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21 pages

SENATE ACTIONS

- **Election of officers** 12
 - o Alternate to Ohio Faculty Council, Victor Wilburn

- **Approved a resolution to congratulate Dr. Richard Londrville for recognition by Center of Educational Policy Research and Dr. John Queener for winning the Kenneth and Maymie Clark Award** 13

Any comments concerning the contents in *The University of Akron Chronicle*
may be directed to the Secretary, Richard Stratton (x7440).

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Minutes of the Faculty Senate Meeting of October 5, 2006

The regular meeting of the Faculty Senate took place Thursday, October 5, 2006, in Room 201 of the Buckingham Center for Continuing Education (BCCE). Senate Chair Rudy Fenwick called the meeting to order at 3:12 p.m.

Of the current roster of sixty Senators, thirty-six were present for this meeting. Senators Boal, Bove, Broadway, Brooks, K. Clark, S. Clark, Hallett, Hamed, Kushner-Benson, Lyons, Vierheller and Wilburn were absent with notice. Senators Bramlett, Chlebek, Gamble, Goodson-Beal, Hastings-Merriman, Ida, Linc, Riley, Sadler, Sancaktar and Taylor were absent without notice.

I. Approval of the Agenda – Chair Fenwick welcomed everyone and thanked them for their indulgence. He asked for the approval of today’s agenda with one change. Please insert the election of an Ohio Faculty Council alternate under Old Business. Senator Victor Wilburn, a senator from the College of Fine and Applied Arts has agreed to run and he’ll be nominated under old business. Senator Chueng made a motion to approve the amended agenda; Senator Qammar seconded. **The motion carried.**

II. Approval of the Minutes – The Chair asked for approval of the minutes of May 4, 2006 Faculty Senate meeting. Senator Qammar made the motion to accept the minutes and Senator Kreidler seconded. Chair Fenwick asked if there were any changes or corrections to the minutes. Hearing none, he called the motion to approve the May 4th minutes. **The motion passed unanimously.**

III. Special Announcements – Chair Fenwick began by introducing Peggy Halter and Cheryl Sadler as new senators from the College of Nursing. *(The Senate body welcomed them with applause.)*

Chair Fenwick also announced that Andrea Rizzo from the Zips Programming Network would be addressing the Senate about the Homecoming after the Provost’s comments.

Next Chair Fenwick recognized that “unfortunately we had three colleagues pass away recently. Howard Taylor died on September 16th at the age of 86. He received his Bachelor’s from the Akron University, for it was Akron University in 1948. Then he got a Master’s and Doctorate in Statistics from Iowa State in 1958. He retired from the University of Akron in 1988 after having been a department head in Management for four years. He taught at the University 25 years in Statistics. Grant Juengel died unexpectedly on September 27th as the result of a motorcycle accident. He came to the Engineering Department and Engineering College at Akron in 1987 and retired in 1999. He then returned to work part-time in 2001. And Frank Simonetti died on September 28th. He’d been the head of Management Department before his retirement. He was a professor emeritus of Business Administration. He received his doctorate in business from Indiana University and spent 50 years at The University of Akron. So if the Senate would please rise to observe a moment of silence for these colleagues. *(The Senate body observed a moment of silence in remembrance of these colleagues.)* Thank you.

I hope everybody's now settled into the semester, and gotten into the rhythm of the season. It's hard to believe that it's almost the end of the sixth week. If you've noticed today, we have a very light agenda for the Senate. There are no scheduled committee reports, no new business. In fact the Executive Committee debated whether or not to cancel today's meeting. After talking to members of the current and former Executive Committee, it was decided that that would set a bad precedent. In addition it was thought that with this light agenda, it would be a good time to outline the upcoming issues that the Senate will deal with this year. As one member of the Executive Committee suggested, a "State of the Senate" address.

So what are the forthcoming issues this year? What is the state of the Senate? As I thought about this, I came to the realization in trying to develop some remarks that this fall is very different from the last few years. We have no urgent issues like last fall when we had already had a special meeting of the Senate in mid-September to object to the language in the healthcare proposal. We had no impending threats on academic freedom as there were two years ago with the introduction of the Senate Bill 24, the academic bill of rights. We're no longer under the cloud of contract negotiations that we've been under for what seems like the past three years. Rather I guess you'd say that we've moved into the fog of contract implementation. That is not to say that there are no future uncertainties that we'll have to react to.

