UNIVERSITY SENATE

Second Meeting, Monday, 15 October 2007, 2:30 p.m. Room 302, Stewart Center

AGENDA

13. Memorial Resolutions

14. Adjournment

1.	Call to order	Professor George M. Bodner
2.	Approval of Minutes of 10 September 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 DeCarlo
7.	Question Time	
8.	University Senate Document 07-1 University Limits on Clinical/Professional Faculty	For Action Professor David J. Williams
9.	University Senate Document 07-3 Change to the University Senate Bylaws	For Action Professor George M. Bodner
10.	University Senate Document 07-2 Proposed Parental Leave Policy	For Discussion Professor David J. Williams
11.	Status of the OnePurdue Project Vice President for Bus	For Information iness Services James Almond
12.	New Business	

UNIVERSITY SENATE

Second Meeting, Monday, 15 October 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, James E. Braun, Becky Brown, Donald D. Buskirk, Christian E. Butzke, Patrice M. Buzzanell, Stephen R. Byrn, Joseph W. Camp Jr. (Secretary of Faculties and Parliamentarian), Natalie J. Carroll, Anindo Chatterjee, Steve H. Collicott, Wei K. Cui, Lawrence P. DeBoer, Raymond A. DeCarlo, Shawn S. Donkin, Joseph C. Dorsey, Nancy E. Edwards, Charlotte Erdmann, Scott L. Feld, Joan R. Fulton, William G. Graziano, John Grutzner, Chong Gu, Sally A. Hastings, Jeffrey D. Holland, Kristine Holtvedt, James L. Jenkins, Richard Johnson-Sheehan, Robert J. Joly, Joseph F. Kmec, D. J. Kovenock, Christine M. Ladisch, Daniel E. Leaird, Morris Levy, Andrew U. Luescher, Scott Mandernack, Julie R. Mariga, James D. McGlothlin, William D. McInerney, Samuel P. Midkiff, Joseph D. Mikesell, Mark T. Moriartv, P. Jane Morris (Sergeant at Arms). Rabindra N. Mukerjea, Mary B. Nakhleh, Morgan R. Olsen, Alyssa Panitch, Robert E. Pruitt, Leigh S. Raymond, Teri Reed-Rhoads, Gintaras V. Reklaitis, J. Paul Robinson, Alysa C. Rollock, Carolyn Roper, Charles R. Santerre, A. Paul Schwab, Thomas M. Sellke, Louis A. Sherman, Robert Skeel, Glenn Sparks, A. Charlene Sullivan, Bernard Y. Tao, Elizabeth J. Taparowsky, Volker K. Thomas, Marion T. Trout, Lefteri H. Tsoukalas, Phillip J. VanFossen, Samuel S. Wagstaff, Whitney Walton, Mara H. Wasburn, Val J. Watts, 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, John E. Blendell, Antonio Bobet, Charles A. Bouman, Lawrence W. Braile, Andrew S. Buckser, Bernd Buldt, Christine L. Corum, Martin Curd, John P. Denton, Phillip S. Dunston, James P. Greenan, Steven G. Hallett, L. Tony Hawkins, Gerald C. Hyner, Douglass F. Jacobs, Ananthanarayan Krishnan, Robert A. Kubat, Michael L. Leasure, Victor L. Lechtenberg, William G. McCartney, Cindy H. Nakatsu, Carolyn C. Perrucci, Robert D. Plante, Tom B. Robinson, S. Santhanakrishnan, John A. Sautter, Jie Shen, Eric Van Houten, and William J. Zinsmeister.

Guests: Jim Beelke, Valerie O'Brien, Sandy Schaffer, John Shipley and Jeff Whitten.

- 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 10 September 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 her remarks she entertained questions from the floor. Professor Sullivan asked what the President sees as the "top rank" of universities to which we aspire. President Córdova stated that although we could discuss at length the legitimacy of rankings such as those from the *U.S. News and World Report*, we do need to aim higher. Currently, we are not competitive with other institutions in the state or nationally for the best students. This may, in part, be due to our lack of scholarships for these top students. This issue is being addressed and will also be part of the strategic planning process. They go to the institutions that provide scholarships. Professor Carroll asked if each college and school will develop its own strategic plan. President Córdova said that the independent nature of Purdue's colleges and schools is both a strength and a

liability. She would like to see more coherence across the institution while maintaining the strengths of the individual colleges and schools. Professor Byrn asked how Purdue can help create more jobs in Indiana. President Córdova is still learning what needs to be done in this area, but she envisions Purdue as an incubator of ideas and talent that can enhance the economic well-being of the state. While in California, she experienced the creation of both Silicon Valley and the biotechnology corridor in southern California in real time. She believes that similar things could occur at Purdue and in the surrounding area.

- 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). Professor Carroll, chair of the Nominating Committee, thanked the Senators who have expressed interest in signing up for the various committees. She noted that there is a lack of interest in the Student Affairs Committee and the Nominating Committee and that these important committees also need to be populated.
- 7. No written questions had been received.
- 8. Professor Williams presented, for action, University Senate Document 07-1, *University Limits on Clinical/Professional Faculty*. Professor Williams made a motion to approve this document and it was seconded by Professor McInerney. Professor Williams explained to the Senators that their suggestions for improvement were included in the document currently before the Senate. Professor McInerney noted that there had been significant discussion in the College of Education and they fully support the document. Vice President Rollock noted that her name was misspelled and this will be corrected. There was no additional discussion and the document passed by voice vote with only one vote in opposition.
- 9. Professor Bodner presented, for action, University Senate Document 07-3, Change to the University Senate Bylaws, Professor Bodner reiterated his reasons for making changes to the Senate Bylaws. It has been his experience in many years working in and with the Senate that it would help to have the chairs of the policy-making standing committees as regular members of the Steering Committee. There have been many times when the presence of a particular committee chair would have helped answer questions about a document that was going to be added to the agenda of a Senate meeting, such as Document 07-1. Professor Beck made a motion to approve the document and Professor McGlothlin seconded the motion. Professor Fulton spoke against the document and maintained that the Steering Committee is functioning well as it is currently constituted. She said that if it is merely a scheduling issue because other standing committees meet at the same time, this would be easily resolved by changing the meeting times of the committees. Furthermore, the Steering Committee was initially set up as a committee made up of regular Senate members whereas the Advisory Committee was made up, in part, of the standing committee chairs. Hence, the Advisory Committee serves as a forum for the standing committee chairs to express their opinions. Adding the standing committee chairs to the Steering Committee would add to their heavy work loads while decreasing the number of Senators serving on standing committees. Professor Carroll also spoke against the motion and asked for a written ballot. Professor Zelaznik stated that if the motion passed it would have the effect of narrowing the diversity of opinion on the Steering Committee and the Senators should

consider all of the ramifications. This would limit the broad base needed to serve as a "litmus test" for documents prior to their reaching the Senate floor. The results of the written ballot were 24 votes in favor, 48 votes opposed with two abstentions. Therefore, the document was defeated and the make-up of the Steering Committee will remain unchanged.

