Agricultural Faculty Meeting Minutes
April 18, 2013
Deans of Agriculture Auditorium
Attendance - 38
Presiding – Dean Jay T. Akridge

1. Dean Akridge called the meeting to order at 3:30 p.m.

2. **Approval of Agenda**

   Mark A. Diekman asked that an item concerning student access to 2013 undergraduate plans of study be added to the agenda. With this addition, Marshall A. Martin introduced a motion to approve the agenda. William L. Hoover seconded the motion that was passed.

3. **Report on Expanded Summer Courses and Movement to Trimesters**

   Frank J. Dooley began his presentation on “Trimesters and Growing Summer” by discussing the timeline of events that has led to the current emphasis on growing Summer Session enrollments. He commented on the following items that were known in 2011.

   - Campus is largely idle during the summer.
   - Buildings are underutilized.
   - Only 42 percent of baccalaureate degree seekers graduate in four years.

   Faculty and staff have contributed the following observations.

   - The budget model did not provide incentives for summer courses.
   - There have been minimal course offerings.
   - Summer offerings have been in compressed schedules.
   - Lack of summer offerings limits other educational opportunities for students and faculty in the fall and spring semesters.

   The primary goals of the trimester model are to provide more flexibility for students, more opportunity and flexibility for faculty, and an enhanced local economy. However, movement to a trimester would be triggered by expansion of summer credit hours to about 180,000 and that is not likely. Also, there are concerns regarding the length of the current academic calendar and faculty roles and contracts.

   There has been discussion on moving toward two 14-week semesters and two seven-week summer sessions. College of Engineering faculty members have suggested this model. Decisions on summer enrollment and trimesters are needed to provide clarity to recruit new
faculty, to answer questions of future students, and to help current students integrate cooperative work experience and study abroad into their plans.

Professor Dooley noted that 228 courses were offered in the 2012 Summer Session and 317 will be offered in 2013. In 2012, there were 28 courses offered with nine or fewer students enrolled. None of the 28 will be offered in 2013. He commented on a number of communication and marketing strategies that are being used to stimulate an anticipated 20 percent enrollment increase for the coming summer session. Also, efforts are being made by the recreational center and the Purdue Student Union Board to expand “student life” activities for the 2013 Summer Session.

Looking ahead, it is time to think about the 2014 Summer Session and also consider the ongoing questions regarding possible migration to a trimester model. Professor Dooley’s presentation slides are appended to these minutes.

During discussion of Professor Dooley’s presentation, several points of interest were raised.

- Summer Session offerings are often postured as a way for students to “catch up” toward degree completion, or as a bridge for new students to get ahead.
- Some feel that movement toward two 14-week semesters and two seven-week summer sessions would lower risks in migrating to a trimester model. Others expressed concern that costs would be very high to modify all current courses to comply with a new academic calendar.
- Are syllabus weeks, dead weeks, daytime classes and night exams the best way to use time? Should night exams be eliminated and more courses be offered in the late afternoon and at night? Others said look very carefully before changing the academic calendar.
- Distance education offerings would likely help students achieve graduation more quickly and reduce class schedule conflicts.
- Movement to a trimester schedule would probably require faculty contracts to be revised to 12 months with options not to teach in one of the semesters. A concern is who would determine the semester-to-semester faculty assignments and compensation mechanisms.
- Reduced tuition and fees could stimulate greater summer enrollment according to one individual. Professor Dooley said that Indiana University has observed no shift in summer enrollment with a 20 percent discount.
- Concerns were expressed that much more input is needed from faculty across the university before modifying the academic calendar and moving to a trimester. Others expressed frustration with the overload of academic initiatives that have been imposed during the past couple of years with insufficient consideration of the significant negative impacts that have resulted. A more methodical and measured process of changing academic standards and processes is needed.

4. **Update on Honors Program and Foundations of Excellence Initiatives**

Associate Dean Marcos Fernandez began his presentation by indicating he would discuss Foundations of Excellence, Honors Program and the Honors College, and the Leadership Certificate Program.
Professor Fernandez said that more than 200 faculty and staff had been involved during the past couple of years to propose strategies that would increase retention and success of Purdue undergraduate students. Twelve recommendations were made.

**Academic Success Priorities**

- Ensure Consistent and Coordinated First-Year Orientation (College of Agriculture Orientation Courses May Change)
- Core Curriculum and Portability of Courses Across Majors
- Assure Course and Schedule Availability for Academic Progress
- Expand “Discovery Studies” Admits (Now USP)

**Instructor, Faculty and Staff Development**

- Development for Individuals Working With First-Year Students
- Advancing and Rewarding Scholarly Teaching
- Disseminate Best Practices to Faculty and Staff
- Regular Assessment to Enhance Programs

**Student Success Priorities**

- Coordinate Undergraduate Academic Advising
- Coordinate Academic Success Programs
- Programs Targeted at Removing Success Disparities in Student Groups
- Streamlining Communication to First-Year Students

In discussing the Honors College, Professor Fernandez said the honors curriculum will allow the majority of its 24 required credits to be double counted toward the degree. Also, many of the credits will be earned in the Foundational Core offerings. Therefore, the honors curriculum is expected to add value to the student’s academic program, but not add time to the student’s completion of the degree.

