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Any comments concerning the contents in *The University of Akron Chronicle*
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Minutes of the Faculty Senate Meeting of March 9, 2006

The regular meeting of the Faculty Senate took place Thursday, March 9, 2006, in Room 201 of the Buckingham Center for Continuing Education (BCCE). Senate Chair Rudy Fenwick called the meeting to order at 3:05 p.m.

Of the current roster of sixty-two senators, thirty-seven were present for this meeting. Senators Barrett, Bove, Cheung, S. Clark, Hajjafar, Hamed, Ida, John, Keltyka, Kushner Benson, Linc, Londraville, Rich, Slowiak, Taylor, Toliver, and Vierheller were absent with notice. Senators Aller, Gandee, Garn-Nunn, Gehani, Hastings-Merriman, Maibach, Mann, and Steiner were absent without notice.

I. Approval of the Agenda – Chair Fenwick called the meeting to order and began with the first item of business, approving the Agenda with one slight alteration. “The Minutes from the February meeting are not completed or ready to be approved.” He asked if there was any discussion or other corrections to the Agenda. Hearing none, the body responded in favor of approving the Agenda.

II. Approval of the Minutes –

(The Minutes from the February meeting were not ready to be approved.)

III. Special Announcements – Chair Fenwick began the meeting with a few remarks. “First, Linda is not here today so Rose Marie is taking notes and we have the recording machine so, again, I would urge people when addressing the Senate to please state your name clearly, speak slowly, and I will try to do the same.”

He then announced the passing of two colleagues. “Dr. Ernesto Galvez passed away on December 20, 2005. He was a part-time faculty member in Civil Engineering, Computer Science and Mathematics. He taught up to twenty-four credits per year in these fields.

Secondly, Gerald Parker, Director of Research Services and Sponsored Programs for the University of Akron, passed away February 13. The Chair reported that Dr. Parker was survived by his wife, Margo, parents Hester and George Parker of Cuyahoga Falls, sister Pamela Parker of South Euclid, daughter Melanie Fox of Pittsburgh, son Bryan Czibesz of California and a granddaughter who was born one day after his death, Zora Morgan Fox. *(The Senate body observed a moment of silence in remembrance of these colleagues.)*

Moving to the Agenda, the Chair announced that there were no voting items for this meeting, but there were two topics of discussion: an update on the *Next Steps* of the implementation of the Academic Plan document and what was being done. Additionally there would be an interim report from the Senate *Ad hoc* Committee that had met in Summer 2005; Senator Erickson would present that report.

IV. Reports

a. Executive Committee – Senator Konet began by stating that the Executive Committee had met to set the Agenda for the March 9 Senate meeting. Additionally the Executive Committee voted to have the *Ad hoc* Planning Committee act as its designee to work with the Provost's Office in developing and implementing the *Next Steps* for 'Design for the Future.' The EC was currently in the process of contacting Senators about their willingness to serve on that committee and would announce its membership when that process is complete.

The EC then discussed a request from the College of Arts & Sciences to use 2WAY, the electronic voting system in this spring's college elections. The relative merits of electronic voting as opposed to voting by paper ballots was discussed, as well as the suggestion that the Senate consider going to a uniform election system for all colleges for the spring 2007 election. Bylaws now require college voting by *secret* ballot but do not specify whether electronic or paper ballots should be used.

Finally, the Senate body was reminded that it was college election time. "Each college will receive information shortly regarding the number of Senate seats allotted to it and the number of open seats up for election. It is hoped that the election process is completed in time to inform those elected by the end of the Spring semester." (see **Appendix A**).

Hearing no questions, the Chair announced that the President was not present and so would move on to the report from Provost Stroble.

b. Remarks by the Provost – Provost Stroble indicated that she had selected just a couple of topics to talk about knowing that most of the discussion needed to be about what EC is recommending in terms of how we move forward with the Academic Plan and the *Ad hoc* Decision-Making Task Force report (see **Appendix B**).

She began with an update on searches, and began with the dean search in College of Nursing to succeed Dean Capers. The Search Committee had met and were moving along with inviting finalists to campus. She indicated that the search seemed to be well in-hand; once the information about the visitors and the dates were finalized, they would be made public.

The same was true for Dean of College of Business Administration to succeed Dean Barnett. They were going to take an interim step of airport-style interviews before bringing finalists coming to campus. Again, things were moving along and they had already moved through that process and identified who they would interview for those airport-style.

It had recently been reported in the Email Digest that Dean Kelley would retire. He had asked the Provost three years ago to be retired and then rehired for up to three years; we had now reached the end of that three-year time period. Dean Kelley determined that it truly is time to say that he will end his career at the University of Akron, so Provost Stroble had appointed a search committee. "I've almost hired a search firm and we will start a very aggressive search to see how quickly we can actually identify the successor for the Dean of College of Polymer Science and Polymer Engineering."

“Some of you, no doubt, will be aware that we have posted a full-time position for Associate Provost for Teaching, Learning and Faculty Development and Director for Institute of Teaching and Learning and have advertised that position nationally. We are contacting similar organizations that have Faculty Development arms that are part of the Carnegie Cluster of Leadership network; we’re contacting Carnegie ourselves. We’re also sending out letters to all of the individuals who have spoken at various ITL events over the past three to four years and really doing an aggressive recruitment campaign here because for this search, we have not employed a search firm. We believe that this is such a narrow and focused pool that we can do the recruitment ourselves. I did not find any search firm that looked to me like they had the credentials to really be helpful in this kind of search. These are pretty rare, specialized searches and, while you have search firms that specialize in deans of particular kinds of colleges or particular kinds of vice presidents, I did not find a search firm that had expertise or a track record in finding associate provosts and directors of institutes of teaching and learning, so we’re doing this one ourselves.” Dr. Elizabeth Reilly, in Law, would chair that search.

Provost Stroble explained that within the next two to three weeks, she would make public the specifics of a search process given that Dr. Janice Taylor-Heard had accepted a position at Cleveland State. Additionally she would address the issue of what to do in the future for Vice President for Student Affairs’ position given Dr. Johnson’s decision to step down June 30. “A lot of time and attention that is very necessary and important for the institution to be giving to searches and, as I know more about those last two, I’ll send out an email note so that you know, too.”

Moving on to the design principles, the Provost stated that the Chair had announced EC’s recommendation about how to move forward with the implementation of the design principles. “The *ad hoc* Decision-Making Task Force would be designated to provide that leadership on behalf of the Senate. We’ve spoken about that; I think it’s a great idea. What I’m doing is recruiting people from the ranks of chairs and deans and perhaps a few from vice presidential units that I think are critically important to this effort to work side-by-side with the members that are in this appointed Faculty Senate committee.”

The Provost went on to explain that she and Senate Chair Fenwick had discussed the need to give some joint charge to this group that focused the work in some manageable way to enact those design principles in a tangible way. They likewise needed to address the question of: ‘what do these design principles mean?’

She emphasized that the proposed topic was the same that she debuted in the ‘Johnny Cash’ presentation last time, one which she had also shared with the VPs, the Deans and the Chairs. That topic was one of retention. She felt that it was a topic of academic leadership and was one imperative to understand in a data-based way in order to address those design principles in terms of retention. “So it’s our proposal that, as we convene the people that are agreeing to serve on behalf of your body and Administration, that we will give them a charge to understand more about what is going on or what’s not going on in retention and to use those design principles to come up with some tangible ways that we could address that and work on it, on behalf of the institution.”

In conclusion, the Provost stated that she had received several requests from people to make last month's PowerPoint available, particularly the database slides, and that she would do so through her website. The website was now being redesigned, but she felt that it could be posted while the site was under construction. The site: <http://www.uakron.edu/provost/>

Senator Riley asked the Provost to clarify if, when she spoke about retention, she was referring to student retention, or faculty/staff retention. Provost Stroble answered that this was a good question. Initially she had focused on student retention, but another issue was that of faculty retention. "I know that Dean Capers is going to provide some leadership on that as she moves in to her new role, particularly retention of faculty and staff of color and from under-represented groups. I think that what you are highlighting for me is that there are probably larger issues of retention of faculty and staff and we had not talked about that between us, but we certainly can consider that as another part of the agenda."

c. Academic Policies Committee – Associate Provost Dukes announced that his report was "both short and boring." Academic Policies had been working on a few things such as considering attendance issues involving students who miss class for University-sponsored events. A task force chaired by Bill Lyons and Jim Slowiak would continue to work on this, which was still in the early stages of consideration.

The Associate Provost also reported that they were considering issues surrounding visitors in classes and would soon consider several proposals for new institutes and centers." (**Appendix C**)

Chair Fenwick asked if there were any questions for Associate Provost Dukes. Hearing none, Associate Provost Dukes quipped "I told you it was dull!"

V. Unfinished Business – Since there was no Unfinished Business, the Chair moved to New Business.

VI. New Business – Chair Fenwick asked Senator Erickson to present an introduction to the draft of a report from the *Ad hoc* Decision-Making Committee. Senator Erickson began by saying that she was going to introduce the senate members verbally to the report since they had received it only 24 hours earlier (**Appendix D**), but also expressed her hope that everyone would read it. The committee had charged her to condense it down to not more than four pages, which should make it readable. The final report will also include several web links used to clarify the references in the report.

The Senator stated that she was not speaking here as the chair of the committee, explaining that this was an *ad hoc* committee and that the group had worked together and that the whole committee had worked to prepare this draft report.

