

UNIVERSITY SENATE

Third Meeting, Monday, 19 November 2007, 2:30 p.m.
Room 302, Stewart Center

AGENDA

1. Call to order Professor George M. Bodner
2. Approval of Minutes of 15 October 2007
3. Acceptance of Agenda
4. [Remarks by the President](#) President France A. Córdova
5. [Report of the Chairperson](#) Professor George M. Bodner
6. [Résumé of Items Under Consideration](#)
by Various Standing Committees For Information
Professor Raymond A. DeCarlo
7. Question Time
8. [University Senate Document 07-2](#)
Proposed Parental Leave Policy For Action
Professor David J. Williams
9. [University Senate Document 07-4](#)
Reapportionment of the Senate For Discussion
Professor Raymond A. DeCarlo
10. [University Senate Document 07-5](#)
Change to the University Academic Regulations For Discussion
Professor James D. McGlothlin
11. [Report to the Senate- 2006 Faculty Survey](#) For Information
Professor William A. Harper
12. New Business
13. Memorial Resolutions
14. Adjournment

UNIVERSITY SENATE

Third Meeting, Monday, 19 November 2007, 2:30 p.m.
Room 302, Stewart Center

Present: *President France A. Córdova, George M. Bodner, (Chairperson of the Senate) presiding, Professors Christopher R. Agnew, David C. Anderson, Alan M. Beck, John E. Blendell, Charles A. Bouman, Lawrence W. Braile, Becky Brown, Bernd Buldt, Stephen R. Byrn, Joseph W. Camp Jr. (Secretary of Faculties and Parliamentarian), Anindo Chatterjee, Steve H. Collicott, Christine L. Corum, Wei K. Cui, Raymond A. DeCarlo, John P. Denton, Shawn S. Donkin, Nancy E. Edwards, Charlotte Erdmann, Scott L. Feld, William G. Graziano, James P. Greenan, John Grutzner, Chong Gu, Sally A. Hastings, Tony Hawkins, Jeffrey D. Holland, James L. Jenkins, Richard Johnson-Sheehan, Joseph F. Kmec, Robert A. Kubat, Christine M. Ladisch, Daniel E. Leaird, Victor L. Lechtenberg, Morris Levy, Andrew U. Luescher, Scott Mandernack, William G. McCartney, James D. McGlothlin, Samuel P. Midkiff, Joseph D. Mikesell, Rabindra N. Mukerjee, Cindy H. Nakatsu, Carolyn C. Perrucci, Robert E. Pruitt, Leigh S. Raymond, Teri Reed-Rhoads, J. Paul Robinson, Alysa C. Rollock, Carolyn Roper, Charles R. Santerre, John A. Sautter, A. Paul Schwab, Louis A. Sherman, Robert Skeel, Glenn Sparks, Bernard Y. Tao, Lefteri H. Tsoukalas, Phillip J. VanFossen, Eric Van Houten, Samuel S. Wagstaff, Whitney Walton, Mara H. Wasburn, Herbert L. Weith, Charles W. White, David J. Williams, G. Thomas Wilson, Yuehwern Yih, and Howard Zelaznik.*

Absent: *Professors Olayiwola Adeola, Howard Adler, Jai P. Agrawal, James C. Becker, Antonio Bobet, James E. Braun, Andrew S. Buckser, Donald D. Buskirk, Christian E. Butzke, Patrice M. Buzzanell, Natalie J. Carroll, Martin Curd, Lawrence P. DeBoer, Joseph C. Dorsey, Phillip S. Dunston, Joan R. Fulton, Steven G. Hallett, Kristine Holtvedt, L. Gerald C. Hyner, Douglass F. Jacobs, Robert J. Joly, D. J. Kovenock, Ananthanarayan Krishnan, Michael L. Leasure, Julie R. Mariga, William D. McInerney, Mark T. Moriarty, P. Jane Morris (Sergeant at Arms), Mary B. Nakhleh, Morgan R. Olsen, Alyssa Panitch, Robert D. Plante, Gintaras V. Reklaitis, Tom B. Robinson, S. Santhanakrishnan, Thomas M. Sellke, Jie Shen, A. Charlene Sullivan, Elizabeth J. Taparowsky, Volker K. Thomas, Marion T. Trout, Val J. Watts, and William J. Zinsmeister.*

Guests: *Brent Bowditch, William Harper, Valerie O'Brien, Tim O'Connor, Yvonne Nash, John Norberg, Mindy Paulet, Lori Shipley, Lorinda Sorensen and Tim Skvarenina.*

1. The meeting was called to order by the chairperson of the senate, Professor George M. Bodner at 2:35 p.m.
2. The minutes of the meeting of 15 October 2007 were approved as distributed.
3. The agenda was presented and accepted by acclamation.
4. President France A. Córdova presented remarks to the University Senate (See Appendix A). Following the President's remarks, Professor J. Paul Robinson asked if Purdue would consider the possibility of having employees donate their sick leave to other employees in need of additional sick leave. President Córdova stated that this could be considered in the comprehensive review of the sick leave policy that is occurring at this time. In fact, this policy existed at her previous institution.
5. Professor Bodner presented the report of the chairperson (see Appendix B).

