AGENDA

1. Call to order
   Professor J. Paul Robinson

2. Approval of Minutes of 10 September 2012

3. Acceptance of Agenda

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

5. Remarks of the Chairperson
   Professor J. Paul Robinson

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

7. Question Time

8. Implications of Moving to a Trimester System
   For Information
   Various Speakers

9. New Business

10. Memorial Resolutions

11. Adjournment
UNIVERSITY SENATE
Second Meeting, Monday, 15 October 2012, 2:30 p.m.
Dean’s Auditorium, Pfendler Hall


1. The meeting was called to order at 2:35 p.m. by Chairperson J. Paul Robinson.
2. The minutes of the meeting of 10 September 2012 were approved as distributed.
3. The agenda was accepted as distributed.
4. Acting President Timothy D. Sands presented remarks to the Senate (see Appendix A).
5. Professor Robinson presented the report of the chairperson (see Appendix B).
6. Professor James S. Lehnert presented, for information, the Résumé of Items under Consideration (ROI) by Various Standing Committees (see Appendix C).

7. At “Question Time” Acting President Sands answered questions from the Senators. Professor DeCarlo asked for clarification “…about the line-item for research…” mentioned in the President's presentation. Acting President Sands stated that in the last two biennia we had a performance funding formula that included a metric for research improvement that was expenditure-based. As we improved our research expenditures which are related to our research awards, if not exactly the same, we were allocated money from the legislature as part of the appropriations for the university. They did not always provide the funding, but in principle it was part of the funding formula. This past year, the ICHE recommended taking the research funding line item out of the performance funding metric and hinted that we might be eligible for a research line item which would be outside the performance funding formula, but there is no guarantee the line item will be included in the next round of appropriations. The ICHE has recommended the performance funding metrics and have given Purdue an equation and we have responded with our data which will serve as a starting point for our appropriations. West Lafayette did well in the funding equation, and the system as a whole was up about one percent, but the regional campuses took a hit. However, the funding proposal did not include the research metric. Purdue is making the case that this is the time for a research line item in the funding formula for appropriations and that it would be funded. We are in a new era of how research is recognized and we have to make the case, again, that it is not necessarily based on research expenditures but it might be based on something else. That discussion is just now starting.

Professor Weldon asked questions about the trimester system. She is unclear about how it will work with respect to time “in residence” as there has been the suggestion we will have to be in residence the entire year. She and her colleagues often do field work and it is often done in the summer while teaching is done in the fall and spring semesters. For some faculty members, doing field work in the fall or spring would work well. However, requiring faculty to be in residence the entire year would eliminate the usual summer field-work period and suggests that field work could not be done during the fall and spring semester, too. She also wondered how it will work to spread out salary over the entire year. This also ties in with the summer pay that can be sought from external grants. In addition, when Purdue was audited by the NSF it was emphasized that faculty not be doing “other things” when they were on NSF funding. Acting President Sands said these are both points that have not been addressed but will be points of discussion today. Our purpose in holding today's forum/discussion is to expose these issues. No decisions have been made on either of these points.

Professor Ross brought up one of the points from Acting President Sands’ presentation to the effect that the cost of instruction is closely related to faculty effort. What does this mean exactly? President Sands stated that regardless of class size, the effort put into it by the faculty member is the greatest cost because the faculty member is the highest paid person involved with the class. As the university is currently structured, it is the faculty member and their time that utilize the bulk of the general funds which we use for education. Professor Ross also related concerns expressed initially by Psychological Services that were brought to his attention by a colleague. The concerns deal with the fact that students who participate in online education are only facing computer screens and they are not spending time with live faculty. This leads to the possibility of psychological damage occurring at a formative time in the students’ lives. There is no live interaction with potential mentors. It is the live interactions that often allow mentors to guide students and, later, write letters of recommendation from a knowledgeable perspective. At least from the perspective of Psychological Services, this seems to be
Professor Rossie suggested that having faculty rotating and choosing which semester they take off in a trimester system could change the dynamics of faculty interactions by affecting how decisions are made during faculty meetings, attending seminars and being a group of colleagues who interact regularly. In essence, this will dilute the faculty by one-third during any given trimester which would have a big impact on how faculty operate and interact. This is just one of the possible unintended consequences. Faculty has also asked if contingent faculty be hired to teach in the summer and asked how 9-month contracts will be spread out over 12 months? Acting President Sands said that no decisions have been made on these issues, but they have been discussed. However, we are not in a position yet to make any decisions.

Professor Sanders asked, What were the current statistics on the difference in 4-year graduation percentages between males and females? Acting President Sands stated that women typically graduate faster than men and international women tend to graduate the fastest of any group. President Sands does not have the numbers at hand, but can request them. Vice Provost Whittaker was able to obtain the 4-year graduation percentages for the 2008 cohort which were 39.2% for males and 53.8% for females (percentages courtesy of Assistant Vice Provost Brent Drake).

Professor Sullivan asked a question about Professor Robinson's report to the Board of Trustees (BoT) relative to the faculty being at the lowest number in recent history. Acting President Sands stated that he believes that the numbers are correct and they are on the data digest web site. The BIER Committee may also have some answers. Generically, the university has changed dramatically in the last ten years. This is especially true in the area of research which has required a consequent increase in staff support and these individuals are often classified as administrators. When one moves from individual-investigator projects to multi-investigator projects, the larger projects are often worth millions of dollars and require enhanced administrative support. Other areas that have required increases in administrators are compliance, development and information technology. We really have to examine the numbers and see how they came about and compare them, too, with those of our research-intensive peer institutions, especially the Big-10 public institutions. Acting President Sands agrees that this is an area we must look at carefully to ensure we are not wasting money by adding administrators that are not needed by the university. Professor Robinson was surprised that the report from Vice Provost Beverly Davenport-Sypher to the BoT had a different number of faculty members than are in the data digest (1827 vs. 1661 in 2011). Acting President Sands said that we are down in numbers from 10 years ago. During the last 10-year period, hiring did fluctuate and dropped when the recession hit. The lower hiring during the recession caused us to lose ground. However, we are turning it around and are on a path to increase it to above its previous peak. Vice Provost Davenport-Sypher said that the number reported to BoT relates to the COACHE survey for the number of the faculty who were eligible to take the survey. Administrators with faculty appointments were excluded, hence, the difference.

Professor Liu noted that the University’s ranking was reported to have dropped from 58 to 67 in one of the published rankings. She then asked if we have the means of evaluating faculty are their similar instruments for evaluating administrators? Are there national benchmarks for comparing administrators among institutions? When we do not have courses in our catalog, students take courses from other state institutions and we
send tuition money to those institutions. How do we strike balance in online learning between learning outcomes and tuition? Acting President Sands stated that there is already a consortium that handles the issues of coordinating tuition payments to other institutions when our students take classes at the other campuses. We have almost eliminated the outflow of funds by having our faculty create the needed courses. With respect to the benchmarking of administrators, he does not know of any formal way that it is done. However, the Higher Learning Commission (HLC) reports do discuss administrative functions when they accredit an institution. The HLC report pointed out Purdue University’s lack of a LGBTQ administrator. This has been corrected with the recent hiring of a Director of the LGBTQ Office. With respect to rankings, we have gone up in some and dropped down in others. Two of our world rankings went up dramatically, although he does not have those numbers at hand. We are considered a very good value in the U.S. as our students do well in terms of employment salary relative to the tuition they pay. Each ranking has its strengths and weaknesses and one must take these into consideration when comparing institutions.

8. The primary agenda item for the meeting was information provided by Acting President Timothy Sands, VP James Almond and Professors Raymond DeCarlo and Frank Dooley. The presentations concerned the proposed trimester system and can be found as Appendices D – F. Professor Robinson described the “ground rules” for the presentations and discussions. Presentations and discussions will be on Purdue’s YouTube web site at this link: http://youtu.be/rTmlshiW0I8. The video and audio recording will serve in lieu of detailed written descriptions of the questions and answers.

9. Under New Business VP Luis Lewin brought the Senators up-to-date about the requirement for faculty to take action concerning life insurance beneficiaries because the records will now be stored on a Purdue University server rather than the carrier’s server. The faculty will be notified during open enrollment about the needed action.

10. Memorial resolutions had been received for Professor Emeritus Donald J. Berthrong, Professor Emeritus Gordon R. Mork and Professor Emeritus Gordon D. Young all of the History Department. To honor their departed colleagues, the Senate members stood for a moment of silence.

11. The meeting adjourned at 5:00 p.m.
ONLINE EDUCATION MODELS & ALTERNATIVES

Free Online Course Will Rely on Multiple Sites

17 More Top Universities Offer Free Cyber Courses

By TERENCE CHEA Associated Press
SAN FRANCISCO September 18, 2012 (AP)

MOOC Brigade: Who Is Taking Massive Open Online Courses, And Why?
OVERARCHING CONSIDERATIONS

• **#1 Priority:** Utilize IT to enhance learning outcomes for our tuition-paying students

• **#2 Priority:** Expand Purdue’s global reach, reputation & revenue

• **The Core Opportunity?:**
  o Cost of instruction is closely related to faculty effort
  o Using the scientific *assessment* methods, develop lower-touch online or hybrid approaches that yield equivalent or better learning outcomes
  o Subject results to peer review in order to *certify* outcomes
  o Combine with competency credit, smaller modules and badges to build flexible, self-paced degree & certificate programs that meet the expectations of the *Purdue brand*
## NSB Study of state funding covering the years 2002 - 2010

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<thead>
<tr>
<th></th>
<th>% Change in Enrollment</th>
<th>% Change in state support</th>
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</thead>
<tbody>
<tr>
<td>Indiana</td>
<td>7%</td>
<td>-12%</td>
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<tr>
<td>National Average</td>
<td>13%</td>
<td>-20%</td>
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### Revenue from Indiana Sources

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<thead>
<tr>
<th>Year</th>
<th>Operating Appropriation</th>
<th>Base Resident Tuition Revenue</th>
<th>Total Revenue</th>
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<tr>
<td>FY12</td>
<td>234</td>
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</tbody>
</table>
STUDENT LOAN DEFAULT RATES
FY 2009 – 3 YEAR

- Purdue WL
- IU-Bloomington
- Big Ten Public Avg.
- BSU
- IUPUI
- IU-SE
- USI
- IU-South Bend
- IU-Kokomo
- PUC
- IPFW
- ISU
- IU-NW
- PNC
- IU-E
- ITCC
- Vincennes