"Last summer, the Executive Committee set up this *ad hoc* committee to review the findings of the decision-making/recommending entity task force, I'll just call it "the Task Force." The Task Force was set up in 2002 by the President, the Provost, and the Senate Chair to look at all the committees that had been in existence all around campus, to learn who was doing what, determine if they knew one other, and so on. The committee surveyed them, reviewed the information, and then looked at the whole issue of shared leadership/shared governance and governance, in general, in higher education. "In fact, the Task Force itself provides you with a nice literature review. If you go to their website, you will see the literature review that they suggest we all read."

The *ad hoc* committee represented a lot of different constituencies, faculty and non-faculty university community constituencies, quite a range of people. The committee members were chosen for their experience at the University. An executive summary was provided by the Task Force. Senator Erickson added that it did not include all of their findings, but it included what we considered most important.

“I won’t go through each of the findings; you can look at them and ask about them as you wish. After having looked at them, the committee decided to review the overall governance structure. Why? Because in the report by the task force, they said that there needs to be consideration by the whole campus community of whether the structure and processes of governance are adequate to deal with the real decision-making issues facing us today, that there was a lack of confidence in current formal structures, and that there needs to be a common understanding of where authority lies and how it should be shared, and that misunderstandings of the roles have fueled tensions and distrust. So we started from that starting point and looked at the literature.”

Senator Erickson observed that the summary was an extraordinarily interesting one, looking at the way the University had changed under the pressures of the world around us, with less funding from states, the growth of more part-time faculty, and of more managerial professionals on campus.” It even included a critique of the old model of shared governance from the AAUP 1966 statement, one which discussed the “obviousness of shared governance.” She added that what they found was a lot of people who say “it’s ineffective and slow,” meanwhile a lot of people looked at it and answered those critics by saying that it needed to be changed in some format yet was essential if we were going to maintain the academic mission of the University in terms of providing the public role of the University.

Quoting from the report, Senator Erickson read: “it is the University that the community relies on for the development of knowledge, creativity of inquiry, the quality of life and of citizenship.” You say, ‘but of course.’ Yet, she observed that, according to the literature, that was not the way that higher education was viewed from the outside. “If we are going to maintain that and, of course, it’s out of the public, not just private, education that we get our outside funding, then it’s important that this stays as a major issue. And, as they say, it is faculty and faculty-input that will maintain that.”

The Task Force looked at alternative models for effective shared governance and there were all sorts. “There’s an award by AAUP for shared governance and the two versions that are given to senates are totally different. They say it is *function* that makes for ‘effective and influential senates.’ The senates participate in and have significant influence in decision-making—‘joint responsibility in decision-making’—in areas like long-range planning, physical facilities decisions, budgeting—not just purely the academic issues of the university. They drive issues and help bring about effective policy change and they are concerned about the overall welfare of the university and try to incorporate everyone into working towards that.”

Senator Erickson said that they looked at the University of Minnesota, a school with a culture similar to ours. One of the major pieces of literature that the Task Force referenced was the *Academe* of May 2005, on the topic of shared governance under fire. It talked about the University of Minnesota. They investigated it in considerable detail since it was one like ours. “It incorporates elected faculty, academic professional staff and students. And we realized that despite our name as ‘faculty senate’ we are, indeed,

and have been a university senate because we incorporate faculty—both bargaining and non-bargaining units—part-time faculty, contract professionals, staff, students, and retirees. Though only the faculty have more than two representatives, it is that kind of senate. Since 2003 we have had the functions of only a purely *faculty* senate, but before that it wasn't so. The structure and the system that was set up were not meant to be that way." The Task Force had then suggested for discussion a chart that provided a model of how this might work.

The Senator explained that one thing that the University of Minnesota does differently from us—something they had incorporated into this chart—is they have a joint university senate, comprised of elected constituent bodies from each of the groups: faculty, students, contract professionals, staff. "That's a part of this structure. It would be made up of members from the faculty senate; the faculty senate would consist of full- and part-time faculty, and retired faculty. Then you would have representatives of CPAC, SEAC, associated student government, council of deans and department chairs. All members would be elected from their own organization and each constituent organization would have its own standing committees and project target committees." Committees with tasks in one constituency would be on a standing project or charter committee on the faculty senate. There would also be a general assembly of the elected members of all the bodies that would meet each semester." Senator Erickson stressed that this structure was just a *starting point*.

She pointed out that quite obviously the size of the senate and the number of representatives on it from each constituency were just the first of many questions that needed to be discussed. "We figured that if we were going to start looking at this, let's start from something that we consider to have some merit as a basic structure."

Part of the report listed objectives that the Task Force envisioned for the Senate. There were five such objectives, starting with "maintain and strengthen the primacy of the academic mission." Those objectives included both *means* and *ends*. "A basic end is to support and improve the academic mission of the university. We consider this as furthered by more effective input from all constituent groups into the significant decisions of the university. We consider that this system allows effective communication to provide that input—from the grass roots up. This is very important if you read the way those objectives are set up, it's very important that it's from the ground, up, as well as the top, down and across constituent groups."

The point of this structural change was *functional*. The Task Force wanted to develop an influential and effective formal system through which decision-making and decision-making recommendations could be made effectively on significant university-wide issues with maximum input from those on the *front-lines*, one of the issues that the literature pointed to. The Senator pointed out that there was a whole group of professionals and staff on campus who needed to have real input into those *front-line* issues. To summarize the findings of the Task Force: "This would replace a fragmented, informal, non-communicating system of elected committees and *ad hoc* groups chosen by administrators which has been perceived to only have limited input into decision-making."

The proposed framework would allow the kind of two-way communication between and among groups that the university was currently lacking. The *ad hoc* committee considered this proposal a crucial

attempt “to rebuild trust, to innovate, and to develop a more inclusive discussion of governance as the task force recommends.” The Task Force felt it was an important issue for the whole university community to discuss now. Senator Erickson added that the old shared governance structure under which we operated ended in August 2003 and that we needed to rebuild. In fact, the NCA would make governance a particular issue for its April 2008 visit.

The Senator reminded the body that this was only a draft report. They wanted to introduce it now so that questions could be asked and feedback provided. Some of the committee members were present at the meeting to open the discussion. The Senator encouraged everyone to respond, even later through the list serve.

Senator Gerlach requested an explanation of the question marks on the chart. “I’m not certain that I’m clear on their meaning. For example, ‘Faculty Senate – question mark – members to the University.’” Senator Erickson apologized saying that this was a typographical error. “If you look at the rest of them, it says “Senate.” These all say “Senate.” The question mark represented the number of members from each group who would serve on the University Senate. “We’re not suggesting a particular number, but we’re saying that’s obviously part of the next step. As we see it, if people want to go on with this, a next step is to explore this idea further with another committee. As we say here, ‘you can consider if you wish to take steps to explore this idea further, which would mean it would be another kind of committee,’ obviously other than an *ad hoc*.”

Senator Gehani asked Senator Erickson, “Could you please elaborate as to how did this charge to interface with the rest of the University community, how does it interface with Administration? How does it interface with students? What’s happening around it?”

Senator Erickson suggested that other members of committee might also respond. “Let’s start with students, because that’s obvious. Associated Student Government has its own institutional view representing the students. This is the structure, as it exists now; you would have membership in the university, they would have membership in the University Senate. That is how it would tie in. As we’ve suggested it, you’ll see that the University Senate has members from the Council of Deans and from Department Chairs. That’s our suggestion. Whether they want to do it is a different matter, of course; it’s up to them. We saw this as a way of incorporating—not replacing the management structure—to provide a recommending and decision-making input at each level and at what we thought were appropriate levels. The people involved are allowing you then to have appropriate input. We have said all along—and you’ll notice this—that in our representation, they are all elected.”

The Task Force noted “deans and department chairs have significant roles and, therefore, insight into the decision-making.” Yet the deans claim they have no real input, yet they have it in the hierarchy. However, exactly how all that ties in “has not yet all been worked out, obviously, but the decision-making task force says that with the present governance structure, they gave up trying to see how it would all work.”

Senator Gehani questioned how this would interface with the roles of the Provost, the President and the Board of Trustees. Chair Fenwick responded “The University of Minnesota has this kind of two-tiered system, where you have a faculty senate made up of faculty members, very much like our senate, with

some representation from other constituencies plus a student senate. Beyond that, they have a university senate that's inclusive of all of these groups. So their faculty senate at the University of Minnesota considers faculty issues, curriculum, and so on. It is highly recommended in the article in *Academe* and it has many of the same features that our university culture has. One difficulty in trying to replicate the system at the University Minnesota system exactly is that every member of the faculty senate and most of the student senate are also members of the university senate. Their faculty senate is something like 200 members. I don't think there is a room on campus large enough for us to house 200-300 members by the time you get to the university senate. One concept of this university senate would be that it would propose actual recommendations up to the President and to the Board, much like we do today, so the function of the overall governance system would pretty much be the same."

One of the themes of the Decision-Making Task Force was the lack of horizontal communication, that the different constituencies on this campus had no formal structure of communicating with one another. Again, with the exception of some limited representation by ASG, SEAC, and CPAC on the Faculty Senate, the Task Force wanted to formalize it more. Senator Erickson added that Department Chairs are no longer part of the Faculty Senate; at the current time I believe they have no formal structure, even though everyone sees their role in the university as essential. So one of the goals of the *ad hoc* committee is to get everyone in the same place, around the same table, at the same time, as opposed to what the *ad hoc* committee saw as a fragmented structure that doesn't allow for very much horizontal communication." Much of the vertical communication from the bottom to the top often became individualized, as individual faculty and staff went to vice presidents, the Provost and/or the President with an individual problem. "It may be relevant to the rest of us, but we never hear about it, so we tend to duplicate the same kind of communication. If we had a more open system, a problem could be raised by one person that could be relevant to everyone on the university campus, and we wouldn't be chasing our tails, solving the same problem fifteen times. So we want to propose more open and inclusive communications."

