

**UNIVERSITY SENATE**  
Fourth Meeting, Monday, 25 January 2010, 2:30 p.m.  
Room 302, Stewart Center

**AGENDA (As Amended)**

1. Call to order Professor Howard N. Zelaznik
2. Approval of Minutes of 16 November 2009
3. Acceptance of Agenda
4. [Résumé of Items Under Consideration](#)  
by Various Standing Committees For Information  
Professor Alyssa Panitch
5. [University Senate Document 09-2](#)  
Formation of the Budget Interpretation, Evaluation and  
Review Committee For Discussion  
Professor Morris Levy
6. [University Senate Document 09-3](#)  
Revised Membership in the Committee for Student Excellence For Discussion  
Professor John Grutzner
7. [University Senate Report 09-1](#)  
Report to the Senate Concerning the Creation of a  
College of Health and Human Sciences For Information  
Professor John Grutzner
8. Remarks by the President President France A. Córdova
9. [Remarks of the Chairperson](#) Professor Howard N. Zelaznik
10. Question Time
11. New Business
12. [Memorial Resolutions](#)
13. Adjournment

## UNIVERSITY SENATE

Fourth Meeting, Monday, 25 January 2010, 2:30 p.m.  
Room 302, Stewart Center

**Present:** *Present: President France A. Córdoba, Howard Zelaznik, (Chairperson of the Senate) presiding, Professors Janet M. Alsup, David C. Anderson, Zarjon Baha, Patricia E. Bauman, Alan M. Beck, Dana S. Beck, Ernest R. Blatchley, J. Stuart Bolton, Jeffrey L. Brewer, Kristina K. Bross, Becky A. Brown, Lynn A. Bryan, Joseph A. Camp Jr. (Secretary of Faculties and Parliamentarian), Natalie J. Carroll, Steve H. Collicott, Patricia G. Coyle-Rogers, Wei K. Cui, Martin V. Curd, Larry P. DeBoer, John P. Denton, Alphonso V. Diaz, Brian G. Dillman, Paul B. Dixon, Shawn S. Donkin, Phillip S. Dunston, Charlotte E. Erdmann, Michael J. Fosmire, Joan R. Fulton, Mark A. Green, James P. Greenan, , John B. Grutzner, Chong Gu, Sally A. Hastings, L. Tony Hawkins, Michael A. Hill, Peter M. Hirst, Jeffrey D. Holland, Neal R. Houze, David B. Janes, Richard D. Johnson-Sheehan, Joseph F. Kmec, Ravi Krishnan, Eric P. Kvam, Christine M. Ladisch, Morris Levy, Kevin R. Maurer, W. Gerry McCartney, William D. McInerney, Robert E. McMains, James D. McGlothlin, P. Jane Morris, Samuel P. Midkiff, Mark M. Moriarty, Daniel K. Mroczek, Rabindra N. Mukerjee, Kathryn S. Orvis, Alyssa Panitch, Zygmunt Pizlo, Robert D. Plante, Phillip E. Pope, Melissa J. Remis, J. P. Robinson, Thomas B. Robinson Alysa C. Rollock, Carolyn Roper, John A. Sautter, Arthur P. Schwab, Marisol S. Sepulveda, Richard Sévère, Jie Shen, Robert D. Skeel, Mark J. T. Smith, Glenn Sparks, A. Charlene Sullivan, Elizabeth J. Taparowsky, Thomas J. Templin, Volker K. Thomas, Marion Trout, Bert Useem, Samuel S. Wagstaff, Mara H. Wasburn, David J. Williams, G. Thomas Wilson, Randy Woodson and Yuehwern Yih.*

**Absent:** *Professors: Mark Bannatyne, George M. Bodner, James Braun, Bernd W. Buldt, Donald Buskirk, Christian E. Butzke, Raymond A. DeCarlo, Edward J. Delp, Nancy E. Edwards, Geraldine S. Friedman, Gabriele F. Giuliani, Ronald J. Glotzbach, Steven G. Hallett, Kristine Holtveldt, Adam J. Kline, Robert Kubat, Mikhail Levins, Andrew U. Luescher, Mary B. Nakhleh, James G. Ogg, Martin R. Okos, Suzanne L. Parker, Robert E. Pruitt, Teri Reed-Rhoads, Sivakumar S. Santhanakrishnan, Lynda J. Thoman, Lefteri Tsoukalas, Whitney Walton, Herbert L. Weith and William J. Zinsmeister.*

**Guests:** *Jim Almond, Peter Dunn, Ron Hullinger, Melissa Johnson, Mikel Livingston, Mike Loizzo, Valeri O'Brien, Christian Reiner, Chris Sigurdson, Eric Stach, Marissa Sura, and Eric Weddle.*

1. The meeting was called to order at 2:30 p.m. by Chairperson Howard N. Zelaznik.
2. The minutes of the meeting of 16 November 2009 were approved as distributed.
3. Prior to accepting the agenda, Chairperson Zelaznik asked for a friendly amendment to move the President's remarks and the Chairperson's remarks to follow Item #10 on the agenda as President Córdoba would arrive after the meeting had started. The agenda items would then be renumbered accordingly. The Senators accepted this amendment to the agenda and then accepted the amended agenda.
4. Professor Alyssa Panitch presented, for information, the Résumé of Items under Consideration (ROI) by Various Standing Committees (see Appendix B).
5. Professor Morris Levy, chair of the University Resources Policy Committee (URPC), presented University Senate Document 09-2, *Formation of the Budget Interpretation, Evaluation and Review Committee*, for discussion. He briefly described the rationale for the formation of this committee and that it was formed to eventually replace the *ad hoc* Budget Transparency Committee. The new committee will serve as a Faculty Committee (subcommittee) of the URPC. The document will be voted on at the February 2010 Senate meeting.

6. Professor John Grutzner, chair of the Educational Policy Committee (EPC), presented University Senate Document 09-3, *Revised Membership in the Committee for Student Excellence*. The membership revision will make the Director of the University Honors Program a permanent member of this Faculty Committee (subcommittee) that reports to the EPC. This document will be voted on at the February 2010 Senate meeting.
7. Professor Grutzner next presented University Senate Report 09-1, *Report to the Senate Concerning the Creation of a College of Health and Human Sciences*. Professor Grutzner briefly explained the efforts of the task force that worked on the formation of the new college.
8. President France A. Córdoba presented remarks to the Senate.
9. Professor Zelaznik presented the report of the chairperson (see Appendix A).
10. At “Question Time” numerous questions came from the floor concerning the proposed budget cuts and the formation of the new college. These inquiries (often paraphrased) and associated answers are presented below.

Prof. Morris Levy asked if there had been an effort to collate the suggestions received from the Purdue community with respect to the budget issues.

Prof. Zelaznik mentioned the Sustaining New Synergies Steering Committee as a possible mechanism for this purpose. However, V.P. Al Diaz suggested the formation of an *ad hoc* committee with members from his office, the Provost’s office, the University Resource Policy Committee, the Faculty Compensation and Benefits Committee and perhaps staff groups. This committee would function to consider the various suggestions put forth so far and perhaps develop other approaches to deal with the budget issues.

Prof. David Williams stated that he has received countless messages in total opposition to the proposed cut in benefits since they were announced last Thursday.