10. Professor David Williams presented, for discussion, Senate Document 07-2, Proposed Parental Leave Policy. Professor Williams turned the discussion over to Professor David Miller, one of the primary authors of the document and a member of the Faculty Compensation and Benefits Committee. Professor Miller utilized a Power Point presentation (see Appendix D) to bolster the case for Senate approval of the document. Professor Miller stated that a paid parental leave policy is critical for Purdue University to continue on its ascendant path, to achieve diversity, and to preserve competitiveness in hiring. A lengthy question and answer period followed the presentation. Professor Hastings related how her department (History) had lost a potential new hire because Purdue University lacked a competitive parental leave policy. Her department lost the candidate, lost the salary line, and lost a diversity hire. Professor Miller reminded the Senate that we should also consider a similar policy for the non-faculty staff members of the university. In response to a question about the tenure clock, Vice Provost Ladisch mentioned that the tenure clock extension includes fathers, a change that was made in the Senate last year. Professor Raymond questioned why there was a difference in the length of the recommended leave for fathers (3 weeks) versus mothers (6 weeks). Professor Miller made the point that mothers do the majority of parenting, hence the recommended difference. Professor Wasburn noted that women are in a difficult position because maternity leave interferes with productivity needed in the promotion and tenure process. Professor Miller said that in his experience on area committees the decreased productivity associated with pregnancy and maternity leave has proven to be a negative factor in promotion and tenure decisions. Professor Dorsey asked about the definition of stillbirth with respect to miscarriages and premature births. Professor Miller replied that not all of the details have been worked out and fine-tuning will be needed. Professor Butzke spoke strongly in favor of having equal leave time for fathers and mothers. Professor Nakhleh related that when she had children it was important to have help from her husband and having equal leave for both parents is important. Professor Williams asked President Córdova how to turn this recommendation into a policy. The President referred the question to Vice President Olsen. Vice President Olsen explained that the senate document would be the basis of any policy prepared by the administration and a determination would be made if it needed to be approved by the Board of Trustees. Professor Miller expressed concern that there is no clear mechanism for the administration and Senate to work together to create a policy on parental leave. Professor Feld would not be in favor of the Senate approving the policy as a body of the whole, but does support the recommendation. He expressed concern that the document would specify the details of the eventual policy. Professors Miller and Bodner emphasized that the final policy and its specifics would be created in cooperation with the administration and that the current document merely makes recommendations even if it specifies lengths of time for the leaves of absence. Professor Robinson made a strong statement that these types of social policies are very important to Purdue's future in many respects. He also mentioned that similar policies were in place 30 years ago when he was at an institution in another country and he agreed with previous speakers who said Purdue is behind the times. Mr. Chatterjee, the Graduate Student Representative, stated that he would like to see a similar policy put into place for the graduate students many of whom have to deal with the same issue as they work on their

degrees. The document will be up for action at the 19 November 2007 meeting of the Senate and a copy can be found at:

http://www2.itap.purdue.edu/faculty/documents/Document/Parental Leave final.pdf

- 11. James Almond, Vice President for Business Service, presented, for information, an update on the status of the financial and human resources components of the OnePurdue project. Following his presentation (Appendix D) he took guestions from the floor. Professor Collicott stated he believes that OnePurdue is a step backwards with respect to AIMS. Professor Cui's comments echoed Professor Collicott's comment and he went into more detail about the problems he has encountered such as having another professor's grant information show up unexpectedly on his screen. Professor DeCarlo wished to know the time line for resolving the work flow and routing issues. Professor Beck mentioned that the business managers in the veterinary school are so frustrated that they want to quit/retire. They have also gone to keeping Excel spreadsheet backups of important budget information. This is a common practice at Purdue and anecdotal information suggests the same thing has happened at other institutions using the SAP software. Professor Braun asked if there would be post-implementation metrics to determine if things actually improved with OnePurdue versus the legacy system. Professor Zelaznik is sympathetic to the fact that there will be problems with an implementation of this magnitude, but he wondered what would happen to the committees and teams once all the systems are live. Will there be SAP experts on campus to help resolve future issues. Vice President Almond answered each question, in essence, stating that these problems and issues are well-known and steps have been taken or will be taken to address and resolve them. He emphasized that this type of major project takes time and tremendous effort and many individuals continue to work hard on the OnePurdue project.
- 12. Six memorial resolutions had been received since the last Senate meeting. These were for Darrel Abel, Professor of English; William J. Stuckey, Professor Emeritus of English; Juanita W. Dudley, Professor Emerita of English; John Ford Stover, Professor of History; Edward H. Simon, Professor of Biological Sciences; and Casper Goffman, Professor of Mathematics. At the chair's invitation the senators rose and remained standing for a period of silence out of respect for their departed colleagues. The resolutions are attached to these minutes and copies will be sent to the next of kin.
- 13. The meeting adjourned at 4:40 p.m.

REMARKS BY PRESIDENT FRANCE A. CÓRDOVA

Good afternoon. This marks my second meeting with the University Senate.

I told you last month I have been learning about Purdue, appreciating its remarkable past and at the same time, setting the groundwork for the future. I've learned that being a president requires investment in time and concern over a wide dynamic range of issues -- and learning names and faces over a wide range of phenotypes!

Recently an alumna and member of our President's Council asked me in a public session Q&A asked, "What are you doing for fun?" . . . I responded, "Being president of Purdue!" It is an honor, an opportunity, and fun to serve as your president.

We have all been busy, and as I look toward the rest of the semester, I see lots of work — or maybe I should say "fun" — ahead for of us.

Purdue's faculty continue to shine. Last week Alok Chaturvedi from the Krannert School won the Outstanding Commercialization award for invention and Joe Francisco from Chemistry and Earth and Atmospheric Sciences won the McCoy award, Purdue's highest honor in the sciences. This week professor Phil Nelson receives the World Food prize, following the news that Professor Les Geddes received the National Medal of Science. My congratulations to these and all our outstanding faculty members!

Purdue's fall celebration includes the dedication of two buildings, groundbreaking for another, and celebrations of successful fundraising for four more. All of these building projects received funds from the \$1.7 billion Campaign for Purdue, which ended June 30. Fund raising for additional buildings and renovations is ongoing of course, as modern facilities are key to recruiting and retaining the best faculty, staff, and students -- and hence vital to Purdue's success.

Since the last Senate meeting, the Purdue Board of Trustees has met on our campus. At that meeting, we began discussing our next Strategic Plans with our land grant missions for learning, discovery and engagement at their core. Strategic Plans were also discussed at the University Senate Advisory Committee meeting last Monday and the outcome of that was very positive with new ideas proposed.

We will soon be naming people to Strategic Plan working groups. These working groups will include faculty, staff, students and people from the community, where appropriate. The University Senate will play an important role in this. Your leadership is vital to the formation and success of these plans.

Leaders from the working groups will form the nucleus for a Strategic Planning Steering Committee that will prioritize goals and develop plans from inputs of the working groups. The steering committee will be expanded to include a diverse group of 'blue sky' thinkers and strategists from across the campus.

Topics for the working groups will include: first, student success and the student experience; second, large-scale research and research infrastructure; third, economic development; fourth, quality of life at the workplace; fifth, globalization; sixth, campus design; seventh, new synergies between the sciences and engineering and the liberal arts; and eighth, attracting new students to careers in science, technology, engineering and math.