Professor Fernandez commented on the following items.

- The Honors College will begin with the 2013 Fall Semester entry class.
- Colleges were involved in the selection of Honors College students via the scholarship review process.
- Selection of the Honors College Dean is in progress.
- College of Agriculture Deans Scholars and Departmental Honors Initiatives may be conducted.

While it will be possible to retain college and departmental honors programs, Professor Fernandez expressed the view that it would work better if all honors programs were offered within the Honors College. George E. VanScoyoc said the college should keep the Dean’s Scholars Program. Professor Fernandez concurred and said the Dean’s Scholars Program could serve an important cadre of students whom are not selected for entry into the Honors College, and whom otherwise may not matriculate.

With regard to the Leadership Development Certificate Program, Professor Fernandez commented that the program is widely recognized at Purdue, in Indiana, and throughout the
United States. The concern is that a large number of students begin the program, but only 10-15 students have completed the program annually.

There will be a faculty-lead review of the program in the coming year with program content, delivery, and management to be addressed. It is expected that there will be recommendations to be implemented in the 2014-15 academic year.

Presentation slides used by Professor Fernandez are appended to these minutes.

5. Consent Agenda – Action Items

Dean Akridge asked if anyone wished to remove items from the consent agenda for additional consideration. There were no requests to do so. Brian A. Talbert introduced a motion to approve the consent agenda. The motion was seconded by George E. VanScoyoc and was passed unanimously.

Mark A. Diekman asked for consideration of the following proposal concerning students who could graduate under plans of study that become effective in the 2013-14 academic year.

“Migration to the revised College of Agriculture plans of study for the B.S. degree that become effective in August of 2013 is limited to those that began college as first-year students in August of 2011 or thereafter.”

Professor Diekman commented that there is much interest among current undergraduate students to graduate under the reduced academic credit plans of study that become effective in the 2013 Fall Semester. However, there are not clearly defined university policies that indicate whom may graduate under the new plans of study. An Office of the Provost representative has indicated that it is a college or departmental prerogative to determine which students qualify.

The University Curriculum Council (UCC) has specified that students graduating in the new plans of study effective in August of 2013 must fulfill all components of the Outcomes-Based Undergraduate Core Curriculum. Also, courses that have been approved for fulfilling the Outcomes-Based Undergraduate Core Curriculum must have been completed since August of 2011 to be applied to the core graduation requirements.

There is significant confusion on whether courses can be used to fulfill requirements and having differing policies among academic departments does not seem wise according to Professor Diekman. Students are demanding answers now prior to beginning the 2013 Fall Semester.

It was noted that there has been an operational policy of allowing students to graduate using the plan of study in effect when they began college, or a subsequent plan. The proposal presented by Professor Diekman would establish a new limit. Another observation was that this proposal has not been considered by the Curriculum and Student Relations Committee and should not be considered by the faculty at this time.

Dean Akridge suggested that the matter be forwarded to the Curriculum and Student Relations Committee (CSRC) for vetting. If necessary, a special meeting of the faculty could be called to consider a CSRC recommendation.
6. **Memorial Resolutions**

The following memorial resolutions were presented.

Julian H. Atkinson by Kenneth A. Foster  
John C. Callahan by William L. Hoover

A moment of silence was observed in remembrance of each of these emeritus members of the faculty. Copies of the resolutions are appended to these minutes.

7. **Standing Committee Reports**

**Agenda and Policy Committee** – Bruce P. Bordelon indicated that the committee had considered several items of interest and importance at its meetings and had made recommendations to Dean Akridge. He said the Rod N. Williams had been elected as chairperson of the committee for the 2013-14 academic year. Also, the committee prepared agenda for the 2012 Fall Semester and 2013 Spring Semester Agricultural Faculty meetings.

**Area Promotions Committee** – Dean Akridge reported the following. Seventeen faculty members were approved to the rank of Associate Professor or Professor by the Area Promotions Committee and the University Promotions Committee. Following the most recent actions in the promotions process, the Area Promotions Committee has made some slight revisions in the Promotion and Tenure guidelines for Agricultural Faculty members.

**Curriculum and Student Relations Committee** – Barbara L. Golden said the committee focused upon revision of the College of Agriculture core curriculum; revision of all undergraduate plans of study to comply with University Core Curriculum provisions and mandates to reduce total credits for the Bachelor of Science degree; and a review of service courses offered to College of Agriculture students by departments outside and within the college.

**Grade Appeals Committee** – Marcos Fernandez said that two requests for grade appeals were submitted to the committee. The request by an undergraduate student was submitted after the established deadline and was not considered. The committee did not approve the appeal submitted by a graduate student. Each individual has the option of submitting an appeal to the University Grade Appeals Committee.

