UNIVERSITY SENATE
Seventh Meeting, Monday, 19 April 2010, 2:30 p.m.
Room 302, Stewart Center

AGENDA

1. Call to order
   Professor Howard N. Zelaznik

2. Approval of Minutes of 22 March 2010

3. Acceptance of Agenda

4. Remarks by the President
   President France A. Córdova

5. Remarks of the Chairperson
   Professor Howard N. Zelaznik

6. Résumé of Items Under Consideration by Various Standing Committees
   For Information
   Professor Alyssa Panitch

7. Question Time

8. University Senate Document 09-8
   Nominees for the Senate Steering & Nominating Committees
   For Action
   Professor Kathryn Orvis

9. University Senate Document 09-9
   Nominees for University Faculty Committees
   For Action
   Professor Kathryn Orvis

10. University Senate Document 09-10
    Nominees for the Senate Standing Committees
    For Action
    Professor Kathryn Orvis

11. University Senate Document 09-7
    Revision of the Student Honor Code
    For Action
    Professor Thomas Templin

12. University Senate Document 09-6
    Regulation Changes to Academic Programs
    For Discussion
    Professor John Grutzner

13. University Senate Report 09-3
    Update from the Core Curriculum Committee
    For Information
    ProfessorAndrew Luescher

14. University Senate Report 09-4
    Update on Revision of C-19, Grievance Procedures
    For Information
    Vice President Alysa Rollock

15. University Senate Report 09-2
    Annual Athletic Affairs Committee Report
    For Information
    Professor James Greenan

16. New Business

17. Memorial Resolutions

18. Adjournment

Note: The annual reports of the Faculty Affairs Committee and the Educational Policy Committee are included.
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Seventh Meeting, Monday, 19 April 2010, 2:30 p.m.
Room 302, Stewart Center


Guests: Nancy Cross, Janusz Duzinkiewicz, Ed Howat, Peter Kim, Mike Loizzo, Mikel Livingston, Pablo Malavenda, Valerie O’Brien, Tyler Teykl, and Eric Weddle.

1. The meeting was called to order at 2:35 p.m. by Chairperson Howard N. Zelaznik.
2. The minutes of the meeting of 22 March 2010 were approved as distributed.
3. The agenda was approved as distributed.
4. President France A. Córdova presented remarks to the Senate (See Appendix A).
5. Professor Zelaznik presented the report of the chairperson (see Appendix B). Professor Zelaznik also presented the results of the “Rebalancing Survey” that was sent to the TIAA-CREF participants (see Appendix C).
6. Professor Alyssa Panitch presented, for information, the Résumé of Items under Consideration (ROI) by Various Standing Committees (see Appendix D).
7. At “Question Time” the President took several questions from the floor. Professor Wasburn voiced the concern she and a number of colleagues shared that Purdue has lost an inordinate number of assistant professors by non-promotion, non-renewal of
contract, or leaving before promotion time, citing the potentially enormous monetary cost involved. To date, Professor Wasburn and her colleagues had not been able to obtain those data. President Córdova agreed that it was important to find out, and said she would consult with Provost Sands and try to provide relevant data to the Professor Wasburn.

Professor Charlene Sullivan asked about the Hewitt Study and where it showed Purdue stood with respect to its peers. President Córdova said she would ensure that Professor Sullivan received the information from the study to show where we stand in comparison with our peers. The report is posted on the Sustaining New Synergies website: http://www.purdue.edu/sustaining/initiatives/compbenefits/100329HewittReport.pdf

Professor Mark Bannatyne asked if there was any plan to re-open the President’s Office at IUPUI. President Córdova stated that for purposes of saving money, there was no plan to re-open the office, but that she and other administrators frequently used IUPUI facilities including the hotel/conference center and paid for this usage.

Professor James McGlothlin asked the President to explain the process that led to the final retirement distribution plan. President Córdova deferred to VP Diaz who explained that legal counsel was sought while considering various options such as voluntary vs. mandatory employee contributions. Counsel advised that mandatory employee contributions are legal and are part of the benefits packages at many universities. Legal counsel recommended this approach and the final proposal coalesced about one week before the meeting of the Board of Trustees.

Professor Donald Buskirk asked if the Indiana Commission for Higher Education (ICHE) had suggested that Purdue consider privatization. President Córdova stated that ICHE had not made that suggestion. Nationwide the suggestion has been made to numerous institutions by a variety of entities. The well-known scissors graph shows that Purdue has long since passed the point where state appropriations are the primary source of institutional funding. However, the President believes that privatization would not allow Purdue to fulfill its land grant missions and privatization is not under consideration.

Professor Sullivan asked two additional questions. First, is Purdue following the trend of other universities nationwide that are seeking additional federal funding to replace the lost state appropriations? Second, what was the final word on the $67 million structural deficit? In answer to the first question President Córdova assured Professor Sullivan that the university is exploring various paths for increasing federal funding. With respect to the structural deficit, President Córdova said the figure was based on a worst-case scenario, but it is impossible to predict the future state appropriations and the future economic conditions of the State of Indiana. However, Purdue has been conservative in using federal stimulus funds. These funds have been used solely for one-time expenditures rather than for recurring needs. Other universities have not followed this path and may encounter funding difficulties when the federal funds are no longer available for recurring expenses.

8. Professor Kathryn Orvis presented, for action, Senate Document 09-8, Nominees for the Senate Steering and Nominating Committees. Her motion was seconded. Professor Orvis presented Professors Ozan Akkus, Carlos Corvalan, Timothy Folta, Gabriele Giuliani, James Lehnert, Christopher Pincock and Mara Wasburn as nominees for the seven openings on the Steering Committee and Professors Patricia Bauman, Daniel Mroczek, Mary Nakhlleh and J. Paul Robinson as nominees for the two openings on the Nominating Committee. She called for additional nominations from the floor; none were forthcoming. The voting for these committee members was done by secret written
Following tabulation of the votes, Professors Folta, Giuliani, Lehnert and Wasburn were elected to the Steering Committee. Professors Bauman and Robinson were elected to membership on the Nominating Committee. They will serve terms equal to the length of their Senate terms.

9. Professor Orvis presented, for action, Senate Document 09-9, Nominees for Faculty Committees. For the two vacancies on the University Grade Appeals Committee, she nominated Professors Peter Hirst and Michele Summers for terms of service ending 31 May 2013. For the vacancies on the Censure and Dismissal Committee, she nominated Professors Joel Ebarb, Stephen Elliott, Nathan Hartman, JoAnn Miller, Jose Ramos-Vara, Ralph Webb, Howard Zelaznik and William Zinsmeister for terms of service ending 31 May 2013. Her motion was seconded and additional nominations were called for. No additional nominations were forthcoming and the foregoing were declared elected by acclamation.

10. Professor Orvis presented, for action, Senate Document 09-10, Nominees for the Senate Standing Committees. She called for nominations from the floor, but none were forthcoming. There was no discussion and the document passed by unanimous voice vote. Professors Ertmer, Kirkwood, Luescher, Riese, Sands and Sparks were elected to the Educational Policy Committee. Professors Aref, Pizlo, Sands and Williams were elected to the Faculty Affairs Committee. Professors Alsup, Hallett, Hastings, Jafvert, Konieczny, Weith and Zhang were elected to the Student Affairs Committee. Finally, Professors Folta, Fosmire, Sands and Sepulveda were elected to the University Resources Policy Committee. All professors will serve committee terms equivalent to the length of their Senate terms.

11. Professor Thomas Templin presented, for action, Senate Document 09-7, Revision of the Student Honor Code. His motion was seconded. Professor David Janes asked what would happen next if the document passed. Professor Templin said that the wording could be used in professors’ syllabi, but it was not clear if it would go to a particular administrative office for distribution to the faculty at large. The motion passed by unanimous voice vote.

12. Professor John Grutzner presented, for discussion, Senate Document 09-6, Regulation Changes to Academic Programs. Professor Grutzner made a motion to suspend the rules to allow the Senate to vote on the document during the current meeting. His motion was seconded. The motion to suspend the rules was passed by unanimous voice vote. Professor Grutzner next made a motion to approve the document. His motion was seconded. Several concerns were raised by Senators. Professor Pizlo asked for clarification to understand if students who came in under an old program would follow the guidelines of that program even if it had been superseded by newer curricular guidelines. Professor Grutzner stated that the students would follow the older guidelines in place when they entered a program. Professor Midkiff asked for the rationale for using the entry date rather than the change in program date. Professor McGlothlin stated that the entry date is a key issue for students who enter the university program when they enroll at Purdue. Professor Delp asked if the administration of the newly formed college of HHS were aware of the proposed changes. Professor Grutzner emphasized that the interim dean of the new college, Chris Ladisch, had been part of the ongoing discussions as a member of the EPC. Professor Wasburn asked if professional programs were exempt. Professor Grutzner stated that they were exempt. Professor Fulton asked if the various departments on campus had been involved in the discussions of the changes as a means of avoiding unexpected consequences. Professor Grutzner said that the Director of the Undergraduate Studies Program, Susan Aufderheide, as
well as several other advisors from across campus had extensive input in the
development of this document. Professor Bannatyne expressed his concern that the
bulk of the work of implementation will fall on the professors who have to design suitable
substitute courses for students who need courses that may no longer exist due to
departamental curricular changes. Professor Yih was assured that the concerns of the
College of Engineering had been addressed. Professor McGlothlin spoke as former
chair of the EPC to emphasize that the proposed changes had been under consideration
since he served on the committee several years ago and a great deal of input and
discussion have produced the current proposed wording. He believes the current
proposal is very clear. Professor Buskirk asked if there would be any impact on
independent study courses. Professor Bodner spoke as a member of the EPC who has
been involved in the evolution of the document and stated that he could see no impact
on independent study courses.

No additional discussion occurred and the vote was taken. The document passed by a
large majority with six votes in opposition.

13. Professor Andrew Luescher presented, for information, Senate Report 09-3, Update
from the Core Curriculum Committee (see Appendix E). A link to the committee’s report
and various documents and minutes of the committee has been added to the Senate
web site (www.purdue.edu/faculty). The career account information is required to
access the report and other information from the committee.

14. Vice President Alysa Rollock presented, for information, Senate Report 09-4, Update on
Revision of C-19, Grievance Procedures (see Appendices F and G). The associated
documents can also be found on the Senate web site (www.purdue.edu/faculty).

15. Director of Intercollegiate Athletics Morgan Burke presented, for information, Senate
Report 09-2, Annual Athletic Affairs Committee Report (see Appendix H).

16. Under New Business, Director of Sponsored Program Services Michael Ludwig briefly
described a new Interim Policy on Effort Reporting, II.5.1 (see Appendix I). The purpose
of this policy is to ensure that compensation and commitments in connection with
Purdue University’s Sponsored Projects comply with federal regulations as defined in
Office of Management and Budget (OMB) Circular A-21 Section J10. The policy can be
found at (http://www.purdue.edu/policies/pages/finances/ii_5_1.shtml).

Also under New Business, Professor John Grutzner presented, for information,
information on a new bill passed by the state legislature that amends the current Indiana
Code’s requirements for assignment/acceptance of Advanced Placement (AP)
examination credits (see Appendix J).

17. One memorial resolution had been received for Peter T. Gilham, Professor Emeritus of
Biological Sciences. Out of respect for their departed colleague, the Senate members
stood for a moment of silence.

18. Having no additional business, the Senate adjourned at 5:05 p.m.
Achieving our Goal for World-Class Teaching and Research
Supported by World-Class Operations

• We will focus on:
  – Academic Leadership
  – Student Leadership
  – Research Leadership
  – Maintaining our Public Character

• Requires:
  – Planning for Success
  – Operating for Success
    • In face of challenges, constraints
  – Investing for Success

Planning for Success

• University Strategic Plan (approved by BOT 2008)
  – Scholarship Review (just completed, under analysis)
  – Reorganization of Student Affairs (study completed, reorg. by 6/1/10)

• College Strategic Plans (finalized over last two years)

• Graduate School Strategic Plan (just completed)

• Research Infrastructure Plans (e.g., pre- and post-awards, current analysis of F&A distribution)

• Student Initiatives (Rec. Ctr., CSEL, SOGA)

• Grand Challenges (across all units)
  – Our relationship with the State
  – Attracting and keeping top scholars
  – Attracting top students, Undergrad and Grad
  – Partnerships for research success
  – Fostering a culture of diversity
  – Development of staff

Challenges, Constraints

• National economic downturn has severely affected Indiana
  – Resulted in Governor’s challenge of $45.5 M cut to Purdue

• Dwindling State support over a long period
  – Recurring appropriation to WL cut $21 M over biennium (announced last June)

• Little public support for increased tuition, fees
  – Clamor over last increase (WL still at near bottom of Big Ten!)

• Challenges to maintain public character
  – Value our land-grant mission and its impact

• Challenges to successfully recruit, retain top faculty, staff, and students in face of second year of no raises

• Revised roles, missions for regional campuses from ICHE

• Federal support post-ARRA likely to be much lower
Need to ... save $ short-term to meet Governor's challenge

Need to ... save $ long-term to invest in vision of excellence, as articulated in our plans

Need to ... improve operational effectiveness and efficiencies

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Operating for Success: Ongoing Studies

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<th>Organizational Effectiveness</th>
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<td>4) Managing Energy Use, Costs</td>
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<td>5) Compensation and Benefits</td>
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<td>Benefits for Part-Time</td>
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Investing for Success:
Quality Teaching, Learning, Research, and Engagement

- Scholarship Realignment
- Fund-Raising Campaign for Access & Success
- Endowment
- Eminent Faculty Positions
- New College of Health and Human Sciences
- Capital Planning
  - Dedication of Hall for Discovery & Learning Research
    - NEEES; Nanocomputing, Learning Ctr.; ADVANCE; Healthcare TAP ...
  - Life Sciences Quadrangle
    - Drug Discovery Ctr.; Medical Education; Speech, Language, Hearing Sciences; Pharmacy; Animal Sciences ...
  - Student Center for Excellence and Leadership
    - Planning approved by BOT
Welcome to the last meeting of the Senate for this academic year. Two weeks ago I attended the Board of Trustees meeting at Purdue University North Central campus. The campus is absolutely gorgeous! There are beautiful gardens and sculpture all over that you do not want to be inside. The administration and faculty are very proud of their growth and service to this region of the state and are doing a wonderful job. The Trustees approved the appointment of Professor of Horticulture Natalia Doudareva to Distinguished Professor.

As required by Senate resolution last month, let me report on the survey concerning rebalancing. Recall that this survey was proposed by the URPC and I was charged with carrying out the proposal following Senate approval. In summary there were 1943 usable responses, 1196 were from TIAA eligible staff, the remainder were faculty. About 70% did not favor that proposal, 25% were in favor, and 6% stated no opinion. The breakdown by staff and rank are in the following slide, which will become part of the Senate minutes.

