinski have been offered 2025 Barry Goldwater Scholarships.



*AMELIA EARHART
LEADERSHIP FOR SPACE
CAREERS*

Purdue again recognized as a top producer of Fulbright students and scholars

14 students, 7 faculty selected for prestigious honor during 2024-25

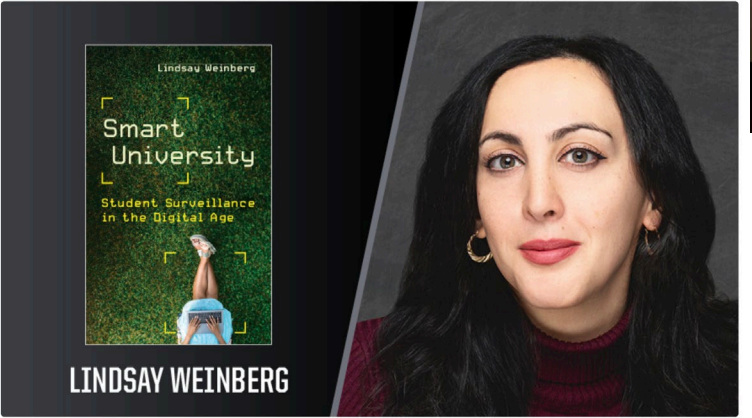
COURSE-BASED ACCELERATOR FOR LEADERSHIP TRANSFORMATION (COBALT)



In Print: 'Screening Precarity: Hindi Cinema and Neoliberal Crisis in Twenty-First Century India'



In Print: 'Smart University: Student Surveillance in the Digital Age'



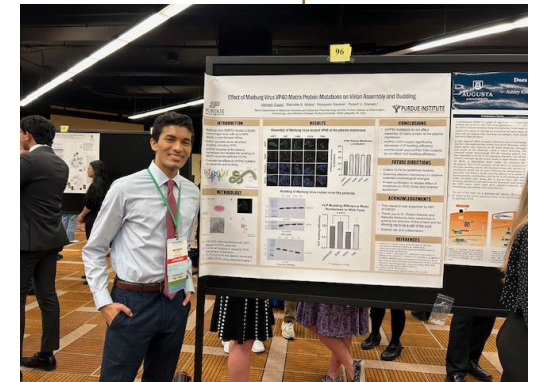
We partner with faculty across campus to further the work of faculty and promote undergraduate research

The Research Breakthrough Award offers \$50-75K to Purdue faculty members prepared to conduct high-impact research or creative projects with a team of JMHC students.

- 2024 Breakthrough Award Recipients came from Agriculture, Health and Human Sciences, Honors College, and the Polytechnic Institute.
- Seed grants went to faculty from Engineering, Polytechnic Institute, and Veterinary Medicine

Our seven **Research Generators** bring together faculty from across campus to collaborate on interdisciplinary themes: sports, sound, community engagement, computing, printmaking, technology, and health.

All JMHC students conduct research with a faculty supervisor, contributing to ongoing research in every college. We **train on research and teamwork skills**, pair students with faculty researchers, and offer research grants and conference funding.



JMHC FACULTY REALIGNMENT: ACADEMIC AND INSTITUTIONAL CONSIDERATIONS

Current JMHC faculty members must seek to become departmental hires, with full financial responsibility assumed by the respective departments.

Honors funding will shift toward course buyouts rather than permanent faculty support.

Departments will determine if and how faculty contribute to honors teaching, scholarship, engagement, and mentoring.

JMHC faculty who do not secure a new position in a degree-granting unit will receive a notice of non-renewal of their contract.

Within these constraints, Purdue must ensure:

1. Academic continuity for honors students.
2. Transparent and fair faculty treatment.
3. Sustained interdisciplinary engagement.
4. Preservation of Purdue's standing as a destination for high-achieving students.

FOR ADDED CONTEXT: AAU INSTITUTIONS IN TOP 10 HONORS RANKINGS: FACULTY APPOINTMENT COMPARISON

Advantages
:

Guaranteed honors teaching capacity.

Stable interdisciplinary curriculum planning.

High-impact mentorship and research opportunities.

A strong foundation for strategic student success outcomes.

Challenges:

Faculty structural separation from the departments and loss of influence in department-level scholarly communities.

Tension when disciplinary norms differ from interdisciplinary expectations.

