

First Meeting
Monday, 14 September 2026, 2:30 p.m.

Zoom Meeting

AGENDA

1. Call to order Professor Julio Ramirez
2. Statement of Land Use Acknowledgement Professor Julio Ramirez
3. Approval of Minutes of 20 April 2026
4. Acceptance of Agenda
5. Remarks of the Senate Chair Professor Julio Ramirez
6. Remarks of the President President Mitchell E. Daniels, Jr.
7. Question Time
8. Memorial Resolutions Professor Julio Ramirez
9. Résumé of Items Under Consideration by
Various Committees For Information
Professor Lisa Bosman
10. Consent Agenda For Action
Nominating Committee
 - a. Senate Document 26-01 Nominee for
Advisor to the Faculty Affairs
Committee
 - b. Senate Document 26-02 Nominee for
the Educational Policy Committee
 - c. Senate Document 26-03 Nominee for
the University Resources Policy
Committee
 - d. Senate Document 26-04 Nominee for
the Student Affairs Committee
11. Strategy for Purdue Indianapolis Campus For Information
Provost Patrick Wolfe
12. Public Safety and Transportation For Information
Enforcement Initiatives Vice President Jay Wasson

13. Report from the Athletic Affairs Committee

For Information
Professor Kyle Haynes

14. New Business

15. Adjournment

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Present: *Joseph W. Camp Jr. (Secretary of Faculties and Parliamentarian), President Mitchell E. Daniels, Jr., Julio Ramirez (Chair of the Senate), Dianne Little (Vice-Chair of the Senate), Patrick Wolfe (Provost), Se'Andra Johnson (Sergeant-at-Arms), Bree Richards (Administrative Assistant), Taryn Adams, Janet Alsup, Ashley Bellet, Ximena Bernal, Afsan Bhadelia, David Blon, Lisa Bosman, Ali Bramson, Stephen Cameron, Wayne Campbell, Michael Campion, Julia Chester, Euzeli Cipriano Dos Santos, Joseph Coates, Amanda Darbyshire, Chittaranjan Das, Daniel Dawson, Dan Degnan, Brian Dilkes, Vincent Duffy, Marisa Erasmus, John Evans, Mara Faccio, Betty Feng, Jing Gao, Allen Garner, Craig Goergen, Marcial Gonzalez, Thomas Hacker, Amanda Hassenplug, Mark Hastak, Kyle Haynes, Lori Hoagland, Stephen Hooser, John Howarter, Sarah Huber, Morgan Hynes, Michael Jenkins, Alice Johnson, Chrystal Johnson, Nastasha Johnson, Richard Johnson-Sheehan, Fecri Karanki, Bhagyashree Katare, Brandon Keehn, Kee-Hong Kim, Cheng-kok Koh, Shalom Ablavi Kpetsu, Casey Krusemark, Scott Lawrance, Seungyoon Lee, Leifur Leifsson, Kiseop Lee, Damon Lisch, Yuli Lyanda-Geller, Muiris MacGiollabhui, Corey Maley, Amy Marconnet, Stephen Martin, Carlos Morales, John Morgan, Paul Mort, Annmarie Nicely, Abdelfattah Nour, Tae Hong Park, Raghu Pasupathy, David Peterson, Sunil Prabhakar, Arun Prakash, Cara Putman, Darryl Ragland, Michael Reppert, Kelby Roberts, Torbert Rocheford, Gustavo Rodriguez-Rivera, Chris Rogers, Kali Rubaii, Chris Ruhl, Antonio Sa Barreto, Rodrigo Salgado, Severin Schneebeli, David Schoorman, Michael Smith, Ronald Stephens, Dengfeng Sun, James Tanoos, Kimberly Updegraff, Changyou Wang, Rua Williams, Howard Zelaznik, David Ziviani, and Michael Zoltowski.*

Absent: Thomas Brush, Xingshan Cui, Alejandro Cuza, Ulrike Dydak, Julian Gallegos, David Liu, Joseph Ryan Manuel, Suranjan Panigrahi, Bowei Xi.

Advisors: Heather Beasley, Michael Cline, Melissa Franks, Cherise Hall, Sheila Hurt, Lowell Kane, Carl Krieger, Lisa Mauer, Beth McCuskey, Jamie Mohler, Haley Oliver-Jischke, Alys Rollock, Katherine Sermersheim.

Guests: Jay Wasson, Dave Bangert, A.J. Frigo, Linda Renzulli, Trent Klingerman, Dimitrios Peroulis, Steven Schultz, Ed Howat, Tommy McClelland, Phillip VanFossen, Jacqueline McGill, Erica Downey, Andrew Bean, Amy Boyle, Dan DeLaurentis, Robin French, Julie Lewellen, Olivia Highland Mapes, Nelly Martinez, Eva Nodine, Valerie O'Brien, Loretta Rothenberger

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

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

3. The minutes of the 20 April 2026 Senate meeting were entered as read.
4. The agenda was accepted by general consent.
5. Chair Ramirez began his remarks, which were as follows:

“Thank you. This being our first meeting of the academic year, I will have the pleasure to share with you a few remarks. I have taken the liberty of writing them down, so that I convey to you the message that I think is important, as it initiates our work for this academic year. President Daniels, Provost Wolfe, university Senators and guests, on behalf of the University Senate leadership consisting of myself as the chair, Professor Dianne Little as Vice-Chair, and Professor Mark Zimpfer as Immediate Past Chair, I extend a sincere welcome to this first meeting of the University Senate. In particular, the warmest greeting to the new Senate representatives here today. It is a great pleasure to have you join us here.

I would like to do first, is to share with you the Senate priorities as we see them for this academic year. By the way, these priorities were shared with the Board of Trustees during its August 2026 meeting. We see the University Senate working with Interim President Daniels, Provost Wolfe, and the Purdue administration on the following four priorities, the success and expansion of the Indianapolis campus, the opportunities and challenges raised by AI and its incorporation into the curriculum of Purdue University, improving the lines of communication with Purdue administration, and improving the speed and efficiency of our work, the work of the Senate, this Senate. We propose to do this by strengthening the Senate's operational structure and improving communication and coordination between the chairs of the Senate standing committees. Fourth, exploring ways that pedestrian and operator safety can be maximized in alignment with existing micromobility and electric or motor-powered vehicle regulations.

We envision this academic year as full of great opportunities. For example, providing advice on ways to improve childcare on campus, healthcare, and helping our students, faculty, and staff in navigating federal immigration updates. We are enthusiastic to collaborate with Interim President Daniels, Provost Wolfe, and the Purdue Administration to continue to build the success of Purdue University academically, and to work towards an environment of productive collaboration that empowers the faculty and staff to contribute to their fullest potential to achieve the vision and mission of Purdue University. Finally, we emphasize our dedication and commitment to the educational objectives of Purdue University and the general welfare of those involved in these educational processes and will endeavor to work expeditiously and efficiently to achieve these goals. Thank you.

Now, I recognize President Daniels to begin your remarks. Thank you, sir.”

6. President Daniels presented his remarks.

“Thank you, Mr. Chairman, and thank you likewise for the great relationship I think we have already established. I would like it on the record that you and I, and Vice Chair Dianne sat down on my fourth day after returning. It was one of the first things I wanted to do, and I look forward to maintaining the most open of communications with you and with the whole Senate during whatever time I am called upon to be here. Let me start by pledging to the group, to the great relief I am sure of all that I am doing all I can to make this stint as temporary as possible. And I can report that the Trustees are very actively searching for a next president. I am doing all I can to assist in that. I want to thank the Senate and all the 2,500 plus members of the community who so far have taken advantage of the open portal and registered their thoughts about a next president. The most commonly cited traits were an excellent and open, transparent communicator, someone with financial acumen, someone with some experience leading a complex organization. And I know the Board has taken those characteristics very much into account as they are searching right now.

I want to thank the chairman in particular for the remarks you just made. The priorities in my very brief comments I think you will see are very aligned with those of the university as a whole and those of us entrusted with its stewardship right now. So let me just run through three or four items of significance and report briefly on each. After this meeting, the census, the tally taken four days ago of student enrollment in all its dimensions will be released. I am glad to see you're still sharing it with the Senate first. I will give you just the highlights. And a fuller briefing will be available on request.

We did enroll 10,173 undergraduates here and 645 in Indianapolis, so 10,800 plus. Enormously strong new class and consistent with our recent history of strong enrollment. 82,000 applications were received. This class has the highest standardized test scores in Purdue history. That is a record that has been set sequentially most years recently and was extended again this year. When you count our regional partners and Purdue Global, which has now reached over 41,000 students by itself, Purdue will be serving over 111,000 students during the year ahead. We also have an all-time high of graduate students, 13,344 at present, and we anticipate the arrival of more during the semester as is typical.

The next subject I would like to talk about also for the first time with the Senate is the COACHE survey. We had a lot of questions, Where is it? What does it say? And I am not sure why it took this long, but it was at least posted finally. We did that in August and it will be briefed in detail to the Faculty Affairs Committee very soon. It will be briefed at the Senate's call. We are prepared to brief it at the next meeting to the entire Senate.

Let me mention just a few, I will say, highlights and lowlights of the findings. First of all, the deficiencies, which were very candidly reported in the survey, much criticism of top leadership or senior leadership, communications, inadequacy of communications was another of the most cited reasons for that low rating. A lack of clarity of priorities, which is something I hope we'll be addressing or addressing right

now, and much as the chair just laid them out for the Senate. Pace of decision making, not a new concern, but one that was more prominent in this report than in many previous ones.

All these things I just want to tell you, my new or resumed colleagues here take very, very seriously, and I hope that you will see marked improvement in each of these areas and maybe are already. There were positives. Our faculty gave our university rather good grades for mentorship, the quality of colleagues and students, and the cost of living here compared to other places they are aware of or may also have taught. We have high marks for academic freedom relative to many of our peers. In what was, in general, It is a fairly sobering report, but there were elements that were positive.

With regard to clarity of priorities, I especially appreciated Professor Ramirez' mention of Indianapolis. I do think that this is a remarkable opportunity for the university and for our students in several ways. We really do seek and need faculty leadership in helping us, first of all, identify programs as we sequentially add them in Indianapolis that will encourage and attract students to take advantage of the opportunities that are there that extend the ones we can make available here. Specifically, I am thinking a course of internships and eventual vocational opportunities in the much larger economy of Indianapolis and Central Indiana. There's a great interest among businesses and nonprofits in our high-quality students. Over time more of our students will make at least part of their Purdue careers in that setting, I think is an attractive one. Again, faculty leadership and guidance will be helpful. You will get a fuller presentation from Patrick about Indianapolis, but I just want to stress that we share the priority, the high priority that Chairman Ramirez placed on it in his opening comments.

Finally, with regard to AI, three or four aspects of that merit attention here. First of all, with regard to the arrangement the university made some time back with Google, I found on arrival some confusion about what that would and would not permit or encompass. We have worked on this, and I am happy to say that it is now well understood with Google that there will be great flexibility of tools, tools that individual faculty members want to use will be accommodated in that platform. It will not be a Google-only relationship. I hope that you will have that experience. Please report any difficulties, delays, or obstructions you may find. The clear understanding now is that those tools that faculty or administrative units seek to use that are not Google products can be and should be accommodated as part of that.

The AI competency requirement, which Purdue has announced and achieved truly national attention for, is an especially important and encouraging development. We have to make it real now. I have been trying to make certain that we are progressing. Obviously, it has to be tailored and individualized by faculty member, department, or college, but I know departments or entire colleges that are well along on this and congratulations to them. We need everybody to help us advance this, make it real, and make it system-wide or university-wide within this academic year for sure.

Finally, on the third aspect of AI, enabling organizations like ours to become more productive, more efficient, spend less on operational administrative things so that we can spend more on academic things closer to our academic mission. I think we have been a little slow out of the blocks here and we are going to be making real efforts to take advantage, understand the opportunities and take advantage of them to become more effective and cost-effective in the support services particularly that enable us to spend more on faculty and on facilities and on those things that eventually lead to better research and teaching outcomes.

So, Mr. Chairman, those are the aspects of the items I have found on re-arrival here that I thought were worthy of the Senate's attention this morning. I thank you for the opportunity, and glad to take a few questions before I turn the floor back."

Chair Ramirez: "Thank you, Mr. President."

President Daniels took questions from the floor.

Senator Kimberly Updegraff: "Thank you. I had two follow-up questions. One was about the city bus passes, and from what our unit can tell, the subsidy rate, which I understand is now being provided by the college, covers a third of the pass rather than half of the bus pass. Our unit was interested in helping our students because a lot of international students rely on this source of transportation for reasons, having driver's license, learning to drive in the country. We were told that we were not allowed to do that. I wanted to raise the question about whether or not you will reconsider that decision and whether or not we can meet up the difference with our students, especially stipends differ substantially across units. In units where students are not making as much money, it is a bigger chunk of their pay."