Dialogs and white papers will be formed around each of these, using the Steering Committee's direction to each working group about its charge and scope.

The Steering Committee will ask each working group to prioritize among possible initiatives. It will ask each group to address resources [how much will its proposed initiatives cost, and where might the funding come from?]. It will ask each group to show how its initiatives embrace energy and environmental awareness [can the proposed initiatives be accomplished for sustainability, including energy conservation?].

The working groups will be asked for a communication and marketing plan for its new initiatives [how will initiatives be communicated broadly? will they position Purdue to be among the best universities in the world?].

Working groups will be asked for a management and stewardship plan for new initiatives, as well as a plan to embrace international awareness and global participation among students, activities, and the curriculum.

Purdue embraces diversity, yet must make better strides. Each working group will be asked for a diversity plan to accompany proposed initiatives. In that way, diversity will permeate all our plans, as a key to excellence.

Some proposed initiatives will require facilities enhancement or repair and plans for these need to come from the working groups.

It is possible there will be additional working groups formed as our vision for Purdue's future evolves. For example, my conversation with the Senate Advisory committee last week led to a suggestion to take a look at the way Purdue does human resources and the need to approach HR issues holistically; this assessment could be included in the Quality of Life in the Workplace dialog or we might wish to convene an external review which would benchmark us against peer universities and even industries that win top corporate awards in the area of human resource development.

The Senate Advisory committee asked that we take a look at campus operations - R&R, or remodeling space for new uses, and business practices in general: are we operating in the most efficient way possible? Some of this work could be subsumed in the Campus Design dialog, but the broader topic might also be the subject of an additional working group.

The Senate Advisory committee asked how we can attract and retain high quality graduate students, as they are key to our mission of quality research and teaching. This will certainly be an issue of concern to the working group on research and its infrastructure, as well as to the working group on student success and the student experience. Graduate education will also be featured in our North Central accreditation self-assessment, currently in the planning stage.

Our faculty is among the best in the world. We have hired 285 additional Strategic Plan faculty over the past seven years and 300 new positions have been authorized. We also recognize that competition is intense to keep the best people. Our university has a large investment in its faculty and staff and just as we must maintain and improve facilities, we must focus on maintaining and improving faculty and staff morale, communication, recognition, and leadership development. Thus there will be strong focuses on people in our Strategic Plan, not just in the Quality of Life in the Workplace working group, where family-friendly policies, retention and career development may be addressed, but in every working group.

We have doubled our research program over the past seven years, but we must take it even farther with strong focuses on interdisciplinary discovery and broader partnerships with government, industry and other university and national labs. To do this, we need increased support in governmental affairs and linkages to foundations, as well as a more robust infrastructure to support our faculty, including proposal support and technical support for, inter alia, scientific instrumentation. Today I announced in a press release the search for a new vice-president for

research and the names of those who have agreed to serve on the search advisory committee. I also announced that I am reorganizing the office of research so that it will report directly to me, thus aligning administration with our goal.

Discovery Park is a key to our plans for large scale, interdisciplinary research. This complex is essential to keep our efforts going forward. Discovery Park is not only a permanent feature of our research landscape, it is a focal point.

During the last seven years, there has been amazing progress as the university reached and even exceeded goals in the Strategic Plan. The result of this is — a Purdue education has never been better and a Purdue diploma has never been worth more. Our graduation rate is at a record level, but we still lag behind our peers — in some cases significantly behind our peers. We also lag behind our peers in retention. We need, in short, a stronger focus on student success.

What do I mean by student success and the student experience? It means enhanced graduation and retention rates. In addition, it would embrace an enhanced honors program, mentorship programs, more focus on extracurricular activities that develop leadership and service in our students, and offer them increased opportunities for research experiences and internships, as well as significant global experiences. This focus signifies a greatly increased emphasis on raising funds to provide scholarships and other forms of financial aid to meritorious and needy students. I will have more to say about student success initiatives and the role of the regional campuses in the President's forum tomorrow.

Our students are interested in rehabbing the Recreational Sports Center and increasing personal safety on the campus. I am working with them to accomplish these objectives in short order. They are concerned about the spiraling costs of textbooks, and I advised them to consult with the administration and faculty for their assistance; interim provost Vic Lechtenberg reports that this joint dialog is moving forward.

I would like to see stronger links between our colleges at Purdue, especially the humanities and social sciences with engineering and science. I understand the importance of making new and innovative connections across the disciplines, and have attempted to sponsor and encourage such connections in my various roles as an administrator in higher education. We can envision training students who have a deep science knowledge base, and also understand the impact of science and technology on society. We can envision ways to excite students about the potential crossovers between engineering and the arts, like digital media.

I have met with local community leaders. They are interested in increasing the workforce supply of talented young engineers and scientists; neighborhood issues; partnering on the quality of arts and culture in town; health care reform; enhancing K-12 education; and continued progress on economic development. Principally, they are thrilled with the enthusiastic cooperation of the faculty on many programs and challenges, and want to maintain the level of dialog they have enjoyed with Purdue faculty and staff in recent years.

Governor Daniels has told me he considers Purdue his "pole star," meaning it sets the course for the state. Purdue ranks among the best at engagement in the nation, but we must take this even further. I believe in discovery with delivery -- we must deliver our research to the marketplace, where it can touch lives and strengthen the economy.

The Purdue Research Foundation and Purdue Research Park are a vital part of our economic development efforts. We have facilities not only in West Lafayette but in Merrillville, Indianapolis and New Albany. Our Research Park has established itself as a national leader in delivering discovery to the marketplace and its role will stronger in our new plans.

Among recommendations I have heard concerning the Strategic Planning process are to ask working group leaders to solicit input from a variety of faculty and staff. I think this is a great idea.

Purdue achieved great success with its last plan. I am confident that we can climb to new heights with a new planning process that includes the great thinking that is our hallmark. Our overriding goal is for Purdue to be among the top-ranked universities in the world, and that means that the success of its students, faculty, and staff is paramount.

Our goal is to have a draft plan ready for discussion in early spring and presented to the board for consideration at its June meeting. This will be challenging. But we can do it. It will be exciting as we consider the future of our University. It will be 'fun!'

Thank you.

REPORT TO THE UNIVERSITY SENATE - PROFESSOR GEORGE M. BODNER

Good afternoon and welcome to the second meeting of the University Senate for the 2007-2008 academic year. Once again, we have a full agenda for this meeting, including two documents for action, a document for discussion, and a report on the status of the OnePurdue Project. (It should be noted that a report on the student component of this project has been tentatively scheduled for presentation at the February meeting).

I'd like to begin my comments by addressing some of the issues raised during the Board of Trustees meeting on September 28th. At this meeting, the Board voted to honor Robert Lucht by appointing him as the Ralph and Bettye Bailey Professor of Combustion in Mechanical Engineering; David Nichols by appointing him as the Robert C. and Charlotte P. Anderson Distinguished Chair in Pharmacology; and Randy Roberts as a distinguished professor of history. Members of the Board also took time out to recognize the contributions that Bernie Tao made last year.