Senator Riley applauded the efforts of the Task Force and thought the idea of a university senate was necessary and exciting but had a question about a point in the document. "On the first page of the document, and perhaps it's my naïveté about what the purpose of the faculty senate is, but the last bullet point on the first page states 'The Provost's Office has initiated actions in response to some of the Task Force more specific suggestions; two priorities for the Senate are (a) to review the curriculum process, and (b) develop better communication among senators and constituents.'" Senator Riley wanted to know if there were other things that they would be doing as a Faculty Senate.

Senator Erickson responded to Senator Riley's question by saying that since there was such a wide-ranging set of findings and recommendations in the report, this was an attempt to prepare an executive summary of the findings. A number of the findings were associated with governance and committee structure. Specific recommendations were made that applied to shared governance and the issue of a university senate.

Senator Erickson asked the Provost if the report could be placed back up on the web page for reference since the document included the actions that had been taken by her office. The Provost agreed but reminded the body that the document was dated in terms of her reactions to the Task Force report.

Senator Erickson agreed saying that there were some issues that were not yet addressed because they were much broader issues. “One of the specific ones on which we agreed, and anyone who had done anything on the curriculum process knows, we’ve got to work on the process in terms of its lack of efficiency and how it can be done better. It isn’t part of the whole issue of the senate but it is something we need to work on. The second item was developing better communication among senators and constituents such as putting together a newsletter.”

Chair Fenwick mentioned that along this same line a workshop was introduced in the fall primarily for new senators. He indicated that the plan was that next fall there would be another orientation meeting, so that people coming into the Senate would be aware of the kind of issues and responsibilities that Senators have. “So the Decision-Making Task Force recommendations speak both to what the Senate should do and offered various suggestions for shortcomings of the Faculty Senate. It was an organization which the Task Force described as ‘needing work,’ which is a very vague kind of description, but it also addressed other entities on campus and how they could also improve in the decision-making process.”

Senator Stachowiak stated that the Decision-Making Task Force report had been shared with SEAC in February and that they had also looked at the chart. One reaction was that not every member of SEAC had been happy with the amount of representation that was initially shown on the original document they reviewed. One of the issues the Senator had with the university senate model was that, “unfortunately, there is a caste system here on campus. Certain groups do have a more elitist type feel to them than others.” He explained that being a SEAC member in this august body, he had at times felt out of place on issues just because he represented a different constituency, which may or may not have different viewpoints or a sense of where they stood in the university structure. “I guess I don’t understand *how* the university senate would be able to pull all the constituencies on campus into a single unit and turn it into a ‘Camelot’ where it’s a round table of equal weight. That’s one of my main concerns.”

Another of the Senator’s concerns regarded what charge would be given to this university senate. “Obviously Faculty Senate’s charge is academic and structural. SEAC’s charge is university staff employees and their nature. To that effect, the Executive Committee gets our half-hour or forty-five minutes once a month with the President to talk without negative impacts coming into our viewpoints.” He wondered about the benefit for SEAC by being part of the university structure if others might disagree with their viewpoint. He wondered about an issue brought to the university senate from a representative of SEAC and if perhaps CPAC’s belief might have any bearing or relevance on it or if they could form a mutual agreement on the issues. “I guess I’m just nervous about *where* this is going and *how* this is going. It seems like it is very vague at this point—maybe by design. You say it ‘has to be decision-making on the front lines,’ yet we didn’t include CWA or include any of the unions on campus. So are we getting the true gist of the decisions that should be discussed in such an organization? Those are some of the issues that I see.”

Senator Erickson pointed out that the Senator’s concerns were valid and that these were questions that needed answers. Yet if they could not be answered effectively and if no one agreed that this was worthwhile doing, it would not work. She explained again that this was merely a starting point, an idea that they thought would incorporate a great many of the constituencies on campus.” The Senator added that the next step in the process must be done by people outside of the *ad hoc* group that started it. “Those are

important questions and we ask the people that do represent those constituencies to come and be part of the discussion about the next phase so that those questions can be talked about, discussed and, hopefully, answered. But maybe they can't be answered and we have to do something else, yet all of the constituencies have to be involved in that discussion."

At this point Senator Erickson asked if the representative from CPAC wished to comment. Chair Fenwick introduced Kent Marsden, Chair of CPAC.

Mr. Marsden commented that the answer to the two or three questions that were raised was to bring critical balance and equal buy-in. He felt that was the root of where we started and how we got to a formal structure. "Senator Gehani, if I may, associate provosts, assistant provosts, vice presidents, assistant and associate deans, all of our constituent groups which we discussed left us with questions, yet unresolved, as to how do they get buy-in into that 'university senate'—as you are calling it—structure." Mr. Marsden stated that it was critical that unionized staff be part of SEAC, and "we've had that conversation with Joy LeCause and SEAC is represented to some extent on the Decision-Making Task Force." He restated that this was merely a working document that was far from ready to be presented in its final form, "because the President and the Provost are the two that will make that final decision. They run the ship and we're well aware that we are making a recommendation."

He continued that CPAC had made its recommendation based on its thoughts about the findings. "We had buy-in to that committee; there's no question that we did buy-in to it and we endorsed that structure. There are minor changes but we endorsed the concept." He emphasized that it was critical that the Senate move on this issue—"and the *Ad hoc* Committee's future role in coming up with all of the answers is that the date of April 8, 2008 has already been cast as the North Central next accreditation visit." He felt it crucial that, because of the presence of unionized faculty on the campus, we should at least have something in place for at least a minimum of one year prior to that visit. "That will speak well of us, we think, at that North Central visit rather than hurrying and doing something just before they get here."

Mr. Marsden went on to comment that this was the bottom line and our task. "Liz [Senator Erickson] and I have talked about this and agreed to disagree that we've got to get moving. CPAC moved, we answered the President; he asked directly. It is a working document and it has its pitfalls, but we agreed in concept that this is the direction we should go. Our Provost is sitting in front of us; she will review this as much as the President will."

Chair Fenwick stated that he had one other point to make regarding Senator Stachowiak's comments. "We discussed the issue of individual groups speaking to the President and Provost on their own. We don't exclude that. There was a discussion over the summer that CPAC, SEAC, ASG, and the Senate Executive Committee could still go to speak on issues specific to these groups. The idea is that there are many issues that are common to all of us that we need to be sitting *together* to discuss. Those are the issues that this senate would be set up to deal with more effectively, at least as we saw it in the summer."

The Chair added that the title of the article in *Academe* that discussed specifically the University of Minnesota governance structure was entitled, "A University Senate Open to All." He thought that was the goal, what we all wanted, i.e. a much more *inclusive* body on behalf of the University. "Again, I don't see

groups as losing functions, but gaining some simply by being in the same room to discuss common issues. As Senator Erickson and Kent Marsden point out, there's still a long way to go, unfortunately. We may not want to go in this direction once we've opened the conversation."

Senator Siebert addressed questions that were raised about whether the smaller constituencies would have their concerns legitimately considered within the university senate, if there was provision or could be some provision for subcommittees, the faculty being a subcommittee of the university senate, if those issues of the faculty could be addressed by the smaller group, the issues that pertain to their domain addressed by those first, then recommendations made to the whole? "In general, the whole would go with the recommendation of the subcommittee unless there were serious concerns."

Senator Erickson responded that this question looks to a level of detail that had not yet been addressed. "But the one thing that the University of Minnesota system has helped us with is the notion that there are some things that the Faculty Senate does now about faculty responsibilities and that those would go through the Faculty Senate. That's their job. The committees of that senate reflect those as it would for CPAC and SEAC; ASG has its own system of committees. The committees of the university senate would be ones that were of joint concern. Now, if you've got a joint concern, would it have to be voted on by faculty senate and university senate? That is a whole separate issue."

Senator Erickson added that the Task Force spent a good deal of coming up with a list of questions and that they would be happy to provide you with them next time. One of those questions was: how might you tie this in effectively? "The University of Minnesota has got some ways in which it seems to be working on that effectively, but we're not saying that's what we want to happen, because we don't know. I think that is one of those questions that need to be answered."

Senator Zingale remarked "It's said in the document here that it's basically an issue for us; we have to trust that the system is going to be set up in some way that will allow for legitimate discussion and communication to take place. With that, though, I guess what I'm hearing is if certain entities are able to bypass the system to speak directly to the Provost for whatever it might be, I'm wondering what types of challenges that would create for providing an amenable university senate. It seems to me that if we form a university senate but yet it's a body that somehow runs in parallel or in the midst of other things—and anytime someone has a beef with another issue that they can't get on the table of the university senate and they simply bypass the university senate and the decision is made anyway—it seems like that may impact the legitimacy of the university senate."

Senator Gehani stated that he felt the other way around. "In the 21st century, I think it's time for us to look toward networks rather than hierarchies. I really feel that it is important that we do not create another pyramid and block the channels of communication or direct access to people in decision-making power. I really feel that this is not the time to build another hierarchy, it is the time to build a network and I would rather have those channels open. I don't think it weakens the institution; I think it strengthens the institution when we have these other channels. And I'm in the department of management."

Senator Qammar asked the Provost whether or not she had prior experiences in dealing with elements that are university senates or how well at that level presidents and provosts interacted with something called a ‘university senate’ versus all the individual people who kept knocking on their door.”

Provost Stroble commented that her experience didn’t help here. “My higher ed experience before I came here was all as a faculty member or as an associate dean. Frankly, before I became Provost I’m not sure I had ever even attended a Faculty Senate meeting. So, I really have very little experience with understanding what faculty senates—before I came to the Provost’s office—what their function even was, except to know that if you wanted curriculum done, that was the body through which that work needed to be done. So I’m afraid that what I have to say is, all of the institutions that I had served at previously never engaged me as a faculty member with the formal senate body and it wasn’t really seen as much of a force other than a curriculum processor. So I think that reflects a bit of what the literature review found and it’s my sense that the Decision-Making Task Force is attempting to say, ‘how could we have a more robust organization that would actually help to move along the work of the institution in ways that traditionally’—and at least in my own experience—‘that maybe faculty senates don’t or aren’t able to for whatever reason.’

