AGENDA

1. Call to order
   Professor Bernard Y. Tao

2. Approval of Minutes of 16 October 2006

3. Acceptance of Agenda

4. Remarks by the 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. University Senate Document 06-2
   Changes to the Senate Bylaws
   For Action
   Professor Mark T. Morgan

9. University Senate Document 06-3
   Reapportionment of the Senate
   For Discussion
   Professor Ralph Webb

10. Update on the OnePurdue Project
    For Information
    Mr. John Shipley, University Comptroller
    & Dean Pamela Horne, Dean of Admissions

11. New Business

12. Memorial Resolutions

13. Adjournment


Guests: Kristie Bishop, Brent Bowditch, Gary Carter, Gabriele Giuliani, Alex Hanna, Pam Horne, Nathan Jun, Emiko Koito-Shidara, Gary Newsom, Mindy Paulet, Amy Raley, Brad Rodgers, John Shipley, Lori Shipley, and Andrea Thomas.

1. The meeting was called to order by the chairperson of the senate, Professor Bernard Tao at 2:35 p.m.

2. The minutes of the meeting of 16 October 2006 were approved as distributed.

3. The agenda was presented and approved by acclamation.

4. President Martin C. Jischke presented remarks to the Senate (see Appendix A). Following his remarks he responded to questions from the floor.

5. Professor Bernard Tao presented the report of the chairperson (see Appendix B).
6. Professor Webb presented, for information, the Resume of Items Under Consideration by Various Standing Committees (see Appendix C) and invited the committee chairs to elaborate on any issues. Professor Carroll of the Nominating Committee said that the survey requesting participation on faculty committees will be sent out soon and she asked the Senators to encourage their colleagues to answer and return the survey questions. Professor Baird of the Educational Policy Committee updated the Senate on a change in the evening exam schedule for the spring semester. She also mentioned that Professor McGlothlin will be taking over as chair of the Educational Policy Committee in the spring semester. Professor Morgan of the Faculty Affairs Committee mentioned that the ongoing concern about the use of personal health information continues to be of concern to Resources and he summarized a document from Assistant Director Brent Bowditch that addresses the issues. This document is attached as Appendix D.

7. No written questions had been received. No additional questions were forthcoming from the floor.

8. Professor Mark Morgan presented, for action, University Senate Document 06-2, Reapportionment of Senate Seats due to North Central campus Autonomy. His motion was seconded. Due to a miscalculation he sought a friendly amendment from the Senate to make some minor wording changes and to replace “ninety-five” with “ninety-one” in Part 6 of the document. The Senate agreed to this friendly amendment by acclamation. After a brief discussion, the document passed by unanimous voice vote.

9. Professor Webb, chairperson of the Steering Committee, presented for discussion University Senate Document 06-3, Reapportionment of the University Senate for 2007-2008. Professor Webb made a motion to suspend the rules so that the document could be voted on at this meeting. This motion was seconded and carried by unanimous voice vote. Professor Webb made a motion to approve the document. This motion was seconded and also passed without dissent.

10. The chair introduced Mr. John Shipley, Comptroller of Purdue University, and Pamela Horne, Dean of Admissions. They presented updates on the OnePurdue Finance and Student Enrollment modules of the project as well as the progress in these areas. These updates are attached as Appendices E and F.

11. From the History Department, six memorial resolutions were received for Professor Emeritus William Collins; Professor Emeritus Walter O. Forster, Professor Richard M. Haywood; Professor Wm. Laird Kleine-Ahlbrandt, Professor Emeritus Paul E. Million; and Professor Emeritus Gunther E. Rothenberg. At the chair’s invitation the senators rose and remained standing for a period of silence out of respect for their departed colleagues.

12. The meeting adjourned at 4:00 p.m.
Good afternoon and thank you to all of you for your service on the Senate. Your work is very important to the University and I enjoy and appreciate these opportunities to speak with you not only about Purdue but about issues being faced by all of higher education. Among all the election news two weeks ago, I am sure you noticed that Michigan voters approved a statewide ban on affirmative action in public education, public employment, and state contracts. That referendum was opposed by many prominent leaders in Michigan’s political, business, and academic worlds. Both major gubernatorial candidates opposed the referendum, but 58 percent of the voters of Michigan were in favor of the ban. What this all means for Michigan is still being examined. My colleague, the University of Michigan President, Mary Sue Coleman has already vowed to challenge this measure in the courts. She believes there is a serious concern about the legality of the measure.

I think many of us remember that the University of Michigan was at the center of some important recent U.S. Supreme Court decisions concerning affirmative action and admissions. The justices have acknowledged that diversity is a compelling interest of universities. Also, they recognize that higher education plays an important role in creating opportunities for minorities who are underrepresented in many areas of American society. The justices’ opinions acknowledged that the benefits of diversity are in their words "substantial" not only for universities, but because diversity leads to the education of "leaders with legitimacy in the eyes of the citizenry.”

Various Supreme Court rulings have said that although race in support of diversity can be one of many factors considered, it cannot be the deciding factor. The vote in Michigan has no impact on our state of Indiana or Purdue. Purdue is in line with the recent Supreme Court rulings and we will continue with our policies. However, the outcome in Michigan is likely to encourage opponents of affirmative action to propose similar moves in other states. It is possible this could come before the voters of Indiana at some future date. I believe, it is very important for us to inform the voters of our state about our policies and the benefits of diversity. We should not/cannot wait for this to reach a ballot before speaking out in support of diversity. Diversity is important for everyone on this campus. It is not for the benefit of minority students alone. I believe diversity is a tide that raises all ships. It is vital to the learning environment at Purdue. All of our students, faculty and staff, I believe benefit tremendously through interaction with people from a variety of backgrounds, cultures and persuasions.

We are having success in increasing the diversity of our faculty, staff and student bodies. For example, the percentage of ethnic minority undergraduates has grown from 9.7 percent in the fall of 2000 to 13.1 percent this academic year. At Purdue this fall our African American numbers are up as they have been in every year of the Strategic Plan.

We have a record number of African American students on campus this year 1,385. The number in our freshman class this fall is 10.6 percent higher than last year and 30.4 percent higher than five years ago. We are also increasing the number of Hispanic, Asian American and Native
American students, faculty and staff. Diversity hit record numbers in our freshman class this fall. We will continue working very hard in this area.

Diversity is one of many issues facing higher education today. Last year, U.S. Secretary of Education, Margaret Spellings named a commission to look at higher education. It was named the Commission on the Future of Higher Education. Secretary Spellings formed this Commission to launch a national dialogue on the need to strengthen higher education so that our students and our nation will remain competitive in the 21st century. The Commission issued its final report in September. The report charged that while American colleges and universities have much to be proud about, they are not well-prepared for the challenges of an increasingly diverse student population and a competitive global economy.

According to the commission, our system of higher education has become dangerously complacent. Among its claims:

- College access, particularly for low-income and minority students, is limited by inadequate academic preparation, a lack of information and persistent financial barriers;
- the current financial aid system is confusing, complex and inefficient, and is therefore frequently unable to direct aid to the students who need it the most; and
- there is a shortage of clear, comprehensive, and accessible information about the colleges and universities themselves, including comparative data about cost and performance.