At the Trustee meeting the conceptual budget for fiscal year 2011 was approved. This was an item brought forth to the Finance Committee. Executive Vice President and Treasurer Diaz presented the conceptual budget. During his presentation he explained the central administration “reduce, rebalance and require” TIAA-CREF retirement contribution proposal. I have already presented this latter case to Senators, and then via the Senators to their colleagues. By and large the faculty are satisfied with this proposal as it concerns current faculty and TIAA-CREF. I was invited to provide a response to the Finance Committee of the Trustees. I informed the Trustees that by and large the faculty were satisfied with the final version of the TIAA-CREF plan. I want to thank the Senators for doing a wonderful job in communicating with their colleagues and allowing the Senate to understand faculty positions, and allowing me to have a clear vision of how to represent the faculty. I also must thank the Senate Committee Chairs and the Senate Advisory Committee for being stalwarts of reason and insight.

Finally, I need to remind all of us that the budget discussions are far from over. We need to be vigilant so that Purdue as a culture and as a set of values are not compromised when we need to meet budget challenges. Specifically we need to be a voice for those whose voices are not as forceful as ours. In particular we need to speak for our half-time employees and our clerical and service staff. These individuals are crucial to our culture.

Thank you for your time and consideration; it has been a pleasure and an honor to represent the Senate and the faculty.
# Results of “Rebalancing Survey”

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<th>DO YOU FAVOR REBALANCING?</th>
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<th>NO OPINION</th>
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<td>ASSOC PROF</td>
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<td>FULL PROF</td>
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<td>AP-EXEMPT</td>
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<td>486</td>
<td>1341</td>
<td>116</td>
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TO: University Senate  
FROM: Alyssa Panitch, Chairperson, Steering Committee  
SUBJECT: Résumé of Items under Consideration by the Various Standing Committees

STEERING COMMITTEE
Alyssa Panitch, Chairperson  
apanitch@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
Howard N. Zelaznik,  
Chairperson of the Senate  
hnzelaz@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
Kathryn S. Orvis, Chairperson  
orvis@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
John B. Grutzner, Chairperson  
grutzner@purdue.edu

1. Remedial 1-credit course for students on probation  
2. Core Curriculum  
3. University wide policy on starting date for new and changed Plans of Study  
4. Internationalization initiative  
5. Transfer credit  
6. Advanced Placement Transfer Credit

FACULTY AFFAIRS COMMITTEE
David J. Williams, Chairperson  
djw@purdue.edu

1. Review of faculty surveys at Purdue  
2. Annual budget for Senate activities  
3. Review of Conflicts of Commitment and Outside Activities  
4. Individual Financial Conflicts of Interest  
5. Review of Research Faculty promotion guidelines

STUDENT AFFAIRS COMMITTEE
Thomas J. Templin, Chairperson  
ttemplin@purdue.edu

1. Review of the Student Bill of Rights  
2. Follow-up concerning the Student Conduct Code  
3. Follow-up with Student Services Office concerning disciplinary process

UNIVERSITY RESOURCES POLICY COMMITTEE
Morris Levy, Chairperson  
levy0@purdue.edu

1. Review fiscal policies and aid in generating budget transparency and economy  
2. Review of campus energy sufficiency, safety, and other Physical Facilities operations  
3. Enhancing graduate education and research opportunities  
4. Review of faculty committees  
Chair of the Senate, Howard N. Zelaznik,  
hnzelaz@purdue.edu  
Vice Chair of the Senate, Joan Fulton,  
fultonj@purdue.edu  
Secretary of the Senate, Joseph W. Camp, Jr.,  
jcamp@purdue.edu  
University Senate Minutes;  
http://www.purdue.edu/usenate
## CALENDAR OF STATUS OF LEGISLATION

<table>
<thead>
<tr>
<th>SENATE DOCUMENT</th>
<th>TITLE</th>
<th>ORIGIN</th>
<th>SENATE</th>
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<td>*09-1</td>
<td>Reapportionment of the Senate</td>
<td>Professor Alyssa Panitch</td>
<td>Approved 11/16/09</td>
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<td>*09-2</td>
<td>Formation of the Budget Transparency and Evaluation Committee</td>
<td>Professor Morris Levy</td>
<td>Approved 2/15/10</td>
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<td>Revised Membership in the committee for Student Excellence</td>
<td>Professor John Grutzner</td>
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<td>Nominees for Vice Chairperson of the University Senate</td>
<td>Professor Kathryn Orvis</td>
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<td>Survey of Employee Opinion on Proposal to Rebalance Salary and TIAA-CREF Retirement Benefit</td>
<td>Professor Morris Levy</td>
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<td>*09-6</td>
<td>Regulation changes to Academic Programs</td>
<td>Professor John Grutzner</td>
<td>Approved 4/19/10</td>
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<td>Revision of the Student Honor Code</td>
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<td>Nominees for University Senate Steering and Nominating Committees</td>
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<td>Nominees for Faculty Committees</td>
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<th>09-1</th>
<th>Report to the Senate Concerning the Creation of a College of Health &amp; Human Sciences</th>
<th>Professor John Grutzner</th>
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<td>09-2</td>
<td>Athletic Affairs Committee Report to the University Senate, Spring 2009-10</td>
<td>Athletic Affairs Committee</td>
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<td>09-3</td>
<td>Update from the Core Curriculum Committee</td>
<td>Professor Andrew Luescher</td>
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<td>Update on Revision of C-19, Grievance Procedures</td>
<td>Professor James Greenan</td>
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<td>09-5</td>
<td>Faculty Affairs Committee Annual Report 2009-2010</td>
<td>Professor David Williams</td>
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TO: The University Senate
FROM: University Senate Educational Policy Committee (EPC)
SUBJECT: Change in University Academic Regulations
DISPOSITION: University Senate for Discussion
REFERENCES: University Regulations 2009-10, Section II, Academic Program, Parts C, D, and E

Current

C. Academic Classification of Undergraduate Students

3. A student's academic classification for an associate or bachelor's degree shall be classified by numerals 1, 2, 3, etc., corresponding to the total number of credit hours of college work earned.

<table>
<thead>
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<th>Total Credits Earned</th>
<th>Semester Classification</th>
<th>Status</th>
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<td>14.0 or less</td>
<td>1</td>
<td>First-year Student</td>
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<tr>
<td>15 to 29</td>
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<td>30 to 44</td>
<td>3</td>
<td>Sophomore</td>
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<tr>
<td>45 to 59</td>
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<tr>
<td>60 to 74</td>
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<td>75 to 89</td>
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<td>90 to 104</td>
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<td>Senior</td>
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<tr>
<td>105 or more</td>
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Proposed

C. Academic Classification of Undergraduate Students

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4. The starting date for degree requirements for an approved curriculum is the Fall semester of the academic year. When a new or revised curriculum or degree requirement is approved by a college or school, the new requirements shall not apply to students currently enrolled in the University. This limitation will expire 6 academic years after the new/revised curriculum is adopted. Current students may elect to use the new/revised curriculum or degree requirements for graduation on written request to the school or college. Curriculum or degree requirement changes made to satisfy requirements for professional accreditation may have a starting date in the semester in which the changes are made.
D. Transfer of Students between Curricula *(University Senate Document 71-11, January 17, 1972)*

A student who wishes to transfer from one curriculum to another within the University shall:

1. Prepare the prescribed request form.
2. Secure the approval of the deans of both schools concerned.
3. Submit the completed form at the Office of the Registrar before the end of the second week of the effective term. Forms received after the second week will be effective for the next term. The request form may be honored after the second week if it is accompanied by a special petition setting forth the extenuating circumstances. Any student who has been inactive for three consecutive semesters may request a change of curricula as part of his/her application for reentry.

E. Transfer of Credits between Curricula

When a student transfers from one curriculum to another leading to a different associate or baccalaureate degree, the courses that have been completed and are acceptable in satisfying the degree requirements of the new curriculum shall be determined by an authorized representative of the dean of the school into which the student wishes to transfer.

Not Voting: W. Randy Woodson

---

Approval:

Janet M. Alsup
George M. Bodner
Ronald J. Glotzbach
John B. Grutzner
Chong Gu
L. Tony Hawkins
R. Neal Houze
Joseph F. Kmec
Robert A. Kubat
Christine M. Ladisch
Andrew Luescher
Mark M. Moriarty
Teri Reed-Rhoads
Glenn G. Sparks
Eddie Van Bogaert
Melissa Perram
Gabriela Szteinberg
Whereas: Academic dishonesty occurs at increasing rates on college and university campuses across the country and at Purdue University.

Whereas: The Purdue Student Government supports the reduction and elimination of academic dishonesty and the promotion of academic integrity on Purdue University campuses.

Whereas: The Purdue Student Government has rewritten the current Student Code of Honor with the following Modified Student Code of Honor:

- The purpose of the Purdue University academic community is to discover and disseminate truth. In order to achieve these goals, the university commits itself towards maintaining a culture of academic integrity and honesty. For this to be possible, self-discipline and a strong desire to benefit others must be present within each individual. Therefore, we students must follow the Regulations Governing Student Conduct of Purdue University out of a sense of mutual respect, rather than out of fear of the consequences of their violation.

Whereas: The Purdue Student Government will help facilitate educational activities at various venues such as the Boiler Gold Rush and the Star Program for new and continuing students about the Modified Student Code of Honor.

Whereas: The Purdue Student Government will encourage faculty to include the Modified Student Honor Code in course syllabi.

Therefore, Be It Resolved That:

The University Senate endorses the Modified Student Honor Code and its dissemination through educational activities on Purdue campuses and its placement in course syllabi.

Committee members approving the resolution: Dave Anderson, Zarjon Baha, Becky Brown, Christian Butzke, Martin Curd, James Greenan, Sally Hastings, Tony Hawkins, Peter Kim, Pablo Malavenda, James Ogg, Tom Robinson, Jess Rombach, John Sautter, Linda Thoman, Thomas Templin, and Marion Trout.
TO: The University Senate  
FROM: University Senate Nominating Committee  
SUBJECT: Nominees for University Senate Steering and Nominating Committees  
REFERENCE: Bylaws of the University Senate  
DISPOSITION: Election by the University Senate

The Nominating Committee proposes the following nominees for service on the University Senate Nominating and Steering Committees. The persons elected are to serve the period of years shown following each name. Resumes of the nominees are attached.

A. For the four vacancies on the Steering Committee, the following seven faculty members are proposed:

- Ozan Akkus (3) Biomedical Engineering
- Carlos Corvalan (3) Food Science
- Timothy Folta (3) Management
- Gabriele Giuliani (2) Physics
- James Lehnert (3) Electrical & Computer Engineering
- Christopher Pincock (3) Philosophy
- Mara Wasburn (3) Organizational Leadership & Supervision

B. For the two vacancies on the Nominating Committee, the following four faculty members are proposed:

- Patricia Bauman (2) Mathematics
- Daniel Mroczek (1) Child Development & Family Studies
- Mary Nakhleh (2) Chemistry
- J. Paul Robinson (2) Basic Medical Sciences

Approving:

Phillip Dunston  
Michael Fosmire  
William McInerney  
Kathryn Orvis  
Suzanne Parker  
Melissa Remis  
Samuel Wagstaff
Ozan Akkus
Dr. Akkus holds the title of Associate Professor at the Weldon School of Biomedical Engineering of Purdue University since January 2006. Prior to that, he was an Assistant Professor of Bioengineering at the University of Toledo. His training includes a postdoctoral research fellowship at the Department of Orthopaedics at The Mount Sinai School of Medicine in New York City and a doctoral degree from Case Western Reserve University. The general research focus of Professor Akkus is on understanding molecular level basis fragility of musculoskeletal tissues with age, disuse, or overuse and develop biomaterial based repair strategies to augment such defects. Cumulatively, the research makes seminal contributions to the area of orthopaedics from the engineering perspective and benefits the following populations of the society: 1) the elderly, particularly the females, suffering from osteoporosis; 2) people who have lost substantial bone (due to trauma) or do not have sufficient bone regeneration capacity (due to chemotherapy or age) and, resultingy, in need of bone allografts, 3) athletes and soldiers who are under risk of fracture under intense training. Research activities led by Professor Akkus have been funded by the NIH, NSF, Whitaker Foundation, US Army and the Musculoskeletal Transplant Foundation under Professor Akkus’ principal investigatorship. Professor Akkus’ lab has generated 40 manuscripts in first tier journals. His honors include NSF-CAREER award. He has served in various committees in his home department ranging from undergraduate curriculum to graduate curriculum. At the College of Engineering level, he has served in the Faculty Affairs Committee. Nationally, he is deeply involved in ASME Summer Bioengineering Conference and served as the publication and information chairs in the past and he is the Program Chair for 2011.

Carlos Covalan
Carlos M. Corvalan is Associate Professor of Food Science in the College of Agriculture and, by courtesy, an Associate Professor in the School of Mechanical Engineering at Purdue University. He received his Ph.D. in Chemical Engineering from the University of Litoral, Argentina. He completed a postdoctoral fellowship at Purdue University, and was a visiting scientist at the Whistler Center, also at Purdue. Dr. Corvalan is an active researcher with over 35 peer reviewed publications, has given over 50 presentations at national and international meetings, and taught advanced courses in science and engineering. His research at the interface between science and engineering focuses on analytical and computational modeling of heat and mass transfer in a variety of mechanical, chemical, and biological processes. His lab is currently studying the effect of surface active species on industrial and biological free surface flows of complex fluids in multidisciplinary projects supported by NASA, USDA and the DOD. Dr. Corvalan has participated in more than 30 graduate students committees of which he was chair for 7 graduate students. In his 6 years at Purdue, Dr. Corvalan has served on university committees including the Food Science Graduate Committee, the College of Agriculture Grade Appeals Committee, and Purdue Computer Science and Engineering Multidisciplinary Program Committee. He has actively participated on faculty search committees and considers the participation of faculty essential in maintaining a dynamic and vibrant community of scholars and researchers.
Timothy Folta

Timothy B. Folta is the Brock Family Chair of Strategic Management in the Krannert School of Management at Purdue University and an Associate Professor of Management. He received a Ph.D. in Management from Purdue University in 1994. He is also a 2009-2010 Fulbright Senior Scholar to Italy to study high technology entrepreneurship. Folta’s research focuses on firm entry and exit, with a particular emphasis on entrepreneurial ventures. Currently, with colleagues from Sweden and France, he is exploring the performance implications of entrepreneurial entry that is incremental, where entrepreneurs retain their wage positions while also starting a firm. He is an active researcher, with over 25 peer review publication, 10 book chapters, and has given over 25 international lectures and taught advanced courses in 8 countries. He is on the Editorial Board of Strategic Management Journal, Journal of Business Venturing, and Strategic Entrepreneurship Journal. He has won a number of awards for his research, including the U.S. Small Business Administration Award for the “Best Paper Exploring the Importance of Small Businesses to the U.S. Economy or a Public Policy Issue of Importance to the Entrepreneurial Economy.” He has served as Chair or as a member of over 20 Ph.D. Committees at Purdue, University of Colorado, Stockholm School of Economics, LUISS (Rome), or University of Kentucky. Folta joined Purdue University in 1998 and has served in a number of capacities at the university and school level, including, Director of BIOMEDSHIP – a partnership between Krannert, the Weldon School of Biomedical Engineering, and the Indiana University School of Medicine to educate graduate students on entrepreneurship and innovation in the medical device industry. He also served as a member of Burton D. Morgan Entrepreneurship Center Strategic Planning team, Member of Alsace – Indiana Cooperation Program, Reviewer and Judge at the Life Science Business Plan competition, Area Coordinator of Strategic Management, Ph.D. Coordinator, and Chair of the Hanna Professor search Committee. He also serves on the West Lafayette Schools Education Foundation, an organization that raises and provides financial resources for the WL Schools.