8. **University Senate Report**

Jennifer L. Dennis provided an update on University Senate activities. She commented on each of the following items. A complete report is appended to these minutes.

**Senate Document 12-03** – Change to Academic Regulations and Procedures on Scholastic Records – Duplicate Diplomas

**Senate Document 12-04** – Change to Academic Regulations and Procedures on Grades and Grade Report Regulation

**Senate Document 12-05** – Change to Academic Regulations and Procedures on Grades and Grade Report Regulation
9. **Dean’s Report**

Dean Akridge noted that it was past 5:00 PM and began his abbreviated report by expressing thanks to the faculty for accomplishing so much during another great year in 2012-13. He indicated that faculty efforts and mentorship contributed much to undergraduate students being recognized for excellence in achievement and leadership. Laura A. Donaldson earned the Flora Roberts Award as the Outstanding Senior Woman on campus and Gabriel W. Rangel received the G.A. Ross Award as the Outstanding Senior Man. Joseph W. Rust served as President of Purdue Student Government in 2012-13 and Jackson H. Troxel was the recipient of the France A. Córdova Award for Leadership in Action.

Two individuals will soon assume leadership positions in the college according to Dean Akridge. Brian E. Farkes will become Head of the Department of Food Science and Jason R. Henderson will be Associate Dean and Director of Purdue Extension.

Dean Akridge commented on 22 searches for new faculty members in 2012-13. He said that several of the searches were part of cluster hires or bridge appointments authorized by the Office of the Provost. Ten of the searches have been completed and others are nearing completion.

Dean Akridge said the university proposals for funding to the Indiana General Assembly will likely fare better with a positive state revenue forecast that was released earlier in the week. He said a 4.5 – 4.6 percent increase in state general funds for the university was proposed for year one of the next biennium with flat funding for year two. He noted that there will also be a two-year tuition pause implemented by the university.

The FY 2013 federal appropriations for cooperative research and extension programs were reduced by 7.6 percent. However, the President’s FY 2014 budget proposal restores cooperative research and extension formula funds to FY 2012 levels and adds $118 million to the Agriculture and Food Research Initiative (AFRI) program. The U.S. Congress will consider the executive proposal in determining the FY 2014 appropriations for these programs.
The Purdue Agriculture state line items and AgSEED proposals will likely fare better in the appropriations process with the positive state revenue forecast. Dean Akridge noted that there is strong advocacy for these budget items by citizens throughout Indiana.

Dean Akridge discussed the following challenges and issues.

- Maintaining and building research momentum in a challenging budget environment.
- Balancing student experience with efficiency.
- Responding effectively to an increasingly diverse stakeholder base.
- Creating a culture and infrastructure where faculty want to be.
- Communicating who we are and the value we create.

A copy of Dean Akridge’s presentation slides is attached to the minutes. Dean Akridge concluded his presentation by commenting on the forthcoming retirement of Dr. Allan Goecker who has served as Secretary to the Agricultural Faculty since 1986. Dean Akridge asked George E. VanScoyoc to present a resolution of appreciation (attached to the minutes) to Dr. Goecker. [Applause]

10. Marshall A. Martin presented a motion to adjourn the meeting at 5:12 PM. The motion was seconded by Mark A. Tucker and was passed. The 2013-14 Agricultural Faculty meetings are scheduled at 3:30 PM on December 5, 2013 and April 9, 2014 in the Deans of Agriculture Auditorium in Pfendler Hall.

Respectfully submitted,

Allan D. Goecker
Secretary,
Agricultural Faculty
Trimesters and Growing Summer

College of Agriculture Faculty Meeting
Frank Dooley
Associate Vice President Of Undergraduate Academic Affairs

April 18, 2013

AGENDA

FOCUS TODAY

• Timeline, rationale and recent progress
• Campaign to build summer enrollment
• Questions, comments

TIMELINE

2010
• Apr – Concept paper by Tim and Laura Sands
• May – Memo by Murray

2011
• Decadal plan
• White papers
• Financial analysis

2012
• Jan – Announced by Cordova
• Jan – letter to campus by Sands
• Aug – Dooley chosen to lead build-up
• Oct – Senate session

2013
• Reaffirmed by President Daniels
• Focus on Summer 2013 and beyond

WE LOOKED AT CURRENT MODEL...