6. Professor DeCarlo presented, for information, the Résumé of Items under Consideration by Various Standing Committees (see Appendix C). At the invitation of Professor DeCarlo, Professor Levy mentioned that his committee, URPC, has worked with ITaP to postpone a proposed suspension of dial-up service (scheduled for early January 2008). This issue will be considered with discussion among all concerned parties through the URPC. Several hundred staff members currently use the system for dial-up access to the Purdue University IT systems.
7. No written questions had been received.
8. Professor Williams presented, for action, University Senate Document 07-2, *Proposed Parental Leave Policy*. Professor Williams made a motion to approve this document which was seconded. Professor Levy asked for clarification on the policy. He wanted to know if it would apply to graduate student employees. Unfortunately, the answer to the question is not known at this time. Professor Williams noted that he had received numerous emails in support of the document as well as other emails asking if the policy will cover staff as well as faculty. The intent of the document is to cover staff as well as faculty. Registrar Kubat asked a question posed by one of his office staff members; that individual wanted to know if there would be a leave policy for individuals who chose not to have a family. The intent of the document is to provide leave for individuals who will have families. Time off for other reasons can include vacation if no illness is involved and sick leave for major illnesses. Professor Williams emphasized that the Senate was not specifying the details of any forthcoming policy. The policy will be prepared by an appropriate committee appointed by the administration. This policy may bear a resemblance to policies at other Big Ten Universities or peer institutions, but will be crafted for the unique needs of the Purdue University faculty and staff. Professor Zelaznik offered a motion to slightly amend the document by adding the words "...for faculty and staff..." to the second bullet point on the first page. Professor Tao seconded the motion. The rationale is that by adding these few words, it will be clear that the policy does cover both faculty and staff. The amendment passed by unanimous voice vote. The discussion of the (amended) document continued with Professor Buldt from IPFW suggesting, in response to the question posed by Registrar Kubat, that the document should be viewed from the perspective of those individuals who intend to have families and that it does not pertain to those who do not intend to have families. Finally, Professor Feld mentioned that the document does not spell out the specifics of a policy, but is rather a recommendation to the administration. There was no additional discussion and the document passed by unanimous voice vote.
9. Professor DeCarlo, chairperson of the Steering Committee, presented for discussion University Senate Document 07-4, *Reapportionment of the University Senate for 2008-2009*. Professor DeCarlo made a motion to suspend the rules so that the document could be voted on at this meeting. This motion was seconded and carried by unanimous voice vote. Professor DeCarlo made a motion to approve the document. This motion was seconded and also passed without dissent.
10. Professor McGlothlin presented, for discussion, Senate Document 07-5, *Change to the University Academic Regulations*. Professor Yih began the discussion by asking if it was possible for a student to drop the lecture portion of a class and remain in the laboratory portion without receiving a grade for the laboratory component. Registrar Kubat and Professor Bodner both emphasized that this has been done on occasion but only for courses that have a separate-numbered and graded laboratory section. This cannot be

done for courses which have integral laboratory components that do not have a separate grade. Professor Zelaznik asked if there were any issues with NCAA compliance rules and regulations. According to Professor McGlothlin, the NCAA does not allow index adjustment for student-athletes, so it is a moot point. Professor Feld reiterated the opinions that he has expressed at previous Senate meetings and stated that he would like to see a single index either with or without grade adjustment. Professor McGlothlin provided his perspective of the last three years of discussion of this issue which he outlined in the preamble to the document. Professor Agnew inquired to whom the "authorized representative of an academic unit" referred, as mentioned in the document. In most cases this is the head academic advisor for a given unit. Registrar Kubat stated that the transcript produced by the Banner software will show the courses taken by the student including any that have been adjusted as well as the original grade. Senator Chatterjee asked if the policy would apply to graduate students. Professor McGlothlin said that the policy will apply to undergraduate courses completed during the first 24 months of the student's enrollment as either a full-time or part-time student. Professor Hastings asked if students will be allowed to drop a course in which they earned a grade of "B." Yes, student will be allowed to do this and some high achieving students already do this. Professor McGlothlin emphasized the need for the change because students are still abusing the current index adjustment policy. For example, 8,923 index adjustments were recorded during the 2006-2007 academic year. In addition, at least 2,200 CODOs have been filed without the full data set even analyzed. Registrar Kubat emphasized that the document needs to be voted on in January because the OnePurdue go-live for the Banner software is scheduled for February 2008. This is necessary to have the system in place for fall 2008 registration. In addition, this will allow time to correct errors and software problems that are encountered. Professor DeCarlo indicated that students who make poor initial discipline choices often need some type of grade forgiveness policy. Professor Roper provided the perspective of the faculty from Purdue North Central where this policy will allow non-traditional age students to eliminate low grades earned during their possibly less mature and less serious attempt at the college experience earlier in life. Not all students are sufficiently mature when they enter as traditional age students and often earn grades below what they are capable of earning. Professor Feld stated that he would offer an amendment in January to have the Senate vote in favor or against including grade adjustment in the final document. Professor Bodner encouraged Professor Feld to have wording of the amendment prepared in advance to facilitate its consideration. Finally, Professor McGlothlin thanked Registrar Kubat and all of the other individuals who helped bring the document to its current point.

11. Professor William A. Harper, past chair of the Senate and prime motivator behind the faculty surveys, presented for information, the results of the 2006 Faculty Survey (Appendix D). Following his presentation, he took questions from the floor. Professor Williams asked if the survey will be posted on a web site. Professor Harper explained that it will be posted at the Senate web site. Professor Buldt asked if the survey included faculty from the regional campuses. Professor Harper said that it did not because his attempts in the past to work with regional campus faculty on surveys never came to fruition. Initial discussions occurred and then there was no follow-up from the regional campus faculty members.
12. There were no memorial resolutions.
13. The meeting adjourned at 4:15 p.m.

REMARKS BY PRESIDENT FRANCE A. CORDOVA

Good afternoon. Thank you for giving me an opportunity to speak with you. I am enjoying these University Senate meetings and I am enjoying working with the Senate leadership.

The faculty and this Senate are very important to Purdue, and I thank you for everything you are doing.

This fall we have been celebrating Professor Philip Nelson, the Scholle Chair Professor in Food Processing. As you know, he is recipient of this year's World Food Prize. This award is considered the Nobel Prize of agriculture.

Earlier this month, Governor Mitch Daniels announced creation of the Philip E. Nelson Innovation Prize, recognizing Hoosier scientists whose work goes beyond pure research and leads to the creation of products or processes that revolutionize industry, inspire further scientific inquiry, and improve the quality of life. This is very significant that the governor has named an award to recognize a member of our faculty.

Governor Daniels said: "There's no Hoosier scientist whose pioneering research has had a bigger impact on the safety and quality of many of the foods we eat every day than Dr. Nelson. Indiana is fortunate to have such an icon in the food science industry."

All of us at Purdue agree.