President Daniels: "I am aware there have been some recent changes in the way in which we subsidize. We do heavily subsidize transportation here, but I know there have been some adjustments recently. I do not know the reason, if someone has established one, that a department could not attempt to make some accommodations beyond what the university's doing. So we will get an answer back to you and the group, Kimberly, on that.

I know Mike Cline is on the call, and maybe we should take that offline, but we will get you a prompt answer. I will say over the course of time, sometimes people feel constrained by policies, which on inspection no one has established. So I do not know about this one, but we will look to see, and if there is not a really good reason for it, maybe we can make an adjustment."

Senator Updegraff: "My second question is, as you are probably aware, there was a closure of a childcare, the ECECN is closed. I am interim head of the Department of Human Development Family Science, and we are the home to the Miller School. I know, and this is not confidential information to the department head, that we are experiencing a rather severe shortage of infant and toddler care on campus. And the Senate held a town hall last spring, but we have yet to have the findings released to us. I do not know if they have been released to you, but I just want to put it on your

radar that I hope that we can continue to have conversations about the shortage and how it is impacting our ability to recruit and retain faculty members. So not as much as a question, I just wanted to get it on the radar.”

President Daniels: “Thank you. It has been a matter of concern over a long period of time here, and I have not been briefed on the findings, but I will arrange to be very quickly. The only other thing I will mention is that in a Purdue-led initiative across our seven or eight county region, childcare and enhancing access to it was priority one, and that would include our area as well as the rest of our neighborhood. This is a major Lilly Endowment-funded project, in which I have become involved. I am well aware of the issue, and I will become aware of the findings, and hopefully we will make further progress against the shortage.”

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

Secretary Camp noted that the answers to pre-submitted questions were posted on the Senate website.

Senator Wayne Campbell: “Yes, thank you, and welcome back, President Daniels. I really appreciated the remarks regarding AI, but I would like your perspective on the pros and cons of really fully moving ahead with AI, whether or not it is the things that we have been hearing in the news these recent days. More to do with Purdue, I know in my own experiences that teaching at an upper-level graduate or undergraduate class requires critical skills in seeking out information, not just reading it in a textbook or some other authoritative way, but to actually do critical thinking on their own. It is becoming increasingly challenging for me and for other professors, as well as the students to know whether or not they are doing a good job.

In several cases, in my experiences since COVID, it is becoming harder and harder to discern whether or not what they are actually giving us is based on their capabilities as opposed to the AI capabilities. I want to know your thoughts on how we can continue to invest in AI, as you described it, but also be able to critically evaluate the genuine skills of our students?”

President Daniels: “I make no pretense to great expertise here. I am an interested amateur and very deferential really to faculty views about what is appropriate in the classroom and what is not. I have asked the question, and it has been asked of me, ‘Should we attempt some sort of broader policy?’ For the moment, I am hearing more faculty members saying, ‘Let us each work it out on our own.’ There is no subject I would rather hear from the Senate about more than this one, because it is so important and the answer is so uncertain. Let me just mention a couple of other quick things. When I welcomed the new freshman class a couple of weeks ago, I only spoke for a few minutes, but this was a main point that I made, ‘While you are here, we expect you to master the use of the new technology as well as any of your counterparts elsewhere, but what we really urge you to do, and we will try to help you do, is to be the master of these technologies and not their servant. To learn to, as we say, think critically, think for oneself, and to learn to question and try to discern truth from falsehood.’ It has never been harder than it will be for these young people. I

told them, I said, 'More than any class that has ever entered this or any university, it is more certain that the world you leave in just four years or less will be vastly different than this one. That is what you have to be preparing yourself for.'

The last thing I will mention, I am looking for the material right now, but 13 years ago, Purdue hosted the first of what was a series of maybe four annual conferences. Someone cleverly called them Dawn or Doom, but they were each based around an emerging technology which had great promise, but also some threats. The very first one was artificial intelligence, the exact questions which are being asked right now about the literally existential threat that it might pose. So, we looked at that. I am going to have that exhumed, the video. It was quite an interesting conference and attracted people from all over the country, but Purdue has been thinking about this problem as long as anybody, and thank you for raising it"

Senator Brian Dilkes: "The faculty in my unit very much wanted an answer to a specific question about COACHE, which I will frame with a couple things from the executive summary. It does look like we were sort of lowest of our chosen cohorts for maybe seven categories. I did not look at the cross tabs, just from the diamonds. We were best for no categories. It looks like we were in worst or second worst for 13 categories and second best for only one. So it does look really bad from here, how we did, and I am not 100% sure that it is the worst it has been. I believe, President Daniels, you began these in part as a way of seeing how you were doing in the job originally, and it was quite successful and led to a lot of back and forth that I think improved the university.

In April, Vice Provost Sunil Prabhakar said, and I want to quote him because it is in the minutes, 'We are beginning Tuesday, tomorrow, with a presentation to the deans followed by a presentation at the department head's forum the week after, and that will be followed by a whole slew of college-wide meetings.' So we just accepted those minutes. That was the quote that the faculty in my department had attached themselves to and want to know what happened to the whole slew of college-wide meetings because nobody heard anything after that."

President Daniels: "Brian, I cannot answer in detail except to say we have to catch up now. I would observe even by last April the survey was a year old, and so we were way too slow obviously in analyzing it and sharing it in what had been the customary fashion. So we need to do those things now, and I do not quarrel with your assessment. It is a pretty tough reading. Two factors or two facts to consider. One is that our participation looked low compared with previous COACHE surveys. When I asked, it turned out it was the smallest participation we have had. That does not mean it was not fully accurate, but it would have been good if we had a bigger sample with higher confidence levels.

The second thing is very topical. We just heard at the end of last week that the Harvard School of Education, which has been sponsoring or managing the COACHE study over the last decade plus, is not going to do it anymore. My reaction to that is that we will raise it, if no one else does, we will raise it in the Big Ten Academic

Alliance. We need something like it, so if COACHE is not going to be there, I think we should work with, let us say our peers at least that widely and come up with the next version so that on a regular basis faculty sentiment and suggestions can be gathered and understood. We need a substitute for it because it has been valuable, whether you like the answers or not, probably more valuable on those occasions where the answers are negative. Thank you for the point, and I agree; I do not quarrel with any aspect of that.”

Vice-Chair Little: “In light of Senator Campbell's comments about AI and the broader implications of AI, would you consider appointing perhaps a special committee to the Senate to specifically look at some of these broader AI issues perhaps outside of the specific needs of the curriculum?”

President Daniels: “Yes, absolutely. There is so much to be understood here or better understood. Any vehicle, but particularly one from our faculty, where so many of these problems are centered. You are dealing with them on the front line in a way that many of us are not. The answer is yes, and let us talk about that offline, what that group might look like, what its charter might be, how quickly we could get it stood up and helping.”

No additional questions came from the virtual floor.

8. Memorial Resolutions

Three Memorial Resolutions had been submitted for September [Appendix B]

- William S. Cleveland, Shanti S. Gupta Distinguished Professor of Computer Science.
- Arnold Tubis, Professor Emeritus of Physics and Astronomy
- Lawrence G. Brown, Professor Emeritus of Mathematics

A moment of silence was held for our departed colleagues.

The Memorial Resolutions will be placed on the Senate website and will be included in these minutes. Secretary Camp will send letters of condolence to the next-of-kin.

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

Chair Bosman called on the Chairs of the Senate Standing Committees to provide any updates to their respective Résumés of Items under consideration. No updates were provided and Chair Bosman yielded the floor to Chair Ramirez.

Chair Ramirez reminded the Senators that the regular process for items to come to the floor of the Senate is precisely through the Standing Committees and Faculty Committees that collaborate with those Standing Committees. Those committees are all listed on the Senate website. Working through the committees expedites the process, as the documents come prepared with the regular format and with the required information. Finally, he noted that Senators always have the ability to bring

items to the floor as new items or new business items with the support of their colleagues on the Senate.

10. Consent Agenda

- Senate Document 26-01 Nominee for Advisor to the Faculty Affairs Committee
- Senate Document 26-02 Nominee for the Educational Policy Committee
- Senate Document 26-03 Nominee for the University Resources Policy Committee
- Senate Document 26-04 Nominee for the Student Affairs Committee

Chair Ramirez reminded the Senate that a Consent Agenda allows a body to group items that are likely to be uncontroversial or to require little discussion and decide them all at once. If any member requests that an item from the Consent Agenda be pulled out for individual discussion, that request is granted without debate. There were no nominations from the floor and no requests to pull items from the Consent Agenda. The Consent Agenda was approved by general consent.

11. Provost Patrick Wolfe gave a presentation on the “Strategy for Purdue Indianapolis Campus” [Appendix D].

Provost Patrick Wolfe: “Let me start by thanking everybody, especially at the beginning of the meeting, we talked already a little bit about Indianapolis. I am going to give you just a very few set of slides and a short discussion with plenty of time for questions. I will show these QR codes again at the end, but there is one specific opportunity on the lefthand side of your screen [Slide #1]. That QR code, you will get a little pop-up box, or if you have questions about Indianapolis, they will go through. On the right-hand side, of course, we already have people signed up for coffee-hour chats with me and my office. If you went last year, you will know they tended to last longer than an hour, and the pastries are not in short supply, so I would encourage you to sign up. I will show that again at the end.

What I really want to do is just tell everybody a little bit about what we are doing in Indianapolis and how and why we are thinking of it as really our number one university priority right now, even though it is not something that may have impinged upon you to an enormous degree, depending on what part of campus you are working in and what your day-to-day responsibilities look like.

This timeline [Slide #2] is meant to give you a sense of the fact that as a university, we have had a long-term presence in Indianapolis. If you go back to 1969, there was a big effort that drew together our universities, our flagship state universities, the state, and the city of Indianapolis to bring together IU and Purdue programs and merge to form IUPUI or “Ooey-Pooey,” if you have ever heard it referred to that way. We operated for a long time under this joint venture agreement whereby the campus footprint was owned and operated by IU. If you were an employee, your payroll would come from IU, but we offered and taught and duly gave Purdue degrees at IUPUI. It was pretty confusing in the sense of exactly how it operated as a joint venture, but the bottom line was we have been instructing students and giving Purdue degrees in Indianapolis dating back well over 50 years.

Over that time period, there have been many discussions along the way about how we bring to Indianapolis, a top research university. IUPUI evolved into something that just objectively was an R2 university under the old classification, so it was not classified as a research-intensive university. I think at many points along this journey, whether it was the state, the city, or the governing boards of both universities, we kept scratching our heads and asking ourselves, 'Is there some way to serve the interests of the state and the city in an even better way?'

This all culminated in 2022, when we were under Mitch Daniels 1.0, if I can call it that, with an agreement and an announcement of plans to separate out IUPUI very carefully into part of Purdue's main campus, what we think of historically as our West Lafayette footprint. Then for IU, what would become a regional campus, an independent IU Indianapolis campus, just like IU Kokomo or Purdue Fort Wayne or et cetera, a part of the IU system, but distinct from IU Bloomington or anything else. That all takes a lot of planning. If you participated in any of that at the time, you will remember we worked really hard for a year to figure out how this should take place.

Just under a year later in the middle of June of 2023, our Trustees along with IU Trustees, announced the finalization of these arrangements. There was an operating plan to create to take care of our duty of care to students and faculty and staff and manage the physical plant and make everything work.

One year after that, we welcomed students in August of 2024, so just three cycles ago or, if you like, two years ago, the first day of classes for a whole slew of new beginners, new Purdue students admitted to start their studies in Indianapolis. We have the same admission standards and the same admissions process. You can check all the admissions websites to understand. Of course, we offer right now a certain set of degrees whereby you can start in Indianapolis, and that overlaps to some extent with the degrees that we offer in West Lafayette. I will talk more about that in a little bit.

If you fast-forward to the next year, of course we welcomed another incoming class, but we also, in between, we started building a new building, the Academic Success Building. If you drive down I-65, you cannot miss it because it towers above the skyline. When I was last there, we were putting the skin on all but the top couple floors of the building. You can see it if you drive into downtown Indy. We opened our newest student hub right on Indiana Avenue. If you know anything about the history of Indianapolis or the history of jazz and other things, you will know a lot about Indiana Avenue.

If you come up to the present day, we just finished the census, as President Daniels mentioned, we will be sharing some news about census in a little bit. We are now welcoming our third class of new beginners. Before you know it, we will have graduated our first cohort of students who would have joined us in that 2024 class as incoming freshmen.

I want to make clear here, as we conceived of, along with IU and along with the state and the city, our plans for Indianapolis, this has been running and in the works for a very long time, and we really think that it will be in the best interest of everyone to continue to grow this enterprise and increase its connectivity to our principal main campus footprint, which is here in West Lafayette.