The Provost emphasized that it had always been her goal to be as inclusive and as communicative as possible with anybody that wanted to talk to her about any topic and to get as much engagement as she possibly could in the decisions that needed to be made. “Often that has meant that, because we didn’t have structures in place, that you could naturally tap, in addition to faculty senate, tap those constituencies that aren’t represented by faculty senate, that we did create task forces, *ad hoc* groups, informal networks. Those have pluses and minuses as this group recognizes.” She did not have a solution, but stated that she was certainly open to participation in answering the questions that have been raised here today and other questions that will come up. “I’m very open-minded about this.”

Senator Schantz stated that he wanted to address Senator Gehani’s concern about networking. “I think the diagram may be a little misleading. It does look very hierarchical, but I know from participating in some of the discussions that the dotted lines in between the various groups, that was kind of the representation of how there’s cross-communication. There was also a lot of discussion about how certain other lines, perhaps where we would want a lot of communication—say between SEAC and CPAC. We talked a lot about how it looks. I’m just saying that the diagram is a little misleading in the way it is presented to us on paper.”

Senator Siebert asked if there are any universities that have a single-tiered structure, a university senate with subcommittees that deal with various issues? “And if those subcommittees would have, primarily for instance, faculty on them but would also have some representatives from other constituencies so that they could give feedback on some things that they may notice?”

Senator Erickson replied that there have been other structures. “We had university council. It is not university council that we plan to set up again. That was one where it had a majority of administrators. In fact, all deans and vice presidents were members. Then it became one that had elected faculty in addition, but there was a majority. It didn’t have SEAC or CPAC members; it didn’t have student members. Then we changed that system to one where it was some administration and faculty. Then there are faculty

senates that are purely faculty senates, which, in essence, is what this one started out to be. Then people asked to become members and one of the reasons they asked to become members was that we had the Planning and Budgeting Committee. That was something that everyone did have some real concern about. So *that* was where we sort of built into what it is now.”

The University of Minnesota received their input from one of the major people who studied this sort of governance issue and he encouraged them to set up the kind of system that they have. He said this... ‘you’re going to be out there...it will be an initiative.’

Senator Erickson pointed out that there was one particular structure elsewhere—apart from Minnesota—that they couldn’t find in the literature. “We *can* tell you—and I’d be happy to give you the reference to it—there are two structures that won awards for shared governance by AAUP in 1999 and 2002. One of them is a Catholic university, the University of Santa Clara, where there are some appointed people but that’s because the culture of that system worked that way. Then there was another, Francis Marion University, which had a tremendous amount of trouble and where the administration said we are going to start here and have it become a really shared function.” The Senator could not recall whether it ended up with a structure like Minnesota’s, but that it was the function that mattered. She did restate that the closest structure they came up with was the University of Minnesota.”

Chair Fenwick commented “The literature probably focuses on cutting edge rather than traditional faculty senates. As Senator Erickson pointed out in her review of the literature...the literature tends to be critical of faculty senates as being slow and ineffective and not terribly influential when it comes down to it. We want to be influential, we want to be inclusive, and we want to be effective. So how do we do that? We could go as simply as saying, maybe we should think about increasing membership. Or we could go to something like this. Again this is brought here so that we can start a conversation and tap into your ideas about where we should go, if we should go anywhere. Given that the North Central visit will focus on assessment, the Academic Plan, and on governance issues, we need to seriously think about them.”

The Chair commented that self-examination was always good. Occasional revolution is always good. Daily revolution...occasional revolution...I’m not a Maoist—I do not believe in permanent revolution. But occasional reconsideration of how you’re doing things, especially when a task force which you co-sponsored says that you need work, it’s probably a good thing to do occasionally.”

Senator Moritz asked how the three unions fit into all of this, in particular the faculty union, which obviously had not existed at the time of the original. “But how does that impact this? Do we look at other schools that have that kind of large representation of a union of the faculty?”

Chair Fenwick replied “The simplest way would be in the faculty senate as now. Most of the constituents in this body are from the bargaining unit or bargaining unit colleges.”

Senator Erickson responded by identifying several groups represented in Faculty Senate who are not part of the faculty union.

Senator Moritz replied that they had a separate—mandated by law—pipeline or contacts that they had to utilize, a different system than this one. “To the extent that encompasses many issues that are very important to *this* system, then there’s an issue, right? I hadn’t heard it yet and I was just wondering.”

The Chair stated that the University of Minnesota was not a unionized school. “It’s interesting that the state universities in Minnesota—like Bemidji State and Mankato State—are unionized in a single union, but the University of Minnesota system is not unionized.”

Senator Erickson felt that the literature indicated that faculty senates in schools with unions and without unions were very similar in structure and functions. They were not very different because the issues that are addressed directly by the bargaining unit are not issues of faculty senate committees. “The Well-being Committee is not a committee of the faculty senate. It is separately elected. We report to the senate but we are not a standing committee of the senate, just like Faculty Rights and Responsibilities.”

Senator Lyons commented “On the first page of the document, one of the problems identified is ‘an accelerating lack of confidence in current formal structures.’” He was not persuaded that creating another more complex, formal structure *could* affect that problem. But if it is going to work that problem, it would certainly need to take into account that, first we needed a strong tradition of involvement at the University of Akron, that is, the people at all levels in all areas of the University wanting to help make this a better place. But we see in those bullets that “a dearth of timely and meaningful communication” had often led this Faculty Senate to hold deliberations that are frustrating and often ‘after the fact,’ perhaps explaining why we have a lack of ‘widely understood and consistent principles’ for how to proceed. “Because we don’t get communication on time, we end up making decisions about things *after* decisions have already been made *somewhere else*. So I would say that new organizational schema or not, the question that needs to be answered is will there be mechanisms put in place that manifestly make it clear that information will be shared in a timely manner and that deliberations that happen either here or at a university senate will be meaningful deliberations, which requires timely information. That will make it so we can come up with “widely understood and consistent priorities and principles” and *reverse* the ‘accelerating lack of confidence in formal structures.’”

Senator Huff shared that he had been attending Ohio Faculty Council meetings in various representative capacities for the last eight years and felt that this draft document presented a very realistic assessment of how we can take what we’re doing and do it more efficiently and effectively. He realized that it was important for the Senate to be as inclusive as possible and that they had added more groups over the years that he had been there. “We’ve also spent a great deal of time on issues that didn’t concern a lot of those groups. We’ve had discussions recently about problems with attendance, and I could understand if I had a representative who attended several meetings in a row and felt like they were being confronted by issues that were primarily for the faculty. The idea that there’s a faculty group to deal with faculty issues makes a great deal of sense to *me*.”

He added that for most of the time that he had been a member of the Senate, he had also been a member of the Facilities Planning Committee until it was dissolved. “And the Facilities Planning Committee met with representatives from every constituency on this campus, because if we didn’t include every constituency, our work was a complete waste of time. We had to take into account all of the people that were affected, all the people that were making decisions. We did not always have a chance to effectively

plan and much of what we had to do was reactive, but we did a lot of very constructive problem solving. That could only happen if we had people in the room from all the appropriate groups who could be kept up to date on what the issues were so they could go back out to the appropriate person from their constituency and bring the information back to the next meeting so we could move things forward.”

Senator Huff saw the new plan as an elaboration on both of those realities, putting a system in place that would allow different groups to regularly communicate with one another and get the issues on the table so that a solution could be found. He felt this would also allow the senate body to be more focused on getting through the business that directly affects faculty.

Senator Stachowiak remarked that even though Kent Marsden said that SEAC was represented on the Decision-Making Task Force, the representative had not provided SEAC with any reports for the two years that they were on the Task Force. He added that he found it interesting that Senator Moritz raised an issue that he had previously raised regarding the faculty union and the staff union. “If the health benefits are not discussed, then are we really using a decision-making task force correctly or a decision-making university senate correctly if representatives of that body were not present to say, ‘this is what we’re looking at doing’? I’m not saying that this is going to be a bargaining table issue, but that it might be.”

The Senator agreed with Senator Moritz’s assessment about the involvement of the union, adding that if we were going to get the front-lines involved, then we had to get *all* of the front-lines involved. The Senator then asked Senator Erickson if she would *outline* what she believed to be the next step in moving forward with the process the Task Force recommended. Senator Erickson responded. “We brought this draft report in its most simple form. The committee itself is meeting again on March 14 to formalize—hopefully—the final report.

Senator Erickson explained why there had been such a gap between the initial charge to review and recommend—back in August 2005—and presentation of the information now. “Back in August we had a timeline with the notion that it would go from our hands, certainly, to some kind of committee. That got waylaid by the August decision to totally change the whole way health benefits would be decided. So we spent time as a Senate complaining about that and then the Academic Plan, and here it is, time that we meet. The union contract was essentially signed, so it would no longer be a case of ‘we can’t talk about it’ when approaching the Administration about the issue.

“So now is it time to start the discussion. We’ll have the final report in the next week or so, so that at the next Senate meeting in April, we can recommend the next step. It would have to be brought to the Senate and passed by the Senate. That would be a major topic of discussion at the next Senate meeting.”