Gabriele Giuliani

Gabriele F. Giuliani is a Professors of Physics and has been a faculty member at Purdue since 1984. He received his doctorate from the Scuola Normale Superiore of Pisa, Italy, and was a postdoctoral fellow at Purdue as well as at Brown University. He is a theorist and has published extensively in his area of expertise which is the Physics of Condensed Matter. His current interests lie in the field of semiconductor transport in nanoscale devices and he is involved in an effort to understand the interplay between the mutual electronic interactions and the spin-orbit coupling in two dimensional electronic systems. Alongside editing conference proceedings he has recently authored a successful book in Many-Body Theory which is published by Cambridge University Press. He has delivered invited talks at and organized a number of international meetings and has participated in professional review panels. Most of his students have become Physics faculty members at other institutions. Professor Giuliani is a Fellow of the American Physical Society, a member of Sigma Xi and the recipient of the 2007 Beate and Martin Block Award at the Aspen Center for Physics and the 2006 Spira Award for Graduate Teaching at Purdue. He has previously served and is currently serving on the Faculty Senate of Purdue University. He has participated in a number of search committees in the Physics Department and in the College of Science and, over the years, has served in several University Committees. He has a strong belief in the importance of Faculty input in and awareness of the University governance at large.

James Lehnert

James S. Lehnert received the B.S. (highest honors), M.S., and Ph.D. degrees in electrical engineering from the University of Illinois at Urbana-Champaign in 1978, 1981, and 1984, respectively. He has held summer positions at Motorola Communications, Schaumburg, IL, in the Data Systems Research Laboratory, and Harris Corporation, Melbourne, FL, in the Advanced Technology Department. Professor Lehnert currently serves as Director of the Spread-Spectrum and Satellite Communications Laboratory (S3CRL) at Purdue University, where he has been a Purdue University Faculty Scholar. He was selected Fellow of the IEEE in
2000, "for contributions to the theory and practice of spread-spectrum multiple-access communication systems." He served for many years as Editor for Spread Spectrum for the IEEE Transactions on Communications. Prof. Lehnert served as one of the editors of special issues of the Institute of Electrical and Electronic Engineers (IEEE) Journal on Selected Areas in Communications. The goal was to describe international research impacting the development of the new, and rapidly emerging, wireless communication standards. He was recently awarded the 2009 IEEE Military Communications Conference (Lifetime) Award for Technical Achievement. **Experience in Research:** Prof. Lehnert has served as Principal Investigator of a DDR&E Focused Research Initiative (FRI) award that teamed Purdue University, the University of Michigan, and the University of Illinois with industrial partners to investigate Wireless Distributed Multimedia Communications for the Digital Battlefield. This helped to develop the Tactical Internet. He later worked on DARPA's Small Unit Operations (SUO) Program with Texas Instruments Defense Systems to develop small hand held terminals for special forces. He worked on DARPA's Global Mobile Computing (GLOMO) Program with Hughes Aircraft Company and the University of Michigan on the Adaptive Signal Processing and Networks (ASPEN) team, which worked to develop highly mobile and robust military networks. This program investigated the interaction of signal processing, codes, and the network layer of a military system. He has worked with the Univ. of Michigan with National Science Foundation (NSF) support on the integrated design of wireless information networks and with the National Aeronautics and Space Administration (NASA) on communications for air traffic control. He has done research on multiple-input, multiple output (MIMO) systems for Rockwell-Collins. He now leads a consortium that involves Purdue University, Ohio State University, the University of Michigan, and the University of Florida in an investigation of the efficient use of the radio frequency spectrum. He served as one of four faculty members nationwide that provided academic oversight for the development of the Software Communications Architecture (SCA) for the Joint Tactical Radio System (JTRS) by a Raytheon-led team. He has developed a satellite testbed and is working on a fast prototyping facility for wireless signal processing algorithms at Purdue. He has also supported the development of DARPA's Tactical Targeting Network Technologies program in cooperation with Rockwell-Collins and other defense contractors.

**Christopher Pincock**

Christopher Pincock is Associate Professor of Philosophy in the College of Liberal Arts. He received his Ph.D. from the University of California, Berkeley in 2002 and joined Purdue in August of 2002. In the 8 years since then he has published 22 articles and 18 book reviews. These publications range from work on the history of analytic philosophy through the philosophy of mathematics and the philosophy of science. During 2009 Professor Pincock’s research was supported by a National Endowment for the Humanities Fellowship and a visiting fellow appointment at the Center for the Philosophy of Science at the University of Pittsburgh. While there he began writing a book on the ways in which mathematics helps in science and the philosophical implications which these contributions have. The book, *Mathematics and Scientific Representation*, is now under contract with Oxford University Press. In his 8 years at Purdue Professor Pincock has served on several committees within the Department of Philosophy and the College of Liberal Arts. In the spring of 2010 he served as a Senator in the Liberal Arts Senate.

**Mara Wasburn**

Silver hair notwithstanding, I am a relatively new faculty member. I was hired as a beginning assistant professor of Organizational Leadership in the College of Technology in 2001, and was promoted to full professor in this last go-round. My research and engagement focus on attracting and retaining women to Science, Technology, Engineering, and Math (STEM) disciplines, and on team mentoring as a tool for enhancing the likelihood of professional success. My particular passion is faculty success, and mentoring new faculty, which has grown more critical as the bar for promotion and tenure continues to rise. The team mentoring model I
developed has been implemented not only by Purdue’s Faculty Mentoring Network, but I have also worked with Technical University of Berlin and the University of South Australia. Locally, I have co-facilitated team mentoring programs for women business owners and for our new assistant professors. Prior to becoming a faculty member, I experienced Purdue as both an administrator and a graduate student, giving me a unique perspective on the University, which I believe would serve the Senate well in these times of scarce resources and difficult decisions. My work with and for the University Senate has proved extremely rewarding to me. I have served as a consultant to the Mentoring Task Force of the Faculty Affairs Committee, and most recently, I have been a member of the Steering Committee. My hope is to become more deeply involved with the Senate, and to use what perspective I have gained to help move us forward in the years to come.

**NOMINATING COMMITTEE**

Patricia Bauman
Patricia Bauman is a Professor of Mathematics at Purdue. Her research is in partial differential equations with applications to materials. She has done NSF-supported research for more than 20 years in this area, studying the behavior of solutions to nonlinear systems of partial differential equations that describe materials, including nonlinear elasticity, superconductivity, and liquid crystals. Professor Bauman received her Ph.D. from the University of Minnesota, Minneapolis, in 1982. Before coming to Purdue, she was an NSF postdoc at the Courant Institute of Mathematical Sciences at New York University and a Moore Instructor at MIT. She received the American Mathematical Society (AMS) Centennial Research Fellowship in 1994, and has served as an associate editor for the Transactions of the AMS and the SIAM Journal on Mathematical Analysis journals. She has also served on many AMS and SIAM committees. In her 26 years at Purdue, Professor Bauman has served on numerous university and departmental committees, including the College of Science Hiring Priorities Committee, Dean of Science Search Committee, Science Strategic Planning Pillar Committee on Diversity, and Math Department Personnel (Search) Committees and Promotions Committees.

Daniel Mroczek
Daniel K. Mroczek received his B.S. from Loyola University Chicago and his Ph.D. in psychology from Boston University. He was a post-doctoral fellow in epidemiology at the University of Michigan from 1992 to 1995. In 1995 he joined the faculty of Fordham University in New York City and received tenure in 2000. In 2005, he joined the faculty of Purdue University. In 2008 he was promoted to full Professor. The author of over 50 journal articles and chapters, Mroczek’s research has focused primarily on how personality traits influence mortality, chronic disease and other physical health outcomes. He has also made key contributions to the area of personality development, especially biological basis of personality and the ways in which personality traits change over the lifespan, particularly as part of the aging process. He also has general interests in health and well-being in midlife and older adulthood, and is part of Purdue’s Center on Aging and the life Course. He has several statistical and methodological interests as well, including multilevel models (especially growth-curves), Cox survival models, longitudinal design, and psychometrics. He is principal investigator of an R01 grant from the National Institutes of Health (specifically, the Nat’l Institute on Aging), now in its 10th year of support. He is also co-investigator on a large 16-university P01 from the NIH that is studying longitudinally the psychosocial factors that predict physical health in midlife and beyond (the MIDUS Survey). He has served as a standing member of two different NIH study sections, and was chair of the SPIP study section from 2004 to 2007. Since 2000, he has served or continues to serve on 6 editorial boards of major journals in psychology.
and gerontology. He has served as an elected member of 3 different boards of national societies: the Aging Division of the American Psychological Assn. (2000-2003), the Behavioral & Social Science Section of the Gerontological Society of America (2001-2004), and the Executive Board of the Assn. for Research in Personality (2008-present). In 2008 he was made a Fellow of the American Psychological Association. At Fordham in 2000, Mroczek won the Undergraduate Teaching Award, and at Purdue in 2008 he was selected a University Scholar for his research accomplishments. Between Fordham and Purdue he has mentored 14 doctoral dissertations. Among his former students are tenured or tenure-track faculty members at Rutgers University, Univ. of South Florida, and Pace University.

Mary Nakhleh
Mary B. Nakhleh is a Professor of Chemistry and Curriculum & Instruction, jointly appointed to the College of Science and the College of Education at Purdue University. She received her Ph.D. in Science Education from the University of Maryland at College Park. She has taught CHM 116 for science and engineering majors for many years and is currently teaching and revising CHM 200 for elementary education majors. In addition she teaches the secondary and middle school methods courses for teaching majors in the physical sciences and graduate level education courses. She advises an active research group and also is responsible for the undergraduate teacher education program in chemistry. Her research focuses on students' beliefs about the particle nature of matter and how students interact with technology to achieve learning. She is the author of 40+ published papers, reports and book chapters and has given over 190 conference presentations and invited lectures nationally and internationally. For her research she is a Fellow of AAS and the American Educational Research Association and has won the Early Career Research Award given by the National Association for Research in Science Teaching. For her teaching she has also won The Arthur E. Kelly Award (Chemistry), the Outstanding Teacher Award (Curriculum & Instruction and College of Education), the Murphy Award (Purdue University). She has previously served as a member of the Senate Nominating Committee and as a member of the Teaching Academy Executive Council. She currently serves as a Senator.

J. Paul Robinson
J. Paul Robinson is the SVM Professor of Cytomics in the School of Veterinary Medicine and a professor in the Weldon School of Biomedical Engineering at Purdue University. He received his Ph.D. in Immunopathology from the University of New South Wales, Sydney, Australia. He completed a postdoctoral fellowship at the University of Michigan Medical School. He is currently the director of the Purdue University Cytometry Laboratories and Deputy Director for Cytomics and Imaging in the Bindley Biosciences Center in Discovery Park. He is the immediate past-President of the International Society for Analytical Cytology and is the Editor-in- Chief of Current Protocols in Cytometry, Associate Editor of Histochemica et Cytobiologica, and Associate Editor of Cytometry Part A. He is an active researcher with over 130 peer reviewed publications, 21 book chapters, has edited 7 books and has given over 100 international lectures and taught advanced courses in over a dozen countries. He was elected to the College of Fellows, American Institute for Medical and Biological Engineering in 2004, was the winner of the Pfizer Award for Innovative Research, 2004 and the Gamma Sigma Delta Award of Merit Research in 2002. He has participated in numerous NIH, NSF and private foundation review boards. His research area has focused on reactive oxygen species primarily in neutrophils, cell lines such as HL-60 cells. His lab is currently studying the biochemical pathways of apoptosis as related to reactive oxygen species in mitochondria. His lab specializes in multidisciplinary research projects and this is reflected in backgrounds of the 66 graduate students committees he has sat on of which he was chair for 23 PHD and 12 MS students. A total of 19 students were in an engineering discipline. A recent activity of Dr. Robinson was the creation of a new private foundation, “Cytometry for Life” with the goal of providing low cost CD4 technology to those nations most in need of these tools, initially focusing on countries in Africa where over 30
million people suffer from AIDS. The foundation activities include design and manufacture of appropriate low cost CD4 technology, and development of an on-the-ground effort in education and training in AIDS related activities in Africa. http://www.cytometryforlife.org In his 19 years at Purdue, Dr. Robinson has served on numerous university committees such as patents and copyright, senate steering, nomination and educational policy committees, executive committee of the Envision Center, Bindley Bioscience Center Executive Committee, Cancer Center committees, Purdue Libraries Research Committee, BMS Graduate Committee Chair, and Purdue Research Park Advisory Committee to name but a few. He has actively participated or chaired many faculty search committees and considers the participation of faculty in all of these university activities fundamental to the needs of an excellent institution.
The Nominating Committee proposes the following slates of nominees for service on the University faculty committees listed below. The faculty members elected are to serve for terms as specified:

A. **University Grade Appeals Committee**
   
   Peter Hirst (HORT)
   Michele Summers (TECH)

   for terms of service ending May 31, 2013.

B. **University Censure and Dismissal Procedures Committee**
   
   Joel Ebarb (VPA)
   Stephen Elliott (IT)
   Nathan Hartman (CGT)
   JoAnn Miller (CLA)
   Jose Ramos-Vara (CPB)
   Ralph Webb (COMM)
   Howard Zelaznik (H&K)
   William Zinsmeister (EAS)

   for terms of service ending May 31, 2013.

**Approving (via email)**

Phillip Dunston
Michael Fosmire
Michael Hill
William McInerney
Kathryn Orvis
Suzanne Parker
Melissa Remis
Samuel Wagstaff
The Nominating Committee proposes the following slates of nominees for service on the University Senate Standing Committees listed below. The faculty members elected are to serve for the period shown within the parentheses following each name.

A. **Educational Policy Committee**
   For the six vacancies, the proposed slate of nominees includes Professors:
   
   Peggy Ertmer (3) Curriculum & Instruction  
   Harold Kirkwood (3) Libraries  
   Andrew Luescher (3) Veterinary Clinical Sciences  
   David Riese (3) Medicinal Chemistry  
   Timothy Sands (3) Provost  
   Glenn Sparks (3) Communication

B. **Faculty Affairs Committee**
   For the four vacancies, the proposed slate of nominees includes Professors:
   
   Walid Aref (3) Computer Science  
   Zygmunt Pizlo (2) Psychological Sciences  
   Timothy Sands (3) Provost  
   David Williams (3) Veterinary Administration

C. **Student Affairs Committee**
   For the seven vacancies, the proposed slate of nominees includes Professors:
   
   Janet Alsup (1) English  
   Steven Hallett (3) Botany & Plant Pathology  
   Sally Hastings (3) History  
   Chad Jafvert (3) Civil Engineering  
   Stephen Konieczny (3) Biological Sciences  
   Lee Weith (3) Biochemistry  
   Li Zhang (3) Visual & Performing Arts

D. **University Resources Policy Committee**
   For the four vacancies, the proposed slate of nominees includes Professors:
   
   Timothy Folta (3) Management  
   Michael Fosmire (2) Libraries  
   Timothy Sands (3) Provost  
   Marisol Sepulveda (2) Forestry & Natural Resources

**Approving (via email)**

Phillip Dunston  
Michael Fosmire  
Michael Hill  
William McInerney  
Kathryn Orvis  
Suzanne Parker  
Melissa Remis  
Samuel Wagstaff
TO: The University Senate
FROM: Athletic Affairs Committee
SUBJECT: Athletic Affairs Committee Report to the University Senate, Spring 2009-10
DISPOSITION: University Senate for Information

Purdue University’s commitment to the academic and social well being of its student-athletes is focused through the activities of the Athletic Affairs Committee (AAC) and Intercollegiate Athletics (ICA). This report covers the two regular semesters in the year that has passed since the last report from the AAC: the Spring Semester of 2008-09 and the Fall Semester of 2009-10.

