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58 pages

SENATE ACTIONS

- Received report from ad hoc Facilities Planning Committee with a focus on parking page 12
- Received report from Wellbeing Committee with focus on formation of an University Group Insurance Benefits Committee page 22
- Motion: “For a record of four absences without notice the seat of Chandra Bramlett be deemed vacated for a record of four absences without notice and that her respective constituency be notified to elect replacements.”
The motion failed. page 24
- Continued discussion of plan to modify shared governance by the creation of a University Council. page 25

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 February 1, 2007

The regular meeting of the Faculty Senate took place Thursday, February 1, 2007, 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 fifty-eight Senators, thirty-five were present for this meeting. Senators Boal, K. Clark, Liikala Conwi, Gehani, Halter, Keltyka, Kushner Benson, Lyons, Mako-Robinson, Plummer, Sancaktar, Vinnedge and Zingale were absent with notice. Senators Bramlett, Hamed, Ida, Riley and Vijayaraman were absent without notice.

I. Approval of the Agenda – Chair Fenwick welcomed senators back after a very long break. He briefly commented on the tight parking situation. The first order of business was to amend the agenda. He asked that President Proenza make his remarks immediately follow the consideration of the minutes, since he had to leave shortly. Second, he asked for the inclusion of an oral Wellbeing Committee report by Dr. Erickson at the end of the committee reports. Third, under New Business Senator Gerlach wishes to propose a motion to declare a couple of the seats vacant because of lack of attendance. **Senator Gandee moved to accept these changes to the agenda; Senator Gerlach seconded. The motion passed.**

II. Approval of the Minutes – The second item of business was the approval of the minutes. **Senator John moved the approval of the minutes for the December 7, 2006 meeting of the Faculty Senate. Senator Aljafar seconded the motion.** There being no corrections or amendments, the **minutes were approved.**

III. Remarks by the President – “Thank you Professor Fenwick and thank you colleagues for entertaining the change to the agenda. Professor Fenwick had called through an e-mail I should say about some matters that I know are of interest to you; particularly in regard to what’s been happening in Columbus that may ultimately affect us. The three principal items that I would just like to share some brief information. One, the new governor and his interest in higher education, secondly, the proposed change in the reporting structure of the Chancellor and thirdly, the legislation that approved a Northeast Ohio University Study Commission that will be doing its work during this year.

First about the Governor. Obviously you know we have a new governor, I trust you’ve not been that disconnected as some of us sometimes are from politics. He met with higher education in mid-December, December 19th. four representatives of each of the sectors; Board of Regents, four-years, two-years and independent colleges. He had some of his leading staff that was assisting him in this area. The principal staff that’s supporting him with regard to higher education at the present time is Jan Allen as well as Jannetta King. We met his chief of staff and we heard some of his early thoughts and I won’t bother you with those but suffice to say that this was literally one of the first constituencies that the Governor met with following his election. He indicated at the time that he would very shortly after being sworn in call for a meeting with the presidents of all universities and that meeting took place a week ago Monday, so almost two weeks ago in Columbus. Contrary to some newspaper reports we did not storm the statehouse, we did not storm anything. We were invited and the meeting took place at Columbus State Community College. It was very well attended. I would say seventy to eighty college presidents from two-year, four-years, independents. The Governor was in attendance for the full five and a half hours that we were there. He welcomed us, shared some thoughts about the importance of higher education and during the day he and his staff through facilitator who some of you know, Don Van Meter, engaged us in conversation about three broad topics which he shared in draft form. If any of you want to see those drafts I’ll be happy to share them. But since they were in draft form we anticipate that these and other discussions will amend those documents, so certainly there will be changes. The three topics were access and student success, secondly research and innovation, and thirdly workforce development. The topics were very well documented as you might expect in terms of access these are things that you are familiar with the number of people going on from high school to college is below the national average and the number of Ohioans with a college degree or some college is below the national average and other statistics that I’m sure were pretty well versed and I won’t repeat them. Each of the sessions on each of the topics involved break-out groups and the governor fundamentally wanted to know (not were these facts were correct or not, because for the most part they were right on) but rather were some goals that he might propose for higher education in Ohio, the right goals or were there some other important questions related to access to student success that were more important. In short, in what direction should Ohio go and he deferred from this session any discussion about how to get there; the tactics or the mechanisms to get there. The conversations were most engaging. The Governor as I say stayed the full time. He entered into discussion and asked questions. From every possible piece of evidence that I would have he was listening intently and indeed interested in a great many of the ideas that were put forward. So in my experience at any rate, and I expect that certainly Steve Brooks and some others of you who are engaged politically would be able to share, it is unprecedented for a governor this early in their tenure to sit down with any group for a full day, effectively, five and half hours was pretty much a full day.

You are also aware, some of you were in attendance at his speech earlier, that two weeks ago today at Akron Roundtable where he spoke and again shared some thoughts about a variety of issues, principally priorities being education generally including higher education, health, Medicare Medicaid etcetera, and of course the economy and jobs. Importantly in that presentation at the Akron Roundtable he signaled that he expected the revenues to the state to be lower than predicted previously and thus that the budget available to him would be less than anticipated and therefore he would be able to do less. Those of us in higher education immediately read that as he's interested in higher education but he's covering his bases and there's not likely to be a major recommendation of an increase in his budget or at least the more conservative estimate. And secondly it's likely that we would see the administration, the legislature call for a tuition cap of some sort probably a very low one.

Now on that same Thursday that he was here you may recall that news reports began to emerge that the Governor and the speaker were calling for changes in the legislation to permit the governor to appoint the Chancellor or the Board of Regents and to report directly to the governor. As you might expect this raises a number of questions, including the fate of the Board of Regents itself, the nature of his expectations for the Chancellor and how that might obviously play out in terms of changing legislative authority with regard to the role of that position. Since no actual language has as yet been shared we don't know that but obviously there are questions which the regents themselves are sitting down with the governor and asking about their future. Rumors are rampant so don't believe anything you hear for the time being because that's all they are...rumors. We haven't seen anything. From what the Governor said both at the meeting in December and here, it does appear that he's thinking of something fairly broad board with regard to the governance of education in Ohio, or at least in the oversight of education. And so how that will emerge and be seen I don't know. He's thinking of a K-16, K through lifetime kind of framework for education and so we don't know. I will keep you posted. Rudy, Professor Fenwick is involved with the Ohio Faculty Council and will be discussing these matters and I will certainly spend more time with him as well as with you at a later time.

Finally, the legislation that you asked about that was being proposed by Representative Trakas indeed passed. With regard to the Northeast Ohio University Study Commission, this was enacted with a markedly reduced budget. The legislature only appropriated \$28,000 dollars. It's expected that any other expenses would have to be borne by the private sector raising the monies. The legislation called for general study of our collaboration and its effectiveness, efficiency. So contrary to the earlier drafts, no outcomes were presumed in the legislation itself but that the commission would come back and report. It is constituted by the five presidents of Cleveland State, Kent State, Youngstown State, NEOUCOM and The University of Akron. Five appointees from each of the Board of Trustees. For us, our board has designated Mr. Phillip Kauffman, the vice chairman of our board for NEOUCOM they designated Dr. William DeMoss, who serves as Chairman of the Board of Trustees both at Akron and at NEOUCOM, so he will have the ability to share some thoughts. The legislation also calls for two representatives to be appointed by the Board of Regents; those are Regent Bruce Beegley from Youngstown and interim Chancellor Gary Walters. It calls for one appointee each by the President of the Senate and by the Speaker of the House, those have not been named, and five appointees by the Governor, which Governor Taft did appoint prior to his leaving

office. Those appointees are as follows: Chair of the Board Mr. Ted Boyd of Canton, Mr. Boyd is former member of the Kent State Board of Trustees and a member of the Northeast Ohio Council of Higher Education and very involved civically. Mr. Rob Briggs who I think you know is Chairman of GAR Foundation a former managing partner at Buckingham Doolittle and presently the chairman of the Fund for Economic Future and Voices and Choices. Thirdly, Mr. Brad Whitehead, currently a fellow at the Cleveland Foundation, formerly with McKenzie and Company. Fourthly Mr. Jim Hambrick, Chairman and CEO of the Lubrizol Company and fifthly Dorothy Bonnicks who is President and CEO of the Northeast Ohio Research Technology Council, otherwise known as NORTEC. Thank you for the opportunity, I'll entertain one or two questions on this and hope that I can fill you in in more detail. Again thank you for providing me the opportunity.

Chair Fenwick asked if there were any questions for the President. There being none, he thanked the President, who in turn thanked the Senate for allowing for his schedule.

IV. Chairman's Remarks & Special Announcements – Chair Fenwick began his remarks with tributes to some former colleagues who recently passed away. “Most recently on Tuesday Dr. Helen Welch Painer passed away. Dr. Painer served on The University of Akron faculty, actually split her time between Akron and Kent State between 1945 and 1981. She had her PhD in secondary education from Indiana University and was the author of more than 100 publications in her lifetime. On November 4th of last year Professor Emeritus Martha Hosfelt died in Robinson Memorial Hospital. She was a retired member of the English faculty here and she was also active in local and state politics and was president of both the Federated Democratic Women of Ohio and the Portage County Chapter. Ellen Summy of the English Department also passed away. She was a member of the composition faculty in the department. She died on November 27th of last year. She received her M.A. in English from University of Akron in 1975 and had taught basic writing and regular composition classes since then. And then finally, and on a personal note, we lost a friend of mine and former colleague Dr. Robert Terry, who was Professor Emeritus in Sociology at The University of Akron. He passed away December 11th. He earned a PhD from the University of Wisconsin. He came here in the 1970s from Oregon State University to be the chair of the Department of Sociology. After he retired in 1989 he then went to The University of Akron Law School, received a law degree and then taught law in the Akron area. He was the person who is most responsible, for good or bad, for me being here. He was chairman of the recruitment committee the year I was hired. He was the person who called and asked me to come for the interview and I'm kind of, if you knew Bob at all and his sense of humor, I'm probably his legacy to The University of Akron. And that kind of wicked sense of humor that he had. My heart and prayers go out to his wife, Margaret Brooks Terry, former chair of the department of Sociology at Baldwin Wallace, now Provost at BW along with Bob's two sons and his stepsons. So I would ask the Senate to please rise for moment of silence for our departed colleagues.”
(Senate observed moment of silence)

“Thank you. On a happier note, I want to announce that in looking ahead in the Provost's remarks too, that a week from tomorrow the University will host its second Hearts for Humanity. Last year

it was entitled Hearts for Hurricane Relief. It's next Friday night, it begins at 5:30 in the Student Union Ballroom and we have plenty of handouts and we have sent them out to the University community. I would encourage everyone to attend. I went last year, the food is very good, Food Services does a wonderful job. The pasta bar I thought was spectacular. We have good company, even though I'll be there. And it's a great time and it's a great cause. So I would encourage everybody to be there and I will hound those of you who I can to be there since we are a co-sponsor of the event. One final announcement that I was asked to make is that anyone needing to cough during this session, we have cough drops available for people to borrow. As I said I'm Bob Terry legacy in his work here, even if inappropriate which he was oftentimes.

On a more serious note, I want to talk about a few things that the President has mentioned as well as some things that he did not have time to talk about. First of all, as we all know there is an issue with parking on this campus and two hours ago we met with the President and Provost, those on the Executive Committee to discuss parking and Senator Sterns will present this as part of his ad hoc facilities report. In New Business, we will continue the discussion of the proposal of University Council, which we began a discussion last December with Senator Lillie's presentation. We now have a concrete draft of a proposal for this body and sent it out to the Senate last week and there are copies available here. We also made hard copies available of a draft questionnaire (see Appendix E) that we intend to send out to all faculty and indeed every group involved in proposing University Council is going to send this out to their constituents. It's a questionnaire asking people to evaluate and give comment and feedback on the proposed draft. So that's available. In the New Business we will go through that. Dr. Erickson is here and she and I will help lead the discussion. It is our goal to have the questionnaire sent out next week and have the responses back in time for a meeting on February 25th of the exploratory group so that we can sum up the responses and present a report back to the Senate in our March meeting. It's an ambitious timetable but we think it's makeable. And I want to appreciate Associate Provost Dukes efforts in learning how to become a survey researcher in writing the questionnaire, with my teaching for good or bad.