I am just going to lay out for you at a high level, if you have to remember just one thing from this presentation, it is these three planks [Slide #3]. There are planks of our strategy in Indianapolis, and they're the way by which we are going to build toward continued success. The first of these is really on the left-hand side, you can see bringing our core strengths to Indianapolis. You will recall President Daniels saying, again, during 1.0, that over his tenure, we grew to more STEM and a higher proportion of STEM students than ever before. We have about three quarters of our students graduating with STEM degrees right now, and we have about 72% of our students studying in and across engineering science and business. So it is a pretty immediate priority to take those core STEM strengths and adapt them to Indianapolis in ways that are distinctive.

So a really good example of this would be we have a great and thriving mechanical engineering program here in West Lafayette. We now have a great and thriving motor sports engineering specialization of mechanical engineering in Indianapolis. It is a great match to the city. Nothing speaks to Indianapolis quite like motor speedway and racing. Students are coming from all across the country to specialize in motor sports engineering. They are able to be connected with internships and employers and all these sorts of things, and it is just a great example of how to take a core-produced strength and give it a very distinctive focus that is a great match for Indianapolis.

Along these same lines, the second real plank in the strategy is to use our Indianapolis presence to serve employers and students across the state. And so again, motorsports engineering is just a great match for the city, but I would submit to you that an area like hospitality and tourism management is another great fit. If you want to learn while working or co-op or intern with the Ritz-Carlton or the Intercontinental or any number of other world-class hotels, the opportunities are just going to be greater in a metro area of approximately two million people than they are here in West Lafayette, where many of us are sitting right now. We are going to grow programs like that in alignment with workforce needs here in Indiana and the sort of focal points of different regional industry. Construction management would be another great example. Most of the main constructors and construction employers in Indiana are headquartered in Indianapolis. The opportunity for our students to get hands-on experience is greatly enhanced by growing programs like that in Indianapolis.

The last thing I will say is really the long-term plank of the strategy. This is a big one, so I want you to sort of think about it. There is a real opportunity to take advantage of the health, healthcare, biomedicine, and life sciences ecosystem already built up in Indianapolis. We now have a calling card to be present there. If you think of Georgia Tech and Emory working together in Atlanta, well, the new IU Medical School Dean

comes from Emory and knows that partnership model. If you think of biotech in Boston, really from the '90s up until the present day, it has evolved and strengthened. We have an opportunity over time to build significant healthcare related strengths in Indianapolis. So we have already started to introduce pre-med tracks, pre-health sciences tracks, pre-professional health sciences, and pre-DVM tracks in Indianapolis. And over time as we grow that, I think we can create a critical mass for a part of campus, like biomedical engineering, for example, where it just makes good sense to be physically co-located with a large and thriving school of medicine. Even if it happens to be operated by one of our arch-rivals, which is okay. Scientifically, we get on fabulously and we'll work well together.

Over time, as we look to build out our research infrastructure, if you take an era like aerospace, we have worked for decades to build a great aerospace hub here in West Lafayette. We have Saab, we have Rolls-Royce, we have a hypersonic wind tunnel, we have a strong department or school. If we want to do the same for health and health sciences, then building out that research infrastructure long term in Indianapolis just seems to make a ton of sense. So watch this space. I would bet, if I had to make one big bet, I would say in 7 to 12 years' time, you will have seen enormous progress in Indianapolis on this third specific area, where we need Purdue's core STEM strengths and AI to get better in the work we do in health and healthcare-related fields. It is going to take time and investment, but the opportunity to do so in Indianapolis, I would say holds enormous potential for us.

Of course, the key thing once you have a reasonable strategy is to be able to breathe life into it. I have listed here a whole slew of steps that are underway to achieve each of the three planks in turn that I talked about on the previous slide [Slide #4]. Some of these relate very clearly to the student experience. Our Indianapolis footprint is a startup. It has been running in startup mode. There is much we still have to do to continually improve the distinctive sense of place that comes with an opportunity to have a footprint in the middle of a thriving metropolitan area. That is everything from using physical space to create a sense of community for students and faculty to making sure that even if housing and student activities look and feel a little bit different than they do in West Lafayette, that we are supporting them in innovative ways that are a great match for the city.

Thinking about the identity of our Indianapolis experience, it might not right now have the same amount of say Greek life as West Lafayette, but it also has the opportunity to engage in professional sports related activities. Whereas, in West Lafayette, we tend to think more about going to Ross-Ade and Mackey. So how we connect to the specific identity of our Indianapolis campus and give our students options to partake in both sets of things is something about which I am pretty excited. If I read down the rest of these lists, you would see similar, action verbs starting each one of these clauses. That is what we are thinking about. It is about connecting our students more quickly to industry. It is about building pathways to allow students to go back and forth between Indy and West Lafayette, not just on the buses any given day of the week. Maybe you are in West Lafayette, and you want to spend your junior year in Indianapolis, how can we make sure that we tell you about that enough in advance that you can make arrangements for your housing or your leases or things like that?

How do we continue to grow programs that are distinctive in Indianapolis and are a good fit for the city and for us and for our students? I talked already about health and life sciences opportunities, so I will not belabor that point.

I told you I would give you the QR codes again [Slide #5]. You also have lists here of the two of our Senators who are based in Indianapolis, and they happen to be in ECE and PPI. So those are two areas that are seeing strong growth in Indy. I have listed here to finalize the presentation and open it up for question, all kinds of ways for each of you to engage. There will be an upcoming survey that the Senate is going to distribute along with David Umulis, who is our Senior Vice Provost for all things in Indianapolis on behalf of the academic enterprise. You have your Purdue Indianapolis Senators, but you also have your Senate governance channels through your departments and your Deans. I would encourage everyone to get in front of department heads and Deans, and David, to talk through opportunities and needs as things get built out. We will have more upcoming open fora and Q&A opportunities. My hope here was just to give you a quick baseline as to, at the hundred thousand feet view, where have we been, where are we going and how are we going to get there? Of course, I only scratched the surface, but if you keep those three planks of the strategy in mind, you keep a little bit of the past history of IUPUI in mind, and you will be able to get a great sense of where we are headed and how we are going to work on it to get there.”

Following his presentation, Provost Wolfe entertained questions from the virtual floor.

Senator Howard Zelaznik: “Thanks so much. Just a nuts-and-bolts question. How does a student fulfill their math requirements and their English writing requirements? Do they have to come back up to West Lafayette for those classes?”

Provost Wolfe: “No. When we started off on day zero, for some things we had a consortium agreement with IU, so we made sure that we had all the coverage for students that were coming over to us directly, like students who had been freshmen, sophomores, and juniors within IUPUI with the Purdue degree. Now we are at the point really where, for example, we are teaching mathematics and calculus and some CLA courses in Indianapolis. In some cases it is by faculty members and instructors who are based there and in some cases it is people who are taking on overload responsibilities. In a given semester you might be based in West Lafayette, but you might agree with your department head to deliver some teaching in Indy. Longer term, we are trying to get the right mix of instructional people and facilities so that we can cover the shared overlap and freshman and sophomore level classes but then have the right specialization for junior and senior level classes. That is one of the reasons we have had one class at a time, one entering class at a time. So this year we have a lot more junior classes happening than we did last year because now we have a class that has come into its junior year. I hope that helps. I think Lucy and respectively, Chris, as the Deans of Science and Liberal Arts could tell you a little bit more. They are probably not on this call unless they are bored and watching in, but that is a brief sketch of how it is working, if that makes sense.”

Chair Ramirez: “My question is actually more related to time. I have been associated with the Lyles School of Civil and Construction Engineering for a number of years. Through the years, my colleagues, when we got together in meetings and they always asked the question, ‘How come Purdue Engineering, in particular Civil Engineering, does not have a stronger presence in Indianapolis?’ The reasons are obvious. You mentioned construction firms. I would also like to mention structural engineering design firms, bridge design firms, the Indiana Department of Transportation, we have a number of students that do internships with those companies. It would be a great opportunity to develop that interaction. As always, the devil is going to be in the details. It is how to make it work. Clearly there are significant opportunities, and I am happy that we are finally making the move, and I can tell my colleagues, ‘Yes, we are moving.’ So thank you.”

Provost Wolfe: “That is the best version of what this looks like. It would not make any sense to do a wholesale copy and paste. Every one of the 230-ish majors that we offer in West Lafayette, it just would not make sense to try to emulate that. There would not be any economies of scale. On the other hand, we just do not want to go create a whole bunch of things that are new and orthogonal. We want to take our existing strengths and shape them in ways that are distinctive. Then we are going to have to continue to think about the right facilities-related investments. A hypersonic wind tunnel in the middle of downtown Indianapolis probably does not make any sense. However, if you think about a corporate partner, like Elanco, a veterinary hospital that eventually supports clinical trials, well, that might be a better fit for Indianapolis than for West Lafayette.

Civil and Construction Engineering are great examples because there are a lot of lab requirements for the teaching, and so we have to figure out what is the most effective and efficient way to bring some distinctive offerings to Indy and still manage our physical footprint and our space. I will say one last thing. I think for anyone who would like to be involved, we would really welcome help and assistance. I attended a reading there last year at the Vonnegut Museum, which we now partner very closely with. I parked my car, I got out, and the line was out the door. I thought maybe I showed up on the wrong day, but we probably had more students than the fire code allowed. I am going to say we were at the edge of what the fire code would permit in terms of people who showed up to hear the reading.

It is going to take some time. It was really right of President Daniels to go out and really firmly declare in public that this is a big priority for us, because it is going to need a big lift from everybody who is willing to pitch in and lend a hand. Let me stop there if there are no more questions”

No additional questions came from the virtual floor.

12. Vice President Jay Wasson gave a presentation on “Public Safety and Transportation Enforcement Initiatives” [Appendix E].

Vice President Jay Wasson: “Good afternoon, Chair Ramirez. It is good to be with you all on behalf of Senior Vice President Michael Cline and all of us in administrative

operations. I am pleased to spend a little bit of time with you this afternoon. So today we are going to be discussing pedestrian and micromobility safety on our campus. I have a few prepared remarks and then happy to entertain questions that folks might have. Our shared goal really is to keep everyone safe, whether they are walking or biking, or shall I say scooting around campus. I know if I were to take a survey, the overwhelming majority of respondents would indicate that they have seen close calls across the campus, whether it is a bicycle moving quickly on a crowded crosswalk or a scooter weaving through foot traffic. I want to let you all know that those concerns are valid. Today I will outline how Purdue is addressing these issues in a comprehensive way through education, engineering, enforcement, and policy.

We do believe that this is a shared responsibility among students, faculty, staff, and the university, all of whom have roles in safety. We are trying to approach this from a safe system approach, ensuring that we design our paths, signage, and rules so that safe behavior becomes the easy behavior. We are committed to continuous improvement, where we will continue to refine our strategies as we get additional data. In short, Purdue is pursuing safety on multiple fronts, and we are all in this together. The slide that is up on the screen now lays out our big picture approach to this [Slide #2]. Again, our mission is a safer campus for everyone, whether you're walking, cycling, or driving across campus. We have anchored our strategies in what we would call the three E's of traffic safety, education, engineering, and enforcement. We have added a fourth pillar that focuses on the policy aspects surrounding this as well.

The idea is that no single tactic is going to solve everything. We need a holistic all-of-Purdue plan. Safety, as I mentioned, is a shared responsibility. Pedestrians, cyclists, scooter riders, drivers, and the university all have a part to play. As I mentioned with this safe systems approach, we are looking at elements of the physical environment. Again, continuous improvement through data that we can collect each semester helps us adjust our strategies. We are working to pursue safety on multiple fronts at once with cooperation and ongoing learning at the center. Our first pillar is education [Slide #3]. How do we foster that culture of safety? We really start with our incoming students on day one. At the Boiler Gold Rush orientation, every new students get training on safe walking, biking, and scooter use, basically the rules of the road for pedestrians and micromobility riders.

We have also worked to implement a required online safety module for incoming students. Before classes start, students must complete this module covering things like yielding to pedestrians at crosswalk, the campus-wide 15 mile per hour speed limit for bikes and scooters, using lights when riding at night, et cetera. Then there is a short quiz that the students have to take at the end of that training module. We recognize that education is not a one-and-done activity and we keep the reminders coming throughout the year. The Purdue Police Department regularly shares safety reminders on their social media channels. We have had events in the past with free giveaways to encourage safe behaviors. We also involve student-peer educators working with student organizations to help spread messages, so it is not just coming from administrators. The idea is to make safe habits the norm on campus through consistent reinforcement by both officials and fellow students.

Our next pillar is engineering [Slide #4]. It is about building a safer physical environment. Purdue has invested heavily in this space. In 2014, we had about six and a quarter miles of bike lanes on our campus. The goal at that time was to double it by 2024, and we did do that. Today, we have 14.6 miles of dedicated bike infrastructure across campus, exceeding the 12.5-mile target. That is roughly eight extra miles of new bike lanes added since 2014, plus nearly two miles of older paths that have been upgraded. What does that look like on the ground? We have built major improvements in 2017. The Centennial Mall Cycle Track opened, giving cyclists the safe routes through the core of campus. By 2020, we turned 3rd Street into a pedestrian friendly promenade with two-way protected bike lanes that dramatically cut down conflicts in a high traffic area. We have also added the long Martin Jischke Drive protected bike lane that was finished in 2021. Of course, the State Street Redevelopment Project gave us miles of new sidewalks and paths across campus.

