UNIVERSITY SENATE

Fourth Meeting, Monday, 22 January 2007, 2:30 p.m. Room 302, Stewart Center

AGENDA

1. Call to order Professor Bernard Y. Tao

2. Approval of Minutes of 20 November 2006

3. Acceptance of Agenda

4. Remarks by the President President President Martin C. Jischke

5. Report of the Chairperson Professor Bernard Y. Tao

6. Resume of Items Under Consideration
by Various Standing Committees

For Information
Professor Ralph Webb

7. Question Time

8. New Business

9. Memorial Resolutions

10. Adjournment

UNIVERSITY SENATE

Fourth Meeting, Monday, 22 January 2007, 2:30 p.m. Room 302, Stewart Center

Present: President Martin C. Jischke, Bernard Y. Tao, (Chairperson of the Senate) presiding, Professors Christopher R. Agnew, Jai P. Agrawal, Thomas Bauman, Alan M. Beck, Rodney J. Bertolet, Antonio Bobet, George M. Bodner, Lawrence W. Braile, Stephen R. Byrn, Joseph W. Camp Jr. (Secretary of Faculties and Parliamentarian), Natalie J. Carroll, Ann M. Clark, Lawrence P. DeBoer, Raymond A. DeCarlo, John P. Denton, Nancy E. Edwards, Richard O. Fanjoy, Scott L. Feld, Greg N. Frederickson, Jr., John G. Graveel, James P. Greenan, Nathan W. Harter, L. Tony Hawkins, Takashi Hibiki, William J. Hutzel, Gerald C. Hyner, Douglass F. Jacobs, Robert J. Joly, William J. Kross, Robert A. Kubat, Christine M. Ladisch, Morris Levy, Andrew U. Luescher, James D. McGlothlin, William D. McInerney, Marriner H. Merrill, Mark T. Morgan, P. Jane Morris (Sergeant at Arms), Cindy H. Nakatsu, Mary B. Nakhleh, Carolyn C. Perrucci, Barry R. Pittendrigh, Gintaras V. Reklaitis, Kenneth E. Rennels, Tom B. Robinson, Alysa C. Rollock, Carolyn Roper, Margaret M. Rowe, F. Robert Sabol, Charles R. Santerre, John A. Sautter, Keith E. Schwingendorf, Thomas M. Sellke, Jie Shen, Timothy L. Skvarenina, Marcia C. Stephenson, A. Charlene Sullivan, Elizabeth J. Taparowsky, Volker K. Thomas, Marion T. Trout, Samuel S. Wagstaff, H. Lee Weith, Charles W. White, David J. Williams, G. Thomas Wilson, and Yuehwern Yih.

Absent: Professors Olayiwola Adeola, Howard Adler, Ann W. Astell, James C. Becker, John E. Blendell, J. Stuart Bolton, Charles A. Bouman, Mark D. Bowman, James E. Braun, Donald D. Buskirk, Yan Chen, Wei K. Cui, Joseph C. Dorsey, Jean E. Dumas, Jonathan R. Foltz, Joan R. Fulton, Alten F. Grandt, Chong Gu, James L. Jenkins, Vicki J. Killion, Wayne W. Kjonaas, Ananthanarayan Krishnan, Michael L. Leasure, Scott Mandernack, Julie R. Mariga, Sally Mason, William G. McCartney, Mark M. Moriarty, Rabindra N. Mukerjea, Ganesan Narsimhan, Morgan R. Olsen, Frank V. Paladino, Patrice D. Rankine, J. Paul Robinson, William T. Robinson, A. Paul Schwab, Louis A. Sherman, Victor J. Shires, Alain S. Togbe, Philip J. VanFossen, Val J. Watts, Ralph Webb Jr., William J. Zinsmeister, and Michael D. Zoltowski.

Guests: Andrew Hancock, Deanna Kania, John Kennedy, Holly Mason, Julie Novak, Amy Raley, Christopher Scott, Dan Shaw, Craig Svensson, and Karen Yehle.

- 1. The meeting was called to order by the chairperson of the senate, Professor Bernard Y. Tao at 2:35 p.m.
- 2. The minutes of the meeting of 20 November 2006 were approved as distributed.
- 3. The agenda was accepted as proposed.
- 4. The President deferred his remarks until the Faculty Convocation that followed the Senate meeting (see Appendix A for the President's remarks to the Faculty Convocation).
- 5. Professor Bernard Y. Tao presented the report of the chairperson (see Appendix B).

- 6. During consideration of the Resume of Items Under Consideration by Various Standing Committees (see Appendix C), Professor Mark Morgan, chair of the Faculty Affairs Committee, rose to provide an update on the items under consideration by his committee. Dr. Morgan briefly described the change in procedure for requesting extensions of the tenure clock. The change will allow an individual to get a one-year automatic approval for an extension, as described in the existing policy, by making the request directly to the Provost rather than having to go through primary committee and department head approvals prior to submission to the Provost's office.
- 7. At question time the secretary reported no questions had been submitted in writing and the chair invited questions from the floor. Professor Sullivan asked about the status of the redlining policy. Currently, the implementation of the redlining policy that was passed by the University Senate awaits the implementation of the OnePurdue system in 2008. In response to another question, it was noted that the new system would allow the use of +/- grades.
- 8. Under new business, Vice Provost Ladisch rose and briefed the Senate on the activities of the ICHE Statewide Transfer and Articulation Committee. Vice Provost Ladisch briefly described the state mandate for articulation of 70 courses among the colleges and universities across the state. This will also entail development of articulation agreements among all of these institutions. The deadline for accomplishing this is 30 June 2007. A great deal of effort has been put into this and much remains to be done. Vice Provost Ladisch thanked all of those who have been involved in putting together the course lists and articulation agreements. There are wrinkles to be worked out and determining the makeup of the library of 70 courses is easier for some departments than for other. The State of Indiana is probably behind the curve on developing this type of agreement among the state's institutions. Vice Provost Ladisch will provide a more detailed presentation at an upcoming Senate meeting.