Prof. David Janes suggested that with the available data it is difficult to calculate the true cost replacing a faculty member if one leaves because of the benefits reductions. He suggested it might be more expensive to hire a replacement given start-up costs, etc. He would like to see a true cost analysis

Prof. Sam Midkiff asked if there had been consideration of the political ramifications of announcing salary increases if that is what comes to pass to offset the benefits reductions. He believes that the public and the legislators will read and hear about the increases, but the reductions will not resonate with these groups. This could have significant negative public relations impact for Purdue.

Prof. Carolyn Roper from the PNC regional campus said that the benefits reductions would be especially painful on the regional campuses because their salaries are already so far below the main campus salaries. The benefits package is what helps attract faculty since the starting pay is not competitive.

In the same vein, Prof. Sally Hastings suggested that the decrease in benefits would have a greater impact on lower-paid staff and faculty compared with higher-paid staff and faculty. These individuals often drive long distances so that their children can have the staff tuition discount and this might also impact them if that is reduced.

Prof. Jim McGlothlin commented that the historic faculty sacrifice (taking lower pay in exchange for higher retirement benefits) has had a positive impact on Purdue and Purdue’s reputation in

academia. If these changes become widely known, it may have a significant negative impact on Purdue's reputation.

Prof. J. Paul Robinson said that when he was being recruited by several universities, it was not Purdue's geographic location, but the benefits package that persuaded him to hire on here rather than elsewhere. Reducing the retirement benefits would negatively impact recruitment of talented faculty.

Prof. Zelaznik asked for a sense of the Senate if it was a good idea to form the proposed *ad hoc* committee. The Senators agreed it was a very good idea. Later Prof. Zelaznik encouraged Professors Levy and Williams to speak with V.P. Diaz following the Senate meeting to get this committee started and active.

Prof. Larry DeBoer reminded the Senators that we are not the only institution having this discussion and even after we make reductions we may still be better off than our peers. One function of the proposed committee could be to determine how we compare with other universities as they make their reductions/cuts.

Prof. Charlene Sullivan asked if the general fund money being set aside for the scholarship endowment fund (part of the strategic plan) would be impacted by the reductions. V.P. Diaz stated that there are no plans to decrease the amount of general fund spending for strategic plan initiatives.

Prof. McGlothlin asked Provost Woodson if the proposed new college was still a good idea. Provost Woodson answered strongly in the affirmative as the new college will build on existing structures and enhance the curricula for those units that will be in the new college.

Prof. Mara Wasburn asked if other proposed structures for the new college had been proposed. Provost Woodson answered that several other structures had been proposed, but the consensus of the task force and the various constituencies involved led to the current proposal. Provost Woodson also emphasized that it is important for these various departments to get going on their planning for the sake of the students and the faculty. Hence, it is critical to have this approved by the administration and BOT as soon as possible.

Prof. Alan Beck suggested that physical presence is often critical to synergistic interaction among faculty and wondered if there would be a thrust to build new infrastructure to bring these various units in closer proximity. Provost Woodson said that could happen in the future but was not going to happen at this time.

Prof. R. Krishnan asked if consideration had been given to part-time faculty when these retirement plan reductions were announced. V.P. Diaz said that by the time of forum there was recognition of need for further discussion. He further suggested that this could be done in the new *ad hoc* committee

Professor Wasburn talked about the social contract that exists between Purdue and its employees especially given our geographic location which is not as attractive as some locations (as previously mentioned by Prof. Robinson). Hence, it is important for this social contract to maintain and honor these to be able to sell Purdue to new recruits and retain the faculty we currently have.

Prof. Kathryn Orvis mentioned efficiencies of operation and asked if that would include examination of upper level administration. V.P. Diaz said that basically everything will be looked at, although the details have not been worked out.

Prof. Robinson returned to the idea of selectivity of students as Purdue is becoming more selective. How will that impact our legislators' impression of Purdue as increased selectivity may decrease the number of students from Indiana? President Córdoba said that the ongoing discussions we have had with the legislators has led to a sea-change in how they view Purdue and its need/wish to become more selective in the students we enroll. In addition, the university has been working with the ICHE and these combined efforts help the legislators understand that Purdue may be harder to get in to than in the past and that there are other options for students besides the flagship universities. The Ivy Tech system can serve as an entry point for many students who may then finish at Purdue. The regional campuses also play an important role and provide a Purdue brand to the student's education. The legislators are on-board with the recent changes such as the 4 years of math. We have done a good job of educating the legislators.

Prof. Williams asked if the sense of the faculty was clear from today's comments in the Senate. There was a general consensus that the sense of the Senate had been established.

President Córdoba spoke in her role as COO of Purdue University and reminded the Senators that there will be trade-offs that have to be taken into account as the university deals with the cash flow decrease as well as the structural deficit. In a previous job, they had to let people go and that experience has never left her. She saw the effects on the former employees and their families and would not like to see a similar occurrence here.

Prof. William McNerney said that for the reasons discussed today it is critical to have this remain a transparent process, because when these cuts occur the money will not come back and everyone needs to understand this.

Prof. Levy as chair of the URPC offers his services for the *ad hoc* committee to continue the work that is being done and help prepare suggestions for the Board of Trustees. The BOT will need an approval item for 2011 budget and that will be considered by BOT in April. The initial discussion item will be in February.

Prof. McGlothlin asked if V.P. Diaz had done an economic impact statement. He suggested that the easy cuts are legacy benefits. He reiterated that selective pay raises may be unsavory to legislators while the benefits decreases to faculty may total up to 10% depending on the stock market activity, etc.

Prof. Tom Templin asked VP Diaz if retirement incentives had been considered. V.P. Diaz said there have been discussions, but nothing firm. In the short term, those incentives cost money rather than save money.

Prof. Panitch said that even if we do not have to have a plan in place by February, what is said to the Trustees will set the stage for what they expect to hear in April. Thus, there should be at least some plan presented to the BOT in February.

11. There was no New Business to come before the Senate.
12. Three memorial resolutions had been received for Professors Don M. Carlson, Kenneth G. MacDonald, and Leslie A. Geddes. Out of respect for their departed colleagues the Senators stood for a moment of silent reflection.
13. The meeting adjourned at 4:20 p.m.

## REPORT TO THE UNIVERSITY SENATE - PROFESSOR HOWARD N. ZELAZNIK

Hi and welcome to our January meeting. I do not need to tell you that there are many important issues impinging our institution, the state, and the nation right now. I have some comments on these issues later, but first ..

1. You will soon receive an e-mail asking you to sign up for a Standing Committee. The email will let you know:

How to get to the website to sign up for Senate Committees:

- a. Only senate members can sit on standing committees. The work of the Senate is done in committee ... on the floor we debate and discuss the work done by the committees. The work of the Senate will only be effective if we have ALL Senate members active on the Senate Standing Committees. It is part of your responsibility as a Senator. Please sign up right away.
- b. Of course, you also can serve on other committees, as can all faculty. Please encourage your faculty colleagues in your departments to sign up.
- c. If we want a voice, we need to actively be involved

Let me make some remarks about budget and financial concerns:

My primary goal in serving as Chair of the University Senate has been to increase the faculty voice in decisions of the University. My voice represents your collective concerns and wisdom. This month, certainly, budget issues and decisions have been foremost. On Friday Feb, 12<sup>th</sup>, I will make a report to the Board of Trustees. My time is very limited, but in the past they have asked me to provide additional comments on key issues. Last month I spoke for about 10 minutes about core curriculum issues, and I can report that the Trustees are very interested in both the process and the substance of this issue.