Senator Stachowiak asked what that motion would be? Senator Erickson replied that she did not yet know. “We’ve got to have another meeting—because there’s been a long gap since last August—to decide what that final one is. I formed the report based on what we had done in August and we need for that final step to have that meeting and find out what, in fact, it’s going to be.” She said that they would soon have a report and that the Task Force wanted plenty of people to think about it and to gather more feedback from their constituencies, to ask more questions.

Senator Gerlach commented that he began to wonder about this whole system, historically, in perspective. “I’m not sure the Executive Committee has any right to set up committees. They are to appoint members to the appropriate Faculty Senate committees. Did the Senate direct you to set up this *Ad hoc* Committee on Decision-Making and so on? The reason I ask this question is this: from my experience at this place since 1962, what has disappointed me in faculty governance or university governance, is that whatever system you have in place—we had the old University Council replaced by this body with its enlargements—we seem to set up a system, and with committees to function, and then the first thing you know, we’ve got strange *ad hoc* committees set up, task forces by administrative officers who are steeling a march around established committees of the Senate—of this body. It’s very peculiar. This is exactly what I guess you mean by ‘networking’ instead of ‘hierarchical system.’”

Senator Gerlach continued that from his experience with this body—since its creation—he had noticed what has happened *repeatedly*. “Of course, we did have the disaster, a sad disaster of the Board of Trustees unilaterally meddling in our own structure and ruining our committee system. Then we decide to set up *ad hoc* committees to replace them. We are in a terrible morass here! So whatever else you do in planning a revision of this system, try to make it clear that, if a university senate is created with its respective units, that their bodies, their committees are the ones through which the work goes. If a job or if a special committee has to be set up, whatever the body is that has to do it will give directions for it. As it now stands, the Executive Committee would then appoint members to that committee as it did on the others. So have a mind for the possibility of setting up a system that does not run amuck and get all fouled up with side organizations.”

Additionally, the Senator did not like the idea of a ‘network’ that was suggested here. “It sounds to me more like a cobweb of some sort. But there’s always the spider in the center, in the middle, if it’s a cobweb.”

Senator Gerlach then asked if the Task Force might consider looking at a couple of other universities? “Tell me—I’m really ignorant about this—how does *Harvard* handle these things? More of a mess than we’re in? How does Cambridge and Oxford do it? They are centuries old. No help from them whatsoever?”

Senator Erickson replied. “One thing that is in the report, is that the literature says that there is no specific structure that will necessarily work. It depends very much on the culture of the institution. The culture of Harvard, the culture of Oxford and Cambridge Universities in Britain are—I think we would all agree—of a different culture from the University of Akron. It has a different history. We build on what we have had in the past and what we are.”

Senator Gerlach questioned, “No clues from them, though?” Senator Erickson responded by repeating an earlier comment. “What they’ve said, and this comes from the AAUP discussion in 2001 where they set up a whole discussion on shared governance, is that they have given awards to two quite different structures, both of which work functionally in the sense of having real input into the important decisions of the university. We looked at a whole lot, then we looked at this that said, ‘you’re not going to find a structure.’ It’s culture and function. We said, “okay, let’s go with that. The *culture* of the University of Minnesota, starting from a body which has the different constituencies in it, has some things that are similar to us, so we started from there.”

With no further questions or comments raised, the Chair asked if there was any other business to come before the body? Senator Jorgenson replied that the final score was Akron 72; Western Michigan 57! The Senate body applauded.

VII. Good of the Order – The Chair asked if there was any business for the ‘Good of the Order’?

Hearing no further business, he asked for a motion to adjourn.

Senator Gerlach motioned to adjourn, Senator Shuster seconded.

The meeting adjourned at 4:55 pm.

Transcript prepared by Linda Bussey

Transcript edited by Rose Marie Konet, Secretary of the Senate

APPENDICES TO MINUTES

FACULTY SENATE MEETING OF MARCH 9, 2006

APPENDIX A

**Executive Committee Report
March 9, 2006 Faculty Senate Meeting**

The EC met to set the agenda for the March 9 Senate meeting.

Additionally, the EC voted to have the Senate Ad Hoc Planning Committee act as its designee to work with the Provost's office in developing and implementing the next steps for "Design for the Future." We are currently in the process of contacting senators about their willingness to serve on this committee and will announce the membership when that process is complete.

The EC then discussed the request from Buchtel College of Arts and Science to use a two way electronic voting system in this spring's college election. The relative merits of electronic voting versus voting by paper ballots was discussed. The EC also discussed a suggestion that the senate consider going to uniform election systems for all colleges for spring 2007 elections. Bylaws now require college voting by secret ballot but do not specify whether electronic or paper ballots be used.

Reminder: college election time is here. Each college will be receiving information shortly regarding the number of senate seats allotted to it and the number of open seats up for election. We would like to have the election process completed in time to inform those elected by the end of spring semester.

*Report submitted by Rose Marie Konet
Secretary of the Faculty Senate*

APPENDIX B

**Report of the Senior Vice President and Provost
Faculty Senate
March 9, 2006**

Update: Searches

Dean, College of Nursing

Dean, College of Business Administration

Dean, College of Polymer Science and Polymer Engineering

Associate Provost for Teaching, Learning, and Faculty Development

Director of Institute for Teaching and Learning

More info to come:

Director of Office of Multicultural Development and

Vice President for Student Affairs

Walking the Line: Proposed Next Steps for Design Principles

Your Questions?

APPENDIX C

**Academic Policies Committee Report
Report presented at the Faculty Senate Meeting
March 9, 2006**

We are considering issues about student absences due to university-sponsored events and how those absences affect teaching, student learning, and grades. We are also discussing issues relating to students receiving credit for experiential learning and issues relating to visitors in classrooms. We will be taking up proposals soon for the creation of new academic institutes as well.

*Submitted by Dr. J. Tom Dukes
Associate Provost*

APPENDIX D-1

**DRAFT REPORT OF AD HOC COMMITTEE ON DECISION MAKING
for presentation at the Faculty Senate Meeting
March 9, 2006**

Last summer, Executive Committee of Faculty Senate set up an Ad Hoc Committee on Decision Making to review the findings of the Decision Making/ Recommending Entity Task Force (DMRE Task Force) set up in 2002 by President, Provost and Senate Chair to review the roles of the many campus-wide committees, both appointed and elected, existing on campus. The original charge of the Task Force was to audit and review the campus-wide governance, advisory and other decision-making entities and recommend improvements to our decision-making processes and structures. They were later asked to review the literature on organization and governance in higher education. The findings of the Task Force, together with their suggestions for a way forward were delivered in final form in March 2005. They can be found on the Provost's web site at <http://www.uakron.edu/provost/docs/dmtf1.pdf>.

The Ad Hoc Decision Making Committee represented a wide range of faculty constituencies and significant experience in many aspects of university governance. It consisted of :

- Rudy Fenwick, Sociology, Faculty Senate Chair
- Elizabeth Erickson, Economics, Senate Vice Chair
- Linda Barrett, Geography, Faculty Senator, Akron AAUP Negotiating Team
- Virginia Gunn, Family and Consumer Sciences and Chair of Decision Making/Recommending Entities Task Force
- Peggy McCann, College of Education, member Decision Making/Recommending Entities Task Force
- Helen Qammar, Chemical Engineering, Faculty Senator
- Richard Stratton, Economics, Faculty Senator, past Associate Director, Institutional Research
- Dottie Schmith, Coordinator of Athletic Publications, SEAC
- Kent Marsden, Assistant to Dean of Polymer Science, Chair CEPAC
- Jeffry Schantz, Associate Studies, Faculty Senate Executive Committee
- Dave Witt, Family and Consumer Sciences, Faculty Senator, Akron AAUP Secretary

REVIEW OF TASK FORCE FINDINGS

The Ad Hoc Committee first reviewed the DMRE Task Force findings and noted the following major points:

- Members of the campus community have a strong tradition of involvement in decisions made at UA through the myriad of entities identified by the Task Force.
- Although a majority of entities rated themselves as effective, time and talent need to be used more purposefully and efficiently and the results of their work needs to be used not shelved.
- There seems to be “an accelerating lack of confidence in current formal structures”
- There needs to be a common understanding of where authority lies and how it should be shared, with a clear outlining of structural and functional features of governance. Misunderstandings of roles have fueled tensions and mistrust

- The effectiveness and efficiency of decision making has been reduced by “a lack of widely understood and consistent priorities and principles for planning and resource allocation; and a dearth of timely, meaningful communication about how, why and when decisions are made”
- There needs to be “a clear and functional process for planning and budgeting that provides for meaningful campus community input”.
- There needs to be consideration by the whole campus community of whether the structure and processes of governance are adequate to deal with the real decision making issues facing us today.
- There needs to be a way to provide “formal linkages with appropriate administrators and other “frontline” personnel who currently have little or no way of giving input to standing committees”.
- Apart from overall problems with the structure and framework of decision making, there are areas that even within the present structure need specific change. The Provost’s office has initiated actions in response to some of the Task Force more specific suggestions; two priorities for the Senate are a) to review the curriculum process; and b) develop better communication among senators and constituents.

SHARED GOVERNANCE STRUCTURE AND FUNCTION

The Committee decided to review the overall governance structure as its major task. We started by becoming familiar with the literature on governance, as recommended by the Task Force, using their reading list as a base. Another major source were articles in the May 2005 issue of *Academe*, titled “Shared Governance under Fire.”