Growth limitations tied to funding allocations.

AAU Schools WITH Full-Time Honors Faculty	AAU Schools WITHOUT Full-Time Honors Faculty
Arizona State University (Barrett)	University of Georgia (Morehead)
University of Oregon (Clark)	Penn State University (Schreyer)
Purdue University (JMHC)	UNC Chapel Hill (Honors Carolina)

According to the **2025 CoHE Data Project**, **46 percent** of honors colleges nationwide report having their own faculty, while **78 percent** of very large R1/R2 institutions (Purdue’s peer group) maintain dedicated honors faculty.

THE JMHC FACULTY NEXUS: A NETWORK FOR HONORS INNOVATION AT PURDUE

Shared Goals

- Support student and faculty success.
- Sustain robust honors teaching and mentorship.
- Strengthen Purdue's academic mission and student outcomes.

Focused impact



High-visibility
innovation and
mentorship

Distinguished Fellows

Renowned faculty
leading honors
courses & research.

Core Honors Faculty

Dedicated faculty
with
interdisciplinary
teaching &
mentoring roles.

Affiliate Faculty

Faculty engaging in honors
education through mentoring
& instruction.

Long-term
structural support



Distributed
engagement
through teaching,
advising, and
research

NExUS = Nurturing Exceptional Undergraduate Scholars

Key Questions for Thoughtful Transition

A careful, collaborative, and institutionally grounded approach will be essential to ensuring that Purdue students, faculty, departments, and the honors mission all remain well served:

- I. How will the continuity of dedicated faculty contributions to honors education at Purdue be ensured?
- II. How will faculty contributions to honors be recognized in departmental workloads?
- III. What mechanisms must be established to continue offering ongoing interdisciplinary engagement opportunities?
- IV. How will we as an institution address the multiple concerns shared by current JMHC students and safeguard their experiences, as well as those of future cohorts?
- V. How can Purdue fulfill its duty of care toward the faculty members impacted by the transition, all of whom have been facing an uncertain future since February 2025?



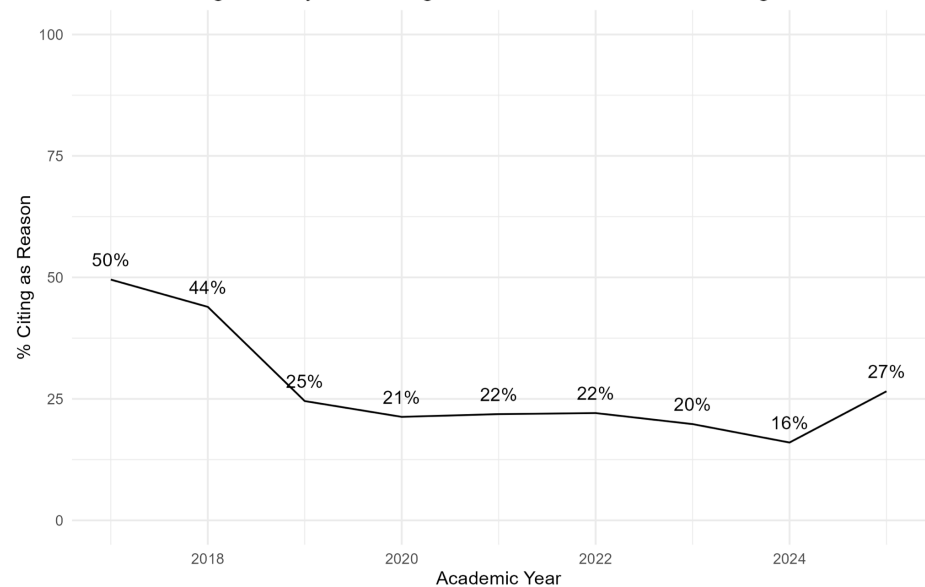
COME SEE US!
(FELISAPH@PURDUE.EDU)