Default Rates:
- 2.8% (Purdue WL)
- 3.4% (IU-Bloomington, Big Ten Public Avg.)
- 5.4% (BSU)
- 5.5% (IUPUI)
- 8.5% (IU-SE)
- 8.6% (USI)
- 8.7% (IU-South Bend)
- 9.0% (IU-Kokomo)
- 9.9% (PUC)
- 10.1% (IPFW)
- 10.2% (ISU)
- 10.4% (IU-NW)
- 10.6% (PNC)
- 14.4% (IU-E)
- 20.2% (ITCC)
- 21.5% (Vincennes)
CHANGING HIGHER ED ENVIRONMENT

Drivers
1. Engineer/STEM Shortage
2. New Learning Technologies & Techniques
3. Return of Manufacturing
4. Changing R&D model
5. Shifting Funding Sources

Purdue’s Proactive Response
- Engineering Strategic Growth
- IMPACT program
- Research/Technology Parks
- PurdueHub-U
- TAP
- ICC
- ARI

Areas for State Support
- Active Learning Space
- IN-MaC
- Research Funding
- Line-item Support
Faculty Senate
Comments of the Chair of the Senate – J. Paul Robinson, October 15, 2012

Colleagues: I want to make a few comments before I talk about the focus of today’s senate meeting. First as you all know the Board of Trustees met last week and a copy of my report to the BOT is on the senate website. I updated the 10 year trend of Purdue’s data – all taken directly from Purdue official Data Digest. As I reported to the Board, it’s déjà vous all over again. The last year’s figures for administrative growth indicate an additional 20 senior administrators hired making an 11 year gain of 62%. The faculty numbers are the lowest since 2006 with an 11 year change of 8%. The only real conclusion I can make from this is that the faculty are getting much smarter and achieving their goals faster, more efficiently and with less faculty. I don’t know if the corollary to that statement is true or not.

I really don’t know what it will take to change the status quo. On the one hand we have Board of Trustee members chaffing at the bit to become a member of the “on-line club” of universities. It’s more than a flavor of the month. It’s starting to permeate Board room talk and that should be of great concern to faculty. This is not an issue of us protecting jobs or refusing to move into the 21st century. It is totally about quality and endpoints. It seems to me, that we deliver a quality product and that should be the standard upon which change should be judged. This has nothing to do with faculty wanting to remain landlocked in a previous dimension. Indeed, by necessity faculty adopt as many tools that are available that facilitate and enhance their education and research goals. We don’t use index cards for our references like I did when I was a grad student, we use modern tools that increase our efficiency and bring the world of research to our fingertips. We hardly write letters any more – we communicate electronically, and gone are the days when we are totally out of communication with our labs and classes regardless of where we are on this planet. That ability to remain in direct communication means we as faculty are on call 24/7. Not only are we on call, but I believe on the most part we respond.

Maintaining our pace in a changing environment has been a fundamental aspect of faculty culture. We do so because we work with a group of individuals who are defining those changes – students accommodate every aspect of modern culture and so we do our best to bridge that cultural divide with the knowledge and experience we as faculty bring.

However, we don’t do things just because someone else thinks it’s a good idea. I don’t know how we should deal with MOOCs and similar animals, but for sure before we jump into the post, we should at least measure the temperature of the water. That is in fact what we are going to do today.

The trimester concept has been more than floated. I think it started with Professor Sands in April 2010 in his paper “Balanced Trimester plan for Purdue University”. As far as I know, I don’t know any faculty who actually saw this concept paper. This appeared to be followed by many discussions as part of the Decadal Funding plan. While a few faculty may have been involved with those discussions, it is my understanding that the majority of the faculty had no idea about this idea until it was announced publically on January 11 this year by the President. In that news release, it said:

“Purdue University is rolling out the first initiative of its decadal funding plan with the announcement on Wednesday Jan 11 that it will proceed with the first steps toward a balanced trimester”..... The trimester
is an effort designed to enhance students’ academic opportunities as well as help them move more quickly toward graduation. President France Cordova during the announcement at the Lumina Foundation headquarters, said the balanced trimester initiative is one of several to be unveiled over the next few months in the decadal planning process...: Beginning this summer, the university will expand its summer program offerings as a first step toward implementing a full-summer trimester... “...” Purdue has moved boldly to become more productive, affordable and supportive of students more quickly completing their degrees” said Indiana Gov. Mitch Daniels. “This is how leaders act.” "...”Purdue’s decision to move toward a full-summer trimester offers students expanded opportunities to accelerate graduate rates and save money and is aligned with the commissions goal of increasing completion and ensuring affordability” said Teresa Lubbers, Indiana Commissioner for Higher Education.”.....I am not going to continue quoting everyone including trustees that said we are all behind it.

Now what was the problem with this process? Where I come from we have a saying “its purring the cart before the horse”! The surprise from faculty when this announcement was made was significant. The senate had never been informed – the ideas had not been discussed, it seems that on the most part, this was a case of an administrative decision that impacted mostly students and faculty. As far as I can see, neither group was properly informed or given the opportunity to discuss the implications of such a sea-change idea. When that happens, faculty start asking questions – come to conclusions some right some wrong and a whole lot of energy is spent trying to understand “what happened here”.

What happened I think is that an idea walked its way through Hovde Hall, was apparently discussed in many meetings by senior administrators, but the people who actually have to make the most change in their modus operandi – the faculty knew little to nothing about it.

So where does that leave us? We need to understand what a balanced trimester actually is. We need to identify the advantages and the disadvantages. We need to look at every aspect as these sorts of change because the impact is very complex. So today we are going to have a sort of forum – it will be interactive. There will be presentations and discussion. We are not here to vote on anything – or make any decisions. We are here only to understand the implications of what the impact might be on major changes to a summer schedule that includes moving to a full summer trimester.
TO: University Senate  
FROM: James Lehnert, Chairperson of the Steering Committee  
SUBJECT: Résumé of Items under Consideration by the Various Standing Committees

STEERING COMMITTEE
James Lehnert, Chairperson  
lehnert@purdue.edu

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

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

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

NOMINATING COMMITTEE
Michael Hill, Chairperson  
hillma@purdue.edu

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

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

1. Student access and success  
2. Review of GPA requirements in early years  
3. GPA requirements after readmission  
4. Transfer credit  
5. Academic calendar change and update

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

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

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

1. Student Conduct

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

Chair of the Senate, J. Paul Robinson, jpr@purdue.edu
Vice Chair of the Senate, David Williams, diw@purdue.edu
Secretary of the Senate, Joseph W. Camp, Jr., jcamp@purdue.edu
University Senate Minutes; http://www.purdue.edu/senate
HISTORY OF THE PROPOSED TRIMESTER

UNIVERSITY SENATE, October 15th, 2012

• April 24th, 2010: Draft concept paper “Balanced Trimester Plan for Purdue University” (TD Sands and LP Sands)*
• May 18th, 2010: Memo on “Balanced Trimester Plan” from Keith Murray, SMAS Director, to TDS*
• March 2011: Decadal planning process initiated
• March 2011: “Blue Sky/Blue Ocean” ideas solicited from all Purdue faculty and staff; ~60 proposals received.
• April 2011: Three faculty roundtables organized to discuss proposals
• April 2011: Decadal subcommittees established; deliberations through June 2011
• June 27th, 2011: 43 Big Ideas vetted by steering committee before retreat, identifying “Balanced Trimester” as one of top three (along with “Doubling Philanthropy” and the “24/7/12 University”)
• June 29th, 2011: Steering committee retreat

*Document available on Senate website

HISTORY OF THE PROPOSED TRIMESTER

UNIVERSITY SENATE, October 15th, 2012

• July/August 2011: Auxiliary and Service Center Subcommittee* and Physical Facilities Subcommittee* offer initial analyses
• August 2011: Discussion with the Board of Trustees
• Fall 2011: Further development of financial models
• January 11th, 2012: News Release - “Purdue trimester plan will accelerate time-to-degree, enhance educational opportunities”*
• January 23rd, 2012: provost (TDS) presents decadal update (including Trimester) to University Senate*
• January 24th, 2012: “Decadal Update” memo to campus community from provost TDS*
• August 2012: Prof. Frank Dooley chosen to lead build-up of summer and transition planning for Balanced Trimester (3 yr. appointment)

*Document available on Senate website
SUMMER STATUS

- Purdue – WL campus largely idle in the summer; 6,000 undergraduates; 7% of fall credit hours
- Disincentivizing budget model; lack of course offerings; compressed schedule
- Lack of summer academic options limits fall/spring internships for students; fall/spring travel and research for faculty
- Only 42% of baccalaureate seekers complete in four years

From TDS report to University Senate on January 23rd, 2012

A PLAN FORWARD

- Build summer credit hours from 7% to 35% of fall.
- Flip calendar in ~2020 from two semesters of 15 instructional weeks to three trimesters of 13 instructional weeks.
- Build summer trimester to 70% of fall, with >20,000 students in residence and an annual increase of 25% in student credit hours

From TDS report to University Senate on January 23rd, 2012
BENEFITS

• More flexibility for students; Increased 4-yr graduation rates
• More flexibility for faculty
  – Some may teach three trimesters for additional compensation
  – Some may choose fall or spring as a “research” trimester
  – Minimal disruption for those who stay on fall-spring cycle
• Net revenues estimated at $40M annually
  – revenue of $190M – cost of $150M
  – Better utilization of fixed assets
  – Faculty numbers will need to increase
• Enhanced local economy

From TDS report to University Senate on January 23\textsuperscript{rd}, 2012

CAVEATS AND CONDITIONS

• Current momentum in enhanced undergraduate applicant profile and demand must be maintained
• Budget model must incentivize summer for both students and faculty
• Calendar will not be altered until summer utilization is substantially enhanced (target: 35\% of fall)

From TDS report to University Senate on January 23\textsuperscript{rd}, 2012
UNIVERSITY SENATE ROLE

• Building Summer (2012-2020)
• Calendar change to Trimester (~2020)
  – M-F scheduling (e.g., move to 60 and 120 minute standard periods; accommodating blended learning)
  – Academic Calendar (e.g., start fall after labor day, end spring in late April; breaks; holidays; exam schedules; modular trimesters).
  – Definition of faculty academic year and compensation options
  – Definition of full load for faculty and students
  – Timing of transition

From TDS report to University Senate on January 23rd, 2012
OVERVIEW

• **Switching to Trimester** affects almost every academic policy including faculty contracts.