Professor Tao entertained questions about the Presidential search. He said the pool of candidates consists of about 85 names that is very diverse in gender, race, background (commercial, government, and academic), and academic status (full professors to sitting presidents). There is a great deal of competition at this time for university presidents with as many as 70 institutions searching for presidents. Within the Big 10 alone, there are four searches underway. The search is being done in a careful, deliberate fashion to get the very best candidates in the final pool.

- 9. Two memorial resolutions had been received for Professor Robert L. Ringel and Professor Fred L. Patterson. At the Chair's invitation, the Senators rose and remained standing for a period of silence out of respect for their departed colleagues.
- 10. The meeting adjourned at 3:10 p.m.

ADDRESS BY PRESIDENT MARTIN C. JISCHKE AT THE FACULTY CONVOCATION

Thank you very much Bernie. Good afternoon to all of you. Thank you both for this opportunity and for joining us for the convocation today. I always appreciate the opportunity to address the faculty — first to thank you for all that you do; and to talk about what we are doing and how it's impacting our learning, discovery and engagement work here at Purdue. I am enormously appreciative of everything that the faculty at this University has done and is doing.

In my years now at Purdue, I have come to know that you are deeply committed to your students, you're deeply committed to your scholarship, your research and you're deeply committed to this University. I know you all work very hard. And I have a great deal of respect for all that you are accomplishing. The relationship that I have enjoyed over these, now, nearly seven years as president has been just absolutely wonderful and has made my work in these years at Purdue enormously enjoyable and I think very, very productive. When you get to be president of the university, it's rather like being the person at the front of the parade. You get to march in the front of the big Purdue parade. So I beat the cymbals, bang the drum, throw the baton, strut and cheer to focus attention on the University and all the progress that is being made. And the nature of my responsibilities are that I get to be in the spotlight. But I have never forgotten that it's really you who do the really hard work and the marching that makes this big parade all possible. You accomplish an enormous, enormous amount for our students, for the state of Indiana, and for the University. You are the heart of Purdue. I am ever mindful of that and ever grateful. And I promise you all that there will still be a great deal of activity in the next five and a half months.

Do not expect any palpable decrease in the intensity of what I do and the stuff coming out of my office. I am very fond of Robert Frost's poem, "I have promises to keep, and miles to go before I sleep." I was recently introduced as beginning my last semester at Purdue. I sort of felt like an undergraduate senior getting ready for commencement and feeling a twinge of senioritis. But like all college seniors, I know there is still a lot of work before "Pomp and Circumstance", and commencement. So I know I haven't yet passed all of my courses and taken all of my exams and not all of the final grades are in before moving on to a new set of challenges but I'm very excited, very focused on the months ahead.

Since this is the final time I will address the faculty in this convocation, I want to focus on three topics. First, to talk a little bit about all that we have accomplished together. Second, some comments about immediate opportunities with this session of the General Assembly. And then finally, some final comments regarding the longer-term opportunities and challenges facing Purdue as this University prepares for new leadership and I presume, at some point, a new strategic plan. The current strategic plan now is in the last 5 1/2 months before it is completed. Time moves rapidly and certainly waits for no one. We have moved quickly. Though we still have work left to do, the accomplishments are quite remarkable. As you all know, at the outset we committed to raising \$1.3 billion in private funds. This is the largest capital campaign in the history of Indiana higher education. Within the last month or so I was with one of our alums that was at the announcement of this \$1.3 billion campaign, and he confided to me that when I made that announcement he turned to the person on his left and said this new guy is nuts. Well not so nuts, we did it. And in fact as you know with just over 5 months remaining in our campaign,

as Bernie announced, we have now passed the \$1.5 billion mark. Actually I think the latest number I saw was \$1.512 billion. And we're still climbing. And we're still working hard in our fundraising. We said we would build more than three-quarters of a billion dollars in new and upgraded facilities, we have done that. Since our plans began, we have \$786 million worth of new facilities either completed, under construction, or in the planning stages. We said we would add new faculty. We did it. We have added at the beginning of this semester 251 filled new positions. I actually saw some information over the weekend that said, I think it is 253 1/2 positions filled, and we will reach the goal of 300 by next fall. We said we would step up efforts to recruit and keep top faculty for our students and state. We did that.

When this Campaign for Purdue and Strategic Plans conclude, we will have doubled the number of endowed professorships here at Purdue. When Patty and I arrived at Purdue, of all the things we first saw that worried me was in the spring when more than 100 of our top faculty were being recruited by other universities and the private sector. We paused earlier today to remember an absolutely splendid human being, Bob Ringel, who I loved dearly and was just absolutely wonderful to me personally in this transition. I can remember Bob coming in to the office early in that spring saying so and so is being recruited by another institution. Can we counter the offer before we know our budget? He kept coming back, we finally stopped counting when it got to about a 100. As you can well imagine it's often your absolutely best people that others are going after. Well the good news today, it's Purdue that's doing the recruiting of people from other colleges and universities.