Regarding budget issues, it is not clear if the board has a well-defined stance on the matter. So, I think it fair to state that the Trustees will be interested in the faculty opinion on this issue.

I would like to be able to provide a faculty perspective on two issues:

- a. First, what are the opinions of the faculty on the proposal to examine whether part-time staff and (I assume) faculty – those less than 100% but greater than 50% -- should receive full benefits. My belief is that this is a big step backwards. I have been here long enough to remember that the Council on the Status of Women fought long and hard on this issue as removing benefits to half-time or greater, disproportionately disadvantages our female faculty and staff. I believe that Purdue should not go backwards ... Your thoughts are crucial on this matter.
- b. Last Thursday, VP Diaz presented a “rebalancing” proposal with respect to AP staff and faculty total compensation. The proposal is to reduce TIAA-CREF contributions from 14.6% to 10%, and use the “savings” generated to provide more competitive salaries to faculty. The details of this plan are yet to be fleshed out. Professor David Miller, Chair of the FCBC, has clear opinions on this matter. Most faculty whom I have spoken with would prefer to keep long-term retirement benefits as is, and instead implement short-term salary freezes, attrition of faculty, or even furloughs, in order to maintain our retirement benefits. This plan, if implemented, will significantly change the social contract between Purdue and its AP staff and faculty, and could affect our ability to recruit and retain faculty in the future. Many years ago, before the time of any of us in the room, faculty members were asked whether they would forgo raises but have their retirement benefits augmented. Faculty accepted this agreement. We all realize that what might have been done in the past, might

need to be reevaluated. However, I think that input from the entire faculty is needed. In lieu of being directly asked, I need to know where we stand as a faculty.

- c. Let me not be misunderstood. Provost Woodson and VP Diaz have been incredibly open and transparent. This proposal was just introduced last Thursday, and now is the time for full faculty input.

Finally, let me report on two more items:

First, the SNS committee has been a positive influence on the approach to the long term budget situation. I heard from many of you. Many on the committee pushed hard in making the case that in this economic climate, we should not employ an external consulting team. Our administration is now convinced that we should and can solve some of these issues using our own intellectual resources. We can help Purdue make optimal decisions.

Second, the EPC has sent a report along with supporting documents relative to the proposal to form a College of Health and Human Sciences. There has been continuous departmental, faculty, and Senate involvement during this process. I thank the task force, as well as the Provost for keeping this a transparent process.

We have a full agenda today, and I hope and trust we will have a good dialogue concerning these issues during our question time.

Thanks !

**TO:** University Senate  
**FROM:** Alyssa Panitch, Chairperson, Steering Committee  
**SUBJECT:** Résumé of Items under Consideration by the Various Standing Committees

**STEERING COMMITTEE**

Alyssa Panitch, Chairperson  
[apanitch@purdue.edu](mailto:apanitch@purdue.edu)

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

**ADVISORY COMMITTEE**

Howard N. Zelaznik, Chairperson of the Senate  
[hzelaz@purdue.edu](mailto:hzelaz@purdue.edu)

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

**NOMINATING COMMITTEE**

Kathryn Orvis, Chairperson  
[orvis@purdue.edu](mailto:orvis@purdue.edu)

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

**EDUCATIONAL POLICY COMMITTEE**

John B. Grutzner, Chairperson  
[grutzner@purdue.edu](mailto:grutzner@purdue.edu)

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

**FACULTY AFFAIRS COMMITTEE**

David J. Williams, Chairperson  
[djw@purdue.edu](mailto:djw@purdue.edu)

1. Petition to allow noncontract funds be used for professional expenses
2. Review of faculty surveys at Purdue
3. Annual budget for Senate activities
4. Review of Executive Memorandum C-19 regarding faculty grievances
5. Purdue Retirement Plan Task Force

**STUDENT AFFAIRS COMMITTEE**

Thomas J. Templin, Chairperson  
[ttemplin@purdue.edu](mailto:ttemplin@purdue.edu)

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

**UNIVERSITY RESOURCES POLICY COMMITTEE**

Morris Levy, Chairperson  
[levy0@purdue.edu](mailto:levy0@purdue.edu)

1. Review fiscal policies and aid in generating budget transparency and economy
2. Review of campus energy sufficiency, safety, and other Physical Facilities operations
3. Enhancing graduate education and research opportunities
4. Review of faculty committees

Chair of the Senate, Howard N. Zelaznik, [hzelaz@purdue.edu](mailto:hzelaz@purdue.edu)  
Vice Chair of the Senate, Joan Fulton, [fultonj@purdue.edu](mailto:fultonj@purdue.edu)  
Secretary of the Senate, Joseph W. Camp, Jr., [jcamp@purdue.edu](mailto:jcamp@purdue.edu)  
University Senate Minutes; <http://www.purdue.edu/usenate>

**CALENDAR OF STATUS OF LEGISLATION**

<b>SENATE DOCUMENT</b>	<b>TITLE</b>	<b>ORIGIN</b>	<b>SENATE</b>
*09-1	Reapportionment of the Senate	Professor Alyssa Panitch	Approved 11/16/09
09-2	Formation of the Budget Transparency and Evaluation Committee	Professor Morris Levy	For Discussion 1/25/10
09-3	Revised Membership in the committee for Student Excellence	Professor John Grutzner	For Discussion 1/25/10

\*Approved

<b>SENATE REPORTS</b>	<b>TITLE</b>	<b>ORIGIN</b>
09-1	Report to the Senate Concerning the Creation of a College of Health & Human Sciences	Professor John Grutzner

To: The University Senate  
From: University Resources Policy Committee  
Subject: Formation of the Budget Transparency and Evaluation Committee  
Reference: University Senate Bylaws  
Disposition: University Senate for Approval

## **Budget Transparency and Evaluation Committee**

### **Rationale**

During the Spring semester of 2008, the Steering Committee of the University Senate appointed an *ad hoc* Committee on Budget Transparency to begin a process of analyzing Purdue's budget and expenditure policies. The committee assembled data about Purdue's revenues and appropriations for fiscal years 2002 through 2009, with the intent of providing the Senate an understanding of past trends to inform its future recommendations. The Treasurer's office provided particular assistance in this effort. During the Spring semester of 2009, the committee Chair, Professor Charlene Sullivan, presented a report of the committee's findings to the Senate. In the course of preparing the 2009-10 Senate agenda, the consensus of the Steering Committee was that a permanent standing committee on Budget Transparency and Evaluation was essential for the Senate to be able to understand and participate appropriately in University fiscal matters. The University Resources Policy Committee hereby asks University Senate approval for creating a permanent standing Budget Transparency and Evaluation Committee that will report to the University Resources Policy Committee.

#### **A. Membership**

Eight members: five faculty members, including two liaison members from the University Resources Policy Committee; one liaison to represent the Office of the Provost; one liaison to represent the Office of the Executive Vice President for Business and Finance, Treasurer; and one liaison from the Office of Vice President of Physical Facilities.

#### **B. Nomination, Election and Tenure**

The University Senate Nominating Committee shall nominate three faculty members to staggered three-year terms. The Chair of University Resources Policy Committee will appoint the two liaison members from University Resources Policy no later than May of each year. The three Offices represented shall appoint their liaison members no later than August of each year.