FACULTY OVERSIGHT OF ATHLETICS

Faculty oversight of ICA continues to be exercised through the AAC. The membership of the AAC, listed in Appendix 1 of this report, continues to include representation from faculty, an appointed liaison from the Student Affairs Committee of the University Senate, alumni, citizens from the local community, Purdue University students, and ICA. The AAC has a charge to study, review and approve changes in rules and regulations affecting intercollegiate athletics programs, and to formulate positions with regard to legislation pending before the NCAA. The AAC also discusses current NCAA changes to regulations and proposals on diverse topics that will affect the status of both university sports programs and the eligibility of student-athletes.

Monthly meetings of the AAC are held at which members hear reports and participate in discussions pertinent to their mandate. We heard from President Córdova who was our guest at the August 2009 meeting. Topics dealt with this year have included updates on the NCAA Division I Academic Eligibility Requirements, Purdue University Recruiting Philosophy, Student-Athlete Transitions Program, Academic Progress Rate, and National Letter of Intent (NLI).

NEW ICA STRATEGIC PLAN – APPROVED JANUARY 2009

The plan, which is set forth in Appendix 2 in its entirety, can be summarized as follows:

Purdue University’s Department of Intercollegiate Athletics is a self-supporting auxiliary enterprise within the University, and it is one of the front porches for the University. It unites alums, it forges lifelong ties with students, it entices future Boilermakers to apply for admission, and it provides opportunities for some 500 young men and women each year to pursue excellence in competition and in the classroom, a dual goal we have named the “25/75 Club” but soon to be renamed the “25/85 Club.” In 1994, our composite ranking of athletic and academic success was 100th out of the nearly 300 NCAA Division I schools. Recently, we have been in the top 25-50 programs in the country. It is now time to increase our focus on achieving the 25/85 designation; only eight universities achieved this designation in 2008-09, and to strive to improve to
become one of the elite programs in the country. This strategic plan is designed to accelerate improvement in our performance by creating a focus on six goals designed to:

- Provide opportunity to talented young student-athletes
- Solidify our national standing among the elite programs in the country, and
- Provide a visible example of how the intercollegiate model can produce outstanding leaders for the 21st century

The execution of our plan will require diligent effort by all involved and support from all our John Purdue Club members and fans. The time to Accelerate and Finish is NOW!

ICA STRATEGIC PLAN SYNERGIES

The foundation of the plan lies in the Vision, Mission and Goals of the department. A summary is set forth below:

<table>
<thead>
<tr>
<th>OUR VISION</th>
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<tr>
<td>A championship-caliber athletics organization that is excellent in all respects and is a consistent member of the “25/85 Club.”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OUR MISSION</th>
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<tr>
<td>Collectively aspiring to win championships - both athletically and academically - we will engage and inspire all constituencies to support the broader University pursuit of preeminence. We will attract the very best student-athletes, coaches, and staff and retain the engaged involvement of former student-athletes.</td>
</tr>
</tbody>
</table>

The very best will execute this mission sharing a common set of values - integrity, mutual respect, a belief in hard work, team work, a commitment to inclusiveness - and the courage to lead. They will be the Purdue Athletics’ brand and continue to enhance our reputation while being pleased with every aspect of their experience at Purdue University.

A financially self-supporting environment will provide the resources for coaches and staff to develop championship programs.
Execution of our mission and achievement of the vision requires focus on six goals:

**Athletic**
All sports will place in the top 25 nationally. Consistent performance at this level will see us competing for Big Ten and NCAA championships.

**Academic**
Student-athletes will perform at or above the all-campus cumulative grade point average. All Purdue teams will have a graduation success rate (GSR) equal to or better than sport-specific Division 1-A GSR.

**Fiscal**
Marketing and Development plans will be designed and executed to generate revenue. All financial resources will be allocated in pursuit of the vision and managed to ensure that we provide scholarships, quality academic support services, competitive operating budgets, and comprehensive facilities.

**Equity**
In an atmosphere that upholds and embraces inclusiveness among all constituencies, we will provide champion-caliber participation opportunities that recognize and reinforce gender and ethnic equality for all student-athletes.

**Image**
The student-athletes, coaches, and staff will live their shared values as the role models that they are, so that people “experience” Purdue Athletics with respect, admiration, and pride. All decisions will be communicated in a manner to create, project and enhance this strong intercollegiate athletic brand.

**Leadership**
We will identify, cultivate, and reinforce those student-athletes, coaches, and staff members who are willing to lead by example, who are committed to thorough implementation and who challenge the status quo.

The strategies to support the Academic and Leadership goals which were bolded above are set forth below:

**GOAL 2: ACADEMIC**
Student-athletes will perform at or above the all-campus cumulative grade point average. All Purdue teams will have a graduation success rate (GSR) equal to or better than sport-specific NCAA Division I GSR. The GSR provides a more accurate graduation metric. If a student-athlete transfers from Purdue and is eligible, they are removed from the co-hort and if a student-athlete transfers to Purdue they are added to the co-hort.

Strategies:
- Develop priority scheduling for registering for classes and strengthen relationships between athletic academic advisors and college academic advisors
- Provide necessary services to support the student-athletes performance – sports medicine, academic advisors, tutors, mentors, and learning specialists so obstacles to performance are removed
- Communicate the standard of behavior that is expected from all Boilermaker student-athletes
- Educate student-athletes about the importance of academic integrity
- Set annual cumulative grade-point average objectives for each team and meet or exceed them
• Develop an individual career plan for each student-athlete to be updated annually to ensure academic success and progress is achieved; identify and utilize support services
• Improve overall Graduation Success Rate (GSR) rate to 85 percent or better
• Encourage former student-athletes to participate in the degree completion program
• Review current support systems to ensure they serve the student-athlete effectively
  o Walk-in tutors
  o Learning disability specialists
  o Tutors
  o Mentors
  o Brees Academic Center floor plan design
• Review the Boiler Gold rush orientation program and determine how it can be effectively used by our teams to assist incoming freshmen – for fall sports, consider having all attend an orientation day in June concurrent with their summer transition, advising, and registration (STAR) program
• Provide individual and team recognition for academic achievement, graduation and postgraduate awards

GOAL 6: LEADERSHIP
We will identify, cultivate, and reinforce those student-athletes, coaches, and staff members who are willing to lead by example, who are committed to thorough implementation and who challenge the status quo.

Strategies:
• Effective use of the performance management process to ensure timely feedback and personalized development opportunities
• Plan, develop, and implement a student-athlete leadership curriculum that covers the time period from “recruitment to graduation”
• Foster a spirit of continued leadership development by bringing capable speakers to the department periodically throughout each year

Benchmark metrics are important to every plan.

With the Vision, Mission and Goals articulated and the enumeration of strategies to achieve the goals, Purdue Athletics will compare itself to a set of peer institutions for the purpose of benchmarking to assess progress and competitiveness.

These peers include the Big Ten institutions and public university aspirational peers: Texas, Texas A & M, University of California-Berkeley and Georgia Tech.

The 25/85 designation was achieved by only 8 of the 300 Division I programs in 2008-09 and represents our aspirational vision. During the 2008-2014 time periods, we intend to close the gap (38/77 or the 87 percentile of the 300 Division I programs in 2008-09) and solidify our standing as a nationally elite program.

BENCHMARKS

ATHLETIC GOAL
• Upper Half Big Ten Finishes (most recent 5 years)
• Directors’ Cup Performance (most recent 5 years)
ACADEMIC GOAL

• Average Cumulative Grade Indices: Student-athlete vs. student body (most recent 5 years)
• Graduation Success Rates (peer comparison)
• Spring Academic Profile contrasted with the student body

FISCAL GOAL

Internal
• Development Summary (most recent 5-years – total production, cash production and annual fund)
• JPC Membership (most recent 5 years plus current month)
• Ross-Ade Premium Seating Licensing Activity
• Major Maintenance Summary (listing of projects from past year)

External (peer comparison)
• Total Athletics Revenue
• Generated Revenue/Total Athletics Revenue
• Net Revenue
• Total Expenditures
• Athletic Expenses/Student-athlete
• Athletic Expenses Rate of Change/University Rate of Change

EQUITY GOAL

• Squad Size Trend Data which compares gender make-up of teams
• Equity Indices and Athletically Related Student Aid by Gender

IMAGE GOAL

• Web Traffic: total monthly hits and unique visitors

LEADERSHIP GOAL

• Number of student-athletes participating in leadership curriculum
• Community Service – number of teams performing and number of student-athletes

ACADEMIC GOAL PROGRESS

Planning Process
The athletics academic support services unit operates with a rolling three-year plan. Each year, the athletics academic support services staff reviews and updates the plan to ensure it is meeting the academic needs of the student-athletes and that it helps create the atmosphere and expectation for academic success. The three-year plan provides the opportunity for the staff to modify and update current practices in an organized manner. The three-year plan objectives are reviewed twice a year with both faculty athletic representatives (FARs) and the athletics senior staff to ensure progress is being made. These meetings provide the opportunity for input by the FARs and sport administrators. With the athletics department strategic plan finalized, academic items from the strategic plan will become incorporated into the rolling three year plan and annual athletic department objectives.

Academic Status of Student-Athletes
During the subject semesters, undergraduate enrollment at Purdue University totaled:

<table>
<thead>
<tr>
<th></th>
<th>Spring ’08-’09</th>
<th>Fall ’09-’10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men:</td>
<td>17,050</td>
<td>17,905</td>
</tr>
<tr>
<td>Women:</td>
<td>12,555</td>
<td>13,171</td>
</tr>
<tr>
<td>Total:</td>
<td>29,605</td>
<td>31,076</td>
</tr>
</tbody>
</table>
For academic reporting purposes, student-athlete enrollment totaled:

<table>
<thead>
<tr>
<th></th>
<th>Spring ‘08-'09</th>
<th>Fall ’09-'10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men:</td>
<td>274</td>
<td>308</td>
</tr>
<tr>
<td>Women:</td>
<td>171</td>
<td>170</td>
</tr>
<tr>
<td>Total:</td>
<td>445</td>
<td>486</td>
</tr>
</tbody>
</table>

Appendix 3 shows the distribution of student-athletes among the Schools and Colleges of Purdue University during the Spring 2010 semester.

Details of the academic performance of student-athletes during the subject semesters, as compared to the corresponding university wide averages, is shown in the table below, including GPAs and other relevant statistics. It is noteworthy that Fall 2009-10 was the 25th consecutive semester in which the cumulative GPA of Purdue’s student-athletes exceeded the all-campus cumulative GPA.

<table>
<thead>
<tr>
<th>Student-Athlete Academic Profile Contrasted to Student Body</th>
<th>Spring ‘08-09</th>
<th>Fall ‘09-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Performance Measures:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cumulative GPA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student-athletes</td>
<td>3.03</td>
<td>3.03</td>
</tr>
<tr>
<td>All-campus</td>
<td>2.93</td>
<td>2.94</td>
</tr>
<tr>
<td>Semester GPA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student-athletes</td>
<td>3.04</td>
<td>3.0</td>
</tr>
<tr>
<td>All-campus</td>
<td>2.87</td>
<td>2.86</td>
</tr>
<tr>
<td>Achievement of Semester GPA of 3.0 or higher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student-athletes</td>
<td>59.33% (264)</td>
<td>58.64% (285)</td>
</tr>
<tr>
<td>All-campus</td>
<td>53.59%</td>
<td>54.29%</td>
</tr>
<tr>
<td>Achievement of Academic Honors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student-athletes</td>
<td>31.01% (138)</td>
<td>27.16% (132)</td>
</tr>
<tr>
<td>Dean’s List and Semester Honors</td>
<td>(73)</td>
<td>(87)</td>
</tr>
<tr>
<td>Semester Honors only</td>
<td>(48)</td>
<td>(39)</td>
</tr>
<tr>
<td>Dean’s List only</td>
<td>(17)</td>
<td>(6)</td>
</tr>
<tr>
<td>All-campus</td>
<td>**</td>
<td>29.56%</td>
</tr>
<tr>
<td>Achievement of perfect 4.0 Semester GPA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student-athletes</td>
<td>4.27% (19)</td>
<td>5.35% (26)</td>
</tr>
<tr>
<td>All-campus</td>
<td>7.29%</td>
<td>6.55%</td>
</tr>
<tr>
<td>Placement on probation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student-athletes</td>
<td>3.82% (17)</td>
<td>3.7% (18)</td>
</tr>
<tr>
<td>All-campus</td>
<td>6.29%</td>
<td>6.88%</td>
</tr>
<tr>
<td>Dropped from the University</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student-athletes</td>
<td>0.45% (2)</td>
<td>0.21% (1)</td>
</tr>
<tr>
<td>All-campus</td>
<td>2.32%</td>
<td>1.44%</td>
</tr>
</tbody>
</table>

**Data not available for Fall 2009 semester.**

CUMULATIVE GRADE INDEXES
In support of its goal to achieve above student-body average GPAs, ICA also wishes to promote the importance of its athletes bringing their academic careers to a successful conclusion by ensuring that every student has the best opportunity to graduate. To this end, the goal set by ICA as stated above is to achieve and maintain graduation success rates equal to or better than sport-specific Division 1-A GSR.

**The GSR (Graduation Success Rate)**
This is the fifth year the NCAA is reporting the Graduation Success Rate (GSR) for Division I institutions. The GSR improves on the federally mandated graduation-rate measure by including students who transfer to other institutions. The GSR also allows institutions to subtract student-athletes who leave their institutions prior to graduation as long as they would have been academically eligible to compete had they remained. Thus, the GSR figures are higher than the graduation rates in the federal calculation because the latter counts all students who leave as non-graduates from their initial institution. The GSR value for Purdue is 77% and 79% for all Division I schools. It is worth noting that 89% of Purdue’s student-athletes complete their athletic eligibility at Purdue and graduate. The comparable graduation rate in Division I is 87%. (NCAA web site)

Appendix 4 shows GSR data for each Purdue University team and for all Division I sports.

**The APR (Academic Progress Rate)**
This is the fifth year the NCAA is reporting the APR. The NCAA anticipates reporting data only on the basis of a four-year rolling rate for all sports now that four years of data are available. The APR data for Purdue University women’s and men’s teams (both multiyear and for 2008-09) is listed in the table below. Teams must achieve an APR score
of 925 to avoid contemporaneous penalties. Teams below 925 will not be able to replace for one year the grants-in-aid of players who left as academic casualties during the previous academic year. The cut score for historical penalties is 900.