As a result of these findings, the Commission charged that "Too many Americans just aren't getting the education that they need." It further charged and I am quoting again, "There are disturbing signs that many students who do earn degrees have not actually mastered the reading, writing, and thinking skills we expect of college graduates." The Commission presented to the Secretary of Education six recommendations designed to improve the accessibility, affordability and accountability of higher education.

- First — Student academic preparation should be improved and financial aid made available so that more students are able to access and afford a good higher education.
- Second — The entire student financial aid system should be simplified, restructured and provided with incentives to better manage costs and measure performance.
- Third — A "robust culture of accountability and transparency" should be cultivated throughout the higher education system, aided by new systems of data measurement and a publicly available information database with comparable college information. There should be a greater focus on student learning and the development of a more outcome-focused accreditation system.
- Fourth — Colleges and universities should embrace continuous innovation and quality improvement.
• Fifth — Federal investments should be targeted to areas critical to America's global competitiveness, such as math, science, and foreign languages.

• And sixth — A strategy for lifelong learning should be developed to increase awareness and understanding of the importance of a college education to every American's future.

Based on the report from the commission, this fall Secretary Spellings announced a plan designed to improve higher education's performance and our ability to measure that performance. She focused on accessibility, affordability and accountability, and she proposed five steps that would make American colleges more accessible, more affordable, and more accountable:

• One — Expand what she termed "the effective principles" of the No Child Left Behind Act to high schools, while continuing "efforts to align high-school standards with college work" and increasing "access to college-prep classes such as Advanced Placement."

• Two — Streamline the process of applying for federal student aid, to "cut the application time in half" and notify students of their eligibility "earlier than the spring of their senior year, to help families plan."

• Three — Create a federal database to track students' academic performance.

• Four — Provide matching funds to colleges, universities, and states that collect and publicly report student "learning outcomes."

• and Five — Convene members of accreditation groups in November (this month) "to move toward measures that place more emphasis on learning."

I believe Secretary Spellings and the commission are to be commended for initiating this national dialogue on the future directions of American higher education. As chairman and now past-chairman of the Association of American Universities, I was involved in studies of all of these findings and recommendations. There is much with which we agree. I would also tell you that there is much with which we disagree. We agree on the need to broaden opportunities for Americans to attend college. We support a number of the commission’s recommendations to improve access, including:

• strengthening Pell Grants and other federal, state, and institutional need-based student aid;

• reducing aid programs’ administrative costs; and

• replacing the current Free Application for Federal Student Aid form with a shorter and simpler application form.

We also agree on the need to address costs, increase transparency, and improve competitiveness. We support the commission’s recommendations to:
• relieve the costly regulatory burdens on colleges and universities,

• create a consumer-friendly information database on higher education institutions, and

• revitalize the Fund for Improvement of Postsecondary Education to support more educational innovation.

We also support its recommendations to increase federal investment in U.S. competitiveness and renew our commitment to attracting the best minds at home and from around the world. In some of these areas, I believe Purdue is already ahead of the Commission on the Future of Higher Education and Secretary Spellings. For example, we have a rolling admission policy so students do not have to wait until spring to receive their acceptance. This highlights one of the report’s most serious limitations — its one-dimensional view of higher education. This has caused it, in some instances, to recommend a one-size-fits-all solution that may be appropriate for only some institutions. We share the concern of students and their families about rising college costs. These costs are driven by several factors, including state appropriation cuts or flat-lining and increased health care, technology, and energy costs. We believe that institutions must continue to seek innovative means for controlling costs. At the same time, the federal government and the states must reinvigorate their commitment to supporting students and the institutions that they attend.

I can support the Spellings Commission goal of providing better, more accessible information to students and families, in a way that protects student privacy. The Association of American Universities is examining how our members can better collect and disseminate to the public key information about our institution, including the actual costs of attendance, graduation rates, time to degree, and post-graduate outcome. At the same time, we must recognize cost factors and privacy issues. They are a very real concern in all of this. Continuous change is essential to how U.S. higher education should focus on how institutions achieve the fundamental goals of an undergraduate education that enable students to reason critically, write and speak clearly, work collaboratively, acquire field-specific knowledge, and develop judgment and independence of thought.

As a result of all of this, leaders of the major higher education associations have initiated a process that:

• first — continues the national discussion and

• second — produces a systematic means for colleges and universities to share information about innovative campus efforts to improve the accessibility, affordability, accountability, and transparency of higher education.

The cost of higher education received a great deal of attention from the Commission. It also receives a great deal of attention from the public and our state legislature. Yet as amazing as it sounds, the net cost of attending Purdue today is about the same as it was 10 years ago. For the academic year 2004-2005, tuition for Indiana residents, plus room and board, books and other
expenses totaled an average of $15,322 here on the West Lafayette campus. At the same time, thanks to scholarship support from generous donors, federal Pell grants and other sources of aid, the average student received $3,500 in grants, exclusive of loans. This does not count loans. And because of federal and state tax benefits for education, Lifetime Learning tax credits, and the tuition and fees tax deduction, we estimate that a typical student’s family received $1,500 in associated tax reductions. So if you take these grants and tax benefits into account it brings the average net cost per student down to $10,322. Ten years ago, the same calculation measured in 2004 dollars was a little more than that $10,408.

So accounting for inflation, accounting for increased financial aid exclusive of loans and accounting for tax benefits, the cost of a year here at West Lafayette for a resident of Indiana has essentially not changed in ten years. What is happening in public higher education today is this, State support as a relative share of our operating budget is in decline. Ten years ago, the state of Indiana provided about 60 percent of Purdue’s operating budget, our general fund. Students provided about 40 percent. Today, those numbers are reversed. Students cover about 60 percent and the state 40 percent. With the economic downturns in recent years coupled with increasing pressure on state legislatures to pay for federal mandates such as Medicare, state funding for higher education has been whittled away. We are a smaller fraction of state expenditures today than we were ten years ago. It is reaching the point where people are beginning to talk about state-assisted universities rather than state-supported. In fact some wags joke that we are state located. In Indiana, the cost for sending a person to prison per year is three times the amount the state spends to support an in-state student here at Purdue.

There is a lot of talk about lower-income students being unable to afford higher education. The statistics for Purdue are quite interesting in this regard. At Purdue, West Lafayette, the percentage of our students from the highest income bracket, exceeds the percentage of people in these same brackets in our state of Indiana. That may not surprise you. That might be expected. What is particularly interesting in my view, is we also have a higher percentage of students from the lowest income brackets that exist in the state of Indiana. In West Lafayette, we are actually behind the state in the middle-income area. If we look at the entire Purdue system as a whole, we find that we actually represent the various income levels reasonably accurately. A series of articles last year in the British publication *The Economist* was titled and I’m quoting, “The Brains Business: A Survey of Higher Education.” These *Economist* articles noted that higher education is undergoing change worldwide, brought about by growths in enrollments all around the world, the shift to a so called knowledge economy, globalization and competition. “Higher education,” *The Economist* says, “is going the way of secondary education: It is becoming a universal aspiration.” The best model for balancing excellence with large enrollment is the American model, according to *The Economist*. It said and now I am quoting, “The success of American higher education is not just a result of money, it is a result of organization.” *The Economist* said American higher education benefits thanks to its independence from government policy and control.