John Martinson Honors College Faculty Tours

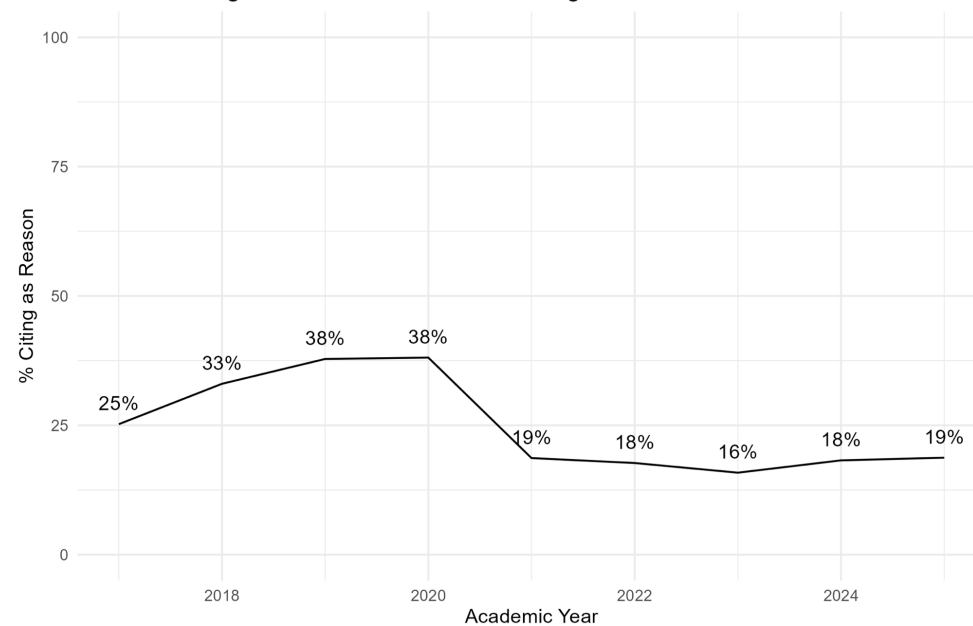


APPENDIX

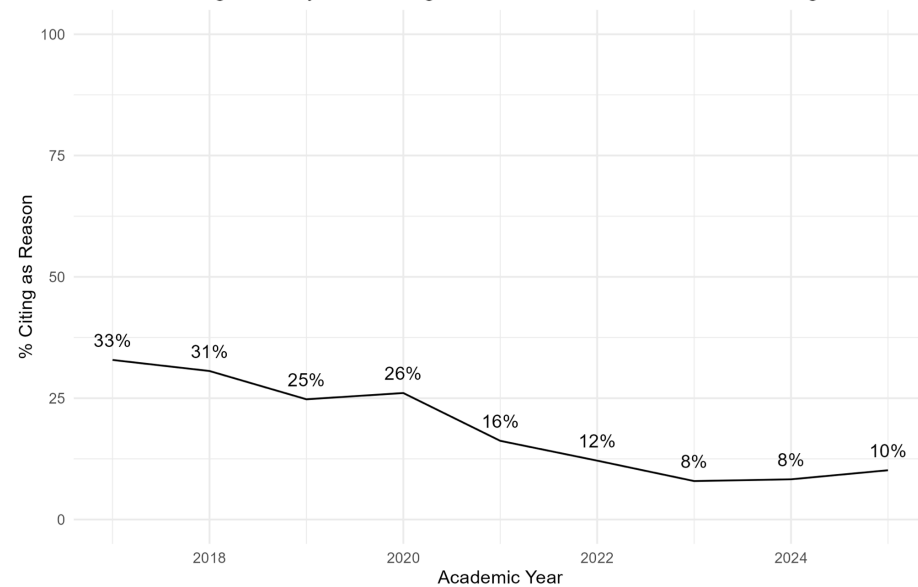
Students Citing Difficulty Scheduling H Sections as Reason for Exiting