At the state level, the President already touched on this; both the Governor and Speaker have proposed change in the nature of the Chancellor's position from being appointed by the Board of Regents to being a cabinet appointment of the Governor. The President's group the University Council has taken a position in favor of this change. The Ohio Faculty Council, which is a group of faculty from all Ohio universities, has not taken a position as of yet. Being academics that we are, we're in the process of studying whether other states have such a position and how well it works before we take a stand.

Secondly, Ohio Faculty Council has also looked at similar groups in other states, that is similar to Ohio Faculty Council, whether other states have statewide academic bodies and how they function in conjunction with university groups and boards of regents in their states. And we found that about half the states probably do have such a group, this is in large part in thanks to the research that was done by your other Ohio Faculty Council representative, Karen Flynn, who looked online and found this information. Interestingly enough, many states including states as diverse as California and Okalahoma have their state faculty councils as advisory groups to the Board of Regents in those states. And actual members of their state faculty councils serve on board committees and act or

even attend executive sessions of board meetings as non-voting observers. So we have contacted Speaker Husted and shared this information with him and are meeting with him next Friday in Columbus at our regularly scheduled meeting to discuss both of these issues that is a change in the Chancellor's position and the potential to have Ohio Faculty Council and through that body the faculty of Ohio universities and community colleges play a greater role as an advisory group in higher education policy in the state.

Another point to make comes from Faculty Council is that OFC wants to change the date when it's officers are elected from the first meeting in the fall which is September-October to a meeting in June so that the officers would be in office and would have the summer to plan an agenda for the year, to give us a leg up on the schedule. But this would mean probably for this body to be consistent with that move, to move our election of executive committee officers from September to May. And have the new executive committee officers work with the old and outgoing executive committee officers over the summer as a transition team. So that in the September meeting we can devote that meeting to the subsequent agendas instead of the elections and maybe by doing that we would not have a special session of the Senate every other September to deal with wellbeing or other issues that crop up that we can't deal with with our regular September meeting because we are electing people. This would require changes in the by-laws about when the elections occur and this would probably mean moving the election of all senators up somewhat earlier in the spring semester. This is something that we will look at and hope to come back later this spring with specific by-law proposals.

Likewise with the Student Success committee report presented to the Provost, we will be looking at how to establish a student success committee as a permanent university committee with representation from all groups on campus including faculty. We will look at the by-law changes that have to happen to do this and again report back. And the same is true with formalizing the structure of the General Education Advisory Committee, GEAC, as of now there are no by-laws at the university about the composition or duties of that committee. So we will be working with the Provost office in developing by-laws to create a substantive, permanent committee that will deal with the general education requirements. So that concludes my comments, I'll turn the meeting over to Senator Stratton."

IV. Reports –

a. Executive Committee – Senator Stratton reported “the Executive Committee met three times over break, December 21st, January 24th and then today. During the December 21st meeting the Executive Committee met with the Provost and the President and discussed several issues, many of which we've already talked about today so I'll make my remarks relatively brief. We talked about the parking issue. We talked about safety. In particular we discussed safety with students crossing East Exchange Street and also going to far parking lots during the dark hours and trying to get safety measures in place for that. We talked briefly about the current situation with the football stadium, recognizing that it's in the early stages yet. The administration will keep us informed as it moves along.

The Provost also indicated that there were ongoing searches for the Polymer Science and Polymer Engineering Dean. The search for the Dean for the Law School is just beginning and that the search for the Chief Diversity Officer at that time and the Vice President for Student Affairs were also to be started during the Spring 2007 term. We talked a little bit also about the impact of the Ohio Core Curriculum on The University of Akron. We recognize that although we should get better prepared students into the four-year colleges, it may also provide some additional market for Summit College, with those students who don't have the full core curriculum and will need to bridge up in order to go to a four-year institution.

We also discussed the Ohio Board of Regents which at that time they were expecting to make an actual appointment of the Chancellor some time in January. That changed rather dramatically over the break as you have heard already.

We also talked about summer schedules, indicating that because of the change from a fifteen to a thirteen week summer schedule the administration tried as well as they could, the Provost indicated to make as flexible a schedule as possible during the summer. We talked about some of the overlaps and the Provost's office indicated she would be very willing to help accommodate as many different options as possible. The idea was to make the options wider for people, not to restrain. And finally, at the January 24th meeting of the Executive Committee, the committee discussed some of the issues that we talked about today to set today's schedule. And that concludes my report except I want to make one personal comment. I want to thank Heather for her hospitality during last week when the Arts and Science's College was offline and I had no place to call home. She was very kind to allow me to camp out with her for some of those days so that I could keep warm, and I want to thank her for that hospitality."

There being no comments or questions for Senator Stratton, Chair Fenwick invited Provost Stroble to make her remarks.

b. Remarks by the Provost - "Well a few topics today, you've heard reference to some of these. I have formally received in December the report from the Student Success and Retention Committee. I've studied it. I've charted it out and what I think is important to do with those recommendations. I think thirty-six total and none of them simple. I mean they're thoughtful, they're complex, they're comprehensive in the way that you would expect recommendations to look if we were serious about how to really cause student success to happen on this campus. And so I appreciate the work of that committee. I have studied it. I've started to chart out what I think the next steps are. This week I met with Karla Mugler and Rudy Fenwick as the co-chairs, requested their assistance and the ongoing assistance of the committee to help me figure out how to start putting into operation sometimes the actual recommendation, sometimes the appropriate consideration of the recommendation because many of the recommendations truly will need to go to various committees; curriculum, APC, colleges, departments, Registrar's office, IT. This report has a link on my website, so if you want to look at it online or print a copy, it's long. So take a peek at it if you wish, I'm sure that we're going to be communicating much more about the content and how we'll move it forward as we figure out

the operational piece, because right now what we have are the recommendations and it's a matter of operationally saying where do these need to be routed to be sure that they get timely consideration by the bodies that consider them.

And certainly glad to highlight Hearts for Humanity, a good time was had by all last year. I invite all of you to join in the fun this year, the music lineup is a little different this year than it was last year, but the food's bound to be good and I'm glad you're serving as co-chairs sponsors as well as AAUP. This makes it a great event in service of our students.

As you know this year I've been doing walkabouts and I think I'm about halfway through the schedule of colleges, VP units and also the other units that report to me such as ROTC, Women's Studies, Institutional Research, the schedules picking up slightly because all of us know once this semester starts there's sort of a relentlessness to trying to wrap things up before the semester comes to a close. So we're really trying to get every one of these scheduled before the end of the semester. I did my walkabout yesterday to the Institute for Teaching and Learning and thought it merited my highlighting for you just a couple of things that you know if you read E-mail Digest or go on the ITL website you could learn but since this is really a topic of interest to all of us it seemed to me important to highlight a few of my learnings and things I was reminded of in that walkabout. We will have the annual Celebration of Excellence in Teaching and Learning on April 2nd. So information will be coming out soon requesting your participation; whether you wish to make a presentation that would be for the benefit of the campus community about the kinds of excellent things that you do in your teaching. And we have some research teams that have been working since last year associated with ITL, these are largely comprised of faculty although not exclusively. One of those research teams is called the Teaching and Technology Team. This is all in the spirit of saying because we think that the Institute for Teaching and Learning is not only about helping us to be better teachers but about being scholarly about that and having a research base start to be attached to that and give that equal opportunity to publish from their work about their teaching. The Teaching and Technology Research Committee has really been looking seriously at what are the examples of great teaching with technology on this campus. They are proposing, and I think we'll hear about this soon, that in conjunction with celebration of teaching and learning, they will host a two-day showcase where we will showcase examples of individuals on campus that use technology in powerful ways to support learning. So I've given you a reference here for the research team list, there's the teaching and technology group, there's is a pedagogy group, the pedagogy group has been involved in three rather large scale studies of great teaching this past year. Two of those involve how students regulate their own learning and how they approach goal setting. One of the studies happening in the Department of Psychology is potentially one of the largest scale studies ever of this particular aspect. We also have a study in Psychology happening around the issue of pod casting in Intro Psych classes and we're able to do because of the large number of sections of Intro Psych, a quasi-experimental design and actually do direct comparisons of impact of pod casting on student's learning. So it's some pretty exciting things that I think will come out of that and you certainly can expect that they'll be showcased at the Celebration of Excellence in Teaching and Learning.

A service learning group, a mentoring group, and in the fall semester we had nine different teams of faculty mentoring each other around very specific topics. They meet together as a team, they establish the goal about what they want to teach each other about or what they want to provide mutual support about then they meet their goal, they issue a report then set a new set of goals and we're interested in having even more mentoring teams involved. And then inclusive excellence, you're aware that they recently published the results of their survey about students and students' perception of the racial climate on campus and during this semester they plan to conduct a similar survey with faculty and staff and we'll hope to have your participation.

And next, we will in the next two weeks issue the formal announcement of the Provost's faculty fellows for next year, we invited applications at the end of last semester, had a great response, and here are the names of those who have been appointed for this calendar year. You'll notice that half of them are faculty senators and what a great thing. Helen Qammar, who will lead our continued work on the topic of assessment. I hope I'll say Matt's last name right, I've only heard it once, Kolodziej, innovation, he has very interesting ideas about the intersection of art and science that I think are pretty fun. Ramona Ortega-Liston, engagement, she's from Public Administration and Urban Studies. Rudy Fenwick, a natural for the topic of leadership. John Queener, inclusive excellence and Bill Lyons, student success. And so I congratulate those individuals for their appointment and thank them for what they're going to do with and for us.

And then of course the ITL has ongoing work in the Carnegie Clusters sponsoring three years of study about how to further undergraduate research on this campus. They are participants in NCA's assessment academy and they are the leaders in helping us figure out how to respond to the requirement, which we think will continue although with the regents being somewhat in question one never knows, to submit web-based plans saying how we're going to further our student success. So thanking student success and retention committee, your set of recommendations will be highlighted on that website as The University of Akron taking this topic quite seriously. And that concludes my remarks."

Chair Fenwick asked for questions or comments for the Provost.

Senator Gerlach indicated he had not heard about the appointment of faculty fellows. It reminded him "of being caught up on what the President says he establishes the order of the kangaroo and the order of the phoenix reminds me of the queen's honor lists over the years." So he asked for more information on the system of appointing Provost Faculty Fellows. When did it begin? What exactly are these fellows to do? And what is their term?

Provost Stroble responded "this started last calendar year, 2006. There were two appointees at that point, Dick Steiner and Linda Subich. Dick Steiner led our effort to apply for the Carnegie Leadership and helping us figure out what undergraduate research would look like. Linda Subich helped us further the inclusive excellence initiative and really lead the design of the survey that issued to students. So it was really designed to give some opportunity to share leadership for academic initiatives with some individuals that wanted to have a campus-wide leadership role but truly weren't

wanting to be administrators. Wanted to stay in faculty roles. So the Institute for Teaching and Learning really can't advance every campus wide academic leadership initiative that needs to take place and the five design principles; assessment, innovation, engagement, leadership and inclusive excellence, we still need help campus-wide understanding what those can mean. So the student success and retention committee helped us figure out what those mean in terms of student success but there are probably other aspects to that work that we need to explore. So I think that each one of the fellows will be proposing what they think they're helping us figure out in the coming year. In the e-mail note that we will put out in two weeks where we do the formal announcement every single fellow will say what their project is. For this they receive some funds that they can use for a professional development account for some travel or for just some professional materials and they get two load hours of summer load to help bridge over the summer. So it's a way to try to share the leadership of academic initiatives."