I agree.

All of the challenges notwithstanding, the United States still has the best system of higher education in the world. This is in large measure because we do not have a national system. The differentiation and competition that results from this independence, I believe, is part of our great strength. But if we are to continue this independence, we will have to be accountable to the
public. In the face of scandals in business, government, and even higher education, our public is increasingly skeptical about its institutions and their leaders. Accountability is our means to gain support and trust. In fact, a major aspect of our Strategic Planning process is all about accountability. We tell people honestly in great detail where our funds are going, why we are succeeding, where we are succeeding, and where we have more work to do.

I believe in the importance of higher education to the lives of individuals, our nation and the world. I believe our system of higher education is excellent.

As with all things it could be better. We could add another brick in our time to this great edifice. I believe to do that will require continued widespread cooperation and partnership among the public, the private sector and higher education.

Thank you all very much. I would be delighted to respond to any questions if you have any. I join with Bernie in wishing you all a very happy holiday.
REPORT TO THE UNIVERSITY SENATE - PROFESSOR BERNARD Y. TAO

Good afternoon and happy Thanksgiving season! We at Purdue have much to be thankful for during this holiday season.
I would like to cover 3 items in my report to the Senate today.

1. Items from the BOT meeting, Nov. 10, 2006

President Jischke presented update of strategic plan for 2005-06
Addressed concerns about Spellings Commission Report on Higher Education

Noted Naming of Hospitality & Tourism Bldg for Marriott family (donated $4 million)

3 faculty were recognized for achievements/honors
- Michael Boehlje, Ag. Economics, Distinguished Professor
- Natalia Dudareva, Horticulture and Landscape Architecture, Wickersham Chair of Agricultural Research
- Mary Beth Schmidt, Education, Jean Adamson Stanley Faculty Chair in Literacy

Jon Foltz, president of PSG gave a brief report of student government activities
- Efforts in election participation
- Safe walk program on campus
- Promotion of student radio programs

Regional campus reports were received from 2 regional campuses.
- IPFW has developed a new engagement center
- PNC received a community engagement service award and is conducting research on analysis of coal transportation networks for energy utilization in Indiana

Several financial approvals for physical plant/repairs were passed.

2. CIC Faculty Governance Meeting Report

During the CIC Faculty Governance conference at Penn State, there were several important issues raised for awareness and discussion among the CIC member universities. Proposition 2 in Michigan, which opposed the use of affirmative action programs at educational institutions in the state of Michigan, passed with strong support last Tuesday. This is the 3rd state that has passed such legislation (CA and WA). This will probably cause many public colleges and universities to carefully reevaluate their admissions, scholarship and grant award programs, if they benefit gender or racial or ethnic groups.

The issue of scholarly communication/publication was presented and discussed extensively. This issue deals with the development of effective, extensible, sustainable, and economically viable models of scholarly communication that provide barrier-free access to quality information. This issue directly impacts the abilities of university researchers and scholars to publish their work, having impacts on awarding of federal grants, professional societies, university copyright/intellectual property, journal costs, library budgets, promotion and tenure processes.
Recent data on flexible tenure policies with respect to female faculty was presented by the University of Michigan faculty. Interestingly, the results of extensive data gathering and analysis demonstrated that both female and male faculty attain tenure/promotion at the same rate. This has resulted in the UM declining to change their tenure policies and using this data to recruit female faculty.

Other issues that were discussed include:

- The benefits/limitations of using fixed term faculty at CIC institutions (currently being discussed by the University Senate Faculty Affairs committee)
- The use of ombudsmen to assist in university grievance procedures (Purdue does not have ombudsmen)
- Compensation of CIC Faculty Governance Leadership (Purdue does not provide any compensation)
- CIC institutional responses to the Spelling Commission Report on Higher Education

3. Update on presidential search process

The search committee is still gathering names/nominations for potential candidates. Approximately 100 names have been suggested to date and are being contacted for potential interest. As Senate Chair, I am holding a meeting on Nov. 27 for junior faculty to convey information on the search process and solicit their thoughts/ideas for the search committee.

That concludes my report for the most recent Board of Trustees meeting and CIC Faculty Governance conference.
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

Carol L. Baird, Chairperson  
bairdcl@purdue.edu

1. Evening exams  
2. Implementation of Redlining Policy  
3. Student Attendance/Absence Policy

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
Delta Disease Education is a disease management program operated by a local company called Individualized Care Management since 2003. This program is offered to Purdue faculty and staff as a service to help educate employees and manage the chronic disease or diseases they may have. Delta Disease Education offers programs on chronic diseases like asthma, diabetes, high blood pressure, high cholesterol, migraine headaches, coronary artery disease, etc. Purdue asked Anthem, our pharmacy benefit manager, to provide individual prescription drug data to Delta Disease Education. With this data, the Delta Disease Education program attempted to identify those employees that had chronic diseases based on the prescription drug(s) the employee and/or their dependents are taking. Delta Disease Education would contact the individual to tell them about the program, provide educational materials, and offer the services of a registered nurse to provide assistance. The individual could choose whether to participate or not.

In September, Delta Disease Education made a mistake and sent letters to several hundred Purdue employees saying they had a chronic disease when they did not. They have acknowledged this mistake and have apologized profusely. We have instructed Delta Disease Education to stop providing any new disease management programming. However, if Purdue employees are currently working with Delta Disease Education and want to continue, they may do so. We will not use them without further consultation with the Faculty Compensation and Benefits Committee and/or the Health Plan Advisory Committee. If the Senate wants to be involved more than this, I’d be happy to work with you as you see fit.

As part of the annual enrollment process for benefits, we always include a “Notice of Privacy Practice”. Within this notice we tell employees that “We may use your health information to tell you about disease prevention and health care, or to notify you about benefits available to you. We may also work with other agencies, health care providers, and pharmaceutical companies to provide good health and disease prevention programs.” Federal law specifically allows employers to do this. Research has shown that these types of programs result in lower costs for health plans and the amounts that employees have to pay. Lower costs mean more affordable health care for all employees.

The Delta Disease Education program is NOT part of the Healthy Purdue initiative. Healthy Purdue is administered by a company called StayWell and Delta Disease Education does not have access to this information. Under Healthy Purdue, your identifiable personal health information is available only to StayWell unless you authorize otherwise.

The protection and privacy of individual’s personal health information is extremely important to Purdue. We must abide by all federal and state laws including HIPAA, the federal law that details how personal health information may be used. The federal government recognizes the importance of balancing the need to protect an individual’s privacy with the needs of employers to be able to offer health plans at affordable rates. Before working with any company that offers a program like Delta Disease Education, Purdue has the appropriate contracts in place to make sure that those companies protect our employee’s personal health information.