Dr. Nelson received his World Food Prize award during an Oct. 18 ceremony at the Iowa State Capitol in Des Moines. I attended the program with a delegation from Purdue.

Please watch this two-minute video taken at the ceremony inside the House Chambers.

Dr. Nelson sang in the Glee Club when he was at Purdue, and the group's appearance at the program was a surprise to him.

Incidentally, Trustee John Hardin received some good-natured teasing from Iowa people who noted we were shameless in singing Purdue songs inside the Iowa House of Representatives chambers — only three days before the Purdue-Iowa game.

It worked. We won!

Thank you for the interest many of you have shown in making Purdue more family friendly through your support for a discrete parental leave benefit for faculty and staff. I have had preliminary discussions about this concept with my senior management team, and Human Resource Services has surveyed Purdue's peer institutions to compare our leave benefits as we work to ensure that they are competitive and in line with the best practices at other top universities. We will be sharing this information with the University Senate leadership and the newly established strategic plan working group on workplace quality of life.

We do feel that parental leave makes sense for Purdue and will serve to make the university a more attractive and competitive employer. As we compared parental leave benefits at other

institutions, it was clear that these programs articulate closely with sick leave benefits. In my brief tenure here at Purdue, I have come to understand that our sick leave policies are very outdated, difficult to administer, and in need of reassessment. I would like to have our sick leave benefits addressed along with consideration of parental leave.

To make this happen, I will ask Executive Vice President and Treasurer Morgan Olsen and Interim Provost Vic Lechtenberg to initiate a review of sick leave benefits along with the parental leave proposal. I want to ensure that we have a balanced leave approach that meets the needs of faculty and staff at all life stages, while considering workload and cost issues for departments and colleges.

We all understand that resources are limited, requiring careful consideration of our priorities before making an investment. Advisory groups will be consulted as part of this process.

I am aware that there is a desire to move parental leave forward quickly, so I will ask Morgan and Vic to undertake this review as soon as possible, so that we can plan for some policy decisions by early summer. I also want to be sure that we coordinate this review with our strategic planning efforts. I anticipate that the workplace quality of life working group will assess the full range of benefits at Purdue, prioritizing current and newly recommended programs within the resources available. Human Resource Services will be a valuable ally in conducting this comprehensive review of our full benefits program.

I believe this work will help move Purdue forward as an employer of choice. Thank you for this proposal and the support it has gathered.

As you know we are moving forward with our Strategic Planning process.

Strategic Plans are essential to success in any business, government agency, organization and university. Strategic Plans are road maps that tell us what we want to achieve, how we will achieve it and what metrics we will use to assess our progress. Good Strategic Plans also address the cost of initiatives and identify sources of revenue to support the efforts. Our resources are limited. And we must plan to make the best use of the resources we have.

Baseball and malapropism legend Yogi Berra accurately summed up the need for Strategic Plans when he said: "If you don't know where you're going, when you get there you'll be lost."

Yogi also summed up the value of Strategic Planning when he said: "When you come to a fork in the road, take it." Good Strategic Plans will tell you which way to go at critical moments in your journey.

The Strategic Planning process itself is very important to an organization. The planning process requires us to focus on what we are as well as what we want to become. This is crucial in helping us understand our organization and ourselves.

The Purdue Board of Trustees approved our university's first Strategic Plan six years ago this month. It was titled "The Next Level: Preeminence." It was scheduled to run from 2001 to 2006 but later was extended to June 30, 2007, to correspond with the end of the Campaign for Purdue.

It is abundantly clear that this Strategic Plan was remarkably successful in taking Purdue to the next level in our missions for learning, discovery and engagement.

The hallmark of progress in Discovery emerging from our Plan is a dramatic increase in sponsored research and the creation of Discovery Park.

The hallmark of progress in learning is the authorization of 300 new faculty positions, nearly all of which have now been filled.

The hallmark of progress in engagement is Purdue's active role in advancing Indiana's economy and its national recognition for leadership in this area.

In addition to reaching goals in the Plan, the impact of this process has been creation of an institution-wide culture of strategic thinking and a sense of excitement and pride in accomplishments.

Though most goals were met or even exceeded, more progress is needed in others. For example, campus diversity improved, but Purdue still has a long road ahead to become a diverse university with minority populations reflecting our state and nation. Diversity also includes the campus climate for acceptance.

Purdue is assuming the mantle of a great university, joining the ranks of world-class academies. Purdue has entered the global arena at a most important time that has been defined by author and *New York Times* columnist Thomas Friedman as the "flat world" of the international marketplace.

Our presence on the global stage carries with it responsibilities to address major challenges facing the world: energy resources; environmental change; food/health/technology/quality of life issues; economic growth; and the education of leaders who can significantly shape tomorrow's world.

Purdue now needs to provide leadership to the world — as well as our state and nation — in solving the challenging problems of our time. Purdue is ready to ascend to a new level of global action that anchors a vital role for the university in the future of the world, even as we expand our partnership with Indiana and our nation.

In rankings just released this month, the *Times* in London places Purdue 77th among all universities of the world. Four Big Ten universities rank higher.

The *Times* ranks Purdue 24th among the top 50 universities of the world in technology/engineering. Among Big Ten universities, only Illinois ranks higher. This is the impact of what we have accomplished. But we can do more.

Our vision is to be among the few, great research universities of the world.

We have launched the next Strategic Planning process for Purdue with that vision.

This diagram shows the framework for Strategic Planning 2007 through 2013. As you can see, our core visions remain the same — our land-grant missions dating back to our founding in 1869: learning, discovery and engagement.

Our vision is to create initiatives in eight areas: student success and the student experience; large-scale research and infrastructure; economic development; quality of life in the workplace;

globalization; campus design; synergies between science, engineering and the liberal arts; and attracting new students to STEM careers.

In developing initiatives in these areas, we will focus on values that are essential to our success, as you see in the middle box.

A working group has been appointed for each of the eight areas.

