AGENDA

1. Call to order
   Professor J. Paul Robinson

2. Approval of Minutes of 23 April 2012

3. Acceptance of Agenda

4. Remarks by the President
   Acting President Timothy D. Sands

5. Remarks of the Chairperson
   Professor J. Paul Robinson

6. Résumé of Items Under Consideration by Various Standing Committees
   For Information
   Professor James S. Lehnert

7. Question Time

8. Update on the University Health Care Program
   For Information
   VP Luis Lewin and Staff Benefits Manager Becky Gutwein

9. New Business

10. Memorial Resolutions

11. Adjournment


Guests: Richard Buckius, Spencer Deery, David Drasin, Pete Dunn, Luis Lewin, Sam Klemet, Valerie O’Brien, Chris Sigurdson, Curtis Spicer, Eric Weddle and Sharon Whittlock.

1. The meeting was called to order at 2:35 p.m. by Chairperson J. Paul Robinson.

2. The minutes of the meeting of 23 April 2012 were approved as distributed.

3. The agenda was accepted as distributed.

4. Acting President Timothy D. Sands presented remarks to the Senate (see Appendix A).

5. Professor Robinson presented the report of the chairperson (see Appendix B).

6. Professor James S. Lehnert presented, for information, the Résumé of Items under Consideration (ROI) by Various Standing Committees (see Appendix C). Professor Lehnert briefly explained the function of the Steering Committee in setting the Senate agenda and the proper procedures for bringing items to the Senate for consideration.

7. At “Question Time” Acting President Sands answered questions from the Senators.
8. Vice President Luis Lewin and Staff Benefits Manager Becky Gutwein presented, for information, an update on the Purdue University Health Care plan and the proposed changes for 2013 (See Appendix D). VP Lewin also mentioned that Purdue will change the Health Savings Account administration from Cigna to PayFlex effective 1 January 2013. PayFlex also became the Flexible Spending Account administrator as of 1 January 2012. Payflex offers a better technology platform, lower administrative fees, and a higher interest rate on monies in the savings account. Following the presentation, Professor DeCarlo suggested that the expenses be more carefully broken down into: (i) university general fund contributions, (ii) contributions from premiums paid by faculty and staff out of their salaries, (iii) co-pay, and (iv) out-of-pocket expenses; he pointed out that expenses go up regularly so stabilizing the rate of increase is what is important; finally he suggested that there be a comparison between the rate of increase in actual costs by the university and the rate of increase in the actual costs by faculty and staff in view of the more careful breakdown of total medical costs.

9. Under New Business Professor Teri Reed-Rhoads introduced Senate Document 12-1, Change to Academic Regulations and Procedures on Academic Year and Calendar, For Discussion. Professor Reed-Rhoads briefly described the proposed changes and rationale for those changes. How this would affect engineering labs or courses with labs was not made clear. During the discussion, Professor Raymond DeCarlo made a motion to have the discussion period for the document extend into the October Senate meeting with a vote to follow at the November Senate meeting. His motion was seconded by Professor John Grutzner. The pros and cons of the motion were discussed. Professor DeCarlo wants to ensure that all interested parties have sufficient time to review these changes and the impacts they will have on students, faculty, staff, scheduling, compensation, effect on research/research-support, academic year budget, financial aid, learning metrics, etc. Postponing the vote until the November Senate meeting will allow a full discussion of the issues. Professor Sally Hastings spoke against the motion and in favor of an October vote. Her reasoning was that if the Senators decided to oppose the document in October, they could ask that it be sent back to committee in order to improve it. In effect, this would have the same result as Professor DeCarlo’s motion. Following the discussion the vote was taken by a show of hands. The motion was defeated by a significant majority. Therefore, the document will be voted on at the October Senate meeting. All Senators were encouraged to inform their constituents about the document and to pass along suggestions to the Educational Policy Committee’s chair, Professor Reed-Rhoads. In addition, suggestions can be sent to Professor Camp, Secretary of Faculties, or Chair Robinson who will ensure they reach Professor Reed-Rhoads.

10. Memorial resolutions had been received for Professor Emeritus of Animal Sciences James R. Foster and Professor Emeritus of Anthropology O. Michael Watson. To honor their departed colleagues, the Senate members stood for a moment of silence.