First of all, as many of you have already read parts of it, you know about the Spellings Commission. Spellings, the Secretary of Education, has issued a report on higher education. To myself and others, many others not everybody who has looked at these recommendations, they are uncomfortably similar to the previous commissions' recommendations on K through 12; including recommendations that essentially suggest using standardized testing to evaluate higher education. So we would all be teaching to the tests in the future. We also face the challenge of a new governor; a new Chancellor of the Regents; new state education policies and as always mounting uncertainties. The final and probably the most important thing in this body's uncertainties is what seems to be an increasing indifference with which this body is seen by its constituents. We still have five open seats on the Senate, all from my college of Arts and Sciences. We've had a hard time filling committees, primarily because we've had so few non-senators return committee request forms that we sent out over the summer. If you were here in September you know we had a hard time getting volunteers to serve on the Executive Committee and other offices. And it's this indifference that threatens this body, as it is with any democratically elected body, ...apathy.

So how do we improve? How do we change that indifference again. One way to do this is to get out in front of the issues. In fact this year the Senate is moving forward with two main initiatives, both of which have been discussed in this body numerous occasions before. First of all, we are partnering with the Provost on the Student Success initiative. In this initiative we are implementing the design principles that we approved last year in a document "Design for Our Future". The Provost will talk more about this in her remarks and at convocation next Monday. We're also moving forward in reforming the governance structure of the University. The University Council (formerly known as University Senate) Exploratory Committee has designed a governance structure that's more inclusive, more transparent, with more oversight and ultimately more influential than the structure that we have now. And again reports on both of these will be presented later this year to this body. In

other words, I think that for the first time, at least the first time since I've been on the Senate, the Senate is being proactive, rather than reacting to situations. So I would ask you to question, are there other initiatives we need to be taking? Are there other areas where we could be proactive, get ahead of the issues? I need your input. The more we can be proactive, get ahead of the issues and be successful and be successful this year, the more can improve our image. The more we improve how we feel about ourselves and how our constituents feel about us. The more success we have, the more success we'll have in the future because success breeds success.

At this point if I were to evaluate the overall state of the Senate, I would do so as I would have to grade students at mid-term. Grades are incomplete and in progress. So that's the state of the Senate. So now I'll turn it over to Senator Stratton for the Executive Committee report."

IV. Reports –

a. Executive Committee – Senator Stratton: “Thank you Mr. Chairman. The Executive Committee met with the President and Provost on September 27th, in that meeting the President discussed his current thinking on the most important issues facing the University during this academic year. The first priority is to find ways to continue and enhance our current momentum. He indicated that he felt with a number of things happening both in the enrollment and in the Landscape for Learning that we had momentum and he wants to find ways to keep that going. He cited for example in the new landscape for learning the building of new residence halls, the new stadium, and the replacement of Memorial and Carroll Halls as examples. The second issue is how to manage the unusual legislative environment in Columbus. It is a very difficult time and we need to be proactive to avoid undesirable mandates. Third, we need to grow our revenues. The current budget continues to have a deficit. Increased revenues from state, even with the increased enrollments, is uncertain. He wants to continue to explore the development of the Enterprise Centers. We then asked the Provost for her thinking of the top priorities for this academic year from her perspective. She mentioned the following; top on her list was how to move forward with the recommendations from the Student Success Taskforce, and I assume we're going to hear some more about that later on. Second, she indicated we need to find ways to extend our undergraduate research initiative, leveraging our designation as the Carnegie Scholarship of Teaching and Learning Institution. Third, we need to be ready for the NCA focus visit in 2008. She indicated that our participation in the NCA Assessment Academy means that assessment itself will not be part of that focus visit. And finally, she indicated that our leadership in STEM programs needs to be leveraged into additional State funding opportunities.

Discussion on the challenging legislative environment in Columbus indicated that legislatures continue to think of higher education in terms of program duplication and inefficient management. The President suggested we need to discover successors to ROEI to convey our value to legislators that they can understand and support, such as regional economic growth, vouchers, and scholarships. They are looking for measurable outcomes that can be tied directly to their efforts and to their funding. The President stated he hopes that our efforts in measuring our own success in non-traditional ways, for example that we measure ourselves not by the quality of the students we are able to attract, but how do we add value to the students that we already have. He hopes that that kind of innovation can provide leadership in state-wide measures of student outcomes.