The APR is calculated by allocating points for eligibility and retention—the two factors that research identifies as the best indicators of graduation. Each player on a given roster earns a maximum of two points per term, one for being academically eligible and one for staying with the institution. A team’s APR is the total points of a team’s roster at a given time divided by the total points possible. The number is then multiplied by 1,000. Thus, a raw APR score of 0.925 is reported as 925 and reflects an approximate 50 percent Graduation Success Rate. (NCAA web site).

**Penalties**
Because the contemporaneous penalties are meant to be a warning to those schools on the APR cusp and not a postseason ban, the contemporaneous penalties that can be assessed to one team are restricted to about 10 percent of the team’s financial aid limit. That includes rounding up to the next whole number for headcount sports such as men’s and women’s basketball, for which the maximum penalty would be two scholarships. In baseball (an equivalency sport with a maximum 11.7 grants-in-aid), the maximum penalty would be 1.17 scholarships.

The heavier penalties are the so-called “historically based” punishments that are based on a rolling four-year average APR. They include loss of scholarships, postseason bans and restricted membership in severe cases where academic performance lags over time. The historically based penalties target the chronic academic under-performers with hard-hitting disincentives, while the contemporaneous penalties are designed to more gently coax a larger portion of the academic distribution into increased performance (Gary T. Brown, *NCAA News*).

**PURDUE UNIVERSITY ACADEMIC PROGRESS RATE INSTITUTIONAL REPORT**
**NCAA DIVISION I 2008-2009**

<table>
<thead>
<tr>
<th>Multiyear APR Rate</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Sport</th>
<th>Multiyear APR Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseball</td>
<td>959</td>
</tr>
<tr>
<td>Men’s Basketball*</td>
<td>919</td>
</tr>
<tr>
<td>Men’s Cross Country</td>
<td>949</td>
</tr>
<tr>
<td>Football</td>
<td>930</td>
</tr>
<tr>
<td>Men’s Golf</td>
<td>927</td>
</tr>
<tr>
<td>Men’s Swimming</td>
<td>973</td>
</tr>
<tr>
<td>Men’s Tennis</td>
<td>975</td>
</tr>
<tr>
<td>Men’s Track, Indoor</td>
<td>942</td>
</tr>
<tr>
<td>Men’s Track, Outdoor</td>
<td>942</td>
</tr>
<tr>
<td>Men’s Wrestling</td>
<td>935</td>
</tr>
<tr>
<td>Women’s Basketball</td>
<td>964</td>
</tr>
<tr>
<td>Women’s Cross Country</td>
<td>990</td>
</tr>
<tr>
<td>Women’s Golf</td>
<td>937</td>
</tr>
<tr>
<td>Women’s Soccer</td>
<td>994</td>
</tr>
</tbody>
</table>
*No contemporaneous penalties will be assessed by the NCAA against men’s basketball (multiyear APR 919). Men’s basketball did not have any 0-2 student-athletes; therefore they are not subject to contemporaneous penalties. 2008-09 was men’s basketball’s best APR year with a 1021. The team GPA for Men’s Basketball is 2.96.

**LEADERSHIP GOAL PROGRESS**

In the fall of 2009, the athletics department continued the process of developing a leadership curriculum for its student-athletes. The process began in 2008, with the hiring of Cathy Wright-Eger as a member of the athletics student services staff to oversee the development of the curriculum. The curriculum is designed to begin once the recruiting process is initiated and will carry through until the student-athlete has graduated. The following are significant additions to date:

- Provided the D.I.S.C. Behavior Assessment to several groups/teams including the Emerging Leaders, Softball, Soccer, Golf, Swimming and the Baseball pitchers. The D.I.S.C. Assessment tool was designed to help people win, and to achieve a greater degree of success in life and work. Achievers know their own limitations and, by realizing their weaknesses, are able to develop plans to overcome their shortcomings and take full advantage of their strengths.

- Change the culture of the Boilermaker Athletic Council (formerly the Captains’ Table). After receiving feedback from last year’s council members stating that the most significant meetings dealt with team problem solving, the format of the BAC was changed to:
  1. Reports from each sport: Not just results, but overall atmosphere of team at the current time. This is also the time to share a particular highlight story about a teammate.
  2. Community Service Report:
  3. Problem Solving Situation: Each person adds his or her opinion or suggestion to different obstacles that leaders of teams face on a regular basis.

- Code of Conduct posted in every locker room and around the athletic facilities. BAC wrote the Code in 2008 (Appendix 5). The Code of Conduct was also placed in the 2009-2010 student-athlete planners.

- Met with more recruits and parents this year than the previous year. Discussing leadership qualities on the recruiting visit illustrates the winning mentality that we are incorporating in our department.

- Resulting from a suggestion from a student-athlete, the department participated in Building with Hope, by building a house with Habitat of Humanity.

- Spearheaded by Pablo Malavenda (ODOS), the inventory of all Purdue leadership opportunities has evolved into “Launching Tomorrow’s Leaders” which is part of the
University’s Strategic Plan. Leadership groups across campus will meet and collaborate on developing leadership.

As to the benchmarks in this area:

- Leadership Curriculum
  - 211 of the approximately 516 student-athletes participated in a leadership activity.
    - EDPS -89
    - Emerging Leaders-55
    - Boilermaker Athletic Council-55
    - Habitat for Humanity-25
  - Note: 13 participants in the EDPS class were also in the Emerging Leaders group.

- Community Service – (Appendix 6)
  Volunteering is a great way to teach leadership skills and the values of our organization. Appendix 6 details activities over the past year. In addition, Purdue student-athletes and the Paint crew have raised $88,000 for different charities during the academic year.

In closing it is important to reinforce Intercollegiate Athletics’ Values:

- Positive attitude in all we do
- Business and recruiting integrity
- Mutual respect for all
- Belief in hard work by all
- Teamwork brings results
- Commitment to include yields better performance
- Courage to lead

Intercollegiate Athletics’ Commitment is:

- Support the pursuit of excellence by all
- Attract the very best student-athletes, coaches, and staff and retain the engaged involvement of our former student-athletes
- Attract the support of our Purdue alums and fans

We appreciate the support received from all faculty and staff. From attending our contests to assisting in the recruiting process, the entire campus is assisting in pursuit of national prominence.
2009-2010 ATHLETIC AFFAIRS COMMITTEE

Mario Ferruzzi (Committee Chair - University Senate Appointment, Food Sciences and Nutrition)
Shelby Barrett (Student Representative)
Roger L. Blalock (Senior Associate Athletic Director for Sports)
Jeffrey T. Bolin (Faculty Athletic Representative, Professor of Biological Sciences and Associate Dean of Science Administration)
Bart Burrell (Community Liaison)
Morgan J. Burke (Athletic Director)
Nancy L. Cross (Senior Women’s Administrator Associate A.D. for Marketing & Development)
Juwan Daniels (Student Representative)
Jean Fredette (Alumni Representative)
Jim Greenan (Student Affairs Liaison, Professor of Curriculum and Instruction)
Edward G. Howat (Associate Athletic Director for Student Services)
Gary Lehman (Alumni Representative)
Darryl Ragland (University Senate Appointment, Associate Professor of Veterinary Medicine)
Thomas J. Reiter (ex-officio, Compliance Director)
Thomas B. Robinson (Presidential Liaison, Vice President for Student Services)
Christie L. Sahley (Faculty Athletic Representative, Associate Professor of Biological Sciences and Associate Dean of Science Administration)
Tim Skvarenina (Faculty Senate Representative, Professor of Electrical Engineering)
Jon Story (University Senate Appointment, Professor of Nutritional Physiology)
Glenn F. Tompkins (Senior Associate Athletic Director for Business)
Vacant (Julie Novak - no replacement given) (University Senate Appointment, Nursing)
INTERCOLLEGIATE ATHLETICS
STRATEGIC PLAN

# NUMBER OF STUDENT-ATHLETES BY COLLEGE OR SCHOOL

Spring 2010

<table>
<thead>
<tr>
<th>College or School</th>
<th>Number of student-athletes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>21</td>
</tr>
<tr>
<td>Consumer &amp; Family Sciences</td>
<td>23</td>
</tr>
<tr>
<td>Education</td>
<td>8</td>
</tr>
<tr>
<td>Engineering</td>
<td>44</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>12</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>197</td>
</tr>
<tr>
<td>Management</td>
<td>59</td>
</tr>
<tr>
<td>Nursing</td>
<td>2</td>
</tr>
<tr>
<td>Pre-Pharmacy</td>
<td>4</td>
</tr>
<tr>
<td>Science</td>
<td>23</td>
</tr>
<tr>
<td>Technology</td>
<td>86</td>
</tr>
<tr>
<td>Graduate School</td>
<td>1</td>
</tr>
<tr>
<td>USP</td>
<td>6</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>486</strong></td>
</tr>
</tbody>
</table>
# Student-Athlete Graduation Success Rates (GSR)*

Graduation Rates for 1998-2001 Cohorts

<table>
<thead>
<tr>
<th>Sports</th>
<th>Purdue</th>
<th>NCAA Division I</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>77</td>
<td>79</td>
</tr>
<tr>
<td>Baseball</td>
<td>74</td>
<td>69</td>
</tr>
<tr>
<td>Men’s Basketball</td>
<td>64</td>
<td>64</td>
</tr>
<tr>
<td>Football (FBS)</td>
<td>59</td>
<td>67</td>
</tr>
<tr>
<td>Men’s Golf</td>
<td>80</td>
<td>80</td>
</tr>
<tr>
<td>Men’s Swimming</td>
<td>88</td>
<td>83</td>
</tr>
<tr>
<td>Men’s Tennis</td>
<td>88</td>
<td>84</td>
</tr>
<tr>
<td>Men’s Track/CC</td>
<td>71</td>
<td>75</td>
</tr>
<tr>
<td>Men’s Wrestling</td>
<td>73</td>
<td>72</td>
</tr>
<tr>
<td>Women’s Basketball</td>
<td>82</td>
<td>83</td>
</tr>
<tr>
<td>Women’s Golf</td>
<td>83</td>
<td>88</td>
</tr>
<tr>
<td>Women’s Soccer</td>
<td>88</td>
<td>89</td>
</tr>
<tr>
<td>Women’s Softball</td>
<td>93</td>
<td>86</td>
</tr>
<tr>
<td>Women’s Swimming</td>
<td>100</td>
<td>91</td>
</tr>
<tr>
<td>Women’s Tennis</td>
<td>100</td>
<td>89</td>
</tr>
<tr>
<td>Women’s Track/CC</td>
<td>88</td>
<td>85</td>
</tr>
<tr>
<td>Women’s Volleyball</td>
<td>91</td>
<td>88</td>
</tr>
</tbody>
</table>

* The GSR permits institutions to subtract student-athletes who leave their institutions prior to graduation as long as the student-athlete would have been academically eligible to compete at Purdue University had he or she remained.
PURDUE ATHLETIC DEPARTMENT
CODE OF CONDUCT

I AM A BOILERMAKER STUDENT-ATHLETE.
It is an honor and a privilege to represent the Purdue University athletic FAMILY. The tradition of strong academics and athletics will carry on through me.

I AM A BOILERMAKER STUDENT-ATHLETE.
I dedicate myself to compete for Purdue University with all the Pride and Spirit I possess.

I AM A BOILERMAKER STUDENT-ATHLETE.
I strive to excel in the classroom as well as on the field.

I AM A BOILERMAKER STUDENT-ATHLETE.
I believe in Purdue University, therefore I will conduct myself in a manner that reflects well on Purdue, my community, my teammates and myself.

I AM A BOILERMAKER STUDENT-ATHLETE.
I know no limitations and aim to succeed in all realms of my life.

I AM A BOILERMAKER STUDENT-ATHLETE.
I represent my school, bleeding black and gold, through my blood, sweat and tears.
I AM A BOILERMAKER STUDENT-ATHLETE.
I will never let my school or team down.
I will never falter.
I will never fail.
I AM A BOILERMAKER STUDENT-ATHLETE.
INTERCOLLEGIATE ATHLETICS
COMMUNITY SERVICE

All Teams
- Canned Food Drive first semester
- The Purdue Cancer Challenge the month of April
- Participated in Habitat for Humanity – Building with Hope

Baseball
- Fund raising for Lafayette urban Ministry for the Christmas Jubilee
- Participated in Habitat for Humanity – Building with Hope

Golf
- Boiler Street Fest (last fall)
- Habitat for Humanity
- Participated in Habitat for Humanity – Building with Hope

Football
April 2009
- Salvation Army Recreation
  - 5 football players hosted and played games with a group of “at-risk” children.
June 2009
- Animal Sciences Workshop for Youth
  - Coach Rock spoke to 350 participants in the Purdue University Animal Sciences Workshop (4-h) addressing leadership, communication, making a difference, integrity and character.
July 2009
- Cumberland Elementary Summer Day Camp (5)
  - Coach Lathrop and 4 players (Smith, Neal, Halliburton, Werner) Spoke and interacted with elementary school-age campers from West Lafayette City Schools.
August 2009
- Brookston Community Church Festival (4)
  - Coach Rock, Joey Elliott and Kyle Adams Spoke and signed autographs at Brookston Community event.
October 2009
- Habitat for Humanity (8)
  - 8 Players spent time on 2 separate Sundays volunteering their time and effort at “House for Hope” and “Tiller House” Habitat for Humanity.
December 2009
- Rossville Elementary School “Tailgate for Reading”(12)
  - 12 Players played “tailgate” games with students who had exceeded reading goals for the semester.
January 2010
• Monticello Kiwanis Club (1)
  o Coach Rock Spoke to the Monticello Kiwanis Club Monthly Luncheon.
February 2010
• Mulberry Community Group (3)
  o Coach Rock and 2 players spoke about leadership and the off season Program.
• Participated in Habitat for Humanity – Building with Hope
  o 15 players collected donations for “Homes for Haiti” Project after Illinois basketball game.
• Lafayette Adult Resource Academy Spelling Bee (10)
  o Coach Rock and 3 teams (3 players each) participated in Spelling Bee to raise funds for LARA
• Purdue University Dance Marathon (Riley Children’s Hospital) (21)
  o Coach Rock and 20 players interacted with Riley’s families and served snacks to Dance Marathon Participants.
March 10
• “Read Across America” Otterbein Elementary (3)/ Happy Hollow Elementary (2)
  o 3 Players read to students at Otterbein Elementary and 2 Players read to students at Happy Hollow Elementary.
• Purdue University Football Blood Drive (92)
  o Purdue University Football Players and Coaches either donated blood or brought someone to donate in their place.

Soccer
• Provided, no cost, soccer clinics
• Participated in Habitat for Humanity – Building with Hope
• Worked with and discussed leadership with Boswell and Otterbein elementary students

Swimming/Diving
• Participated in Habitat for Humanity – Building with Hope
• Raised funds for the Purdue Cancer Run/Walk
• Worked at the Purdue Cancer Run/Walk

Softball
• Participated in Freshmen Move-In to the dorms
• Hunger Hike
• Participated in Habitat for Humanity – Building with Hope
• Math Olympics at Glen Acres Elementary
• Free clinic – taught defensive skills

Tennis
• Habitat for Humanity
• Participated in Habitat for Humanity – Building with Hope
• Read to children at the West Lafayette library
Track
- Participated in the Cancer Walk to raise money for our Purdue Cancer research.
- Volunteer work at the Hannah Community Center
- Hosted a group of children at Track and Field practice.