#### **C. Chair**

The Chair shall be a member of the Faculty. In April or May of each year, the outgoing Chair shall: a) arrange for the continuing and newly appointed members to elect a Chair

for the succeeding year, and b) report the name of the new Chair to the University Resources Policy Committee and to the Secretary of Faculties.

#### D. Area of Responsibility

The Committee shall be charged with continuing to collect and analyze data about Purdue's revenues and appropriations and to convey information about Purdue's budgetary policies to the Senate. Furthermore, with coordination and consultation with the University Resources Policy Committee, this Committee will work with the fiscal officers of the administration to examine and evaluate budgetary policies.

#### E. Meetings and Reports

Recommendations and reports will be made directly to the University Resources Policy Committee for consideration. The Budget Transparency and Evaluation Committee shall send minutes of its meetings and present a brief summary of its activities to the University Resources Policy Committee and to the Secretary of Faculties.

#### Approving

#### Opposed

#### Not Voting

Morris Levy, Chair  
Varun Agrawal  
Lawrence DeBoer  
Shawn Donkin  
Charlotte Erdmann  
Geraldine Friedman  
Mark Green  
Eric Kvam  
Richard Johnson  
Daniel Mroczek  
A. Paul Schwab

Martin Okos  
Phil Pope

25 January 2010

To: Steering Committee of the University Senate  
FROM: University Senate Educational Policy Committee  
SUBJECT: Revised Membership in the Committee for Student Excellence  
DISPOSITION: University Senate for Discussion

The Committee for Student Excellence is one of four committees reporting to the University Senate Educational Policy Committee. The Educational Policy Committee recommends the addition of the Director of the University Honors Program as a voting member of the Committee for Student Excellence. These changes have been discussed and approved by the EPC and are being brought to the Senate for discussion and action.

Present

Committee for Student Excellence  
Membership

Fifteen members:  
ten members of the faculty representing  
the various schools;  
four student members;  
the executive vice president and  
provost; and  
the vice president for student services.

Proposed

Committee for Student Excellence  
Membership

Sixteen members:  
ten members of the faculty representing  
the various schools;  
four student members;  
the Director of the University Honors  
program;  
the executive vice president and  
provost; and  
the vice president for student services.

**Approving**

George M. Bodner

Ronald J. Glotzbach

John B. Grutzner

Chong Gu

\*L. Tony Hawkins

Joseph F. Kmec

\*Robert A. Kubat

\*Christine M. Ladisch

Andrew Luescher

Mark M. Moriarty

Teri Reed-Rhoads

Glenn G. Sparks

Melissa Perram (student)

Gabriela Szteinberg ( grad student)

**Absent** (with apology)

Janet M. Alsup

R. Neal Houze

Eddie Van Bogaert (student)

W. Randy Woodson

\* Advisors

To: Steering Committee of the University Senate  
FROM: University Senate Educational Policy Committee  
SUBJECT: Report to the Senate concerning the Creation of a College of Health and Human Sciences”  
DISPOSITION: University Senate for Discussion

The Educational Policy Committee hereby forwards to the University Senate the attached report about the proposed new College of Health and Human Sciences. This report provides the background information and confirms that there has been active faculty involvement in the discussion and planning for the creation and implementation of the new college.

### **Background**

On July 7, 2009 Provost Woodson created a task force to develop a plan for creating a new College at Purdue University around the theme of health and human sciences.

#### **Members**

Chris Agnew (Psychological Sciences)  
Sugato Chakravarty (Consumer Sciences and Retailing)  
Doran French (Child Development and Family Studies)  
Richard Ghiselli (Hospitality and Tourism Management)  
William Harper (Health and Kinesiology)  
Jane Kirkpatrick (Nursing)  
Chris Ladisch (Office of the Provost, Provost liaison)  
Robert Novak (Speech, Language, and Hearing Sciences)  
Ron Hullinger (Basic Medical Sciences, University Senate liaison)  
Beverly Davenport Sypher, (Office of the Provost)  
Howard Sypher (Communication)  
Connie Weaver (Foods and Nutrition)  
Wei Zheng (Health Sciences)  
Randy Woodson (Provost)

#### **Substitutes**

Howard Weiss  
Richard Feinberg  
  
Pam Aaltonen  
  
Anne Smith  
Howard Zelaznik  
  
Glenn Sparks  
Richard Mattes  
Gary Carlson

### **Task Force Reports**

The committee generated a report

#### **New College Task Force Report August 24, 2009**

[http://www.purdue.edu/provost/shtml/documents/New\\_College\\_Task\\_Force\\_Report.pdf](http://www.purdue.edu/provost/shtml/documents/New_College_Task_Force_Report.pdf)

A revision and extension of the original task force report was issued by the Provost in December. This document included an implementation plan, including timeline, assumptions, transition leadership team composition and duties, infrastructure, curricular issues, and governance recommendations, and a final word.

**(See attached Word Document)**

## **Oversight**

The Academic Organization Committee (AOC) – a sub-committee of the Educational Policy Committee is charged with overseeing “changes in academic organization having a significant impact on the intellectual atmosphere and functioning of the university on all of its campuses, e.g., elimination or consolidation of existing departments and schools; and the establishment of interdepartmental institutes and centers. In performance of this task the committee shall, where appropriate, work with officers of the administration, ad hoc committees and faculty involved in contemplated changes”.

In accord with this charge, the AOC has been represented by Ron Hullinger in all deliberations of the Task Force. He served as a liaison with the Provost’s Office and the departments directly involved in the proposed realignment. At its December meeting, the AOC voted unanimously to report to the EPC (1) this faculty involvement along with; (2) the Task Force Reports; (3) the recommendation of the Provost to the University Senate for acceptance, together with (4) the following addendum:

- Least it is implied, this action affirming the process should not be construed as an endorsement of the content of the TF Reports;
- EPC is encouraged to give critical review of the TF Reports;
- The AOC appreciates opportunity for a “voice,” but is concerned that the voice of the faculty be advisory as well as consequential in the decision-making process; and
- Among the AOC there is foremost concern regarding the clarity of employment status, promotion/ tenure, and performance criteria for faculty of academic units in the new alignment.

The report has generated a broad range of responses from the University community which can be found on the web-site.

<https://engineering.purdue.edu/Intranet/Purdue/Administration/Provost/HHSRealignment/comments>

Questions are raised about the use of the word “Sciences” in the title of the proposed College.

## **Approving**

Janet M. Alsup  
Ronald J. Glotzbach  
John B. Grutzner  
Chong Gu  
\*L. Tony Hawkins  
R. Neal Houze  
Joseph F. Kmec  
\*Robert A. Kubat  
\*Christine M. Ladisch  
Glenn G. Sparks  
Melissa Perram (student)  
Gabriela Szteinberg ( grad student)

### **Abstain**

Eddie Van Bogaert (student)

### **Absent**

George M. Bodner  
Andrew Luescher  
Mark M. Moriarty  
Teri Reed-Rhoads  
W. Randy Woodson

\* Advisors

College of Health and Human Sciences

**Implementation Plan**



**November 25, 2009**

# College of Health and Human Sciences Implementation Plan

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## **Introduction**

### **College Task Force Charge**

On July 7, 2009 Provost Woodson charged a task force to develop a plan for creating a College at Purdue University focused on the theme of health and human sciences. It was assumed from the beginning that the number of Colleges at Purdue would remain the same and that a new College, if created, would be achieved by realignment. The charge stipulated that the new College be consistent with the goals of Purdue's *New Synergies* strategic plan. Specifically, the Provost stressed that the new College pursue the goals of enhancing student access and success, promoting discovery with delivery, and addressing global challenges. The task force submitted their report to Provost Woodson on August 24, 2009.