The discussion then turned to initiatives based on the academic plan, other than the the Student Success Taskforce. The Provost noted our efforts in inclusive excellence and our search for a new Chief Diversity Officer; continued community engagement, as exemplified by the University Park Alliance; and continued commercialization of our technology. Finally, she suggested that there are many pieces to the student success and that additional initiatives may come out of those efforts. Next we discussed the recommendations of the Student Discipline and Law Enforcement Policy Review Commission, also know as the Fowler Commission, and our resolution on it during the September meeting on how that is going to be coordinated with the Senate. Candice Jackson summarized the Board of Trustees' request for further consideration of the recommendations. First, data collection must respect personal privacy and conform to legal requirements. Second, when choosing between the higher standard of "clear and convincing evidence" and the lower or weaker standard of the "preponderance of the evidence" our rule should not require us to a higher standard of evidence than the state for similar offenses and actions that have similar consequences should use similar standards for evidence. Third, the recommendation that the University provide advocates concerned the Board. There would be the questions of independence and also questions of liability. Employment of independent hearing officers would also raise similar questions. And finally, the Board suggested that the policy on the use of informants on campus should include not only consent from the President and Vice President for Student Affairs, but also the General Counsel. Candice indicated the desire to work with the Senate within the Senate's bylaws. And she suggested that she and Rudy work together to clearly define the boundaries of that cooperation. When asked to provide an update on the enrollment management road map, the Provost indicated that Bill Kraus was out-of-town and she had been unable to reach him prior to our meeting. However, she did expect that the map would be ready sometime early October and she will make it available as soon as it is ready.

When asked whether open positions would return to the units or continue to be held centrally, the Provost indicated we were still in a strategic mode and thus they would continue to be held centrally.

The Provost indicated that the individual schools' report on the reorganization of College of Fine and Applied Arts seemed to contain more creative ideas than the final college draft report. So she has asked Jim Lynn, the interim dean of the college, to explore these creative ideas with the school directors.

And finally, we were informed that the suggested bylaw changes and corrections regarding retiree representative on the Wellbeing Committee have been sent to the General Counsel's Office for review. Mr. Chairman that ends my report. "

Chair Fenwick "Are there any questions for Senator Stratton? Mr. President."

b. Remarks by the President - "I'd like to thank Senator Stratton because that will nicely abbreviate some of what I might say. Indeed colleagues I will however expand on some of the responses that I made to Executive Committee when we talked about the challenges that we face, but for today let me just reflect briefly on the Chair's comments. As Rudy began to talk and to share that we seem not have any immediately pressing challenges and therefore could be more proactive, it did occur to me that we can look to that again. At the same time when we think about reports such as the commission on higher education that Secretary Spelling appointed, we do have some intriguing challenges that will surely loom on the horizon in the foreseeable future.

To me that's particularly interesting because I'd like to share two things with you. First, in 1983 when Harold Bell issued the report of the Nation at Risk Commission he had appointed, I observed to some of our colleagues if that was a two-by-four coming across the face of K-12 that the time when the spotlight shifted to higher education it would more look like a fourteen-by-twenty-eight. And I do predict that this scrutiny will get even more intense. That says to me that we're in for some measures of real concern but at the same time, as Rudy suggested, let's look to what great ideas we can put on the table from this very talented group of colleagues that we call The University of Akron, and indeed from the higher education community.

Now I know that I've observed this to some of you, but I believe that we are in period of transition not unlike that that we saw when we transitioned between the 1800's and 1900's. Before the end of the 1800's our nation felt that all that was required was a sixth grade education effectively. And at that time some secondary schools were even called colleges. And so with the Industrial Revolution and the "massification", if you wish, of our society's entry into that industrial revolution, what did we do? We felt that it was now necessary to now call for universal post-secondary education. Well I believe that today as very clearly exemplified by the data that we can see where eighty-five percent of all jobs today require some college if not a bachelareate degree and it is anticipated that by 2010 ninety percent of jobs will require perhaps a bachelareate degree and many will require at least a professional Masters or some other kind of advanced degree, I believe, as Governor Grandville of Michigan has already called upon Michiganders to do, that the time for universal higher education is at hand. Now if you follow the earlier transition, the natural transition for us as university faculty is what does that mean the next generation of higher education will be? Well put another way, if high schools used to be called colleges and today what will be expected of every American is what we call a university education, what is the next generation, 21st education or the post-knowledge conceptual economy going to look like, what shall we call it, how shall we construct it? And that seems to be a worthy scholarly exercise that maybe we can pursue.