• **Growing Summer Program**
  – Why
  – Educational/Academic Concerns
  – Learning Concerns
  – Calendar Concerns
ACADEMIC REASONS FOR GROWING SUMMER PROGRAM?

1. Concern over delayed graduations: non-traditional students (co-op students, full time workers), Codo students, and students repeating core courses often delay graduation

2. Concern over success of disadvantaged incoming freshmen—how to jump-start admitted HS students—Bridge?
COURSE CONSOLIDATION CONCERNS

Feasibility & effort in repackaging standard 16 wk courses & engineering-science labs into 6 wks

Feasibility of condensing engineering (senior) design labs into 6 wks—universally required for accreditation

Senate Input:
STUDENT LEARNING CONCERNS

Feasibility & effort in mastering and integrating a standard 16 wk course in 6 wks.

Learning expectations for 6 wk module vs 16 wk module; quality of student work; dumbing down of standards

Feasibility & effort in achieving experimental savvy 16 wk engineering/science labs in 6 wks
Feasibility of students achieving design project completion typically done in 16 weeks in 6 weeks?

Feasibility of reading 4000 pages of material, integrating, and writing say 7 term papers in 6 wks

Senate Input:
MENTAL HEALTH

Are there mental health effects on students and faculty surrounding the pressure of two 6-week modules?

Senate Input:
EPC recognizes concerns & is considering alternatives to two 6-week modules.

Senate Input:
More Total Aid Needed/Year—President Sands has pointed to current aid challenges at last senate meeting—wherefrom the $$$$$$ ??

Committee is in place to study issue.

Senate Input:
TRIMESTER CONCERNS

Contractual Issues for current 9 month faculty apts

Fair compensation concerns—increased health care premiums, reduction in retirement benefits, minimal to zero raises in the face of CPI based inflation (that does not account for energy for example) has forced a clear reduction in buying power

Calendar Issues—14 wk semesters?
Research Support Issues, e.g., NSF does not support academic year salaries

Concern over RECRUITING of new outstanding faculty

Concern over RETENTION of existing faculty
Without summers where is the time for reflective thought for

- idea generation,
- proposal writing (and incentives thereof),
- journal paper writing,
- increased graduate student meeting time,
- book writing,
- course note preparation and updating, and
- mental regeneration/recovery???
Concern over a manufacturing approach to higher education. See for example the following article in the *Chronicle of Higher Education*:

http://chronicle.com/article/At-UNT-Dallas-Consultants/131736/

Senate Input:
PROPOSED PROCESS

• **Create committees** that represent a cross-section of faculty, staff, administration, and students to consider the issues related to moving to trimesters.

• **The process will be iterative**

• Task 1 is to ensure that we’re considering the right questions.
  - Have the committees report on regular basis to campus leadership from: 1) the Senate, 2) Staff, 3) Deans, 4) students, and 5) the community.
Send other issues or concerns or comments to both:

decarlo@purdue.edu

and

dooleyf@purdue.edu
IMPLICATIONS OF A CHANGE TO A TRIMESTER SYSTEM

FINANCIAL MODELS FOR SUMMER

James S. Almond
Senior Vice President for Business Services and Assistant Treasurer

PURDUE UNIVERSITY
• Review Trimester Financial Model
• Review Summer Session Models
**Assumptions**

- Summer undergraduate growth in credit hours to approximately 300,000 credit hours by 2022
- Fall / Spring enrollments decreased 5%
  - Allows for some R&R maintenance of facilities
  - Recognizes reduced instructional hours available in shorter Fall / Spring semesters
- Instruction costs derived using campus-level average instruction cost per credit hour (IPEDS data – salaries, benefits, supplies and services)
- Instruction indirect cost = 24.1% based on university cost study to cover facilities operations and maintenance, student services, and equipment depreciation
- Scholarships and grants costs based on current levels of institutional aid for the Fall / Spring semesters
### Summary of Trimester Financial Model

(FY 2022 amounts / in millions)

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<tr>
<th>Description</th>
<th>Amount</th>
<th>% of Revenue</th>
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<tbody>
<tr>
<td>Trimester Student Fee Revenue</td>
<td>$208.5</td>
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<tr>
<td>Trimester Instruction Direct Costs</td>
<td>$114.4</td>
<td>54.9%</td>
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<tr>
<td>Trimester Instruction Indirect Costs</td>
<td>27.8</td>
<td>13.3%</td>
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<tr>
<td>Trimester Scholarships and Grants Costs</td>
<td>27.6</td>
<td>13.2%</td>
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<tr>
<td>Total Trimester Expenditures</td>
<td>$169.8</td>
<td>81.4%</td>
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<tr>
<td>Available for Strategic Investment</td>
<td>$38.7</td>
<td>18.6%</td>
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Office of the Provost has historically provided supplemental funding for summer.

Before Summer 2008, colleges would submit a supplemental funding request to the Office of the Provost and each course would have to be approved.

For Summer 2008 the summer funding model changed.

- Greater management control to the colleges
- Base level of credit hours established for each college
- Incentive funding available for growth above base credit hours
EXPERIENCE WITH SUMMER 2008 MODEL

• Only 1.1% growth in credit hours between 2007 and 2010.

• The college level base made it difficult for departments to determine the financial impact of new offerings.

• Incentive amounts were insufficient to cover instructional costs for most units.

• Not all course offerings were targeted to areas of student need.
In January 2011, a committee was formed to review the summer session funding model and develop ways to achieve greater success with summer session.

Associate deans, PEC and Office of the Provost representatives were included in the committee.

This committee was later combined with the decadal funding group to work on an expanded summer plan and a potential transition to trimester.
NEW SUMMER FUNDING MODEL

**Vetting Process**

- Sought and received input from academic advisors and department heads.

- Iterative vetting with the associate deans and directors of financial affairs.

- Followed up with individual meetings with the deans to address college specific issues and opportunities.
NEW FUNDING MODEL

Guiding Principles

• Provide flexibility to the departments/colleges

• Fund at a level sufficient to incentivize

• Fund at a level sufficient to have faculty teach

• High level of transparency

• Ongoing review of funding model to ensure guiding principles are achieved
NEW FUNDING MODEL

• Adopted and in place for Summer 2013.
• Funding level for each college based upon:
  − Instructional cost based on college-specific data
  − Supply and expense allocation
  − Additional investment allocation
• Removal of the base; no minimum threshold to attain before funding received.
• Set program parameters:
  − Clearly define course cancellation dates
  − Guarantee offerings of a set of progression courses
• The summer funding model determines the level of dollars that flow to the college. Deans determine implementation within individual colleges.
To: Faculty and Staff of Purdue University, West Lafayette

Dear Colleague,

On January 11th, 2012 in Indianapolis, we announced the first component of the Decadal Plan - the Trimester initiative. Today, on Purdue's West Lafayette campus, we announced another important step forward - The Innovation and Commercialization Center. I would like to take this opportunity to review the Decadal planning process and describe the coming opportunity for faculty, staff and students and other stakeholders to shape the next phase for both of these initiatives - implementation.

The Context: Early in 2011, we came to the conclusion that cost cutting alone was not going to be sufficient to ensure financial sustainability without sacrificing the value of a Purdue degree, the impact of Purdue's research mandate or the economic impact of Purdue on the State of Indiana. Over the course of the prior decade, we had invested nearly $1B in building Purdue's discovery enterprise, hiring more faculty, and enhancing facilities. This investment was made while state appropriations continued to drift downwards - the rate of decline has been about 1% in real dollars annually over the past two decades, accelerating to an annual rate of more than 4% over the past two biennia. To finance these investments and to maintain a minimum level of repair and rehabilitation activity, we relied on a combination of private giving and tuition and fee increases.

Going forward, it is clear that we will need to continue to make investments if Purdue is to reach its potential to become one of the world's premier public research land-grant institutions. Maintaining and growing the research enterprise, for example, requires institutional investments that are not completely covered by Facilities and Administration (F&A) cost recovery from the sponsors. In fact, Purdue and its peer institutions invest $0.20-$0.30 for every dollar of sponsored program awards.

Although state appropriations typically rebound after a recession, the longer historical record teaches us that the overall trend in declining state support will most likely persist. We continue to make the case that the State's investment in Purdue returns more than a factor of ten in economic impact, as well as the ability to maintain affordability and access for Indiana residents. The "public good" argument, however compelling, is withering in the face of other growing needs in the state (and nearly every other state), including K-12 education. Concurrently, it is also becoming apparent that relying on tuition and fee rate increases to maintain and advance Purdue is a strategy that has run its course. Although Purdue is an exceptional value for resident students (the difference between resident and nonresident tuition rates, multiplied by the number of resident students, exceeds the state appropriation by $70M annually), further tuition increases beyond inflation would jeopardize the promise of an affordable Purdue degree for an increasing number of Indiana families. Furthermore, Purdue's nonresident tuition rates are already approaching the limit of inelasticity for most applicants; i.e., additional significant increases are likely to reduce application and matriculation rates.
So, in early 2011 we decided that further hand-wringing over the state of public higher education in the U.S. and in Indiana would not help us find the resources we need to sustain and invest in Purdue University. We turned the focus to substantial opportunities for new revenue and innovative solutions for enhancing effectiveness and efficiency. Instead of reacting to further cuts and disruptive innovation down the road, we made a collective commitment to utilize the wisdom and creativity of Purdue's people to drive change and innovation ahead of the need. One year ago, President Córdova announced the launch of the Decadal Funding Plan initiative.

The Planning Process: In November of 2010, a President's Forum panel discussion on the future of public research universities set the stage for a long-term planning process. Ideas solicited in a message to all faculty and staff in March 2011 were discussed during a series of Roundtables involving approximately 60 faculty and staff. A steering committee was constituted and 13 resource subcommittees with a total membership of about 130 faculty, staff and students vetted, developed and modeled the most promising ideas in a process that ran through summer 2011. In the fall, nine of these ideas and four 'enablers" (private giving, legislative support, information technology and a transformative business model) were identified for further study and development. Taken together, the nine initiatives were grouped into three focal categories - Efficient and Effective Purdue, Global Purdue and Innovative Purdue - that formed the core of our Decadal Funding Plan. These "Big Ideas" fall within the envelope of our New Synergies strategic plan, and reflect and exploit Purdue's potential and our unique characteristics, ranging from our global presence, to our strengths in innovative information technology in teaching and learning, to our ability to transform discoveries into useful products and services. The Decadal Plan has been presented in faculty meetings, the President's Forum, University Senate meetings and Board of Trustees meetings over the past several months. Nevertheless, not everyone has had the opportunity to study and discuss the plan and its proposals. Given that the implementation phase will require deep and sustained efforts by faculty, staff, students and other stakeholders over the coming years, I am taking this opportunity to communicate the first two of several Decadal initiatives to be launched in the coming months.