What we knew in 2011:
• Campus largely idle in the summer
  ○ 6,000 undergrads
  ○ 7% of fall credit hours
• Buildings underutilized
• Only 42% baccalaureate-seekers graduate in 4 years

What we heard from you:
• Disincentivizing budget model
• Minimal course offerings
• Compressed schedule
• Lack of academic summer options limits fall/spring internships for students; fall/spring travel for faculty

BENEFITS OF TRIMESTER MODEL

• More flexibility for students
• More opportunity and flexibility for faculty
• Enhanced local economy

CAVEATS AND CONDITIONS

• Maintain current momentum in enhanced undergraduate applicant profile and demand
• Maintain calendar until summer utilization is substantially enhanced
  ○ 35% of fall credit hours

However...
OCTOBER 2012 SENATE MEETING

- Nearly 100 questions
  - Now on Trimester website
- Key Issue 1:
  - Should we switch the calendar sooner to 14-week Fall/Spring and two 7-week Summer sessions?
- Key Issue 2:
  - Faculty role and contract

EXPLORING THE ISSUES

14/14 Semesters + 7/7 Summer

1. Need clarity to recruit new faculty
2. Admissions is being asked about trimesters
3. Several calendar issues in front of EPC (hours of operation, exams, dead week)
4. Symmetry between academic year and summer
5. Would help co-op students
6. Reduces risk to campus if we cannot grow summer enrollment

INDICATIONS FOR SUMMER 2013

- Summer 2012: 228 undergraduate courses
- Summer 2013: 317 undergraduate courses
  - We’ve built supply (29% more seats)
  - Now we need to build demand (anticipating a 20% gain).

OUR MESSAGE TO STUDENTS

THINK SUMMER

- It's important to do something productive with your time.
- Makes you more employable after graduation
  - Internship/coop
  - Study abroad
  - Work and take online courses
  - Summer courses on campus
- Graduate earlier
  - Save money in the long run

CONTINUING THE CONVERSATION

Course Offerings on Apr 16

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NEXT STEPS

• Working with PSUB and Co-Rec to build summer student life.
• Think ahead to 2014
• Return to questions about the trimester
Topics I will cover...

1. Foundations of Excellence (FoE)
2. Honors Program & new Honors College
3. Leadership Certificate Program (LDCP)
“The University recognizes our responsibility to deliberately design an academic environment and student experience to greatly enhance learning, competence, confidence, and ultimately student success.... Broadly promote the First-year Philosophy statement across campus to ensure that all faculty, staff, and students operate under its guiding values and principles.”

During the 2011–12 academic year, the leadership of four campus units—Undergraduate Academic Affairs, Student Affairs, Housing and Food Services, and Diversity and Inclusion—engaged in the John N. Gardner Institute for Excellence in Undergraduate Education’s program, Foundations of Excellence.

Foundations of Excellence is a yearlong intentional, extensive, reflective, and systemic self-study of the experience of first-year students. Together, these campus leaders engaged over 200 faculty, staff, and students (representing all schools and colleges, housing, student affairs, athletics, financial aid, and most other offices that interact with our first-year students) in the analytical process that ultimately resulted in 12 recommendations for institutional change and improvement.

http://www.purdue.edu/foundationsofexcellence/documents/FOE%20Documents/Philosophy%20Statement%20and%20What%20is%20FOE.pdf
Foundations of Excellence Recommendations: Purdue University

**Academic Success Priorities:**
- Ensure Consistent Coordinated First-Year Orientation
- Core Curriculum & Portability of Courses Across Majors
- Assure Course & Schedule Availability for Academic Progress
- Expand “Discovery Studies” Admits (now USP)

**Instructor, Faculty & Staff Development:**
- Development for individuals working with First-Year Students
- Advancing & Rewarding SoTL and Scholarly Teaching
- Disseminate Best Practices to Faculty & Staff
- Regular Assessment to Enhance Programs

**Student Success Priorities:**
- Coordinate Undergraduate Academic Advising
- Coordinate Academic Success Programs
- Programs Targeted at Removing Success Disparities in Student Groups
- Streamlining Communication to First-Year Students

“The honors curriculum is designed to complement and enhance a student’s major degree; the majority of its 24 Cr may be double counted towards that degree and many of its credits will come from work in the foundational core. The honors curriculum will therefore add value but not time to a student’s degree.”

**Honors College Bulleted Items...**

Commences with Incoming Class of Fall 2013.
College-level Selection of Honor Students for Fall 2013 (Scholarship Review).
Honors College Dean Selection is taking place at present.
College of Agriculture Deans Scholars and Departmental Honors Initiatives
Honors Curriculum:
Honors Faculty Governance Committee approved Curriculum March 18, 2013:

A. 24 Cr of Honors Coursework...
   5 Cr Specific HONR courses as detailed...
   2 Cr of HONR 19901/2: First-Year Honors;
   3 Cr of additional HONR course

19 Cr Elective Honors Courses other than those used to...
• Courses or course sections with an H designation;
• Courses taken with an H Contract;
• Graduate-level courses that are not required for the student’s major(s);
• Research courses towards completion of the thesis/scholarly activity.

B. Thesis or Scholarly Project determined at the college or department level;
   should demonstrate deep engagement with a student’s chosen field and
   should be presented in a public forum.
“The Leadership Development Certificate Program is structured to provide students with experience and growth in leadership. Each student, with the guidance and assistance of a leadership coach, will develop his or her own leadership learning experience that meet the program's specific requirements.”