I discussed a little bit of that with the Faculty Advisory Committee to the President, and found that there is a little bit of a disconnect because all of us on a daily basis are worried by many more practical things, and were going to hear about some of those as we are dealing with it in our day-to-day operations and issues for the University in a few moments. But I think it behooves us from time to time to just stop, sit back, and look at the lessons of history, look at the best available evidence that we have, that crystal ball type phenomenon, and see what it is that we can do to shape that future. It is human ideas that always have shaped that future; sometimes with controversy, but sometimes with great foresight and the ability to create a very very bright future. So I hope that you

will respond to Rudy's request for input and I hope that you will ask what is the way that we appropriately, proactively create a bright future for whatever it is we're going to call the university of the future. If we get bogged down trying to be very defensive to admonitions and recommendations of Secretary Spelling's remarks, we will surely lose.

Just a couple of other things in a different tenor: Ohio is struggling with these issues; we reflected on them at your Executive Committee meeting; and perhaps some of you saw the editorials that appeared, the same editorials in three prominent Ohio newspapers; the Plain Dealer, the Columbus Dispatch and the Dayton Daily News. These editorials asked questions about what the future of our education would be in Ohio, and they tried to speak not only to the people of Ohio but the gubernatorial candidates that are of course vying for the governor's seat in early November. Thirty-four days away by the way, and we'll know. The polls have been speaking pretty loudly at this point. We'll see, the surprise is always there. Be that as it may, one editorial conclusion was that what happens in the next four years in regard to higher education can help propel us forward or accelerate an indisputable decline that's been on many people's minds.

Perhaps you noticed that a few weeks ago the University of Akron hosted for the second time the Voices and Choices regional town meeting where some 900 people came together on campus collectively and collaboratively to learn more about strengthening and promoting the economic well-being of Northeast Ohio. And I think it's appropriate that this community dialogue should have taken place on a university campus because as we all understand that universities are the kinds of sources for innovations and are very much critically, increasingly in driving the nature of the economy. I also was particularly delighted because as you know work that we have done at the university and that I have done in the Council of Competitiveness speaks very clearly to the reality of regional economic issues, not local economic issues. Things take places locally, but interactively they are increasingly on a regional basis and states do not compete with states, regions, economic regions compete with other economic regions.

Also last month I'm pleased to tell that we welcomed to our campus the Urban Land Institute. Many of you know about this organization but the purpose of this meeting was to engage it in a discussion of the unique kind of public/private real estate partnership of the sort that we are partnering through the University Park Alliance. And that involves universities as key facilitators and partners in the revitalization of neighborhoods and the downtown areas that surround them and in the creation of the next generation of vibrant communities focused on learning and health and wellness and obviously other good things.

Along these lines I also understand that we announced some other things that are exciting that you might have missed, last Friday we dedicated the new world class center for dance and theatre which some of you know as the Guzzetta Hall addition. It features some of the largest technology enhanced studios, if you've not had an opportunity to see this facility you must. Visitors who know the New York scene, the Los Angeles scene, other major art scenes say that this is one of the very best facilities in the country for dance if not the world. Also on September 26th we dedicated the second phase of the Taylor Institute of Direct Marketing which is located on the fifth floor of the Polsky building and I invite you to see that.

Let me close just by highlighting two faculty achievements; both I hope you've heard about if you haven't please congratulate Dr. Richard Londraville, who's been named one of the nation's top examples of best practices in a study conducted by the Center of Educational Policy Research. Dr. Londraville's biology course was one of 149 from across the nation reviewed in this study and selected for recognition by the College Board. In addition to being cited as the best practices overall it was designated an exemplary practice course in a panel of national experts in biology. And finally please also congratulate Dr. John Queener for the wonderful recognition of his works for the development of our ethnic minority graduate students. He is being awarded the Kenneth and Maymie Clark award for outstanding contribution to the professional development of ethnic minority graduate students. Our congratulations to Dr. Queener please extend yours as well. I'd be happy to answer any questions you may have."