A considerable amount of time at the recent Board of Trustees meeting was devoted to discussions of governance reports on (1) student enrollment and retention and (2) the FY 2008 Budget. As I noted in my comments at the last Senate meeting, these governance reports can be found on the Senate website by first clicking on the "Board of Trustees" button, the "public minutes and documents" button, and finally the "stated meeting" button.

It is difficult for me to convey the care, level of attention, and interest the Board exhibited in their discussion of the enrollment and retention report. Good signals can be found in the report, when one notes that:

- the SAT average for 2007 is 128 points higher than the national average and 141 points higher than the state average;
- the average class rank for students in 2007 was in the 78th percentile;
- that 31% of the students who enrolled this year were in the top 10% of their graduate classes;
- that our cumulative six-year graduation rate is over 70%; and
- that each of these categories has shown improvement in recent years.

The Board spent a considerable amount of time, however, probing ways in which we did not compare favorably with some of our benchmark or aspirational peer institutions, and discussing the issue of selectivity of acceptance and its implications. It came as no surprise for them to learn, for example, that the six-year graduation rates averaged over a period of three years is 84% for students with a total SAT score above 1420 and then drops gradually with total SAT score until it is 59% for individuals with a total SAT score below 909. Nor did I sense any surprise when they were informed that graduation rates drop with high-school rank from 83% for individuals in the top 10% of their high-school class to 57% for those just above the top-half of their graduating class.

A glance at the budget numbers would indicate several interesting trends. In spite of significant increase in tuition and fees in recent years, we are in 8th place among the 10 public Big Ten universities. Our instate tuition and fees are less than 58% of what Penn State charges and about two-thirds of the in-state tuition and fees charged by the University of Illinois or the University of Michigan.

As many of your have noticed from announcements in Purdue Today which arrives via Email, several search committees have been appointed by the President. A search for a Dean of the College of Education is underway, as well as searches for the next Vice President for Research and for a Provost.

At the Board of Trustees meeting, the President noted that in a test of the emergency message system, the University sent Email to almost 60,000 people in six minutes and text messages to almost 10,000

people in seven minutes. About 25% of the Email recipients replied within two hours and about 40% of the recipients of text messages replied within the first 20 minutes.

The President also reported that one of our colleagues, Les Geddes, received the National Medal of Technology in July and that one of our alumna, Rita Colwell, received the National Medal of Science.

Without commenting on the most recent football game, it is a pleasure to note that many of us had the chance to watch Purdue contribute to the strong possibility that another institution within the State of Indiana might have a losing season for the first time in many people's memory, and that we actually outscored The Ohio State University in the second half, 7 to 6.

I would like to conclude today's comments by reminding you that WBAA has begun the Fall fund drive to raise \$140,000. A considerable amount of attention has been paid in the media recently to the illegal down-loading of music by students, some of whom have been accused of not recognizing the importance of paying for the music to which they listen. I would like to remind you that some of the faculty and staff do not share the cost of providing for the news and music so many people in the community depend upon. Although this is perfectly legal, I hope that our colleagues will recognize the importance of WBAA and help support the AM and FM stations as they go through the fund-raising process.

Respectfully submitted,

George Bodner Chair, University Senate

Appendix C 15 October 2007

TO: University Senate

FROM: Ray DeCarlo, Chairperson, Steering Committee

SUBJECT: Résumé of 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. Student Attendance/Absence Policy
- 4. Faculty Control over University Curriculum
- 5. Teaching Evaluation

FACULTY AFFAIRS COMMITTEE

David J. Williams, Chairperson diw@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

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

SENATE DOCUMENT	TITLE	ORIGIN	SENATE
*07-1	University Limits on Clinical/Professional Faculty	Faculty Affairs Committee	Approved 10/15/07
07-2	Proposed Parental Leave Policy	Faculty Affairs Committee	For Discussion 10/15/07
07-3	Change to the University Senate Bylaws	Professor and Chair, George M. Bodner	Defeated 10/15/07

^{*}Approved

University Senate Document 07-1

Approved 15 October 2007

To: The University Senate

From: Faculty Affairs Committee, David J. Williams, Chair Subject: University Limits on Clinical/Professional Faculty

Date: Approved by FAC 23 April 2007

Reference: Senate Doc 93-10

Disposition: University Senate for Action

The Faculty Affairs Committee (FAC) recommends the following modifications to University Senate Document 93-10 Establishment of Clinical/Professional Faculty.

CURRENT

CLINICAL/PROFESSIONAL FACULTY APPOINTMENTS

E. Generally, not more than 5% of the total University faculty nor more than 15% of the faculty of a department (or of a school in the cases of the Schools of Engineering, of the School of Nursing, and of the School of Health Sciences) may consist of clinical/professional faculty. For the purposes of establishing a clinical/professional faculty the academic faculty of the Libraries shall be considered to constitute a department. Also, to establish a clinical/professional faculty, the academic faculty at the North Central campus shall propose an appropriate organizational structure for its campus to the Executive Vice President for Academic Affairs.

PROPOSED

CLINICAL/PROFESSIONAL FACULTY APPOINTMENTS

E. No more than 10% of the total University faculty on a campus nor generally more than 15% of the faculty of a department, school or college may consist of clinical/professional faculty. Exceptions to this rule will be made for Speech, Language and Hearing Sciences; Nursing; Pharmacy Practice; and Veterinary Medicine, for which no more than 50% of the faculty in these units can be clinical faculty. For the purposes of establishing a clinical/professional faculty, the academic faculty of the Libraries shall be considered to constitute a department.

Approving: A. Beck S. Bolton

D. Jacobs V. Killion S. Mason

M. Morgan

C. Nakatsu

A. Rollock

C. Roper

V. Thomas

Y. Yih

Absent:

D. Buskirk

N. Harter

C. Roper

V. Watts

D. Williams

University Senate Document 07-3

Defeated 15 October 2007

To: The University Senate

From: Professor George M. Bodner

Subject: Change to the University Senate Bylaws

References: University Senate Bylaws; University Senate Document 90-15

Disposition: University Senate for Action

The primary duty and responsibility of the Steering Committee is to propose the agenda for each session of the senate. Another important function of the Steering Committee is to refer proposals received from individual members of the faculty to the appropriate standing committee. Carrying out both of these duties and responsibilities would be significantly facilitated by involving the chairperson of the Student Affairs, Faculty Affairs, Educational Policy and University Resources Policy Committees in meetings of the Steering Committee.

Proposed Change

Present Proposed

5.10 The Steering Committee

The Steering Committee shall consist of twelve members: the President of the University, the chairperson of the senate, the vice chairperson of the senate, the secretary of the senate who shall serve without vote, and eight additional senators.

5.10 The Steering Committee

The Steering Committee shall consist of twelve members: the President of the University, the chairperson of the senate, the vice chairperson of the senate, the secretary of the senate (who shall serve without vote), four additional senators and the chairperson of the Student Affairs, Faculty Affairs, Educational Policy and University Resources Policy Committees.