The Trimester Initiative: This initiative emerged from the Decadal planning process under the category of "Efficient and Effective Purdue." At its heart is a proposal to move from a two-semester academic year to a full-year, three-trimester calendar. Presently, only 6,000 undergraduate students enroll for classes during the summer. They complete credit hours at a level of 7% of the fall semester. Although the research enterprise continues, the campus resources that primarily serve undergraduates are either left fallow, or are serving conferences and summer camps.

The benefits of year-round academic programming would include 1) greater flexibility in course offerings for students who wish to complete their degree programs on time, while allowing for internships, study abroad and research experiences at any time of the year (currently, only 42% of our baccalaureate-seeking students complete their degree within four years); 2) enhanced options for faculty who may wish to teach in the summer, or who would prefer to dedicate either fall or spring to off-campus research, travel or focused research with graduate students outside the classroom setting; 3) more efficient utilization of facilities and the effort of full-year staff; and 4) a strengthened local economy, which is critical to recruiting and retaining faculty and staff.

In August 2011, a team of faculty and staff began an in-depth effort to determine if the obvious benefits of a trimester calendar would indeed yield new revenue that could be utilized to keep the lid on tuition rates while making the investments necessary to propel Purdue forward. They concluded that a fully implemented trimester calendar could increase credit hour completion by 25% annually, while generating net revenue on the order of $40M annually (about $190M in additional revenue and $150M in additional costs, all in 2020 dollars assuming an annual 2.5% rate of inflation). This group also outlined a preliminary transition plan that starts with building summer credit hours from 7% of fall to 35% of fall by 2020.
transition plan that starts with doubling summer credit hours from 17% of fall to 35% of fall by 2020, followed by a switch to the trimester calendar and subsequent growth to 70% of fall. In steady state, more than 20,000 full-time undergraduate students would populate the campus during the summer trimester. Their model revealed the necessity of scaling back student credit hours in the fall and spring slightly to accommodate changes in the calendar and the need to perform maintenance that would take facilities off line periodically. Their model also assumed that some faculty and students would stay with the current fall/spring rotation (albeit with slightly compressed academic terms), some would choose to teach in summer and fall or in summer and spring, and some would elect to increase their annual teaching commitment for additional compensation by performing additional instruction during the summer trimester. Expansion of the faculty ranks and associated resources would be necessary and the recurring costs have been included in the financial model. Much remains to be considered with respect to the impact of an expanded faculty on the research enterprise, although it is clear that the trimester initiative provides an opportunity for growth of this core mission of the university.

The obvious question: if this is such a great idea, why hasn't it become the norm? In fact, several campuses have experimented with balanced trimester calendars since the 1960s, and most have abandoned the experiment in favor of three quarters with a summer quarter, or two semesters with a short summer term. There are lessons to be learned from this history. Most of the failures can be traced to adoption that did not account for faculty and staff workload, or that was either too rapid or too rigid. In contrast, we envision a gradual transition with adequate time to build summer offerings and demand systematically, introduce and refine financial incentives, and allow full discussion and vetting by the faculty, staff and students. Some programs and individuals will be early adopters, and others will require a longer transition period to realize the advantages of the expanded summer and trimester calendar. If the summer buildup does not proceed as planned or if student demand does not permit continued steady escalation of incoming student preparation and diversity, the calendar switch may be delayed or abandoned. To the extent that we are successful in building up summer, we will realize many of the advantages of the full implementation of the trimester calendar.

Over the course of the coming months and years, everyone on campus will have an opportunity to shape this initiative. The University Senate will play a key role in assessing curricular impact and opportunities, as well as defining principles that govern the accommodation of faculty and staff positions within the more flexible trimester calendar. Ultimately, faculty, students, staff and other stakeholders will have to be on board with this initiative before a final decision to implement the calendar change could be considered by the University Senate, the Purdue administration and the Board of Trustees. A slow and deliberate build-up of summer will afford the time necessary for full consideration of every facet of the change to a trimester calendar.

On behalf of Purdue University, I would like to thank the faculty, staff and students who have invested significant time and effort over the past several months in outlining and modeling the Trimester initiative. In particular, Keith Murray's contributions in 2010 to a white paper entitled "Balanced Trimester Plan for Purdue University" formed the kernel of the plan that has been developed further by the Auxiliary and Service Centers Decadal Subcommittee led by Jim Almond, the Enrollment, Instruction and Co-Curricular Decadal Subcommittee led by Dale Whittaker and Melissa Exum, the Development and Utilization of Physical Facilities Decadal Subcommittee led by Ken Sandel and Keith Murray, and the "ramp-up" modeling team of Frank Dooley, Marcos Fernandez, John Gravel, Pam Horne, Bob Kubat, Connie Lapinskas, Mickey Latour, Rukhsana Malik, Sidney Moon, Song No, Mary Sadowski, Suzanne Shaw and Jared Tippets, with financial modeling support from Melissa Johnson and her colleagues. Professor Frank Dooley has agreed to shepherd the initiative to building summer programs and demand through the spring semester in his role as a Provost Fellow. We will be searching for longer-term faculty leadership in the ensuing months.
The Innovation and Commercialization Center (ICC): The second of the new initiatives was announced today. Purdue has a strong "discovery engine," and we are highly regarded for our ability to start new companies and nurture them. We have considerable capacity for improvement, however, in taking our inventions and innovations from the laboratory to the marketplace. The ICC will bridge this gap by serving as a "one-stop shop" for Purdue inventors, offering seed grants and other funding for testing concepts, developing prototypes or participating in joint technology development projects with external partners. The ICC model is a hybrid of successful models operating at other institutions, but with features and approaches that are specifically tuned for the opportunities and strengths at Purdue. First-year activities will be supported by $1 million in gift funds donated by alumni entrepreneurs. The ICC will engage corporate sponsors and will leverage the talents of our experienced alumni. Revenue earned by the university will be re-invested in the effort. No general funds from state appropriations or tuition will be used.

In addition to the funding available to faculty, there will be support and mentoring for intellectual property protection, regulatory and legal affairs, marketing and business development.

Potential investors also will have a one-stop point of contact for all research commercialization interests they may have. We often hear that the university is too big and too decentralized for outside businesses and investors to navigate, and the Innovation and Commercialization Center will represent a major step forward in eliminating that impediment.

The first two tasks for Gerry McCartney, who will serve as the center's inaugural director for the first two years, will be to convene an advisory committee comprised of faculty, alumni and business representatives, and then organize informational meetings for faculty who wish to engage with the center. The ICC will be faculty-centric with a strong faculty voice in selecting projects and designing services. We are planning for a fast start, as we know that there is pent-up demand and interest from Purdue inventors who would strive to realize the commercial and societal impact of their work, and from those who seek to commercialize our inventions.

The Purdue Research Foundation's Office of Technology Commercialization (OTC), under the direction of Elizabeth Hart-Wells, will be part of the new effort and will continue to provide Purdue faculty, staff and student entrepreneurs advice and support in establishing intellectual property rights and turning those discoveries into products and services. Among the changes that will help integrate our discovery with delivery enterprise will be a closer organizational relationship between the OTC and Sponsored Program Services (SPS).

We greatly appreciate the tens of faculty and staff who have contributed to the development of this Innovation and Commercialization Center. The Entrepreneurial Launch Team was led by Rick Cosier and Joe Pekny, and the Decadal Planning Commercialization and Entrepreneurship subcommittee was co-chaired by Alyssa Panitch, Graham Cooks and Rick Cosier. The "Innovation City" concept team, including Arden Bement and Teri Thompson along with Cosier, Cooks and Panitch developed the ideas further. We would not have made the progress to date without their important input.

Upcoming Roll-Outs: In the course of the next few months, we will be announcing two more initiatives under Innovative Purdue including an Applied Research Institute and an entity we are calling the Purdue International Academy. Both are products of the Decadal planning process. Please watch for these announcements and do not hesitate to contact me (tsands@purdue.edu) if you have questions or concerns or ideas you would like to share.

Thank you for everything you do to make Purdue a great institution that builds on its past in proactively shaping its future.
Shaping its future.

Tim Sands
Executive Vice President for Academic Affairs and Provost
Purdue trimester plan will accelerate time-to-degree, enhance educational opportunities

INDIANAPOLIS - Purdue University is rolling out the first initiative of its decadal funding plan with the announcement on Wednesday (Jan. 11) that it will proceed with the first steps toward a balanced trimester. The trimester is an effort designed to enhance students' academic opportunities as well as help them move more quickly toward graduation.

President France A. Córdova, during the announcement at the Lumina Foundation headquarters, said that the balanced trimester initiative is one of several to be unveiled over the next few months in the decadal planning process.

Purdue's decadal funding plan is a long-term commitment to help offset declining state appropriations and reduce tuition increases.

"We have spent a lot of time thinking through the various elements of the 10-year funding plan," she said. "Now that we better understand the costs and returns involved, it's time to put these initiatives in motion."

Beginning this summer, the university will expand its summer program offerings as a first step toward implementing a full-summer trimester.

"Purdue has moved boldly to become more productive, affordable and supportive of students more quickly completing their degrees," said Indiana Gov. Mitch Daniels. "This is how leaders act."

Offering a third semester each year will help some students complete a nominal four-year degree in as little as three years, saving them time and money, and it will give others the chance to take advantage of study-abroad and internship opportunities. When fully implemented, the trimester initiative could mean $40 million in additional revenue for the university and would make better use of classrooms, residence halls and other campus facilities during the summer months.

"This initiative will make a Purdue education more affordable because a greater array of summer course and program offerings, combined with discounted summer tuition, will result in a faster time to completion for some students," said Tim Sands, provost and executive vice president for academic affairs.

Purdue's fall and spring tuition schedule for the main campus in West Lafayette is already designed to encourage full course loads by offering credits above eight for no additional charge. In
addition, students taking from eight to 16 credits in the summer receive a discount relative to fall and spring rates; that discount is as high as 50 percent for students who take eight or nine credits in the summer. In embarking on this more aggressive efficiency and opportunity initiative, Purdue is exploring ideas for further incentives, course packages and scholarships, along with financial models that encourage departments to implement summer academic programs to jump-start the trimester initiative.