Each working group is being asked to prepare a white paper looking at its particular area with a focus on the values/best practices. They include: Talent enhancement; diversity; international awareness; resources partnerships/diversification; facilities enhancement and repair; energy/environmental awareness; management/stewardship; communication/positioning; and evaluation/metrics.

Committee members must ask themselves how their initiatives affect each of these areas.

I have now named members to the working groups. The working groups are being led by faculty and staff, and I believe that it is very important to make certain everyone has a voice in the process. These working groups are small — I call them tigers, fast and lean.

We also have chairs and co-chairs for each working group. You can see the first four working groups, chairs and co-chairs here:

- Student Success and the Student Experience, Jackie Jimerson and Randy Roberts;
- Large-scale Research and Infrastructure, Mark Lundsrom and Marietta Harrison;
- Economic development, Joe Pekny and Charlene Sullivan;
- Quality of Life in the Workplace, Cynthia Stauffacher and Charles Santerre;
- Globalization, Dan Hirleman and Beverly Sypher;
- Campus Design, Bill Harper and Robin Bellinger;
- Synergies between Science/Engineering and Liberal Arts, Susan Curtis and Bill Oakes;
- Attracting Students to STEM careers, Gabriela Weaver and Kamyar Haghighi.

These are all excellent people, and we do appreciate their willingness to serve on these working groups. I am excited about what they will do. We held our first meeting Wednesday with the entire group, and I can tell you several committees began their work immediately after the meeting. They are ready to go!

I have also named members to a Strategic Plan Steering Committee that will include representatives from all the working groups.

I am very that our Steering Committee will be led by Interim Provost Victor Lechtenberg and University Senate Chair George Bodner.

The university-wide Steering Committee will oversee the working groups and draft a plan using the white papers. The white papers will describe objectives, strategies, actions plans, funding requirements and sources for those funds.

Facilitating the process and providing support are Rab Mukerjea and the staff in Institutional Research.

The Strategic Plan will be put together with wide input from throughout the campuses and beyond, and will be ready for public review in the spring. We will bring it before the board for final consideration in June.

It's an exciting time as we move forward with this project, and I will be happy to take your questions and comments.

REPORT TO THE UNIVERSITY SENATE - PROFESSOR GEORGE M. BODNER

Good afternoon and welcome to the third meeting of the University Senate for the 2007-2008 academic year. Once again, it is a pleasure to note that we have a full agenda for our meeting, including action on Senate Document 07-2 presented for discussion at the October meeting. We also have Senate Document 07-4, which deals with reapportionment of the Senate; an issue that comes before us at this time each year. We will also begin discussion of issues surrounding implementation of alternatives to “redlining” within the Banner system, and we will hear a report from Professor Harper about the 2006 Faculty Survey.

As we discuss Senate Document 07-2 this afternoon, it might be interesting to note that Purdue is not alone in thinking about the issues it raises. A recent Email message from my counterpart at the University of Iowa noted that they are looking into gender equity issues, with particular interest in maternal/paternal leave and spousal hires. A response to this Email from IU noted that their campus is working on a fully paid family leave policy that is gender neutral as part of a renewed interest in gender equity.

I anticipated, in preparing these notes, that the President would address the eight Strategic Planning Working Groups that have been created on Student Success and the Student Experience, Large Scale Research & Infrastructure, Economic Development, Quality of Life in the Workplace, Globalization, Campus Design, Synergies Between Science/Engineering & Liberal Arts/Social Sciences, and Attracting Students to STEM Careers. Each of these groups contains between six and nine members. There is also a Strategic Planning Steering Committee for which Vic Lechtenberg and I are the co-chairs. Please feel free to make suggestions to any member of one of these committees.

Since our last meeting, there has been a meeting of the CIC Faculty Governance group at the University of Iowa and a Board of Trustees meeting. The CIC (or Committee on Institutional Cooperation) is a consortium of major teaching and research universities representing the 11 members of the Big Ten Conference and the University of Chicago. I was not able to attend the CIC meeting this year because of problems with my back, but Purdue was represented by Ray Decarlo and Joe Camp. The CIC website contains information about a current issue revolving around “scholarly communication.” I would like to note that an *ad hoc* committee chaired by Dean Jim Mullins has been meeting this year to address the issue of Purdue’s response to the challenges of scholarly communication and we might see a document from the Faculty Affairs Committee this spring that outlines a first step toward a new direction.

The Board of Trustees met last Friday at the Conference Center on the IUPUI campus, while I was at a meeting in Chile. At this meeting, the Board voted to honor three faculty from the West Lafayette campus. David Radcliffe, who recently moved to Purdue from the University of Queensland, was named the Epistemology Professor of Engineering Education, Victor Raskin was named a Distinguished Professor of English and Linguistics, and Mitchell Tuinstra from Agronomy was given the Wickersham Chair of Excellence in Agricultural Research. Three faculty from the Calumet campus were also recognized for their achievements: Michael Flannery became the White Lodging Professor of Hospitality and Tourism Management, Robert Kramer became the NiSource Charitable Foundation Professor of Energy and the Environment, and Robert Rivers became the Thomas Ray Crowel Professor of Science and Technology Education and Director of the Center for Science and Technology Education at Purdue

University Calumet.

The Academic Affairs Committee recommended approval of the University Guidelines for Clinical/Professional Faculty within Purdue University, which had been passed at the October meeting of the University Senate.

In my previous reports as chair of the University Senate I have noted the existence on the Board of Trustees website of a complete set of PowerPoint slides for governance report presentations made to the Board. At the recent meeting, Morgan Olsen, the Executive Vice President and Treasurer, presented a governance report on Campus Master Planning at the West Lafayette, Calumet, IPFW and North Central campuses. It is interesting to note the extraordinary expansion of the West Lafayette campus in recent years. When the 26 building projects completed since 2001 are added to the five projects currently underway and the ten projects to be completed by the end of the decade, we find a list of more than 40 capital projects with a budget just under \$800 million. This list includes academic buildings such as Rawls Hall, Pfendler Hall, Armstrong Hall of Engineering, Lawson Computer Science Building, and Jischke Hall of Biomedical Engineering; research facilities such as the Birck and Bindley Bioscience Centers; new facilities such as the Yue-Kong Pao Hall of Visual and Performing Arts; and renovations or additions to both Ross-Ade Stadium and Mackey Arena, dining courts, and resident halls.