Volleyball
- Participated in the LARA Spelling Bee to help raise funds
- Participated in Women in Sports Day
- Participated in Habitat for Humanity – Building with Hope
  - Children against hunger at Northview Christian Church (Haiti relief) – packed 44,000+ meals for Haiti
- Will participate in Friends of Jaclyn = “adopt” a child with cancer to become part of the team for a season. Include them in game-day activities; let them be a “coach for the day”.
- Participated in Read Across America @ Otterbein – read to elementary students
- Special Friends at Klondike – mentor less fortunate children

Women’s Basketball
- Participated in the Hunger Hike and Coach Versyp was the honorary chair of the event. The Hunger Hike was the most successful and lucrative year ever.
- Team assisted with youth from the Boys and Girls Club in their homework and numerous activities.
- Teacher’s delight Reading, student-athletes/coaches volunteer reading to children and working with youth whom have reached out to send Bear Hugs to the troops
- Lupus Foundation of America- Student athletes will be assisting in officiating a 3v3 tournament to raise awareness and find cures for debilitating diseases.
- Participated in the Cancer Walk to raise money for our Purdue Cancer research.
- Provided two no cost clinics after a home contest with our student-athletes and coaches.
- Provided three meet and greet with the women’s basketball program for autographs and photo’s.

Wrestling
- Raised $2000 for United Way
- Volunteered at faith Presbyterian Church Jubilee Christmas
- Answered phones at the MDA telethon
- Rang bells for the Salvation Army
- Worked at the Boiler Elite Wrestling Club tournament
UPDATE FROM THE CORE CURRICULUM COMMITTEE

Draft List of Core Outcomes

Foundational Knowledge of Society and the Physical and Natural World
  • Scientific Reasoning
    o In the Natural Sciences
    o In the Physical Sciences
  • Quantitative Reasoning
  • Aesthetic and Interpretive Understanding
  • Societal and Human Behavior (i.e., social sciences)
  • Diversity Awareness
  • Cultural Studies
    o US Society and Culture
    o Global Cultures

Intellectual and Practical Skills
  • Critical Thinking
    o Creative Thinking
    o Problem Solving
  • Information Literacy
  • Teamwork and Leadership
  • Communication Development
  • Interdisciplinary Studies
    o Collaboration/integration of knowledge across disciplines;
  • Transformation of Knowledge into Practice
    o Service Learning
    o Research Experiences
    o Entrepreneurship

Personal and Social Responsibility
  • Ethical Reasoning and Articulation of Personal Values
  • Lifelong Learning Skills and Inclinations
  • Citizenship and Social Responsibility
  • Health and Wellness
    o Physical
    o Emotional
    o Mental
    o Financial
VISION STATEMENT OF THE CORE CURRICULUM COMMITTEE
February, 2010

The consensus of the Core Curriculum Committee is that it should be possible to meet outcomes of a core curriculum in different ways, and the core curriculum should be outcome-driven and not a redistribution of requirements (i.e., simply a set of courses that need to be taken).

The Committee will strive to develop more than a single definitive model, but rather an optimal version and a minimum approach to which additional outcomes may be added at any time.

Vision of the University’s Core Curriculum:
• Provide a synergized curriculum that fosters student learning, intellectual, professional, and personal growth that will help students to be successful in their life and careers in a dynamic, global society.
• Engage students to discover, expand, and apply knowledge within disciplines, across disciplines, and with respect to global issues.
• Inspire students to high ethical standards and personal excellence.
• Challenge students to become well-rounded persons, critical and creative thinkers, problem-solvers, active learners, and effective team members.

Propose that the University’s Core Curriculum will:
• Provide diversified and holistic education and integrate with discipline-specific curriculum
• Measure the achievement of student progress toward expected outcomes before, during, and after the implementation of the Core Curriculum.
• Ensure that all Purdue graduates leave the campus with a basic set of core competencies.
• Allow students to fulfill competencies while exploring various majors.

Challenges of the current curriculum:
• Fulfills the degree requirements, but does not necessarily ensure the 21st Century competencies, which are expected by the employers – see expected 21st Century Skills, and definitions of 21st century skills.
• Limits students’ ability to change degree choice in the first two years of undergraduate experience, which leads to higher dropout rate; not cost-effective for students or taxpayers; longer time in school; and more expense incurred by students (could lead to drop out). CODOS take a toll on student self-esteem.
• Focuses on specialization in an area, which makes it difficult to integrate 21st Century skills expected by employers.
• Is limited in cultivating students’ ability to relate and apply prior courses content both within and across their discipline to both future courses and workplace situation.
• Is disconnected between courses and real life scenarios.
• Has redundancy in course content, which could be a waste of resources.
Rationale for the Core Curriculum

- To help students develop intellectually and increase their awareness of the world.
- To prepare graduates to succeed in the workplace. See the report regarding employers’ perspectives on the readiness of new employees to succeed in the workplace – click on the link to see the full report, “Are They Really Ready to Work?” Some highlights of this report include:
  - Most important skills: professionalism/work ethic, oral and written communication, teamwork/collaboration, and critical thinking/problem solving (see p. 9).
  - Very important basic skills for job success: writing in English, English language, reading comprehension, mathematics, science, foreign languages, government/economics, history/geography, and humanities/arts (see p. 18, Table 1).
  - Very important applied skills for job success: oral communications, teamwork/collaboration, professionalism/work ethic, written communications, critical thinking/problem solving, ethics/social responsibility, leadership, information technology application, creativity/innovation, lifelong learning/self direction, and diversity (see p. 20, Table 2).
  - 21st Century Skills: How do we get there? – An excellent 4-5 minutes video created by a group of Weymouth High School students.
- To discover and cultivate students’ passions so they are fully engaged in their learning. Student-driven learning is more effective than teacher-driven learning and mandates, and allows students to be in control of their path and direction. Students who come to college less prepared will have an opportunity to both discover their true interests and develop academically.
- Many top tier schools have already successfully and effectively adopted core curriculum.
- The Association of American Colleges and Universities (AACU) functions as a catalyst and facilitator, forging links among presidents, administrators, and faculty members who are engaged in institutional and curricular planning. Its mission is to reinforce the collective commitment to liberal education at both the national and local levels and help individual institutions keep the quality of student learning at the core of their work as they evolve to meet new economic and social challenges.
- Education should be outcomes/competencies-based.

A report submitted by the members of Team 6 (Dennis Minchella, Professor of Biological Sciences; Sigrid K. Zahner, Assistant Professor of Visual and Performing Arts; Robert Hays, Agriculture Education student; and Karen Chang, Associate Professor of School of Nursing) with input from Andrew Luescher (chair, the University’s Core Curriculum Committee).
DRAFT

Faculty Grievances (X.X.X)

Volume __: [University Policy Office will complete]
Chapter __: [University Policy Office will complete]
Responsible Executive: President
Responsible Office: Executive Vice President for Academic Affairs and Provost
Date Issued: [University Policy Office will complete]
Date Last Revised: [University Policy Office will complete]

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STATEMENT OF POLICY

Purdue University has a well established tradition of excellence in all of its academic endeavors. In order to sustain this standard, Faculty and administrators must work together in a respectful and collegial manner. To accomplish this, it is essential that the University maintain a climate that values Faculty and fosters prompt and fair resolution of their concerns and Grievances.

Purdue University encourages its academic personnel to resolve their disagreements through informal, frank, and open discussion. However, the University also recognizes that occasionally more formal processes are needed. All such activities, whether informal or formal, must be carried out by all participants within a framework of good faith collegiality. None of these activities are judicial in nature, nor may legal counsel participate. Purdue Faculty or staff who are attorneys may take part in the Grievance process in their role as a University employee, but not as attorney for any of the parties.
Everyone participating in the Grievance resolution process as outlined in this policy may exercise his or her prerogatives and fulfill his or her responsibilities without being subject to reprisal or retaliation.

Grievances and the proceedings under this policy will be treated with the greatest degree of confidentiality possible. Initiators are advised, however, that confidentiality can only be respected insofar as it does not interfere with the University’s obligations to investigate allegations of misconduct that require it to take corrective action, or to fulfill duties imposed by law, including, but not limited to, the Indiana Access to Public Records Act, responses to discovery requests in litigation, and third-party subpoenas.

When extenuating circumstances warrant, the Executive Vice President for Academic Affairs and Provost or a Vice Chancellor for Academic Affairs, as the case may be, has authority to extend any of the time limits set forth in this policy except those relating to the filing of an appeal.

In the event that a Grievance concerns an action or decision of a Chancellor or the Executive Vice President for Academic Affairs and Provost, the President will designate an individual to be responsible for implementing the responsibilities of such Chancellor or the Executive Vice President for Academic Affairs and Provost pursuant to this policy. In the event that a Grievance concerns an action or decision of the President, the Chairperson of the Board of Trustees is responsible for implementing the responsibilities of the President pursuant to this policy.

Any question of interpretation regarding this policy will be referred to the Executive Vice President for Academic Affairs and Provost for final determination.

**REASON FOR THIS POLICY**

This policy exists to provide a fair and equitable process to resolve Faculty Grievances regarding employment including, but not limited to, alleged violations of academic freedom, professional ethics, or procedural fairness.

**INDIVIDUALS AND ENTITIES AFFECTED BY THIS POLICY**

All campuses, units, students, Faculty, and staff of Purdue University are affected by this policy.

**WHO SHOULD KNOW THIS POLICY**

President  
Chancellors  
Vice Presidents  
Vice Chancellors  
Vice Provosts  
Deans
EXCLUSIONS
This policy applies only to issues of procedural fairness, and does not apply to substantive decisions made with regard to the following situations:
- Tenure or promotion
- Non-reappointment or non-extension of appointment
- Reductions in workforce
- Compensation
- Evaluation of performance

This policy also does not apply to:
- Complaints involving the establishment, revision, or substantive content of University policies, rules, or regulations
- Termination of tenured faculty for cause or termination of non-tenured faculty for cause prior to the expiration of their term of appointment

Complaints involving tenure or promotion may be brought under the University Promotions Policy. Complaints concerning the application of the Tenure-Clock Extension Policy, Procedures, and Guidelines may be brought under that policy. Complaints involving allegations of discrimination or harassment may be brought under the University’s Procedures for Resolving Complaints of Discrimination or Harassment (Revised). Complaints regarding termination for cause may be brought under Executive Memorandum No. B-48.

WEB SITE ADDRESS FOR THIS POLICY
[University Policy Office will complete.]

CONTACTS

<table>
<thead>
<tr>
<th>Subject</th>
<th>Contact</th>
<th>Telephone</th>
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DEFINITIONS

Advisor
A University colleague invited to accompany an Initiator or Respondent to a hearing to provide advice and support or to observe the proceedings.

Days
Calendar days.

Faculty
For purposes of this policy, Faculty include all Purdue University tenured and non-tenured faculty; clinical faculty; research faculty; full-time or part-time faculty, including those on leave of absence with or without pay; continuing lecturers; limited-term lecturers; and instructors.

Faculty Mediation Committee
A campus committee with a minimum of three and a maximum of five members appointed jointly by the Executive Vice President for Academic Affairs and Provost or Vice Chancellor for Academic Affairs, as the case may be, and the University Senate Chair of the corresponding campus (senate participation is of its own volition and according to its own selection procedures). An impartial mediator from this committee is appointed to assist in the resolution of Grievances under the Informal Grievance Resolution Process set forth in this policy.

File and Filed
The relevant document has been received and acknowledged by the University official specified in the Procedures.

Grievance
A complaint brought by an Initiator who claims to have been wronged by a University action or decision related to his or her employment.

Grievance Hearing Committee
A campus committee comprised as follows:
- Three to four members selected from each college or school by its voting Faculty. In instances where a school is a subunit of a college, the requisite number is only required at the college level.
- All members must be part of the voting Faculty.
- Members serve three-year, staggered terms.
Impartial panels are drawn from this committee to hear Grievances under the Formal Grievance Resolution Process set forth in this policy.

Grievance Hearing Panel
A campus panel of three members drawn from the Grievance Hearing Committee, which conducts a Grievance Hearing and makes recommendations for the resolution of Grievances.

**Initiator**
A member of the Faculty who seeks to resolve a complaint through the procedures set forth in this policy.

**Mediator**
A member of the Faculty Mediation Committee appointed to assist in the resolution of a Grievance through the Informal Grievance Resolution Process set forth in this policy.

**Notice**
A statement written by the Initiator declaring his or her intentions to begin the Formal Grievance Resolution Process as set forth in this policy.

**Respondent(s)**
The University employee(s) who made the decision or took the action on behalf of the University that precipitated the Grievance.

**University**
Purdue University, including, but not limited to, its regional campuses: Indiana University-Purdue University Fort Wayne, Purdue University Calumet, Purdue University North Central, and Purdue University Statewide Technology.

**Witness**
A person with knowledge of the alleged action or decision being grieved who attests to or furnishes evidence about what did or did not occur.

**RESPONSIBILITIES**

**President**
Appoint another University Faculty member or academic administrator to perform the duties of the Executive Vice President for Academic Affairs and Provost or the Chancellor in the event that he or she participated in the Grievance hearing or was a party to the Grievance.

Respect the confidentiality of the information and records related to the Grievance.

**Chancellor**
Appoint another University Faculty member or academic administrator to perform the duties of the Vice Chancellor for Academic Affairs in the event that he or she participated in the Grievance hearing or was party to the Grievance.
Make a determination on any written appeals made requesting that a Grievance be allowed to proceed to the Formal Grievance Resolution Process as specified in sections C.2 and C.3 of the Procedures.

Make a determination on any appeals concerning the outcome of the Grievance hearing.

Respect the confidentiality of the information and records related to the Grievance.

Executive Vice President for Academic Affairs and Provost
Appoint members to the Faculty Mediation Committee for the West Lafayette campus jointly with the campus University Senate Chair.

Provide training to the West Lafayette Faculty Mediation Committee and Grievance Hearing Panels regarding procedures and resources.

Make a determination on any written appeals made requesting that a Grievance be allowed to proceed to the Formal Grievance Resolution Process as specified in sections C.2 and C.3 of the Procedures.

Appoint another University Faculty member or academic administrator to perform the duties of the Vice Provost for Academic Affairs in the event that he or she participated in the Grievance hearing or was party to the Grievance.

Make a determination on any appeals concerning the outcome of the Grievance hearing.

Respect the confidentiality of the information and records related to the Grievance.

Vice Chancellor for Academic Affairs
Appoint members to the Faculty Mediation Committee for his or her campus jointly with the campus University Senate Chair.

Provide training to his or her campus Faculty Mediation Committee and Grievance Hearing Panels regarding procedures and resources.

Determine whether any Grievance Notices Filed on his or her campus meet the criteria to proceed to the Formal Grievance Resolution Process as specified in section C.2 of the Procedures.

In the event that a Grievance will proceed to the Formal Grievance Resolution Process, provide copies of all materials as specified in sections C.4 and C.5 of the Procedures.

When necessary, appoint additional members to the Grievance Hearing Panel.

Review and consider all information provided regarding the Grievance hearing and make a determination on the outcome as specified in section C.8 of the Procedures.
Respect the confidentiality of the information and records related to the Grievance.

**Vice Provost for Academic Affairs**
Determine whether any Grievance Notices Filed on the West Lafayette campus meet the criteria to proceed to the Formal Grievance Resolution Process as specified in section C.2 of the Procedures.