Chair Fenwick "Any questions for the President? Senator Qammar."

Senator Qammar "I'm intrigued with your idea of the future generation of higher ed, but you have often remarked here to us that the State of Ohio views higher ed as a private commodity, not a public good. So, how do you reconcile a great deal of effort perhaps on our part to come up with creative ideas for this proactive new generation but at the same time dealing with reality the funding group that isn't as nearly proactive."

President Proenza "Well it is of course a point of some degree of cognitive dissonance for me in particular since I've spent some time down in Columbus, but for all of us who have been part of a very distinguished history dating clear back certainly to 1862, if not to much earlier when many states such as Georgia and North Carolina began the idea of a public higher education. That said, Helen, I think that we, taking a long-term look, have seen changes in public support for education for many decades now, not as drastic as we've seen in the last 10 to 20-years but nevertheless noticeable fluctuations and I think we're in that period. I think without question what we're seeing most recently in statements of legislators is that they recognize that if last year was the year for tax reform, this year is the time when they begin to think that education, in particular higher education, is important. Now I don't anticipate I have to tell you, that they're going to pour billions of dollars on us. That is simply not the reality that I see in front of us. But I think, as I've seen for some other industries by the way and you think we're challenged, look at what's happened in medicine, look at what's happening in newspapers and communications. I mean the world literally is changing right under these industries and the day when a physician could say that you know that your doctor knows best is simply no longer the case. There are now very important processes to try to understand what does work in a treatment protocol and what doesn't and never mind what your particular physician says. The data is mounting and so that this kind of evidence-based protocols for many of our service industries including education, I think is a reality that we're going to have to live with. We've known for a long time that some students learn better in certain situations. Our Institute for Teaching and Learning has been advocating that we understand those protocols and we understand them well: the virtue of immediate feedback and all these other things that David McConnell and others, many of you, have participated very actively with. But I remain, I think, an optimist at heart; I believe that we will prevail, slowly at first in some better ways. That Ohio will come back with some new investments but in the process we must be willing to look hard at ourselves and deter-

mine how it is that we, as the academy, must change to keep up with the real, and I do mean very real advance of a 20th century knowledge economy that is already transitioning to a conceptual economy and we don't have a clue what that means yet. Best I can do for the moment, sorry. Anything else?"

Chair Fenwick "Any other comments, questions? Senator Rich."

Senator Rich "Mr. President, do you not think this is perhaps the best opportunity that has occurred in the last many years for the priorities at the state level of the legislature and the executive branch concerning higher education to change and if you do, is it not incumbent upon us as individual citizens, not an institution, to do what we can with the process to try to insure that change occurs."

President Proenza "Senator Rich as always you speak most eloquently and appropriately and please remember that I do and have often admonished all of us or encouraged all of us to get involved because the legislature you know has you as the constituency not me, I'm but one independently. When I go down there to talk about higher education as I've said very often that's self-serving and I'm protecting my job and I'm protecting the institution and I'm only one of 14, okay. You're one of thousands and yet let me be even more specific, I sat with the Speaker of the House a few days back with two of my colleagues and he made it very clear that what he wants to hear is specific policy proposals about higher education and he would prefer to get them from higher education itself. So if we sit around and simply say we'll your not funding us enough or why is this happening, rather than recommending ideas we have only ourselves to blame. So we've been very active with ourselves as a university with many of your help in providing him and the governor and the president of the senate and individual legislators with some ideas, but you're absolutely right if we don't take that proactive approach and request that your good colleague Rudy Fenwick made, we may not like what gets done to us. Thank you for your comments, please get involved, it's not too late, thirty-four days, then the transition begins and nothing's written yet."