There being no further questions of the Provost, Chair Fenwick thanked the Provost. There were two committee reports. Academic Policy and Curriculum submitted only a written report. So he called on Senator Sterns for the report from the ad hoc Facility Planning Committee.

c. Ad hoc Facilities Planning Committee –

Senator Sterns: "Thank you very much. First I'd like to start by complementing all the different units of the campus that were really involved with the challenge of the Arts and Sciences building. I think as you know this was a very serious and important situation. I think if you look at how we were able to continue and conduct classes and schedule the use of Central Hower and other parts of the campus was really well done. And I just think that we should thank everyone at all levels who made that possible. For those of us who had to leave our offices for a few days, we have greater appreciation for those facilities. The rumors that I heard about a witch doctor being brought in at night to deal with some of the issues is probably not true, but I think that I just wanted to mention how well I thought we did. And I hope you all agree with me on that. This afternoon you've already heard that parking has been on our mind, and there has been considerable discussion with Mr. Stafford and with Mr. Case. I'd like to ask the Senate's permission to have John Case come down and brief us on the parking report. He has been working with his staff in looking at this and focusing on a number of issues and he personally has come today to present to us. I'd like permission of the senate to let him speak."

Chair Fenwick asked if there were any objection to Vice President Case addressing the Senate. There being no objection he called on Vice President Case.

Vice President Case thanked the Senate for the opportunity to address the Senate. He indicated he would "talk about three issues; one will be the parking report that we received from the consultants; second I want to talk about Folk Hall, a couple questions we have about that; and then thirdly about current parking on campus, the inventory. I don't usually refer to it as an issue; I usually refer to it as inventory. And then we can open it up for questions.

First of all, we did at the end of December, the first part of January receive a report from our consultants we hired and they had started their work late last summer, finished it in the fall and gave us a report. We had five major objectives and I think they completed each one properly and gave us some good information, good recommendations. That report went to the Vice Presidents and Deans and senior management just kind of to hear the general overview in terms of a PowerPoint presentation from the consultants. At this point we're finishing up getting the final document with a couple of loose ends to tie up and the final electronic version of the report. From our standpoint at that point we'll get the communications out to campus, participate in some of the forums and the interviews and we want to get that report on the web and also have some open forums to kind of review the report with various groups, anybody who would like to attend the forum. So that is our plan for the report.

The second part of the report will be the next steps taken in the report to action. What we have done, myself, Dr. Stroble, President Proenza have talked about the forming of the committee, the task force to implement and or make recommendations on the report. That committee is being formalized right now and we will hopefully by next Friday have a final list of the people on the task force to move it forward. It will involve all constituencies on campus, we have a request out to the various unions for representation and a couple of the professional groups, SEAC and CPAC, with their recommendations for a representative, out to the students for a representative and then obviously we want to get some other constituencies on that, Deans etcetera on that. So, we are working on that, we figure that will be done by next Friday. At that point we'll call the committee together and give them the final copy of the report and just start working through the report. What we want to do is go through and develop a strategy for parking on this campus. As I was walking over here, we talked a little bit about the fact that these are issues that maybe we need to address now. They haven't been addressed properly in the past. What we need is a real long-term strategy that will address the current short term topics that we are talking about and then get the overall strategy for parking in the future. So that when we shut down a lot and there's going to be a shortage of spots from our current inventory, we know exactly the process to go through. So we have a lot of hopeful spotlights in terms of the parking consultant's report. Hopefully from my timeline, by the time the summer we'll have the report finalized and have recommendations from the committee and move it forward through the review process and information flow process here at the University. So, that's really where we're at with the report. It was nice to finally get, at the beginning of this semester, to see what's in it, and their recommendations. And of course there are recommendations we need to go through and analyze; see which ones we like; debate other ones; see how it affects our current topics etcetera.

So, on the report I'll open that up, I've got two other topics I can either open up the consultant's report or go through the other two topics, so how would you like to do it?

Why don't I address the Folk Hall issue that I've heard over the past few months and here's from my discussion and talking with the both facilities and parking services? We have had a discussion with Folk Hall and with the construction management people over at Exchange Street residence hall probably in late November/December time about the fact that they had some of their construction people parking over there. What they did is revise the permit structure over there. They now have

special permits for the construction workers. All those permits are required permits to park in remote lots. There are 19 issued permits for supervisors of the construction. Those are the only ones allowed onsite and when they're onsite they're not always onsite, some of them are here and other jobs. They are required by Parking Services to go to the remote spots, pick up their tools, pick up anything else they are taking to the jobsite, and their people, bring them to the jobsite 'cause I know they don't let them walk and then take them back at night. So there are no construction workers parking there except supervisors. The one little I don't know if it's a loophole, as you know, we do have parking meters on campus. Parking meters are open to any individual on campus, students, faculty, visitors etcetera. If those construction workers do feel it's necessary or want to fake us out by parking at some of the meters, that I believe has happened. We have to kind of think about it, if we can control it is a parking meter, we don't monitor any of the other ones in a different way but that has been happening and we do know that but for the most part the parking plan for Folk Hall is being implemented and planned. We're working with parking facilities management and for the most part it's only supervisors that are supposed to be on those when their on the site and they're not always on the site.

One thing that I do want to mention in terms of that and I'll mention current parking topics, is that Parking Services for the first six weeks of each semester do a day count on 27 out of the 54 lots we have on campus. Those 27 lots make up 9,000 out of our 10,000 spots on campus so it is mostly all our big lots and decks. For the first part of the semester, the first six weeks, every hour 8 o'clock through 4 o'clock they make a run through each parking deck and facility and lot and tell us the exact number of spots or the estimated percentage of spots that are open in that deck and lot. At Folk Hall over the first two weeks of the semester which we collected at that point there's daily data points, if you do nine per day for five days, that's about 80-90 data points. Folk Hall had only one time, 9 o'clock on Tuesday we came back that had no open spots, all the other times the first week there was 10-20 percent of their spots open the second week, this week, there's actually about 15-25 percent of their spots open. The one thing interesting maybe perception about Folk Hall that I've heard from Parking Services is Folk Hall is a dual lot. There's a lot in the front and a lot in the back and maybe everybody wants to park in the front and maybe that becomes full first. But from the data, eighty times parking attendants going through that lot, eighty look at those lots, 10 to 20 percent of those lots were open so there's probably a few in the back and a few in the front, that may be just a perception that it's full because they look in the front only.

Lastly, let me talk about the current summary of parking on campus. (see Appendix F) I'm gonna give you this handout and I'll speak to it here real quickly. This is a summary of parking availability for two weeks on the campus. As I just mentioned, our parking services office has monitors that the ones they give tickets but they monitor the lot on the hour, for the first six weeks of the semester from 8 a.m. to 4 p.m. With that as you can imagine there's eleven hundred data points that we look at each week in terms of these lots. What you're seeing is a summary of the data that we have collected for the first two weeks. Let me highlight just a few things that you'll be able to read quickly. These 27 lots as I said make up 90 percent of our spaces available. On average for both weeks there was 1,150 spots available in our lots on this campus. If we take out the 450 peripheral lots that are around campus that people don't want to park way down by the Ballet Center, behind the Chapel etcetera, that's 450 spots out of our inventory, you'll see there's about 700 spots open

everyday that are available on this campus at any time. As you can read here, I just went over the overall parking concept there. The peak hours we look at are 10 to 2, the 1140-1150 number came from those peak hours because for the most part, the 8 to 10, 2 to whenever are really usually there's more than that 1500-2000 spots available so a lot of this data is based on 10 to 2 p.m. The four major decks, the real obvious crunch is only in the North Parking Deck, that deck is virtually full from 9 o'clock on. The Exchange Street Deck, the deck that's right across pretty much diagonal from the one deck that was closed for the construction, we lost about 230 spots in that deck. The Exchange Street deck which is immediately to its right there if you're looking at it from Auburn, this used to be a student deck. You'll see here, only between 11 and 1 through the two-week period was that deck virtually full. If you came in before 11, after 1 there was on average about 50 spots in that deck available. The Schrank deck obviously that's a smaller deck, it's one that's right next to campus, it was full before we changed it any permit, it's full now. It's probably the same people are probably parking there now, maybe some people from Auburn. The two outer campus decks, the East Campus deck and the Polsky deck are obviously open, with many spots open through the day. I talked a little about the Auburn Science building in relationship to when I talked about the four major decks. Other than that you'll see very good data on some of our bigger decks, our bigger lots here; Field House, EJ Thomas pretty much is open for the most part, the Folk Hall I talked a little about. But on average we do have spaces available throughout the day on most of those lots. The remote lots as I say if anybody needs to feel the urge, the remote lots which have about 450 spaces in them have openings everyday and every time. This is just a summary. I do get this every week, this would be the two-week update, I'll get another one next week as the three-week update. It is based on their data collection from the people that go out give the tickets per day. We collect it all in a data file like this. It's been done for most semesters, this is the one where it becomes important and I asked them specifically for reports on a daily and weekly basis. So, let me just stop there, with the report of where we're at with the parking issues and inventory and I'll open it up to any questions from you on those three topics."

Chair Fenwick asked if there were questions for Vice President Case.

Senator Lenavitt asked if "as these studies progress and as the report comes out, will there be any alternatives relative to the numbers of students now in the new residence hall, with the move of the University into the Exchange Street area, with the commercial venues that are going to be there and parking necessary for businesses to be successful. As we move students in and out of those spaces we are putting a tremendous amount of people across Exchange Street. Are people really serious about how masses of faculty, students, staff and ambulances are going across Exchange Street?"

Vice President Case responded "One of the things we've done is that, as you know I wasn't here when we started the Exchange Street project, what we have done is this month as we start going through our VP meetings is taking a look at what is the campus going to look like in the fall semester, mainly because of that increase in traffic across Exchange Street. I think everybody that knows it knows that as you drive down it you have a little bit of people crossing but not the amount that will be. So within the next couple of months I think that from a facilities standpoint which you know they have the kind of knowledge of what they could do in that area. Working with the city, one of the recommendations of the report really talks about having the city and university joint commit-

tee about the road system around here so they're the ones that we're going to have to work with 'cause it's their street first of all and from my standpoint the police are in charge of safety on the campus. So over the next couple of months we have to address that, get a plan for that and make sure that by the end of this semester we know if there's kind of going to be increased lights, something in terms of the lights that are around that area you know pedestrian bridges is an alternative, but a very expensive one. I think we'll have to look at that in the future. I think the concentration now is to get the Exchange Street residence hall done and that will be done in the next couple of months we'll get safety to get people across and back."

Senator Lenavitt asked "Could I follow up for just a second? I believe that the whole construction process relative to where we're at and the inconvenience, that problem is to some degree taking care of itself and is being abated. Last week there was a problem. I'm not going to dispute the figures, but I came in today at 7 o'clock in the morning and there were at least 15 unauthorized pickup trucks in the front lot as well as people who had a construction permit. I would hate to think The University of Akron is paying people to come out every half hour for 10 minutes to plug a meter. You know over a period of time that could add up. And we're paying for that. I do applaud the fact this effort has been made, but I feel that sometimes it's falling on deaf ears. But more importantly what is going to happen after this immediate crisis? How can we work with you to make sure that we're beginning to address this? Because I don't think the city thought that we would actually, I do not want to say "invade", but that we would grow out that quickly across Exchange Street and we have big problems now."