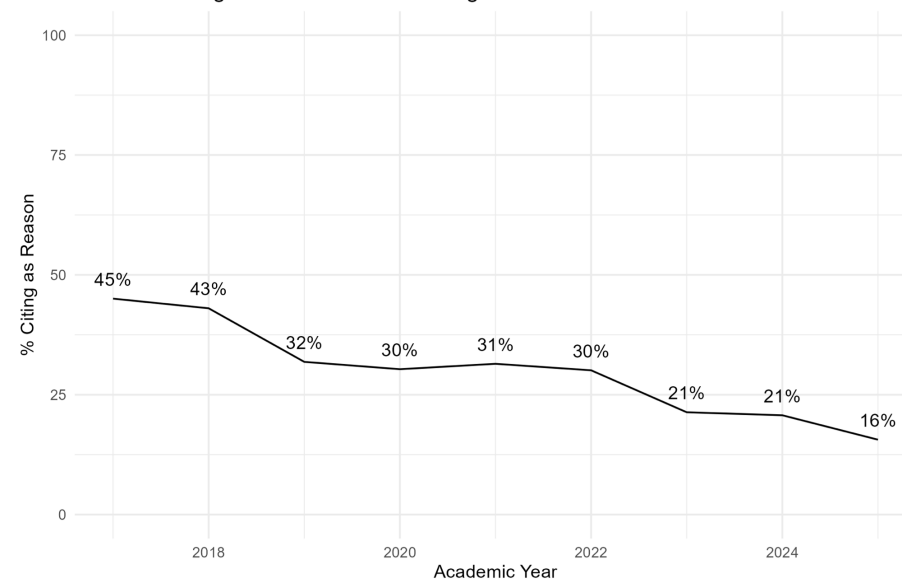
Students Citing Low GPA as Reason for Exiting