Last year, we finished some new links extending the MacArthur Drive bike lane, building a short McKee cycle track by the Nursing and Pharmacy Education Building to close a gap, and a new multipurpose path on Nimitz Drive on the south portion of campus in Discovery Park. We have also engineered pedestrian crossings and slower vehicle speed limits. We have reduced speed limits to 20 miles per hour on campus along many streets to calm traffic near sidewalks. We have also upgraded lighting in over a dozen locations to improve visibility at night. All of these infrastructure changes, more bike lanes, better crossings, and slower cars, are making it safer and easier to move around campus.

The third pillar is enforcement [Slide #5]. We currently have nine police officers that are certified for bicycle patrol. What that means is rather than being out in a patrol car, they actually will patrol campus on a bicycle, as shown here. You will see them on bikes around campus, especially in dense pedestrian areas and along the pathways that I was just speaking about. Their presence reminds riders to behave. Our enforcement approach prioritizes behavior changes over ticket counts. Often, if an officer stops a cyclist or a scooter rider, it becomes a teaching moment. The student might get a warning and some advice on safer riding techniques rather than a citation. For serious or repeat offenses, yes, tickets are issued. We do not measure our success by how many tickets; we measure it by seeing improved behavior over time. We deploy enforcement in a strategic way.

PUPD utilizes data and feedback from folks like you on the call here this afternoon to focus on hotspots and peak times of day. For example, when PUPD observed more frequent near misses along Third Street, it ran a two-week crackdown where bike officers stopped speeders and those running stop signs. Similarly, officers monitor known busy crosswalks during rush hour. In the fall 2025 semester, PUPD conducted 228 documented stops involving bicyclists or scooter riders. In many cases, the rider received a warning or safety instruction. In others, they did receive a ticket. The key rules they enforce again are the 15 mile per hour speed limit for bikes and scooters, not having e-scooters riding on sidewalks, and making sure riders yield to pedestrians at crosswalks, just as drivers must. The bottom line is that enforcement is happening with a focus on being visible and impactful rather than overly punitive.

Our fourth pillar is policy [Slide #6]. Policy addresses the new challenges of electric motorized personal vehicles, like e-scooters, e-bikes, hoverboards, and as some may recall, an e-powered couch. With these devices' popularity, we saw new risks, battery fires and devices blocking exits indoors. So starting last fall, we implemented a uniform campus-wide rule. Now, no e-scooter or e-bike use, charging, or storage is allowed inside any Purdue building. All these devices need to remain outside. We also require every personal e-scooter or e-bike on campus to be registered so that we know those to whom it belongs. They must be parked at outdoor bike racks or designated parking areas, not left in hallways or doorways where they could block egress or create hazards. This policy was a big change, but it was necessary for fire safety and accessibility. We have since backed that policy with strict enforcement. In the fall semester, Purdue Parking and the Fire Department impounded 208 e-devices that were in violation. Notably, 97 of those were found inside buildings, including dormitory hallways, the co-rec, and academic buildings. Those devices were removed and the owners were penalized. The Purdue Fire Department did after-hour checks and pulled about 10 scooters out of dorms after midnight. We trained our RAs and building managers that if they see a scooter or e-bike inside to call parking operations to remove it. Thanks to these efforts, we saw a sharp drop in indoor violations as the academic year went on.

University residences logged fewer cases in 2025 down from the previous fall before the uniform campus-wide rules took effect. That is a big improvement in keeping our buildings and more importantly, our building occupants, safe. We rolled out the new rules with extensive communication. We did send campus-wide emails, put up signage in dorms and common areas, and included the information in the orientation programs and training materials I referenced earlier. We tried to make sure students would understand the why behind these changes. Lithium battery fires are no joke and blocked exits endanger everyone. After an initial adjustment period, students did get the message and compliance got better month over month. We will continue to enforce without exception because we have to eliminate those fire and evacuation risks.

Looking ahead, our commitment to campus safety will continue [Slide #7]. In terms of infrastructure, we will wrap up the projects that are currently in progress. For example, finishing pathways around our existing construction projects. We will then move on to our list of priority improvements. One big plan is to make our Third Street pilot bike lane into a permanent green promenade that really anchors a safe corridor through this portion of campus [Slide #8].

Another initiative is the Purdue Central Connector, which would link the central Centennial Mall cycle track in front of the Active Learning Center over to the Stadium Avenue area, essentially connecting this heart of campus for our cyclists and e-mobility users. These projects are in planning, and we will need funding and approvals, but they are on our campus safety roadmap. On the enforcement and education side, we will keep studying the data and feedback we receive every semester. If we see a problem area, we will target that with an appropriate tactic, maybe more targeted patrols or maybe an educational campaign, depending on what

fits best. We treat this as a cycle of continuous improvement. Nothing is static. If something is not working as well as we hoped, we will tweak it or try something new. We will continue to engage the campus community, and I cannot emphasize enough, faculty can be key partners by reinforcing safety culture. Ultimately, we build a culture of safety together and we welcome your collaboration in doing so.

In closing, I just want to reaffirm our commitment to pedestrian and micromobility safety. We are addressing this challenge from multiple angles, educating our community, engineering a safer campus, enforcing rules fairly, and enacting sensible policies, and we'll keep working at it. Our goal is for everyone, whether on foot or wheels, to travel across campus without fear. Together, we can ensure that Purdue remains a place where safety is a shared priority and an ongoing journey. Thank you."

Following his presentation, Vice President Wasson entertained questions from the virtual floor.

Senator Zelaznik: "Yes, campus is much, much safer since I arrived here on campus in 1979 and actually got pulled over by an officer because I was riding my bike on the sidewalk. Anyway, there are not enough bike racks around academic buildings right now, and until we get a 30-degree weather day, the students will use their bikes, and it is dangerous to try to park your bike when there are no spots open, but you cannot leave it out on the street, so to speak.

I do think maybe you need to survey the academic buildings and look at the number of bikes at the racks, and then if you can bring out some more bike racks in new places, because as I ride my bike to campus every day, certain places are easier to park, but by the academic buildings, it is quite, quite crowded."

Vice President Wasson: "Thank you for the feedback, and I will certainly share that with our transportation department. I know we have added a lot of bike racks, but we can certainly look at doing even more."

Senator Antônio Sá Barreto: "I would like to suggest or maybe ask that you consider installing a traffic light on the intersection of Second Street and University Street. You see this picture here on Third Street, there is a nice traffic light there, your students cross this safely. Second street is maybe just as busy because it leads to the owner's student housing and all these things, and students go there and they go to class at Schleman Hall, University Hall, and all that. During the 15 minutes before classes start, you can see hundreds of students crossing that and you see close calls every single day. I see that it is a miracle that nothing really bad has happened there. So, I think a traffic light there would be especially useful. I do not know what the laws are for installing traffic lights, but I think that would be something to look into. Thank you very much."

Vice President Wasson: "Thank you for sharing your observation and insights. As some of you are hopefully aware, we are in the process of updating the master plan for the West Lafayette campus, and the bike and pedestrian infrastructure is one of many dimensions that we are looking at, and really the whole University Street

corridor is something that has been identified for closer examination. We do work with the city of West Lafayette as it relates to streets around campus, some of which are under their authority and control, but we have good working relationships with them. To your point, there are procedures around evaluation and identification of different traffic control measures, and certainly that is an intersection that we are aware of and are looking at more closely.”

No additional questions came from the virtual floor.

13. Senator Kyle Haynes presented the Annual Report of the Athletic Affairs Committee [Appendix F].

Senator Kyle Haynes: “Thank you, Chair Ramirez. I am giving this report as the current chair of the Athletic Affairs Committee. I am joined, I believe, I do not see them on here right now, but I am joined by several members from the Athletics Department who may be able to answer any questions you have. Dr. Ed Howat, who is the Senior Associate AD for Student Services, Tommy McClelland, who is our brand-new Athletics Director, Phil VanFossen, who is the faculty athletic rep on the committee, and Jacqueline McGill, who is the Associate Athletics Director for Compliance. I will try to go quickly through the background on what the committee is and what it does [Slide #2].

Broadly, the committee is one facet of the institution's control and oversight over the Athletics Department. It is supposed to represent the interests of the entire university community and sort of oversee how Purdue University runs its Athletics Department over the years [Slide #3]. The Athletic Affairs Committee has a bunch of things on its plate on a lot of these meetings. As you can imagine, given all of the events going on with name, image, and likeness rights and revenue sharing across the NCAA, we have been hearing a whole lot about this and how both Purdue and the Big 10 Conference have been navigating these changes. It is a very tricky and a very fluid situation, so we are constantly being briefed on that. We also get a lot of reports on the academic and athletic achievements of our student athletes. We review and approve team schedules to ensure they are not missing too much class, or if they are missing a lot of classes, that there is a plan in place to make sure that they are covering the necessary material. We also review applications for various awards or nominations for awards for Purdue University student athletes, and it is really great to read those applications and hear about the great things that our student athletes are doing.

The Athletic Affairs Committee works with a bunch of other offices across the university, so it's a bit of a go-between [Slide #4]. It reports both to the University Senate, as I am doing right now, working through the Student Affairs Committee. We have two faculty athletics representatives who report directly to the university President. The committee also has student athletes, coaches, staff, and representatives to the Big 10 Conference. As you can see from this diagram, the Athletic Affairs Committee is this meeting ground for input from a lot of different directions, providing, again, oversight on the Athletics Department here at Purdue.

The membership of the AAC is quite broad [Slide #5]. There are faculty members, student athlete members, non-athlete student members, community representatives, alumni representatives, several staff members from the Athletics Department listed here at the bottom. There are also multiple faculty representatives [Slide #6], so this being my fifth year on the committee, I am currently the chair of it. There are also four other Senate appointees to the Athletic Affairs committee, and then two faculty athletic representatives who report directly to the President, they are Marcy Towns and Phil VanFossen.

As part of this committee, we hear a lot about how the Athletics Department is being run and how our student athletes are doing. I am just going to try to give you all a very quick overview of that right now so you can get a sense of what we hear in these meetings. This is a distribution of the majors of our student athletes, maybe not surprising, quite a few of them are in health and human sciences given that they are student athletes [Slide #7].

This table shows that Purdue student athletes in their academic achievement actually do broadly similar to the Purdue student body as a whole [Slide #8]. Purdue student athletes have an average GPA of 3.22, last semester, 3.29 for the student body as a whole, cumulative GPA as well, remarkably similar, roughly just over 70% of both student athletes and the general student body have GPAs above 3.0. So, broadly speaking, our student athletes are performing academically about as well as the rest of the campus.

This shows the GPA in spring of 2026 of every Purdue Intercollegiate Athletics team [Slide #9]. We are actually quite proud to note that this is the first, I believe, ever non-COVID affected semester in which every team earned a 3.0 GPA or above. This is more evidence that academically our student athletes are excelling in the classroom as well as on the playing field.

This slide shows how Purdue compares relative to the rest of the NCAA with respect to graduation rates [Slide #10]. The numbers in this table show the six-year graduation rate of Purdue University teams and the NCAA average as a whole in those sports. If you look at the table, the bottom of the table on the right-hand side here, overall, the average, Purdue is holding up well relative to its NCAA, its peers across the NCAA.

For the coming year, the Athletic Affairs Committee has a fair amount on its plate [Slide #11]. Again, we have been dealing a lot with name, image, and likeness issues. I am pleased to report that I think Purdue has done about as good a job as it can in exceedingly difficult circumstances in navigating this in a way that maintains the university's integrity as a public academic institution. The Athletics Department provides a lot of resources to our student athletes to deal with financial management and things like that in a way I have been pleased to hear about.

The committee has a few things that we are going to be focused on [Slide #12. One is just on all of these dimensions, trying to ensure that our student athletes' welfare is taken care of in terms of academic support, name, image, likeness rights, and

things like that. We obviously have a new Athletics Director, and we are very much hoping to establish a good working relationship with Director McClelland and his office. Also, it having been a couple years since the Big 10 expansion, I am hoping that we can do a more systematic bit of data collection on missed class time and things like that. I know a lot of people, me included, were pretty concerned about missed class time increasing as the Big 10 expanded to include a bunch of schools all the way out on the West Coast, and it's been a couple years now since the conference expanded, so I am hoping that we can do some more systematic data collection and check up on that. That is the last slide. I will wrap it up and open it up for any questions. Again, we have a few representatives from the Athletics Department here who can answer a lot of questions that I probably cannot, so thank you for your time."

Following his presentation, Senator Haynes entertained questions from the virtual floor.

Chair Ramirez: "I do have a question, Professor Haynes, and it is based on my ignorance about I do not follow the issues of sports and so forth as closed as I probably should, but can you explain a little bit of how that NIL works? Who pays for what, to whom, and under what circumstances, or someone that you think might be able to do?"