University Senate Document 07-2

15 October 2007

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 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:

 $\underline{http://www2.itap.purdue.edu/faculty/documents/searchResults.cfm?cat=Document\&com=Faculty\%20Affairs}$

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
- V. Watts
- D. Williams

Absent:

- N. Harter
- C. Roper

Presentation by David Miller, CHAIR **Faculty Compensation and Benefits Committee**

Slide 1

Faculty Compensation and Benefits Committee

The Committee shall undertake a continuing study of the policies relating to both direct and indirect compensation and benefits of the faculty. The committee shall report to the president through the Faculty Affairs Committee and the Senate.

http://www.purdue.edu/hr/Benefits/benefitsFeedback.htm

Membership

Christine H. Lehmann, (2008, MATH, PNC); lan Shipsey, (2010, Physics); David Miller,(2011, Physics, CHAIR), Daniel Lybrook, (2011, OLS): Julie Mariga, (2012, CIT) Daniel Leaird, (APSAC); Gary Carter, (CSSAC); Cliff Swensen, (PURA, retirees association) Resource Mer Brent Bowditch,(HR, Staff Benefits);

Michele Salla, (HR, Staff Benefits, Committee Secretary)

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Slide 2

Parental Leave Proposal

A survey on faculty maternity and parental leave for CIC Universities (Committee on Institutional Cooperation (Big 10 plus University of Chicago)).

A survey of peer group institutions.

An excellent publication entitled "Designing and Implementing Family-Friendly Policies in

Higher Education" - from the University of Michigan's Center for the Education of Wor

Recommendation

- •The Faculty Compensation and Benefits Committee recommend unanimously that Purdue institute a paid parental leave policy, that does not require the use of sick time, and which covers both parents in the cases of pregnancy, childbirth and adoption.
- •In addition, the Faculty Compensation and Benefits Committee believes the University must be proactive in developing and implementing a full range of family-friendly policies.

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Rationale

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. This issue concerns

> Quality of life and professional excellence Quality care and support of children

Implementing 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 faculty and staff.

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Current Purdue Policy

Parental leave for either birth or adoption is contained in Policy IV.10.1, the Family and Medical Leave Act (FMLA) policy.

The FMLA policy allows up to 12 weeks of unpaid leave for one parent, or a combined total of 12 weeks unpaid leave if both parents work for Purdue University.

The birth mother must use sick leave, typically 6 weeks for a normal birth and 8 weeks for a C- section. Whether all this sick leave is at full pay depends on the current balance of unused sick leave available for the employee. If additional leave is taken for bonding with the newborn, the employee has the right to use vacation. Otherwise, the leave will be unpaid.

For adoption, an employee may take FMLA (job-protected) unpaid leave, but cannot use sick leave.

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Cost of Current Policy

Forcing our most vulnerable staff to choose between using sick time or curtailing pregnancy leave.

If all sick time has been used having to choose between leave without pay or working while ill or infectious

Particular problem for single mothers

Double problem for many female faculty since some are given a teaching overload prior to birth resulting in a negative impact on her professional career.

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Peer institutions

Paid Parental leave policies are widespread at our peer institutions and are particularly generous at private institutions

Take Ohio State as an example http://hr.osu.edu/policy/policy627b.pdf

Intent - recovery and bonding

Leave available for first year - can be intermittent

Mother6 weeks paidFather, Domestic partner, Adoptive parent3 weeks paidStillbirth2 weeks paid

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Cost of Paid Parental Leave

http://www.opm.gov/oca/Leave/HTML/ParentalReport.htm#VI.%20%20Cost%20of%20Providing%20Paid%20Parental%20Leave

The experience of Ohio State is that the increased costs for the program are minimal and the program is very cost effective because the policy has been received positively and furthers the reputation of OSU as a family-friendly organization.

In many instances, such as with faculty and many administrative/professional salaried positions, the work was just re-distributed among existing staff.

In the case of the mother there is little change between using paid leave or sick time in terms of covering the work

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Projected costs and benefits

Cost estimates and benefits have been made using two models.

1)The methodology of the Congressional Budget Office (CBO)

http://www.opm.gov/oca/Leave/HTML/ParentalReport.htm#VL%20%20Cost%20of%20Providing%20Paid%20Parental%20Leave

Analysis of Purdue data from the Medstat data base. (thanks to Brent Bowditch and HR)

Purdue Birth Rate

4.25% of eligible employees between the ages of 25-40 or 1.4% of total eligible employees CBO estimated cost/year \$666,710

The CBO methodology corresponds to "lost productivity" that is the cost of hiring replacements for all leave. This clearly does not correspond to what actually occurs. For example such methodology would give a very high cost for actual sick leave where as in practice most people are not replaced and the flow of real dollars is only marginally changed

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Purdue data

Employees between the ages of 25 - 45

Annual wage 4907 Female \$39,568 \$4565 6 weeks wages 2447 Male \$51,868 \$2992 3 weeks wages

4.25% Utilization rate per MedStat(Purdue) claims (includes 0.25% adoptions)

'104 is the 3 year average of births by employees plus 6 adoptions

CBO assumed male participation would be 50%

OSU three year average 260 females 134 males (1.7 times # of Purdue employees)

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Ohio State Experience

Over the past three years they have averaged 260 females and 134 males using the parental leave benefit (2.0% of those eligible)

Cost was not a factor when Ohio State considered parental leave.

Their rationale was that the University would have to pay the cost no matter what - if it wasn't parental leave, then an employee would use sick leave. If it was the male spouse, they would either pay the person to work, or pay them to have them on parental leave. They did not consider the cost of lost productivity. Granted that lost productivity is a cost in not getting all of the work done, but they assumed that the unit would absorb the work and it would be completed by others. This has proved to be correct. OSU says that the leave is very popular in showing that OSU cares about their employees even with the low percentage that actually use it.

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What are the benefits?

Most benefits directly compensate a small fraction of the population but provide tangible benefits for the whole population. In this particular case

the direct benefit goes to parents of a new child and in particular to the support of our female population

indirect benefits for us all are:

- *First and foremost it recognizes the unique role women have in child birth, and an adoptive parent in the initial stage of raising a new child and the challenges they face in their career.
- It improves the professional environment and quality of life of our colleagues and also ourselves
- *It provides a benefit for future generations of staff
- *A positive impact on children where we all have a vested interest

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Summary Recommendation

•That a paid parental leave policy, that does not require the use of sick leave, be implemented in the 2007 – 08 academic year as a standalone single policy change. The exact policy needs to be defined, but we recommend a minimum of 6 weeks paid leave which is common at our peer group institutions.

Mother
Father, Domestic partner, Adoptive parent
Stillbirth

6 weeks paid 3 weeks paid 2 weeks paid

· Uniform policy of a semester off teaching for mother

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Summary part 2

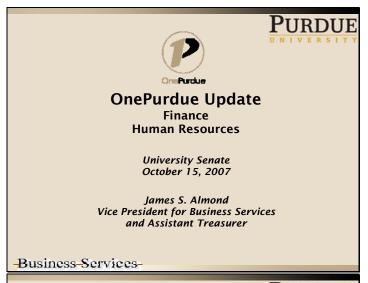
•That, with high priority, a procedure be defined by which all other issues related to improving the family friendly environment be identified and addressed and that policies be implemented based on detailed thoughtful recommendations. Our belief is that this could require much more extensive discussions and take a much longer time.