We found that there has been considerable discussion on the role of shared governance with critics suggesting it is too slow and ineffective and not appropriate in a changing academic world. That new world includes reduced public resources for higher education, a major growth in part-time faculty and managerial professionals and a changing role for staff. With pressures to become more corporate and to stress production of market skills for the individual, rather than the provision of public goods for society, administrations have tended to ignore traditional shared governance and to make important decisions essentially unilaterally. The answer to both critics and administrations given by other scholars (eg. Rhoades, Tierney, Gumpert) and university presidents (eg. Bok) is that it necessary to remember that the public goods role of higher education is essential: it is the university that the community relies on for development of knowledge, of creativity, of inquiry, of quality of life and of citizenship. These are an essential part of the academic mission, the values that distinguish quality education. To maintain this academic mission and carry it out effectively, shared governance is essential, because academic values are the essential concern of faculty. Rather than individual *customers* in the corporate model, the community and students are *clients* whose long-run interests we hold in trust. However, many of these authors also point out the need to incorporate the new managerial professionals into shared governance, so they can provide more effective direct input into decision making.

The Committee looked at alternative models for effective shared governance, including those with AAUP awards for Shared Governance (Santa Clara and Frances Marion). The Committee found that there seemed to be no one appropriate structure: the culture of the institution matters. However, it is *function* that makes for effective (“influential”) senates (see Minor and AAUP on Shared Governance (ADDLINK)). They participate in and have significant influence in decision making (“joint responsibility in decision making”) in areas like long-range planning, physical facilities decisions, budgeting etc. not just the purely academic issues of the university. Influential senates drive issues and help bring about effective

policy change. They are concerned with the overall welfare of the university and try to incorporate all significant talent in maintaining and increasing that welfare. There is trust and mutual respect between administrators and faculty and effective two way communication.

The Committee considered that the senate structure in use at the University of Minnesota has features that are relevant to the UA: there is a University Senate which incorporates elected faculty, academic professionals, staff and students in a single body with joint committees relating to issues like planning and budgeting, but each constituency is also represented by its own elected organization (Faculty Senate, Student Senate, elected academic professionals, and staff organizations) with its own Committee structure (see <http://www1.umn.edu/usenate/constitution/sencon.htm> and <http://www1.umn.edu/usenate/constitution/orgchart.pdf> and Gary Engstrand “a University Senate for All”, *Academe*, May 2005) The system provides a common forum for discussion while preserving the integrity of the individual representative bodies. We noted that in its earlier form as a Faculty Senate it was also considered functionally very successful. Our present Faculty Senate is in fact a University Senate as it incorporates faculty (both bargaining and non-bargaining), part-time faculty, contract professionals, staff and students, and retirees though only the faculty have more than two representatives. However, its committee structure for the most part now reflects the functions of a purely Faculty Senate, although before August 2003 it represented important university functions with PBC and CFPC Committees.

SUGGESTED STRUCTURE FOR DISCUSSION

The structure shown in Chart 1 was discussed by the Committee and they suggest it as a framework for discussion and modification by the university community. It consists of what we called “the University Senate”, which would be made up of members from Faculty Senate (which would consist of full and part-time faculty and retired faculty), CPAC, SEAC, ASG, COD and Department Chairs. All members would be elected from their own organization (Faculty Senate, CPAC, SEAC, ASG, COD and a Department Chairs group). Each constituent organization would have its own standing committees and project charter committees (for limited time specific tasks). Committees with tasks beyond one constituency would be a standing or project charter committee of the University Senate. There could also be a General Assembly of the elected members of all constituent organizations each semester. It must be stressed that this structure is just a *starting point*: the size of the University Senate and the number of representatives on it from each constituency are just the first of many questions that need to be discussed.

OBJECTIVES OF THE UNIVERSITY SENATE

The Committee agreed that their objectives for the governance system including the University Senate were to:

- Maintain and strengthen the primacy of the academic mission
- Consistently improve and encourage communication among the University constituencies for the facilitation of policies and procedures from the grassroots level to Board of Trustees review
- Develop a mutual understanding among the campus constituencies with regard to shared governance, defining University priorities and the decision making process;
- Identify and implement the necessary mechanisms for timely communication and feedback between the recommending/decision making bodies;
- Allow constituent groups to provide input and exchange of ideas on issues affecting the welfare of the University

These objectives include both means and ends. Our basic end is to support and improve the academic mission of the university. We consider this is furthered by more effective input by all constituent groups into the significant decisions of the university. We consider that this system allows effective communication to provide that input: from the grass-roots up as well as the top down and also across constituent groups.

The point of this structural change is *functional*: we wish to develop an influential and effective formal system through which decision making and decision making recommendations can be made effectively on significant university-wide issues, with maximum input from those on the “front lines”. This would replace a fragmented, informal non-communicating system of elected committees and ad hoc groups chosen by administrators, which has been perceived to have only limited input into decision making, with a framework allowing the kind of two-way communication between and among groups that the University currently lacks.

The Ad Hoc Committee considers this proposal is the start of an attempt to rebuild trust, to innovate, and to develop a more inclusive discussion of governance as the Task Force recommends. It is an important issue for the whole university community to discuss at this time. The shared governance structure under which we operated ended in August 2003 and we need to rebuild. In fact NCA has made governance a particular issue for its April 2008 visit.

REASON FOR DRAFT REPORT

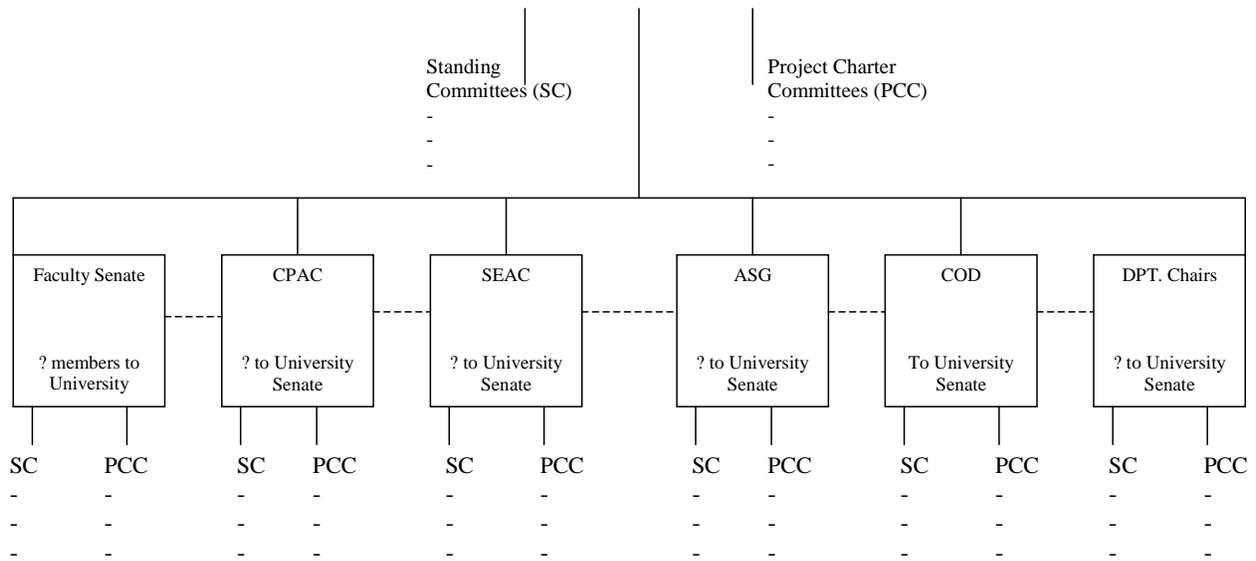
The Ad Hoc Committee is bringing its report in draft form to the Senate in order to start a conversation on this issue. We encourage your questions and suggestions at this meeting, so that we can provide a more informative final report to the April meeting. At that time you can consider whether you wish to take steps to explore this idea further.

Respectfully submitted
Ad Hoc Committee on Decision Making

APPENDIX D-2

**The University of Akron
Faculty Senate -Ad-Hoc Committee, Decision Making Task Force**

Proposal for Shared Governance structure



APPENDIX E-1

**Faculty Research Committee Report
to be distributed at the
Faculty Senate Meeting – March 9, 2006**

The Faculty Research Committee has completed two of its three annual grant competitions, and has provided a total of \$164,000 in funding for 21 proposals. The third competition is currently underway, and results were to be determined on 24 February 2006.

The Committee's new online submission process has been viewed favorably by most proposers and Committee members, and several suggestions by proposers have allowed us to refine the system so that virtually everyone is comfortable with it.

Report submitted by:

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APPENDIX E-2**2006 Spring Grants**
Awarded 2/24/2006

ACCT#	FRG#	NAME	TITLE OF PROJECT	AMOUNT
2-07611	1648	Dr. Julia Beckett Public Admin & Urban Studies	Performance-Outcome Budgeting: The Truman and Hoover Connection	\$1,795.00
2-07612	1649	Dr. Kathleen Endres Communication	The Rise and Fall of the YWCA of Summit County: A Documentary	\$3,957.00
2-07613	1650	Dr. Matthew Espe Chemistry	Synthesizing Polymers with Enzymes and Liquid Salts	\$3,953.41
2-07614	1651	Dr. Karen Flynn Anthropology	Uncertain Trajectories: Tanzanian Street Children's Transitions to Adulthood – (Pilot Project)	\$4,280.00
2-07615	1652	Dr. Xin Liang Educ. Foundtns & Leadership	Institutional Factors to Impact Mathematics Achievement: An International Comparison	\$3,984.00
2-07616	1653	Dr. Amy Milsted Chemistry	Soy Proteins: Similarities and Differences	\$4,000.00
2-07617	1654	Dr. Randall Mitchell Biology	Mating Patterns in Flowering Plants Exploring the Effects of Floral Visitation History, Pollinator Behavior, and Pollen Carryover	\$3,190.00
2-07618	1655	Dr. Ira Sasowsky Geology	Examination of Multi-Sale Porosity Distribution in Limestone Bedrock	\$3,731.93