Senator Haynes: "No, would be my answer maybe because frankly, I do not know, but if someone from the athletics department wants to chime in here, it seems like it changes on a weekly basis how all this stuff works, so I do not know if anyone wants to offer any thoughts here."

Athletic Director Tommy McClelland: "First of all, I just would say welcome to the group. Just excited to be here, be a part of this great institution, and looking forward to as well, developing a constructive relationship with you all as well. Chairman Ramirez, it is ever-changing, right? Going back to last summer, based on a settlement in the courts, it was permissive then for institutions to begin sharing some of its revenue with student athletes. Purdue, among all the other Big 10 universities, is participating in that.

Then there is what would be considered in the previous slide, true NIL, where companies can partner with our student athletes to help promote their business, and that happens through a system that has to be approved. We have to be aware of it. Students have to report it, and so there's a lot of checks and balances in place, but it does seem like every day we have to read the news and figure out what the latest is. It is evolving, and we have to learn to evolve as well while still staying grounded to who we are and our core values.

At the end of the day, we want our student athletes to come here, get an incredible education, graduate with a Purdue degree, be able to win games because we are in the games of keeping score in our sports, and then obviously we want them to go off to be prepared to be great leaders in whatever they choose to do. That is kind of the

core of what we do. How we deliver on that is evolving, and we have to be nimble with it.”

Senator Zelaznik: “In terms of the parking lots on the days of competitions, does athletics pay the university for access to those lots? When the Lambert parking lots are taken over or other lots are charging for parking for football day games, athletics then pays a fee to Purdue, and if that is true, how is that fee calculated?”

Athletic Director McClelland: “I am unaware. I certainly can do some research to find the answer to that. I do not know if there is someone else on our team that is on this call that at least knows the basics of that question, but we will get an answer to you on that.”

Senator Haynes: “I am not certain either how that works with parking. We can definitely get the answer.”

No additional questions came from the virtual floor.

14. New Business

There was no New Business from the floor.

15. There being no further business, the meeting was adjourned at 4:15 p.m.

Promotion and Tenure Process

Q: In light of recent faculty concerns about administrative decision-making and the no-confidence proceedings, could the Senate seek clarification regarding: (1) what documentation faculty are entitled to receive at each stage of the promotion and tenure review process; (2) formal and informal avenues for seeking procedural clarification during or after review; (3) procedural pathways that remain available after a Board of Trustees decision, such as grievance, procedural review, or correction of the record; and (4) how the Senate can help ensure that departments and colleges follow consistent and transparent procedures?

- **Answer: Purdue's long-standing policies and procedures answer these questions. Additionally, step-by-step Operating Procedures for Granting Academic Tenure and Promotion can be found on the Faculty Affairs website. Questions should initially be directed to department and college leadership. If questions remain after those discussions, please contact the Office of the Vice Provost for Faculty Affairs.**

Communication Channel and Operational Action Plan

Q: Is the newly opened communication channel supported by a practical, well-designed operational action plan that is workable and executable? Will the action plan be made transparently available to all faculty?

- **Answer: The premise of this question is unclear, perhaps there is a missing preface to the question? The administration will communicate openly, honestly, and frequently about issues directly impacting the campus community. Communications will take place through multiple channels to ensure as wide an audience as possible receives the necessary information.**

2025 COACHE Survey Results and Dissemination

Q: Faculty have submitted several questions regarding the 2025 COACHE survey results, including when the results would be released, why they had not been broadly shared, whether summary results would be posted publicly as in previous years, and when college-level meetings to discuss the findings will be scheduled. What is the current status of the results and the planned faculty dissemination?

*The COACHE survey has since been made public. There was mentioned that college-level meetings were anticipated; what is the current schedule for those meetings?

- **Answer: The COACHE survey data is available at the Faculty Affairs website: <https://www.purdue.edu/academics/faculty-affairs/initiatives/coache.html>. Faculty Affairs will provide a comprehensive presentation to the Faculty Affairs Committee at the committee's first scheduled meeting. Faculty Affairs has briefed college leadership and colleges are free to schedule college-level meetings at times that best work for their units. Faculty Affairs is happy to participate in those meetings to the extent it is helpful to clarify the data or facilitate planning for strengthening particular areas of focus.**

Restricted Persons/Parties (RPS) Requests for Foreign Vendors

Q: Orders from foreign companies now require Restricted Persons/Parties (RPS) request forms through the Office of Research Integrity and Regulatory Affairs. Is there anything that can be done to expedite processing? Current delays are affecting research, and some needed items are substantially less expensive from foreign companies. The approval process also appears to involve Descartes Visual Compliance, whose emails may be going to junk folders.

- **Answer: We appreciate you flagging this issue for us. We have looked into it and see there are issues that require our attention. The delays are mostly attributable to inserting new regulatory compliance**

approvals into the fiscal approval process. We will fix any undue delays and other vexations within our power to fix. Still, new federal and state restrictions require this additional review and do, in fact, limit some of our purchasing options. We must continue to comply with those legal requirements.

Fixed Period Admissions and International Students

Q: Given Purdue's longstanding reputation for welcoming one of the nation's largest international student communities, how might the transition to Fixed Period Admissions influence Purdue's ability to attract international students, and what measures are being taken to sustain that success?

- **Answer: Purdue recognizes that the move to fixed-period admission could affect international students' decisions about where to study, particularly for programs that commonly exceed four years, such as doctoral programs, or that involve interdisciplinary transitions, internships, co-ops, clinical experiences, or accelerated undergraduate-to-graduate pathways. Predictability, clarity, and confidence that students can complete their academic plans are critical to sustaining Purdue's success in attracting international students.**

Purdue's priority is to ensure that current and prospective international students understand their options, complete their degrees, and maintain compliance with current federal requirements. The Office of International Students and Scholars (ISS) reviewed current students' circumstances and helping academic units identify program-level implications before they become individual student problems. Where extensions of stay are necessary, there is a defined federal process, and Purdue will assist students in preparing and navigating those requests.

Purdue is communicating practical alternatives where federal changes limit existing pathways. The new graduate-credit policy, which permits eligible undergraduates to apply up to 12 graduate credits toward participating graduate programs, creates an accelerated route available to Purdue students and alumni regardless of citizenship. Similarly, Purdue is reviewing admissions structures for interdisciplinary programs such as PULSe to determine whether they can be adapted to comply with the new CIP-code requirements while preserving their academic purpose.

Please follow the ISS webpage as the best source for current, accurate information from Purdue (<https://www.purdue.edu/gpp/iss/index.html>). That information is created by Purdue's subject matter experts with the benefit of peer review from across the Big Ten Academic Alliance.

Healthcare Affordability for Purdue Employees

Q: CSSAC members have expressed growing concern about the affordability of healthcare for Purdue employees, particularly premiums, deductibles, copays, and other out-of-pocket costs. What specific steps is Purdue taking or considering to make healthcare coverage more affordable, and how is the University evaluating whether current healthcare costs are sustainable and competitive for lower- and middle-income staff?

Answer: The Board of Trustees approved 2027 health plans, which included no premium increase for any employee. Deductibles were increased only to the extent required by law. Purdue is constantly seeking partnerships and arrangements that reduce cost for employees and their covered dependents. According to data from PricewaterhouseCoopers, the national average for university health care has grown nearly 6% annually since 2017, while Purdue has seen an average increase of 2.1% annually. Purdue has absorbed the majority of the cost increases and currently funds 90% of healthcare premium costs and 75% of total plan costs. Had Purdue's health care costs increased at the national rate, employees would have spent an additional \$79.5 million on health care from 2016-24.

Graduate Degree Time Limits and Program Flexibility for Non-Domestic Students

Q: Recent changes to the amount of time non-domestic graduate students are allowed to obtain master's and doctoral degrees, as well as reduced flexibility to change programs of study, may significantly affect a wide range of Purdue programs. How does the administration plan to provide guidance and coordination so these changes can be accommodated consistently rather than on an ad hoc, unit-by-unit basis?

Answer: The new federal fixed-period-of-admission framework creates a significant structural change for international students and scholars. Rather than remaining in the United States for the duration of a program, international students will generally be admitted for a fixed period of up to four years, with extensions requiring federal adjudication. The rule also restricts changes in academic objectives and certain sequential or “stacked” degree pathways, including transfers between Classification of Instructional Program (CIP) codes that are central to some interdisciplinary admissions structures.

To support consistent implementation across programs, ISS, the Office of the Vice Provost for Graduate Students and Postdoctoral Scholars (OGSPS), Teaching and Learning, Financial Aid, Faculty Affairs, and the Office of the Provost have conducted multiple briefings and Q&A sessions with deans, associate deans, department heads, and other academic leaders. OGSPS will continue convening the Associate Deans for Graduate Study to examine how doctoral programs may need to adapt in response to the new federal framework, including degree sequencing, time-to-degree expectations, program design, and options for students who may need an extension of stay.

Purdue is also addressing program-specific issues through a coordinated compliance review. For example, new restrictions on transfers between CIP codes required the university to pause new international admissions to PULSe while it evaluates whether the program’s interdisciplinary admissions structure can be redesigned in a federally compliant way. Current PULSe students who have already been placed in a degree-granting department are unaffected, as are domestic students. The pause reflects a federal compliance issue with the admissions mechanism—not a judgment about PULSe’s academic quality or value.

Finally, Purdue has created an alternative to combined “4+1” programs for all qualified undergraduates. Students with the appropriate preparation may take graduate-level coursework and apply up to 12 credits toward participating graduate programs. This preserves an accelerated pathway from undergraduate to graduate study while complying with the new restrictions on pursuing undergraduate and graduate curricula concurrently.

Purdue Indianapolis – Operations, Infrastructure, and Communication

Q: The growth of Purdue Indianapolis is exciting, but programs and personnel operating there have experienced competing messages, infrastructure gaps, significant delays, communication challenges, and difficulty reaching someone who can effectively answer questions, particularly when higher-level approvals are required. When can we expect these issues to improve, particularly as the University moves to launch new programs and duplicate or relocate existing programs in Indianapolis?

Answer: Questions and approvals should continue to be addressed through standard department and college protocols, and Indianapolis has a leadership team well-equipped to answer specific questions and review approvals as needed.

Student Parking Subsidies and Tuition Freeze

Q: Could the President address the decision to reduce parking subsidies for students, which has a significant effect on students, including international students? Are there other ways to manage the tuition freeze that would affect our students who rely on this transportation, less?

Answer: No parking subsidies have been reduced. As announced in May 2026, all annual parking rates for students, staff and faculty remain the same for FY27 as they were in FY07, which is even longer than the tuition freeze.

This question might have confused parking with the somewhat related issue of campus transportation and student mobility. Some student subsidies have been moved from central budgets to college budgets so subsidies could be provided directly to students who desired assistance offsetting the cost of a CityBus pass. Those subsidies cover a smaller percentage of the CityBus pass because CityBus has raised rates this year. Purdue does not control CityBus fares.

Purdue has not reduced its investment in campus transit and student mobility. In fact, its investment has increased year-over-year. In West Lafayette, a three-year, \$7.8 million commitment to a dedicated Purdue Campus Transit system that remains free for students, faculty and staff. The system includes three primary fixed routes, peak-period service, and on-demand rides through the Flexigo app, with expanded evening and weekend options.

Our mobility strategy also includes lower-cost parking options that work in tandem with transit. Purdue's Value Permit provides students with a more economical parking option in designated lots, with free campus transit connecting those lots to select campus locations during the academic year.

That commitment extends beyond West Lafayette. As Purdue continues to grow in Indianapolis, we are also investing in transportation that connects our locations and helps students navigate the Indianapolis campus.

These efforts reflect a broader commitment to giving students multiple ways to get where they need to go—through fixed-route transit, on-demand service, lower-cost parking paired with transit, and intercampus transportation. We will continue to look at ridership data, listen to student feedback and adjust routes, stops and service levels as needs evolve.

Memorial Resolution

Arnold Tubis (1932-2026)

**Department of Physics and
Astronomy Purdue University**



Prof. Arnold Tubis served Purdue University and the Department from 1960 to 2000. His research interests were first in theoretical nuclear and high energy physics, and then auditory biological physics, theoretical aeroacoustics, and musical acoustics. He was elected a Fellow of the American Physical Society in 1977 and a Fellow of the Acoustical Society of America in 1997.

Prof. Tubis earned his physics degrees at MIT — the B.S. in 1954 and the Ph.D. in 1959. His faculty career started as an assistant professor at Worcester Polytechnic Institute, from 1958 to 1960. He then moved to West Lafayette in 1960 with his wife Charlotte to accept a research associate position. Arnold was named Assistant Professor in 1962, promoted to Associate Professor in 1964, and promoted to Professor in 1969. He was Interim Head in 1988-1989, and Head from 1989-1997.