I recognize the importance and sensitivity of this issue and the need for all faculty and staff to understand how their protected health information is being used. I propose working with the Faculty Compensation and Benefits Committee and/or the Health Plan Advisory Committee to develop a communication that indicates who has access to personal health information, how
that information is being used, and the checks and balances that exist to protect it. I also think we must recognize the balance that is needed between the need to protect personal health information and the need to control health care costs. Both are important and both impact the lives of all of us.

Brent Bowditch
Assistant Director of Human Resource Services – Staff Benefits
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<td>Approved 11/20/06</td>
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<td>*06-3</td>
<td>Reapportionment of the Senate</td>
<td>Professor Ralph Webb</td>
<td>Approved 11/20/06</td>
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*Approved
To: The University Senate
From: Faculty Affairs Committee, Mark Morgan Chair
Subject: Reapportionment of senate seats due to NC campus autonomy
References: University Senate Bylaws, Article II, section 2.00.
Disposition: University Senate for Discussion

The Faculty Affairs Committee (FAC) recommends that the 3 vacant senate seats from the North Central Campus be apportioned among the faculty units. This will adjust the number of seats from 95 to 91 in the bylaws, Article II, section 2.00, b) 5).

In addition, the FAC recommends that the limit on number of designated Advisors to the senate be changed from “between six and eleven” to “between six and fifteen”. This increase in number of advisors will allow flexibility in the designation of representatives from various staff organizations such as APSAC and CSSAC.

Approving: Absent:
D. Buskirk A. Rollock
D. Jacobs N. Harter
V. Killion V. Thomas
S. Mason C. Nakatsu
M. Morgan C. Roper
D. Williams A. Beck
V. Watts S. Bolton
Y. Yih

16
BYLAWS OF THE UNIVERSITY
SENATE*

ARTICLE I
PURPOSE AND POWERS

1.00 Powers of the University Senate
The University Senate was established by adoption of Executive Council Document
63-3 (Final Revision, February 17, 1964) by a mail ballot of the University faculty, and approved in principle by the Board of
Trustees of Purdue University. Sections A and D of the University Code, Part II, show the delegation of powers to the faculties and
the designation of the University Senate as the legislative body of the faculty at the West Lafayette and North Central campuses. These bylaws are designed to implement those documents but not to replace them. The University Senate is the governing body of the faculty and it exercises the legislative and policy-making powers assigned to the faculty, subject only to review and check by the faculty by established procedures (Article VI). Therefore, subject to the authority of the Board of Trustees and in consultation with the president, it has the power and responsibility to propose or to adopt policies, regulations, and procedures intended to achieve the educational objectives of Purdue University and the general welfare of those involved in these educational processes.

ARTICLE II
MEMBERSHIP OF THE SENATE

2.00 Composition
a) The senate shall be composed of one hundred and two (102) members.
b) The representation of the Senate shall be apportioned as follows:
   1) The president of the University.
   2) The chief academic officer and the chief fiscal officer of the University.
   3) The Chairperson and Vice-Chairperson.
4) Three members elected by and representing the faculties of the regional campuses, one each from Calumet, Fort Wayne and Indianapolis.
5) One undergraduate student member to be selected annually by the Student Senate and one graduate student member to be selected annually by that graduate student organization approved by the Graduate Council, with terms of office to begin on June 1.
6) The remaining ninety-two members shall be apportioned among the faculty units according to the number of faculty members attached to the respective faculty unit including those assigned by the president for the purpose of participating in faculty government procedures, with the provision that no faculty unit shall have fewer than two members. In instances where a dean is administratively responsible for more than one school, the faculties of these schools shall be considered as a single faculty unit. For the purpose of participating in faculty government procedures the faculty of the Libraries and the faculty of the North Central campus shall each separately be considered a faculty unit. †

C) There shall be between six and eleven designated Advisors to the senate, who shall be accorded full floor privileges but not the vote. These advisors shall be members of the administrative staff recommended by the senate by virtue of their positions and appointed by the president. One of these shall be the secretary of the faculties, who shall act as secretary of the senate. Advisors may serve as members of senate committees.*

4) Four members elected by and representing the faculties of the regional campuses, one each from Calumet, Fort Wayne, North Central and Indianapolis.
5) One undergraduate student member to be selected annually by the Student Senate and one graduate student member to be selected annually by that graduate student organization approved by the Graduate Council, with terms of office to begin on June 1.
6) The remaining ninety-one members shall be apportioned among the faculty units according to the number of faculty members attached to the respective faculty unit including those assigned by the president for the purpose of participating in faculty government procedures, with the provision that no faculty unit shall have fewer than two members. In instances where a dean is administratively responsible for more than one school, the faculties of these schools shall be considered as a single faculty unit. For the purpose of participating in faculty government procedures the faculty of the Libraries shall be considered a faculty unit. †

C) There shall be between six and fifteen designated Advisors to the senate, who shall be accorded full floor privileges but not the vote. These advisors shall be members of the administrative staff recommended by the senate by virtue of their positions and appointed by the president. One of these shall be the secretary of the faculties, who shall act as secretary of the senate. Advisors may serve as members of senate committees.*
Section D 3.00 of the University Code, and the Bylaws of the University Senate, provide that the University Senate shall be composed of one hundred two members. Eleven of these are specified in the items 1 through 11 below. This leaves ninety-one to be apportioned among the faculty units. The North Central campus attained academic autonomy this year and it will now have one senator as do the other regional campuses. The other three “North Central” slots will now be apportioned among the West Lafayette faculty units, according to the number of faculty members, with the provision that no faculty unit shall have fewer than two senators. There are 1941 voting faculty members at the West Lafayette campus. When this number is divided by ninety-one the result is 21.3. Therefore, to qualify for more than two senators, a faculty unit should have 43 or more voting faculty members. Since no faculty unit can have fewer than two senators, the Libraries unit qualifies for two senators. The remaining units have a total of 1899 voting faculty members with eighty-nine senate seats remaining to be apportioned among them. The number 1899 divided by 89 equals 21.3. The apportionment of senators for each of these remaining units was obtained by dividing the number of voting faculty in the faculty unit by 21.3. The results are as follows: Agriculture, 13.8; Consumer and Family Sciences, 2.9; Education, 3.1; Engineering, 14.4; Liberal Arts, 18.5; Management, 4.1; Pharmacy, Nursing, and Health Sciences, 4.7; Science, 14.3; Technology, 9.2; Veterinary Medicine, 4.2.