In the event that a Grievance will proceed to the Formal Grievance Resolution Process, provide copies of all materials as specified in sections C.4 and C.5 of the Procedures.

When necessary, appoint additional members to the Grievance Hearing Panel.

Review and consider all information provided regarding the Grievance hearing and make a determination on the outcome as specified in section C.8 of the Procedures.

Respect the confidentiality of the information and records related to the Grievance.

**Faculty Mediation Committee**
Select a member of the committee to serve as its chair.

Attend any training sessions and/or read any training materials provided by the Executive Vice President for Academic Affairs and Provost or Vice Chancellor for Academic Affairs, as the case may be.

**Chair of Faculty Mediation Committee**
Appoint one member of the committee to assist the parties in resolving the Grievance.

Review all Informal Grievance Status Report Forms for his or her campus.

Respect the confidentiality of the information and records related to the Grievance.

**Mediator**
Assist the Initiator and Respondent(s) in resolving the Grievance through informal means.

Complete and submit to the committee chair an Informal Grievance Status Report Form following the conclusion of the Informal Grievance Resolution Process.

Respect the confidentiality of the information and records related to the Grievance.

**Initiator and Respondent**
Follow the procedures outlined in this policy and adhere to all timelines.

Demonstrate a willingness to work toward a resolution.

Respect the confidentiality of the information and records related to the Grievance.
Abide by all determinations made during the course of both the Informal and Formal Grievance Resolution Processes.

**Grievance Hearing Panel**
Determine the order in which the hearing will proceed and set forth any time limits on elements included in the hearing; provide a written outline of such to both the Initiator and Respondent.

Question participants speaking at the hearing and call any additional Witnesses for questioning as necessary.

Respect the confidentiality of the information and records related to the Grievance.

Meet in executive session following the hearing and report the panel’s findings and recommendations in writing to the Vice Provost or the Vice Chancellor for Academic Affairs, as the case may be.

**PROCEDURES**

**A. Resources and Training**

The offices of the Executive Vice President for Academic Affairs and Provost at West Lafayette and the Vice Chancellors for Academic Affairs at the regional campuses will provide procedural consultation and resource materials as well as arrange training sessions for individuals participating on either the Faculty Mediation Committee or a Grievance Hearing Panel on such topics.

**B. Informal Grievance Resolution Process**

Conflicts frequently can be resolved if the parties involved communicate their concerns, listen to each other, and show a willingness to compromise and/or change. Often conflicts can be lessened, if not eradicated, by clearing up misperceptions and misunderstandings. Faculty are strongly encouraged to try to take care of their employment-related concerns in this manner.

The Informal Grievance Resolution Process is designed to empower the parties to a Grievance to reach a mutually satisfactory agreement.

1. To begin the Informal Grievance Resolution Process, the Initiator must File a written statement of his or her concerns with the chair of the Faculty Mediation Committee for his or her campus within 30 Days from the date in which he or she first knew, or could reasonably be expected to know, of the alleged violation or within 30 Days from the most recent incident in a series of related incidents. The letter must include:
   - A description of the alleged impropriety, including the date it occurred and/or the date the Initiator became aware of the occurrence;
• The University policy, procedure, standard, or established practice allegedly misinterpreted or violated if the concern is procedural in nature;
• The name(s) of the person(s), if known, responsible for the alleged impropriety; and
• The remedy sought.

2. The chair of the appropriate Faculty Mediation Committee will appoint one of its members who is mutually acceptable to the Initiator and the Respondent(s) (the Mediator) to assist the parties in resolving the Grievance. The Informal Grievance Resolution Process will be concluded by one of the following:
   • A decision by the Initiator to stop further action on the Grievance.
   • A resolution of the Grievance by agreement of the parties.
   • Expiration of the time period allowed for the Informal Grievance Resolution Process.

The Informal Grievance Resolution Process must be concluded within 30 Days from the appointment of the Mediator unless the parties mutually agree to extend the time for conclusion of the Informal Grievance Resolution Process, provided however, that it is not extended more than 10 additional Days.

3. Within 10 Days following the conclusion of the Informal Grievance Resolution Process, the Mediator must complete and submit to the chair of the appropriate campus Faculty Mediation Committee, an Informal Grievance Status Report Form. Copies of such will be sent to the Initiator and Respondent(s).

C. Formal Grievance Resolution Process

Before beginning the Formal Grievance Resolution Process, an Initiator must try to resolve the Grievance through the Informal Grievance Resolution Process.

1. To initiate the Formal Grievance Resolution Process, an Initiator must File a Notice with the Vice Provost for Academic Affairs or the Vice Chancellor for Academic Affairs, as the case may be, no later than 10 Days after receiving notification of the outcome of the informal proceedings. If the Vice Provost or Vice Chancellor is a party to the Grievance, the Initiator must send the Notice to the Executive Vice President for Academic Affairs and Provost or the Chancellor, as the case may be, who will designate another University Faculty member or academic administrator to perform the Vice Provost or Vice Chancellor’s duties assigned in this Formal Grievance Resolution Process.

The Notice must include all of the following and cannot contain any new concerns or complaints:
   • A statement of the alleged impropriety that was not resolved informally.
   • A description of the facts giving rise to the Grievance.
   • The remedy sought.
• Copies of all documents concerning the Grievance that the Initiator sent or received during the Informal Grievance Resolution Process.

2. Upon receipt of the Notice, the Vice Provost or Vice Chancellor for Academic Affairs, as the case may be, will review the Grievance and determine whether the Initiator attempted to resolve the Grievance under the Informal Grievance Resolution Process, whether the Formal Grievance is timely, and whether the matters cited in the Grievance are covered by this policy. Within 10 Days, the Vice Provost or Vice Chancellor will notify the Initiator in writing whether the Grievance will proceed further.

3. In the event it is determined that the Grievance will not proceed further, the Initiator may appeal such determination to the Executive Vice President for Academic Affairs and Provost or the Chancellor, as the case may be. Such appeal must be in writing and filed within 10 Days of the issuance of the determination not to hear the Grievance. Decisions not appealed within such time are deemed final.

4. In the event that a Grievance will proceed further, the Vice Provost or Vice Chancellor will forward a copy of all materials received from the Initiator to the Respondent(s) whose alleged actions or decisions are the basis for the Grievance. The Respondent(s) must furnish a written response summarizing his or her position on the matter within 10 Days.

5. Upon receipt of the response(s) from the Respondent(s), the Vice Provost or Vice Chancellor will forward a copy of the materials received from the Respondent(s) to the Initiator and copies of the materials received from the Initiator and the Respondent(s) to the chair of the appropriate campus Grievance Hearing Committee.

6. An impartial Grievance Hearing Panel of three persons will be drawn from the Grievance Hearing Committee’s membership based on the following criteria:
   • No one who is in the same academic program, section, division, or department as the Initiator or the Respondent(s) or who has a conflict of interest with either party may serve on a panel.
   • Prospective panel members may withdraw from consideration if they have a scheduling conflict with an out-of-town commitment or served on another hearing panel that semester.
   • The Initiator and the Respondent each may exclude up to three members from the Grievance Hearing Committee as prospective panelists.
   • If additional panelists are needed, the chair of the Grievance Hearing Committee will inform the Vice Provost or Vice Chancellor accordingly, who will randomly select the number of additional Faculty needed to constitute a panel from either the voting Faculty at that campus or from members of another campus Grievance Hearing Committee. Panelists so selected must meet all the criteria stated above. In addition, they may choose to withdraw from further consideration for the reasons noted above.
• The chair of the panel, selected by the panel from its membership, must be a tenured Faculty member. The chair will be responsible for conducting hearings, meetings, and issuing all communication on behalf of the panel.

7. Grievance Hearing Proceedings

a. At any time before the hearing, the Initiator may withdraw the Grievance. Once the hearing begins, however, the Grievance may be withdrawn only under the following conditions: (1) the Initiator decides to withdraw the Grievance, (2) the Respondent(s) agree to provide the remedy sought by the Initiator in the Grievance Notice, or (3) both the Initiator and the Respondent(s) agree to withdraw the Grievance for another reason.
b. Hearings will commence no later than 20 Days after a panel is constituted.
c. The order in which the various elements of the hearing described below occur is determined by the panel. The panel also may set reasonable time limits in which these elements must be completed. The determined order of hearing and the time limits, if the panel chooses to set them, must be sent to both the Initiator and the Respondent(s) at least five Days prior to the hearing.
d. The hearing will be open only to the participants unless both the Initiator and the Respondent(s) request otherwise.
e. The Initiator and the Respondent(s) may each invite up to two Faculty or staff colleagues from their campus to serve in an advisory capacity. Advisors can be present throughout the hearing to provide support and advice to their advisee and/or to observe the proceedings. However, they may not provide testimony, make statements, or otherwise participate in the hearing.
f. Both the Initiator and the Respondent(s) may present oral and written statements, question each other, introduce Witnesses, and question all Witnesses.
g. A Witness may be present at the hearing only when he or she is making a statement or being questioned. An Advisor may not also be a Witness, nor may a Witness be an Advisor.
h. The panel may question all participants speaking at the hearing as well as ask for additional information. The panel also may call and question Witnesses. In addition, the panel may stop the presentation of information it deems irrelevant to the allegations.
i. No new allegations may be introduced into the hearing.
j. All panel members, participants, and Advisors must respect the confidentiality of the information and records introduced into the hearing.
k. An audio recording will be made of the hearing and kept in the Office of the Executive Vice President or Vice Chancellor for Academic Affairs for use by the panel, the Initiator, the Respondent, the Vice Provost for Academic Affairs, the Chancellor, or any designee of such University officer, should they wish to review the proceedings. A written transcript will not be provided.
l. The panel’s recommendation must be based solely on information made available to both the Initiator and the Respondent(s) during the course of the Grievance. If additional information is received by the panel outside the hearing, it must be
shared with both parties to the Grievance prior to the hearing, and each must be
given a reasonable opportunity to respond in writing.
m. The panel will conduct the hearing as expeditiously as possible. After the
proceedings have concluded, the panel will meet in executive session and
determine by majority vote whether or not the preponderance of the evidence
presented supports the allegations made by the Initiator that the substance of a
decision or action was unfair or wrong or that an action was taken or a decision
was made in a manner that violated a University policy, procedure, standard, or
established practice.
n. Within 15 Days after completion of the Hearing, the panel will report its findings,
conclusions, and recommendations in writing to the Vice Provost or Vice
Chancellor for Academic Affairs, as the case may be (or other official designated
in accordance with section C.9 of these procedures). Copies of the report also
must be sent to the Initiator and the Respondent(s).

8. The Vice Provost or Vice Chancellor for Academic Affairs (or other official
designated in accordance with section C.9 of these procedures), as the case may be,
will make a determination on the outcome of the Grievance following review and
consideration of the findings, conclusions, and recommendations of the Grievance
Hearing Panel. When determining the implementation of a remedy in instances where
the determination requires such, the Vice Provost or Vice Chancellor, as the case may
be, will consult with the appropriate unit head (e.g., dean or director). This
consultation is only for the purpose of creating an implementation plan as needed, not
for revisiting the determination made by the Vice Provost or Vice Chancellor. The
determination will be announced in writing to the Initiator, the Respondent(s), the
appropriate unit head, and the members of the panel within 10 Days of receipt of the
panel’s recommendation.

9. If the Vice Provost or Vice Chancellor, as the case may be, took part in the hearing or
was a party to the Grievance, the Executive Vice President for Academic Affairs and
Provost or Chancellor, as the case may be, must either render and announce the
determination or appoint another University Faculty member or academic
administrator not associated with the Grievance to do so. If the Executive Vice
President for Academic Affairs and Provost or Chancellor, as the case may be,
participated in the hearing or was a party to the Grievance, the President must appoint
another University Faculty member or academic administrator not associated with the
Grievance to make and announce the determination.

D. Appeal Process

1. The Initiator and the Respondent(s) each have the right to appeal the determination
made by the Vice Provost or Vice Chancellor for Academic Affairs (or his or her
substitute, as the case may be) to the Executive Vice President for Academic Affairs
and Provost or Chancellor, as the case may be. Such appeal must be in writing and
filed within 10 Days of the issuance of notification of the determination with all
supporting materials attached. Decisions not appealed within such time are deemed
final.

2. If the Executive Vice President for Academic Affairs and Provost or Chancellor participated in the hearing or was a party to the Grievance, the President must appoint another University Faculty member or academic administrator not associated with the Grievance to accept and decide the appeal.

3. The Executive Vice President for Academic Affairs and Provost or Chancellor (or designee as assigned in section D.2) must make a determination on the appeal within 10 Days. Such determination will be communicated in writing to the Initiator, the Respondent(s), the members of the Grievance Hearing Panel, and the Vice Provost or Vice Chancellor for Academic Affairs who made the determination regarding the Grievance. The written determination concerning the appeal constitutes the University’s final action.

RELATED DOCUMENTS, FORMS, AND TOOLS

[Informal Grievance Form]
Informal Grievance Status Report Form

HISTORY AND UPDATES

Provide history of promulgation and revision of the policy. Where approval of the president and/or the Board of Trustees is required, it will indicate the date(s) of such approval(s). [The University Policy Office will complete.]

APPENDICES

There are no appendices to this policy.
**Informal Grievance Resolution**

- Involved parties try to resolve the issue on their own.

  - **Conflict resolved?**
    - **YES**
      - Initiator files written statement of grievance with chair of Faculty Mediation Committee for his/her campus within 30 days of the incident.
    - **NO**
      - Chair appoints mediator mutually acceptable by initiator and respondent(s).

- Mediator meets with the initiator and the respondent(s) to assist in finding mutually satisfactory agreement.

  - **Conflict resolved?**
    - **YES**
      - Mediator concludes the process within 30 days and submits an Informal Grievance Status Report Form within 10 days.
    - **NO**
      - Initiator withdraws grievance?
        - **YES**
          - **Conflict resolved?**
            - **YES**
              - No further action taken/Grievance is closed
            - **NO**
              - Initiator/Respondent appeal within 10 days?
                - **YES**
                  - Provost/Chancellor makes decision on the appeal and communicates it in writing within 10 days.
                - **NO**
                  - Vice Provost/Vice Chancellor makes decision on outcome of grievance hearing in writing within 10 days.

**Formal Grievance Resolution**

- Initiator files a notice with Vice Provost/Vice Chancellor for Academic Affairs within 10 days of informal proceeding’s outcome.

  - **Grievance accepted?**
    - **YES**
      - Initiator appeals within 10 days?
        - **YES**
          - Appeal approved?
            - **YES**
              - Vice Provost/Vice Chancellor sends copy of grievance notice to respondent(s) who must respond in writing within 10 days.
            - **NO**
              - Vice Provost/Vice Chancellor sends copy of all materials to chair of Grievance Hearing Committee.
        - **NO**
          - Vice Provost/Vice Chancellor decides if 1) Initiator attempted to resolve grievance under informal process 2) grievance is timely, and 3) issue is covered by policy.

- **Vice Provost/Vice Chancellor** notifies initiator whether formal grievance will be heard within 10 days.

- Vice Provost/Vice Chancellor sends copy of grievance notice to respondent(s) who must respond in writing within 10 days.