"Purdue's decision to move toward a full-summer trimester offers students expanded opportunities to accelerate graduation and save money and is aligned with the commission's goals of increasing completion and ensuring affordability," said Teresa Lubbers, Indiana Commissioner for Higher Education.

Jamie Merisotis, Lumina Foundation president and CEO, said, "Lumina Foundation is honored to host the announcement of Purdue's new trimester effort. We applaud Purdue University and President Córdova's plan to accelerate the time-to-degree. This is an innovative approach and reflects a strong commitment to serving students and the state of Indiana."

The project is a key part of the decadal funding plan to increase sources of revenue beyond tuition and state appropriations - the traditional sources for public university funding - by doubling revenue capacity through continued cost-cutting, expanding online degree and professional education offerings, encouraging more robust use of campus facilities through summer teaching and learning, and ramping up research commercialization.

Purdue trustee JoAnn Brouillette said the trimester effort was attractive to trustees because it would benefit students and the university's bottom line.

"The advantages for students are several, and it helps the university financially while making better use of buildings and equipment," she said. "The additional revenue will help cut our cost per credit hour."

Córdova said, "We've made a commitment to students and the state Legislature that Purdue will do everything possible to keep tuition affordable and still deliver an exceptional education and a valuable degree."

Currently, 6,000 students take summer classes at Purdue's main campus for an average of four to five credit hours each. The goal is to grow the summer trimester to more than 20,000 students with each taking a 14-credit-hour load by 2022.

Although savings for students and the institution would accrue from year-round utilization of facilities, expenses also would grow, with additional pay needed for professors and support staff. Financial aid also would need attention since most programs typically cover only two semesters in an academic year.

One option for additional Indiana student support will be Purdue's Indiana Challenge scholarship program. Córdova announced this summer that $7 million earned through university
investments would be used to boost private donations for student support, with $300,000 dedicated to support veterans and their dependents and $6.7 million for the scholarship-matching program.

The Purdue Indiana Challenge Match will contribute to the Access and Success student scholarship and programming campaign. The campaign brought in $42.6 million in 2010-2011, for a four-year campaign total of $170.6 million towards the $304 million goal by 2014. The campaign supports the Presidential and Trustees Scholarships, Marquis Scholarships for middle-income students, and the Emerging Urban Leaders Scholarships for students from targeted urban areas.

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Source: France A. Córdova, president@purdue.edu
Developing, **Utilizing**, Leveraging and Investing in Physical Facilities
Big Idea: The 24/7/12 University

**Description of the Opportunity**

The essence of this concept is to generate additional net income from our existing physical facilities by expanding use of these assets for revenue generating educational activities, especially undergraduate programs, which currently provide the greatest net income to Purdue, and enhanced post-graduate professional offerings. This can be accomplished via a combination of expanding the academic calendar to full-year operation, offering evening and weekend classes to additional communities of students, and expanding the hours we reach students, both on-campus and globally, by using web-based and other methods for delivery of content knowledge and lectures.

**How is it Done Now?**

The traditional academic calendar spans 8 or 9 months with a large interlude of inactivity over the summer. Summer classes at Purdue currently utilize only 4.7% of the class hours supported by the same facilities in the fall semester. In addition, 96.5% of scheduled instruction takes place between 7:30a and 5:30p on Monday through Friday.

**How will We do it Differently?**

Expanding the calendar to a balanced trimester approach can take advantage of underutilized facilities during the summer months while allowing students the option to shorten their time to graduation, take advantage of coop and/or study abroad opportunities more easily without delaying graduation, or stay on a traditional fall/spring calendar. Additional revenue from an expanded calendar will rely on increasing student enrollments. Undergraduate programs are currently the primary source of net revenue to the University in the form of tuition, fees, and state funds. Even with no additional state funding support, the opportunity for additional revenue from expanded domestic non-resident and international students could be substantial. One idea would be to create an International College on campus that would attract a balanced mix of students from around the world with an interdisciplinary educational program focused on meeting global challenges. This might create a competitive advantage for recruiting international students that would not be quickly matched by other institutions.

A pricing option that might encourage students to take advantage of the greater flexibility of balanced trimesters would be to charge tuition based on the degree to be earned. A student would pay for a bachelors degree (or up to a limit of say 140 credits) over four years but could take the classes needed for that degree during any combination of terms needed for completion. Purdue would still receive payment for the effort to teach all of the courses required for the degree so should not have a major
impact on tuition revenue, but might be an attractive incentive for some students to take advantage of the opportunities afforded by three terms per year.

Additional opportunities during the summer months and weekends include short courses geared toward alumni and other mid-career individuals. These could be more attractive to such audiences if they combine high-quality classes taught by faculty with some of the many recreational or entertainment aspects available on campus (e.g., golf tournament, theater festival). Expanded opportunities for alumni to connect with Purdue may also pay off long-term in form a development perspective. Leasing facilities for corporate educational conferences might also be considered.

Weekend and evening hours also see much lower use of most educational facilities than the M-F 7:30a - 5:30p period. Some students, however, are attracted to evening classes and, while this may not be the majority of traditional students, this provides an opportunity to make use of otherwise unoccupied classroom and teaching lab facilities. Graduate teaching assistants may find teaching courses during evening hours cause fewer conflicts with their own class schedules, or at least object less to teaching evening courses than faculty members. Another option is to lease these facilities for use by other educational and community organizations that have a high demand for facilities in the evening or weekend hours.

Adoption of computer-based instructional media for content delivery in many courses may also change our notion of when classes should be offered, and free time in existing instructional spaces to serve new or expanded programs. If in-person class meetings focus more on learning new ways of thinking and sharing ideas with classmates, classes may come to be thought of as more social activities that are attractive during evenings and weekends. Providing opportunities for participation in real-time class meetings with students in other parts of the world may also expand our view of appropriate class times. A shift to students viewing lectures and engaging in interactive learning exercises in their dorms or apartments also makes additional classroom space available for instruction that makes the most advantage of face-to-face interaction between professors and students, and among students in group activities.

**What are the Milestones?**

Key milestones on the way to the 24/7/12 university would be:

1. Create public information campaign and conduct public forums to inform students and staff about the 24/7/12 University concept and seek feedback on any concerns that may need to be addressed during implementation.
2. Modify university calendar to accommodate balanced trimesters. This would likely require shifting to three 13-week terms with 1 week each for exams. Current 50-minute class “hours” would need to be extended to 60 minutes to preserve instructional time.
3. Determine change in capacity during fall and spring terms due to longer class meeting times and extended hours.
4. Develop new definition of “academic year” for faculty pay purposes. May want to define as any 2 terms within a calendar year.
5. Determine any additional need for faculty and other instructional staff to support expanded instructional time.
6. Develop curricula plans for balancing student enrollments across three trimesters rather than two semesters, or determine additional programs during summer trimester.
7. Gradually increase enrollments, particularly non-resident and international students (e.g., new International College), to make use of additional capacity.
8. Monitor net revenue changes, educational assessments, and student satisfaction with changes.

How will We Know it is Successful?

Increased tuition and fee revenue without an increase in instructional facilities while maintaining or improving the quality of education provided to our students.

What is the Revenue Potential (estimate)?

The tuition and fee revenue that could be generated by expanding use of existing facilities is on the order of $300 million. This is based primarily on increased utilization as a result of shifting to the balanced trimester approach and increasing the number of non-resident students. Some of the principal assumptions here are that the number of students each term would reduce by 15% (10% reduction in capacity due to decreased number of instructional periods caused by expanding “hour” from 50 to 60 minutes, and 5% reduction in available facilities due to a need to perform renovations throughout the year rather than just during summer months), but summer activity could grow by about 18 times. This would increase the number of student terms attended by about 20,000. At a tuition rate of $14,000/term for non-resident students this is $280 million. Additional revenue would come from enhanced evening and weekend programs.

What are the Risks?

Potential gains from the balanced trimester approach require achieving a better balance of the instructional load across all terms and increasing the number of students served. This will require overcoming some long-held perceptions of what the educational calendar should look like and also reexamining the balance between performing our education mission and enhancing our reputation.

Whenever change occurs, there is some risk that outside evaluators (i.e., media rankings) may initially take a skeptical view. No progress is ever made without taking some action, however; and preeminent institutions don’t gain that status by emulating the metrics of aspirational peers. We should look at whether expanding the number of students served and the opportunities created by a more flexible calendar and hours of operation are a positive contribution to our region and the world rather than whether we move up or down a few points in someone else’s prestige ranking scale.
What would be the Potential Impact?

1. Allows students the option to shorten their time to graduation and/or take advantage of coop and/or study abroad opportunities to enhance their educations.
2. Expanded post-graduate class opportunities will allow for alumni to have additional meaningful connect with Purdue which may increase gifts in later years.
3. Increase diversity of the student body by attracting additional non-traditional learners and expanding opportunities for international student enrollment.
4. Increased vitality of Purdue/West Lafayette community with year-round student population.

Status?

New Idea.

Connections to other Sub-committees?

1. Enrollment
2. Global Perspective
3. On-line Learning
Concept Paper:

Balanced Trimester Plan for Purdue University

This concept paper describes a transformation of the university calendar from the current fall and spring semesters with Maymester and a lightly-utilized summer session, to a calendar with three equal trimesters. Each trimester would run 14 weeks of instruction over 15 weeks, with an additional week for finals and a week for preparation, and another week off at the end of the calendar year.

Why make the change?

- The agricultural calendar with a summer break is no longer necessary, as buildings are air-conditioned and there are fewer farm families.
- A balanced trimester schedule would allow for a gradual and relatively graceful transition from two semesters to full-year programming.
- Core courses offered three times per year would allow students to accelerate their degree progress, and would minimize scheduling problems associated with advanced placement credit. Students with means and stamina could complete eight full trimesters in 2 and 2/3 years. In general, more flexibility would result in reduced time-to-degree.
- A balanced trimester schedule would offer more flexible accommodation of co-ops, internships, service learning and study abroad (incl. southern hemisphere opportunities).
- Buildings would be better utilized. Hence, the campus could accommodate more students at a lower cost per student.
- Most faculty members and graduate students are on campus the full year anyway.
- Most faculty members would be able to choose (within scheduling limits) which trimester they would prefer to take off from classroom teaching, or they could elect to teach year-round.