FUNDING TOTAL: \$28,891.34

APPENDIX F**Proposals Approved By Provost
to Faculty Senate February 2006****Buchtel College of Arts and Sciences**

Proposal No.	Department	Title
AS-06-02	Poli Sci	Change in courses for International Politics minor
AS-06-03	Poli Sci	Change in courses for Comparative Politics minor
AS-06-04	Philosophy	Change in courses required for Philosophy of World Religions minor
AS-06-05	Philosophy	Change in prerequisites for 3600:464/564
AS-06-06	Philosophy	Change in prerequisites for 3600:486/581
AS-06-08	Philosophy	Delete course 3600:419/519
AS-06-09	Philosophy	Delete course 3600:422/522
AS-06-13	Mod Lang	Change in prerequisites for 3580:401
AS-06-14	Mod Lang	Change in prerequisites for 3580:402
AS-06-15	Mod Lang	Change in prerequisites for 3580:403
AS-06-17	Chemistry	Change in prerequisites for 3150:151
AS-06-22	Philosophy	Change to allow course to be repeated for up to nine credits with change of topic
AS-06-34	Geology	New course 3370:141 Natural Environment of China
AS-06-37	Comp Sci	Change bulletin description of course
AS-06-43	Envir Stds	Course 3010:201 added toward fulfillment of General Education requirement
AS-06-46	English	New course: 3300:474/574 African American English
AS-06-53	English	New course: 3300:113 African American Language and Culture I: College Composition
AS-06-54	English	New course: 3300:114 African American Language and Culture II: College Composition
AS-06-55	History	New course: 3400:355 American Religious History
AS-06-68	CSAA	Change to remove 500-level level courses
AS-06-84	Statistics	Change to remove 500-level
AS-06-87	Economics	Change to separate 400-level and 500-level courses
AS-06-90	Philosophy	Change to separate 400-level and 500-level courses

College of Business Administration

Proposal No.	Department	Title
BA-06-01	Management	Change in required and elective courses for Supply Chain/Operations Management Option
BA-06-02	Management	Change in bulletin description for BSM program
BA-06-03	Management	Change in title and course description for 6500:333
BA-06-04	Management	Change in title and course description for 6500:433
BA-06-05	Management	New course: 6500:533 Supply Chain Logistics Planning
BA-06-06	Management	Change in prerequisites for 6500:580

BA-06-07	Management	Change in prerequisites for 6500:645
BA-06-08	Management	Change in title for 6500:646
BA-06-09	Management	Change in title and course description for 6500:654
BA-06-10	Management	Change in title for 6500:656
BA-06-11	Management	Change in title for 6500:662
BA-06-12	Management	Change in title and course description for 6500:676
BA-06-14	Management	Change in required and elective courses for Supply Chain Management concentration program
BA-06-15	Management	Change in core requirements for MSM program
BA-06-17	Management	Change in requirements for Information Systems Management concentration
BA-06-18	Management	Change in requirements for e-Business Technology concentration
BA-06-19	Management	Change in title and prereqs for 6500:427
BA-06-20	Management	Change in prereqs for 6500:324
BA-06-21	Management	Change in required and elective courses for MSM HRM option
BA-06-22	Accounting	Change in title and prereqs for 6200:628
BA-06-23	Accounting	Change in prerequisites for 6200:631
BA-06-24	Accounting	Change in prerequisites for 6200:632
BA-06-25	Accounting	Change in prerequisites for 6200:633
BA-06-26	Accounting	Change in prerequisites for 6200: 641
BA-06-27	Accounting	Change in prerequisites and number of credits for 6200:643
BA-06-28	Accounting	Change in prerequisites for 6200:645
BA-06-29	Accounting	Change in prerequisites and number of credits for 6200:646
BA-06-30	Accounting	Change in prerequisites for 6200:647
BA-06-31	Accounting	Change in prerequisites and number of credits for 6200:648
BA-06-32	Accounting	Change in prerequisites for 6200:649
BA-06-33	Accounting	Change in number of credits for 6200:650
BA-06-34	Accounting	Change in title, number of credits and prerequisites for 6200:651
BA-06-35	Accounting	Change in prerequisites and number of credits for 6200:652
BA-06-36	Accounting	New course 6200:662 S Corp Taxation
BA-06-37	Accounting	Change in prerequisites for 6200:693
BA-06-39	Management	Change in electives for MSM Information Management Systems option
BA-06-41	Accounting	Change in prereqs for 6200:420
BA-06-42	Accounting	Change in prerequisites for 6200:520
BA-06-43	Accounting	Change in prerequisites for 6200:540
BA-06-44	Accounting	Change in requirements for internship
BA-06-45	Accounting	Change in prerequisites for 6200:530
BA-06-46	Accounting	Change in prerequisites for 6200:627
BA-06-47	Accounting	Update requirement for degree
BA-06-48	Marketing	Change in required and elective courses to lower number of elective credits from 9 to 6 and raise number of required credits from 30 to 31.
BA-06-49	Marketing	Change required and elective courses for Sales Management major
BA-06-51	Marketing	Change course name and number of credits for 6600:435

BA-06-52	Marketing	Delete course 6600:460
BA-06-53	Marketing	New course 6600:340 Multi-Channel Marketing
BA-06-54	Marketing	Change course number for 6600:345
BA-06-56	Marketing	Delete course 6600:390
BA-06-57	Marketing	Delete course 6600:370
BA-06-58	Marketing	Change in required courses for Consumer Marketing minor
BA-06-59	Marketing	Change in minor requirements
BA-06-60	Marketing	Change in minor requirements
BA-06-61	Marketing	Change in elective courses for Professional Selling certificate
BA-06-62	Marketing	Change in elective courses for Retail Marketing Certificate
BA-06-63	Finance	Change in elective courses for Financial Services program
BA-06-64	Finance	Change course number for 6140:331
BA-06-66	Finance	Add course 6200:430 as an elective in the minor Finance for Business majors
BA-06-67	Finance	Change course name for 6400:301
BA-06-69	Finance	Add course 6200:430 as an elective
BA-06-70	Finance	Change in elective courses for Financial Planning certificate
BA-06-72	Finance	Change in required course for Financial Planning Option
BA-06-73	Management	Add graduate certificate in Human Resource Management
BA-06-74	Management	Change in required courses for MBA Management
BA-06-75	Management	Change in elective courses for MBA in Technology and Innovation
BA-06-76	Management	New course 6500:390 Principles of Supply Chain Management
BA-06-77	Finance	Change course name for 6400:379
BA-06-78	General Business	Change core course title from Business Finance to Corporate Finance

College of Education

Proposal No.	Department	Title
ED-06-02	Ed. Fndtns & Leadership	Delete course 5170:795/796
ED-06-03	Counseling & Special Ed	Delete required courses in Master's program in Marriage & Family Counseling/Therapy
ED-06-04	Counseling & Special Ed	New course 5600:664 DSM
ED-06-05	Counseling & Special Ed	New course 5600:662 Personality and Abnormal Behaviour
ED-06-07	Curric & Instruction	New course 5500:230 Educational Technology
ED-06-08	Ed Fndtns & Leadership	New course 5100:220 Educational Psychology
ED-06-09	Ed Fndtns & Leadership	New course 5100:300 Educational Equity
ED-06-10	Ed Fndtns & Leadership	Suspend admissions to Educational Foundations Research Methodology
ED-06-11	Ed Fndtns & Leadership	New course 5100:200 Intro to Education
ED-06-14	Curric & Instruction	New course 5610:225 Intro to Exceptionalities
ED-06-15	Ed. Fndtns & Leadership	Change in prereqs and bulletin description for 5190:600
ED-06-17	Ed. Fndtns & Leadership	Offer the undergraduate certificate in Technical and Skills Training program fully on-line
ED-06-18	Ed. Fndtns & Leadership	Offer the graduate certificate in Technical and Skills Training program fully on-line
ED-06-19	Ed. Fndtns & Leadership	Offer the graduate certificate in Postsecondary Teaching program fully on-line

ED-06-20	Counseling & Special Ed	New course 5600:666 Treatment in Clinical Counseling
ED-06-22	Curric & Instruction	Change grading for 5300:100 from grade to CR/NCR
ED-06-23	Curric & Instruction	Change bulletin description 5610:440/540
ED-06-26	Curric & Instruction	Change bulletin description 5610:450/550
ED-06-27	Curric & Instruction	Change bulletin description 5610:451/551
ED-06-28	Curric & Instruction	Change bulletin description 5610:452/552
ED-06-29	Curric & Instruction	Change bulletin description 5610:453/553
ED-06-30	Curric & Instruction	Change bulletin description 5610:454/554
ED-06-31	Curric & Instruction	Change bulletin description 5610:457/557
ED-06-34	Curric & Instruction	Change bulletin description 5610:461/561
ED-06-38	Curric & Instruction	Change in title for 5500:627
ED-06-40	Curric & Instruction	Change bulletin description 5300:330
ED-06-41	Curric & Instruction	Change bulletin description 5250:333
ED-06-42	Curric & Instruction	Change bulletin description 5500:245
ED-06-43	Curric & Instruction	Change bulletin description 5500:286
ED-06-44	Curric & Instruction	Change bulletin description 5500:440
ED-06-45	Curric & Instruction	Change in prerequisites for 5500:575
ED-06-47	Curric & Instruction	Change required courses for licensure program
ED-06-49	Curric & Instruction	Change required courses for licensure program
ED-06-51	Curric & Instruction	Add 3450:222 to Physical Science graduate licensure program
ED-06-53	Curric & Instruction	Add 3450:222 to Earth Science-Chemistry graduate licensure program
ED-06-55	Curric & Instruction	Add 3450:222 to Life Science-Chemistry graduate licensure program
ED-06-56	Curric & Instruction	Add 3450:222 to Earth Science-Physics graduate licensure program
ED-06-59	Curric & Instruction	Change required courses for licensure program
ED-06-61	Curric & Instruction	Add 30 field hours to 5300:311 to make-up the hours lost in the deletion of 5300:375
ED-06-62	Curric & Instruction	Add Literacy option to MA in Secondary Education
ED-06-63	Curric & Instruction	Change in program admission requirements
ED-06-64	Curric & Instruction	Change bulletin description 5500:445
ED-06-65	Curric & Instruction	New course 5500:497 Independent Study
ED-06-66	Curric & Instruction	New course 5610:627 Special Topics