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<td>2. Chief Academic Officer</td>
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<td>3. Chief Fiscal Officer</td>
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<td>4. Chairperson of the Senate</td>
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<td>5. Vice-Chairperson of the Senate</td>
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<td>12. Faculty Units</td>
<td>1995</td>
<td>102</td>
<td>1941</td>
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<td>Agriculture</td>
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<td>42</td>
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<td>101</td>
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<td>Science</td>
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<td>Technology</td>
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<tr>
<td>Veterinary Medicine</td>
<td>79</td>
<td>4</td>
<td>89</td>
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| Total            | 1995                                     | 102                            | 1941                                     | 102                            |
Approving
Martin C. Jischke
Jai Agrawal
Rodney Bertole
Carolyn Perrucci
Bernard Tao
Ralph Webb

Absent
George Bodner
Stephen Byrn
Joan Fulton
Robert Joly
Ananthanarayan Krishnan
Julie Mariga
SAP is a fully integrated system. There are several modules within Finance including:

- the general ledger which captures all financial transactions – replaces the current mainframe system called “FMIS”
- grants management - includes the grants budgeting module currently in use called COEUS
- travel is included in release 2
- funds management – is the SAP term for “budget” – replaces the legacy budget system
- plant maintenance – for Physical Facilities work order
- maintenance requests replaces the Maximo software as well as EWOTS (Electronic work order transfer system)
- The treasury module – will be used for our bank statements
and bank account reconciliation
Purchasing – or SRM in SAP – replaces Ariba and the legacy purchasing system
Accounts Payable
Accounts receivable – replaces the legacy Centralized Accounts Receivable system or CARS
Inventory Management – general stores inventory management also included in Maximo
Project Systems is construction accounting
Asset and endowment accounting also included.

The vision for any finance organization must be to first assure financial integrity we must be able to comply with federal and state laws as well as University regulations we must be able to integrate new rules on a timely basis we must facilitate the stewardship of funds and the configuration of the chart of accounts must be flexible to capture changes in our academic organizational structures and support the complexities of our auxiliary enterprises and regional campuses

In order to streamline and improve key processes we expect to be able to implement electronic routing and approval eliminate paper and enable data entry at the source of the transaction
Implementing e-business includes:
- paying vendors electronically via ACH transactions
- enabling travel credit cards
- better management of our procurement cards

The business benefits of this system include:

- Real time information availability to business office staff. This will help them help you when you have specific questions.

- the ability to drill through the summary level data to detailed transactions will be available in real time to the business offices and on a daily basis to end users through reporting via the business information warehouse or BW

- Most financial and budgetary data and information will be delivered to deans, department heads and faculty via the portal to their desk top. The vision for reporting does NOT include the distribution of paper reports.
Although SAP Finance contains many different modules, all subledgers are fully integrated in the background, eliminating much of today’s day batch processing in IT that occurs nightly and the manual reconciliation processes that occur in our business units.

In the near future, much of the data entry can occur directly into the system, eliminating duplicate data entry by business office staff. We have not fully achieved the electronic forms capability and electronic workflow that is included in our vision for Finance, and will continue to add those improvements post implementation.

End to end business processes have become integrated by eliminating individual systems that had to be interfaced to the main accounting system. Examples include the previously mentioned Ariba, CARs and Maximo systems.
The ASAP (accelerated SAP) methodology has been used throughout this project, although we have slowed down the “acceleration” in the past few months.

The different phases of the project are shown along the roadmap, including preparation, blueprint or planning, realization, final prep and implementation or “go-live.”

We had faculty support in Finance on our Advisory Committee through the blueprint or planning phase, shown on the map by the four-pointed star.

Harry Morrison, former Dean of Science, and also former Head in Chemistry, was our liaison.

We also involved other faculty administrators on key issues.

Today, we are at the end of the realization phase and almost ready for the final preparation and implementation phases as depicted by the five pointed star near step 4.
I chair the Finance Advisory Committee, which reports through me to the Implementation Steering Committee chaired by Rab Mukerja.

The Advisory Committee is composed of the administrative unit heads in charge of the functional areas included in the Finance implementation. It also has representation from each of the regional campuses as well as the faculty representation mentioned earlier, plus Internal Audit.

The committee reviewed several issues during the Blueprint phase of this project. The budget policy issues were resolved and actually implemented with the 2006-07 budget. This included changes in the budgeting and charging for recharge positions like business managers, and how to manage the reserve for unfilled positions.

One of the more important policy changes yet to be implemented is the streamlining of our fiscal signature delegations. We have eliminated the lowest level $500 signature and streamlined the workflow by moving a higher signature limit lower into the organization. 95% of our requisitions are for $2,500 dollars or less, accounting for 24% of the dollar volume. This means that roughly 95% of our procurement transactions will go out the door with a single fiscal signature, an improvement from 84% at the previous level of $500.

The discussion about the use of effort reporting data listed under release 2 resulted in the elimination of 14,000 effort reports on this campus per year by limiting faculty effort reporting to persons paid directly from sponsored program accounts.

We will discuss accrual accounting next.
When discussing the new system, most people want to know “What will change?” and “How will this affect me?”

The account structure within the general ledger will change drastically, and this will affect all of us, because almost everyone uses account numbers in their work. More specific information will be provided in the future through communications from the Finance team.

We will also change our basis of accounting from a cash basis to a modified accrual basis of accounting. Today - the expense shows up on your reports when the cash goes out the door. Tomorrow, most expenses will be recorded as the expense is incurred, i.e., when goods are received or at month end based on the percentage of the payroll earned.

This means your reports will change somewhat, but our accounting practices will be closer to a commercial enterprise on a daily basis than we have been in the past. Since we need to produce our annual financial report on a full accrual basis of accounting, this also means there are fewer changes to the books of account at year end to produce the financial report. These changes are standard business practices and are implemented as part of our “plain vanilla” implementation practices.
The other major change that will affect you in the first release is the procurement system

As indicated before, procurement, Supplier Relationship Management or SRM in the new system, is fully integrated into the back end systems such as accounts payable and the general ledger.

The system is similar to Ariba in that it is web based and utilizes electronic catalogs, but it will have a new "look and feel"

Suppliers will be able to log onto the system for such things as submitting bids and eventually will be able to check status of payments - this is new

Workflow routing for required elements such as fiscal signatures and restricted commodity approvers is currently under construction, but this is generally the same as in the current system

Standard data fields are being used to capture data regarding Minority owned business and Women owned business providers for both State and institutional reporting purposes
There are and will continue to be high expectations regarding the implementation of this new system.

We need to remember that EVERYTHING in Finance is changing with this implementation.

The amount and complexity of the change is incredible. It is impossible to replace in 20 months what has taken 20 years to develop with our old systems. There will be many things that will need to be built after implementation of the system.

The data conversions to bring the data from the legacy systems into SAP are lengthy and complex. These conversion programs and the associated data validation techniques were tested during the "mock month" test that I will discuss momentarily. It will take almost two weeks complete all of the data conversion and validation. You can expect to see a detailed calendar with cut-off dates for old processes and start up dates for the new system and new processes.

Although there will be detailed training, the volume and pace of change will require many individuals to continue to learn while they are doing their jobs. You should expect a transition period of several months for some individuals to become comfortable with the terminology and the functionality of the system. Your patience is appreciated.

In a relatively short period of time after implementation I believe you will begin to see the true benefits of the system.
So what is the status of the Finance implementation?