Vice President Case agreed saying "From a parking perspective I am hoping that the task force is formed. You know, our inventory on campus (from the parking standards across the nation the formulas they use for how many parking spots for how many people) we're about 400 spots short now. If you look at some of the potential for future growth of the campus we're probably going to lose about 500 spots over the next 6 to 9 months on this campus, if we build the stadium. We need a facility (deck) that would handle about 12-1600 cars. So working with you and others we need address the safety issues, the committee, the parking inventory issues. So I think it's going to be a joint one. I really do believe and I want to go over and talk to Folk Hall people who are concerned and talk about it. I do know that the semester has started I do on occasion drive around and look around. If they're not following the process which I believe from my information..."

Senator Lenavitt interjected "It is getting better."

Vice President Case continued. "It is getting better. But we'll see if they have other concerns that we can address in the short term. Obviously the construction on Exchange Street will be done in August and that parking issue will go away, although it will create another one on top of that, and hopefully we're prepared for that."

Senator Lenavitt: "People are just being forced into these neighborhoods that are historically not the better neighborhoods and they're becoming afraid and we don't want to an additional accident."

Chair Fenwick recognized Senator Qammar: “A question that I have is studying the inventory is fine right and having a good avenue to get that information out there so that people can understand how to change their habits and shift into available parking. But are you also considering what this type parking inventory means, short 400 or 900 spaces has an impact on the behavior of people? So, for instance, do faculty choose not to leave campus in order to say have a meeting or go to investigate some aspect of their university business because they don’t want the hassle of trying to find a space when they come back? Are more students late for class because of the additional hassle, so therefore and there’s an impact on people in terms of the behavior they exhibit that doesn’t show up because you count the number of spaces. It seems as though there ought to be some avenue by which you can get that information as well. It’s all well and good to tell me I can park in the East Campus deck, right, but people don’t change behaviors if it’s not beneficial.”

Vice President Case responded: “I think that’s a great point. I think as we move forward we have to think about behaviors and habits and how we help people change or make things more available and easier. But the other part of that is lateness to class, faculty and students. So yes there’s a whole human side that we need to address. And you know part of it is just the change process itself, in and of itself it’s not easy.”

Senator Elman noted that the data ended around 5 p.m. Since we have a lot of evening classes, she is concerned about the safety of individuals who are forced to park in distant lots. She asked if there is information about how the shift of people to farther lots and how it impacts on safety, particularly after hours.

Vice President Case responded: “I appreciate your comment. The other part of the study, and we have looked at it, although it’s a real big investment and some time to get additional shuttles, the right shuttle service is important too and part of this.”

Chair Fenwick recognized Senator Sterns. “I want to thank you, Vice President Case, for addressing us and I would like to say a couple of things. Let’s not forget how important it is that this ad hoc Facilities Planning committee of the Faculty Senate continue its role because it provides a faculty and student perspective, since there are both faculty and student members, not only in the parking but also in the use of space, the use of buildings. Because with our union negotiations, it’s really a disruption of a well proven model of success in providing faculty input. And so the sooner we can regain the opportunity for faculty/student input in the planning process, many of us work very hard to get a planning process fifteen years ago here and that planning process, especially the faculty and student voice in that planning process has not been as clear over the last period of time, hopefully this great discussion today will help us in that regard. But I really want to emphasize how important it is to have a faculty and student perspective on the planning decisions, not reactive but proactive.”

Vice President Case agreed with Senator Sterns.

Chair Fenwick recognized Senator Gandee. “Is there any planning on providing parking spaces for bringing conferences onto campus? The reason I ask is I’m planning a meeting here and we moved through Akron and Kent and finally set upon the medical school someplace where parking was a little easier.”

Vice President Case responded: “I think that the committee or task force has to look at that. It becomes one of those trade-off kinds of things: are we going to leave some room for conference parking? Even if we had a conference a week that would disrupt some of our parking, so that’s something we need to discuss, yes.”

Senator Gandee stated that “we have beautiful facilities here but we don’t have any place to park.”

Vice President Case responded: “We do have to throw in again the fact that it’s very difficult. Sometimes we are compared to Kent, but we’re an urban campus. They have a little bit more land and so there is the urban campus syndrome of parking. I think if you pull up on your computer the website or a Google that says parking problems and university campuses you’ll see about 1.5 million hits. I don’t think we’re in it alone.”

Chair Fenwick interjected “About how many e-mails I got suggesting what we could do about parking. I thought the best one was valet parking. Actually a couple of campuses in California are doing this. My idea is to have somebody come down and wash my car to see if it’s still there under all that salt. Any other questions?” There being none, he thanked Vice President Case and asked permission for Dr. Erickson to present a brief wellbeing report. There being no objection, he called on Dr. Erickson.

d. Wellbeing Committee Report - Dr. Erickson: “This is indeed a very brief report. I shall read to you an e-mail that I got from Vice President Case yesterday, that went out to all of the I think union-type representatives and to the wellbeing committee. You may remember that we had put in our report and our feelings about the nature of that committee discussed with you last December. It said, “Hello, thank you for taking the time to review and respond to the initial draft of the mission charge and makeup of the University Group Insurance Benefits Committee. Our administrative group is meeting to discuss and deliberate your comments before we move forward finalizing the committee mission, charge, and composition. Again thank you for your thoughtful input and I will be in touch by mid-February to finalize the structure and move forward with the formation of the committee. Best regards.” So that’s the report on where that situation stands. We had thought that it would be mid-January but apparently it is now in February that the response will come. And Vice President Case left a message on my machine saying that he would be willing to answer any questions that might arise with respect to this. Is that right?”

Vice President Case responded: “The memo went out to the five groups that we met with, showed them the document and asked for their input. That would be SEAC, CPAC, the CWA, union representatives both on campus and local, and then the AAUP and the Wellbeing Committee. They were the five we accepted input from, we’ll report back where we are at.”

Chair Fenwick asked if there were questions for Dr. Erickson or Vice President Case.

Senator Gerlach asked: “Mr. Chairman, as I recall from the last report, there was some question still as to the status of a representative from our University Retirees Association on this committee. I wonder whether either person can tell us whether our retirees are going to be recognized as having an interest in this subject and the committees work or are they to be left out.”

Vice President Case responded: “I can address that just as it states here. We are looking at all the input from all the groups that we asked for at this point there’s been no decision about the inclusiveness or exclusiveness and as we said in February we’ll have a final, we still have a couple more meetings to go through.”

Dr. Erickson responded: “I can reply to Senator Gerlach in that the input of the Wellbeing Committee to Vice President Case had I think (what certainly our representative for the retirees or rather we know it’s not the retirees guys, it’s the retiree’s dependents that are covered by university insurance) that she [the retiree representative] was a major author of the paragraph that made recommendations to Vice President Case. And it was of course that the retiree dependents through our retirees should be represented.”

There being no further question on the Wellbeing report, Chair Fenwick moved to New Business. “We now move on to New Business and first order of new business is Senator Gerlach’s motion concerning declaring two seats vacant because of lack of attendance.”

IV. New Business - Senator Gerlach: “Mr. Chairman, I think this motion: **For a record of four absences without notice I move that the seats of Chandra Bramlett and Bruce Taylor be deemed vacated and that their respective constituencies be notified to elect replacements.** Bramlett belongs in the student representative category according to my records and Taylor from the College of Engineering.” **Senator Gandee seconded the motion.**

Chair Fenwick recognized Senator Cheung. “If I may, if I’m remembering my rather full e-mail inbox correctly, I believe that Senator Taylor has resigned.”

Chair Fenwick said that it was his understanding that he did resign and asked if Senator Gerlach wanted to amend the motion?

Senator Gerlach responded “Well then the motion wouldn’t apply to him. Except that his constituency should be notified that they’re entitled to elect a successor.”

Chair Fenwick indicated the Senate office is doing that. Senator Gerlach accepted the motion as amended. The affect of the motion then would be to declare the seat of the representative of graduate students vacant. The Graduate Student Association will have to elect another senator. “Is there any discussion of this motion? Senator Bohland.”

Senator Bohland: “Chandra is the President of Graduate Student Government and I think that many of you have a longer history here than I do but Graduate Student Government is an organization that has sometimes had difficulty to keep active because of the nature of graduate students on our campus and their work commitments. I do know that Chandra does work a full-time job during the day and then goes to school at night. I’m not speaking on her behalf but I am making one point, that I believe in ASG’s by-laws that the president is by default a member of the Faculty Senate and if their [GSG] by-laws are similar then although her seat would be vacated their by-laws would govern that the president would automatically be the one representative.” He offered to communicate with her and recommend she send a replacement. “I assume that they’re supposed to have two members just like undergraduate student government. But I think there is a conflict where it was vacated someone could replace her spot then the by-laws would default to the president of Graduate Student Government.”

Chair Fenwick stated “My understanding first of all is that no alternates can serve, all must be elected or appointed. That is, you can’t have an alternate in the Senate sit or appoint an alternate if you cannot attend. We’d have to look at the by-laws and see if there is such a conflict. In any event, we do have by-laws that Senator Gerlach has recognized that three absences without notice, we can call for a vacated seat. We can ask Graduate Student Government to elect somebody and/or appoint somebody whatever their bylaws say that it’s Senator Bramlett. Another point that I’d like to make is that the previous Chair of Graduate Student Government, Jesse Mann, never missed a meeting so I understand that Miss Bramlett’s predicament in working and going to school full-time but there are obligations to attend this meeting. Other comments? Senator Rich.”

Senator Rich: “I wonder whether anyone has extended to her the courtesy of contacting her or the Graduate Student Government. It is now within the power of the Senate to declare the seat vacant, whether we should exercise that power on this occasion is the question before us. I must say I have some reluctance to see the Senate exercise that power without having extended that courtesy, even though we certainly do have the prerogative to do it.”

Senator Bohland commented “This is not as relevant as the other discussion, but I will just say for a note that there are discussions at least just the beginnings of discussions to possibly combine graduate and undergraduate student government where we would just incorporate those two colleges that are not represented in the undergraduate student government and open up the presidency to graduate or undergraduate students, whoever could fill that. For future years this could become, if that happened, become less of a problem. I just thought I’d make a note to the Senate that that discussion is starting.”

Since there were no further questions Chair Fenwick called for a vote on the motion “**that the seat of Chandra Bramlett be deemed vacated for a record of four absences without notice and that her respective constituency be notified to elect replacements.**” **The motion failed.** Senator Bramlett will be contacted and expect to reply one way or another by our March meeting, at which time she may resign or whatever.

Senator Gerlach commented: “Without wanting to prolong this too much longer, Mr. Chairman, I want to indicate that as of this the Senate is voting not to endorse its rules. Obviously, it is wishy-washy on this one. I beg to note that as of November, Senator Hastings-Merriman has three absences. If that senator is not here today, there will be a move at the next meeting to declare another seat vacant, I think since I was a part of a move to institute this rule I have a conscience to pursue a record on who’s watching the minutes, month by month.”

Chair Fenwick noted that Hastings-Merriman is no longer employed with the university. He then recognized Senator Moritz.

Senator Moritz: “I just wanted to quickly add that the Senate has just actually enforced it’s rule that the rule is optional whether to declare the seat vacant and I’m very proud that we voted not to and I would encourage us to continue to enforce that rule in the same way, with the same option when this issue keeps coming up. Thank you.”

Chair Fenwick continued: “The motion was defeated, we will now move on to the next item of New Business which is to continue the discussion of the proposal for a University Council. And Dr. Erickson is one of the representatives from the faculty elected to that exploratory committee last spring. Dr. Lillie was the other representative from the body, he is on sabbatical this semester and so I was appointed as per our motion last spring, appointed to be an alternate to serve in Dr. Lillie’s absence on that. So, Dr. Erickson and I will go through a brief discussion of this proposal, where we’re going, where we would like some advice from this body and also it should be noted that Senator Bohland and Bob Stachowiak represent their constituencies, student government and SEAC on this exploratory committee. So they can also ask or answer questions if you have any. So Senator Erickson.”