**Status on the LDCP...**

At Purdue, IN & USA, the LDCP is a widely recognized leadership program. Scores of eager students start the program annually (after having completed 30 Cr), but approx. 10-15 students complete the LDCP requirements each year. Currently in it’s 7-8th year, the LDCP will be undergoing a Faculty-led review over the coming year. Content, delivery, management, etc. will be assessed and recommendations put forth to strengthen the program. Implementation Fall 2014 Target.
Memorial Resolution
For
Julian H. Atkinson
Professor Emeritus of Agricultural Economics
July 14, 1924 - February 1, 2013

Dr. Julian Hutchinson "Jake" Atkinson died Friday, February 1, 2013, in Santa Barbara, California at the age of 88. Dr. Atkinson, recently of Florida, was born July 14, 1924, in Green County, Georgia, a son of the late Frederick William and Mary Lou Hutchinson Atkinson.

Professor Atkinson came to Purdue as a graduate student in February 1951, was hired as an Assistant Professor in 1954, and promoted to Associate Professor in 1958 and Professor in 1962. Professor Atkinson's career included the traditional land grant college activities of research, teaching, and extension as well as work in international development. His research and extension interests included such diverse areas as farm insurance management, contract hog production, agricultural banking, farm management, economic and market outlook, land values and land tenure. He taught farm management, farm finance, farm appraisal, international development, macroeconomics and, in Portuguese, farm finance, land economics and research methods as a part of the Purdue faculty group that worked in Brazil in the 1960’s.

Dr. Atkinson's long tenure included work with the Farm Credit Administration, the Board of Governors of the Federal Reserve System, the U.S. Agency for International Development, the University of Florida and Auburn University. He also completed assignments in Portugal, Guinea-Bissau, Brazil and several other Latin American countries.

Dr. Atkinson served for over a decade as secretary-treasurer of the Indiana Society of Farm Managers and Rural Appraisers. He was director of the School of Farm Mutual Insurance Company Management and the Purdue Agricultural Banking School, and also coordinator of the Purdue Agricultural Bankers Clinic, annual Production Credit Association seminar and various other extension programs. At the time of his retirement in 1998 he was best known for his work in land values and leasing arrangements. At that time, he also assumed the title of Emeritus Professor of Agricultural Economics.

Surviving are: two daughters, Virginia (Charlie) Atkinson, of Mesa, Ariz., and Cynthia Atkinson (Brian Forrer), of Solvang, Calif.; a son Thomas (Malu) Atkinson, of Miami, Fla.; two grandchildren, Estelle and Susan Atkinson; and a brother Frederick (Dottie) Atkinson, of Valdosta, Ga.

In addition to his professional interests and devotion to family, Jake Atkinson served as the unofficial host to new members of the agricultural economics department. He went far and above the call of duty to make all feel welcome. His allegiances to Purdue and Indiana’s agricultural community were unquestionable. Once while addressing an Extension audience he made the comment, “You all are Boilermakers by birth, but I’m a Boilermaker by choice.” Jake loved to grow and eat hot peppers, and he never shied away from a contest to see whose eyes would water first.
Memorial Resolution
For
John C. Callahan
Professor Emeritus of Forestry and Natural Resources
May 27, 1923 – August 17, 2012

Dr. John ("Jack") Conrad Callahan of Bradenton, Florida, passed away peacefully on August 17, 2012 at the age of 89 after a heroic 6-month battle against declining health. Born in Owasso, Michigan on May 27, 1923, he was raised an only-child in Grosselle, Michigan by his parents, Leo and Bess Callahan, both teachers. He attended Michigan State University until 1943 when WWII interrupted his studies. He joined the Army Air Corp to be trained as an officer. He also trained as a civil engineer at City College of New York, but, soon after his class was dispatched to the European theater with the 75th Infantry Division. He received a Purple Heart for wounds from the Battle of the Bulge. After the war he returned to MSU on the GI Bill. He received a BS in 1947. In 1948 he received a Master of Forestry degree from Duke University's master's degree program in the nascent School of Forestry. There he met his future wife, Jacqueline Gatet of Sharon, Pennsylvania. A few years later, they married in Flagstaff, Arizona, where Jack had been posted by his employer, the U.S. Forest Service. He served as a Forest Ranger from 1948 to 1950. Thereafter they moved to West Lafayette, Indiana where Jack earned a PhD from Purdue University in forest economics. His degree was awarded by the Department of Agriculture Economics. His research focused on the management of farm woodland and the efficiency of timber markets. He was invited in 1953 to remain at the school as Assistant Professor in the Department of Forestry and Conservation. Jack retired in December 31, 1985 after 35 years of service.