After reviewing the proposed plan, Provost Woodson initiated discussions and invited deliberations with all interested parties, especially with administrators and faculty/staff of the units directly affected by the realignment. On November 13, 2009, Provost Woodson met with the leadership of the affected units (academic unit heads and deans) to inform them that he had decided to move the dialogue into the implementation stage. The original task force was then asked to submit a College of Health and Human Sciences implementation plan by the first week in December 2009.

What follows is a revision and extension of the original task force document. In this second report, the task force reviews the mission, vision, participating academic units, benefits, and incremental cost of the proposed College of Health and Human Sciences. An implementation plan follows, including timeline, assumptions, transition leadership team composition and duties, infrastructure, curricular issues, and governance recommendations, and a final word.

### **Task Force Members**

Chris Agnew (Psychological Sciences)  
Sugato Chakravarty (Consumer Sciences and Retailing)  
Doran French (Child Development and Family Studies)  
Richard Ghiselli (Hospitality and Tourism Management)  
William Harper (Health and Kinesiology)  
Ron Hullinger (University Senate liaison)  
Jane Kirkpatrick (School of Nursing)  
Robert Novak (Department of Speech, Language, and Hearing Sciences)  
Connie Weaver (Foods and Nutrition)  
Wei Zheng (School of Health Sciences)

## **College of Health and Human Sciences**

### **Mission**

The College of Health and Human Sciences at Purdue University is a unique blend of academic disciplines promoting discovery, learning, and engagement scholarship that addresses matters affecting the health, behavior, and quality of life of people.

### **Vision**

The College of Health and Human Sciences intends to be the preeminent venue for excellence in discovery, learning, and engagement that addresses the health, behavior, and quality of life of people.

Specifically, the College of Health and Human Sciences will:

- Create a dynamic institutional environment responsive to evolving human aspirations and opportunities in health and human sciences;
- Attract and retain the highest caliber researchers, educators, and clinical staff of diverse backgrounds;
- Develop and deliver educational programs that attract and prepare undergraduate and graduate students for professions and/or research careers in health and human sciences;
- Pursue internationally recognized independent and collaborative discovery programs addressing basic and applied research questions central to further understanding of health and the human condition;
- Create a culture that supports a diversity of approaches to discovery;
- Engage the community in service-learning and service-discovery programs of mutual benefit and reward to the College and the community; and
- Embrace entrepreneurial initiatives that further mutually beneficial goals for the College, its employees, community constituencies, patients, clients, and consumers.

### **Participating Academic Units**

- Child Development and Family Studies
- Consumer Sciences and Retailing
- Foods and Nutrition
- Health and Kinesiology
- Health Sciences
- Hospitality and Tourism Management
- Nursing
- Psychological Sciences
- Speech, Language, and Hearing Sciences

## **Estimated Size**

- 201 faculty
- 92 administrative professional & extension educators
- 4961 undergraduate majors
- 557 graduate students
- 110 clerical/service

## **Benefits of Realignment: Student Access and Success**

### Contribute to Purdue's goal to attract an increasingly talented and diverse undergraduate and graduate population

- A preeminent College of Health and Human Sciences (hereafter referred to as CHHS) will be highly visible and strategically poised to attract as an academic destination-of-choice, outstanding prospective students who aspire to careers in the health and human sciences.
- The CHHS will provide opportunity to develop new and strengthen existing interdisciplinary pre-medicine, pre-dental, pre-veterinary or other pre-professional degree programs/tracks that are highly attractive to students.
- The CHHS will foster informal curricular interdependencies between participating academic units, evolving to formal student learning experiences.
- The CHHS will nurture creation of core courses that complement and build upon the University's core curriculum initiative, expose undergraduate students across the College to foundational knowledge of health and human sciences, and expand course offerings to enhance existing and emerging graduate degree programs.

### Contribute to the quality of student experiences at Purdue

- Combining these academic units in the College of Health and Human Sciences will significantly benefit students who elect to change their degree objective to a closely related academic unit of the CHHS, positively affecting student retention and shortening time-to-degree.
- Combining these academic programs in the CHHS will facilitate opportunities for students to discover and broaden their career aspirations by way of accessing compatible minors, exploring related careers, and taking interdisciplinary courses.
- The CHHS will consolidate our current pre-professional advising program, enhance student success in admission to professional schools, and assist students transferring between or combining undergraduate majors.
- The CHHS will enhance coordination of undergraduate and graduate opportunities for distance learning, intern and extern experiences, discovery learning, service learning, and study abroad.
- The CHHS will facilitate coordination of existing and creation of new courses or curricular tracks to match the dynamics of related careers in health and human sciences.

### Achieve efficiencies of centralizing resources

- Reduce course redundancies, curricular gaps, and build upon foundation courses.
- Coordinate advising and enhanced pre-professional advising.
- Integrate internship opportunities and administration.
- Centralize administration of clinical site affiliation/contract agreements.

- Centralize administration management of students participating in externships, discovery learning rotations, service-learning experiences, study abroad, and coordination of student requirements for these experiences (e.g., background checks, drug screens, and immunizations).
- Enhance joint faculty hire appointments—thereby reducing costs to individual units—to enhance the mission of the CHHS.
- Centralize clinical service facilities to ensure easy access to the public/clients served.
- Enhance advertisement and branding of educational programs in health professions and human sciences.

## **Benefits of Realignment: Discovery and Collaborations**

### Nurture research synergies

- The College of Health and Human Sciences will foster the possibilities to create significant synergistic research programs as well as productive discovery collaborations among its CHHS faculty, faculty in other colleges/schools of Purdue, and with other universities.
- The CHHS will facilitate synergistic research by assembling College-wide core facilities for researchers and their students.
- The CHHS will directly benefit from shared core facilities, significantly reducing maintenance costs to research laboratories and participating units, while enabling acquisition of state-of-the-art equipment—typically with lower individual usage, but higher collective usage—now required for successful competition for external funding.

### Facilitate collaborative research endeavors (continuation and expansion of)

- Creative branding of the CHHS will draw attention to the rigorous research community in the health and human science disciplines and attract potential students and faculty seeking these kinds of research opportunities and positions.
- Central coordination/creation of collaborative, cross-disciplinary research programs will enhance the academic environment of the CHHS and aid recruitment/retention of new faculty to sustain and extend the scope of these programs.
- Collaborative, cross-disciplinary research programs of the CHHS will enable flexibility and creativity in academic units for curriculum delivery, with the return of extramurally generated salary savings to the academic unit, synergistically addressing multiple aspects of the CHHS mission.
- Collaborative and cross-disciplinary research programs of the CHHS will generate a creative investment in common, college-wide research infrastructure: new methodologies, statistical support, and technical services.
- There is great value to the university and especially to the CHHS in facilitating regular communication and relationship-building among individuals sharing an overarching focus on health and the human condition.
- There will be ongoing exploration of program innovations at regular council meetings of the heads with the CHHS Dean.
- The CHHS will sponsor unit-wide *ad hoc* research symposia at which college faculty and students will present their work and explore new synergies.
- There will be regular college-wide meetings of chairs of graduate programs/committees to identify possibilities for cooperative graduate programs and research, providing a basis for expanding and strengthening research opportunities and curricula for students in thesis and Ph.D. programs.