Goals outlined for the future include encouraging sustainable and accessible design that anticipates and plans for campus growth and development, creates a sense of place and community, enhances the campus landscape, strengthens pedestrian orientation, and accommodates parking needs. Questions that need to be answered include: How should the campus grow? How should circulation routes be integrated into the campus? How should the campus engage the environment? Should the campus reconsider the idea of having a “center?” Should there be one center or a campus of neighborhoods? Should the campus be integrated into the city, or self-sufficient?

Respectfully submitted,

George Bodner
Chair, University Senate

TO: University Senate
FROM: Ray DeCarlo, Chairperson, Steering Committee
SUBJECT: Résumé de Items under Consideration by the Various Standing Committees

STEERING COMMITTEE

Raymond A. DeCarlo, Chairperson
decarlo@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

George M. Bodner, Chairperson of the Senate
gmbodner@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

Natalie J. Carroll, Chairperson
ncarroll@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

James D. McGlothlin, Chairperson
jdm3@purdue.edu

1. Evening exams
2. Implementation of Redlining Policy
3. Faculty Control over University Curriculum
5. Teaching Evaluation

FACULTY AFFAIRS COMMITTEE

David J. Williams, Chairperson
djw@purdue.edu

1. Faculty Scholarship for Staff, Spring Semester 2008
2. Joint meeting with University Resources Policy Committee to discuss "quality of life" issues
3. Dissolution of Collective Bargaining Committee

STUDENT AFFAIRS COMMITTEE

Lee Weith, Chairperson
weith@purdue.edu

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

UNIVERSITY RESOURCES POLICY COMMITTEE

Morris Levy, Chairperson
levy0@purdue.edu

1. Faculty input into the budgetary process: enhancing excellence in research and graduate education
2. Review of campus energy sufficiency and other Physical Facilities operations
3. Review of Faculty Committees
4. Review of ITaP proposal to discontinue dial-up service for the Purdue community.

Chair of the Senate, George M. Bodner, gmbodner@purdue.edu
Vice Chair of the Senate, Raymond A. DeCarlo, decarlo@purdue.edu
Secretary of the Senate, Joseph W. Camp, Jr., jcamp@purdue.edu
University Senate Minutes; <http://www.purdue.edu/usenate>

CALENDAR OF STATUS OF LEGISLATION
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<i>SENATE DOCUMENT</i>	<i>TITLE</i>	<i>ORIGIN</i>	<i>SENATE</i>
*07-1	University Limits on Clinical/Professional Faculty	Faculty Affairs Committee	Approved 10/15/07
*07-2	Proposed Parental Leave Policy	Faculty Affairs Committee	Passed 11/19/07
07-3	Change to the University Senate Bylaws	Professor and Chair, George M. Bodner	Defeated 10/15/07
*07-4	Reapportionment of the Senate	Professor and Vice Chair, Raymond A. DeCarlo	Passed 11/19/07
07-5	Change to the University Academic Regulations	Professor James D. McGlothlin	For Discussion 11/19/07

***Approved**

To: The University Senate
From: Faculty Affairs Committee, David J. Williams, Chair
Subject: Proposed Parental Leave Policy
Reference: Proposal to Implement a Paid Parental Leave Policy at Purdue University by the Faculty and Compensation Benefits subcommittee dated April 4, 2007.
Disposition: University Senate for Discussion

The Faculty Affairs Committee (FAC) unanimously supports the following recommendations from the Faculty Compensation and Benefits Committee.

Recommendation

- The Faculty Compensation and Benefits Committee requests that Purdue University be proactive in developing and implementing a full range of family-friendly policies.
- Furthermore, the Faculty Compensation and Benefits Committee recommends unanimously that Purdue University consider instituting a paid parental leave policy for faculty and staff that does not require the use of sick time and which covers both parents in the cases of pregnancy, childbirth and adoption.

Rationale

Institutions that create a work culture that allows faculty and staff to balance the demands of the workplace with the demands of personal or family life is becoming increasingly important. As the younger workforce continues to change, flexibility and family friendly workforce policies are essential and have special implications for those in the tenure system. Such policies are critical for Purdue if it is to

- continue the path to preeminence,
- achieve the goals of diversity,
- maintain competitiveness in the hiring of the brightest and the best.

Background

As part of our continuing evaluation of compensation and benefits we solicit input from all staff categories at Purdue and in addition we make comparisons with the benefits offered at our peer institutions, particularly those institutions geographically close to Purdue University. It is clear from our evaluation that the current Purdue policies need to be changed to be more family friendly and to be competitive with our peer institutions. Other universities have implemented more flexible work policies. One example is paid parental leave. Increasingly, our peers are moving towards non-discretionary paid parental leave for both parents for the birth or adoption of a child, decreased workload for a semester, and a stoppage of the tenure clock. As part of our evaluation we have compiled data from various institutions and other sources. Attached to this memorandum are:

- a survey on faculty maternity and parental leave for CIC Universities (Committee on Institutional Cooperation, Big 10 plus Chicago),
- a survey of peer group institutions,

- an excellent publication entitled “Designing and Implementing Family-Friendly Policies in Higher Education” – an effort from the University of Michigan’s Center for the Education of Women.

Other family friendly issues

There are many other issues apart from paid parental leave that come in the general category of family friendly policies. For example,

- teaching relief for faculty members and
- other circumstances such as family member illness.

These issues need to be examined and policies developed which are fair and take into account the differences among employee classifications. As an example, policies with respect to relief from teaching or other accommodations seem to be at the discretion of department heads and can either be family friendly e.g. light or no teaching for a period, to very onerous e.g. double teaching whilst pregnant.

We have certainly not identified all issues, some of which could be quite complicated.

Proposed course of action

We understand changes in policy need to be determined and implemented by the higher administration after suitable discussions and we suggest the following actions.