11. The meeting adjourned at 4:25 p.m.
A TIME OF TRANSITION
ACADEMIC RANKINGS OF WORLD UNIVERSITIES

PEER & BIG TEN HISTORICAL TRENDS

Purdue’s upward trajectory is unmatched

ENROLLMENT & STUDENT SUCCESS

West Lafayette Undergraduate Enrollment

<table>
<thead>
<tr>
<th></th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<tbody>
<tr>
<td>Total</td>
<td>31,761</td>
<td>31,145</td>
<td>30,836</td>
<td>30,776</td>
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<td>6,171</td>
<td>6,347</td>
<td>6,659</td>
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<td>URM</td>
<td>2,182</td>
<td>2,130</td>
<td>2,280</td>
<td>2,455</td>
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West Lafayette Graduate School

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<td>Total</td>
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<td>7,639</td>
<td>7,980</td>
<td>7,937</td>
<td>8,163</td>
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<tr>
<td>New Incoming</td>
<td>1,833</td>
<td>1,990</td>
<td>2,069</td>
<td>1,980</td>
<td>2,178</td>
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<tr>
<td>URM</td>
<td>452</td>
<td>471</td>
<td>514</td>
<td>518</td>
<td>549</td>
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<tr>
<td>PHD Interdisciplinary</td>
<td>200</td>
<td>190</td>
<td>204</td>
<td>240</td>
<td>256</td>
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</table>

West Lafayette 1st-Year Profile

- 6,291 students (3,432 Indiana residents, 1,851 U.S. nonresidents, 1,008 international)

- Freshman Academic profile:
  - SAT = 1749 (up 18 points)
  - ACT = 26.9 (up from 26.6)
  - H.S. GPA = 3.66 (up from 3.62)
  - Percent in top 10% = 41%

- Freshman Selectivity: 61.3%, Yield: 33.2%
WL RETENTION & GRADUATION RATES

FACULTY CONVOCATION AT BGR

- New approach to Boiler Gold Rush
- Convocation – Faculty on stage
- 4-3-2-1 Graduate!
- Student pledge
OUTCOMES-BASED CORE CURRICULUM

- Approx. 75 courses nominated June-Aug
  - Nominations accepted until December
- Faculty rep from each college serves on Undergraduate Curriculum Council
  - Identifying courses that meet foundational outcomes of core curriculum
  - Ensuring core aligns with statewide general transfer core

BALANCED TRIMESTER

- Building toward Balanced Trimester
  - This will be a process
- Frank Dooley will work with faculty to examine effects on:
  - Faculty and staff appointments
  - University calendar
  - Workplace environment
  - Student body composition
  - Student life
  - Campus space
  - Purdue missions
  - Community linkages
120-HOUR UPDATE

- All undergraduate programs system-wide indicating whether they will submit a justification for "excess" credits to CHE
- 68 programs will seek an exemption; many more will decide after statewide core finalized in December 2012
- By Spring 2013, Purdue will submit justifications to CHE for review
  - Focus on required student learning outcomes needed to maintain:
    - specialized accreditation
    - the rigor expected by industries that hire our graduates

HONORS COLLEGE

- Goal: Dec. 1, 2012, approve curricula
- 360 students from six programs are living together in Shreve Hall
  - Integrated residential/academic building among the ten-year capital projects
- New co-curricular activities are in place for these students
  - Food insecurity
  - Political awareness
- Recruiting plan is being implemented and a new recruiter on board to visit selective schools
### BIENNIAL BUDGET PROCESS

<table>
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<th>Month</th>
<th>Event</th>
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<td>May 2012</td>
<td>CHE Issued budget instructions</td>
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<tr>
<td>Sept. 2012</td>
<td>CHE received budget requests</td>
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<tr>
<td>Nov. 2012</td>
<td>CHE drafts budget recommendations</td>
</tr>
<tr>
<td>Dec. 2012</td>
<td>CHE issues budget recommendations</td>
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### UNIVERSITY SENATE

Timothy D. Sands  
Acting President  
September 10, 2012
University Senate Chair presentation September 10, 2012

Good afternoon Senators and visitors

Thank you for your service to the students, faculty and staff of Purdue University. Thank you also for your confidence in me to work with the administration on the many issues facing us. I encourage you to communicate your thoughts to me on any issue. In this report to the faculty I will be saying some things that may make some of you uncomfortable but I think that they have to be said.

This is most definitely not a normal year. Indeed, I predict that the next 9 months will be rather different and there will probably be faculty who are going to be very unhappy and those that are fine with changes likely to affect all of us.

I recently addressed the board of trustees and provided them with my assessment of the role of faculty and the role of administrators. You all have access to this document on the senate website. I believe I made it clear that this institution has moved gradually toward a position where faculty are more tolerated, than venerated. A 58% increase in administrators over the past decade is disturbing. What is more disturbing is the fact that we as faculty, have less resources to deliver the education demand that represents about $750 million of the $1.8 billion in revenue this institution bring in. Combined with the grant income that is generated by faculty, well over 50% of the revenue of Purdue university is a direct result of faculty effort.

Despite that, over the past few years, virtually every department on this campus has seen a constant stream of cuts. Indeed, there are a number of department that actually have a lower budget today, than they had 3 years ago. Yet, last year Purdue achieved a bonus because of the large number of foreign students entering the institution paying a premium. The story we hear is that the university has done a stellar job of containing costs resulting in much self-directed kudos to the administration. I am sure that this is the message that has been communicated to the incoming president.