Dr. Erickson: “When our Chair discussed how we would approach this, I wanted everybody to make sure they had a hard copy of the proposal and also that you picked up the survey which couldn’t have gone out before because we only did this at the last meeting of our group. Just to remind people, this group, this whole thing came about through several committees met and done a lot of work over considerable number of years. I chaired the one that started this process which the Senate passed in April 2006, the ad hoc Decision Making Task Committee. This time we’ve now got a document after all the constituencies have worked together on it. This is now a draft, a draft to go out to all constituencies for comment, review, whatever because of course just because there’s a draft doesn’t mean anything until constituencies consider this is what they want to do. And what we’ve done, if you look at the survey maybe that’s the part to start.”

Chair Fenwick distributed draft copies to those senators who needed one. (see Appendix E)

Dr. Erickson indicated that Chair Fenwick, who has a more extensive knowledge of survey research, will discuss the survey later. She mentioned it primarily to show that it asks for responses on each major part of the draft University Council structure. It asks for comments “first of all on the mission which is on the first page; then on the idea of the Executive Committee; then on each of the

let's see committee structure (which is only a paragraph); and then on what the committees are. Remembering that the point of this whole exercise is to be found in the mission, if you like. When we did this back in April, one of the important things was to a set of objectives which you'll see in there in the mission, talking about maintaining the respect of the main academic mission and dealing with a whole set of issues relating to communication and to provide input and exchange on issues affecting the welfare of University. Because the concern was at the present time that there was no real voice in the significant decisions made on campus. It is clear that when we got together on this that it was a committee structure that is in essence one of the major parts of providing input into major activities on campus. Our own constituencies do not at the present moment have what we consider significant input. May I remind you too that it does not take away from the academic committees of the Faculty Senate? The Faculty Senate is not going out of operation. This deals with issues that the Faculty Senate, in a number of cases did have input in the past but have not got so at present. So if you look at the mission statement and what we're asking is that you look at this for yourselves. We're going to send it out to the faculty. This is our job, since we're the two senators that represent the faculty, your constituency. Each of you represents a constituency. We are sending it out through the faculty listserve, right Rudy, and it will have an introduction. [That introduction] essentially will be similar to the one I sent you. [However,] we haven't finalized the final introduction. But it will have, "please give your input to your senators" and "ask questions of your senator". We are asking you to represent your constituencies and also collect the opinions of your constituencies."

Chair Fenwick added: "I've given some thought about how this actually would have to work if we do this by probably a two-way survey. Most of us will receive electronically. It would probably be more efficient, be necessary for the responses to come to the Senate office just to consolidate rather than the many colleges of the senators. What the Senate office would do then is to collect the responses and then to farm them out to the college senators. We would put a couple of demographic questions on here, what college are you a faculty from, and maybe rank. Just to be able to evaluate differences by rank. This is what we did with the academic plan last year. If you remember when we were asked to comment as a body on the proposed academic plan we asked for the various senators in each college to collect responses from their constituencies. The colleges varied in how they did this. We now have access to the faculty listserve. We can collect that data and we can do some preliminary analysis but we want to share it with the senators from each college so that you can be part of this conversation."

Dr. Erickson continued: "Some of you who have a small enough faculty to have college meetings to which most, if not all of your faculty go, that would be clearly a way of having that discussion. Rudy and I come from Arts and Sciences, which we don't have effective college meetings, so that's a more difficult situation. We'll need to work with the senators from Fine and Applied Arts and from the College of Arts and Sciences to get an effective input."

What I want to do at the moment is just to take you through, you haven't got time, hopefully you've read it already and of course been busy you probably haven't and I just want to take you through it so that you have some notion of what we're dealing with here. If you start on page one, the mission statement and that mission statement essentially came from the set of objectives that we had devel-

oped from the ad hoc Decision Making Committee. You'll see here the purpose is to provide open lines of communication and to have well informed and inclusive decision making on matters of policy and planning that affect all constituent groups.

The next paragraph talks about what shared governance might mean and in this particular circumstance and then it says in the third paragraph there is a point that the council's governance will strictly adhere to a democratic system of decision making. So that is the administrative, academic and student all constituencies will elect representatives. That's what we've said. That means that elections by the Deans, election by the department chairs, election by us to be selected. The picture of it is the one that we find on page 7 may I remind you of that picture. That is the one that you look at the constituencies you've got faculty, contract professionals, and these are the institutions that represent the constituencies, the Faculty Senate in this case representing faculty: faculty, part-time faculty, retired faculty and full-time faculty. That includes both bargaining units and non-bargaining units, this is not supposed to be an issue about bargaining units. Then there are the contract professionals (the CPAC that represents the contract professionals) and SEAC which represents the staff. Then there's vice presidents, Graduate Student Government, the Council of Deans, the group of department chairs (who have their informal form of government), Associated Student Government which definitely exists and of course the Faculty Senate.

That's the whole system which all will be providing will have systems going to and from as well as around each of those constituencies. And it talks about the council, after having got that kind of input the council shall formulate, deliberate and vote on final recommendation to the president of the university. It may recommend general policies, otherwise advise the President and Provost and other officers of the university. It's also authorized to initiate policy proposals; in other words to be proactive as well as reactive. And the president or designee shall bring proposals or plans to them review. So they'll be backwards and forwards and then that's the mission statement.

Think about it, read it carefully, if you think things need to be changed and please do so. The executive committee (we discussed this in some detail over several time periods) would have one member from each constituent body and then the chair, vice chair, secretary will be elected from those in the executive committee. And then you can see that the executive committee oversees the appointment of members to the council committees just as the Faculty Senate EC does for Senate committees today, and you bring matters to council or assign matters to committees just as the Executive Committee does for the Faculty Senate. People have worries they bring them to the executive committee, the executive committee assigns them to other committees or they bring them to the council itself. That would be the sort of directed job of the executive committee.

The paragraph on committee structure, the idea being that there will be standing committees. Those are important. Maybe I say that because I was on the subcommittee that went through and formatted those, but we spent a lot of time coming up with what we thought was effective objectives for the committee, an effective process of working. You'll see that what those committees are. If you start with the Strategic Planning Committee we put its purpose and this would be about planning and procedures, and then its charge on the next page. Each committee has a purpose and a charge and you'll see those with respect to planning. And the idea is to assess and make recommendations

regarding the planning, input into developing and participating and advising on the annual updating. Then very importantly after you got a plan to review and evaluate the effectiveness in working through the plan, cause if you don't do that what's the point? And you'll see that kind of process goes on for the next ones.

The Benefits and Wellbeing Committee...you'll see we've got a second purpose in this one. The purpose with respect to insurance. Our feelings were that this Group Insurance Committee should be a part of this structure. In fact we saw the whole idea being that these committees are the university committees that look at these things. Does that mean that they are administration committees? No. The administration committees though will interact and that will be a process of interaction so they don't work separately but work together. Or they come to us, we put feedback, we go to them with feedback so that there will not be a duplication but a complementarity. We tried hard to do that. You'll see with respect to wellbeing. What we tried to do with that wellbeing one is to reproduce what we thought was the effectiveness of those university wellbeing committee which reviewed all these things, came back with, talked with constituents about what was needed went back, and worked with the financials with budgeting to make sure we knew what the money was and then came up with what we thought was the fair assessment of how things should be done. That's all in that process.

We don't have at this point a recruitment, retention and graduation committee, but that was when we thought about functions that really had input well beyond just the academic we all had an academic role in this as faculty but there are a lot people who are contract professionals and staff that are on the front line that is in respect to this and therefore can legitimately could be part of such a committee that helps with recruitment and graduation. Again you'll find an equivalent charge to continue and provide feedback to the University College and other university units to review and provide input into plans, to study and monitor relationships between the different kinds. You have to review the measures in this case, to review and evaluate institutional effectiveness.

IT Technology Committee I think we developed in the most detail because Vice President Sage was on our committee. He brought to us his idea of how what he wanted to do. He said IT needs to listen to its clients. We said "yah, that's great" and listen to your clients and then he saw it how this would fit in together with what we wanted to do. And you can see read that carefully.

Finance and Budget Committee, Vice President Case was kind enough to bring his plan and timeline to us for what at the present moment is the financial and budgeting committee. Again it's not a takeover of that; it's just to see how we can provide input into that timeline. Both in terms of long term issues, short term issues and ongoing issues. And you can see that from the charge.

And the Campus Facilities Planning Committee, its charge is not as long but that doesn't mean that it's not as effective. In fact we got Senator Sterns (who talked about it with some other people in facilities planning) to provide the input. Actually Facilities Planning is one of the most effective ongoing committees. This is the evaluation of the campus wide Decision Making Taskforce Report, which said that they were and so we used everything that they had done and some of ours as well.

Finally another committee that doesn't exist, the Communications Committee that studies, monitors and makes recommendations to the President and University Council regarding the communication policies and practices. And again going through that same notion, the job being to assess and make recommendations input into a process, feedback on the communication, evaluate how well communication is going.

And the final part that you really need to look at, which Rudy will take you through, is the one on the back, representation proposals. We left it until the end. We left it until we had a group that knew each other, trusted each other. Then when we got to the point of how much, because representation is really important, right? That is the devil is in the details and that's the details. How shall we have that weight of representation and instead of trying to come up with an answer ourselves and present it to you, we came up with alternatives."

Chair Fenwick: "Okay, if you look at the back page, where it has the different representation proposals one to five. You won't make sense of it if you look just at that. It just has numbers and there's no explanation for why those numbers are there. What you have to do, and this is thanks to the new chair of math, Joe Wilder, if you go to the survey and there's no page numbers but it's on the back of the second sheet and it has three models in bold. The models are key then to the different representation plans. So plans one and two are variations of model one, options one and two are based on a senate-like model where each constituency has equal representation regardless of the number of individuals in the constituency. With the idea of keeping the total number of people on the council somewhere between twenty and thirty. And the idea was to come up with a group that was large enough to be representative of the different groups but small enough to be effective as a deliberative body.

And model two refers to options three and four, where there's some variation of representation. Somewhat determined by the size of the constituency. And then model three which refers to the last proposal, number five, this goes back to equal representation but a differently defined constituents. Say, faculty, students, non-faculty employees and administrative personnel.

So what we ask you to do, it's a complicated discussion. It's taken since the beginning of the Decision Making Task Force and Senator Cheung can remember that cause he was the first chair of the Decision Making Task Force (in 2002 I believe it was chartered). So the Decision Making Task Force gave way to an ad hoc committee that the Executive Committee put together in the summer of 2004. That committee was charged by the Executive Committee to look at the literature on what other universities had done regarding university governance. What models would work for The University of Akron that would be inclusive of all groups (including staff, faculty, students and administrative personnel) and would be effective. We made our recommendations, reported that last year; last spring this body voted to participate in an exploratory committee to develop a specific proposal for at the time it was called University Senate, because a couple of the universities like The University of Minnesota had used that term. The name has changed to University Council, with some debate. Because there had been a previous University Council as many people know who've been here for a long time. We didn't want to recreate that because of problems that many faculty saw with that. So this is a proposal. Again much of the language of the proposal, the

organization of the proposal is based upon the by-laws of the Senate, now. Only it's extended to the university, we've already heard from Dr. Erickson and Senator Stern today about the need to have effective input into wellbeing and benefits and facilities planning and parking from the whole university campus community, something that we don't have now. This is one way of getting back effective representation input and oversight in these decisions. But more to the point we want the process of whatever we develop to reflect it's goals of being inclusive (that is we want everybody to have their chance to have a say) and transparent. We want to do this in the open and we come to you with this proposal, seeking, pleading for your feedback seriously. Whether you want to trash, whether you're excited about it, we want to know, so that we can go back and can continue to develop the proposal. The goal is to have something in place hopefully, but if not in place, in the final preparation stages by next April, when the North Central comes to The University of Akron for a sight visit to look at governance in April 2008. And the specifics dates I can't remember, April 8th in think. But that was one of the issues North Central wanted to come back and look at, and that's a very convenient deadline for us."