Chair Fenwick "Okay, thank you Mr. President. Chair would also like to add my congratulations to both Dr. Londraville and Queener for their achievements and in recognition would welcome under New Business a resolution from this body to recognize them. Provost Stroble."

c. Remarks by the Provost - “The first item is an official invitation to University Convocation which many of you received by e-mail, but please accept our personal invitation: the Gardner Student Theatre, Monday 3 o’clock. The President and I will speak. I will focus my remarks very much on student success and retention and less about the specific recommendations. We’re not quite ready to go public with preliminary recommendations and I’ve urged them to put a stake in the ground somewhere. Even though this is a really large and ambitious topic (to enhance student success) and we know that it’s artificial in some sense to sort of stop here and say this is what we think ought to be done now, our students need us to take action now. So we need to go with what we are beginning to understand about what is important to do to enhance student success. Knowing that we should fully expect this group, because they are so thoughtful, will give us recommendations about continued study and what more we need to learn about this to really do it well. Because, as they will be quite willing to tell all of us, there’s a lot of work to do and a lot of study to be given. The topic of student success is so large and so all-encompassing that it’s challenging to get it down to a doable set of recommendations. But I want to celebrate in my remarks Monday the great model that that group has given us for how to work together as common as colleagues, how to use those global five design principles to focus ourselves on solving some very concrete problems and addressing some issues in positive ways and how their spirit of hard work and collegiality really gives us a great model for how to tackle all the issues that are in front of us. So I’ll talk about them in my remarks on Monday.

I want to invite you if you’re not already aware about Make A Difference Day on October 28th. This is a national day, Make A Difference Day, and we hold it on October 28th. Nationally on that day it’s expected that over 4 million people will be involved in service in some way in their communities. In Ohio alone there are different Make A Difference Day projects in Ohio communities that total over 800. So it’s a very robust activity, our service projects will be planned and coordinated by a community-wide committee, and there are representatives on that committee from both community organizations as well as the University including but limited to: University Park Alliance, University Park Development Corporation, Rebuilding Together, Summit County, Jump Start Akron, Greek Life, Leadership and Development, Residence Hall Council, Residence Life and Housing, Service Learning and Civic Engagement, University College Dean’s Office and the Zip Programming Network. So it’s a large effort and certainly almost all of our colleges and many of academic departments are linked into this. Our local recruitment goal is 500 volunteers. The idea is to do a service learning kind of activity that is not limited to the really great notion of providing your time and expertise and service to others, but also linking it to our academic programs so that what we learn in serving others we also to further our understanding of what we’re learning in our academic programs. If you have not been involved yourself or your students in service learning in intentional and serious way that links back to your program, we do have an office of service learning and student engagement; it’s staffed by Michael Murphy who is an Americorps Vista volunteer who’s assigned to us for one year as the result of a grant and I will send to the Faculty Senate office his contact information, both e-mail and phone number and I urge you to contact Michael Murphy if you want to be part of Make A Difference Day or start figuring out how service learning is a part of what you do.

Finally, Chief Diversity Officer search: I just met with the committee this afternoon. We will re-post the position since our previous efforts really did not result in the appointment of a Chief Diversity Officer. We have done some research on this, not only in the literature but also with other Chief Diversity Officers. I believe we will soon reach agreement about a rethinking a little of the wording in the job posting and perhaps the title of the position in ways that we will think will draw a larger and more robust pool. And that's my report for today."

Chair Fenwick asked if there were any questions for the Provost. Hearing done he thanked the Provost. Since there were no objections, Chairman Fenwick introduced Andrea Rizzo from the Zips Programming Network.

d. Andrea Rizzo: "Thank you. Hello, my name is Andrea Rizzo and I am the Traditional Events Chairperson in Zips Programming Network. I'm just here to invite you all to the homecoming dance. I don't know if you've heard of it, but we do have a homecoming dance. It is October 20th ; it starts at 8 o'clock in the Student Union Ballroom. This is open to faculty members. I went last year and there wasn't many faculty and I was very disappointed. So this year, I would like to see a lot more there. So if you would like to come, write down my e-mail address and just drop me an e-mail. I will put you on a list and you won't have to pay to get in. It's a good time and we will have plenty of hors d'oeuvres; the music is great and I hope you would consider attending. My e-mail address is amr53@uakron.edu. Again it's October 20th at 8 p.m. and it goes til Midnight. So I hope to see some of you guys there."

Chair Fenwick "Thank you, any questions or comments for Andrea? Senator Qammar."

Senator Qammar "How many students go?"

Andrea Rizzo "Last year was the largest we had and there were around 650."

Chair Fenwick thanked Andrea for the invitation and turned to Old Business.