Issues and Challenges

Impact on Faculty Workload: Instead of paying faculty for nine months over 10 payments, and then using external sources to cover summer salary, faculty would be employed on a FY or calendar year basis. The typical tenure-track faculty member would be at 0.75 FTE from general funds, and would receive 12 monthly paychecks. Workload in terms of teaching would be roughly equivalent with what we have today (varies with discipline). For example, a faculty member who teaches three regular courses a year today (say two in the fall and one in the spring), would still teach three. One of those might be during the summer. Salary derived from external sources would be spread throughout the year, a structure that is better aligned with the actual distribution of effort. Faculty members could buy out of teaching as they do today by paying part of their general fund salary from external sources. The number of core courses (courses required by a major field that are
taught every semester) taught each year would increase by 30-50%. Elective courses would not need to be taught every trimester. Faculty would be expected to be in residence all year, except when taking vacation or traveling on university business. Sabbaticals would be similar to what they are today, but could be 1, 2 or 3 trimesters. The university would partially fund sabbaticals, and faculty would not be expected nor encouraged to remain on campus during a sabbatical.

Cohort synchronization: The flexibility of the balanced trimester could reduce the synchronization of cohorts, as more students took advantage of the flexible schedule for study abroad, internships, etc. To the degree that synchronization is important to retention, the flexible schedule might be detrimental. It is important to recognize, however, that we already have many students with asynchronous schedules. Today’s Purdue students do not complete degrees following the conventional template of eight semesters in four years. Of the cohort beginning in fall 2004, only 33.4% completed their baccalaureate degrees in May 2008. Only 16.7% finished in May 2008 without attending summer school. Hence, it is a minority of students who stay with their cohort for four years until graduation. By allowing more flexibility with a balanced trimester, the impact of the loss of cohort synchronization will be minimal.

Schedule Compression: The balanced trimester schedule would probably require a shift from 15 instructional weeks in a semester, to 14 instructional weeks in a trimester (see appended sample schedule). Thus, each course would need to be compressed by about 7%, corresponding to, for example, an extra 10-11 minutes of class time per week for a conventional 3-credit course. This could be accommodated by extending the typical lecture time by ∼3-5 minutes. To maintain a schedule that is similar to today’s, the time between classes would be reduced to 10-12 minutes, which would be a challenge given the size of Purdue’s WL campus.

Impact on Facilities: Facility usage would gradually increase as the summer trimester is populated. At full utilization, the campus could accommodate 30-50% more students in a given year. Tuition revenue would increase accordingly. Completion rates should increase, as offerings in the summer trimester would not be limiting. It is important to note that most research-active faculty and most graduate students work on campus year-round anyway. Scheduling construction and R&R would be more challenging. Most large projects cannot be completed in a summer anyway.

Impact on Staff: Most staff work year-round today. The principal challenge would be adapting to the lack of a slow season, although that transformation would be gradual. Business offices would need to close out fiscal year during an active semester unless the fiscal year were changed to the calendar year. Scheduling would present challenges in the transition. Admissions would likely retain a fall focus, but would have to evolve to allow for beginners in the winter and summer.
Sample Calendar: For example, in the calendar year 2010, we would have scheduled as follows:

- Prep week from 3Jan-9Jan
- 14 instructional weeks of spring trimester over 15 weeks from 10Jan-24Apr, including one week off for spring break.
- Finals week from 25Apr-1May
- Prep week from 2May-8May
- 14 instructional weeks of summer trimester over 15 weeks from 9May-21Aug, including one week off for holidays
- Finals week from 22Aug-28Aug
- Prep week from 29Aug-4Sept
- 14 instructional weeks of fall trimester over 15 weeks from 5Sept-18Dec including one week for holidays
- Finals week from 19Dec-25Dec* (some special issues with respect to finals)
- Winter holiday from 26Dec-1Jan

Recommended Next Step:

Assign a Provost Fellow and/or form a task force to explore the concept further, including issues such as compliance with state and federal laws, ICHE approval processes, fiscal impact, impact on students, staff and faculty, etc. The Fellow or task force would research current and past balanced trimester models implemented at other universities worldwide to understand the limitations of the balanced trimester. A cursory search revealed only one example, a NY liberal arts college in the 1960s. The experiment failed because the implementation was abrupt and inflexible. The college attempted to admit three classes at three times in the year to retain synchronization of cohorts. Today, we know that such synchronization is not desirable or practical.
To:          Tim Sands  
From:        Keith Murray  
Date:        May 18, 2010  
Subject:     Balanced Trimester Plan

The balanced trimester plan that you shared has a lot of interesting facets to explore from the perspective of someone involved with scheduling and space management. In what follows I have tried to provide a preliminary look at some of the issues that will need to be considered if the plan moves forward along with some first impressions of the proposal.

The most obvious benefit of a balanced trimester schedule is the ability for a motivated student to progress through a normal 4 year degree program during the span of time usually associated with 3 academic years (2 and 2/3 calendar years). As someone who earned a Bachelors Degree in Mechanical Engineering at Purdue in 3 years under the current semester system, the balanced trimester schedule has a lot of appeal if it provides an increased choice of course offerings during the summer term. The other obvious benefit is better use of instructional facilities that go largely idle during the summer months under the current semester schedule. The most difficult hurdle to overcome in adopting such a plan, however, will be changing the traditional view of college being an eight or nine month pursuit with an extended summer break for either employment or leisure. There needs to be broad enough acceptance of a 12-month calendar in order to support a wider array of courses during the summer term and make better use of the unfilled spaces. This is mostly a social psychology issue that I have little insight into.

A number of points should be made regarding utilization of space under the balanced trimester approach. While the overall use of student spaces would increase, their peak usage rate would need to be decreased somewhat. In some cases this would require building additional facilities or decreasing the number of students on campus at a given time. With a light load on facilities during the summer, it is possible to do most maintenance and renovation without affecting instructional schedules or housing availability. A more balanced class load would require planning for some share of facilities to be unavailable throughout the year. This might typically cause a reduction of 5% in peak capacity. The increased throughput of students making use of otherwise idle facilities should more than compensate for this reduction in peak capacity.

The most important facility issue that would have to be faced with the balanced trimester approach is also a result of this increased flow of students through the system. Unless there is an increase in the instructional workload of faculty, it will be necessary to increase the number of faculty teaching classes to support the projected increase of 30-50% in the number of core courses. This will require an increase in the amount of office, research laboratory, and other faculty support spaces on campus. An increased flow of students should bring in additional tuition revenue to help support these facilities, but it is an important cost to consider in planning for such a change.

Moving to three equal length terms introduces a host of scheduling options to consider. As noted in the proposal, balanced trimesters would require compressing the length of each term from the current 15 weeks plus one week of finals to something shorter. In order to maintain
the same amount of instructional time in each course, this would require extending the length of each class meeting. At Purdue, each credit hour of lecture or discussion class is typically associated with 750 meeting minutes per term (15 weeks x 50 minutes). A 14 week term would need to have 54 minute meetings to provide an equivalent amount of class time. A 13 week term would require 58 minute meetings. A couple of points should be considered here. One is that it is debatable whether instructors would try to cover more material in a 54-minute period than they do in a 50-minute period. The more important consideration is that lengthening classes reduces the number of class periods that can fit into a day. Currently Purdue has 10 distinct class periods for MWF classes and 7 for TTh classes. In the same amount of time it is only possible to create 9 distinct MWF periods and 6 TTh periods based on a 55-minute meeting. This reduction in the number of class periods available makes it more difficult to provide students with schedules in which all of the courses they require are at non-conflicting times. The reduced number of periods in each day will also result in a need for an increased number of classrooms and some high use teaching labs in order to serve the same number of student class hours.

A number of logistical issues beyond the classroom should also be considered in any decision to change from semesters to trimesters. Three fourteen-week terms, each with an extra week for vacation, a week of exams, and a prep week, consumes 51 weeks out of the year. The Christmas/New Years holiday effectively consumes the 52nd week and intrudes into either the exam or prep week between fall and spring terms as shown in the sample calendar contained in the proposal. It is probably possible to adjust the calendar periodically to work out the winter holiday problem, but having only one “prep week” between terms creates even bigger headaches for operations such as student housing, particularly when you factor in events such as freshman orientation and commencement. There is considerable work involved in turning over a room occupied by a college student for 8 months to a year. If all students move out the day after finals and do not move in until the Saturday before classes start, that only leaves five days to clean and prep a room for its new residents. Students staying on for commencement or moving in early for orientation would eliminate even that time, or more. These factors argue that a 13-week class term is the longest that would be feasible for a trimester calendar. With only 13 weeks it would also be critical to make provision for Monday holidays, so that there would not be an imbalance in the number of class meetings for laboratories or other classes that meet only once per week on Mondays. This already leads to avoidance of Mondays by many courses with labs.

The actual scheduling of classes with different time patterns and term lengths should not be a major problem beyond the larger number of conflicts that would result from fewer periods and the associated need for additional rooms. There will be some negative reaction on the part of faculty to changing the schedules they are used to, but we have created an automated course timetabling system that allows a new schedule of classes to be developed without the huge effort that would be required to make such a change manually. It is even possible to run several scenarios ahead of time using existing data to determine in detail what the effects of a calendar change would be. The most challenging aspect would be making course demand projections during the transition between semesters and trimesters while student acceptance and use of the third term is unclear.

My overall reaction to the balanced trimester proposal is that it would be beneficial from the perspective of making more efficient use of facilities and providing students with more flexibility in the amount of time they take to earn a degree and participate in opportunities such as study abroad. Its success would depend heavily on whether students embrace these additional opportunities or hold to the traditional model of summer break. To avoid major additional costs associated with more faculty and the facilities to support them, I would
recommend starting out with a smaller number of students on campus at any given time but work for an overall increase in number of graduates produced per year. This would also address the maintenance needs and the loss of capacity due to the reduction in number of class periods. Some unresolved issues would remain, however, with the effect a reduced number of periods has on student course conflicts, particularly for students wanting to take advantage of the new calendar to graduate in three years. I would also recommend a 13-week semester to address logistical issues, particularly with housing.

Many of the points I have summarized above should be considered in much greater detail if there is interest in moving forward with this proposal. I believe a balanced trimester calendar is feasible at Purdue, but will take a great deal of serious study on these points and others that different groups may have an interest in.
Auxiliary and Service Centers Subcommittee – Trimester Model

Description of the opportunity: Development of a more robust summer session maximizes the use of Purdue’s physical assets and encourages a reduced time to graduation for Purdue students.