As of today we are in the beginning phase of the full integration test that has been labeled "mock month"

Up to the beginning of mock month we tested the system within its individual module silos. "Mock Month" tests end to end business processes in an integrated fashion using all Finance modules simultaneously. This is a rigorous test to determine system readiness.

I am pleased to report that the first two days of this test have gone very well. We have had several issues to deal with during these 2 days, but none of them have been "show stoppers"

Training affects staff who support academic areas most profoundly: such as business offices, individuals who order/receive goods, grants processors, building deputies.

Training affects faculty, grad students directly: training for ordering/receiving goods will be online courses, viewing grants budget information-through AIMS (Administrative Report Information Management will also be online)

there are 11 online general overview courses, introducing new terminology and high level processes
There are 21 more detailed, hands-on, "how to" courses--most instructor-led, SRM courses will be online.

Registration is required to attend all courses. About 200 OnePurdue training coordinators from all areas and campuses are assisting.

When the first round of enrollment closed on Oct 20th, 3,307 unique individuals had been enrolled (all campuses.)

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**Slide 13**

**Finance Items for Release 2**
- Budget planning
- Travel management

---

**Slide 14**

Information regarding the changes to our account structure are published on the OnePurdue website:

Go to www.purdue.edu/onepurdue/

From here you can submit questions directly, or for more information:

- click on "project teams"
- click on “finance team”
OnePurdue Student System Status
by
Pamela T. Horne
Assistant Vice President for Enrollment Management and Dean of Admissions

The Scope of the OnePurdue includes:

Recruitment and Admissions
Academic Programs, Records, Registration, and Advising
Financial Aid
Student Accounts

As we develop and implement these new systems, a number of principles are guiding the development and implementation of new student systems, including:

Improved student service, including as much 24-7, on-line self-service as possible
Capturing data once and at the source
Eliminating paper, improving security, and creating efficiencies through workflow, electronic and web-based storage of documents and data, and creating efficiencies in and among business processes

Purdue’s original decision to select SAP as the vendor for our enterprise applications included Campus Management, SAP’s student system. As development activities have continued, however, significant functional gaps were discovered between the SAP solution and Purdue’s requirements. These gaps would add millions to the development costs, even if scope in functionality were to be reduced. Efforts to engage SAP to invest in the development were unsuccessful. So this past summer, a decision was made to evaluate an alternate vendor, SunGard Banner, which is installed at both our Fort Wayne and Calumet Campuses.

Since that time SAP has presented a new development investment proposal and SunGard has submitted a proposal per our request. The OnePurdue Enrollment and Student Affairs Advisory Committee has recommended SunGard as the preferred student solution for Purdue for the following reasons: It is a mature technology with more delivered functionality. There is a closer fit between SunGard Banner and the Purdue blueprint than with the delivered SAP product. SunGuard has over 900 higher education clients and has installed over 50 systems in just the past few years. In contrast, SAP has fewer than 10 American higher education clients and has gained no new customers for a student solution since Purdue selected it over a year ago. There is a strong Banner user community to which the vendor has been responsive.

We have had strong client references, including those from our own regional campuses.

The West Lafayette Campus student services leadership has endorsed the advisory committee’s recommendation. This recommendation is now under executive officer review.
In memoriam William Collins

The Purdue University community lost a highly valued member with the death of William Collins of congestive heart failure on August 29, 2005. Known as Bill to his colleagues and friends, and as “Doc” to his students, Purdue’s coaches, and athletic staff, Collins served Purdue and its History Department from 1966 to his retirement in 1991. Of all of these, it was the students and student athletes that Bill loved best.

His path to a teaching and research career in History was not a typical one. Collins was born in 1920 in Glasgow, Scotland, and grew up in Boston, Mass. A U.S. citizen, he started college at the University of Southern California in 1940, played a year of football there, and then attended the U.S. Military Academy from 1942 until graduation and commissioning as a second lieutenant in 1945. There he majored in Engineering and Military Science. World War II ended with him on his way to Japan.

While at West Point, Collins played football as a member of the great Glenn Davis – Doc Blanchard teams, and would later be asked to coach a number of army teams, including a stint under the legendary Red Blake at West Point. He coached service teams in China, Japan, and Germany, as well as at Fort Bragg. His love of football also led him to volunteer as an assistant coach at the University of Rhode Island while on ROTC duty, where he helped coach a team to its only undefeated season. His career in the army was with the infantry, ordnance and military intelligence – which Bill insisted is not an oxymoron! – and led to service in Korea as well.

As his military career was coming to an end, he was stationed in Albuquerque, N.M. He commenced graduate work in Latin American History at the University of New Mexico, receiving his M.A. in 1964 and his Ph.D. in 1966. In September of that year he joined the faculty of Purdue’s History Department as Assistant Professor.

He taught survey courses in U.S. History, Latin American History, and advanced courses in the History of Spain and Portugal, Mexico, and colonial Latin America. Of them all, it was the survey of Latin American History that he enjoyed most. His dedication to students both in and out of the classroom can be seen in the inordinate affection his former students have for him. To this day one routinely hears the question from former students, “How is Professor Collins doing?” His teaching won honors including the MCL-Teaching Award for the School of Humanities, Social Science, and Education, and the Humanities, Social Science, and Education Alumni Foundation Teaching Award.

His research area included Spain, the U.S., and Latin America. He was particularly interested in the Spanish navy and ship building during the colonial period. His work took him to research centers in Spain, Colombia and Mexico City, as well as the USA, where he searched archives and presented scholarly papers.

After retirement Bill and his wife Doris moved to Albuquerque, New Mexico, to a place they knew and loved, and where their sons Bob and Bill are also located. His ashes were spread on the nearby mountains upon which Bill gazed with such fondness during his declining years. In William Collins, the Purdue community has lost a loyal and treasured colleague.

Written by: Gordon Wink
Department of History
(William Collins (deceased 8/29/2005)
Memorial Resolution for Walter Otto Forster

Walter Forster was a builder. When he joined the faculty of Purdue University in 1946 as a member of the Department of History, Economics, and Government, the Liberal Arts were “service courses” for the university’s more practical Land-Grant disciplines. However, during the generation and a half Forster was on the Purdue faculty, humanities developed faster than any other branch of the university. Where once conglomerates and combinations existed, now there grew separate departments and schools. Forster was a strong advocate and major player in such change, and, more than any other, responsible for the creation of the Purdue History Department.

Forster came from a family where learning and academic achievement were valued and encouraged. Born in Altheim, Missouri, on September 14, 1913, the son of the Reverend Frederick Forster and Matilda Merz Forster, he spent much of his early life in India, where his father ran a Lutheran mission. Walter intended to become a minister and, in 1929, enrolled in Concordia College in Milwaukee, majoring in Religion, History, Ancient and Modern Languages. He then attended Concordia Seminary in St. Louis, graduating in 1935 with a Bachelor of Divinity degree. But finding a church posting during the Depression was difficult, and he began graduate studies in history at Washington University, supporting himself with a job as an announcer at a local radio station. His cultivated baritone voice added distinction to his news broadcasts. He received his Ph.D. in 1941 writing a thesis on "The Settlement of the Saxon Lutherans in Missouri, 1839-1848"--a study which was later turned into his first book, Zion on the Mississippi. He married Lydia Treichel on 12 July 1937, and they became the parents of two daughters, Vivian Lenore and Constance Beatrice. During World War II, he worked for the Army Corps of Engineers, becoming the Training Officer for the St. Louis district. The year after the war was over, he came to West Lafayette.