He and Jackie raised two sons and a daughter, David of Bradenton, FL, Jay of Park City, UT, and Carol Conway of Chapel Hill, NC. Jack and his wife traveled the world extensively, often accompanied by one or more of their children. He was fascinated by the advancement of civilization and the wonders of the natural world, and was distressed by politics that threaten both. After retiring in 1985 he and his wife moved to Bradenton and became active participants in the Unitarian Universalist Fellowship and Planned Parenthood. Jack and his wife typically spent their summer vacations in Traverse City at a rustic cottage on Lake Michigan which he and his father had built in 1947. It was a retreat where the extended family could gather among the pine trees to enjoy each others’ company. In addition to his wife of 63 years and 3 children, he is survived by his son-in-law Patrick Conway and two grandsons, Christopher and Paul. Everyone will miss Jack's good humor and wisdom, and the sweet cheer he brought to all he knew.

During his career he provided great service to the university, serving on the University Faculty Senate and as an active member of AAUP. He also served his community as a member of the Tippecanoe County Plan Commission from 1976 to 1978. He then was elected to the Tippecanoe County Council. He brought a new perspective to the Council. Bill Oakes in his November 11, 1978 Politics and Public Affairs column in the Journal & Courier titled “Politics and public affairs” lauded Jack’s service: "In the past four years, the influence of Democratic County Councilman John Callahan and Curt Hostetter has been considerable. Callahan, perhaps, has done more in the past four years to give county government a
more humane and considerate approach. He has done a great deal toward getting county government officials, primarily Republicans in the past, to think of more than roads, drainage and rural interests.” He actively supported US Representative Floyd Fithian’s effort to increase outdoor recreation opportunities by damming the Wildcat Creek. He resigned from the planning committee, however, when he recognized that the business community dominated the discussions.

In the Department of Forestry and Conservation he taught undergraduate and graduate courses in forest economics and forest management. He was one of the first forestry educators in the US to recognize the need to train forestry students to work in urban forestry. He taught the first courses in this field offered at Purdue. His research focused on the value of the hardwood industry and outdoor recreation to Indiana’s economy. He led efforts to incorporate forest land and outdoor recreation opportunities in rural and economic development activities in Indiana. He also studied the economic opportunities associated with the management of farm woodland, and the need for improved marketing of timber if full value was to be realized by owners. He led efforts to bring environmental issues into the undergraduate curriculum, stimulate environmental research and make Purdue a source of environmental information for state agencies and legislature. As the department extension coordinator he reorganized extension activities to accommodate changes in program delivery. He also studied forestry incentive programs in Brazil and made recommendations on such programs for the US. Early in his career he recognized the economic potential of sawmill and other sources of wood residue. He documented their availability and potential uses. He also researched the structure and economic impact of the US and European fine hardwood industry.

He turned down at least three invitations to be considered for department head or dean at other institutions. He was also highly recruited for professorial positions at other institutions. His devotion to Purdue and his community led him to decline these opportunities.

Jack was nationally recognized as a leading forest economist. He did advanced studies in this field at the University of California and Oregon State University. He served the National Forest Products Association as a member of the forestry advisory committee. He chaired the Society of American Foresters’ Division of Forest Economics and Policy. He was a leader of the Midwest Forest Economists Working Group. He served as an outside reviewer for US Forest Service research projects and a member of review teams for SAF accreditation of forestry degree programs. He was a consultant to Pres. Johnson’s Advisory Committee on Food and Fibre from 1966 to 67. As early as 1975 he called attention to the fallacy of the US Forest Service’s continued focus on commercial timber production given the growing need to provide recreation and other non-timber benefits to society.

Jack’s sabbaticals included work for FAO in Rome, the Pacific Southwest Forest and Range Expt. Station, and USDA’s Economics Research Service, Outlook and Projection Branch, Economic and Statistical Analysis Division in Washington, DC. He also was a member of a USAID Project Evaluation Team in The Gambia, west Africa. These activities and his extensive international travels with his family provided him with an international perspective of natural resource issues.

Obituary was published in The Bradenton Herald on August 21, 2012
University Senate Report to the College of Agriculture, April 18, 2013

Good afternoon Dean Akridge and faculty of the College of Agriculture. I am pleased to present this report of the activities of the Purdue University Faculty Senate for the spring semester, 2013. Since the last Ag. Faculty Meeting, the senate met on four occasions during the spring 2013 semester. Typically senate committees conduct their work during the academic year and various proposals are brought forward for senate discussion and action towards the end of the academic year.

A. Senate Document 12-03, Change to Academic Regulations and Procedures on Scholastic Records- Duplicate Diplomas.
   (passed 18 Feb, 2013)

   This document updates regulations to allow students to request duplicate diplomas.

B. Senate Document 12-04, Change to Academic Regulations and Procedures on Grades and Grade Report Regulation
   (Failed 15 April 2013)

   The proposed change is to allow the online drop dates to match the add dates. This would result in assigning a W grade at the end of the first week. Summer and other shortened courses not meeting during the full fall or spring 16 week term are proportionately adjusted.

   Concerns have been expressed by students, advisors and faculty relating to the students’ ability to add/drop on-line during the first two weeks of the semester. Students can add and drop during the first week and only drop during the second week.