How is it done now? Currently, Purdue’s academic calendar employs a traditional fall and spring semester model; with a “Maymester,” followed by a summer session with two modules. In addition a fairly robust conference model brings in camps and conferences throughout the summer to better utilize physical assets, generate revenue, and build a pipeline of students who may be interested in Purdue as a college choice when they are looking at college opportunities. Large conference groups (Megas) are sought after to build additional revenues in the summer.

How will we do it differently? Consider combining the Maymester and summer session to allow for a 12 week intensive summer study opportunity. It is possible to launch this model with a particular emphasis on first and second year students by “packaging” courses that fulfill general education requirements. This allows initial investment to be made in courses that are less expensive to deliver and have higher enrollments.

Providing opportunities for transfer students to acclimate to Purdue through an intensive summer experience may also create greater alignment between Purdue and its regional campuses or through articulation agreements enhancing transfer activity with Ivy Tech.

The summer session can also be aligned with a residential college concept to enable students to reside together for an entire calendar year, providing opportunities to create peer education networks and build intentional co-curricular programs geared to supporting student educational goals.

Residential space could be created to support academic goals such as classrooms, labs, or tutoring spaces, creating a synergistic use of Purdue’s existing resources. This model could also incorporate study abroad, internship, or co-op possibilities.

In this model, many existing conference groups—particularly those that provide opportunities to expose youth to Purdue—would continue to be accommodated, while the Mega conferences would no longer be accommodated.

What are the milestones?

- Identification of colleges interested in piloting a more robust summer model.
- Examining existing facilities and determining capacity to increase summer usage. Do we have enough air conditioned space and/or chiller capacity to add additional air conditioned square footage? What is the R&R schedule with a more fully utilized calendar?
- Conducting financial feasibility analyses, including revisiting staffing patterns where appropriate.
- Developing recruiting and marketing materials and revisiting applications and contracts for admission, housing and services.
- Transition away from the Mega conference model.
**How will we know it is successful?** Increased summer enrollments, increase in summer revenue—offsetting any possible declines in fall and spring revenues should those populations merely shift toward summer. Increased student retention and decrease in time to graduation.

**What is the revenue potential?** Increased tuition, fees, and room and board revenue--to offset possible decline in fall/spring occupancy and decline in summer conference revenue.

**What are the risks?** Mega conferences are booked several years in advance. This requires a commitment to move in this direction several years before implementation. If enrollments don’t ramp up as expected, Purdue could lose fall/spring economies of scale and merely spread an existing population over a larger time period.

**What would be the potential impact?** This could balance enrollments throughout the year, allowing for a greater use of many physical resources. Additional students could be accommodated through this model, allowing for selective increases in enrollments. Students who enter in the summer could have a more prescribed pattern of courses, assisting them with getting necessary courses completed and allowing for a reduced time to graduation. Ambitious students could compress their time to graduation, find greater flexibility to study abroad or participate in co-op/internship opportunities, or pursue double-major or minor degrees. Revenue potential exists through capitalizing on physical assets and student demand for a Purdue education.

**Overlap with the following subcommittees:**
Enrollment, Instruction and Co-Curricular Development and Utilization of Physical Facilities
Links to Articles on Trimesters

Provided by Libraries Professor Hal Kirkwood
To: Senators and Administration (and others who may be interested)
From: Ray DeCarlo, Professor and Senator for ECE
RE: The proposed summer schedule with two 6-week modules

Participants: Upper administration, senate, faculty at large, students

Synopsis: The proposal seeks to change the current summer session schedule to two six week sessions. Each six-week session would be equivalent to a 16 week semester course. The rationale for the change was to enhance/entice incoming freshman (graduated HS students) to take summer school courses because many did not graduate till mid June; students might make more progress toward their degrees with a two six week session similar to IUPUI, which offers an entire year of chemistry in two 6 week modules; full time students (a minimum of six credits for the module) could receive financial aid. Other comments made during the senate meeting included loosely speaking and to the best of my recollection: a better utilization of classrooms in the summer as current usage is quite low and some relationship to the trimester effort put forth by the upper administration. Clearly, there is an economic factor with expected projections as to additional income; for example, the trimester scenario is expected to gross $40 million a year.

Process

The proposal was not brought before the Steering Committee of the Senate and was pushed into consideration by the Senate under “New Business” near the end of the meeting when many senators had departed. There was no formal presentation, but simply a document for discussion, and by protocol for voting at the next senate meeting.

When faculty write proposals, we have to clearly and adequately address a wide variety of issues and often set forth and demonstrate existing and future collaborations. A proposal like this should have had a formal presentation (for example by Professor Reed-Rhodes) in which the proponents of this significant change in the summer schedule demonstrate to the senate their careful preparation, their extensive vetting of the proposal by a diverse (across disciplines) faculty (not simply administrators), an ability (based on careful preparation and research) to satisfactorily address any concerns and questions of the senate. For example, the question was raised about Engineering and Science labs over 16 weeks being scrunched into 6 weeks—the answer was something about engineering not having labs in the summer. This question among many others should have been carefully investigated by the proponents of this proposal prior to bringing the matter to the senate. Indeed, in a spirit of collaboration (not competitive negotiation as per the “One Minute Negotiator”) it is incumbent on the administration to pursue such a course of careful preparation and investigation in collaboration with a diverse set of faculty who do not have a vested interest in the administrative perspective.
Questions and Issues

1. How does a six week session jive with existing educational metrics for student learning? Where is the research that supports quality learning for a 6 week session as compared to a 16 week session or 8 week session? Can the administration justify this proposal from an educational set of metrics as opposed to an economically driven set of metrics?

2. It was mentioned at the senate that this proposal of two six-week sessions is related to the “trimester” academic year. Please clarify the relationship in detail. Since the “trimester” proposal is supposedly to gross $40 million a year, on what data and on what comparables is such a estimate based? How does this proposal fit into this economically motivated plan to completely revamp the traditional class schedule?

3. Since part of the motivation for the proposal is to speed students through the college “experience”, how is this proposed plan for two 6-week sessions related to the reduction in graduation hours to 120 now mandated by the state? So if the hours are reduced, the 10,000 hour attribute described in the book Outliers would suggest we are simultaneously reducing the success rate of our graduates, or at least lengthening the time to success.²

4. Why should a university modify its summer schedule to potentially allow more graduated High School students to take the last 6 week module (since as stated most are still in school for the beginning of the first 6 week module) just prior to officially beginning their freshman year? Is this advisable prior to orientation?

5. How are 16-week lab courses in science and engineering supposed to fit into a six week module?

6. At a steering committee meeting some years ago, President Cordova was challenged to consider faculty time when making administrative policy that affects faculty and staff time. Who is going to crunch and modify 16 week courses into 6 week courses? The administration is not capable of doing this. How will faculty be compensated for the extra duty in revamping their summer courses?

7. How is compensation to be provided? Will compensation be commensurate with current academic year compensation? Is not the reason why faculty generally do not teach summer classes and why few summer classes are offered “compensation-based”? How will schools/departments be compensated in their budget for such summer courses in ways that are different than now? How will academic year compensation be affected by these changes? Is there some long term plan to modify our contracts so that we can be forced to teach in the summer? How will our contracts be modified if the trimester scenario becomes a reality?

² In the book Outliers by Malcolm Gladwell, 10,000 hours is asserted as a threshold for the beginning of success using examples such as Mozart, Bill Gates and Steve Jobs.
8. How does this proposal affect financial aid? We were told at the last senate meeting by Acting President Sands that administration needs to increase the numbers of financial aid packages. Some simple math suggests that more aid per year will be needed to cover student attendance for increased summer courses.

9. It was said by Professor Reed-Rhoads that we underutilize our summer sessions. Historically this is because there is no additional money made available to departments/schools to teach summer school. The problem rests directly with the administration and the budgeting process. Change the budgeting process and more summer classes can be offered. This is really a no brainer. Additionally, schools on the quarter system find summer sessions much less attended according to the rumor mill. Show the faculty senate DATA that supports the expected increase if we open the summers up to additional courses.

10. How will this proposal affect accreditation?

11. How does this affect paper writing and proposal writing in the summer? (Summers are times when many faculty meet more frequently with their graduate students, complete journal papers, write proposals and generate new ideas for proposals.)

12. Will summer research support criteria remain the same?

13. As with our research papers that receive peer reviews, how about if we circulate this proposal to the faculty-non-administrative leaders at other university senates? Are we not always being asked to compare ourselves to our peer institutions? Let’s get input from their faculty.

14. When a corporation like McDonalds develops a new sandwich, they test its “success” in selected markets. Wouldn’t it be better to do the same with such a proposal even if the senate approves it? Wouldn’t it be better to have some data in regards to pilot tests of such a proposal?
Purdue Student Senate
Recommendation 12-4
“Recommendation Support of the Educational Policy Committee’s Change to Academic Regulations and Procedures on Academic Year and Calendar”

Author(s): Katherine Horton, Trevvor Long
Sponsor(s): Academic Affairs, Kyle Pendergast
Agenda Date: October 3, 2012
Assigned to:
Recommendations:
Action:
President Pro Tempore: Zach Briggs
Student Senate President: Lexi Hiland
Student Body President: Joe Rust

WHEREAS, Purdue Student Government is committed to fostering student success, and

WHEREAS, the current summer academic schedule consists of one 4-week term (Maymester) during which the credits available for students to enroll is limited to 3 credits (one course), and

WHEREAS, changing the current academic schedule to two 6-week summer modules would allow for increased incoming students, especially international students, to participate in Purdue’s summer programs such as the Business Opportunity Program (BOP), the Honors College pilot program, and regular coursework as majority of high school graduations occur in mid-June, and

WHEREAS, a summer schedule consisting of two 6-week summer modules would allow for students to enroll in increased credit hours during the summer and would encourage more progress towards an on-time degree, and

WHEREAS, the current summer schedule limits the opportunities for students to receive financial aid in the summer as the summer definition of a full time student requires enrollment in six credit hours, which is often not possible with the credit limitations during Maymester,

THEREFORE, be it RECOMMENDED that the Purdue University Senate adopt the Educational Policy Committee’s proposal, Change to Academic Regulations and Procedures on Academic Year and Calendar as currently written.