When he applied for a Purdue position, Forster seemed unclear exactly what history courses the university wanted him to teach; but he was willing to accommodate his background to the university's needs. Purdue hired him as an instructor for a course in American National Government and one in recent American History. To these he soon added courses in European History. By 1956 he had advanced to the rank of professor.

In 1961, Forster became head of the department of Government, History, and Philosophy. In 1964, his goal to create an independent history department was achieved. He now focused on development: the addition of new staff, both in traditional and special areas, and the inauguration of a doctoral program. He also worked to establish the study-abroad program, the development of an area of concentration in the field of religion, and the introduction of a course in international relations on WBAA. In 1969, shortly after having his Ph.D. program, he resigned the headship and went back to teaching.
Forster's courses and seminars reflected his academic interests in United States Foreign Affairs, American Historiography, American National Security, and the First World War. He was particularly interested in the role American nationalism played in shaping the country's foreign policy. Although possessing a strong personal religious faith, Forster was highly critical of those who believed that the United States had received a special creation with the right to lecture the rest of the world. He heaped particular scorn on Woodrow Wilson, "the first imperial president," who brought his nation into a war in order to rework international diplomacy in his own image. Forster criticized the American conceit that Realpolitik was something only practiced by others. He viewed international relations in traditional balance of power terms, the product of historical evolution not ideological concoction. He (and George H. Mayer) authored The United States and the Twentieth Century, he edited the Louis Martin Sears Lectures for 1974, as well writing various essays and book reviews. He became a professor emeritus in 1981.

His retirement was plagued by personal sadness and ill health. He continued living at his home in West Lafayette, one that he had himself designed. In 1990, his wife Lydia died; they had been married 53 years. His youngest daughter Connie died the following year.

He died in Home Hospital on December 29, 1997, after a lengthy illness. Walter Forster had lived long enough that most members of the current history department have no idea who he was or what impact he had on their lives and their careers. He was survived by his daughter Mrs. Ronald (Vivian) Baughman of New Palestine; two sisters, Martha Redeker of Green Bay, Wisconsin and Gertrude Gebauer of Crete, Illinois; two granddaughters and two great-grandchildren.

There's a snapshot taken of him several years after his retirement. It shows him dressed in 19th century formal attire—a silk top hat pushed back high on his forehead, a wing collar, bow tie, black frock coat. He is also wearing an expression of amusement, his broad smile curling up his face, his blue eyes projecting their mirth beyond steel-rimmed glasses. Forster often could appear domineering and aloof—daunting to many who did not understand that he bore no grudges. But Forster did not view power in a self-serving way, he was always cognizant that his authority had to serve some useful, hopefully eleemosynary (one of his favorite words) purpose. He worked hard to create collegiality among the members of his department, never allowing disagreements to become personal. The snapshot, although like all pictures a mere opaque indication of the real person, shows someone who is frank and friendly and honest. It shows a man of great character and a friend.

Written by
Laird Kleine-Ahlbrandt
Department of History
Walter O. Forster (deceased 12/29/97)
Richard Mobray Haywood
Deceased – June 17, 2000
Purdue University
Department of History

We mourn the loss of Richard Mobray Haywood, who died June 17, 2000, and we extend sincere sympathies to his family. He came to Purdue in 1969, having studied at New York University, New College at Oxford, Columbia University, and the University of Munich. His work on the railways of Russia took him to the archives of the former Soviet Union, and his two books, The Beginnings of Railway Development in Russia in the Reign of Nicholas I, 1835-1842, and Russia Enters the Railway Age, 1842-1855, were widely recognized for their meticulous expertise. He was a dedicated teacher, who was reluctant to leave his students even when the physical pain of his illnesses became severe. He had hoped to return to teaching in the fall, but regrettably was unable to do so. I will remember Richard as a gentleman of the old school, in the very best sense of that term, hard-working and dedicated, tenacious in the face of adversity, courteous though capable of blunt honesty, with a rich sense of humor and an extraordinary memory for detail. He was proud of his family, his wife Piroska, his sons Richard and Charles, his daughter-in-law, and his grandson, Richard Matthew Haywood. Generations of Purdue students have learned from his teaching, and future generations of historians will continue to benefit from his scholarly work.

Written by Gordon R. Mork
Department of History
Department Head
Wm. Laird Kleine-Ahlbrandt
Deceased – September 3, 2002
Purdue University
Department of History

I regret to inform you of the death of our colleague, Wm. Laird Kleine-Ahlbrandt. He passed away September 3, 2002 at his home in Oak Park, Illinois. He received the Ph.D. from the University of Geneva in 1962 and joined the Purdue faculty in 1963. He was the author, editor, or translator of eight books and published numerous articles and reviews. He was forced to interrupt his teaching in March 2002 because of necessary surgery. He had planned to return to teaching in August, but complications developed and he was unable to do so. Services are planned for Oak Park on Monday, September 9, 2002.

Written by Gordon R. Mork
Department of History
Department Head
August 14, 2000

To: Faculty, Staff, Graduate Students, and Retirees of the Department of History
From: Gordon Mork

I regret to inform you that our colleague, Paul Million, passed away at St. Elizabeth Hospital on Sunday, August 13. Details on arrangements are still being worked out but we expect a visitation on Tuesday and the funeral on Wednesday morning.

Paul Million graduated from Wabash College in 1943, served in the U.S. Navy, received the M.A. from the University of Minnesota in 1948 and the Ph.D. from Georgetown University in 1956. He came to Purdue in 1948, taking leaves of absence to serve in the military and complete his Ph.D. He served as acting department head in 1965 and 1969-70, and as assistant department head from 1970 until he retired in 1986, being honored by Governor Orr as Sagamore of the Wabash.

His expertise in Indiana History, his gentle good humor, his steady administration of much of the department's day to day business for many years, and the excellence of his teaching, have contributed much to making our department what it still is today. All of us who are part of the department, as we pass the millennium, owe him debts of gratitude for aspects of our institutional continuity in ways which we no longer realize.

Gordon R. Mork
Professor and Head, Department of History
Purdue University
West Lafayette IN 47907-1358

gmork@purdue.edu
ph 765-494-4122, fax 765-496-1755
http://www.sla.purdue.edu/academic/history/facstaff/gmork/index.htm
GUNThER ERICH ROTHENBERG
11 July 1923 – 26 April 2004

Gunther Erich Rothenberg, an international expert on Austrian and Napoleonic military history, died in Canberra on Monday 26 April aged eighty. He excelled as a soldier, scholar, teacher, and mentor.