Chair Fenwick recognized Senator Gerlach.

Senator Gerlach: "I daresay I'm not keen on this at all. But, I lived through the old council, I lived through the senate, I have seen what the Board of Trustees did to us and I said this before and I'll say it again; the best preparation we could make for North Central is to get the Trustees in line to restore all the functions and activities that we had before the collective bargaining thing blew up. But on the premise that this thing is going to go forward with various drafts, may I be a fussy budget academic and ask to clean up some of this language which is redolent of the computer age? It is not worthy of academic literary talent. Input, input, input, input, reminds me of enemas. Could you ask the drafters of this to consider at least going through and using old fashion language what we mean by that ugly word? Our participation, advice, and information it may be a little bit longer I know the word input is very catchy, it's short, everybody pretty well knows what it's supposed to mean but I think it is ineloquent. So, I ask to consider that as you go forward with further drafts.

Let me say a couple of other things too. The Senate is to continue it's merry way I guess, even with this plan. It evidently will no longer have a benefits and insurance committee and so on, it will be this new University Council I would say if that is true if the Senate no longer has that kind of committee in activity, I beg to consider as I mentioned to the Vice President, that our retirees association have common interest with all active faculty, I'm retired and so in certain things I think be sure to have a voice, a means of getting that ugly word again, our advice and information into the committee dealing with the benefits, medical things pertaining to our dependents; I have none myself but others do. So I ask you to consider that.

The other thing, my initial reaction, maybe I will reconsider and have better mind for this when you talk about the numbers involved in this proposal. And I understand the point of your concern about size: being effective without getting bogged down. I still believe as faculty member that we are the largest segment, constituency in the university by sheer numbers, and as far as I'm concerned although we exist for the service of the students and all that, we the faculty, are the university. I don't care what the Trustees may be, they may be the corporation, but they are not the university, they

couldn't do a thing without us. And I think therefore if we want to go through with this business of numbers of representatives, the faculty ought to have the proportionally larger number of representatives on this council than any other group. Yes, you could say the students outnumber us, and so they should they be given more representation? No, no, because they're not what the university is, the university is scholars and that community is centered in the faculty. I have always in the 32 years of service to this university fought for the rights, the privileges, the duties of the faculty and so I say to you today I still continue that same old refrain. As a retired faculty I am still no less interested in the university and it's central core of faculty and so I rise once again to say let us have the faculty have the preeminent voice here. To my knowledge we don't have it anywhere else, so let's exercise it, and if we don't exercise it we are left powerless. If you want power take it. Use it. Exert it. Insist upon it, and if they don't give it to you, refuse to cooperate. That's my word for the moment so thank you for your indulgence. But you wanted our initial reaction you got it. I have read my stuff and now I will have to go back and reread it."

Chair Fenwick recognized Senator Elman.

Senator Elman: "Just two general questions, first for someone who's not been privy to what happened prior to last year from your discourse on how we got here, is this primarily initiated through our Faculty Senate or does this reflect a North Central meeting. In other words, what is this primarily going to be looking at, addressing an issue for North Central or was this initiated by the Senate? The second question is given that we're this little circle on the page there, what other constituencies in this ring have participated in this development."

Chair Fenwick responded: "First of all, the initiative did arise from the Senate Executive Committee, this particular initiative. As a way answering some of the criticisms and comments that the Decision Making Task Force had of the Faculty Senate and our various committees. They characterized Faculty Senate as needing work; they characterized many of our committees as ineffective with the exception of the Wellbeing Committee and Facilities Planning which at that time the report was ended was no longer a committee. They criticized the Senate in other avenues; of using too many ad hoc committees which continued on and on. So we approached what the Senate could do to be more effective, to get back some of the committee structures that we had previously had, have more influence say discussion in planning, in budgeting, facilities planning, benefits what could we do. We looked at various models around the country to see what other universities had done. Again struck us was the University of Minnesota is one example, Santa Clara is another example and we in many ways tried to combine those two.

As far as the other circles, all constituents have had participation in our discussions. Each group has had representation, the vice presidents, the council of deans, departments chairs SEAC, CPAC, Faculty Senate, student government. So they have been at every meeting, we have tried to reach as much of a consensus among the groups as possible; recognizing that this would not go anywhere if there were general divisions. So we've been able to talk to each other, which I think is a remarkable process in it and come up with a document we are now all sharing to all of our constituencies; again whether they're vice presidents, students, faculty, whomever. So, Senator Elman, does that answer your question?"

Chair Fenwick recognized Senator Bohland and Senator Cheung and Senator Norfolk.

Senator Bohland: “Thank you, I just rise to defend students as to Senator Gerlach’s remarks. Another name for a community of scholars in my opinion is a think tank. I do not think that the university is a think tank but a teaching entity designed to serve the community and the city and beyond. And I just don’t think that there would be no university without the students then there is no one to teach to. I think that is the primary focus of this university not a community of scholars.”

Senator Cheung: “I had a technical observation or question actually. I’m wondering whether the small group of the university community had been left out. SEAC maybe has changed their charge since I last stood where you stand, but at that time SEAC did not represent the unionized staff, do they now?”

Chair Fenwick stated “I don’t believe so, Senator Stachowiak, you went to them and asked them right?”

Senator Stachowiak responded “Well the problem has been and we talked about this early on I brought this up in Senate before we actually issued out to council deliberations and the problem with that is because of the fact that they are a bargaining organization their true deliberations or talks have to maintain at the bargaining table. I’ve been told that directly by the President because I fought for trying to get representation for any type of because the FOP is coming on campus for the police officers as well. So I said there needs to be if this is going to be a global issue then we need to have cross-cultural talks even through the levels of the unions, because they have to have representation as well. But I was told that that’s not legally possible. Now taken a back from what VP Case is doing with the issues of health benefits those have been negotiated at the bargaining table to be discussed openly. These other issue have not though so that’s why the union representation is not included.”

Chair Fenwick asked if that answer helped. Senator Cheung indicated that it informs. He did not want to offer rebuttal, but thought there might be some work around it that should be investigated.

Chair Fenwick recognized Senator John and then Senator Sterns.

Senator John: “I also noticed on this representation proposal that it’s definitely slighted more to one group of individuals than another. If you look at the administration side you have three groups of the vice presidents, deans and chairs, which would be the majority. Then the faculty and staff are in the minority. I think not only do you have to look at representation from each contingency but you also have to look at a balancing of the numbers. Kind of like maybe the House of Representatives do or something like this. So it needs to have a balance in here.”

Dr. Erickson suggested that was part of the idea in Model 3, Option 5.

Senator Sterns: “Well I was just saying that Mr. Mallo was sitting here and if we have a legal issue, he’s sitting here, why shouldn’t we ask specifically for comment?”

Chair Fenwick asked if Vice President Mallo would care to comment on the issue of whether staff covered by union representation is restricted from participation in a structure such as the one under discussion.

Vice President Mallo responded: “Well I guess the only unionized staff as you would call it is our Communication Workers of America, that group which is our custodial, food service, our skilled craftsmen, and so forth in the physical plant. Our clerical staff are not unionized, and our contract professional staff is not unionized. So, I guess I’m not fully, unless my understanding of the question, there is no CPAC union, there is no SEAC union, so there is no representative union body.”

Senator Cheung tried to provide clarification. “The University Council as contemplated by this working group is intended to have input from and be representative of all the members of the university community and as it’s presently structured it’s the route for the staff to reach if you will this University Council level is through SEAC and SEAC does not represent the staff employees who are represented by CWA, in essence they are disenfranchised. And the SEAC representative was relaying to this body something that he had heard, been told that there was in fact a legal barrier to their participating, at least through SEAC, in the university council as contemplated because of collective bargaining laws.”

Vice President Mallo responded: “The only thing I could think of Mike that he might be referring to is under the Ohio Collective Bargaining Laws an employer can actually by the employer’s conduct create an employee union and so there are issues relating to how that conduct might occur that might result in the university actually creating de facto an employee union where otherwise none exists. That might be what he’s referring to, I’m not sure.”

Senator Cheung replied: “At the risk of playing lawyer a little bit, having looked at that section of the Ohio Revised Code over the past 3 years on and off (a hobby of mine) I can’t think of a section that would seem to bar unionized employees from participating in other forms of university governance. I mean certainly we have not applied that standard to the faculty, at least I think we’re pretty good here so far.”

Vice President Mallo thought the question might be how do you do that? Senator Cheung agreed that he thought that may in fact be the question.

Vice President Mallo continued: “And to just use AAUP for an example, it would have to be mutually agreeable between the AAUP and the University administration as to how that might occur between that organization and this involvement. I think that’s maybe the crux of it.”

Senator Cheung: “So you don’t think there’s an insurmountable legal barrier here?”

Vice President Mallo: "I've never been asked to give an opinion on it so...if I were asked to give an opinion on it I would look into it and respond to you."

Senator Cheung and Chair Fenwick thanked Mr. Mallo. Then the Chair recognized Senator Gerlach.

Senator Gerlach: "Thank you. In the drafting of this proposal, did your committee include anyone in particular from the AAUP?"

Chair Fenwick responded that AAUP was not part of the discussions; it was not a collective bargaining situation.

Senator Gerlach asked if one of the circles of the constituencies on the University Council could be the AAUP.

Chair Fenwick thought the committee wanted to avoid the issue of collective bargaining. He noted that the hour was getting late and recognized Senator Norfolk.

Senator Norfolk: "I'll be brief. I actually like the idea of keeping it as small as possible because if we're going to do this it's going to grow. We're going to find ten more people to add for various reasons. I also think it makes sense to have the majority of people being administrators, not because they are the most representative but because they currently have the power. And if you try and outnumber them nothing will get done which is what's happened to this body in the last two years. But I do think one charge for the group that's going to put this together should be, personally I think, to even disband or shrink this body down to a committee that could meet in small room."

Chair Fenwick asked if "by this body" Senator Norfolk was referring to the Faculty Senate. Senator Norfolk said he was referring to the current Faculty Senate. He does not think the Senate would need more than one representative per college. It's the kind of thing we have to do if University Council comes into existence."

Senator Zingale asked for clarification of how the survey will be conducted, on the expectation of the role senators were to play and the timeline for proceeding.

Chair Fenwick indicated "the Senate office will look at how we can effectively get this out; through e-mail, through the faculty listserv early next week. It will be sent out, probably as a two-way survey, it will come back to the faculty senate office. Then we will collect the responses and then kind of divide them in piles and send them to senators in the various colleges or contact the senators in various colleges. And we'll collate some of the responses and see if colleges vary. In the e-mail that we will send with the survey senators e-mails will be posted on that survey so that if the respondents have additional information or comments, these are senators from their colleges to be contacted. Does that clarify? Timeline, the committee is meeting the 27th of February which is Tuesday. So we would want the responses back certainly the week before."

Dr. Erickson interjected that “this is at least initial responses. This is not the end of the discussion. It does not mean if you’re input doesn’t get in there you’ve only got this tiny window, no no. It’s to get some serious input for our next meeting to see where it looks as though it’s going and then we’ll bring that back to the next senate meeting. I want to have to some time to get constituent input before the next Senate meeting so we can bring something back. But it’s not the end of it by any means. As I think Senator Gerlach I heard him saying about drafts and the drafts. And he is right. It’s drafts and somebody has to do this first bit then it’s going to backwards and forwards. That is really the notion of how we can do it.”

Chair Fenwick: “So the goal is it to have something to communicate to the Senate where the faculty are on these issues. Again, given the fact that most faculty will not respond to this, because most people don’t respond to surveys anyway.”