So what do I see as being wrong with this story? First, I think that it’s somewhat bogus. I don’t know for sure, but something is not right. How can an institution see a huge increase in administration, a reduction in total teaching individuals over 10 years, a bonus in foreign students, significant increases in research funding and all we see at the faculty and department level are cut, cut, cut. I am starting to identify some examples of where I see inconsistency and I will point out in good time. What I would appreciate from many of you is first hand data on how your departments have responded to the continuous cuts. I am currently requesting the same information from every administrative unit of the university. I intend to present a report in a month or two that documents the cost of operation, the number of positions, the increase in hires and an overall faculty evaluation of these units. I have made official requests for data and I will be requesting the BIER committee to work towards a goal of a better understanding of how administrative units operate and how they have been affected by the cuts that I believe have reduced academic departmental capacity.

I know that one of the things utmost on your minds is what will be the impact on Purdue of the next president. I think it’s rather odd when I think about it, but most of the previous presidents of Purdue probably visited once or twice before they became the president. What they knew about Purdue was obtained from a few senior members of the administration and probably the board of trustees and they may even have met with one or two distinguished professors. The advantage they had was that they had all spent a lifetime in academia – they knew every nook and cranny of academia, they knew how to read between the lines of administrative speak, they had often been department heads, deans, vice provosts, or even provosts and they knew exactly how to work the system and achieve their goals. We accepted them not really as equals, but we were mostly content to follow along or not with the amazing new strategic plans that befell us all upon new leadership. We memorized the new key words that reflected the new regime like “preeminence”, we did wholesale substitutions for “Discovery” to
“Discovery with Delivery”, spent the required number of faculty hours repaginating and re-organizing our school strategic plans, and hoped that the President would do great things for our institution.

And then we ended up with a politician as president. He had no background in the comings and goings of academia – he had never been a department head, or a dean. He probably never taught a university course, and probably never delivered a final exam to a bunch of students. He certainly never went through the tenure process, and he certainly did not grow up in an ivory tower although he did spend some formative years in one or two. So, where does that leave us?

First, I would say that Mitch Daniels will know more about this institution, its high and low points, will have met more faculty and thought much more about the nature of the institution than probably all of the previous 5 presidents combined. He will have had 6 months to work out what is going on behind the scenes trying to work out what is reality and what is not. We as faculty, will have had the most access to a future president in the history of this institution. It is incumbent upon us to make the most of that. Every one of the voting faculty senators will have the opportunity to meet with Mitch and talk with him before he becomes president. Every one of you will have had several months to carefully consider and develop suggestions for improvement or change to any aspect of the institution. If you want me to consolidate those suggestions you can always send then to me - many already have. One thing that I hope he will do, is encourage the next governor of Indiana to appoint a faculty member to the Board of Trustees just as Mitch Daniels did at IU.

There are only a very few top level institutions that have taken on a professional politician as president – not that anyone who claws their way to the top of a university is not a consummate politician anyway. But there are clearly advantages and disadvantages. So here is the way I see it. Mitch Daniels is making a strong attempt at being open minded in his evaluation. He is allowing himself to be scrutinized by the faculty and he has so far been forthcoming in his responses. He is a very accomplished individual and the bottom line is that I, as a faculty member of a great university want him to succeed. If he fails, we will all fail with him because he leaves in 5 years. That really is a key issue isn’t it – we as faculty are mostly focused on the long term. This university is what gives us the credibility we crave as academics – you would not be here if you didn’t care about academic status. All I can say is, he had better succeed in maintaining the standards of this institution. That is the least I expect.

Now, it would be wrong of me to not bring up some concerning issues that the senate is going to deal with this year. The core curriculum is winding its way through the system. It’s not a matter of what your opinion of going in this direction is – it’s a matter of us making sure that the outcomes are acceptable to us. Each college and our regional campuses will have to weigh everything carefully as they work their way through the issues. The proposal to move Purdue to a trimester system is still on the books. If it ends up being a reality, there is no doubt that this will have a lot of impact on the faculty. It is likely to change the employment status of almost every member of the faculty. Other decisions made recently will also have a large impact on the university and the senate. The agreement to hire an additional 107 faculty in the college of Engineering over the next 5 years will increase the number of engineering senators by about 5%. That will mean a gradual reduction of several senators from other colleges. It will also put major pressure on the infrastructure of the university.

The senate leadership has received notice from a large cohort of faculty from one department for a request for comprehensive review of issues surrounding the behavior of a number of administrators over what I will call “combat” between faculty and administration. All I will say on this particular issue is that this is not going to be a one act play. Administrators cannot act irresponsibly and they most certainly cannot get into “win at all costs” mentality.