We said we would increase our research program. We have done that as well. We have doubled the size of our sponsored funding. We said we would increase student financial aid and scholarships. We have done that as well. We have increased the amount of financial aid and scholarships for students by 66% in six years - - quite an amazing growth rate.

We said we would increase diversity. We have done that. For example, the number of African Americans in our freshman class has increased 30% in the last five years. Since 2001, 58 percent of the new faculty that have been hired, both strategic plan hires and replacements, have either been women, minorities or both. And of the strategic plan hires, it's 65 percent.

We said we would increase engagement with our state. We did it. Purdue is clearly now perceived as the leader here in Indiana, and I would say nationally, and in this effort at engagement, particularly when it focuses on economic development and K-12 education. We said we would launch interdisciplinary, cutting-edge research that would impact not only our state, our nation, and indeed the world. We did it.

Discovery Park has grown from just an idea six years ago — today it is a \$350 million interdisciplinary learning and research complex that I think has changed the culture of our university and opened amazing, amazing opportunities for us and for our state. Year after year, we receive record numbers of applications for admissions. We set a record last year, and so far this year we are running ahead of that. We are enrolling the academically best prepared classes in Purdue's history. Study abroad and internships are up. We have instilled, I believe, a more entrepreneurial spirit throughout the campus. We have expanded service learning opportunities for our students. Our graduation rates at Purdue are the highest they have ever been in the 137 year history of the University. I conclude, perhaps self-servingly, a Purdue education has never been better. The value of a Purdue degree has never been worth more.

We told people six years ago that we intended to transform Purdue into a more world-renowned, indeed preeminent, university. And I think we did it, and then some. I thank all of you for what

you have done to make this possible. The success of all of this, in my view, really ultimately resides with the people of Purdue — you, your faculty colleagues, the staff, the alumni, the people who make up this extended Purdue family. It's been absolutely amazing and all of this, frankly more amazingly, has been accomplished at a time when the state's investment in our general fund has remained essentially flat. It actually decreased and we've barely gotten back to where we were six years ago. Everybody clearly understands the reasons for this. State revenue has been down. Three governors and the General Assembly have had a tough time balancing the budgets. But the reality we have faced is flat funding through seven years.

In 2000-2001, the year Patty and I arrived here at Purdue, the campus received \$267.4 million from the state. If you remove a payment of funds that were taken away from us in 2002-2003, our budget this year from the state is \$269.3 million. The difference over a seven year period is less than one percent — 0.7 percent. In my world that's essentially flat. And in the intervening period, it's always been below what it was in 2000-2001. And of course, all of this is taking place at a time when the measures of inflation, be it the consumer price index or the higher education price index continue to rise. For example, according to the U.S. Department of Labor, it took \$117 in 2006 to purchase what you could purchase for \$100 in 2000 — an increase of 17 percent. The Higher Education Price Index has increased even more. We have succeeded in all of this progress during a time of extremely difficult state funding. That may be the most miraculous thing in all of this. We really relied on our own devices to develop the resources to allow all of this progress to take place. With the General Assembly now in session and a new biennial budget the first order of business for them, the governor has proposed a 5 percent increase in our general fund operating budget for next year. I think this is wonderful and welcome news, and as you might guess we are working hard to garner support for this recommendation from the General Assembly.

I think you all know the governor has introduced an intriguing new idea to promote higher education in our state. This initiative is in his mind, focused on economic development because as he stated in the State of the State address last week, "states that achieve economic leadership in this century will be those that are home to centers of true excellence in higher education." The linkage between higher education on the one hand and the long-term economic success of the state on the other have been joined quite explicitly by the governor and our other leaders. Governor Daniels has proposed converting the Hoosier Lottery from a state bureaucracy to a franchised, regulated utility. The state would have a continued guarantee of receiving at least the same amount of funding in the state's budget from the lottery to support pensions for police and fireman and other important programs. In addition, the governor has estimated, based on discussions with knowledgeable people, that the lottery would generate about \$1 billion in one-time additional income. And he proposes that the money, this \$1 billion, be focused on two higher education initiatives:

- first, \$600 million for a permanent endowment, for so called Hoosier Hope Scholarships,
- and second, \$400 million to be set aside over ten years for Eminent Scholars.

The Hoosier Hope Scholarships would be merit-based focused on keeping the most talented high school graduates in the state for their college educations. We already have a number of need-based scholarship programs at Purdue and throughout the state. These are very important and they would continue to grow. But this new program would focus on merit. I should quickly add focusing on merit is not without some attention to need based aid. Here at Purdue roughly 1/3 of the financial aid that is awarded based on merit meets demonstrated

need of the students who receive it. Do not assume that all of the meritorious students are wealthy. There are some very, very bright and talented young people at this University who come from extremely modest economic circumstances and have high financial needs.