   This creates the following issues:
   - Faculty will not able to have a final class roster until the second week of the semester;
   - Advisors want students to have a solid schedule by the end of the first week of the semester;
   - Students want to be able to ensure if they drop a course they can add another course in its place.

   PSG is willing to support this proposal with EPC, with an expressed intent to facilitate a course syllabus for every course be made available in a timely manner, preferably at the time registration decisions are being made.

Note: The deletion of the referral to the North Central campus was done with their approval.

C. Senate Document 12-05, Change to Academic Regulations and Procedures on Grades and Grade Report Regulation
   (Passed 15 April 2013)

   - This change will provide clarity to the deadline for an Incomplete grade to be completed and processed.
- Incomplete grade policy is difficult to clarify for advisors, students and faculty. Students routinely will reenroll in the same class leaving the existing Incomplete to be unaddressed.
- This change brings simplicity to a formerly complex regulation.

- Update of Pass/No Pass regulation to include +/- grades.
  - This is to update the regulation to reflect what was done in Legacy and converted into Banner.
- Update of the Current Reports on Grades policy by naming it the Midterm Grade Reporting policy and by modifying it to allow information concerning a student’s progress in a class prior to the drop/add deadline. It replaces the policy requiring reporting of all students clearly failing. Proposed policy is based on discussion within EPC and other student success initiatives during the 2010-12 timeframe.
  - It should be noted that this regulation does not specify the faculty will provide the “graded feedback” to the students, only that it must be done. This can be satisfied through Signals, Blackboard, Banner, memo or verbal conversation.

D. Senate Document 12-06, Addition to University Regulations of Repeat Policy for Nonrepeatable Courses  
(Passed 15 April 2013)

http://www.purdue.edu/univregs/academicprocedures/grades.html

Limiting the number of attempts to repeat a successfully or unsuccessfully attempted course has implications of financial aid and degree progress. The Department of Education will allow funding of state/federal dollars for up to one additional attempt after a successful attempt. Students continued attempts at previously enrolled courses impact availability to students needing their first attempt to stay on track for degree completion.

E. Senate Document 12-07, Changes to Academic Regulations and Procedures Scholastic Deficiency and Drop GPA Levels  
(Withdrawn, 18 March 2013; to be discussed in the fall semester)

Academic Warning status is based on semester GPA and informs students that academic performance needs immediate improvement. Academic Probation status is a stronger warning that poor academic performance may jeopardize future enrollment. Academic Probation status and Academic Drop status is based on cumulative GPA only. By establishing higher cumulative GPA for Academic Warning, Academic Probation and Academic Drop, students will strive to meet these levels and increase student success and graduation rate.

F. Senate Document 12-08, Nominees for Vice Chair  
(passed 18 March 2013)

Dr. Patricia Hart was named Vice-Chair-elect of the senate. Her term will begin 1 June 2013.

G. Senate Document 12-09, Nominating and Steering Committee Nominees  
(voted on 15 April 2013)
H. Senate Document 12-10, Standing Committees Nominees
   (voted on 15 April 2013)

I. Senate Document 12-11, Faculty Committees
   (voted on 15 April 2013)

Other news from the Senate

Childcare Taskforce:
Nine members are on the university-wide child care task force committee including Keith Cherkauer (co-chair) from ABE, Nancy Emery (Botany and Plant Pathology and Biological Sciences) and Linda Mason (Entomology and Associate Dean of Graduate School). A senate update was provided in February's meeting. Next steps for the committee include gathering feedback in the form of a survey, which closed March 8th, from the university community on current and future child care needs.

Foundations of Excellence: This is an initiative on campus centered on student success. This started from 9 committees in September 2011 and has developed into an executive summary finished in October 2012. The outcome was 1 philosophy and 12 recommendations.

The first year philosophy statement reads: Broadly promote the First-year Philosophy statement across campus to ensure that all faculty, staff, and students operate under its guiding values and principles.

Utilizing all resources from the university, the outcomes of FOE include gathering information as it pertains to progress towards higher graduation rates, improved time to degree completion, greater ease of movement among majors, engaging students, better use of campus resources, an accepted framework and standard definition of student success, a stronger culture of assessment, accountability between students, institutions and the state. A forum on collaborating for student success at Purdue was held March 27th that challenged faculty and staff to discuss how they could facilitate better student success.