A short exchange between several senators ensued about the details of how the survey should be conducted.

Chair Fenwick called on Senator Bohland for his announcements for the good of the order.

VIII. Good of the Order - Senator Bohland: “I’ll just be very brief, because everything’s in E-mail Digest tomorrow. I just wanted to send a personal plea to encourage any student that might be interested in student government that our elections are coming up in early March, but the deadline for applications is February 12th and we’re having an open house a week from today at two different times. As I said everything’s in E-mail Digest I just wanted to make a personal plea to talk with your students and interact with them about student government elections. Thanks.”

VIII. Adjournment - Chair Fenwick thanked Senator Bohland and made a final plea for senators to attend Hearts for Humanity.

The meeting adjourned at 5:20 p.m.

*Verbatim transcript prepared by Heather Loughney
Transcript edited by Richard Stratton,
Secretary of the Senate*

APPENDICES TO MINUTES

FACULTY SENATE MEETING OF FEBRUARY 1, 2007

APPENDIX A

Secretary Report for Faculty Senate Meeting
February 1, 2007

The Executive Committee met on **December 21, 2006 and January 24, 2007**. On **December 21, 2006 at 1:30** Dr. Cynthia Capers, Dr. Linda Subich and Dr. Rex Ramier, all members of the Inclusive Excellence Research Team in ITL, presented a progress report on their team's efforts. They also provide a copy of the advertisement for the new position of Associate Vice President and Chief Diversity Officer.

On **December 21, 2006 at 2:30**, the Executive Committee met with the President and Provost. The following issues were discussed.

Parking: President Proenza provided a copy of the Auburn Parking Deck Task Force report. The report focused on the closing of the Auburn Parking Deck and provided 5 recommendations. Questions raised, that were not covered in the report included: egress from Auburn Science for oversized equipment, access to Folk Hall, the use of some spaces in the Folk Hall lot by contractors, and safety issues for the increased number of students crossing Exchange Street.

When questions were raised about the report, VP Case was asked to join the meeting. VP Case responded to the questions and indicated a willingness to work with those involved to identify solutions.

Safety: The President distributed some data used to benchmark safety issues on campus. The data provided are those available at the time. As with most data, there are difficulties with the consistency definitions, meaning and interpretation. The University Police continue to work on finding and clarifying the data. However, the initial impression given is that our students is certainly no greater danger than students other institutions and the data can often be interpreted that they are safer here than elsewhere.

Stadium: The President indicated that the stadium is still in the design/development stage. The report is due in late spring. The RFQ for the construction manager is being developed also with the hopes that the insights of a construction manager might aid in the design and evaluation efforts. No decision on the stadium is expected before late summer of fall 2007. There is currently no link (or competition) between our efforts and the new soccer stadium proposal for northern Summit County discussed in the newspapers recently.

Ongoing searches: The Provost informed the EC that the dean search for Polymer Science and Polymer Engineering continues and that a search consultant has been hired. A search for a new Dean for the Law School is just beginning, the search for a Chief Diversity Officer and the VP for Student Affairs continue. The hope is that these last two will be hired during spring 2007.

Ohio Core Curriculum: It was noted that the new high school core curriculum bill passed, though the implementation of it was postponed to 2010. This is likely to impact the College of Education,

as the demand for teaches increases. It might also increase the demand for postsecondary programs, as districts look to colleges to help expand their offerings. Additionally, there may be an increase in the enrollment for Summit College for students who do not have the core. The President suggested some readings on the future of higher education. (Spelling Report, Council of State Legislatures, and “Tough Choices or Tough Times” by the New Commission on the American Workforce. The url is provided for those who wish to see it: <http://www.skillscommission.org/executive.htm>)

OBR Chancellor search: The search continues. The names of the six final candidates have been released by the Regents. The thinking is that an appointment will be made by the middle of January 2007. The next meeting of the Board is January 18, 2007.

Provost Stroble distributed a draft “Case Statement for an Academic Health Center.” This is a proposal for the University to significantly expand partnership with other institutions in Northeast Ohio “to create a leading interdisciplinary academic health center that builds upon the region’s documented excellence in health-related education, research, health sciences, and human services.”

Summer schedules: The Provost indicated that the summer schedule was meant to be as flexible as possible. She indicated her office will be willing to help resolve any issues concerning the schedule.

On **January 24, 2007** we met to set today’s agenda and discuss other upcoming issues. Subsequently to the meeting we received and distributed the draft report of the University Council Exploratory Committee.

That concludes my report.

APPENDIX B

REPORT OF THE SENIOR VICE PRESIDENT AND PROVOST
Dr. Beth Stroble

Faculty Senate

February 1, 2007

- Report from Student Success and Retention Committee: Next Steps
- February 9th Hearts for Humanity
- A Recent Walkabout: Institute for Teaching and Learning
 - Celebration of Excellence in Teaching and Learning (April 2nd)
 - Potential for Teaching and Technology Showcase (April 2nd and 3rd)
 - Research Teams: Teaching and Technology, Pedagogy, Service Learning, Mentoring, Inclusive Excellence
 - Newly Appointed Provost Faculty Fellows:
 - Helen Qammar, Assessment
 - Matt Kolodziej, Innovation
 - Ramona Ortega-Liston, Engagement
 - Rudy Fenwick, Leadership
 - John Queener, Inclusive Excellence
 - Bill Lyons, Student Success
 - Ongoing Work: Carnegie Cluster Undergraduate Research initiative, NCA Assessment Academy, Ohio Student Success Planning

APPENDIX C

Academic Policies Committee Report

The Academic Policies Committee met most recently on 1/19/06. We agreed to respond to further questions and information requests about a joint Honors College-Law School proposal; continue work on suggested guidelines for attendance policies for students involved in university-sponsored events that conflict with class times; and to respond to the sponsors of a proposed university-wide teaching evaluation form that we reviewed. This work and other tasks as they come along will no doubt make up our labors for this semester.

APPENDIX DProposals Approved By Provost
To Faculty Senate February 2007**Buchtel College of Arts and Sciences**

Proposal No.	Department	Title
AS-07-002	Statistics	Change requirements for MS-Statistics
AS-07-004	Statistics	Change course name of 3470:461 to Applied Statistics
AS-07-005	Statistics	Change course name of 3470:561 to Applied Statistics
AS-07-006	Statistics	Change prerequisite for 3470:401
AS-07-010	Geography	Change course number 3350:340 to 3350:440
AS-07-012	Geography	Change electives for BS-Geography/Geographic Information Sciences
AS-07-013	Geography	Change bulletin description for Minor in Geography
AS-07-014	Geography	Change Minor in Planning to Minor in Urban and Regional Planning. Change electives and requirements.
AS-07-015	Geography	Change requirement for Minor in Geographic Information Sciences and Cartography
AS-07-016	Geography	Change requirements for undergraduate certificate in Geographic Information Sciences & Cartography and allow certificate to be taken by non-degree seeking students
AS-07-017	Geography	Allow undergraduate certificate in Transportation Planning to be taken by non-degree seeking students
AS-07-022	Geography	Delete 3350:448/548 Advanced Cartography
AS-07-028	Geography	Change name 3350:442/542
AS-07-031	CSAA	Delete 3200:404 Assyriology
AS-07-032	CSAA	Change course number and bulletin description of 3200:407 to 3240:360
AS-07-034	Biology	Change required courses for BS Biology-Ecology/Evolution Specialization
AS-07-035	Biology	Delete required course from Biology minor
AS-07-038	Biology	Change prerequisites for 3100:363 Animal Physiology
AS-07-039	Biology	Add prerequisite for 3100:473 Comparative Physiology
AS-07-040	Biology	Add new course 3100:463 Exercise Physiology
AS-07-046	Economics	Add new course 3250:438/538 Economics of Sports
AS-07-084	Theoretical & Applied Mathematics	Delete courses 3450:141 Algebra with Business Applications, 3450:147 Trigonometry and Advanced Algebra
AS-07-088	Sociology	Add course 3850:435 Sociology of Love

College of Business Administration

Proposal No.	Department	Title
BA-07-01	Accounting	Change in requirements for MTax program admission
BA-07-02	Accounting	Change in requirements for MSA program, AIS option
BA-07-03	Accounting	Change in prerequisites for 6200:610 Process Analysis and Cost Management

BA-07-04	Accounting	Change in prerequisite for 6200:321 Intermediate Accounting I
BA-07-05	Accounting	Change in prerequisites for 6200:322 Intermediate Accounting II
BA-07-06	Accounting	Change in prerequisites for 6200:431 Taxation II
BA-07-07	Accounting	Change in prerequisites for 6200:440 Auditing
BA-07-08	Accounting	Change in prerequisites for 6200:470 Governmental and Institutional Accounting
BA-07-09	Accounting	Change in prerequisites for 6200:570 Governmental and Institutional Accounting
BA-07-10	Accounting	Change bulletin description of 6200:408
BA-07-11	Accounting	Change bulletin description of 6200:410
BA-07-12	Finance	Add new course 6400:200 Foundations in Personal Finance
BA-07-14	Finance	Delete course 6400:332 Personal Finance Planning
BA-07-15	Finance	Change prerequisites for 6400:338 Financial Markets and Institutions
BA-07-16	Finance	Change prerequisites for 6400:343 Investments
BA-07-17	Finance	Change prerequisites for 6400:379 Advanced Finance
BA-07-18	Finance	Change prerequisites for 6400:402 Income Property Appraisal
BA-07-19	Finance	Change prerequisites for 6400:403 Real Estate Finance
BA-07-20	Finance	Change prerequisites for 6400:415 Risk Management and Insurance
BA-07-21	Finance	Change prerequisites for 6400:417 Retirement and Estate Planning
BA-07-22	Finance	Change prerequisites for 6400:432 Seminar in Financial Planning
BA-07-23	Finance	Change prerequisites for 6400:436 Commercial Bank Management
BA-07-24	Finance	Change prerequisites for 6400:438 International Banking
BA-07-25	Finance	Change prerequisites for 6400:447 Security and Portfolio Analysis
BA-07-26	Finance	Change prerequisites for 6400:473 Financial Statement Analysis
BA-07-27	Finance	Change prerequisites for 6400:481 International Business Finance
BA-07-28	Finance	Change prerequisites for 6400:490 Selected Topics in Finance
BA-07-29	Accounting	Change bulletin description for 6200:621 Corporate Accounting and Financial Reporting I
BA-07-30	Accounting	Change bulletin description for 6200:622 Corporate Accounting and Financial Reporting II
BA-07-31	Accounting	Change bulletin description for 6200:658 Enterprise Risk Assessment and Assurance
BA-07-32	Management	Change prerequisite for 6500:471 Management Project
BA-07-33	Management	Delete Management Industrial Accounting option
BA-07-34	Finance	Add requirement to Finance major
BA-07-35	Management	Change required courses for e-Business certificate
BA-07-36	Management	Change required courses for master's program with e-business concentration
BA-07-39	Management	Change prerequisite for 6500:678 Project Management
BA-07-41	Marketing	Add prerequisite to 6600:300 Marketing Principles
BA-07-42	Marketing	Add elective to Sales Management major

BA-07-43	Marketing	Add elective to Sales Management minor
BA-07-44	Marketing	Add elective to Profession Selling certificate
BA-07-46	Finance	Delete required course from Finance Major-Financial Planning concentration
BA-07-47	Finance	Change required courses for minor Finance for Business Majors
BA-07-48	Finance	Change required courses for minor Financial Planning
BA-07-49	Finance	Change required courses for Financial Planning certificate
BA-07-50	General Business	Change required course for Business Administration minor
BA-07-51	Finance	Change prerequisites for 6400:538 International Banking

College of Education

Proposal No.	Department	Title
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College of Engineering