Prof. Tubis endowed the Charlotte Ida Litman Tubis Award in his wife's memory to recognize and promote clear and concise communication of scientific ideas beyond the physics and astronomy community. The award is given annually by the Department of Physics and Astronomy to graduate students who demonstrate excellent scientific writing.

In retirement, Prof. Tubis lived in California, and most recently in Delaware. At both locations, he was an active scholar, musician, origami artist, and origami author. See his origami gallery at <https://www.tubisorigami.com>



In Memory of Arnold Tubis (1932-2026)

Obituary written by Arnold's Granddaughter, Stephanie Brown

Arnold Tubis, Emeritus Professor of Physics at Purdue University, passed away peacefully on June 7th, 2026. He was 94. Arnold was an accomplished musician, a world-class origami designer, an innovator in math education, and an active member of the Jewish community. Despite his quiet demeanor, he was known for his collaborative spirit, enriching every community he joined from Purdue University to the Greater San Diego Origami Group. While his accomplishments are many, he will be most remembered for his curious mind, patience, generosity, and encouraging mentorship.

Born March 28, 1932 in Pottstown, Pennsylvania, Arnold was raised with his older sister Sophia by their loving parents Rose and Joseph, immigrants from what is now Ukraine. He traced his life-long love of both music and acoustics to the piano lessons he began taking in second grade. It was then that he realized he had an ear for pitch and a curiosity about the science of sound. As a teenager, his family relocated to Atlantic City where he enrolled in the rigorous math and science high school program that set him up for his future academic career. He served as president of the Science and Latin Clubs his senior year before making his way to MIT to study physics. Unsurprisingly, he listed in his senior yearbook that his number one pet peeve was "people who aren't willing to learn."

Arnold continued to excel academically at MIT where he interacted with the world's preeminent scientists. His granddaughters had fun quizzing him about every historical figure depicted in the 2023 film *Oppenheimer* that he knew or met. He stayed at MIT for his doctoral work in physics where he continued his research on electronic wave functions. During the final year of his Ph.D., he was appointed Assistant Professor of Physics at Worcester Polytechnic Institute.

During his years at MIT, Arnold attended Jewish Hillel Foundation events for students in Cambridge and Boston. It was at one of these events that he met his wife Charlotte, who was pursuing a degree in biology at Boston University. In June of 1959, Arnold and Charlotte finished their degrees and were married a few days later.

In 1960, the newlyweds moved to West Lafayette, Indiana where Arnold joined the Physics department at Purdue University as a research associate. Over the next few years, Arnold and Charlotte were delighted to welcome their children Cheryl and Eliot into their family. During their time in Indiana, Arnold and Charlotte were also active members in the Sons of Abraham Synagogue, where Arnold took over as the congregation's president in 1976, the Greater Lafayette Religious School, the Purdue Hillel, and the Greater Lafayette Holocaust Remembrance Committee.

At Purdue, Arnold quickly moved through the ranks of Assistant Professor and Associate Professor, becoming a Full professor in 1969 and eventually Department Head in 1988. During his illustrious tenure in the department, he taught undergraduate and graduate physics courses and collaborated with colleagues to create new research initiatives like the Center for Accelerator Mass Spectroscopy, educational innovations in computer and classroom technology, and science outreach efforts like Physics Funfest, Physics on the Road, and Sciencescape, a summer science camp for middle school girls. In addition to his research in atomic physics, nuclear physics, high-energy particle physics, and acoustics, Arnold was also passionate about educational research in mathematics, which he would eventually combine with his love of origami.



Arnold's interest in origami was sparked early in his career at Purdue during a research collaboration with a colleague from Japan. One night when his colleague and his family were over for dinner, his colleague's wife showed off her origami skills. Arnold recalled that he was "immediately hooked." He started collecting origami books and learning everything he could about the practice, before long sharing designs and collaborating with other origami enthusiasts across the globe. He went on to exhibit models across the U.S. and internationally. He also authored or co-authored nine books and fifty articles on origami in print and online.

In 2000, Arnold retired as a Professor Emeritus from Purdue and he and Charlotte moved west to Carlsbad, California where they joined the Solel Reform Temple. Arnold continued to combine his interests in science and art as a docent at the Museum of Making Music where he gave presentations of unusual instruments. He also continued his physiological acoustic research with local colleagues and joined the Greater San Diego Origami Group, eventually becoming the organization's coordinator. In his work with the Origami Group, he displayed his designs in museum exhibitions, attended conferences, and led workshops.

While he's well-known for his money folds, fabric boxes, and broach designs, he was most proud of his collaborations designing curricula that drew on the principles of origami folds to teach middle school math. In 2005, he co-authored *Unfolding Mathematics with Origami Boxes* with Crystal Mills, a textbook that combines principles of algebra and geometry with paper folding techniques. He is fondly remembered for his ability to create welcoming spaces for people to learn and hone their own origami craft both in person and online.

During the last four years of his life, Arnold became a beloved member of the Truitt Independent Living Community in Rehoboth Beach, Delaware where he often made and distributed origami broaches to the ladies and gave piano concerts in the lobby. He was also a member of the choir and book club and a highly in-demand trivia team member.

Arnold was predeceased (February 2015) by his wife of 55 years, Charlotte Tubis. In addition to generations of science, math, and origami students, he is survived by his children Cheryl Brown and Eliot Tubis, his grandchildren Stephanie Brown, Amanda Pinkham-Brown, Nicolas Tubis, and Justin Tubis, and his great-grandson Casey Pinkham-Brown.

In his memory, donations can be made to the following organizations:

- Origami USA <https://origamiusa.org/donate>
- The Elementary Institute of Science in Southeastern San Diego <https://eisca.org/support-eis/>
- The University of Delaware Hillel. <https://secure.givelively.org/donate/hillel-the-foundation-for-jewish-campus-life-newark-de/building-the-jewish-future-matching-campaign>

For more about Arnold:

- Learn more about Arnold's Origami Work. <https://www.tubisorigami.com/>
- Learn more about Arnold's Physics Career. <https://www.physics.purdue.edu/people/faculty/atu.php>
- Share your memories of Arnold. <https://www.kudoboard.com/boards/zs7y02>

References:

- Origami images retrieved from tubisorigami.com on June 15, 2026
- NAMM Oral History Program, <https://ww1.namm.org/library/oral-history/arnold-tubis>

In Memoriam: William S. Cleveland

William S. Cleveland, Shanti S. Gupta Distinguished Professor of Statistics and Courtesy Professor of Computer Science at Purdue University, passed away on March 27, 2026, at the age of 83. A pioneering statistician and visionary scholar, Bill transformed the way generations of researchers think about data, graphics, and scientific inquiry. His work helped establish data visualization as a rigorous intellectual discipline, and his broader vision of statistics as a field grounded in learning from data helped shape what we now call data science.



Born in Sussex, New Jersey, on January 24, 1943, Bill studied mathematics at Princeton University and earned his Ph.D. in statistics from Yale University in 1969 under Leonard J. Savage. He began his career at Bell Laboratories, where he became a Distinguished Member of Technical Staff and served for twelve years as head of the Statistics Research Department. At Bell Labs, he worked alongside some of the most influential thinkers in modern statistics and computing, contributed to the development of the S programming language, and advanced a culture of hands-on data analysis that would leave a lasting mark on the field. He joined Purdue in 2004 and was later named Shanti S. Gupta Distinguished Professor of Statistics.

Bill's research contributions were foundational. He was internationally known for his work in local regression, nonparametric smoothing, graphical perception, and statistical computing. His books *The Elements of Graphing Data* and *Visualizing Data* became classics, teaching scientists not merely how to draw graphs, but how to think clearly and honestly with data. His scholarship combined mathematical care, computational innovation, and extraordinary practical insight. Bill was also extraordinary for the breadth of his vision. In a 2001 publication, he gave one of the earliest and most influential articulations of “data science” as an expansion of statistics, integrating computing, subject-matter knowledge, and analytic thinking. What many now regard as a new field, Bill recognized and framed with exceptional clarity decades ago. His ideas anticipated the transformation of statistics in the twenty-first century and continue to shape how universities, industries, and scientists approach data-driven inquiry.

At Purdue, Bill brought distinction, intellectual breadth, and generosity of spirit to the Department of Statistics and the wider University. He was a scholar of uncommon originality, but also a valued colleague and mentor whose insight and encouragement influenced many faculty, students, and collaborators. His work connected statistics with computer science, machine learning, visual perception, environmental science, and other domains, reflecting his conviction that the most important statistical ideas emerge through engagement with real scientific problems.

Bill received many honors in recognition of his profound impact on the discipline, including election as a Fellow of the American Statistical Association (ASA), the ASA Lifetime Achievement Award in Graphics and Computing, the Parzen Prize for Statistical Innovation, and an honorary doctorate from Hasselt University. Yet those who knew him will remember not only

the brilliance of his accomplishments, but also his clarity of thought, generosity, vision, and humanity. Purdue's Department of Statistics has lost an extraordinary colleague, and the statistical sciences have lost one of their great modern architects. His legacy will endure in the methods he created, the field he helped define, and the many people whose thinking he changed for the better.

Memorial Resolution

Lawrence G. Brown, Professor Emeritus of Mathematics

It is with deep sadness that the Department of Mathematics at Purdue University records the passing of Professor Emeritus Lawrence G. Brown—"Larry" to his friends and colleagues—on April 26, 2026. Professor Brown was a distinguished mathematician, a valued colleague, and a longstanding member of the Purdue community whose scholarly contributions and intellectual presence profoundly enriched the department and the broader field of mathematics.

Larry Brown was born on February 6, 1943. He received his undergraduate and graduate education at Harvard University, earning his Ph.D. in mathematics there in 1968 under the direction of George Mackey, one of the leading mathematical figures of the twentieth century. He then began a career that would establish him as an internationally respected authority in operator algebras and functional analysis. He was an assistant professor at Stanford from 1968-71 and an assistant professor at SUNY Stony Brook from 1971-74. He came to Purdue as an associate professor in 1974 and was promoted to full professor in 1977. During his 37 years at Purdue, Larry had sabbatical visits at UC Berkeley, University of Copenhagen in Denmark, the University of New Mexico, and the Mathematical Sciences Research Institute in Berkeley. He was the recipient of a Sloan Foundation Fellowship in 1975.

Professor Brown's work helped shape modern operator algebra theory and influenced generations of researchers working in functional analysis, topology, and mathematical physics. He opened veins of research that are still vital today.

Among Larry's most significant achievements was his breakthrough work, with Ronald Douglas and Peter Fillmore, on the theory now widely known as Brown–Douglas–Fillmore theory. This work introduced powerful new ideas connecting operator algebras with topology and was a key catalyst in the emergence of Noncommutative Geometry. The BDF theory was, in the words of Fields Medalist Alain Connes, "one of the very few in my mathematical trajectory that actually made me alter my route, since it gave me the key concept for my later work by exhibiting how purely operator theoretic constructions could make geometry emerge from the quantum."

Larry also made deep contributions to the study of operator algebras, including the Brown measure, which describes eigenvalue distributions for arbitrary operators in tracial von Neumann algebras, and Brown's Theorem on the stable isomorphism of hereditary subalgebras. The Brown measure remains a critical tool for analyzing the famous Invariant Subspace Problem relative to type II₁ factors and plays an indispensable role in free probability.

Among the eight Ph.D. students he advised over the course of his career, several went on to distinguished faculty careers in their own right, including Huaxin Lin and Shuang Zhang. Professor Brown remained actively engaged in mathematical research long after his formal retirement, continuing to publish and participate in the intellectual life of the mathematical community. As a colleague, Larry was as direct as he was generous, and with him, you always knew where you stood. And those who knew Larry well would know that you could not describe the man in full without noting his exceptional bridge play—the best of his mathematical contributions were perfect hands, every time.

Therefore, be it resolved that the Department of Mathematics at Purdue University expresses its profound appreciation for the life and contributions of Professor Lawrence G. Brown, and extends its deepest sympathies to his family, friends, colleagues, and former students.

Be it further resolved that this memorial resolution be entered into the permanent records of Purdue University in honor of Professor Brown's distinguished life and service.