Indeed, I believe it is time to have a wholesale change in the management of the entire university grievance system. It is currently run by administrators for administrators. Faculty are in fact at
the mercy of a system that has become inherently unfair. The perception that the faculty committees have any influence is clearly questionable. While there is an ombudsman for students who have troublesome issues, there is no ombudsman for faculty. As it currently stands, the only group that assists faculty with support is the Purdue Chapter of the American Association of University Professors. The members of AAUP spend an enormous amount of time working with faculty. I strongly advise faculty members who find themselves in conflict with department heads, deans or administrators never to meet without an AAUP rep present to witness the meeting. I am going to be proposing that an ombudsman be appointed who reports only to the president and who cannot be manipulated by other administrators, but has the power to insist on administrative compliance with regulations and can also negotiate in a reasonable manner. I will of course be requesting this based on the knowledge that Purdue must severely reduce the number of administrators it currently has— I am absolutely not asking for an increase in administrators – but a significant reduction and realignment to get back to a reasonable balance. Replacing 5 or 10 administrative positions with one ombudsman seems to be a reasonable initial solution.

Last year, then Senate Chair Morry Levy announced the appointment of a committee to review specific cases of possible prejudicial treatment of faculty. A number of cases have already been added to the docket. I have confirmed the continuation of this committee chaired by the past chair of the senate. The committee has been charged with reviewing the grievance policies, dismissal policies, and the role different administrative groups play in faculty conflicts. The committee will report its recommendations to the Senate for amending current policies and procedures for fairness as well as compliance for ericboth parties in the best interest of the University.

The last think I am going to say at this point on this issue, is that over the past year, there has been a very disturbing trend of the administration to hire lawyers to either protect the sometimes bad decisions they are making or put undue pressure on certain faculty. This trend of bringing in lawyers at early stages can only be viewed as wasteful at minimum and draconian at worst. If leadership needs to consult with lawyers on so many issues, perhaps there needs to be a new set of leaders. I believe if the alumnae knew what the university’s legal bills were for the past year alone I think that there would be a misunderstanding that the university has too much money – or alternatively, too few leaders who can negotiate fair and reasonable settlements. While I hesitated to bring this issue up in public, it appears that the only way to get something serious done about this is to address it here on the senate floor. Administrators are highly paid individuals and should be chosen for their ability to keep the wheels turning, facilitate the educational and research missions of the institution and, if we could only hire the best and smartest, bring some innovative ideas to the table. Perhaps it’s time to review many of our senior administrators. If the faculty demand incredibly high standards for their hires, should we not demand the same intellectual standards from our administrators? It’s good to have continuity, long-term knowledge of the institution and even a long track record as a faculty member, but there should be no basis for hereditary administrative peerages. I will say the same to faculty – pay attention to your role as faculty and make sure you are pushing the intellectual limits and not dragging down the standard. We too have a major obligation to ensure that faculty are not asleep at the wheel.

I want to end of a positive note even tho’ I have aired some necessary dirty washing.

I was initially uneasy about the selection of Mitch Daniels as our next president. I kept my mouth shut – I was actually in Europe at the time of the announcement. In the mean-time, I have had the opportunity to spend many hours with the next president. I no longer have any concerns as to whether Mitch Daniels will listen to the faculty. He is listening. I have no concerns that he will not have the absolute best interests of Purdue University in everything he does. I don’t suppose I will agree with all his actions, and it’s highly likely that if we don’t agree we will put up a pretty decent fight to change
his mind. But what I do know is that if we as faculty want Purdue University to increase its national and international recognition, then we will continue to do what we have been doing for years – be tough but fair teachers, publish high quality papers on our discovery in top journals, and be recognized for the academic excellence that we the faculty have sole control over. If we do that, then let’s hope Mitch Daniels flies the Purdue flag and uses his influence to raise a few billion dollars to allow us to keep the cost of education down, but the quality high. This is my hope and expectation for our next president.

I thank the senate for your patience.

J. Paul Robinson, SVM Professor of Cytomics, Professor of Biomedical Engineering
Chair, University Senate
TO: University Senate  
FROM: James Lehnert, Chairperson of the Steering Committee  
SUBJECT: Résumé of Items under Consideration by the Various Standing Committees

STEERING COMMITTEE
James Lehnert, Chairperson  
lehnert@purdue.edu

The primary responsibility of the Steering Committee is the organization and distribution of the agenda for each meeting of the University Senate. This committee also receives communications from any faculty member or group of members and directs such communications to appropriate committees or officers for attention.

ADVISORY COMMITTEE
J. Paul Robinson, Chairperson of the Senate  
jpr@purdue.edu

The responsibility of the University Senate Advisory Committee is to advise the President and/or Board of Trustees on any matter of concern to the faculty.