V. Old Business – Senator Qammar nominated Victor Wilburn, from the College of Fine and Applied Arts, as the alternate representative to the Ohio Faculty Council. Chair Fenwick indicated that Victor has expressed his willingness to serve and Senator Norfolk seconded the motion. Having no other nominations the Chair called for the vote and the **motion passed unanimously**. The Senate then moved onto new business.

VI. New Business – Senator Cheung offered a resolution congratulating Dr. Richard Londraville and Dr. John Queener for their accomplishments mentioned in the President’s remarks. It was seconded by Senator Norfolk and **passed unanimously**.

Chair Fenwick asked if there were any other business.

Senator Gerlach asked for clarification of some remarks made during the Secretary’s report concerning the issue of retiree representation on the Wellbeing Committee.

Chair Fenwick indicated that the current by-laws fail to specify a retiree as a member of the wellbeing committee. Linda Sugarman and former senator Erickson suggested this omission was inadvertent and the matter has been forwarded to the General Council for review. We believe this omission was an oversight and that the issue will be resolved. However, we will continue to press the issue.

Senator Gerlach indicated that retired faculty are as concerned with the benefits as are the active faculty so there’s an interlocking relationship he expressed his hope that it will be okay.

Chair Fenwick asked again if there were any other business. Hearing none Senator Zingale made a motion to adjourn. It was seconded by Senator Rich and passed.

The meeting adjourned at 4:00 p.m.

Verbatim transcript prepared by Heather Loughney

*Transcript edited by Richard Stratton,
Secretary of the Senate*

APPENDICES TO MINUTES

FACULTY SENATE MEETING OF OCTOBER 5, 2006

APPENDIX A

**Proposals Approved By Provost
To Faculty Senate September 2006**

Buchtel College of Arts and Sciences

Proposal No. Department Title

College of Business Administration

Proposal No. Department Title

College of Education

Proposal No. Department Title

College of Engineering

Proposal No. Department Title
EN-06-19 Engineering Change minimum GRE requirement for admission to graduate program

College of Fine and Applied Arts

Proposal No. Department Title

University Libraries

Proposal No. Department Title

School of Law

Proposal No. Department Title
LS-06-01 Law Change requirements for Certificate in Intellectual Property
LS-06-02 Law Add prereq for 9200:706
LS-06-03 Law Add prereq for 9200:806
LS-06-04 Law Add prereq and change credit hours for 9200:716
LS-06-05 Law Add prereq and change credit hours for 9200:816
LS-06-06 Law Add prereq and change credit hours for 9200:717
LS-06-07 Law Add prereq and change credit hours for 9200:817
LS-06-08 Law Add prereq and change credit hours for 9200:718
LS-06-09 Law Add prereq and change credit hours for 9200:818
LS-06-10 Law Add course 9200:876 Sem: International Trade: GATT, WTO & Regional Integration
LS-06-11 Law Add course 9200:665 UCC – Sales – Accelerated
LS-06-12 Law Add course 9200:669 UCC – Sales
LS-06-13 Law Change req for LLM in Intellectual Property

College of Nursing

Proposal No. Department Title
NU-06-24 Nursing Change course overview 8200:435
NU-06-25 Nursing Add course 8200:611 to Advanced Practice Behavioral Health Nursing track

NU-06-26	Nursing	Change credit hour allocation for 8200:350
NU-06-27	Nursing	Change credit hour allocation for 8200:360
NU-06-28	Nursing	Change credit hour allocation for 8200:370
NU-06-29	Nursing	Change credit hour allocation for 8200:410
NU-06-30	Nursing	Change credit hour allocation for 8200:430
NU-06-31	Nursing	Change course overview and credit hour allocation for 8200:380
NU-06-32	Nursing	Change credit hour allocation for 8200:440

College of Polymer Science and Polymer Engineering

Proposal No.	Department	Title
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Provost Office

Proposal No.	Department	Title
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Summit College

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

Buchtel College of Arts and Sciences

Proposal No.	Department	Title
AS-06-16	Chemistry	Add new BS program in Biochemistry

College of Business Administration

Proposal No.	Department	Title
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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
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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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APPENDIX B

September 27, 2006 – Faculty Senate Meeting

The Executive Committee met with the President and Provost on September 27, 2006 in which the following issues were discussed. The President discussed his current thinking of the most important issues facing the University this academic year.