______________________   ______________________
Student Body President                                    Student Senate President
Donald J. Berthrong – In Memoriam – September 18, 2012

Professor Emeritus Donald J. Berthrong, former head of the Purdue History Department, passed away on July 30, 2012 at Alexandria, Virginia, after a brief battle with pneumonia. Berthrong grew up in La Crosse, Wisconsin. After serving with the U.S. Army in the Philippines during World War II, Don reentered the University of Wisconsin where he earned a B.S. in 1947, an M.S. in 1948, and a Ph.D. in 1952. The chairman of Don’s graduate committee was the distinguished scholar Merle Curti. Don’s main interests in graduate school were labor history and constitutional law.

After taking his first permanent job at the University of Oklahoma in 1952, Berthrong switched his interests to the trans-Mississippi West. Most of his research dealt with the Southern Cheyenne. Don’s two volumes on that tribe were thoroughly researched and won widespread applause from reviewers. Berthrong loved to pore through mountains of archival materials and to glean information about that tribe. Because the Southern Cheyenne recognized how well Don knew their history, many members of the tribe became Don’s close friends.

In addition to his study of Southern Cheyenne, Don edited three volumes on accounts of figures prominent in western history. Again, Berthrong’s documentation was based on painstaking research.

A third element of Berthrong’s scholarship was his work as a consultant and expert witness before the Indian Claims Commission. His first study dealt with the land claims of Indians in northern Indiana and southern Michigan. Twice Don testified in cases involving the
South Cheyenne. These cases demanded the same thorough research and knowledge as his scholarly works.

After chairing the History Department at the University of Oklahoma for four years, Don became head of the History Department at Purdue in 1970. His first meeting with the history faculty at Purdue was memorable to say the least. He informed his new colleagues that henceforth publication would be the name of the game. For recent hires, this meant tenure and promotion would require publication of an acceptable book, writing several scholarly articles, and some standing in one’s research field. At least two assistant professors found it advisable during that school year to seek greener pastures. But most, however, stayed and most of these met the new standards. In addition, Don managed to hire several established scholars, and these individuals attracted better graduate students. Finally, Don reduced the teaching load. In a nutshell, Berthrong’s major contribution at Purdue was to transform the History Department from primarily a service department to a department that balanced teaching and scholarship. Berthrong resigned as head in 1985, and he retired a few years later.

His survivors include a son, John Berthrong, a daughter, Sherri Berthrong, and three grandchildren, Sean Berthrong, Michael Killeen, and Kerry Killeen.

Berthrong’s funeral will be on October 9 at Arlington National Cemetery with military honors. His ashes will be interred beside those of Rhio Bertrong, his wife of over sixty years.

Submitted by Donald Parman,

Emeriti Professor of History
GORDON R. MORK MEMORIAL RESOLUTION – September 18, 2012

Gordon R. Mork, Professor Emeritus of History at Purdue, died on April 27, 2012 from amyotrophic lateral sclerosis (ALS). Gordon will be missed not only at the University and in the historical profession, but also in the Greater Lafayette community.

Born in St. Cloud, Minnesota on May 6, 1938, Gordon remained a Minnesotan through most of his early life, except for a detour to Yale where he graduated Phi Beta Kappa in 1960 and a study-abroad year in Heidelberg University during his graduate school training. He earned his M. A. and Ph.D. degrees from the University of Minnesota in Minneapolis (the latter in 1966), married a fellow Minnesotan (Dianne Jeannette Mork), and maintained close ties in that state to his death.

Gordon, or Gordy as his faculty and community friends knew him, came to Purdue in 1970. He gained tenure and was promoted to associate professor in 1973; in 1994 he achieved the rank of full professor. He served as the third director of the HSSE/LA honors program, helped found the University’s Jewish Studies program, and was actively involved in the annual Holocaust Remembrance Conference. From 1998 to 2003, Gordy served as Head of the Department of History.

Gordy’s contributions to Purdue’s teaching mission included course offerings in Western European history, modern German history, and Holocaust studies. His teaching recognitions included: the Amoco Foundation Award, appointment to Purdue’s Teaching Academy, selection for Purdue’s Book of Great Teachers, and becoming an honorary member of Mortar Board in 2006. He led many students abroad on European study trips, the last one in 2009, just before his retirement in 2010. In 1975-76, he served as resident director of the Purdue University-Indiana...
University Study Program at Germany’s Hamburg University, and was a longtime Faculty Fellow at Terry Courts. In his last years, even during the early stages of ALS, he taught adult-learning courses for WALLA and also lectured aboard cruise ships for the Royal Caribbean Cruise Lines, tackling new subjects such as piracy and slave revolts.

In his later years, Gordy’s research focused on the Oberammergau Passion Play in Germany. He was interested in how the evolution of the drama’s script over the centuries pertained to anti-Semitism, and the degree to which it has waxed and waned in post-World War II Germany. His other publications related to improving teaching at the high school and collegiate levels, such as his textbook *Modern Western Civilization: A Concise History* (1976). He also was involved in the designing and grading of Advanced Placement Exams, and published with the College Board *AP European History: Free-Response Questions, 1996*. He was on the boards of the two leading journals in the field of history pedagogy and served as peer reviewer in the reaccreditations work of the North Central Association of Colleges and Universities.

Gordon is survived by his wife, their son and two daughters, and six grandchildren. He was a wonderfully loving family man who to the end of his life gave infinitely more to others than he asked for himself. His colleagues in History, the University, the community and his profession, as well as others fortunate enough to enter his orbit, mourn the loss of an incomparable and irreplaceable friend and mentor.

Written by Robert May, 9/9/2012
Gordon D. Young (1936-2012), In Memoriam

Emeritus Professor of History, Gordon D. Young, passed away on July 12th, 2012. For forty-three years (1966-2009) “Gordy,” as he was known to all, taught Ancient Near Eastern history, languages, and archaeology at the History Department of Purdue. Born in Philadelphia, PA in 1936, he was the son of George Douglas and Georgina (Squires) Young. His father was himself a noted Ugaritic scholar. Together with Georgina, George Young spent the greatest part of his life establishing the Institute for Holy Land Studies, known today as University College, in Jerusalem. Gordy’s father contributed greatly to the cause of modern Israel and was recognized by Teddy Kolluck, the former mayor of Jerusalem, with the distinguished title, “Worthy of Jerusalem.” Gordon’s mother was an elegant woman who was renowned for her hospitality. The home where Gordy grew up was a place that welcomed people of every persuasion, drawing together Jews, Muslims, and Christians in insightful conversations about ancient and modern life in the Middle East.

After pursuing undergraduate and graduate work at the University of Minnesota, Gordon Young obtained his doctorate in Ancient Near Eastern History at Brandeis University in Massachusetts in 1970. Gordon was one of a vast generation of Brandeis students who trained with the celebrated scholar, Cyrus H. Gordon. A preeminent figure in Ancient Near Eastern Studies, Cyrus Gordon taught at Brandeis from 1956 to 1974, and arguably established the graduate program and his Ph.D. candidates as the best in the field.

Imbued with this rich historical, cultural, and intellectual background, Gordon Young came to Purdue in 1966 to build a curriculum in Ancient Near Eastern
Studies and to establish a Jewish Studies Program on campus. He was a founding member and past president of the Midwest Historical Society, a past president and frequent officer of the Middle West Branch of the American Oriental Society, and a founding member and frequent officer in the Midwest Jewish Studies Association. In 1982 he became a founding member of the Jewish Studies Program at Purdue. He served twice as its director (1994-1997, 2002-2005) and served for more than two decades on its Executive Committee. He served an equally long tenure on the Editorial Board of the program’s scholarly journal, *Shofar, an Interdisciplinary Journal of Jewish Studies*.

For all these accomplishments, Gordon Young will best be remembered for his classroom teaching. He loved to teach and he was very good at it. The wealth of historical detail he could summon effortlessly made his lectures legendary with the host of students that he warmly regarded as friends. Apart from his survey and advanced classes in Ancient History, Ancient Israel, and the Ancient Near East, he offered independent study in Akkadian, Hieroglyphics, and Ugaritic to a score of advanced students whom he groomed for graduate careers. Through his academic contacts and network of colleagues in the field, he forged a pipeline of Purdue graduates to a number of prestigious Ph.D. programs in Ancient Near Eastern History, Archaeology and Languages. Beneficiaries of Gordon Young’s tutelage have attended graduate programs at the University of Pennsylvania, the University of Chicago, and the Institute for Nautical Archaeology at Texas A&M University, Yale University, the University of Arizona, and the University of Cincinnati. Several of his former undergraduate students currently pursue academic careers at places such as Pennsylvania, Princeton, and Yale.
Gordy was probably best known to scores of Purdue undergraduates for the Study Abroad tours he directed in regions of the world where antiquities furnish the legacy of human experience. Along with his Purdue colleagues, David Parrish, Gordon Mork, and Bob McDaniels, he guided droves of students far from home, exposing them to the sights and sounds of places where civilization was born. He called upon his close personal relations with public figures in Israel, Greece, Turkey, and Egypt to furnish innumerable instances of hospitality for voyaging Purdue undergraduates. In his later years he became most interested in Egypt, where he demonstrated equal command of the history of its pyramids and the allure of its cafes. Gordon Young was beloved by his students; his freshman survey (History 102, an Introduction to the Ancient World) consistently drew enrollments in the hundreds. For his commitment to teaching, he received the College of Liberal Arts Excellence in Teaching Award in 1982, and he was inducted into the Book of Great Teachers on August 28, 2008.

A part of Gordy’s life that was known only to his closest friends and colleagues was his devotion to the care of his grandchildren. He and his life-long wife and partner, Barbara, who passed away a few years before, poured their lives into these children during extremely challenging times. At his funeral one after another of them tearfully expressed their gratitude for the care and unquestioning love with which Gordy sheltered them with during their formative years. As the biblical *Book of Proverbs* records about the passing of another devoted parent in an era known best to Gordy, these children “rose up and called him blessed.”
### CALENDAR OF STATUS OF LEGISLATION

<table>
<thead>
<tr>
<th>SENATE DOCUMENT</th>
<th>TITLE</th>
<th>ORIGIN</th>
<th>SENATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>12-1</td>
<td>Change to Academic Regulations and Procedures on Academic Year and Calendar</td>
<td>Educational Policy Committee</td>
<td>For Discussion</td>
</tr>
</tbody>
</table>

*Approved*