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Presentation by James S. Almond, Vice President for Business Services and Assistant Treasurer

Slide 1



Slide 2

Status

- Financial Implementation February 2007
- Human Resources June 2007
- Stabilization period through September 30, 2007
- · Transition Project Team to Operational Mode - October 1, 2007
- · Support Pack Upgrades October and November 2007

Business Services

Slide 3

Financial

Implemented

- General Ledger
- Grant Management
- Funds Management
- Plant Maintenance
- Treasury Module
- SRM (Purchasing)
- Accounts Payable
- Accounts Receivable
- Inventory Management
- Project Systems (Construction)

Business Services

PURDUE

To be completed

- Budget (BPS)
- Effort Reporting
- Procurement Work Flow
- Travel

Human Resources



Implemented

Payroll

- Benefits
- Jobs and Positions
- Time Administration
- Employee Self Service (ESS) (limited)

To be completed

- Expand ESS
- Online Benefit Enrollment
- Automated Time Entry
- Smart Forms

Business Services

Slide 5

Impact



- Everything is new
 - » Account structure, terminology
 - » Processes, forms
 - » Presentation of information
 - » Access to information
- Volume and speed of change has been significant
- · Users continue to learn process and tools

Business-Services-

Slide 6

PURDUE

Initial Focus Has Been

- · Stabilizing the systems
- · Trouble shooting transactions
- · Focus groups
- Knowledge transfer
- System improvements limited until after the support pack upgrades

Business Services

PURDUE

Successes

- · University's largest change initiative
- University wide recognition and support of project
- · Accelerated process to implementation
- Extensive involvement by staff to supplement the OnePurdue Project Team
- Initial implementation seen as successful relative to others in size and scale

Business-Services-

Slide 8

PURDUE

Challenges

Concerns have been raised regarding:

- Account Information Management System (AIMS)
- Reporting
- Payroll
- SRM (Purchasing)
- Communications
- Passwords

Business-Services-

Slide 9

PURDUE

AIMS

- Prior version of AIMS for sponsored program accounts developed with faculty input and went through a number of versions
- Current version written with an SAP tool and is menu driven instead of drill down approach
- · Business warehouse data is limited at this time
- · Access is being added to detailed payroll transactions
- Supplemental reporting being addressed through the reporting project

Business-Services-

Reporting



- Data warehouse was built with limited data set for implementation
- · Longer term focus build a more robust data set
- All reports were not able to be completed during implementation
 - » Outstanding reports have been prioritized, resources are being allocated
 - » Goal is to make significant progress by the end of November first of December
- Cost sharing transactions were confusing but are being worked through
- Year-end budget carry forward transactions were confusing will be able to improve for next year
- Online access to SPS program awards and expenditures are being developed to replace previous tool
- DREF's initial approach not complete and a new solution is being implemented

Business Services

Slide 11

Payroll



- · Do not have a quick hire process
- Hiring information should be forwarded as early as possible
- Concurrent employment process has created challenges (i.e., having multiple appointments)
- Enhancements needed for Personnel Action (PA) forms and Graduate Student Appointment processing

Business-Services-

Slide 12

PURDUE

SRM (Purchasing)

- SAP has made a priority commitment to develop a workflow solution – hope to have resolved beginning of 2008
- Vendor contracts under review to be resolved by mid to late December
- · Training is being updated and reoffered
- Ability to view shopping carts configuration changed at the end of September to grant broader access
- · Resolving vendor payable issues

Business Services-

Communication



- Increased level of communications in September and October
- · PurduEBoard will be used to post biweekly updates
- Reviewing other approaches to best communicate to various targeted audiences - day to day users, unit and department heads

Passwords

- Falls under the University Authentication and Authorization Policy
- 120 day for ESS or Travel
- · 30 day for access to financial data
- · Goal to move toward two factor authentication

Business Services

Slide 14

Post Implementation Governance Structure



- OnePurdue Oversight Executive Committee
- OnePurdue Application Steering Committee
- Advisory Committees

Business Services

Slide 15

PURDUE

Summary

- On a relative basis the HR and Financial implementation went well
- Focus has been on stabilization of the system and troubleshooting issues
- We are not at the pre-implementation service levels
- SAP will provide a foundation to build upon more construction is underway
- Working to address biggest pressure points
- Governance Structure established for ongoing review and monitoring of progress

Business Services

Memorial Resolution for Darrel Abel Department of English (1911-2006)

The teaching career of Darrel Abel spanned a thirty-five period at Purdue University, with time away to earn a Ph.D. at the University of Michigan and to teach for a brief while at Franklin and Marshall College. At Purdue he offered courses in English and American literature and distinguished himself as both educator and scholar. He was an analytical critic not only of literary texts, but also of the ethical responsibilities of the American political establishment and of entrenched educational institutions.

Abel wrote five introductory volumes on American writers for the student and general reader—one each on Walt Whitman, Henry James, and Mark Twain, and two on Herman Melville. Among Abel's other publications are an edition of *Critical Theory in the American Renaissance* and over fifty articles on such writers as Thomas Paine, T. S. Eliot, William Faulkner, Robert Frost, and especially Nathaniel Hawthorne. He also authored an influential three-volume historical and critical study entitled simply *American Literature*, which chronicles and analyzes works from the colonial period though the rise of American literary realism in the late nineteenth century and early twentieth century.

Born in Lost Nation, Iowa, in 1911, Abel grew up in relative poverty on a Midwestern tenant farm. From his Native American and rural heritage he derived what his longtime colleague, Chester Eisinger, called "the simplicity of an unadorned life that allowed one to seek purity in a variety of its forms, the kind of Thoreauvian purity that made for a stripping away of nonessentials."

Although quite demanding as a teacher, Abel was popular with both undergraduates and graduate students. He offered a wide variety of courses, from introductory freshman classes to advanced and specialized courses at the Ph.D. level.

After retirement, Abel continued to produce the kind of literary criticism that had brought prestige to his department and school. A decade after retirement he revised a dozen of his essays on Hawthorne, added seven new pieces, and integrated them into a single volume, published in 1988 by Purdue University Press as *The Moral Picturesque: Studies in Hawthorne's Fiction*.

But Abel was still not done. Perhaps emulating writers he most admired, the idealist dissenter Thoreau and the skeptical romantic Hawthorne, he moved to Maine. Here Abel continued to write. He was especially drawn to the curmudgeonly New England poet, Robert Frost. More than two decades after retiring, Abel's essays on Frost were collected and revised as a book, entitled "It Sometimes Seems As If": Robert Frost as Philosophical Poet (2002). At the time of its publication Abel was ninety years of age. If we take the life of the intellect and our mission as educators seriously, Darrel Abel is surely a role model for us all.

G. Richard Thompson Department of English

Memorial Resolution for Edward H. Simon June 25, 1934 – October 11, 2006

Edward (Ed) Simon was born in Elizabeth, New Jersey on June 25, 1934. He was married to Cyrelle Ovsiew in 1956. He received his B.S. with high honors from Rutgers University in 1956 and his Ph.D. in Biology from the California Institute of Technology with Renato Dulbecco in 1960. He was a postdoctoral fellow in genetics with Al Hershey at the Carnegie Institute from 1959-1960 before coming to Purdue University as an Assistant Professor in the Department of Biological Sciences in 1960. He was promoted to Associate Professor in 1963 and to full Professor in 1970. He was an adjunct professor in microbiology at Indiana University School of Medicine from 1982-2006. Over the years, he has held Visiting Professorships at the Hebrew University/Hadassah and the Weizmann Institute in Israel. He was also a National Science Foundation fellow at the Weizmann Institute in Israel in 1966.