One of the problems facing our state is the issue of brain drain. In 2004, about 21 percent of residents of Indiana 25 years or older had a bachelor's degree or higher. The national average for the same statistic is 27 percent. That's a pretty sizeable gap. According to the U.S. Census Bureau from 1995 to 2000, a 5-year period, Indiana gained 40,000 people with a high school education or less and lost 20,000 people with a bachelor's degree or more. That is brain drain. Purdue and other universities throughout our state have programs that are successfully turning this trend. But more efforts are needed especially efforts aimed at talented high school graduates. I believe our state must focus on the place where this brain drain begins. It begins when our most talented young people here in Indiana leave the state to study out-of-state universities and never return. One example, about half of the National Merit Scholars of Indiana leave the state to pursue higher education. We know from experience that scholarship funds are a major element in these decisions. We need to encourage more Indiana students to graduate from college. And we need to encourage more of our best high school graduates in Indiana to enroll in the colleges and universities in our state.

I believe that Purdue is one of the best and most exciting universities in the nation. And I believe, given the resources, we could compete successfully for these very, very talented young people. I believe we must do this for the future of our state. The governor's proposal would provide annual scholarships of \$2,500 for students going to the community college and \$5,000 for students going to four year institutions here in Indiana. If these students take employment outside of Indiana within three years after graduation they will be required to repay the funds. If they work in our state for the three years after graduation, there will be no repayment. At Purdue, it is my hope, that these scholarship funds would be matched in some way by the University to increase the total award. I think if we do that we can compete for the most talented young people. The Eminent Scholar's fund, the other part of the governor's proposal, will help the universities of Indiana, its public universities, attract extraordinary faculty scholars of international renown who are likely to attract research funding and spin off businesses. An emphasis would be placed on scholars who are recognized leaders in areas of strategic importance to the economic development of Indiana. The fund would also focus on faculty with a strong track record and potential for commercializing their research. Exceptional faculty in the arts, humanities, and social sciences also would qualify. These funds could be used to support endowed chairs and faculty start-up expenses. It should generate annually for those ten years around \$50 million dollars. That would be a wonderful supplement here at Purdue as well as IU and the other public universities as we compete for this top talent.

I think our state has an incredible opportunity to become leaders in economic sectors that depend on a strong higher education system. There is every reason to believe that Indiana can be a significant player in the advanced manufacturing, high-technology, economy that's going to dominate this new century. Governor Daniels' proposal will position Indiana very favorably by making our universities stronger, by supporting our top students as they pursue their degrees in our state, and then encouraging them to continue to live here and work here in Indiana. This investment in our universities, I think, would have a wonderfully positive long-term impact not only on the universities but more importantly on the quality of life in our state and its economy. We are very eager to build on what we have done here at Purdue in the past and play, frankly, an even greater role in the future growth of Indiana. I couldn't be more pleased with this endorsement by the governor in this proposal and I applaud him for that. This combined recommendation on our operating budget and this new initiative, this billion dollar initiative with

the lottery, I think is unmistakable evidence of the governor's faith and support of higher education and I for one am very, very grateful. This will have an impact beyond Indiana in changing the image of our state, not only the image of our state, but the image that others have of our state.

There are two beautiful songs that represent the state of Indiana. You know both of them. One of them is "Back Home Again in Indiana." We play it at the beginning of every home football game. Our musical groups sing it often. Most Hoosiers know the words. "Back Home Again in Indiana" is a song that was composed by Ballard MacDonald and James Hanley in 1917. Hanley was born in Rensselaer in 1892. "Back Home Again in Indiana" is not the official state song. The Indiana General Assembly adopted "On the Banks of the Wabash" as the official state song in 1913. That song was written by Terre Haute native Paul Dresser. I'm not telling you all of this as a history lesson. There are least a few of you in the room that are much better at discussing history than I am. I mention it for two reasons. First – both of these songs that represent Indiana to the rest of the world and to native Hoosiers were written by people who left Indiana to pursue their careers elsewhere. And secondly, both of our most popular state songs tell the story of a person who is far away, but longs to be back home in Indiana. One concludes "When I dream about the moonlight on the Wabash — I long for my Indiana home." The other remembers scenes of youth and childhood — "on the banks of the Wabash far away." I am not a native of Indiana, I grew up in Chicago. My wife is fond of saying that if my mother moved 14 miles south I would have been a native Hoosier. But Patty and I have come to love this place, in this adopted state of ours. But very early in our time here, I recognized the feeling among many Hoosiers that corresponds to these famous songs of our state. It is a feeling that if a person here in Indiana is truly talented, he or she will leave Indiana to pursue a career in New York, Washington, D.C., Los Angeles — or some other place — some other more exciting urban center. And there, as they succeed and prosper, they will dream of a simpler time back in Indiana far away. While these are wonderful songs, they're dear songs, these images of newmown hay, sycamore trees, and moonlight on the Wabash truly are beautiful. But the image of Indiana as a place that is far away from our most talented native people is an image I would like to argue we try to eliminate. We need a little less moonlight on the Wabash in Indiana and a little more sunlight on our high-tech, advanced manufacturing economy.