College of Engineering

Proposal No. Department

EN-06-23	Chemical
EN-06-80	Biomedical

Title

Change prereqs and coreqs 4200:360
Two new courses 4800:440 Advanced Biomaterials and 4800:445 Experimental Techniques in Biomaterials Tissue Engineering

College of Fine and Applied Arts

Proposal No. Department

FAA-06-01	FCS
FAA-06-02	FCS
FAA-06-10	Art
FAA-06-11	Art
FAA-06-13	Art

Title

Suspend admissions to BA in Food and Consumer Sciences
Changes in Child Life Program requirements
New course 7100:494 Special Topics in Art Education
Change in Computer Imaging minor required courses
Change in electives in Painting minor

FAA-06-14	Art	Change in electives in Photography minor
FAA-06-15	Art	Change in Illustration minor required courses
FAA-06-17	Art	Change in required courses for BFA Graphic Design
FAA-06-20	Art	Limit number of times student can take 7100:497
FAA-06-23	FCS	New course 7400:543 Nutrition Assessment
FAA-06-24	FCS	Change in requirements for BS Dietetics: Coordinated Program option
FAA-06-25	FCS	Change in gen ed requirements for BS Dietetics: Didactic Program option
FAA-06-26	FCS	Reduce credits for 7400:426 from 5 to 3
FAA-06-27	FCS	Change in required courses for Interior Design
FAA-06-28	Theatre	New course 7800:108 Intro to the Visual Arts in Theatre
FAA-06-29	Theatre	New course 7800:264 Playscript and Performance Analysis
FAA-06-30	Theatre	New course 7800:435 History of Theatre and Dramatic Literature II
FAA-06-31	Theatre	New course 7800:335 History of Theatre and Dramatic Literature I
FAA-06-35	Theatre	Course name change 7800:307
FAA-06-36	Theatre	Course number change from 7800:371 to 7800:461
FAA-06-37	Theatre	Course number change from 7800:271 to 7800:370
FAA-06-38	Theatre	Course number change from 7800:107 to 7800:306
FAA-06-39	Theatre	Course number and name change from 7800:106 to 7800:336
FAA-06-40	Theatre	Restructure of Theatre Arts minor
FAA-06-41	Theatre	Restructure of BA TAG in Theatre Arts
FAA-06-42	Theatre	Restructure of BA in Theatre Arts
FAA-06-44	SLPA	Change prereqs for 7700:705
FAA-06-45	SLPA	Change number of credits for 7700:751 from 14 to 8
FAA-06-46	SLPA	Change number of credits for 7700:723 from 4 to 3
FAA-06-47	SLPA	Change number of credits for 7700:711 from 4 to 3
FAA-06-48	SLPA	New course 7700:215 Intro to Hearing and Speech Science
FAA-06-53	Music	New course 7500:289 Music Ed Dept Jury
FAA-06-54	Music	Change in reqs for Music Ed: Choral Emphasis
FAA-06-55	Music	Change in reqs for Music Ed: Orchestra Emphasis
FAA-06-56	Music	Change in prereqs for 7500:346
FAA-06-57	Music	Change in prereqs for 7500:339
FAA-06-58	Music	Change in prereqs for 7500:305
FAA-06-59	Music	Change in prereqs for 7500:340
FAA-06-60	Music	Change in prereqs for 7500:102
FAA-06-61	Music	Change in prereqs for 7500:110
FAA-06-62	Music	Change in prereqs fro 7500:254
FAA-06-63	Music	Change in prereqs for 7500:255
FAA-06-64	Music	Change in prereqs for 7500:261 and 7500:262
FAA-06-65	Music	Change in prereqs for 7500:263
FAA-06-66	Music	Change in prereqs for 7500:307
FAA-06-67	Music	Change in prereqs for 7500:325
FAA-06-68	Music	Change in prereqd for 7500:341
FAA-06-69	Music	Change in prereqs for 7500:345
FAA-06-70	Music	Change in prereqs for 7500:351 and 7500:352

FAA-06-71	Music	Change in prereqs for 7500:361
FAA-06-72	Music	Change in prereqs for 7500:365
FAA-06-73	Music	Change in prereqs for 7500:371
FAA-06-74	Music	Change in title and prereqs for 7500:372
FAA-06-75	Music	Change in prereqs for 7500:453/553
FAA-06-76	Music	Change u prereqs for 7500:454
FAA-06-77	Music	New course 7510:431 Summer Drum Corps Experience
FAA-06-78	Music	Restructure of Music minor to reflect new course numbers
FAA-06-85	Music	Change in direct admit requirements
FAA-06-86	Music	Change in required courses for MM: Choral Conducting
FAA-06-87	FCS	Change in mode of delivery 7400:406/506
FAA-06-89	Social Work	Two new courses – 7750:493 Field Experience Social Agency I and 7750:494 Field Experience Social Agency II
FAA-06-90	Social Work	Change in course name for 7750:421
FAA-06-91	Social Work	Change in course name for 7750:422
FAA-06-92	Social Work	Implementation plan for FAA-06-89
FAA-06-93	FCS	New course 7400:528 Nutrition in Medical Science II
FAA-06-94	FCS	New course 7400:513
FAA-06-95	FCS	Newe course 7400:526 Human Nutrition
FAA-06-96	Communication	Change in School admission requirements
FAA-06-97	Communication	Change prereqs for 7600:384
FAA-06-98	Communication	Change prereqs for 7600:300
FAA-06-100	Art	New course 7100:594 Special Topics in Art Education
FAA-06-102	FCS	Change prereqs for 7400:433
FAA-06-103	FCS	Change prereqs for 7400:434
FAA-06-104	FCS	Change prereqs for 7400:435
FAA-06-105	FCS	Change prereqs for 7400:458
FAA-06-106	FCS	Change prereqs for 7400:459

University Libraries

Proposal No.	Department	Title
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School of Law

Proposal No.	Department	Title
LS-05-01	Law	New course 9200:655 Campaign and Election Law
LS-05-02	Law	Add pre-req to 9200:621

College of Nursing

Proposal No.	Department	Title
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College of Polymer Science and Polymer Engineering

Proposal No.	Department	Title
PS-06-01	Polymer Engineering	Delete 9841:642

Provost Office

Proposal No.	Department	Title
PR-05-01	Military Science	New course 1600:305 Leadership Techniques and Principles
PR-05-03	Women's Studies	Create Individual Studies on Women; required course for Graduate Certificate in Women's Studies

Summit College

Proposal No.	Department	Title
SC-06-07	Business Technology	Change prereqs for 2540:270
SC-06-08	Business Technology	Change in required courses Word Processing minor
SC-06-09	Business Technology	Change in required courses General Secretarial minor
SC-06-10	Business Technology	Change in required courses General Office Assistant certificate
SC-06-11	Business Technology	Change in required courses, admission requirements for Office Software Specialist certificate
SC-06-12	Business Technology	Change in required courses for Marketing and Sales Technology minor
SC-06-13	Business Technology	Change prereqs for 2540:273
SC-06-14	Business Technology	Change in requirements for Administration Assistant program
SC-06-15	Business Technology	Change in requirements for International Secretarial option
SC-06-16	Business Technology	Change in requirements for Medical Secretarial option

University College

Proposal No.	Department	Title
UC-05-02	Developmental Programs	Delete course 1020:072. DO NOT delete 1020:071

Wayne College

Proposal No.	Department	Title
WC-06-01	Wayne	Change in requirements for Business Mgmt Technology: Accounting option
WC-06-02	Wayne	New course 2420:246 Business Management Internship; changes in required courses for Business Mgmt Technology: General Business option

APPENDIX G

**Proposals Approved By Provost
New Programs to Faculty Senate and Board of Trustees
February 2006**

Buchtel College of Arts and Sciences

Proposal No.	Department	Title
AS-06-47	English	Addition of new minor in African American Literature and Language

College of Business Administration

Proposal No.	Department	Title
BA-06-40	General Business	Addition of Pre MBA minor for Non-Business majors

Community and Technical College

Proposal No.	Department	Title
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College of Education

Proposal No.	Department	Title
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College of Engineering

Proposal No.	Department	Title
EN-06-80	Biomedical	Addition of a track in Biomaterials and Tissue Engineering to the BS in Biomedical Engineering

College of Fine and Applied Arts

Proposal No.	Department	Title
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School of Law

Proposal No.	Department	Title
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College of Nursing

Proposal No.	Department	Title
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College of Polymer Science and Polymer Engineering

Proposal No.	Department	Title
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University College

Proposal No.	Department	Title
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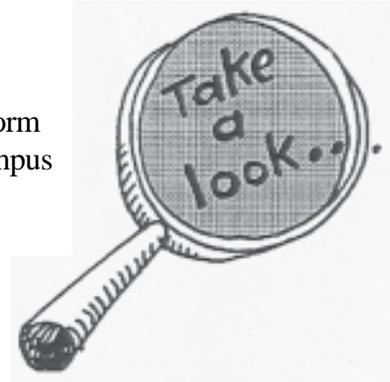
Wayne College

Proposal No.	Department	Title
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Title: _____

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