NOMINATING COMMITTEE
Michael Hill, Chairperson  
hillma@purdue.edu

The Nominating Committee is responsible for presenting nominations for the University Senate and University committees. In filling committee vacancies the Nominating Committee seeks to have all interested Senators serve on at least one committee.

EDUCATIONAL POLICY COMMITTEE
Teri Reed-Rhoads, Chairperson  
throahd@purdue.edu

1. Student access and success  
2. Review of GPA requirements in early years  
3. GPA requirements after readmission  
4. Transfer credit  
5. Evening Exams

FACULTY AFFAIRS COMMITTEE
A. Charlene Sullivan, Chairperson  
sullivaa@purdue.edu

1. On-line Course Evaluation  
2. Clinical Faculty  
3. Assessment of the results of the COACH Survey

STUDENT AFFAIRS COMMITTEE
Sally Hastings, Chairperson  
sahnolte@purdue.edu

1. Student Conduct

UNIVERSITY RESOURCES POLICY COMMITTEE
Richard Johnson-Sheehan, Chairperson  
rjohnso@purdue.edu

1. Changes in the Business Operation Model for Purdue Employee Travel  
2. Student resolution concerning Comprehensive Energy Master Plan  
3. Endorsement of University Honors College  
4. Committee for Sustainability Planning and Assessment

Chair of the Senate, J. Paul Robinson, jpr@purdue.edu  
Vice Chair of the Senate, David Williams, djw@purdue.edu  
Secretary of the Senate, Joseph W. Camp, Jr., jcamp@purdue.edu  
University Senate Minutes; http://www.purdue.edu/faculty
Health Care Strategy

Purdue University Senate
September 10, 2012

Health Care Strategy

• Improve Health
• 2013 Plan Design
• Encourage Consumerism
Improve Health

• Center for Healthy Living (Onsite Clinic) – February 2013
  o High quality, convenient, and affordable
  o Integrated health approach
    □ Primary and acute care
    □ Preventive care
    □ Individualized health improvement plans
    □ Education and support for lifestyle changes
    □ Medication therapy management
  o Reduces costs for faculty, staff and Purdue
  o www.purdue.edu/healthyliving
Improve Health

• Preventive Care
  - Annual Physicals
  - Mammograms
  - Colonoscopies
  - PSAs
  - Immunizations
  - Pap Smears
  - Sigmoidoscopies
  - Flu Shots

2012 Medical Benefit

• Three options are available
  - Purdue Choice Fund Plan (consumer-driven health plan): 1,756 participants
  - Incentive Plan (PPO): 3,988 participants
  - Copay Plan (former HMO plan design): 5,210 participants

• Two-tier premium structure: Under $44,000 and $44,000 or more
• Plans are self-insured
• Budget for 2012 is $155 million
• University contributes 85% of the premium
2013 Plan Design
(under consideration)

• Offer medical plans that are high quality, affordable and cost effective
• Increase additional premium for tobacco users to $500
• “Member Pays the Difference” to encourage generic prescription utilization
• Add value to consumer-driven health plan to attract more employees
• Increase premiums, copays, deductibles, and out-of-pocket maximums
• Establish lower copay for visits at the Center for Healthy Living
• Assertively manage medical plan administrator

2013 Plan Design
(under consideration)

continued

• Implement changes required by health care reform
• Set 2013 rates this month
• Continue plan to reach 80/20% employer/employee premium share by 2014
• Long Term Disability medical coverage changes
Encourage Consumerism

• Castlight (Medical Cost Transparency Tool) – July 2012
  o Brings transparency to health care cost and quality
  o Compares doctors, facilities, and services based on quality of care and price
  o Reports annual deductibles, out-of-pocket expenses, copays, etc.
  o Reports the amount Purdue paid on behalf of the employee
  o Provides cost estimates based on Purdue claims data and personalized to each employee
  o Offered to eligible faculty, staff and adult dependents covered on a Purdue Medical Plan
  o Reduces medical expenses for faculty, staff and Purdue

QUESTIONS
June 26, 2012

To the Faculty Senate at the University of Virginia:

Shared governance ensures that the voices and expertise of faculty, staff, and students are given their proper weight in carrying out a university’s mission of teaching, research, and service that benefits society. Dialogue among these constituencies, university administrations, and their overseers is not a luxury. It is necessary for effective functioning.

The anger and outcry surrounding the current crisis of leadership at the University of Virginia resulted, in large part, from a grave failure of process. This failure could well have been avoided had the rightful role of shared governance been observed.

We stand with our colleagues at the University of Virginia in demanding that, however late the hour, the vital role of shared governance be respected – and the voices of faculty, staff, and students be heard – in the resolution of this troubling ordeal.

We wish to be clear that we send this letter not in our official capacities as faculty governance leaders at American Association of Universities institutions, but as concerned individuals involved in shared university governance.