I believe, in fact, that the 21st century Indiana is a state where talented young people can pursue very exciting careers and prosper. Twenty-first century Indiana can be a leader in this new global economy, this technology driven economy, that's undoubtedly going to dominate our world for another century. Twenty-first century Indiana can be a place that not only keeps its best and brightest young people here but attracts the best and brightest from other states as well. This will be accomplished when we as a state start believing in ourselves and partnering together to invest in a better tomorrow. This will be accomplished when legislation such as the lottery franchise proposed by the governor is enacted. This is very much about our future and is very much about our sense of our place in that future. As we look to the future, Purdue has already begun discussing our next Strategic Plans. I have been traveling around the state asking community leaders what they want from Purdue in the next five or six years. Last Thursday I was in Greenfield doing exactly that. I would tell you we received huge support and gratitude for what we have accomplished. People are thanking us profusely for what we have already done. And as you might guess they are asking us for more. I hesitate to say that once again they are asking us to move up to the next, next level. But in fact that's the spirit of it all. This summer, a new president will be here at Purdue and you will be involved once again in helping to formulate strategies, plans for making this an even better University. I thought I would end these remarks by talking about three issues that I hope the University continues to pursue and keep at the forefront of your attention — our attention — going forward. First, continued efforts to increase the size and scale of the research enterprise. Second, the continued importance of private fund raising. And third, a continued focus on improving the learning environment for students at Purdue.

The growth of our research activities over the last six years has been absolutely tremendous. And I commend the faculty quite sincerely and earnestly for this amazing accomplishment. Our system-wide total sponsored program funding for the first six months of this academic year exceeds the total for Fiscal Year 2000. In six months we've received as much funding as it took us all year in 1999-2000. We are on course to hit our goal of \$300 million this year for the first time in the history of the University. Growing this research enterprise has been one of the seven goals of our Strategic Plan. It was from the beginning part of a larger vision of the University. Growing the research enterprise is not some separate activity, something to be accomplished separately. It is part of everything we aspired to do. Of all the things in the comparison with our benchmark institutions, the most glaring disparity was in fact in the size of the sponsored research program. That's where the biggest gap was. What we have accomplished comes fundamentally from three basic approaches:

- First, we have grown the size of the faculty. We've added 251 and we'll get to 300. And the new faculty we are hiring come with the full expectation that they will be engaged in the research and scholarship of this University.
- Second, we have built our interdisciplinary capacity through Discovery Park, focused on larger problems, larger scale research problems, focused on very specific areas we think play into Purdue's strengths, and with investment we can be as good as anybody as well as appear to have lots of opportunity for leverage, that is to say if the University makes an investment, that investment will have great returns in terms of additional funding for research. In addition, we can describe easily, naturally, honestly, that these efforts are very much in line with the long-term economic opportunities here in Indiana.
- In addition to growing the faculty, in addition to growing this interdisciplinary research capacity, we have also tried to enhance the infrastructure that supports research. Not just in Discovery Park, but more generally in the Office of the Vice President for Research. We hope we have made it easier for faculty and others to write proposals. We have hired writers to help them. We have hired people to help manage these larger research projects where the complexities of budgets and appointments and interdisciplinary activities cross lots of units. We have added all of that to create what I hope and what we intend is a better infrastructure of support for this research.

We have also worked very hard to change the culture for research here at Purdue. I hope and we have intended that we have become more entrepreneurial, in some real sense more aggressive, more nimble. I certainly hope we have made collaborative efforts a lot easier, a lot more interesting, and we have tried to reward those who do that by recognizing them. Looking forward. I hope all of this continues and grows.

Research is very, very important to the learning environment of this University. It is part of what is distinctive about gaining an education at Purdue. It's an environment where people aren't just reading the textbooks, they are writing them. These are the people who are thinking of new ideas and finding the new disciplines going forward. It's at the heart of a great graduate program. The distinctive aspect of graduate education is its linkage to research. It's very important to our University. It is part of our mission as a research University. And it's becoming increasingly important to our undergraduates and increasingly important to our state. Part of

what I am so pleased about the last seven years, is I think we have convinced people that this research agenda, at Purdue at least, is very important to Indiana in the long-term. We no longer have discussions about whether this distracts us from our teaching mission. I think people now recognize that for Indiana to prosper in the long run it must have great research universities. The governor's statements on this is really compelling in that regard.

I believe Purdue can, and when we do the benchmarks should, focus on doubling this sponsored research program yet again. To get to the benchmark institutions — that is the scale that we ought to be shooting for. That may sound like a very challenging goal. It is. You're right. It is. But so were the goals we set six years ago. But we've accomplished them, and my view is Purdue can reach this next goal as well. I hope and I intend that the infrastructure is in place for that kind of success.

Fund raising has also become an essential aspect of university life today. A great deal is expected of higher education in this time and states alone simply will not be able to fund these higher expectations for our universities. State support as a share of our general fund has been in decline for many years perhaps as long as three decades, surely two decades. Ten years ago, one decade ago, the state share of the general fund was 60 percent and the student share through tuition was about 40 percent. Today those numbers are reversed. The state share is 40 and the student share is nearly 60 and we are not alone. This is true at many of the major research universities around the country and I don't see anything on the horizon to change this trend fundamentally. Our campaign for Purdue has been very successful. As I said earlier we've exceeded the first goal of \$1.3 billion. And we've exceeded the second goal of a billion and a half. The Campaign for Purdue will end June 30, 2007. But the fundraising will not end June 30, 2007.