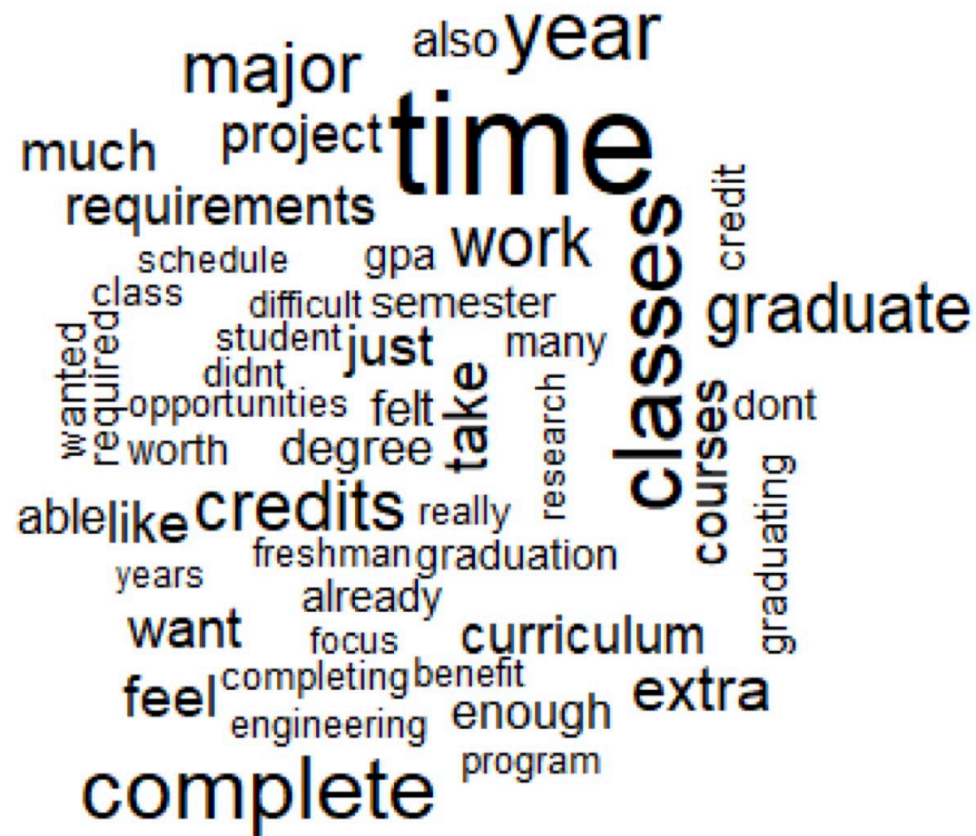


Students Citing Difficulty Scheduling HONR Courses as Reason for Exiting



Students Citing SP as Reason for Exiting



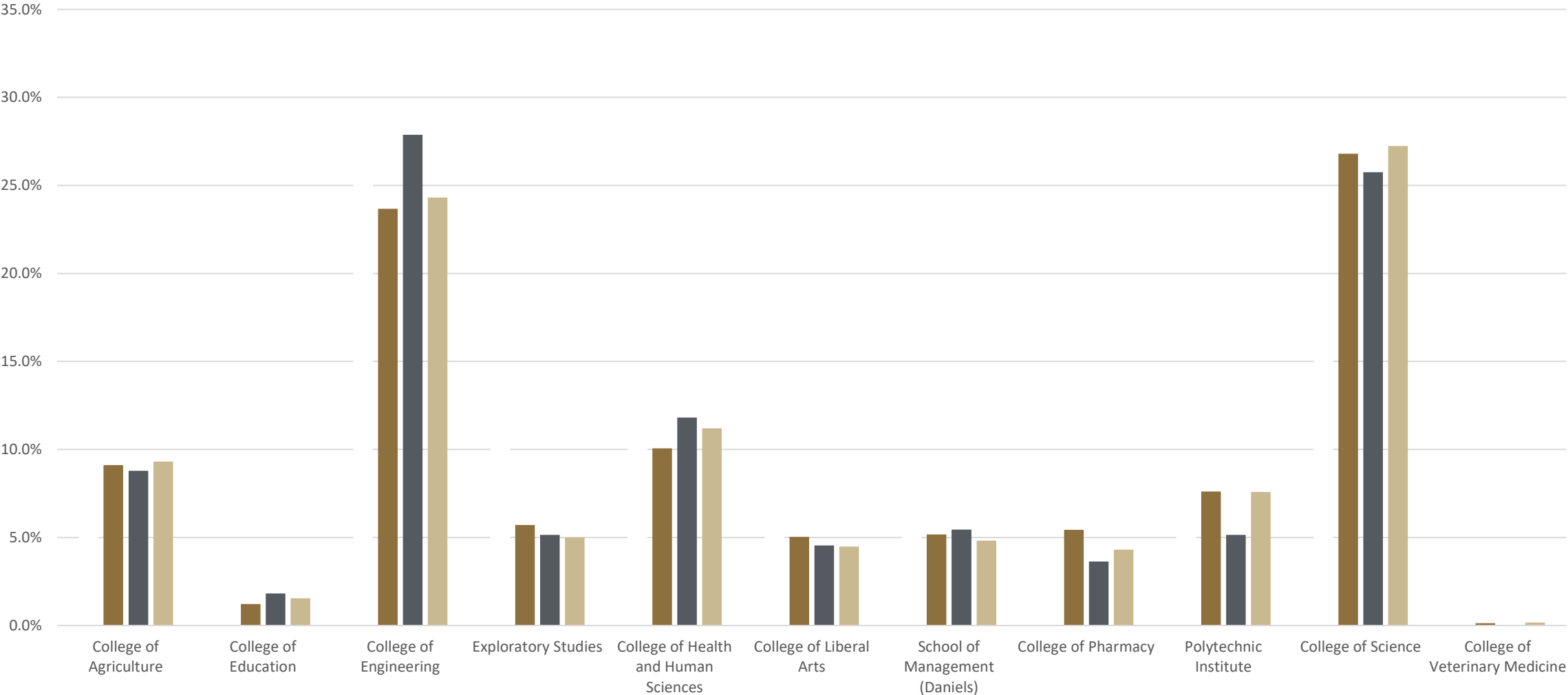


Why they left



Why they stayed

Side-by-Side Distribution of Fall 2019 Initial FY Enrollment and 6-Year Completion Outcomes (% by College)



JMHC Fall 2019 Initial FY Cohort (dist by college)