- That a procedure be defined by which issues related to improving the family friendly environment be identified and addressed and that policies be implemented based on detailed thoughtful recommendations.
- In particular, the feasibility of a paid parental leave policy similar to those at our peer institutions that does not require the use of sick time be considered as a stand-alone single policy change. The exact policy needs to be defined but 6 weeks paid leave is common, with the University of Michigan having the most generous policy.

The complete 42-page FCBC pdf document can be accessed at the Senate web site at the following link:

<http://www2.itap.purdue.edu/faculty/documents/searchResults.cfm?cat=Document&com=Faculty%20Affairs>

Click on the April 04, 2007 link and the pdf will come up.

Approving:

- A. Beck
- S. Bolton
- D. Buskirk
- V. Killion
- M. Morgan
- C. Nakatsu
- A. Rollock
- V. Thomas
- Y. Yih
- D. Jacobs
- S. Mason
- C. Roper
- V. Watts
- D. Williams

Absent:

- N. Harter

TO: The University Senate
FROM: University Senate Steering Committee
SUBJECT: Reapportionment of the University Senate
REFERENCE: University Senate Document 90-5; University Code D 3.00; Bylaws of the University Senate, Items 2.00 and 2.01
DISPOSITION: Faculty Units

Section D 3.00 of the University Code, and the Bylaws of the University Senate, provide that the University Senate shall be composed of one hundred two members. Eleven of these are specified in the items 1 through 11 below. The other slots will be apportioned among the West Lafayette faculty units, according to the number of faculty members, with the provision that no faculty unit shall have fewer than two senators. There are 2019 voting faculty members at the West Lafayette campus. When this number is divided by ninety-one the result is 22.2. Therefore, to qualify for more than two senators, a faculty unit should have 44 or more voting faculty members. Since no faculty unit can have fewer than two senators, the Libraries unit qualifies for two senators. The remaining units have a total of 1972 voting faculty members with eighty-nine senate seats remaining to be apportioned among them. The number 1972 divided by 89 equals 22.2. The apportionment of senators for each of these remaining units was obtained by dividing the number of voting faculty in the faculty unit by 22.2. The results are as follows: Agriculture, 13.43; Consumer and Family Sciences, 2.66; Education, 3.2; Engineering, 14.55; Liberal Arts, 18.15; Management, 3.92; Pharmacy, Nursing, and Health Sciences, 4.95; Science, 14.50; Technology, 8.78; Veterinary Medicine, 4.68.

	No. Voting Fac. Members November 8, 2006	Number of Senators 2007-2008	No. Voting Fac. Members November 16, 2007	Number of Senators 2008-2009
<u>Areas Represented</u>				
1. President		1		1
2. Chief Academic Officer		1		1
3. Chief Fiscal Officer		1		1
4. Chairperson of the Senate		1		1
5. Vice-Chairperson of the Senate		1		1
6. Calumet Campus		1		1
7. Fort Wayne Campus		1		1
8. North Central Campus		1		1
9. IUPUI Campus		1		1
10. Undergraduate Student		1		1
11. Graduate Student		1		1
12. Faculty Units				
<i>Agriculture</i>	293	14	298	13
<i>Consumer & Family Sci.</i>	61	3	59	3
<i>Education</i>	67	3	71	3
<i>Engineering</i>	308	14	323	15
<i>Liberal Arts</i>	393	19	403	18
<i>Libraries</i>	42	2	47	2
<i>Management</i>	87	4	87	4
<i>Pharm, Nurs, & Health Sci.</i>	101	5	110	5
<i>Science</i>	304	14	322	14
<i>Technology</i>	196	9	195	9
<i>Veterinary Medicine</i>	89	4	104	5
	1941	102	2019	102

Approving (via email)

George Bodner
Steven Byrn
Raymond DeCarlo
Kristine Holtvedt
Robert Joly
Alyssa Panitch

University Senate Document 07-5
19 November 2007

TO: **The University Senate**
FROM: **University Senate Educational Policy Committee (EPC)**
SUBJECT: **Change in University Academic Regulations**
DISPOSITION: **University Senate for Discussion**
REFERENCES: **University Regulations 2007-08, Section II, Academic Program, Part J**

Introduction

At the October 2005 Senate meeting University Senate Document 05-3 *Proposed change to University Regulations* was approved. This document addressed student abuses of the “redlining” or grade index adjustment policy. Redlining was the term used to describe what happens when grades in certain courses are deleted from students’ GPA during the Change of Degree Objective (CODO) process by which students move from one School or College to another. The term “redlining” comes from the practice of crossing out the deleted courses with red ink on the form that was sent to the Registrar’s Office. This practice dates back to the mid-1960s. The official term for this process was “index adjustment.”

In 2006, the issue of redlining dominated EPC discussions from the very first meeting in the fall well into the spring of 2007. The first document brought to the University Senate by the EPC resulted in the decision to eliminate the existing redlining policy. The EPC was then asked to draft an alternative form of index adjustment, which was brought to the Senate for action and adopted.

In the spring of 2007 the EPC was given the charge from the Senate to resolve the index adjustment issue because of its potential adverse impact on the implementation of SunGard Banner as the student services component of the OnePurdue system. At the heart of the issue was that Banner could report two but not three of the student grade indices. When EPC Chair Jim McGlothlin met with the Registrar’s office it was determined that all three scholastic indices, **the semester index, the cumulative index, and the graduation index**, could be reported but at an approximate cost of \$250,000 dollars (approximately 1076 hours of work) for the first year and approximately \$50,000 dollars annual maintenance fee, and would increase as the overall SunGard maintenance contract increases, following the implementation of Banner. The Chair reported this finding to the EPC in the fall of 2007 and it was determined that reporting all 3 indices would be cost prohibitive. It was further reasoned that the two scholastic indexes of most value on the student’s transcript would be the **semester index** and the **cumulative index**. However, with the new Banner system in place the **graduation index** could be determined by using the Banner degree audit system.