- The CHHS, with vibrant collaborative, cross-disciplinary research programs, will provide added discovery learning opportunities for undergraduate students to explore career options and increase retention of more of the best students for graduate studies at Purdue.
- The CHHS will enhance opportunities for recruiting quality graduate students world-wide.

### **Benefits of Realignment: Engagement and Global Challenges**

- Expand engagement through synergies of a broader spectrum of disciplines within the College of Health and Human Sciences to address the need of multiple constituencies, including: alumni, consumers, government, industry, and international partners.
- Enhance opportunities for multiple units of the CHHS to utilize the resources afforded by well-established extension networks, including: county extension, Healthy Coalitions (communities), rural clinics, county and state health academic units, and government and global networks.
- CHHS will provide synergies for growth and influence in Indiana, e.g., the Community Health and Engagement Program of the Indiana Clinical and Translational Sciences Institute and Innovation Alliance.
- The CHHS will address global challenges by bringing together researchers who work on common problems and/or who collaborate on international projects in health and human science, (e.g., the currently-developing Kenyan project, presently focused on engineering and agriculture).
- Faculty and students of the CHHS will benefit from the current and future national and global collaborations of CHHS faculty.

## Financial Analysis: Incremental Infrastructure Cost

College infrastructure has been defined for purposes of this report to include College Administration, Financial Affairs, Development/Alumni Relations, Information Technology, Marketing and Media, Advising and Student Services. (Research Grant Support and Diversity were determined to be included in other budget categories.)

The process to estimate the incremental costs for infrastructure involved a review of the following information for each of the nine academic units and each of the three Colleges:

- Student credit hours, undergraduate majors, graduate students. *Data from Keith Murray.*
- Faculty counts (tenure/tenure track, clinical/professional, research). *Data from OIR.*
- Staff counts (administrative/professional and clerical/service). *Data from OIR.*
- Administrative structures and budgets for each of the three colleges (not individual units). *Data from DFAs.*

With this information, as well as counsel from various experts in appropriate units, the organizational infrastructure to support the new college and the associated incremental costs were determined and has been outlined in Appendix 1. Much of the resources needed to support this structure are available within the current units of the three existing Colleges. These resources have been identified and have been assumed will offset the CHHS cost. The incremental new cost was estimated as follows:

		Salaries and benefits
\$222,345		
Reserves	\$100,000	
Operating costs	<u>\$238,750</u>	
Total new funds	\$606,095	
New program funds	<i>To be determined</i>	

Several points should be made concerning budget development as the College emerges.

- All unit budgets are assumed to fully transfer intact.
- Vacant lines in the Reserve for Unfilled Positions will need to be determined and transfer.
- Centrally funded initiatives like faculty start-up, instructional equipment, research incentive funding will continue in the new college at appropriate levels per the program criteria.
- Instructional costs over departmental recurring budgets will need to be evaluated where currently funded with nonrecurring resources.
- CFS Extension functions are assumed to transfer to the new college.
- IT unit and functions should be reviewed for positioning within the college or in collaboration with other college IT groups or with ITaP to achieve the most efficiencies and functionality. Decentralized IT/engineering technical support will be necessary in some academic units.

## **Potential Affiliations with College of Health and Human Sciences**

- A.H. Ismail Center for Health, Exercise, and Nutrition
- Basic Medical Sciences
- Biomedical Engineering
- Botanical Center for Age-Related Diseases
- Center for Nursing History, Ethics, and Human Rights
- Center for Families
- Center for the Environment (C4E)
- Center for the Human-Animal Bond
- Center for the Study of Lodging
- Center on Aging and the Life Course
- Center for Homeland Security
- Center for Health Outcomes and Policy
- Comparative Pathobiology
- E-Enterprise Center
- Food Science
- Health Communication
- Indiana Clinical and Translational Science Institute
- Indiana University School of Medicine: Lafayette
- Ingestive Behavior Research Center
- Military Families Research Institute
- Nursing Center for Family Health
- North Central Nursing Clinics
- Purdue University Center for Cancer Research
- PULSe
- Purdue Retail Institute
- Purdue Tourism and Hospitality Research Center
- Regenstrief Center for Healthcare Engineering

## **Implementation Plan**

### **Implementation: Timeline**

Plan submitted to University Senate by December 7, 2009  
Plan submitted to President for consideration by December 14, 2009  
Plan revised as necessary, January 2010  
Plan prepared for February 4-5, 2010 Board of Trustees meeting  
Transition leadership team and inaugural Dean appointed by February 15, 2010  
Transition leadership team prepares to launch College, February-June 2010  
College of Health and Human Sciences launch July 1, 2010

## **Implementation: Assumptions**

- That a transition leadership team will be appointed as soon as feasible.
- That there will be no gain in the number of Colleges at Purdue University as a result of creating the College of Health and Human Sciences.
- That the current budgetary and leadership structure and functions of academic units within the Colleges of Liberal Arts, Consumer and Family Sciences, and Pharmacy, Nursing, and Health Sciences shall remain intact through June 30, 2010.
- That the individual academic units joining the CHHS shall remain intact during the realignment and retain their existing department or school designation.
- That the individual academic units included in the new CHHS will remain in their existing campus physical locations until and when other facilities or facility improvements might be realized.
- That every effort will be made to invite discovery, learning, and engagement affiliation possibilities—including joint appointments, joint hires, courtesy appointments, and other collaborative agreements—for interested individual faculty members or groups who are not in units composing the CHHS but who have significant interest in the mission of the College.
- That in the process of defining and facilitating college-level policies and procedures, every effort will be made to accommodate the existing and distinct academic disciplinary traditions and cultures of the participating academic units.
- That while the most immediate implementation discussions and decisions will result in launching the new budgetary unit by July 1, 2010, it is to be expected that implementation will be on-going and continuous beyond that date.
- That the likely process for implementation discussions and decisions will be the creation of simultaneous working groups organized much like those appointed for developing the *New Synergies* strategic plan.

## **Implementation: Transition leadership team**

The Provost, in consultation with the planning task force, shall appoint and charge a CHHS transition leadership team. The transition team will serve as a relatively small working group with faculty, staff, and academic unit head representation. The transition team will:

- Be provided the necessary resources and staff support to fulfill their charge by the CHHS launch date.
- Work closely with all existing offices and officers of the University who have primary roles in the realignment of the academic units of the three existing Colleges.
- Review the internal structure and function of select benchmark university colleges of health and human sciences, health and human ecology, health and human development, and health and human performance.
- Adopt a best practices approach to all facets of the CHHS.
- Continuously facilitate creative ideas and suggestions from all CHHS constituents by way of an electronic communication website.
- Recruit and appoint small ad hoc groups to strategically design and develop functioning components of the CHHS.
- Make every effort to be sensitive to preserving the existing disciplinary cultures of the realigned academic units.
- Operate as possible on a principle of simultaneous (vs. sequential) working groups and projects.
- Regularly inform and update all parties to the realignment as implementation moves forward.

- Assume these responsibilities for CHHS implementation: infrastructure, curricula, and governance.