Professor Simon's research program centered on the study of the action of interferon as an antiviral agent. He discovered that viruses have evolved mechanisms to circumvent the action of interferon. This in turn led to studies that may lead to drugs that will counteract this activity. Professor Simon was a dedicated teacher who wanted to bring out the best in his students. Over the years he taught thousands of students, trained over 40 graduate and postdoctoral students and for many of them he left a lasting impression of his scientific knowledge and his unique wit. In recent years he developed two unique courses, The Biology of ER and The Biology of Aids. The latter course covered sociology, epidemiology and treatment of the disease, as well the biology of the virus, and why a vaccine has been very difficult to develop.

Professor Simon believed deeply that science should serve the public interest. When the topic of a scientific advance was discussed he always wanted to know about its practical applications.

Dr. Simon received various awards and authored many articles in scientific journals and Jewish publications. He was a member of Phi Beta Kappa, Sigma XI, the American Society of Microbiology, the American Society of Virology, the International Society for Interferon and Cytokine Research, American Association for the Advancement of Science, and American Association of University Professors.

Professor Simon was passionate about his faith and was a leader in the Jewish community. If an event had to be planned or a speaker series needed to be organized or infrastructure needed to be repaired — he made sure it happened. He was an active member of the Sons of Abraham Congregation serving as President from 1963-1965 and 2003-2005. He was a member and served on the board of the Sharei Torrah congregation in Las Vegas, a member of the Indiana Jewish Historical Society, President of the Jewish Federated Charities Organization of Lafayette from 1970-1972 and president of the Bnai Brith men's service and charitable organization.

Professor Simon is survived by his wife, Cyrelle; two sons, Rabbi Rashi Simon and Rabbi Hillel Simon, both of London; two daughters, Shira Pollock of Israel and Ronit Comrov of Milwaukee; 21 grandchildren; and a sister, Harriet Leibowitz of New York.

Memorial Resolution for William J. Stuckey Professor Emeritus of English January 15, 1923--January 10, 2007

Born in St. Louis to the late Julian and Mary Connor Stuckey, Bill Stuckey served in France during World War II. After his military service, he earned a bachelor's degree from Washington University and an MFA from the University of Iowa. He returned to Washington University to earn a Ph.D. in American literature.

He taught first at Hamline University in Minneapolis where he was a founding editor of The Minnesota Review. It was Purdue's good fortune to have Bill Stuckey join its English Department in 1962, serving until his retirement in 1993. During his many years at Purdue, Bill distinguished himself as a teacher of undergraduate and graduate students. He took teaching seriously and will be missed by many students whose lives were made richer because of what he taught them about reading and writing.

Bill Stuckey was also a distinguished scholar whose work in American literature included two books and many essays on twentieth century writers. His scholarly stature led to his serving as editor of Modern Fiction Studies, a premier journal. Bill Stuckey was also a practicing writer who published short stories and poems in a variety of journals. His passion for writing contributed greatly to the aesthetic life of the English Department. Bill was one of the founders of the department's stellar creative writing program. He also served as an adviser to the Sycamore Review, a national journal run by students in creative writing.

Bill Stuckey was our beloved colleague whose wit and kindness made our department a welcoming academic community. He was interested in others and ever willing to read a draft of a paper or discuss a work of literature. He was a humanist who lived by the values of the humanities. Bill and June, his wonderful wife, turned their home into a place of laughter and light for many of us who supped at their table and engaged in fierce and friendly debates about books. We will miss our colleague.

But most of all, June, his children, and grandchildren will miss a loving husband, father, and grandfather. We turn to them in their grief and thank them for sharing Bill with us. His life was a gift to his family, his colleagues, and his students.

Respectfully submitted,

Thomas Adler Marianne Boruch Margaret Rowe

Memorial Resolution for Juanita W. Dudley Professor Emerita November 27, 1918-February 15, 2007

Professor Dudley was born in Anna, Illinois. She graduated from University City High School in St. Louis, Missouri, and received her bachelor's degree from Washington University in St. Louis, where she triple majored in English, biology, and French. She earned a Master's degree in English from the University of Kansas and a Master's of Fine Arts in Creative Writing from the University of Iowa.

Following appointments at Iowa State University, the College of DuPage, and Northwestern University, Professor Dudley joined the Purdue University faculty in 1973 as an Assistant Professor of English, where she taught a variety of writing courses and served as director of technical writing. In 1978, she was promoted to Associate Professor.

Her publications appeared in the ABCA Bulletin, Transactions of the Institute of Electronics and Electrical Engineers, and the Journal of Business Communication.

Professor Dudley retired from Purdue in May 1986 and was named Professor Emerita at that time.

She is survived by a son, Bob Williams, and a daughter, Claudia L. Fonseca, and four grandchildren.

Respectfully submitted,

Irwin Weiser Professor and Head

Memorial Resolution John Ford Stover Department of History May 16, 1912 – March 29, 2007

John Stover, an especially valuable colleague in the Department of History for decades and perhaps the leading railroad historian in the United States, died in Lincoln, Nebraska, this past March 29. His loss is deeply felt by those of his colleagues who remember well his unique blend of keen dry wit and humane kindness, as well as his unflappable nature and conscientiousness, and perhaps his legendary HO model railroad, which consumed much of the basement of his home.

Born in Manhattan, Kansas, Stover began his professional career in history after earning his baccalaureate at the University of Nebraska in 1934 and serving as a Ground School Instructor in the Army Air Corps in World War II advancing from second lieutenant to captain. He received his Ph.D. at the University of Wisconsin in 1951 and taught U.S. history (especially courses in U.S. social history and the Civil War and Reconstruction) at Purdue from 1947 to 1978, achieving the rank of full professor in 1959. His service to the Department of History and the University was substantial. He was the department's schedule deputy from 1953 to 1978 and served on virtually all the department's committees at one time or another, including the search committee that selected Donald J. Berthrong as departmental head in 1970. He also was a member of the Purdue Faculty Senate (1964-1973) and assumed multiple school and University committee and ad hoc assignments, while making significant contributions to the quality of life in the Greater Lafavette community, holding offices in the Tippecanoe County Historical Association (including President of the Board of Directors), the Lafayette Noon Kiwanis (including president), and the Lafayette Geographic Society. Further, he served his profession statewide and nationally as a trustee of the Business History Conference, and as a member of the Indiana Historical Society's library committee, the editorial advisory boards of the magazine Railroad History and the Railway and Locomotive Historical Society, and in various other miscellaneous capacities as when he judged a manuscript prize for the Mississippi Valley Historical Association in 1963.