He was born in Berlin on 11 July 1923, the second son of Erich and Lotte Rothenberg, née Cohn. His father was an export merchant and had been an officer during the First World War. From his family Gunther inherited Prussian values of duty and service to the state. With the coming to power of National Socialism when he was almost ten Gunther's life changed from one of affluence to insecurity. Because of the worsening conditions for German Jews after 1933, Gunther and his mother left for the Netherlands in 1937, where they were later joined by his father. Gunther attended boarding school in England in 1937-8, before leaving for Palestine in 1939. He drew the lesson from his experiences in the 1930s, that when attacked, Jews had to defend themselves as Jews. He joined Haschomer Hazair and was active after his arrival in Palestine in several youth groups and in the Haganah.

In 1941 Gunther Rothenberg joined the British Army, rising to the rank of sergeant. Determined to play his part in the defeat of Nazism, he transferred from the Royal Army Service Corps to the Intelligence Corps and fought with the Eighth Army in Egypt, Italy, and Austria. It was during his service in North Africa that he first encountered Australian troops and was impressed by their egalitarianism, particularly the fact that officers and non-commissioned officers joined their men in hard physical labour. Gunther saw action behind German lines in the desert and undertook a number of missions to link up with
partisan groups in the Adriatic. His decorations by war’s end included the Distinguished Conduct Medal and the Medal of Merit.

After serving in the British occupation of Austria, he was employed by US Intelligence as a civilian in Austria from 1946 to 1948, before returning to Palestine. There he joined the Palmach and fought in the War of Independence, rising to the rank of Captain in the Haganah, later the Israeli Defence Force.

In 1948-9 he migrated via Canada to the United States, to join his widowed mother. (His parents had succeeded in emigrating from the Netherlands to the United States in 1941.) Gunther enlisted in the US Army and then the US Air Force, fighting in the Korean War, and serving until 1955.

As a child Gunther had the ambition of becoming a professor of military history. Though he never finished high school, he graduated with a B.A. from the University of Illinois in 1954 while still in the USAF. He completed his M.A. at the University of Chicago in 1956 and his Ph.D. in 1958 from the University of Illinois, and began what was to become an illustrious career. After four years teaching at Southern Illinois University, Carbondale, he was a member of the faculty of the University of New Mexico, Albuquerque, for ten years rising to full professor. In 1973 he moved to Purdue University, where he spent the rest of his American academic career till May 1999. In 1985, Gunther was a Visiting Fulbright Fellow in the Department of History in the Faculty of Military Studies at RMC Duntroon.

In 1999 Gunther retired from Purdue to settle permanently in Australia. From 1995 to 2001 he was a Visiting Fellow at the School of Historical Studies, Monash University. From July 2001 until his death, he was Visiting Professorial Fellow in the School of
History at the University of New South Wales at ADFA, Australian Defence Force Academy.

As a teacher and mentor Gunther excelled. In lectures – whether to undergraduates, graduates, or at the many staff colleges where he taught – Gunther was the consummate showman. He loved to talk, with the result that his classes were animated theatrical performances, entertaining, but suffused with a deep understanding of and love for history. He also loved his students, and for those whom he supervised as graduate students he had a special and enduring regard. They were ‘his boys’: a stern taskmaster, he guided and nurtured them in their studies and subsequent careers, and in return they held him in a mixture of awe and deep affection. This was demonstrated in February this year, when Gunther was Guest of Honour at a meeting of the Consortium on Revolutionary Europe held in High Point, North Carolina. It was a very public way for many of his former graduate students to show the great esteem in which they held him. One of them wrote on hearing of Gunther’s death: ‘He was tough on the outside, and yet we, “his boys”, knew the gentleness and kindness within. Our standard joke was, to paraphrase Kipling, “We’d rather be kicked by him than knighted by the Queen of England”.’ As a mentor, he transcended the role of professor by setting an example of what a historian can be, and providing the guidance for students to get there.

In addition to a full and extensive teaching load, and continuing participation in military education, Gunther quickly became one of the world’s leading authorities on Austrian and Napoleonic military history. He was ‘the father of the modern history of the Austrian military border’ in Croatia, publishing *The Austrian Military Border in Croatia, 1522-1747* (1960) and *The Military Border in Croatia, 1740-1882* (1966). Then he turned to the
study of the Austrian Army itself: The Army of Francis Joseph, 1815-1918, which he himself considered to be his best book, appeared in 1976. His article ‘Moltke the Elder, Schlieffen and the Theory and Practice of Strategic Envelopment’, which appeared in Makers of Modern Strategy in 1986, is among the best analysis of the two commanders, and is read in universities and in the armed forces’ schools and colleges throughout the world.

In the 1970s he also established himself as an international Napoleonic scholar with The Art of Warfare in the Age of Napoleon in 1977. This is one of the authoritative works in the field, and regularly appears on course reading lists around the world. It was followed by Napoleon’s Great Adversaries: the Archduke Charles and the Austrian Army, 1792-1814 (1982) and The Napoleonic Wars (1999). At the time of his death he was putting the finishing touches to a study of the Battle of Wagram, The Emperor’s Last Victory: Napoleon and the Battle of Wagram, which will be published by Weidenfeld and Nicolson in November 2004.

Gunther was an extremely vital personality, with a wry sense of humour, who impressed all who met him. An adventurous and varied life gave him a deep understanding of human nature. Yet at the same time he was a very private person. He was guided by a deep sense of duty, which arose from his Prussian background. He had a strong sense of American patriotism, fuelled in part by his gratitude to the United States for having provided him a home and unlimited opportunity. He was also guided by devotion to Judaism, to the future of Israel and the survival of the Jewish people. Gunther died on Israel’s Day of Independence, a day for which he had fought as a soldier.

(page 4 of 5)
As a husband, father and grandfather, he was guided by love, especially for Ruth and, for the past ten years, for Eleanor. Gunther was married to Eugenia (Jean) Rothenberg from 1952 to 1967. After their divorce, he married Ruth Gillah (Joy May) Smith in 1969, and brought up her children from her first marriage, Judith, Laura and Georgia Herron, as his own. Ruth died tragically in 1992. Gunther married Eleanor Hancock in Melbourne in April 1995.

Gunther is survived by his wife, Eleanor Hancock, his daughters Judith Goris, Laura Allman and Georgia Jones, his sons-in-law Larry Goris, Roger Allman and George Jones, and his grandchildren Rebecca, Katherine, Ericha, Sophia and Charles Goris, Elizabeth and Alexander Allman.

Professor Peter Dennis, Professor of History, School of Humanities & Social Sciences, the University of New South Wales at the Australian Defence Force Academy and Dr. Eleanor Hancock, School of Humanities & Social Sciences, the University of New South Wales at the Australian Defence Force Academy wrote this obituary. It is based in part on the eulogy Professor Dennis delivered at Gunther Rothenberg’s burial service, Gungahlin Cemetery, Canberra, on 29 April 2004.

Written by: Gunther Rothenberg's daughters
Shared by: Gunther's wife
Eleanor Hancock

(page 5 of 5) (Gunther E. Rothenberg deceased 4/26/2004)
Department of History