### **Implementation: College infrastructure**

The most significant and complicated implementation issues for the CHHS pertain to infrastructure. It will be the responsibility of the transition leadership team to work closely with the existing University and College administrative leadership personnel in each of these standard infrastructure areas:

- College Administration
- Financial Affairs
- Information Technology
- Advising and Student Services
- Development and Alumni Relations
- Marketing and Media
- Research Grant Support
- Diversity

When the plan to create the CHHS is given final approval, the transition team will initiate simultaneous working groups in each area of infrastructure. In particular, it is imperative that the three impacted Colleges, together with the appropriate University infrastructure area supervisors, meet and confer on the best and most efficient manner of transitioning the necessary human and financial resources from those Colleges. At the same time, it is equally imperative for these working groups to assess the extent to which new resources will be necessary in each of the customary infrastructure areas.

It is further recommended that the transition team, in consultation with all of the above-identified administrators, make every effort to think creatively, strategically, and synergistically, about the most efficient and salient structure for the CHHS. This is a significant opportunity to design, not just a new College, but new ways of thinking about how this College could be designed.

## **Implementation: Curricular issues**

The initial realignment of academic units in creating the CHHS can be rapid and efficient utilizing the existing curricula in the nine academic units to temporarily provide the initial breadth and depth appropriate for the CHHS programs of study. Eventually, the existence of such disparate programs of study will present challenges insofar as smooth curricular transitions are concerned. What follows is a suggested listing of the issues the transition team will need to confront. Faculty and advisor study committees will be necessary to meet these challenges.

- A viable and streamlined CHHS curricular review process must be created to facilitate any academic unit curricular program, course, or core modification requests.
- At the same time, a working group will discuss the extent to which there will or will not be a common CHHS undergraduate core curriculum. This decision needs to be made well in advance of program changes to curricula that presently may or may not include core requirements.
- Another working group will review existing academic unit programs and courses between the newly aligned academic units with the aim of enhancing curricular synergies and decreasing program and course redundancy.
- Yet another working group would be assigned to review and integrate the various existing approaches to distance learning, honors courses and programs, study abroad, career development, service learning, internships and clinical services, pre-professional programs, interdisciplinary programs, extension, engagement, and other experiential opportunities.
- Discussions will occur among chairs of academic unit graduate committees/programs, academic unit heads, and faculty regarding potential for enhancement of graduate programs (clinical and research) through synergies enabled by the new CHHS structure.
- Most importantly, University and CHHS officers must decide how and when to transition new students into the new CHHS.

## **Implementation: Governance**

The transition leadership team will assess the extent to which the current Colleges could provide useful policy and procedure models for the CHHS governance structure. Of primary importance in the evolution of the CHHS governance structure is to create a document (handbook) containing relevant College organizational charts, infrastructure leadership duties, employment guidelines, benefits and personnel policies, and academic unit head responsibilities. What follows is a partial list of areas of governance needing best practices policies and procedures.

- Responsibilities of College leadership personnel
- Appointment of faculty and administrative/professional staff
- Types of appointment categories
- Joint appointments, visiting scholars, courtesy appointments, adjunct appointments
- Diversity and equity (affirmative action)
- Faculty promotion and tenure
- Faculty and staff salary increases, merit pay
- Faculty and staff development
- Research support and incentives
- F & A return
- Grant-related salary savings return
- Course load flexibility for research-active faculty

- Grant writing support services
- Dual career couples
- Academic unit external reviews
- Grievances
- Employee discipline
- College by-laws
- Administrator reviews for dean, dean's staff, academic unit heads
- Student services, including, grade appeals, recruitment, new programs, privacy rights
- College advisory board

### **Implementation: Final Word**

Launching a new College of Health and Human Sciences is simultaneously exhilarating and exhausting, inspiring and threatening, heroic and pedantic. These are the hallmarks of most human creations, especially institutional creations. It is the wish of the task force that all parties to this new creation approach the task with care, patience, thoughtfulness, sensitivity, kindness, and above all, hope.

*If you want to build a ship, don't herd people together to collect wood and don't assign them tasks and work, but rather teach them to long for the endless immensity of the sea. —Antoine de Saint-Exupéry (1900-1944)*

## COLLEGE OF HEALTH AND HUMAN SCIENCES - Infrastructure Incremental Cost

Administrative Unit	Proposed CUL / \$	Reallocated CUL / \$	Incremental Costs	
			CUL	\$
<b>Administration</b>				
Dean	100	100		
Associate Deans				
Research	100			
Graduate Education	50			
Undergraduate Educ/Academic Affairs	75			
Engagement/Extension	100			
International Programs	50			
Total Associate Deans	375	350	25	\$37,500
Support Staff	500	606	(106)	(\$31,800)
Reserves	\$200,000	\$100,000		\$100,000
Operating Costs	\$175,000	\$100,000		\$75,000
<b>Financial Affairs</b>				
Director	100	100		
Assistant Director	100	0	100	\$60,000
Business Managers/Account Assistants	450	500	(50)	(\$20,000)
BM/AA for Pre-Award Team	100	0	100	\$40,000
Account Clerks	1,400	1,550	(150)	(\$48,000)
Operating Costs	\$75,250			\$75,250
<b>Development/Alumni Relations</b>				
Director	100	200		
Advancement	200	200		
Alumni Relations	200	100		
Support Staff - Clerical	500	500		
Operating Costs	250	250		
PRF	\$160,000	\$130,000		\$30,000
PRF	\$25,000	\$25,000		
<b>Information Technology</b>				
Director	100	100		
Departmental Managers	200	200		
Technicians	1,000	1,100	(100)	(\$40,000)
Web Support	100	0	100	\$45,000
Operating Costs	\$90,500	\$40,000		\$50,500
<b>Marketing &amp; Media</b>				
Central Marketing & Media Support	\$90,000	\$50,000		\$40,000
<b>Advising and Student Services</b>				
Director	100	200	(100)	(\$63,000)
Assistant Director	100	0	100	\$50,000
Advisors/Counselors	1,650	1,390	260	\$104,000
Support Staff	750	780	(30)	(\$9,000)
Operating Costs	\$91,000	\$45,000		\$53,000
PRF	\$5,000	\$5,000		
<b>Summary</b>				
Salary Costs	\$ 164,700			
Fringe Benefits	57,645			
Total Personnel Costs	\$ 222,345			
Reserves	100,000			
Operating Costs	283,750			
Total Costs	\$ 606,095			

Memorial Resolution  
for  
**Don M. Carlson**  
**Professor Emeritus of Biochemistry**  
**March 11, 1931 – July 15, 2009**

Dr. Don M. Carlson, former Professor and Head of Biochemistry, passed away on July 15, 2009, in Washington, DC, after a long hospitalization. Professor Carlson was born March 11, 1931, in Walhalla, ND, and graduated from Cavalier (ND) High School in 1949. He was activated with the National Guard in 1950 and spent two years at Ft. Lewis, Washington, before being discharged at the end of 1951. He enrolled at North Dakota State University and graduated in 1956. He received his MS degree from the University of Illinois in 1958 and the PhD from Michigan State University in 1961. Following three years of post-doctoral research at the University of Michigan, he joined the faculty of Biochemistry at Case Western Reserve University Medical School where he rose through the ranks to Professor in 1975.