The EPC presents to the Senate the Proposed Text in Document 07-5 because it offers fairness in showing all courses and grades on the student’s transcript, yet offers up to 12 credits of index adjustment for students who may need time in their first 2 years at Purdue to further develop their academic strengths and abilities. By a majority vote, the EPC brings the following proposed changes in the University Rules and Regulations to the Senate for action.

Present	Proposal
<p data-bbox="203 222 440 249">J. Scholastic Indexes*</p> <p data-bbox="203 252 732 359">The scholastic standing of all students enrolled in programs leading to a degree shall be determined by three scholastic indexes: the semester index, the cumulative index, and the graduation index.</p> <ol data-bbox="203 390 732 1373" style="list-style-type: none"> <li data-bbox="203 390 732 497">1. The semester index is an average determined by weighting each grade received during a given academic session by the number of semester hours of credit in the course. <li data-bbox="203 529 732 879">2. The cumulative index for an undergraduate student is a weighted average of all grades received as an undergraduate student. With the consent of his/her academic adviser, a student may repeat a course not intended for repeated registrations. In the case of such a repeated course, only the most recent grade received shall be included in the cumulative index. In the case of a course in which a conditional grade has been improved by examination the most recent grade received shall be used. The cumulative index will be used by the University for reporting to external agencies. <li data-bbox="203 911 732 1373">3. The graduation index will be a modified form of the cumulative index and will be used by the University for all internal purposes. An authorized representative of the academic unit in which the student is registered or in which the student will be registered may approve the removal of no more than three courses totaling no more than 12 credit hours from the calculation of the graduation index under the following conditions: (1) the courses were completed during the first 24 months of the student's enrollment as a full-time or part-time degree-seeking student, and (2) the courses are not required for the curriculum in which the student is enrolled. Courses that have been removed from the calculation of the graduation index can not be used to fulfill any requirements for graduation. 	<p data-bbox="782 222 1019 249">J. Scholastic Indexes*</p> <p data-bbox="782 252 1328 359">The scholastic standing of all students enrolled in programs leading to a degree shall be determined by two scholastic indexes: the semester index, and the cumulative index.</p> <ol data-bbox="782 390 1328 1289" style="list-style-type: none"> <li data-bbox="782 390 1328 497">1. The semester index is an average determined by weighting each grade received during a given academic session by the number of semester hours of credit in the course. <li data-bbox="782 529 1328 1289">2. The cumulative index will be a weighted average of all grades received as an undergraduate with the possibility of the following adjustments. An authorized representative of the academic unit in which the student is registered or in which the student will be registered may approve the permanent removal of no more than three courses totaling no more than 12 credit hours from the calculation of the cumulative index. under the following conditions: (1) the courses were completed during the first 24 months of the beginning student's enrollment as a full-time or part-time degree-seeking student, or first 12 months of the transfer student's enrollment as a full-time or part-time degree-seeking student, and (2) the courses removed must not be required for the curriculum in which the student is enrolled or will be enrolled.* Courses that have been removed from the calculation of the cumulative index cannot be reinstated or be used in the undergraduate program of study. With the consent of his/her academic adviser, a student may repeat a course not intended for repeated registrations. In the case of such a repeated course, only the most recent grade received shall be included in the cumulative index. In the case of a course in which a conditional grade has been improved by examination the most recent grade received shall be used. <p data-bbox="782 1320 1328 1428">* A course is considered required if it is listed by subject abbreviation and number in a program of study. Courses listed in a group of two or more to fulfill a requirement may be adjusted.</p>

Approving:

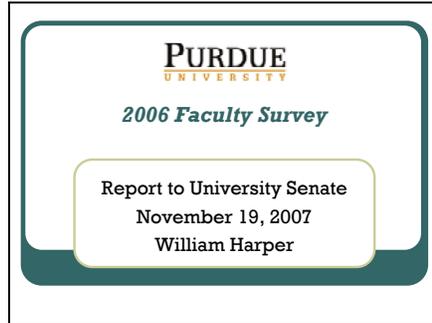
Steven H. Collicott
John B. Grutzner
L. Tony Hawkins
Robert A. Kubat
Christine M. Ladisch
Andrew Luescher
Scott B. Mandernack
James D. McGlothlin
Mark M. Moriarty
Glenn G. Sparks
Douglas Cook (student)
Justin Nelson (student)

Absent:

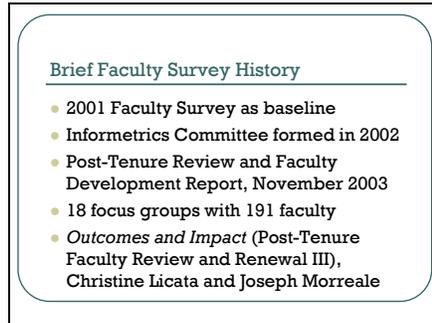
Olayiwola Adeola
Scott L. Feld
James L. Jenkins
Victor L. Lechtenberg
J. Paul Robinson
Jonathan Sandhu (student)

Report to the Senate - 2006 Faculty Survey
Professor William A. Harper

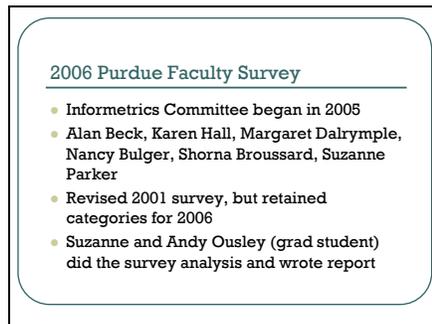
Slide 1



Slide 2



Slide 3



Slide 4

Participation Rates

- 2001 survey response rate 51%
- 2006 response rate just under 40%
- Why the drop?
 - No free lunch at Einstein Brothers!
 - Faculty appear to be busier, so time factor
 - Better satisfied as a body in 2006 than 2001

Slide 5

Five Categories Surveyed

1. Satisfaction with Purdue
2. Support for teaching and research
3. Tenure and merit review
4. Faculty voice on campus
5. Overall working climate at Purdue

Slide 6

1. Satisfaction?

- Overall: 73% very satisfied or satisfied
- Prestige of unit 85%
- Benefits 84%
- Access to research facilities 82%
- Teaching/research balance 73%
- Spouse/partner opportunities 61%
- Salary 58%

Slide 7

Comparisons to 2001 Survey

- Some examples of changes from 2001
 - Prestige of unit from 76% to 85%
 - Research facilities from 69% to 85%
 - Salaries 46% to 58%
- Overall, it appears that there has been a positive shift in overall satisfaction on most general measures between 2001 and 2006

Slide 8

Purdue's Reputation

- 80% satisfied with Purdue's reputation
 - In Indiana 94%
 - Nationally 88%
 - International 87%
- Science faculty, only 77% agree or strongly agree that Purdue's reputation nationally is satisfactory.