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

Advisory Committee

Julio Ramirez, 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

Julia Chester jcheste@purdue.edu and Vincent Duffy, duffy@purdue.edu

1. Cooperation with UCC including considering new & review of existing FLOs
2. Critical thinking and AI
3. Retention and 4 year/6 year graduation rates; student Visa allowances
4. Student success; Bursar policy on refunds of tuition and fees
5. Communication with Faculty Committees reporting to EPC including AO
6. Review of experiences related to the new Syllabus tool in BrightSpace

Community Connection Committee

Brian Dilkes, bdilkes@purdue.edu and Rua Williams rmwilliams@purdue.edu

Faculty Affairs Committee

Janet Alsup, jalsup@purdue.edu and Stephen Cameron, cameros@purdue.edu

1. Promotion and tenure process
2. Annual reviews and post-tenure review (IC 21-39.5-2-2 and IC 21-38-3.5)
3. COACHE survey

Student Affairs Committee

Christian Rogers, rogerscb@purdue.edu

University Resources Policy Committee

Tae Hong Park, thp@purdue.edu

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

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

- 1) Linda Renzulli, Vice Provost for Faculty Affairs

Committee Votes:**For:**

Afsan Bhadelia
Michael Campion
Euzeli Dos Santos
Mara Faccio
Fecri Karanki
Damon Lisch (Co-Chair)
Seema Mattoo (Co-Chair)
Abdelfattah Nour
Darryl Ragland

Against:**Abstained:****Absent:**

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

Proposal: For a vacancy on the Educational Policy Committee, the Nominating Committee proposes the following nominee:

Name	Term Years	Department/College
Michael Reppert	1	Chemistry/Science

Committee Votes:

<u>For:</u>	<u>Against:</u>	<u>Abstained:</u>	<u>Absent:</u>
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Afsan Bhadelia
Michael Campion
Euzeli Dos Santos
Mara Faccio
Fecri Karanki
Damon Lisch (Co-Chair)
Seema Mattoo (Co-Chair)
Abdelfattah Nour
Darryl Ragland

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

Proposal: For a vacancy on the University Resources Policy Committee, the Nominating Committee proposes the following nominee:

Name	Term Years	Department/College
Daniel Dawson	1	Earth, Atmospheric, and Planetary Science/Science

Committee Votes:

<u>For:</u>	<u>Against:</u>	<u>Abstained:</u>	<u>Absent:</u>
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Afsan Bhadelia
Michael Campion
Euzeli Dos Santos
Mara Faccio
Fecri Karanki
Damon Lisch (Co-Chair)
Seema Mattoo (Co-Chair)
Abdelfattah Nour
Darryl Ragland

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

Proposal: For a vacancy on the Student Affairs Committee, the Nominating Committee proposes the following nominee:

Name	Term Years	Department/College
Stephen Hooser	2	Comparative Pathobiology/Veterinary Medicine

Committee Votes:

For: **Against:** **Abstained:** **Absent:**

Afsan Bhadelia
Michael Champion
Euzeli Dos Santos
Mara Faccio
Fecri Karanki
Damon Lisch (Co-Chair)
Seema Mattoo (Co-Chair)
Abdelfattah Nour
Darryl Ragland

9/14/26

Purdue Indianapolis Strategy

PJ Wolfe, University Senate

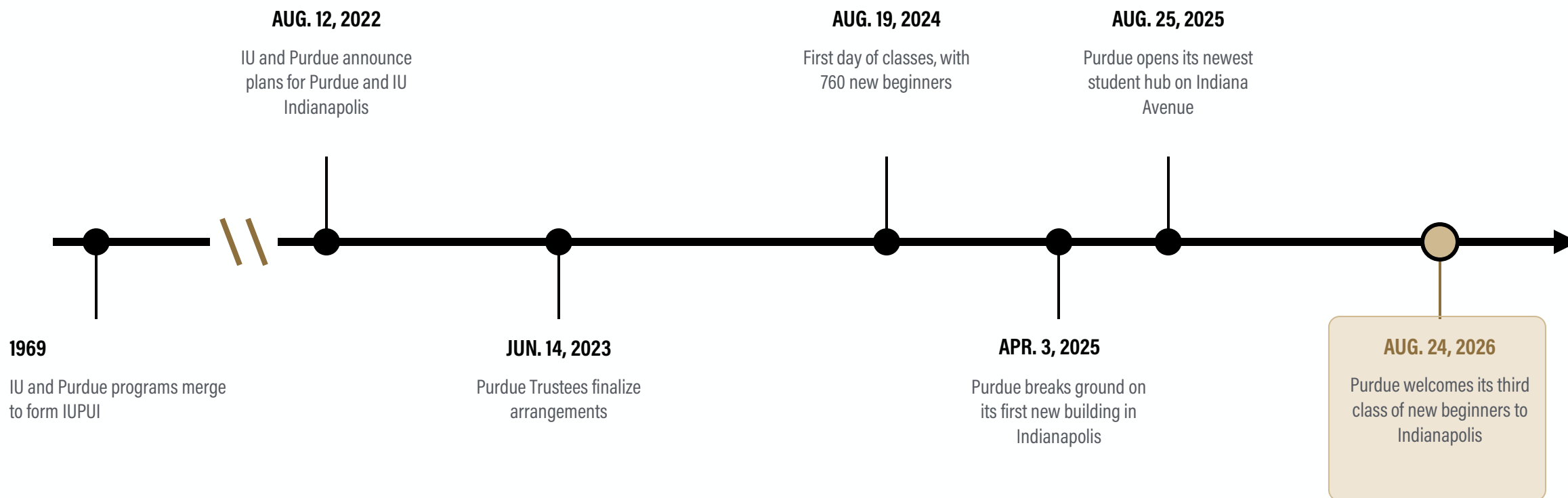
Feedback & Questions



Coffee Hour Chats



Purdue's long-term presence in Indianapolis



FROM A JOINT VENTURE TO PURDUE'S FIRST COMPREHENSIVE CITY PRESENCE

Indianapolis strategy – three planks

Bring Purdue's core STEM strengths to Indianapolis

- Grow distinctive programs across Engineering, Science & Business



Serve Indiana's employers and students

- Grow in alignment with Indiana's workforce needs and regional industry foci



Build significant health-related strengths over time

- Grow pre-med, pre-health, pre-vet & build research infrastructure



Steps underway to achieve

Student experience & distinctive sense of place

- Invest in academics, student support & community
- Expand housing, student activities & opportunities
- Build on rigorous, career-connected Indianapolis identity

Academic programs and student pathways

- Grow distinctive, Indianapolis-based programs
- Expand employer-informed student pathways
- Increase mobility between Indy ↔ WL

Industry and community connections

- Expand employer and community partnerships
- Connect students to careers through applied learning
- Use industry insight to guide programs and curriculum

Health and life sciences opportunity

- Build on Purdue's STEM + One Health strengths
- Expand pre-medicine and health-focused pathways
- Deepen healthcare, research & clinical partnerships

Ways for you to engage

- Share feedback through the upcoming faculty growth & engagement survey
- Engage through University Senate representatives & Senate governance channels
- Discuss opportunities and needs with your department heads, deans & David Umulis (SVP Indy)
- Participate in upcoming open forums & question-and-answer opportunities

Feedback & Questions



Purdue Indianapolis Senators

Euzeli Cipriano Dos Santos

edossant@purdue.edu

Associate Professor ECE

Chris Rogers

rogerscb@purdue.edu

Assistant Dean PPI

Coffee Hour Chats



THANK YOU



Pedestrian & Micro-mobility Safety

Purdue University Faculty Senate Meeting

Jay Wasson, PE, MBA, MSCE

Vice President for Physical Facilities and Public Safety

9/14/2026



Administrative Operations

Comprehensive Safety - Our 3 E's Framework



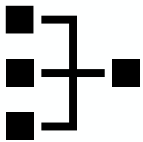
Goal – Safer Campus for All: Pursuing safety for pedestrians and micro-mobility users (bikes, e-scooters, skateboards, etc.)



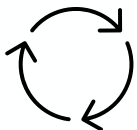
“Three E’s” + Policy: Pillars = Education, Engineering, Enforcement, + new EMPV Policy for e-scooters/e-bikes



Shared Responsibility: Students, faculty, staff – everyone plays a role in campus safety



Safe Systems Design: Engineering campus for predictable, safe behaviors (good paths, signage, sensible rules working together)



Continuous Improvement: Ongoing evaluation and data-driven changes – never a one-and-done approach

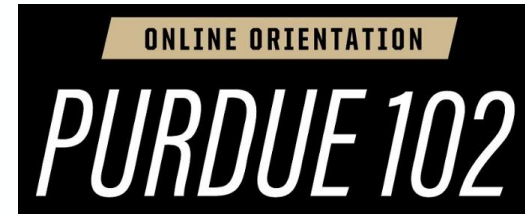
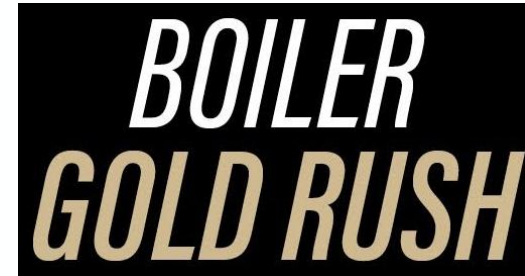
Education – Building a Safe Campus Culture

Boiler Gold Rush Orientation: All new students get traffic safety training during BGR (safe walking, biking, scooter use, campus “dos & don’ts”)

Required Online Module: Every incoming student must complete an online safety course covering campus rules + quiz

Year-Round Reinforcement: Ongoing awareness campaigns Purdue Police safety messages, social media tips, and events with helmet and bike-light giveaways to reinforce good habits

Peer Engagement: Student groups help promote safety



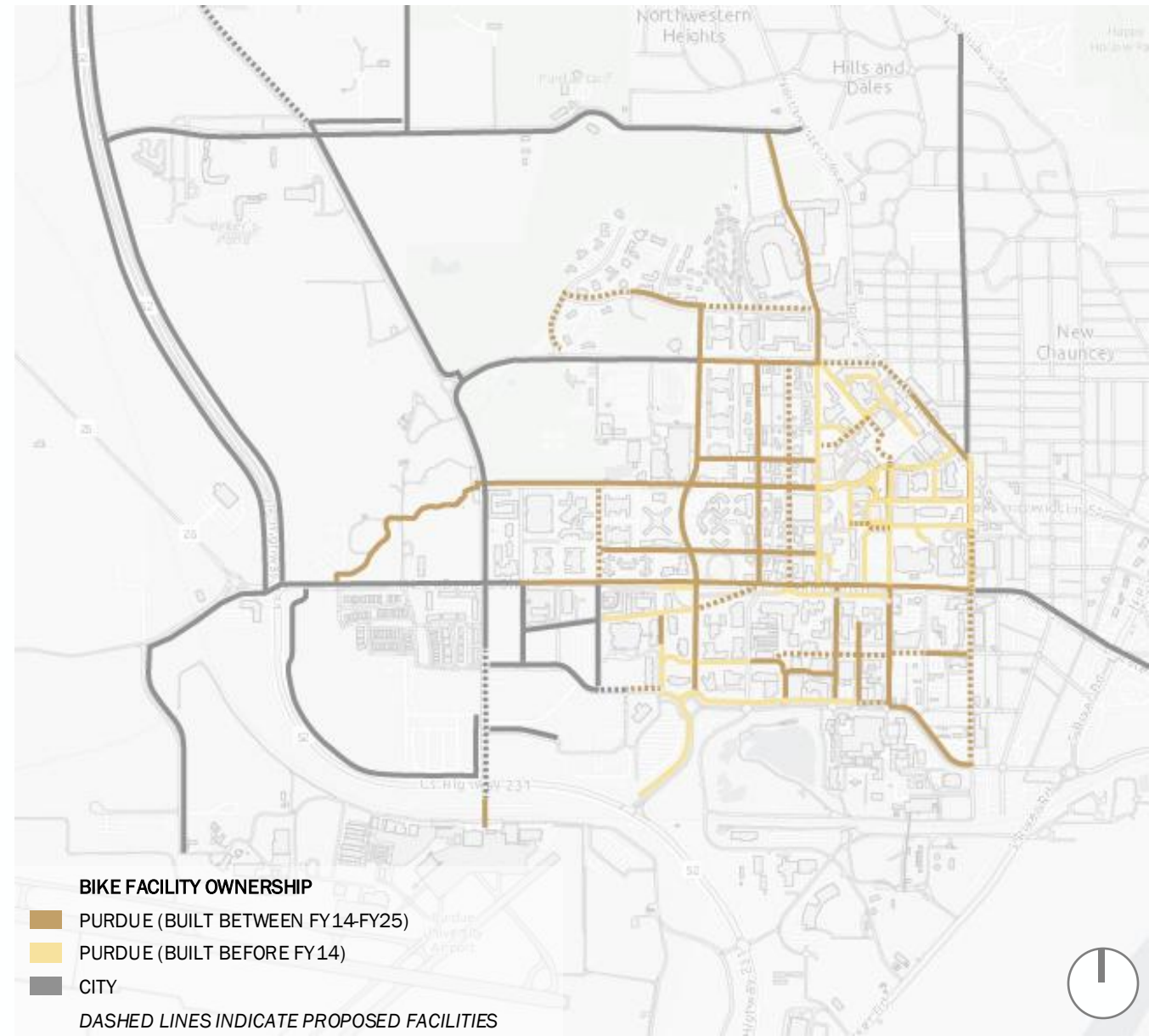
Engineering – Safer Streets & Paths

Facilities built between FY14-FY25

- Sustainability Goal Total System Length: 12.5 mi
- Total System Length Today: 14.55 mi
- Sub-Total:
 - Added: 8.96 mi
 - Improved: 1.81 mi
 - Removed: 0.66 mi



Photo Credit: Purdue Office of Campus Planning, Architecture and Sustainability, 2023



BIKE FACILITY OWNERSHIP

- PURDUE (BUILT BETWEEN FY14-FY25)
- PURDUE (BUILT BEFORE FY14)
- CITY

DASHED LINES INDICATE PROPOSED FACILITIES



Enforcement – Targeted & Visible

Dedicated Bike Patrol: PUPD has 9 certified bicycle patrol officers

Behavior > Tickets: Focus on changing behavior, not meeting quota. Most stops lead to warnings or safety instructions; tickets are issued for serious or repeat violations.