While on the Purdue faculty he published five major books, Iron Road to the West: American Railroads in the 1850s (1978), History of the Illinois Central Railroad (1975), The Life and Decline of the American Railroad (1970), American Railroads (1961), and The Railroads of the South, 1865-1900 (1955). After his retirement he continued to write, publishing History of the Baltimore and Ohio Railroad (1987), and The Routledge Historical Atlas of the American Railroad (1999) when he was 87 years old. He also published many articles, book chapters, encyclopedia entries, and book reviews. He was listed in various biographical directories including Who's Who in America and received a number of other important recognitions. He was elected in 1972 to an honorary membership in the Indiana Bicentennial Commission and five years later to the Purdue chapter of Phi Beta Kappa. In 1983 he received the Senior Achievement Award of The Railway & Locomotive Historical Society. On his retirement he was named a Sagamore of the Wabash by the Governor of Indiana.

In recent years, Dr. Stover and his wife, Marjorie (a published author herself, who survives him) lived in Lincoln, Nebraska, where he continued to pursue his many interests, including a great passion for golf. In fact, John's love for golf was connected to his productivity as a scholar, for he set word goals for his daily writing, knowing that once he achieved them he was free to

pursue golf and his other interests. In 1999 the Stover Award was established by the Purdue History Department to recognize the most outstanding sophomore history major.

In addition to Marjorie, he is survived by his son John of Tucson, AZ, and his children Sean, Shelly, Rhys, and Margaux; his daughter Charry of Crestone, CO; and his granddaughter Carissa Marino of Chevy Chase, Maryland, and her children Will and Jack.

Respectfully submitted, Robert E. May and Gordon R. Mork

Memorial Resolution Casper Goffman

1913-2006

Casper Goffman, a fixture of the Mathematics Department for nearly 50 years, passed away on September 25, 2006 after several years of declining health.

Cas's research career spanned 54 years, concluding with a monograph with two of his long-standing associates, Togo Nishiura and Daniel Waterman, and published in 1997 in the *Mathematical Surveys* series of the American Mathematical Society. He had well over 100 research publications as well as five research monographs and a calculus text (teaching calculus was one of his great pleasures). Even those outside his research area of mathematics knew him for his paper "And what is your Erdös number?" which appeared in *The American Mathematical Monthly* in 1969. He presented an hour address before the AMS, and the papers presented at the associated special session were published by the Society in 1985 in its *Contemporary Mathematics* series. His books *Real Functions* and *First Course in Functional Analysis* have become classics and helped train at least two generations of analysts in many countries.

Those who were his colleagues during that time fondly remember Cas's contributions to mathematics and especially to the mathematical life of the Department. He loved to sit and chat in the coffee room with colleagues and students, and he was commonly one of the first "establishment" figures with whom younger faculty would interact. The first joint paper of two of the undersigned had as a crucial ingredient work we learned from his course in potential theory and capacity. Indeed, Cas was assigned to review several of Choquet's early influential basic papers in this area.

Cas wrote papers with at least seven colleagues in the Department. He was a popular thesis advisor, with 19 students and 40 "grandstudents."

Cas came from a poor immigrant family in Cleveland and was a fan of Cleveland sports teams all his life. Mathematics was his passion from his earliest school days, so much so that his other grades in high school made it uncertain that he would be able to attend college. Fortunately, he was able to take a citywide exam and achieved a score that admitted him to Case School of Applied Science (now Case Western). From there he entered graduate school at Ohio State, receiving his Ph.D. in 1942 under the supervision of H. Blumberg.

After a few years working as a statistician in quality control for Westinghouse, Cas began his academic career in 1945 at the University of Kentucky, followed by periods at Oklahoma, Oklahoma State, and Wayne State Universities. In 1957 he accepted an invitation, with Lamberto Cesari a leading advocate, to come to Purdue, where he remained until his official retirement (then mandatory at age 65) in 1978, after which he continued part-time for 6 years. His arrival was a major step in raising the research profile and impact of the Department. His broad familiarity with the mathematics literature made him a valuable resource to his colleagues and was an important asset in attracting mathematicians (even some non-analysts) to Purdue. After retiring from Purdue he held visiting positions at San Diego State, Santa Barbara, Virginia, and several universities abroad. When in residence in West Lafayette, he was often seen walking for exercise, coming to the Department to check his mailbox and meet with colleagues.

Cas was very helpful to young mathematicians. In addition to training students, he gave advice to colleagues throughout the world. He was a "tough" referee and had high standards both in language and content. He would spend a lot of time to indicate how authors could improve papers. Those efforts initiated several friendships and helped in the development of many colleagues.

Cas was always anxious to interact with and encourage others in the Department, and his support played an important role in many careers. He was a spirited partisan of the Department, and he took great pride in

calling attention to his colleagues' successes. He was a very humane person who did not push his students, but was always trying patiently to encourage and reinforce their confidence. His gentle manner was accompanied by sensitivity to issues of dignity and academic spirit. One comment he made to one of his students encapsulates his philosophy: when being told of the behavior of one well-established mathematician, he commented, "Is he that good that he could be that bad?"

Following his retirement from Purdue, the Department hosted a three-day symposium in his honor, the first of a series of annual conferences that continued for several years with rotating themes. Over fifty mathematicians participated in this Goffman symposium, including three members of the National Academy of Sciences and others whose work reflected the wide scope of Cas's mathematical interests. One highlight of the meeting was a reception held at the Goffman house, a well-known social center for local and itinerant mathematicians, with discussions framed by their impressive collection of prints, an artistic interest originating during a sabbatical year in London in the 1960s. Cas gained considerable knowledge of art and at one point gave an hour lecture at the Lafayette Art Museum. Cas also had a strong and deep love of classical music and was a champion of Berlioz.

Cas's most frequent collaborator, Dan Waterman, said, "When I look at what I have done since we ceased working together, I can see that much of it bears the mark of his interests and his way of looking at mathematics. I miss him as a collaborator and a sounding board, but I miss him even more as a friend." Dan's remarks echo the sentiments of those of us who were at Purdue during the time when Cas was actively involved. We also understand how his influence continues to be felt even to the present.

The journal *Real Analysis Exchange* will be publishing a review of Cas's scientific work and has dedicated an issue to his memory. We would like to mention some of the main directions of his research. Cas's research had at its core classical real analysis, but in the early years of his career, the subject was being transformed by ideas from Eastern Europe, leading Cas to master mathematical Russian to expand his scientific horizons. The classical notion of bounded variation was the framework for much of his work, especially in collaboration with Waterman, and his notion of density topology (developed in part with Neugebauer) remains relevant after 45 years. He wrote several influential papers revealing the most precise and sharp situations in which surface area can be written as the integral of the Jacobian. The complicated phenomena and rectifiability issues to which he devoted so much energy in more recent times have been seen to be almost generic in modern studies: dynamical systems, free boundary.

Surviving with Eve, his wife of 66 years, are four daughters, Barbara Goffman, Jane Woolley, Amy Goffman (husband: James Horstkotte), Lisa Goffman (husband: William Saxton); and 2 sons, Daniel Goffman (wife: Carolyn) and Ethan Goffman (wife: Marianne Szlyk). Lisa continues the family's connection with the Purdue faculty.

Charalambos Aliprantis David Drasin William Gorman Christoph Neugebauer Allen Weitsman Robert Zink October 5, 2007