- His first priority is to find ways to continue and enhance our current momentum. For example, in the Landscape for Learning he cited building new residence halls, the new stadium, and the replacement of Memorial and Carroll Halls as examples.
- The second issue is how to manage the unusual legislative environment in Columbus. It is a very difficult time and we need to be proactive to avoid undesirable State mandates.
- Third is the need to grow revenues. The current budget continues to have a deficit. Increased revenue from the State, even with growing enrollments is uncertain. He wants to continue to explore development of Enterprise Centers.

The Provost then presented her current thinking on the top academic issues for the coming year.

- Top on her list is how to move forward with the recommendations of the Student Success Taskforce.
- Second is our work as a Carnegie Scholarship of Teaching and Learning Institution. This will involve extension of our undergraduate research initiative.
- Third is to be ready for the NCA focus visit in 2008. Our participation in the NCA Assessment Academy means that assessment will not be part of the focus visit.
- Finally, our leadership in STEM programs needs to be leveraged into additional State funding opportunities.

Discussion on the challenging legislative environment in Columbus indicated that legislatures continue to think of higher education in terms of program duplication and inefficient management. The President suggested we need to discover successors to ROEI to convey our value to legislators that they understand and can support, such as regional economic growth, vouchers, and scholarships. They are looking for measurable outcomes that can be tied to their efforts and funding. The President stated he hopes that our efforts to measure our success in non-traditional ways will provide leadership in the development of state-wide measures of student outcomes.

The discussion then turned to initiatives based on the Academic Plan, other than the recommendations of the Student Success Taskforce. The Provost noted our efforts in Inclusive Excellence and our search for a new Chief Diversity Officer; continued community engagement, as exemplified by the University Park Alliance; and continued commercialization of technology. Finally, she suggested that there are many pieces to student success and that additional initiative may come from those efforts.

Next we discussed the recommendations of the Student Discipline and Law Enforcement Policy Review Commission (aka Fowler Commission) and the September 7 Faculty Senate Resolution. Candice Jackson summarized the Board of Trustees' request for further consideration of the recommendations.

- Data collection must respect the privacy of the individuals and conform with all legal requirements
- When choosing between the higher standard of "clear and convincing evidence" and the weaker "preponderance of the evidence" our rules should not require a higher standard than the state for similar offenses and actions that have similar consequences should use the same standard.
- The recommendation that the University provide advocates concerned the Board. There would be the question of independence and the question of liability. Employment of independent hearing officers would also raise similar questions.
- The Board suggested that the policy on the use of informants on campus should include not only consent of the President and Vice President for Student Affairs, but also the General Counsel.

Candice indicated the desire to work with the Senate within the Faculty Senate Bylaws. She suggested that she work with Rudy to clearly define the boundaries of the cooperation.

When asked to provide an update on the enrollment management road map, the Provost indicated that Bill Kraus was out-of-town on a recruiting trip and she was unable to confer with him prior to the meeting. However, she expects the map to be completed early in October and will share it as soon as it is available.

When asked whether open positions would be returned to units or continued to be held centrally, the Provost indicated we were still in a strategic mode and thus they would continue to be held centrally.

The Provost indicated that the individual schools' reports on reorganization of CFAA seem to contain more creative ideas than the final College report. She has asked Jim Lynn to explore these creative ideas with school directors.

Finally, we were informed that the suggested bylaws changes/corrections regarding retiree representative on the Wellbeing Committee have been sent to the General Counsel's Office for review.

APPENDIX C

REPORT OF THE SENIOR VICE PRESIDENT AND PROVOST

FACULTY SENATE

OCTOBER 5, 2006

- Invitation to University Convocation: October 9th, 3 pm
- Student Success and Retention
- October 26th: Make a Difference Day
- Chief Diversity Officer Search
- Your Questions?

APPENDIX D

To: Faculty Senate

From: Susan G. Clark
Chair, Faculty Rights and Responsibilities Committee, 2005-2006

Date: 9/27/06

Re: Grievances

In April, 2006, the Committee received a grievance assigned file number 06-03.

Prior to the close of the 2005-2006 academic year, and after the last Senate meeting of that same year, the Committee completed its consideration of grievance 06-03 and rejected the complaint.