In 1975 Professor Carlson accepted the position of Head of Biochemistry at Purdue in which he served until 1981. In 1985 he was recruited to the position of Chair of Biochemistry at the University of California, Davis, a position he held until 1990. He retired as Professor of Biochemistry at UC Davis in 2001. In 2006 he moved to Dumfries, VA, to be closer to several of his children.

Don was exceedingly generous in his service to scientific organizations in his areas of research interests, holding offices in the American Heart Association, American Cancer Society, the Cystic Fibrosis Foundation, the American Society for Biochemistry and Molecular Biology, and the Glycobiology Society. He served on numerous Study Sections and grant evaluation panels throughout his career and gave high visibility to the departments with which he was associated by his service to science. He gave papers and lectures around the world on his research.

His research focused on glycoproteins. One project that was a special source of deserved pride to him was a collaboration with Professor Larry Butler during Don's time at Purdue in which they deciphered the effects of tannins from grain (particularly sorghum) on the digestive processes in monogastric animals. They found that tannins bind protein tenaciously and make dietary protein unavailable to the animal. Don's particular contribution was to show that animals respond to dietary tannins by dramatically increasing the production of salivary proline-rich proteins which are particularly effective at binding the tannins, allowing other dietary proteins to be digested.

Don is survived by his wife of 58 years, Eunice, a daughter, Lisa, and three sons, Timothy, Thomas, and Mark. Five granddaughters, five grandsons, and two sisters also survive. A brother preceded him in death.

Don had an exceedingly high level of energy and enthusiasm. He was a friend to all and loved big gatherings and parties. He fought hard for any cause to which he was devoted, but never let any disagreement color his relationship with folks who were on the other side of an issue. He was an active member of Lutheran churches in the towns in which he lived and served on their governing boards.

The Department of Biochemistry is most grateful for the ten years of devoted service Don gave to the Department and Purdue University. He is missed.

Presented by Mark A. Hermodson

**MEMORIAL RESOLUTION**  
**Leslie A. Geddes**  
**May 24, 1921 – October 25, 2009**

**The Passing of a Legend**

Leslie A. Geddes, patriarch of biomedical engineering at Purdue University and Showalter Distinguished Professor Emeritus of Biomedical Engineering, died at Westminster Village in West Lafayette, Indiana on Sunday, October 25 at 6:45 AM.

For more than half a century, Leslie A. Geddes pioneered new frontiers by interweaving tireless research and dedicated teaching that bridged the gap between engineering and medicine. His innovative work and seminal contributions to knowledge of the electrical properties of tissues; electrodes; cardiovascular, neural, and respiratory devices; and restorative tissues have led to the development and widespread utilization of numerous diagnostic and therapeutic methods that have saved, extended, and enriched thousands of lives.

Born May 24, 1921 in Port Gordon, Scotland, his family moved to Canada, where he earned his B.S. and M.S. degrees from McGill University in Montreal. He received his Ph.D. degree in physiology from the Baylor University College of Medicine, where –among other accomplishments – he developed the physiological monitoring systems for early astronauts. In 1962 he married Dr. LaNelle E. Geddes and she survives.

Geddes dedicated his life to the health and well-being of others. At the start of his career during his collegiate days at McGill he designed his first biomedical device, an electromyograph, which enabled doctors to detect neurological damage in soldiers returning from the war. While at Baylor College of Medicine, he built the physiograph, the first physiological recording device to employ a modular electronic system. Also early on and at the request of NASA, Geddes developed a method of measuring astronauts' respiration while in flight. Now known as impedance pneumography, it was used in Projects Mercury and Gemini.

In 1974 Purdue recruited Geddes and his research team to develop an organized biomedical engineering research center and create new technologies in the field. That center flourished and ultimately became the Hillenbrand Biomedical Engineering Center, then the Department of Biomedical Engineering, and finally the Weldon School of Biomedical Engineering. Though he officially retired in 1991, Geddes continued to actively teach and perform cutting-edge research until his death.

Geddes produced a truly exceptional array of technologies. His thorough understanding of their underlying principles enabled the speedy commercialization of an unusually large percentage of his inventions. These innovations include burn treatments, implantable cardiac defibrillators, pressure mapping of hospital bed surfaces, a scaffold for ligament repair and replacement, and tiny blood pressure monitors for premature infants. His team most recently developed a new method of CPR that provides significantly improved results while reducing injury to the patient. In total, Geddes' breakthroughs are responsible for much of the modern implantable medical device industry.

"Dr. Geddes was an incredibly innovative thinker, prolific inventor and gracious individual," said Leah H. Jamieson, the John A. Edwardson Dean of Engineering. "His work has been a major factor behind Indiana's emergence as a national leader in biomedical industries. He will be missed by all of us at Purdue and around the globe."

Those closest to Leslie Geddes will remember him not only as a prolific researcher and innovator, but as a great teacher, mentor, and friend. His impact on human health and welfare is perhaps best illustrated by

the thousands of students he mentored through the years, many of whom are teaching or leading major medical device companies throughout the world. His teaching style and philosophy is his greatest legacy in the unique teaching labs within the Weldon School of Biomedical Engineering. Geddes was inducted into the Purdue University Book of Great Teachers in the fall of 2008, the highest educational honor to be bestowed upon professors at Purdue.

Geddes received many awards during his illustrious career including the National Medal of Technology, the IEEE Engineering in Medicine and Biology Society Career Achievement Award, the Association for the Advancement of Medical Instrumentation Laufman-Greatbatch Award, the IEEE Edison Medal, and most recently was selected to be the inaugural recipient of the Nelson Innovation Award.

“Les Geddes had an exceptional gift for motivating students and exciting people so that they excelled in the classroom and in the laboratory,” stated George Wodicka, head of the Weldon School of Biomedical Engineering at Purdue. “His tireless dedication, curiosity, and willingness to explore and test new ideas not only helped shape modern medicine and the medical device industry, it is a memorial that will continue to inspire future generations of researchers, entrepreneurs, and leaders.”

Memorial Resolution  
for  
**Kenneth G. MacDonald**

Professor Emeritus of Animal Sciences

Kenneth “Mac” MacDonald, Emeritus Professor of Animal Sciences, died May 2, 2008. A native of Somerville, MA, Mac graduated from Somerville High School, received his B.S. degree from the University of Massachusetts, and his M. S. degree from West Virginia University. He did further graduate work in the Animal Sciences Department at the University of Kentucky.

Before his formal education, Mac served his country as a member of the U. S. Army in World War II and was one of many that landed on Omaha Beach on D-Day, 1944. He did not talk much about those experiences, but he was proud of the fact that he had helped secure the beaches, win the war and lived to tell about it.

Mac was hired by Purdue’s Department of Animal Sciences as a Beef Cattle Extension Specialist, a position that he held until his retirement. He worked with both cow-calf producers and feedlot operators in areas that covered the entire state of Indiana. As most Extension personnel of that era, Mac knew every high way, crossroads, and coffee shop (and which one had the best pie) in the whole state. The last few years before retirement, Mac also taught the Department’s “Applied Animal Management” course which both he and the students thoroughly enjoyed.

Like most animal scientists, Mac loved animals and for many years had horses and a dog. He also loved history, woodworking and spending time with his family. He particularly enjoyed watching his sons and grandchildren participate in sports.

Mac is survived by two sons, Scott of Walton, IN and Craig of Lafayette and his loving wife, Clara (Scottie) of Lafayette.

Respectfully submitted by Tip Cline