Over the next several years it will continue focused on a number of important projects. I suspect at some point a new campaign tied to new Strategic Plans will be launched. Your support of these efforts is absolutely crucial. Just to give you some sense of the proportions, in the years prior to the Campaign for Purdue the campus averaged \$77.7 million a year in annual giving. Over the six years of the Campaign we have averaged \$228 million. We tripled the size of the private giving. And we cannot go back to the old standard. Purdue must continue raising private funds at this high level or higher. I believe that for us to be successful as a University everyone who works at Purdue, everyone who studies here, faculty, students, staff, administration, everyone must see fund raising as an important aspect of their work. That does not mean everybody will be out begging in the way that I do or the next president will do. But we all can contribute to the environment for fund raising. The custodians that keep the place looking good, the faculty who do a great job teaching students or develop wonderful new discoveries, all of us can play a role in creating this environment that makes it possible for those who do it more directly to make this fund raising successful. This is not a separate activity from the University and it is not someone else's responsibility. Fund raising is a team sport, it is therefore all of our jobs.

And faculty, staff and retirees have played an amazing role in our current campaign. There are a lot of interesting statistics in the campaign, one of them is that we have raised fifty-five million dollars from the faculty, staff and retirees of Purdue. When I share that kind of statistic with alumni and friends around the country, they are absolutely floored, astonished that the people who are working here day-by-day, in some sense the employees of the University; feel so strongly about Purdue and its importance and their affection for it. People who perhaps know us best and are here everyday and know our flat sides as well as our great accomplishments believe so strongly in what is taking place that they are prepared to invest, beyond their work,

their precious resources. I can't thank you enough for how impressive this is and inspiring, and how helpful it has been in inspiring others.

And last I want to focus on continuing efforts to improve the learning environment for our students. There are many things that make Purdue a great University. I believe among the most precious things that I have observed in my 6 1/2 years here is the amazing mutual respect that the students and the faculty have for each other. Overwhelmingly, our faculty admire our students. I hear surprisingly little of the sort of "if they only worked harder" grumbling that you occasionally hear at other universities. It is not to say they are perfect, but they are really a quite fine student body. And similarly I hear repeatedly stories from students of how great their professors are — their teachers are — how much they admire them and how much they see their professors as really important role models for them. That kind of environment doesn't exist everywhere. And it's part of what explains the success at Purdue. There is this basic commitment to our most important responsibility of helping our students learn. I hope the faculty continues to think about building on this rich, rich tradition. How can we improve this environment for students? Are we teaching these subjects in ways that are interesting to today's students? Some of the technology that we now have available, the research we do, activities like service learning. I think, open many exciting teaching and learning opportunities. It's unmistakably clear across the campus as we look at what they have in their ears, that the students of today are very different than the students of my generation. They communicate They use modern information technology differently. I think universities and teaching methods must change with the times, and the world for which these students are preparing themselves is changing as well.

Are we teaching in a way that is responsive to that changed world in which these students presumably will take what we helped them learn, what we teach them and find their way? And, in particular, are we teaching in a way that makes a particular subject's relationship to other subjects sensible, effective and inspiring? I'm of a view that this world is much more connected. much more linked, much more interdisciplinary, much more rapidly changing and learning about how to make these connections and how to learn these new things is at the heart of a worldclass education. It is about inspiring students to continue to be students. Maybe not under the tutelage of a professor in a classroom, or in a formal setting in a university, but inspiring them to be life-long learners — preparing them for that world of work among other things, preparing them for this ability to work effectively with others. If you think about the issues that bedevil our world, this capacity of people to work together in the broadest sense, is a real challenge for us. It's a challenge globally, it's a challenge within our country, it's a challenge within our communities. I think we have done a great deal to enhance the learning environment here at Purdue. I think it is one of the reasons why the student graduation and retention rates are up. We have added faculty. There is probably nothing more important than that. We have also tried to increase the number of special experiential learning opportunities for our students study abroad, internships, the EPICS Program. Working with the senate, we have created the University Honors Program, which not only has attracted amazingly talented students it's become a kind of yeasty environment for new kinds of courses, new developments, people experimenting with things to teach - - at least so far in its early incarnation. It's been wildly successful. We have added research appointments to Discovery Park for undergraduates and we have this new certificate program in entrepreneurship. All of these are examples of new educational opportunities for our students. And we have launched a Discovery Learning Center in Discovery Park that we hope will help us better understand how young people learn and how we can do a better job of creating an environment for them to learn successfully. The faculty play the leadership role in maintenance, development, improvement, of this learning environment.

I came to Purdue 6 1/2 years ago, believing that learning and teaching are our most important responsibility and I feel that way today, as well. In some real sense, everything we have done here at Purdue has been about creating a richer learning environment for everybody students, faculty and others. To all of you a personal thank you for this partnership. It has been enormously rewarding. Patty and I came here in the final analysis because of the people of Purdue - - both because of what the people of Purdue had accomplished and because the people of Purdue have the wonderful commitment of wanting to do things better. mythology of the University includes Heavilon Hall and One Brick Higher, it's a great story and it really does capture an element of this University that is so very precious and not widely held at universities. The willingness to, in a mature and an objective way, assess what we are doing and where we find shortcomings; the willingness and capacity to adapt and adjust and try something a little different is a great, great thing. It makes being president more interesting and more fun, but at its core it's about improvement. It's an evolutionary principle, if you will, that makes Purdue very special. I know this spirit of partnership and cooperation will continue after June 30th. It's one of the things that makes this one of the better presidency's in the country and I will make that comment to whoever the trustees would like to recruit. I hope you recognize how important this spirit is in creating this kind of environment for progress.