Very truly yours,

Andrew Torrance, President, Faculty Senate, Professor of Law, University of Kansas

Chris Crandall, President, University Senate, Professor of Psychology, University of Kansas

J. Paul Robinson, Chair, Purdue University Senate, SVM Professor of Cytomics, Professor of Biomedical Engineering

Jan Boxill, Chair of the Faculty, Director, Parr Center for Ethics, Senior Lecturer in Philosophy, University of North Carolina at Chapel Hill

Martha Nell Smith, Chair, University Senate, Professor of English and Distinguished Scholar-Teacher, University of Maryland

Craig Martens, Chair, Academic Senate, Professor of Chemistry, University of California at Irvine

Walter Daugherity, Speaker-Elect, Faculty Senate, Texas A&M University

Susan Astley, Chair, Faculty Senate, Professor of Epidemiology and Pediatrics, University of Washington

Ezra B.W. Zubrow, Chair, Faculty Senate, Professor of Anthropology, University at Buffalo, NY

Jerry Peterson, Chair, Boulder Faculty Assembly, Professor of Physics, University of Colorado

Harry W. Tyrer, Chair, MU Faculty Council for University Policy, Professor of Electrical and Computer Engineering, University of Missouri

Wanda Howell, Chair of the Faculty, University of Arizona, Distinguished Professor, Nutritional Sciences
TO: The University Senate  
FROM: Educational Policy Committee  
SUBJECT: Change to Academic Regulations and Procedures on Academic Year and Calendar  
DISPOSITION: University Senate for Discussion  
REFERENCES: Purdue University Academic Regulations  
RATIONALE: There are two pieces to this policy change, one, to update regulations pending approval for change of summer modules and two, to update commencement to reflect change in summer ceremony from Sunday to Saturday. This change occurred about 5 years ago by Presidential action but was never formalized in the regulations. A change to two 6-week summer modules offers four key benefits for students.

First, a growing trend across the country is to offer programs for incoming students. Ideally, these programs should have 6 to 7 credits and typically run for a 6-week term. Because many high school seniors do not graduate until mid-June, these programs cannot work in the current 8-week module. Examples of summer programs aimed at incoming freshman at Purdue might include the Business Opportunity Program (BOP) from Krannert or other bridge programs and the pilot program in the Honors College.

Second, some international students are a similar pool of new students, who cannot currently enroll in the 8-week summer term courses because they have not finished high school.

Third, students might be able to make more progress towards a degree in two 6-week terms than the current one 4-week (Maymester) and one 8-week term. E.g., IUPUI offers a full year of Chemistry over the summer term by running two 6-week terms. Carefully crafted, such paired offerings could help underclassman catch-up with requirements over summer term.

Fourth, as in the academic year, financial aid may be contingent upon attaining full time status. The Purdue definition of full time status for students during summer term is six credits (http://www.purdue.edu/registrar/Students/Academic_Status.html). As a general rule, most students can only complete one class during Maymester, and thus are not eligible for any financial aid. Moving to two 6-week terms would mean that more students would at least have an opportunity for financial aid.

<table>
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<th>Current Academic Regulations and Procedures</th>
<th>Proposed Academic Regulations and Procedures</th>
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<td><strong>Academic Year and Calendar</strong></td>
<td><strong>Academic Year and Calendar</strong></td>
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<tr>
<td>A. Academic Calendar (University Senate Document 90-30, April 22, 1991)</td>
<td>A. Academic Calendar (University Senate Document 90-30, April 22, 1991)</td>
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<td>1. The academic calendar shall consist of two 16-week semesters and three four-week summer modules. In each semester session, classes shall begin with the first instructional period of the</td>
<td>1. The academic calendar shall consist of two 16-week semesters and two 6-week or one 12-week three four-week summer module(s). In each semester session, classes shall begin with the first</td>
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first day.

a. The calendar for students enrolled in the fourth year of veterinary medicine will comprise 12 blocks of approximately one month duration. The starting dates for the blocks will be chosen so that the end of the 12th block coincides with the end of the second semester (University Senate Document 73-15, March 18, 1977).

b. The second semester for fifth-year pharmacy students will begin on the first Monday in January and end the 18th following Saturday. During this semester, each of these students will be scheduled for two six-week externships and one three-week clerkship.

2. The first semester shall begin on either the third or fourth Monday of August, be in recess Monday and Tuesday of the eighth week, and Wednesday, Thursday, Friday, and Saturday of Thanksgiving week, and classes will end on the 17th following Saturday, which shall not occur after the 20th day of December. The second semester shall begin on either the first or second Monday of January, which shall not occur prior to the seventh day of January, be in recess during the tenth week, and end on the 17th following Saturday (University Senate Document 96-4, February 17, 1997).