  - **Vice Provost/Vice Chancellor** sends copy of all materials to chair of Grievance Hearing Committee.

- **Vice Provost/Vice Chancellor** makes decision on outcome of grievance hearing in writing within 10 days.

  - **Initiator/Respondent appeal within 10 days?**
    - **YES**
      - Provost/Chancellor makes decision on the appeal and communicates it in writing within 10 days.
    - **NO**
      - Vice Provost/Vice Chancellor makes decision on outcome of grievance hearing in writing within 10 days.

  - **Conflict resolved?**
    - **YES**
      - No further action taken/Grievance is closed
    - **NO**
      - Initiator withdraws grievance?
        - **YES**
          - **Conflict resolved?**
            - **YES**
              - No further action taken/Grievance is closed
            - **NO**
              - Initiator/Respondent appeal within 10 days?
                - **YES**
                  - Provost/Chancellor makes decision on the appeal and communicates it in writing within 10 days.
                - **NO**
                  - Vice Provost/Vice Chancellor makes decision on outcome of grievance hearing in writing within 10 days.
The Faculty Affairs Committee (FAC) met 7 times during the 2009-2010 academic year. This report is a chronological summary highlighting the business conducted by the FAC during this period.

2009-2010 FAC Members:
- Alan M. Beck (abeck@purdue.edu)
- J. Stuart Bolton (bolton@purdue.edu)
- Nancy E. Edwards (edwardsn@purdue.edu)
- Robert D. Plante (robert.d.plante.1@purdue.edu)
- Alysa C. Rollock, VP for Ethics and Compliance (acrollock@purdue.edu)
- Carolyn D. Roper (cropper@pnc.edu)
- Timothy D. Sands, Provost (tsands@purdue.edu)
- Mark J.T. Smith, Dean of Graduate School (mjits@purdue.edu)
- Charlene Sullivan, Vice Chair (sullivaa@purdue.edu)
- Elizabeth J. Taparowsky (ejt@bilbo.bio.purdue.edu)
- Volker K. Thomas (thomasv@purdue.edu)
- Whitney Walton (awhitney@purdue.edu)
- David J. Williams, Chair (djw@purdue.edu)
- William R. (“Randy”) Woodson, Provost (woodson@purdue.edu)
- Yuehwern Yih (yih@purdue.edu)
- William J. Zinsmeister (wzjins@purdue.edu)

Review of Executive Memorandum No. C-19: Prior to the first meeting of the Faculty Affairs Committee, the Chair, working with Vice President Alysa C. Rollock, appointed a committee to review Executive Memorandum No. C-19. Issues reviewed included what is grievable, the time frame for the process, and the processes used in the schools and colleges at Purdue. Members were Professors Alan Beck, Charlene Sullivan, Carolyn Roper, Joan Fulton, Karen Fingerman, Alysa Rollock, Craig Svennson, Suzanne Nielson, Bill McKinnew, and Ralph Webb.

Faculty Informetrics: The FAC discussed the question of surveys of the Purdue faculty and policies that relate to such surveys. The FAC decided to spend time on summarizing the history of faculty surveys at Purdue, the need for them, the use of the data, and to establish a policy for conducting periodic surveys and establishing a budget for them should they be deemed essential to the work of the Senate. Another important question relates to whether it is a faculty survey, or a faculty and staff survey? A subcommittee was created which included Professors Sullivan, Bolton, and Williams.

The last faculty survey was conducted in 2006 and its results were reported in June 2007.
Annual Funding for Chair and Vice Chair of the Senate: The FAC discussed the Provost’s decision to provide annual funding in the amount of $20,000 for the Chair and $5,000 for Vice Chair of the Senate. The Provost’s decision was made in response to requests for funding from previous Chairs of the Senate, and from a review of practices at peer institutions. The proposal from the previous Chairs for such support had not been vetted with the Faculty Affairs Committee nor recommended by the Senate before the decision was made to provide the support. The FAC agreed to reconsider the action in the context of a review and possible revision of Senate Document 94-9 “Recommendations to make the Senate more effective” which was approved by the Senate on April 24, 1995.

In that regard a subcommittee of Professors Williams, Yih, and Edwards was formed to review the issue of the desirability for a budget for the Purdue University Senate to include overall funding of the activities and leadership of the Senate, including Senate committee chairs.

Information regarding what is provided for Senates at other CIC schools was provided by the Provost’s office, but too late for anything to be formulated this year. This item will be a priority in 2010-2011 for the FAC.

Gift Funds for Professional Expenses: Provost Woodson provided communication to business officers, department heads and faculty regarding what is actually allowable under the current policy. In addition, confusion concerning the University policy toward reimbursement for travel while on sabbatical was addressed in this communication.

VACCINE Center (Visual Analytics for Command, Control and Interoperability Environments): The FAC discussed concern by some in the Life Sciences related to the name of this Center and requested the name of the Center be changed. The issue was addressed to VP Buckius.

College of Health and Life Sciences: Concern amongst some departments that they are being “left behind” in the proposed creation of this new College was discussed by the FAC. Provost Woodson reviewed the process that led to the proposal to form the new College, and indicated the rationale behind the proposal is to elevate the applied health sciences at Purdue. The number of colleges within the University will not change in this process.

NSF Requirements: Peter Dunn, Associate VP for Research, spoke to Purdue University Training Plan to Satisfy the Requirements of NSF’s Implementation of Section 7009 of the America COMPETES Act (42 USC 1862o-1).

Provost Woodson: Provost Woodson reported he would be involved in the activities related to the transition to a new Provost.
Budget Issues: Executive Vice President and Treasurer Al Diaz, Ken Sandel, and John Beeke discussed the University budget situation with the Faculty Affairs Committee and responded to questions from committee members.

Professors Williams and Sullivan served on a joint Senate subcommittee to work with VP Diaz, et al, on the TIAA/CREF rebalancing issue.

Assessing Guidelines for Research Faculty Promotions: Marietta Harrison, Associate Vice President for Research, reported on an initiative to assess the guidelines for promotion of research faculty. Five years ago, Purdue created the position of Research Faculty and currently has 33 employees in that position. Several members of the FAC are members of the committee formed to evaluate the current career path for these faculty and consider a process for their promotion.

Purdue Postdoctoral Association (PPDA): Dr. Kris Villez and Dr. Valentina Trinetta, co-Presidents of the PPDA, informed the FAC of the establishment of the Purdue Post-Doc Association last year, and the plan of their future activities.

AGEP Alliance: Dean Smith discussed the AGEP Alliance, which was created to increase minority students pursuing a PhD. The program has been funded to the extent of $7.5 million over five years. A professor participating in the program commits to graduating one minority student in a 10-year period.

Revision of C-19, Grievance Procedures: VP Rollock presented the revised faculty grievance procedure to the FAC and following discussion the document as written was unanimously endorsed by the committee.

Conflicts of Commitment and Outside Activities; Individual Financial Conflicts of Interest: Professors Beck, Edwards, Sullivan and Williams agreed to work with APSAC and CSAC members in assisting VP Rollock with the revision of these policies and properly vetting them before implementation. The goal is to have the new policies ready in the fall of 2010.

Purdue University HLC/NCA Re-accreditation: The Chair of the Faculty Affairs Committee served as a member of the Accreditation Steering Committee representing the University Senate.

Advisory Committee: Professors Alan Beck, Charlene Sullivan, and David Williams served on the University Senate’s Advisory Committee.

Research Misconduct: The Chair, in accordance with the mandate of Executive Memorandum C-22, worked with the Provost and the Deans of those schools and colleges involved to form Investigation Committees for three cases of alleged research misconduct.
2010-2011 FAC: Professor David J. Williams agreed to continue as Chair of the Faculty Affairs Committee for 2010-2011, and Professor Charlene A. Sullivan agreed to continue as Vice Chair. Incoming new members of the FAC are Professors Walid Aref (Computer Science), Zygmunt Pizlo (Psychological Sciences), and Provost D. Timothy Sands. Outgoing members are Professors Carolyn D. Roper, Robert D. Plante, Whitney Walton, and former Provost William R. ("Randy") Woodson.

Respectfully submitted by,

David J. Williams
Chair
Faculty Affairs Committee
Purdue University Senate

May 11, 2010
The Educational Policy Committee (EPC) met 6 times during the 2009-2010 academic year. This report is a summary of topics, in alphabetical order, considered by the EPC during the period with highlights of actions taken.

2009-2010 Members
Janet M. Alsup
George M. Bodner
Steven H Collicott (Resigned 11/09)
Ronald J. Glotzbach
John B. Grutzner
Chong Gu
L. Tony Hawkins Dean of Students
R. Neal Houze
Joseph F. Kmec
*Robert A. Kubat Registrar
Christine M. Ladisch Vice Provost
Andrew Luescher
Mark M. Moriarty
Teri Reed-Rhoads
Glenn G. Sparks
W. Randy Woodson Provost
Eddie Van Bogaert Student Representative
Melissa Perram Student Representative
Gabriela Szteinberg Graduate Student Representative

Academic Renewal Policy was updated to specify that this was a Purdue University policy.

Advanced Placement Transfer Credit – decreases in standards mandated by the Indiana Legislature were discussed and provided to the Senate for information. An ad hoc committee from the Provost’s office is charged with instituting the required changes and monitoring their impact.

Audit policy: Revisions to the Regulations to improve accountability were discussed and wording changes are being developed.

Classification of students in Banner and drop policy were examined and no changes were recommended at this time.

Core Curriculum Committee Progress Report was discussed in preliminary form. The current document is now available for review on the Faculty web-site.
Course repeat policy was examined and possible changes to Regulations were explored.

Credit Transfer Regulations: this multi-faceted topic was discussed at several meetings. Members of the EPC are participating in a University wide review of the issues as part of a separate committee appointed by the Provost.

Digital Accuracy in GPA Reporting: The fine distinction between student performance possible with the +/- grading scale is not reflected in the GPA report using 2 decimal places. A revised reporting procedure is under development.

New College of Health and Human Sciences Subcommittee Report was approved by the EPC and referred to the Senate for information.

Readmissions Committee reported a decrease in the number of students dropped from the University because of their Academic Record.

Scheduling of Final Exams and Large Classroom Assignments were examined and no changes in current procedures were deemed necessary.

Signals Program results were presented. No EPC action was required.

Starting date for new and changed Plans of Study, Senate Document 09-6: was created over the year and approved by the Senate at its April meeting.

Student Excellence Committee Membership was expanded to prompt action. The committee –a sub-committee of the EPC - has not reported to the EPC in the past year.

Summer Commencement was considered, but no changes were deemed necessary.

Swine Flu and its possible impact on grades was considered, but no action was required as the level of infection was low.

Andrew Luescher was elected as Chairperson of the EPC for 2010-2011. Members whose terms ended in Spring 2010 and who will leave the committee are John Grutzner, Christine Ladisch, Melissa Perram, Eddie Van Bogaert, W. Randy Woodson. Members whose term expired and are reappointed to the committee are Andrew Luescher, Glenn Sparks.

Respectfully submitted by

John B. Grutzner
Chair
Educational Policy Committee
Purdue University Senate

May 26, 2010
Memorial Resolution for
Peter Thomas Gilham
November 12, 1930-September 12, 2008

Known to many as “PT”, Peter Thomas Gilham relished telling friends how lucky he was to be paid a decent wage for doing what he would gladly do for practically nothing (or for an occasional bottle of Shiraz). He lectured, in part, on the properties of nucleic acids (RNA and DNA) and studied them in the laboratory. His far-ranging long-term goals included the synthesis of DNA and RNA polynucleotides with different characteristic secondary structures critical for the expression of the polynucleotide functions.

Peter Thomas Gilham was born on November 12, 1930 to William and Jessie Edith Bailey Gilham in Sydney, New South Wales (NSW), Australia. He and his wife, Elizabeth Higgins Garrison, who survives, were companions for more than 30 years. In 1982 he became a citizen of the United States.

Much of his childhood was spent at Blayney in the tablelands of central west New South Wales, where he received a formal education at the local primary school, except for a short time at a school in Wentworth Falls, NSW. He traveled to Orange, NSW, for high school. At the age of 11 he developed an interest in what would later become his profession by avidly reading a science book, a gift from his mother.

Professor Gilham received his B.Sc. in Science in 1952 and his M.Sc. in Organic Chemistry in 1954 from the University of Sydney in New South Wales, Australia. He continued his education at the University of New South Wales where he earned his Ph.D. in 1956. He also received a D.Sc. in Biochemistry from the University of Sydney in 1975. He pursued postdoctoral training in the laboratory of Professor Gobind Khorana at the University of British Columbia from 1956-1958, and subsequently in the laboratory of Professor Derek Barton at the University of London from 1958-1959. Both Khorana and Barton subsequently won Nobel Prizes. He then returned to Australia for a year as an Assistant Professor in the Chemistry Department at the University of Adelaide. Following an appointment as an Assistant Professor at the University of Wisconsin, 1960-1962, he began a 44-year tenure in the Department of Biological Sciences at Purdue University, first as an Associate Professor, 1963-1969, and then as Professor from 1969 until his retirement in 2006.

Professor Gilham was a member of the Biophysics, Biochemistry and Structural Biology Group in the Department of Biological Sciences, the Purdue Cancer Center, was Director of the Purdue University Interdepartmental Program in Biochemistry and Molecular Biology (BMB) from 1991-1995 and was the author of numerous scientific publications.

One area of PT’s research was focused on understanding the structural properties of our genetic material, the DNA of our genes and the RNA intermediates involved in the expression of the gene function. These structures include exotic knots, hairpins, loops, and bulges, which play a role in the regulation of gene activity. Another area of his research was the exploitation of chemical modifications of viral RNA that may promise to provide novel ways to attack viral diseases.

Professor Gilham was also a lover of camping, hiking, sailing, opera, the music of Neil Young and Dixieland jazz in no particular order. He was an ardent Darwinian, who admired the concept of natural selection as the basis of evolution. He was a non-believer in a personal God and fought for the removal of invocations and benedictions from graduation exercises. He was partially successful: attendance at graduation exercises was made voluntary.
Peter T. Gilham is survived by his wife Elizabeth, three children (from a previous marriage to Larissa Medevoy): Helen Tanya Gilham (Tom Ruschak) of Naugatuck, Connecticut, Catherine Anne Gilham of Columbus, Ohio, and Gregory Stephen Gilham of Worthington, Ohio; two stepdaughters: Laura Elizabeth Garrison of Spokane, Washington and Monica Garrison Halstead (Gary) of West Lafayette; three brothers: Richard Gilham (Margaret) of Port Macquarie, NSW, Anthony Gilham (Jenny Robb) of Woodford, NSW, and William Gilham (Dorothy) of Wentworth Falls, NSW; seven grandchildren: Robert Gilham of West Lafayette, India Gilham-Westerman of Anchorage, Alaska, Alexandra Smith and Nicholas Smith of Columbus, Ohio, Lindsey Gilham of Worthington, Ohio and Jared and Erin Halstead of West Lafayette; and nephew Trevor Gilham (Tanya) of Koolewong, NSW.

Submission by: Irwin Tessman, Professor
Biological Sciences

Richard J. Kuhn, Professor
Head, Department of Biological Sciences,
Gerald & Edna Mann Director, Bindley Bioscience Center