We have had a great time. Patty and I have treasured this time and we are very, very grateful to each and every one of you and all of your colleagues for what has been the most productive and rewarding professional time for both of us. So to all of you a thank you. I would be delighted to take any questions if you have any for me. Thank you very much.

REPORT TO THE UNIVERSITY SENATE - PROFESSOR BERNARD Y. TAO

Good afternoon and happy New Year! I hope classes are all going well and I would like to cover 3 items in my report to the Senate today.

1. Items from the BOT meeting, Dec. 16, 2006

President Jischke presented update of recent highlights in the Campaign for Purdue, noting a \$50 million Lilly Foundation grant between Butler University and Purdue for education and research pharmacy and a \$1.5 million grant from the Ewing Marion Kauffman Foundation for entrepreneurship education. He also briefly discussed the potential impacts of the proposed privatization of the IN lottery system and how it might be used to beneficially impact Purdue student scholarships. In late December, subsequent to the BOT meeting, the president also noted that the \$1.5 billion goal of the campaign has been reached.

2 faculty were recognized for achievements/honors

- Willie M. Reed was ratified as Dean of the School of Veterinary Medicine
- Karl A. Smith was approve as the Cooperative Learning Professor of Engineering Education and Fellow in the Discovery Learning Center

As you have the occasion, please welcome these new members to the Purdue faculty.

Several name changes were approved for IUPUI campus technology programs.

Financial approvals for the PMU market renovation and several campus housing rates increased at the WL, Calumet, and IPFW campuses were passed.

2. Administrative policy updates and information

- A recent best practices memo has been drafted and will be issued shortly regarding course planning in the case of a possible campus-wide health emergency. A document has been created for faculty instructional use which provides suggested strategies for course management and text for inclusion in course syllabi for students to explain potential impacts on courses. Please refer to http://www.itap.purdue.edu/tlt/faculty.
- A task force to address institutional strategies for distance learning on the WL campus is being formed by the office of the provost to explore opportunities and challenges developing such courses.
- Legislation to allow transfer of approximately 93 courses between IN institutions of higher education was passed in 2005 and is currently being implemented under the auspices of the State Transfer and Articulation Committee (STAC) of the IN Commission on Higher Education. There has been significant discussion regarding this process, which is to be completed by spring of this year. The office of the provost has been asked to develop a policy recognizing the responsibility of the faculty/department/college in this process and to provide direction in conducting the review process. Vice Provost Ladisch will briefly highlight this issue later under new business and will more thoroughly present these issues in our February senate meeting.
- The current administrative policy on requests for extension of the tenure clock for reasons of family responsibilities has been modified to simplify the process of making

and approving such requests. Professor Morgan, chair of the faculty affairs committee, will provide a brief update on this policy change later under new business.

3. Update on presidential search process

The search committee is in the process of winnowing the list of nominees to create a slate of qualified candidates. Contacts are being made to encourage highly qualified nominees to become active candidates. The next steps of the process will to develop a short list of desired candidates and gather additional information, with the goal of conduct formal interviews this spring. The faculty members of the committee are engaged in this process and will continue to be highly involved in all phases of the search.

That concludes my report and I would be pleased to answer any questions.

Respectfully submitted,

Bernard Tao Chair, University Senate

Appendix C 22 January 2007

TO: University Senate

FROM: Ralph Webb, Chairperson, Steering Committee

SUBJECT: Resume of Items Under Consideration by the Various Standing Committees

STEERING COMMITTEE

Ralph Webb, Chairperson rwebb@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

Bernard Y. Tao, Chairperson of the Senate tao@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 idm3@purdue.edu

- 1. Evening exams
- 2. Implementation of Redlining Policy
- Student Attendance/Absence Policy
- 4. Faculty Control over University Curriculum

FACULTY AFFAIRS COMMITTEE

Mark T. Morgan, Chairperson mmorgan@purdue.edu

- 1. Reapportionment of the Senate due to North Central Campus autonomy
- 2. Post-tenure review and faculty development including mentoring procedures
- 3. Review of campus limits for non-tenure track clinical faculty
- 4. Term limits for Documents & Records Committee
- 5. Privacy of personal health information

STUDENT AFFAIRS COMMITTEE

Mark D. Bowman, Chairperson bowmanmd@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 budget process: Graduate staff fee structure & the Strategic plan
- 2. Review of campus way-finding and signage plans and campus energy sufficiency
- 3. Review of Faculty Committees

Vice Chair of the Senate, George M. Bodner, gmbodner@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
*06-1	Nominees for University Senate Standing Committees	University Senate Nominating Committee	Approved 9/11/06
*06-2	Changes to the Senate Bylaws	Professor Mark T. Morgan	Approved 11/20/06
*06-3	Reapportionment of the Senate	Professor Ralph Webb	Approved 11/20/06

^{*}Approved

Memorial Resolution

for

Fred L. Patterson Professor Emeritus of Agronomy April 6, 1916 - September 22, 2006

Fred L. Patterson, 90, Emeritus Professor of Agronomy at Purdue University, died September 22, 2006, at his residence in Lafayette, Indiana.

Born April 6, 1916, in Reynolds, Nebraska, he was the son of the late Samuel and Nellie Patterson. He received his Bachelor of Science degree with high distinction in agronomy from the University of Nebraska in 1941, his Master's degree in 1947 in plant breeding/plant pathology from Kansas State University and his Ph.D. in plant breeding in 1950 from the University of Wisconsin.