Data-Driven Hotspots: Officers target high-risk spots and times

Active Enforcement: Last fall, PUPD made 228 stops of bike/scooter riders – often giving warnings on the spot and issuing citations for egregious cases.



Policy – Managing E-Scooters & E-Bikes (EMPVs)

Why new rules? Addressing fire risks and blocked exits from e-devices, eliminating confusion from patchwork old policies

Campus-wide regulations (Fall '25): No indoor e-scooters, e-bikes, or hoverboards use/charging/storage

Registration & parking: All personal EMPVs must be registered and must park at outdoors.

Enforcement effort: Purdue Parking monitors daytime; Purdue Fire Dept handles after-hours

Communication & training: Broad outreach before policy launch; ongoing education for staff

November 2024 | Co-Rec Skateboard Fire



Photo: Purdue Exponent, Charlie Stapleton

Next Steps & Continued Commitment

Finish Current Safety Projects: Complete near-term improvements underway, then advance the next priority projects

Pursue Key Future Improvements: Develop and seek funding for priority bike/ped projects

Evaluate & Adapt Continually: Keep analyzing crash/incident data and feedback each semester.

Engage the Community: Continue new student training; Maintain open channels for faculty, staff, and students to voice concerns and ideas.



Purdue University
Pedestrian Safety Training

Third Street Student Success Corridor



Thank You



Administrative Operations

PURDUE ATHLETIC AFFAIRS COMMITTEE

Annual Report to the University Senate

September 14, 2026

Purdue Athletic Affairs Committee – Annual Report

General Information on the Committee

- One facet of institutional control of Athletics
- Ties to the beginnings (1895) of what is now known as the Big Ten Conference and the role of the faculty
 - The Presidents of the original member institutions delegated oversight of Athletics to the faculty
- Intended to represent the interests of the **entire University community**
 - Faculty, students, alumni, community representatives, and senior administrators from Intercollegiate Athletics

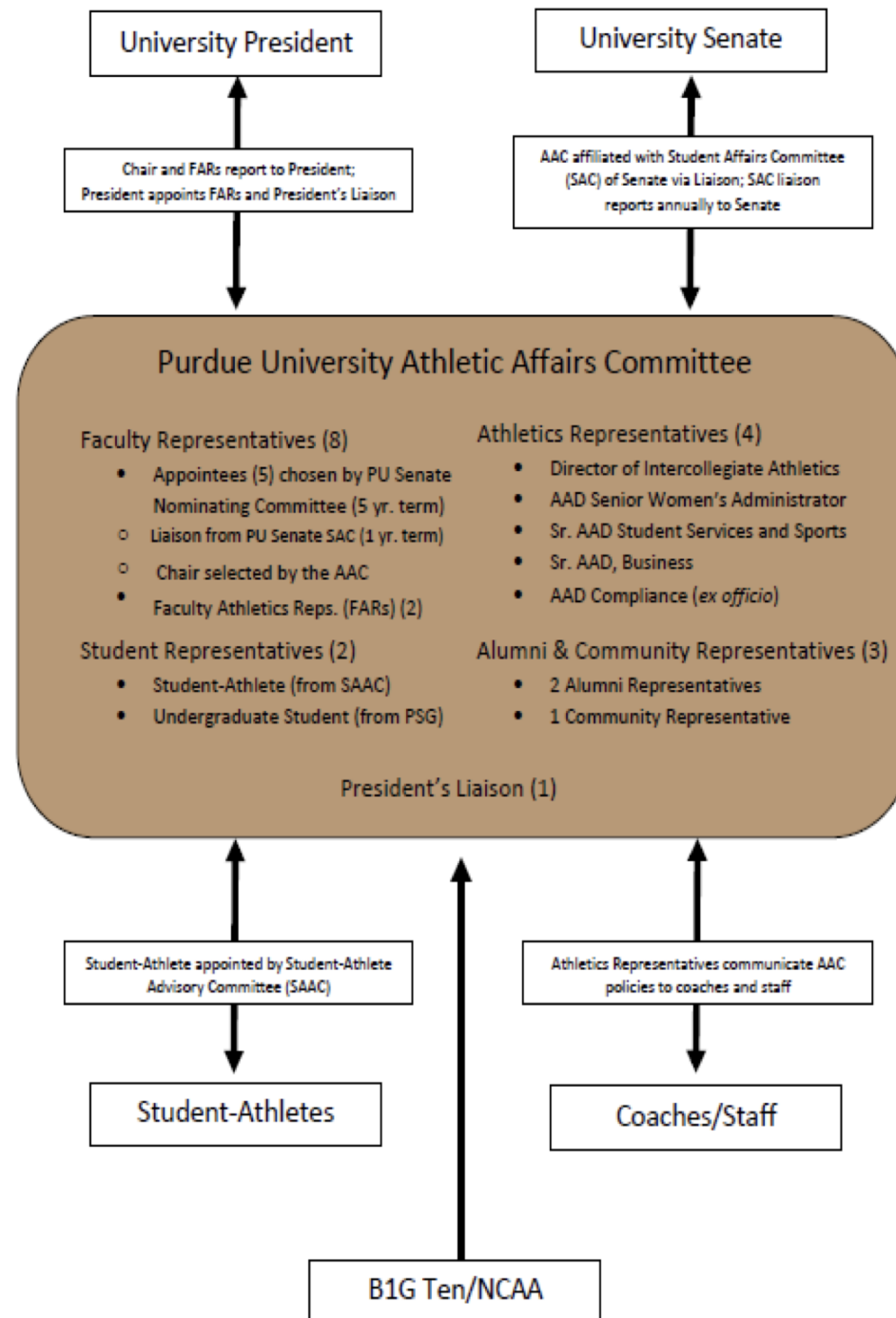
To Develop Champions, Scholars, and Citizens

Purdue Athletic Affairs Committee – Annual Report Examples

Examples of Activities of AAC

- Discuss topics related to the NCAA (including NIL and Revenue Sharing)
- Discuss topics related to the Big Ten Conference (including conference membership)
- Discuss the academic progress and well-being of student athletes
- Discuss issues regarding the personal and professional development of student athletes in preparation for their post-graduate lives and careers
- Through the chair, review and approve sport schedules, missed class time, and any needed academic recovery plans when waivers are granted
- Study, review, and approve changes in Purdue rules and regulations affecting intercollegiate athletics
- Select Purdue recipients of conference awards and honors

AAC Linkages



Purdue Athletic Affairs Committee – Annual Report (Membership)

AAC Membership

- **Five Faculty Members** appointed by the University Senate Nominating Committee for five-year terms *
- **One Faculty Member Liaison** from the Student Affairs Committee of the Senate *
- **Two Faculty Athletic Representatives** appointed by the University President *
- **Two Student Members:** one appointed by the University President with input from PSG (2-year terms) and one student athlete appointed by Intercollegiate Athletics *
- **One University Administrator** appointed by the University President, *ex-officio*
- **Two Alumni Representatives** appointed by Intercollegiate Athletics *
- **One Community Representative** appointed by Intercollegiate Athletics *
- **Intercollegiate Athletics Administration Members**
 - Tommy McClelland (Vice President/Athletics Director) *
 - Tiffini Grimes (Deputy Athletics Director / Senior Woman Administrator) *
 - Ken Halpin (Deputy Athletics Director, Chief Operating Officer) *
 - Ed Howat (Senior Associate Athletics Director, Student Services and Sports)
 - Jacqueline McGill-Reed (Senior Associate Athletics Director, Compliance) *
 - Calvin Williams (Associate Athletics Director, Sport Administration)
 - Peyton Stovall (Associate Athletics Director, Student-Athlete Development)

"*" = Voting Member

Purdue Athletic Affairs Committee – Annual Report (Current Members)

Current Faculty Membership

- Chair (Senate Appointee): **Kyle Haynes** (Political Science Department)
- Student Affairs Liaison: **Michael Zoltowski** (Computer & Electrical Engineering)
- Senate Appointees:
 - **Rachel Clark** (HHS)
 - **Eric Holloway** (Engineering Practice)
 - **Kathy Martin** (Education)
 - **Michael Sori** (Earth, Atmospheric, and Planetary Sciences)
- Faculty Athletic Representatives:
 - **Marcy Towns** (Chemistry)
 - **Phillip VanFossen** (Education)

Purdue Athletic Affairs Committee – Annual Report (Enrollment Data)

Athletics Enrollment Data by
College/School

College or School	Fall 2025	Spring 2026
Agriculture	10	9
Education	4	3
Engineering	54	51
HHS	157	164
Liberal Arts	74	72
Daniels School of Business	65	75
Science	13	9
Polytechnic Institute	34	31
Graduate School	26	26
Exploratory Studies	32	33

Purdue Athletic Affairs Committee – Annual Report (Performance)

Academic Performance – Spring 2026

	Student-Athletes	Campus
Semester GPA	3.22	3.29
Cumulative GPA	3.25	3.34
Semester GPA $\geq$ 3.0	70.9%	73.3%
Academic Honors	38.8%	52.2%
Semester 4.0 GPA	7%	12.1%
Placed on Academic Notice	3.6%	5%
Dropped from Purdue	0%	0.62%

Purdue Athletic Affairs Committee – Annual Report (Cumulative GPA)

Cumulative GPA By Team - Spring 2026

Team	GPA
Baseball	3.22
Football	3.17
Men's Basketball	3.08
Men's Cross Country	3.53
Men's Golf	3.33
Men's Swimming	3.28
Men's Tennis	3.10
Men's Track	3.20
Soccer	3.49
Softball	3.15

Team	GPA
Volleyball	3.25
Women's Basketball	3.28
Women's Cross Country	3.50
Women's Golf	3.69
Women's Swimming	3.45
Women's Tennis	3.48
Women's Track	3.16
Wrestling	3.23
Student-Athlete Totals	3.25
Student Body Totals	3.34

Purdue Athletic Affairs Committee – Annual Report (Graduation Success)

Student-Athlete Graduation Success Rates
Measures % graduation within 6 years

Team	NCAA	Purdue
Baseball	90	85
Football	81	83
Men's Basketball	85	75
Men's Track / Cross Country	84	81
Men's Golf	93	100
Men's Swimming	89	96
Men's Tennis	94	100
Men's Wrestling	87	89
Soccer	96	100

Team	NCAA	Purdue
Softball	94	85
Volleyball	95	100
Women's Basketball	92	88
Women's Track / Cross Country	92	88
Women's Golf	96	100
Women's Swimming	97	100
Women's Tennis	96	100
Overall	90	90

Purdue Athletic Affairs Committee – Annual Report (Additional Information)

Revenue Sharing / Name, Image, and Likeness

- Revenue Sharing began with the approval of the House Settlement last summer.
- Focus is on “Real” NIL – appropriate opportunities for work performed, pay commensurate with any other professional in that space.
- Student-Athletes are provided with ongoing education in financial management and tax awareness. Lists of local resources (tax and financial management professionals) are compiled and regularly shared with Student-Athletes.
- NIL and Revenue Sharing agreements are not considered “employment” on behalf of Purdue, and these items are considered FERPA-protected educational records.

Purdue Athletic Affairs Committee – Annual Report (Initiatives)

AAC Initiatives for 2026-27

- Ensure the University is looking after the welfare and best interests of Student-Athletes
 - Academic Support
 - Name, Image, Likeness (NIL)
 - Career Development
 - Personal Support
- Continue review of competition schedules and reviews of missed class time
 - Ongoing discussions regarding the expansion of the Big Ten Conference
 - Systematic data collection regarding missed class time pre & post expansion
- Consistent Updates on Student-Athlete Personal and Professional Development Programming
- Build constructive relationship with new Athletic Director
- Updates on maintaining the positive public image of Purdue Athletics.



Status of Legislation 2026-2027

<i>Senate Document</i>	<i>Title</i>	<i>Origin</i>	<i>Senate Action</i>	<i>Implementation</i>
26-01	Nominee for Advisor to Faculty Affairs Committee	Nominating Committee	*Approved 14 September 2026	
26-02	Nominee for the Educational Policy Committee	Nominating Committee	*Approved 14 September 2026	
26-03	Nominee for the University Resources Policy Committee	Nominating Committee	*Approved 14 September 2026	
26-04	Nominee for the Student Affairs Committee	Nominating Committee	*Approved 14 September 2026	