Slide 9

Decision to Come to Purdue?

• Prestige of unit	88%
• Teaching/research balance	80%
• Benefits	77%
• Access to research facilities	74%
• Start-up package	66%
• Salary	63%

Slide 10

What Do Faculty Like Most?

- Collegiality
- Atmosphere
- Work environment
- Reputation
- Serving on the University Senate

Slide 11

What Least Liked?

- Administration and administrative goals
- Salary
- Research/teaching balance
- Facilities

Slide 12

If Faculty Were To Leave?

- Higher salary
- Live in different part of country
- To enhance spouse's career
- Higher rank, responsibility
- More prestigious unit
- Join where more appreciated

Slide 13

Would They Join Up Again?

- 65% of faculty said YES
- Compared to only 56% in 2001

Slide 14

2. Support Teaching/Research

- Adequacy of institutional support
 - Off-campus Internet and e-mail 85%
 - Support from unit head 75%
 - Teaching technology training 67%
 - Study design and data analysis 60%
 - Teaching assistants and graders 59%
 - Grant writing assistance 58%

Slide 15

Institutional Resources

- Access to funding opportunities 83%
- Library resources 80%
- Office space 77%
- Well-equipped classrooms 76%
- Equipment and supplies 73%
- The exception to adequate resource support is in available unit travel funds

Slide 16

Attitudes About Class Size

- 38% think class size has increased in last five years
- Only 8% felt that class size had decreased in last five years
- 61% rated class size as a big or moderate problem at Purdue

Slide 17

3. Tenure and Merit Reviews

- Factors changing from 2001 for P&T
 - Dependence on what published up 16%
 - Dependence on outside reviewers up 10%
- Most important areas for P&T
 - Quality of work produced 80%
 - Grants or fellowships 78%
 - Positive external reviews 60%

Slide 18

Annual Merit Reviews

- Perceived importance of factors
 - Quality of work produced 62%
 - Fair share of committee/service 59%
 - Getting along with right folks 58%
- Criteria used for merit
 - That criteria clearly defined dropped from 48% in 2001 to 40% in 2006
- Process valued for development 64%

Slide 19

By Rank, Gender and Race?

- **Promotion & tenure annual reviews:**
 - Helpful to more whites than blacks
 - Helpful to more males than females
 - Helpful to more assistants than associates
 - Fulls more comfortable with P&T criteria and process than any rank
 - But 87% of assistants and 74% of associates want fulls to undergo regular performance reviews by their peers (70% of fulls agree)

Slide 20

4. Faculty Voice on Campus

- **Influence in one's unit**
 - Teaching schedules, up 41% to 58%
 - Course loads, up 19% to 35%
 - Determining class size, up 15% to 29%
 - Determining merit pay, up 25% to 38%
 - Subjects taught, up 60% to 73%
 - Selecting next head, up 50% to 62%
 - Allocating resources, up 20% to 30%

Slide 21

Greatest Influence?

- **Selecting graduate students** 81%
- **Unit curriculum decisions** 79%
- **Selecting new faculty** 79%
- **Research facilities/equipment** 63%
- **Selecting next unit head** 62%
- **Drop from 60% to 34% faculty influence/voice on affecting overall climate/culture**

Slide 22

5. Overall Work Climate	
● General sources of stress, pressure	
● Pace of work	86%
● Level of expected output	69%
● Work interferes with personal life	54%
● Feeling burned out by work	80%

Slide 23

Specific Sources of Stress	
● Research/publishing demands	89%
● Institutional procedures	83%
● Committee work	80%
● Promotion and tenure	71%
● Teaching load	64%
Note: These sources of stress have not changed between 2001 and 2006	

Slide 24

Personal Sources of Stress	
● Being part of dual-career couple	70%
● Care of elderly parent	47%
● Child care	44%
● After school care	38%

Slide 25

<u>Sources of Harassing Remarks</u>	
• Research area	34%
• Research theory or method	27%
• Gender	27%
• National origin or ancestry	20%
• Religion	19%
• Race	16%
• Color	11%

Slide 26

<u>Fairness in One's Unit</u>	
• What's Fair	
• Distribution of office space	75%
• Support services	65%
• Preferential teaching opportunity	60%
• What's not so fair	
• Lab space	49%
• Tenure-clock extensions	46%
• Salaries	43%

Slide 27

<u>Is My Unit Valued?</u>	
• That faculty colleagues value my unit:	
• Management, Vet Medicine	80%
• Agriculture, Engineering	74%
<hr/>	
• Education	41%
• Technology	40%
• Liberal Arts	36%

Slide 28

<u>Is My Unit Valued?</u>	
• That central administration values unit:	
• Pharmacy and Pharmaceutical Sciences	60%
<hr/>	
• Veterinary Medicine	39%
• Agriculture	38%
• Management	38%

Slide 29

<u>Most Satisfaction with Campus</u>	
• Personal safety	96%
• Bus Service	90%
• Recreational facilities	80%
• Counseling services	79%
• Parking	79%
• Cultural activities	78%

Slide 30

<u>Least Satisfaction with Campus</u>	
• Child care services	20%
• Accommodations for bicyclists	47%
• Ethnic and racial diversity	56%

Note:
All of above and most others campus metrics increased by 13-18% between 2001 and 2006: More satisfied

Slide 31