Dr. Patterson joined the staff at Purdue in 1950, was promoted to full professor in 1956 and was named Lynn Distinguished Professor in 1978. He served as assistant dean of the graduate school from 1962 to 1965, assistant head of the agronomy department from 1966 to 1986 and taught dual-level and graduate courses in plant breeding from 1952 to 1984. In 1999 he was honored by inclusion in the Purdue University Book of Great Teachers.

Dr. Patterson served as major professor for 46 graduate students and guided research in plant genetics, plant breeding, plant pathology and crop cultural practices not only in wheat, oats and barley, but also in rice, sorghum, corn, and alfalfa. His most significant agronomic research contributions have been the co-development of more than 50 improved cultivars of small grains (wheat, oat and barley) grown on more than 200 million acres. Dr. Patterson retired on June 30, 1986, after a 36-year career in small grains improvement at Purdue. All who knew Dr. Patterson regarded him highly for his intellect, wit, quiet and gentle nature, and helpfulness to everyone around him.

Dr. Patterson was elected president of the Crop Science Society of America in 1968 and the American Society of Agronomy in 1976. He received many honors and recognitions, among them honorary doctorates from the University of Nebraska in 1979 and from Purdue in 1995, and a distinguished service award from Kansas State University. He continued research on wheat, as professor emeritus, until 2003. A veteran of the Army, he served during World War II.

He married Dorothy V. Coonrod on March 6, 1943 in Fairbury, Nebraska and she survives. Surviving with his wife are three children, Jacqueline McAndrews (husband, Richard) of Chula Vista, California; Robert Patterson (wife: Selma) of Brookston and Ronald Patterson (wife: Debbie) of Lafayette; and a brother, Howard Patterson (wife; Bernadine) of Elmhurst, Illinois.

Also surviving are six grandchildren, Brad Patterson, Tricia Norris (husband: Bryan), Lesa Hale (husband: Danny), Holly Brown (husband Justin), Richard McAndrews (wife: Kathleen), Michael McAndrew (wife: Amanda); and 13 great-grandchildren, Lydia, Jason, Savanah, Sydney, Joshua, Nicholas, Jacob, Mason, Hannah, Justine, Samantha, Miles, and Morgan Rae. He was preceded in death by three brothers and four sisters.

Memorial contributions may be made to the Purdue Foundation - F. L. Patterson Endowment.

Prepared by: Herbert W. Ohm November 16, 2006

Memorial Resolution

for

Professor Robert L. Ringel Department of Speech, Language, and Hearing Sciences January 27, 1937 to May 12, 2006

Robert L. Ringel died on May 12, 2006 at his home in Lafayette IN after battling a brain tumor for several months. He was 69. He was born in Brooklyn, New York and received a bachelor's degree from Brooklyn College and his master's and doctoral degrees in speech-language pathology from Purdue University. After completing his doctorate, Ringel was appointed a postdoctoral fellow at the Center for Health Sciences, University of California, Los Angeles, and subsequently was appointed a research scientist at that institution from 1963-64. While at University of California, Los Angeles, Ringel researched in the areas of laryngeal physiology and voice aerodynamics. Subsequently, Ringel served on the faculty at the University of Wisconsin (1964-66) prior to joining the faculty at Purdue University in 1966. At Purdue University Ringel served as Head of Audiology and Speech Sciences (1970-73), Dean of the School of Humanities, Social Science, and Education (1973-86), and as Vice President and Dean of the Graduate School (1986-91). He was Executive Vice President of Academic Affairs from 1991 to 2001. During his tenure as the chief academic officer of Purdue University's main (West Lafayette) campus, Ringel was responsible for the development of all aspects of Purdue's academic activities.

Dr. Ringel was a speech scientist with interest in applying laboratory methodologies to the study of speech disorders. His area of research was speech physiology with particular emphasis on the physiological aspects of speech motor control and voice production. Most recently, Ringel's research had been on the effects of aging on the structure and function of the human larynx. Professor Ringel had also written on the issue of the importance of developing the scholar/practitioner model in his field and on the nature of his discipline's science. He also taught courses dealing with Aphasia and Cerebral Palsy and directed over twenty dissertations and theses. Professor Ringel held the CCC-SLP from the American Speech-Language-Hearing Association and was a fellow of this organization; in 1998 he received the "HONORS" of the association.

Bob and his wife Estelle established the Robert L. Ringel Art Gallery at Purdue. In his last year, he published a children's book with his daughter-in-law, Susan Ringel, called *Inside the Rain Barrel: A Grandfather Tells His Granddaughter the True Story of How a Jewish Prayer Book—and a Young Man—Survived the Holocaust.* Ringel was a descendent of Polish Jews who immigrated to the United States around the turn of the century. Most of his family who stayed in Europe died during the Holocaust.

Ringel was a member of the Temple Israel in West Lafayette. He had completed a Pre-Rabbinic Fellows program at the Hebrew Union College Jewish Institute of Religion in 2000; served on the board of directors and as faculty advisor for the Hillel Foundation; served on the Home Hospital board of directors from 1978 to 1987; served on the board of directors for the Lafayette Symphony Orchestra from 1983 to 1985; and served on the board of directors for the Indianapolis Center for Advanced Research from 1988 to 1992. He is survived by his wife Estelle; two sons, a brother and five grandchildren.

Prepared by: Jane Fenters Robert Novak