3. The summer session shall begin on the next Monday following the spring commencement and will comprise three four-week modules. Courses may be scheduled during any one or any combination of modules throughout the 12-week period. There shall be no classes on Memorial Day, the last Monday in May, or on July 4, nor on the nearest class day when July 4 is not a regular class day.

4. Faculty shall enter grades as completed, but no later than 5 p.m. on the second working day after the end of the respective academic term.

5. Commencement will be held as follows: First Semester: first Sunday following the end of the first semester; Second Semester: next subsequent weekend after the end of the second semester; Summer Session: first Sunday following the end of the last summer instructional period of the first day.

a. The calendar for students enrolled in the fourth year of veterinary medicine will comprise 12 blocks of approximately one month duration. The starting dates for the blocks will be chosen so that the end of the 12th block coincides with the end of the second semester (University Senate Document 73-15, March 18, 1977).

b. The second semester for fifth-year pharmacy students will begin on the first Monday in January and end the 18th following Saturday. During this semester, each of these students will be scheduled for two six-week externships and one three-week clerkship.

2. The first semester shall begin on either the third or fourth Monday of August, be in recess Monday and Tuesday of the eighth week, and Wednesday, Thursday, Friday, and Saturday of Thanksgiving week, and classes will end on the 17th following Saturday, which shall not occur after the 20th day of December. The second semester shall begin on either the first or second Monday of January, which shall not occur prior to the seventh day of January, be in recess during the tenth week, and end on the 17th following Saturday (University Senate Document 96-4, February 17, 1997).

3. The summer session shall begin on the next Monday following the spring commencement and will be comprised of two 6-week or one 12-week three four-week module(s). Courses may be scheduled during any one or any combination of modules throughout the 12-week period. There shall be no classes on Memorial Day, the last Monday in May, or on July 4, nor on the nearest class day when July 4 is not a regular class day.

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module.

6. The faculties at regional campuses shall be free to establish their own calendar dates.

C. Summer Sessions Work

Regular work offered in the summer sessions shall be equivalent in method, content, and credit value to the work of the academic year, regular class and laboratory periods being increased proportionately. Four summer sessions may count as one year of residence.

Respectfully submitted on behalf of the Purdue University Senate Educational Policy Committee,

Teri Reed-Rhoads  
Chair, Educational Policy Committee  
Purdue University Senate

Approving:  
Danita M. Brown  
James R. Daniel  
Joan R. Fulton  
Chong Gu  
Harold P. Kirkwood  
Teri Reed-Rhoads  
A. Dale Whittaker

Disapproving:  

Absent:  
Frank J. Dooley  
Peggy A. Ertmer  
Katherine Horton  
Christine A. Hrycyna  
Robert A. Kubat  
Martin A. Lopez-de-Bertodano  
Craig Miller  
Lindsey Payne  
Thomas H. Siegmund  
Glenn G. Sparks  
Matthew Swiontek
Memorial Resolution
For

James R. Foster
Professor Emeritus of Animal Sciences
October 7, 1932 – February 3, 2012

James Riley Foster, 79, of West Lafayette passed away February 3, 2012. Jim was born October 7, 1932, in Greenfield, IN, to Lester and Lila (Smith) Foster. He graduated from Maxwell High School in Greenfield in 1950 and graduated from Purdue University in 1954 with a B.S. degree in Animal Husbandry. Jim served in the United States Army from 1954-56. He completed his Ph.D. in Animal Nutrition at Iowa State University in Ames, IA, in 1960. Jim joined the Department of Animal Sciences at Purdue University where he was an Extension Swine Specialist until his retirement in 1994.

Professionally, Jim’s work can be best described by the citation when Jim was presented with a College of Agriculture Certificate of Distinction in 1995: James Foster embodies the role of "Extension swine specialist." For 34 years, Foster used a variety of avenues to inform and educate pork producers in Indiana and across the nation. Foster is probably best known as the co-founder and co-leader of the national Pork Industry Handbook and as chairman of the nationally televised swine extension education series (IHETS). In nominating Foster for the Certificate of Distinction, one professor of animal sciences wrote, "Extension education and the role of the specialist have changed in the last 30 years, and Jim Foster has changed with the times as evidenced by the introduction of the televised swine extension programs. This is the only swine program of its kind in the United States." Another of Foster's former co-workers called the Pork Industry Handbook "a national gem for the swine industry." Foster was an innovator in youth activities—he is largely responsible for the initiation of the annual Junior Pork Day and the Animal Science Workshop for Youth. Many of Indiana's swine organizations have benefited from Foster's leadership. He has served as secretary-treasurer of the Indiana Expert Swine Judges Association, secretary-treasurer of the Indiana Pork Producers Association, a member of the Hoosier Spring Barrow Show Executive Committee, and a member of the Indiana Pork Production Derby Advisory Committee. At Purdue, Foster wrote or co-wrote more than 80 extension publications and videos. He was a leader in collecting and disseminating information on producing and marketing leaner hogs, on-farm testing programs for seed stock producers and initiated a sulfa-residue program. He also conducted research to further aid his extension programs. For his efforts, Foster has been honored with numerous awards, including the USDA Superior Service Award.