Faculty are encouraged to channel opinions, views, and concerns in regard to these issues through their senate representative or directly to the chairs of these committees. Email contact information and additional information are listed on the Purdue University Faculty Senate Website:
http://www.purdue.edu/faculty/

Respectfully submitted,
Jennifer Dennis for Peter M. Hirst
College of Agriculture
Dean’s Comments
Jay Akridge, Glenn W. Sample Dean

April 18, 2013
Another Great Year!
Searches

- ABE: Grain Quality/Handling
- ABE: Biological Engineering (Engineering)
- ABE: Pharma Biologics (cluster – next year)
- AGEC: PCRD Director (50% with Engagement)
- AGRY: Crop Ecophysiologist
- AGRY: Agroecology
- ANSC: Muscle Biology
- ANSC: Meat Science
- ANSC: Reproductive Physiology
- ANSC: Animal Well-being (cluster)
- BCHM: Assistant/Associate Professor
- BPP: Bioinformatics
- BPP: Weed Science
- FNR: Wildlife Habitat
- FNR: Human Dimensions
- FNR: Quantitative Ecology
- FS: Scholle Chair Food Processing
- FS: Food Safety Extension
- Epigenetics (cluster)
- Epigenetics (cluster)
- Extension Director/Associate Dean
- Food Science Department Head
College of Agriculture
FY 2013 Total Budget by Source
$177.4M

- General Funds: $40,807,584 (23%)
- State Line Funds: $17,560,423 (10%)
- County Funds: $16,623,811 (9%)
- Federal Appropriations: $15,619,465 (9%)
- Federal Sponsored Programs: $36,912,382 (21%)
- Non-Federal Sponsored Programs: $15,793,613 (9%)
- Gift Funds: $8,111,974 (5%)
- Regulatory Funds: $7,963,906 (4%)
- Other Funds: $17,965,298 (10%)

Data provided by Annual Budget System – FI-BP Data Cube

Purdue University is an equal access/equal opportunity institution.
Budget Update

• General Fund
  – State support positive, tuition ‘pause’

• Federal Funds
  – 7.6% cut in FY 2013 federal research/Extension
  – President’s 2014 budget restores cuts, +$118m AFRI

• State Line-Items
  – State support positive
  – AgSEED
Budget Strategies

• Revenue preservation
  – State/county relationship building
  – Federal relationship building
  – Maximize campus opportunities

• Revenue generation
  – Grant support for faculty/staff
  – Industry relations
  – Development
  – Fee for service
  – …

• Cost reductions
  – Service efficiencies
  – Support structure
  – Faculty numbers
  – Other efficiencies (your help needed!)
Challenges/Issues

• Maintaining and building research momentum in a challenging budget environment
• Balancing student experience with efficiency
• Responding effectively to an increasingly diverse stakeholder base
• Creating a culture and infrastructure where faculty want to be
• Communicating who we are and the value we create
Looking Ahead

- Facilitating High Impact Teams/Positioning Teams for Funding Success – i.e. Soybean Team
- Industry Partnerships/Commercialization
  - Indiana Food and Agricultural Innovation Corridor
- Targeted Development/Facilities: ANSC, FNR, ABE
- Plant Sciences Initiative
- Recruiting/’Experience Purdue Agriculture’ Campaign
- Professional MS Programs
- Distance Learning Task Force – Dr. Jennifer Dennis
- Local Foods Initiatives
- International Partnership Building: China, Columbia, Brazil, …
- DATA Task Force on Diversity and Inclusion – Dr. Pam Morris
- Manage Budget Model Changes
- 2014-19 Strategic Plan
- …
Dr. Allan Goecker
Purdue University is an equal access/equal opportunity institution.
A Resolution of Appreciation by the Faculty of the College of Agriculture
April 18, 2013

The Faculty of the College of Agriculture submits this resolution of appreciation of Dr. Allan Goecker, Assistant Dean and Senior Associate Director of Academic Programs, for his dedicated service to the faculty, staff, and students of the College of Agriculture.

Dr. Goecker received his BS, MS and PhD degrees from the Purdue College of Agriculture and then joined the College as a staff member in 1974. In 1978, he was named Assistant Dean and Assistant Director of Academic Programs and in 1986 became Assistant Dean and Associate Director of Academic Programs. Dr. Goecker was named Senior Associate Director in 2010. He has served as Secretary to the Agricultural Faculty and member of the Agenda and Policy Committee since 1986, preparing agendas and minutes for every College faculty meeting over the past 27 years.

As coordinator of student counseling activities in our College he has managed all processes and procedures related to our undergraduate students—from their first semester through graduation, including registration for classes; transfer credits; change of degree objectives; re-entry applications and readmissions; and graduation certification. In his role, he has touched an estimated 23,000 College of Agriculture graduates (more than half of the College’s total alumni), in many cases supporting their Purdue academic careers without them even knowing.

Dr. Goecker has also co-authored the U.S. Department of Agriculture report “Employment Opportunities for College Graduates in Food, Renewable Energy, and the Environment” which projects expected job openings for graduates in agriculture and related sectors across the country. The USDA has issued this employment opportunity report on five-year intervals since 1980. Dr. Goecker has been involved with the development of each report and has served as the project director and lead editor since 1995.

While Dr. Goecker has a long history of service to students as defined by his position, it is his efforts over and above the expectations of his professional role that make him truly deserving of special recognition by the College of Agriculture faculty.

The College of Agriculture takes great pride in being known for putting our students first—our most important product and our highest priority. With his humble and selfless attitude, no one has embodied this philosophy more than Dr. Goecker. With this resolution, the Faculty of the College of Agriculture expresses its deepest appreciation for his dedicated service.