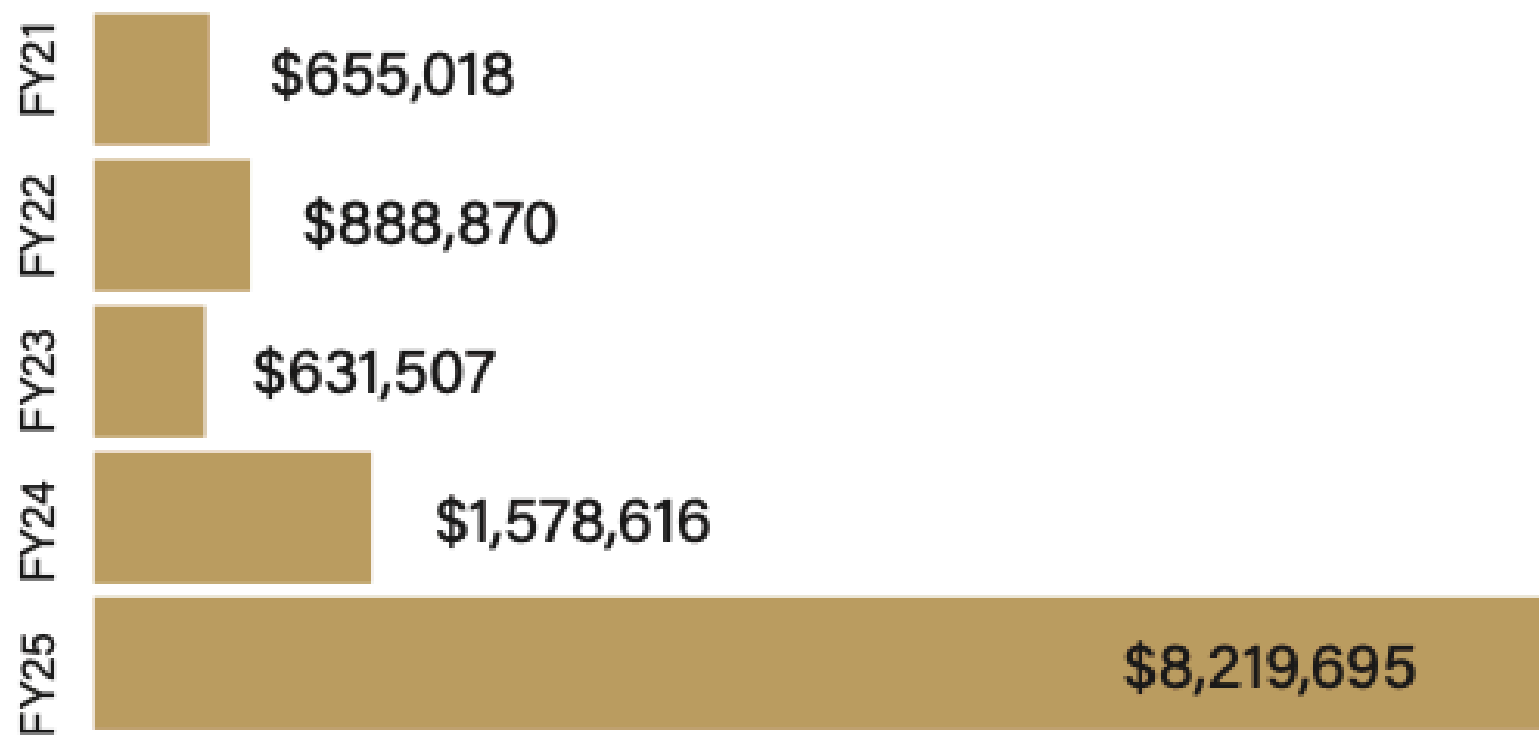
Honors Cohort 6-Year Completion (dist by college)

Honors 6-Year Completion at Graduation (dist by college)

JMHC’s ability to attract external support underscores its reputation as a high-impact academic community. **With over \$8 million in philanthropic contributions in FY25** alone, the college has become a trusted partner for donors who value innovation, interdisciplinary learning, and student success.

JMHC FUNDRAISING RESULTS

NEW NET GIFTS, NOT INCLUDING JOHN MARTINSON GIFT



NEXUS 2030 GOAL: REIMAGINING HONORS FACULTY ENGAGEMENT AT PURDUE

Impact Area	Key Objectives
Student Impact	<ul style="list-style-type: none">- More honors sections and access across majors- Stronger mentorship and student-faculty collaboration- Deeper experiential learning (research, industry)- Higher retention and interdisciplinary engagement
Faculty Impact	<ul style="list-style-type: none">- Recognizes and retains top-tier educators- Expands faculty roles in mentorship and teaching- Increases engagement across departments
Institutional Impact	<ul style="list-style-type: none">- Aligns with Purdue's instructional innovation goals- Scales high-impact, interdisciplinary teaching- Strengthens JMHC's leadership and visibility

Different Ways to Engage with Honors Students

Teach an HONR course

- Courses offered in the JMHC that are interdisciplinary and involve experiential learning

Offer an Honors contract

- An agreement between a student and an instructor that turns a standard course into an Honors course

Make your course H-Ready

- Adapting high-demand courses to allow for honors enrollment.
- Funding and support provided to transform an existing course during a (re)design institute.
- Requires departmental commitment

Offer an H section

- Course sections with an H designation that are taken in students' majors, minors, or core classes

Offer credit for research

- This can be a directed study, independent research, or an Honors thesis