He was an active member of Covenant Church where he served as a deacon and volunteered with New Focus. Jim was a member of Alpha Gamma Rho Fraternity. From 1965-67 Jim was in Brazil with a Purdue project at the University of Vicosa. He was inducted into the Livestock Breeder’s Hall of Fame at Purdue University in 1995. He was a member of the Lafayette Rotary Club. He was an avid runner and completed the Indianapolis 500 Festival Mini Marathon eight times. He enjoyed Purdue basketball and football games, golfing, traveling, yard work and volunteering as a tour guide on the Purdue campus. He is survived by his wife of 51 years (Mary Lou) and four children (Debbie, Steve, Bob and Sandy) and eight grandchildren.
Memorial resolution for Professor O. Michael Watson

Dr. O. Michael Watson, Professor Emeritus of Anthropology, passed away in his West Lafayette home on July 1, 2012. He passed peacefully, with his two beloved daughters at his side.

Professor Watson was an integral member of the Department of Anthropology at Purdue. Born in Knoxville, Tennessee, in 1936, he arrived on campus in 1967 after completing both his undergraduate and graduate degrees in Anthropology at the University of Colorado, Boulder. After several years at Purdue he relocated to Los Angeles for a stint in the Department of Anthropology at UCLA. While he enjoyed that experience very much, he decided to return to West Lafayette, and in fact had to fend off UCLA’s aggressive attempts to hire him. Other positions included work as panel reviewer for the National Institutes of Mental Health between 1971 and 1975 and an NIMH Fellowship at the University of Pennsylvania between 1973 and 1974, when he did research at the famed Center for Urban Ethnography alongside well-known scholars such as Erving Goffman.

Professor Watson was also a veteran of the armed forces, having served in the US Marine Corps between his freshman and sophomore years in college. While in the Corps he went to radio school and was stationed in the Aleutian Islands.

Professor Watson’s academic interests were varied but centered on cultural anthropology. Within that broad field, he studied proxemics and visual anthropology. His research received funding from both the NIMH and the NSF and his field sites included Tangier Island in the Chesapeake Bay and a Navajo reservation in the Four Corners (a region including parts of Colorado, New Mexico, Arizona, and Utah). As a result of his work he published numerous articles and a co-edited volume as well as a well-known book, Proxemic Behavior: A Cross-Cultural Study (Mouton, 1970). While attending a summer institute in visual anthropology in Santa Fe, New Mexico, he also co-wrote, directed, and produced a 1974 film, Spirit of Ethnography, which is still in circulation today and for which he was still receiving royalty checks well after he retired from Purdue in 2007.

As well trained and accomplished as he was as a researcher, Professor Watson made a deliberate decision somewhat early in his career to focus on teaching, in order to build the anthropology program at Purdue. In fact, anthropology did not exist as a separate discipline at Purdue when he first arrived on campus, as he was hired by the Department of Sociology. Professor Watson’s devotion to and successes in the classroom were rewarded both individually and collectively. Individually, he received a number of teaching awards at both the departmental and school/college levels, including the Leonard Gesas Award for Best Teacher in 1973 and the Excellence in Teaching Award in what was then known as the School of Humanities, Social Sciences, and Education in 1979. He was well known for teaching large sections of Anthro 100 to rave reviews, and also offered a number of unique courses, reflecting his own current interests as well as the perceived interests of students; these topics included everything from cannibalism to Celtic culture. His teaching talents did indeed help establish a broader, stand-alone anthropology curriculum within the Department of Sociology and Anthropology (as it became known in 1972) and, ultimately, the separation of the two departments in 2008, which has led to the thriving Department of Anthropology that we know today.
As further testament to Professor Watson’s devotion to teaching anthropology at Purdue, an undergraduate award bears his name. Yet one need only talk to former students in order to see the impact that Professor Watson had on those who were lucky enough to take his classes. Students constantly sent him thank you notes and even baked goods in appreciation for his teaching. At a private memorial service held this past summer, an anthropology colleague remarked that it was actually impossible to go out for dinner or a drink with Professor Watson without former students approaching him and thanking him for the classes they had taken from him, often with a comment such as “You were my favorite teacher at Purdue” or “I still remember your class.”

Professor O. Michael Watson was a tremendous teacher, colleague, mentor, and friend. He is remembered fondly and sorely missed.
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<th>ORIGIN</th>
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<td>Educational Policy Committee</td>
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*Approved