Proposal No.	Department	Title
EN-07-15	Engineering	Change course title 4100:400 to Engineering Management and Leadership

College of Fine and Applied Arts

Proposal No.	Department	Title
FAA-07-11	Dance	Add new course 7900:103 Dance Orientation
FAA-07-13	Dance	Change promotion standard for Dance Technique classes
FAA-07-14	Dance	Add prerequisite to 7920:116 Physical Analysis for Dance I
FAA-07-16	Dance	Change prerequisite for 7900:120 Modern II
FAA-07-17	Dance	Change prerequisite for 7900:125 Ballet II
FAA-07-22	Music	Change bulletin description for 7510:614
FAA-07-27	Music	Change bulletin description and delete prerequisites for 7500:611 Foundation and Principles of Music Education
FAA-07-28	Music	Change bulletin description and delete prerequisites for 7500:612 Practices and Trends in Music Education
FAA-07-29	Music	Change bulletin description and delete prerequisites for 7500:614 Measurement and Evaluation in Music
FAA-07-31	Family & Cons Sci	Change credits for 7400:132 Early Childhood Nutrition
FAA-07-33	Family & Cons Sci	Change requirements for acceptance into BA Child Development/Family Development program
FAA-07-34	Family & Cons Sci	Change requirements for BA Child Development
FAA-07-35	Family & Cons Sci	Change bulletin description for BA Child Development
FAA-07-36	Family & Cons Sci	Add new course 7400:494 Internship: Family and Consumer Sciences
FAA-07-37	Family & Cons Sci	Change core education requirements for BA Family and Consumer Sciences Education program
FAA-07-38	Family & Cons Sci	Change prerequisites for 7400:250 Food Science
FAA-07-39	Family & Cons Sci	Change prerequisite for 7400:576 Developments in Food Science
FAA-07-40	Family & Cons Sci	Change prerequisite for 7400:520 Experimental Foods
FAA-07-41	Family & Cons Sci	Change prerequisite for 7400:476 Developments in Food Science

FAA-07-42	Family & Cons Sci	Change prerequisite for 7400:475 Analysis of Food
FAA-07-43	Family & Cons Sci	Change prerequisite for 7400:570 The Food Industry: Analysis and Field Study
FAA-07-44	Family & Cons Sci	Change prerequisite for 7400:470 The Food Industry: Analysis and Field Study
FAA-07-45	Family & Cons Sci	Change prerequisite for 7400:503 Advanced Food Preparation
FAA-07-46	Family & Cons Sci	Change prerequisite for 7400:403 Advanced Food Preparation
FAA-07-47	Family & Cons Sci	Change prerequisite for 7400:315 Food Systems Management I Clinical
FAA-07-48	Family & Cons Sci	Change prerequisite for 7400:310 Food Systems Management I
FAA-07-49	Communication	Add new course 7600:602 Qualitative Methods in Communication
FAA-07-50	Communication	Add new requirement to MA Communication
FAA-07-51	Communication	Delete course 7600:604 Introduction to Quantitative Research in Communication
FAA-07-52	Communication	Change course title for 7600:603
FAA-07-53	Social Work	Add new course 7750:693 Special Topics for Advanced Social Work Practice
FAA-07-54	Dance	Change prerequisites for 7915:112 World Dance: Asia
FAA-07-55	Dance	Change prerequisites for 7915:113 World Dance: Europe
FAA-07-56	Dance	Change prerequisites for 7915:114 World Dance: Pacific Rim
FAA-07-57	Dance	Change prerequisites for 7915:115 World Dance: Renaissance
FAA-07-58	Dance	Change prerequisites for 7915:116 World Dance: Baroque
FAA-07-59	Dance	Change prerequisites for 7915:111 World Dance: Africa
FAA-07-60	Art	Change direct admit requirements for Art BA and Art BFA majors
FAA-07-61	Art	Change requirement for BA Art Education
FAA-07-62	Art	Add requirement for BA Art Education
FAA-07-63	Family & Cons Sci	Add prerequisite to 7400:328 Nutrition in Med Sci I
FAA-07-64	Family & Cons Sci	Add new course 7400:493 Nutrition for Athletes
FAA-07-65	Family & Cons Sci	Change number of required credit hours for BA Child Development
FAA-07-66	Family & Cons Sci	Add prerequisite to 7400:329 Nutrition in Med Sci I Clinical
FAA-07-67	Family & Cons Sci	Add new course 7400:593 Nutrition for Athletes
FAA-07-68	Dance	Add new course 7915:117 World Dance: Spanish
FAA-07-69	Dance	Add prerequisite to 7920:445
FAA-07-70	Dance	Add new course 7915:403 Special Topics
FAA-07-71	Dance	Add new course 7800:274 Digital Technology for Theatre
FAA-07-72	Dance	Change prerequisite for 7915:104 Dance Somatics: Gyrokinesis
FAA-07-73	Dance	Change prerequisite for 7915:103 Dance Somatics: Alexander
FAA-07-74	Dance	Change prerequisites for 7915:102 Dance Somatics: Pilates
FAA-07-75	Dance	Change prerequisites for 7915:101 Dance Somatics: Yoga

University Libraries

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
PS-07-01	Poly Eng	Add requirement to Polymer Engineering graduate program
PS-07-02	Poly Eng	Delete course 9841:670
PS-07-03	Poly Eng	Add course 9841:761 Injection and Compression Molding Fundamentals
PS-07-05	Poly Eng	Add course 9841:770 Polymer Nanocomposites
PS-07-06	Poly Eng	Delete courses 9841:711 Advanced Electro magnetic Radiations and 9841:713 Radiation Scattering and Diffraction by Polymeric Materials
PS-07-07	Poly Eng	Add new course 9841:715 Advanced Characterization of Functional Polymers
PS-07-08	Poly Eng	Add new course 9841:747 Polymer Colloids
PS-07-09	Poly Eng	Delete courses 9841:741 Phase Transformations in Polymer Systems and 9841:743 Polymer Blends and Alloys

Provost Office

Proposal No.	Department	Title
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Summit College

Proposal No.	Department	Title
SC-07-03	Bus Tech	Change prerequisites for 2540:143 Microsoft Word Beginning
SC-07-04	Bus Tech	Change diversity options for Office Administration, Administrative Assistant program
SC-07-05	Bus Tech	Change diversity options for Office Administration, International Secretarial program
SC-07-07	Bus Tech	Change electives for Real Estate Certificate
SC-07-08	Bus Tech	Change prerequisites for 2430:265 Real Estate Brokerage
SC-07-10	Bus Tech	Change requirements for CIS, Microcomputer Specialist option
SC-07-11	Bus Tech	Change prerequisites for 2520:212 and 2520:206
SC-07-12	Bus Tech	Change required courses for Hospitality Management program
SC-07-12	Bus Tech	Change required courses for Hospitality Management, Lodging Management option
SC-07-14	Bus Tech	Change required courses for Hospitality Management, Hotel Marketing and Sales option
SC-07-15	Bus Tech	Change required courses for Hospitality Management, Culinary Arts minor
SC-07-16	Bus Tech	Change required courses for Hospitality Management, Restaurant Management certificate
SC-07-17	Bus Tech	Change required courses for Hospitality Management,

		Lodging Management certificate
SC-07-18	Bus Tech	Change required courses for Hospitality Management, Culinary Arts option
SC-07-19	Bus Tech	Change required courses for Hospitality Management, Restaurant Management option
SC-07-20	Bus Tech	Change required courses for Business Management Technology
SC-07-21	Bus Tech	Change required courses for Business Management Technology, Accounting option
SC-07-22	Bus Tech	Change required courses for Business Management Technology, Small Business Management
SC-07-47	Pub Svc Tech	Change program name to Community Services Tech: Social Work option
SC-07-49	Allied Health	Change requirements for Medical Assisting Technology program
SC-07-50	Allied Health	Change requirements for Medical Billing certificate

University College

Proposal No.	Department	Title
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Wayne College

Proposal No.	Department	Title
WC-07-11	Wayne	Change required courses for Workplace Communication certificate
WC-07-12	Wayne	Delete 2040:260 The Arts and Human Experience
WC-07-13	Wayne	Change required courses for Paraprofessional Education – Intervention Specialist program
WC-07-14	Wayne	Change program title from Office Technology-Administrative Professional to Office Technology-Application Software
WC-07-15	Wayne	Change required courses for Office Technology-Business Office Manager option
WC-07-16	Wayne	Add new courses 2540:123 Microsoft Outlook; 2540:136 Speech Recognition Technology; 2540:138 Project Management
WC-07-18	Wayne	Change certificate title from Office Software Specialist to Information Specialist
WC-07-27	Wayne	Change requirements for Health Care Office Management program. Change title of 2530:243 to Medical Coding II
WC-07-28	Wayne	Change requirements for Health Care Office Management program
WC-07-29	Wayne	Change requirements for Office Technology-Health Care Administrative Assistant option
WC-07-30	Wayne	Change requirements for Medical Billing certificate program
WC-07-31	Wayne	Change name of certificate program from Network Management Specialist to Network Support Specialist. Change requirements for certificate.

Proposals Approved By Provost
New Programs to Faculty Senate and Board of Trustees
February 2007

Buchtel College of Arts and Sciences

Proposal No.	Department	Title
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College of Business Administration

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
FAA-07-02	Dance	Add Business minor to Bachelor of Arts in Dance

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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Summit College

Proposal No.	Department	Title
SC-07-23	Bus Tech	New certificate program: Hospitality Management, Hotel Marketing and Sales

University College

Proposal No.	Department	Title
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Wayne College

Proposal No.	Department	Title
WC-07-19	Wayne	New program: Office Technology-Networking Support option
WC-07-26	Wayne	New program: Office Technology-Computer Support Specialist option

APPENDIX E

TO: Faculty Senators

FROM: Liz Erickson, Rudy Fenwick and Tim Lilly

SUBJECT: DRAFT DOCUMENT OF SUGGESTED NEW SHARED GOVERNANCE STRUCTURE

Last April, the Faculty Senate passed a resolution setting up an Exploratory Committee to investigate a new form of shared governance that would involve all constituencies on campus and would have effective input into decision making. This action was in response to the report of an AdHoc Decisionmaking Committee set up the previous year by the Senate to explore issues relating to shared governance. Faculty, contract professionals, department chairs, staff, students, deans, and vice presidents would participate in this Exploratory Committee. We have represented the faculty and the Senate on this Committee, which has met weekly since early Fall. Tim Lillie gave a progress report on our work at the December meeting of Senate. The Committee now has a draft proposal on this new structure, which is attached. We urge you to read it carefully so we can have an initial discussion at the February Senate meeting. The proposal is also being sent out to our constituents to get as many comments and suggestions as possible on the proposal.

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This is the language approved for distribution by the Committee.

UNIVERSITY COUNCIL

Proposed Principles and Structure

December 19, 2006

The University of Akron

(A) Mission:

The University Council of the University of Akron is a deliberative and broadly representative forum which exists to consider the activities of the University in a systemic environment, with particular attention to the educational objectives of the University and those matters that affect the well being and common interests of the University community. The purpose of the University Council is to provide open lines of communication between and among all components and members of the University community so that the University will have informed and inclusive decision-making on matters of policy and planning that affect all constituent groups.

Shared governance is carefully planned, instituted and evaluated. It is designed to lead to effective participation in decision making that unites constituencies, produces an improved university environment, drawing upon the strength of diversity and working within a covenant of mutual trust. Shared Governance includes the structures and processes for decision making that engage students, staff, faculty and administrators in reaching and implementing decisions that further the mission of the university.

Membership on The University Council is broad-based and is representative of the campus community. The Council's governance will strictly adhere to a democratic system of decision making with input from administrative, academic and student elected members. The Council actively participates in decision making regarding major university issues. Although the purpose of the Council is broad-based, it is not intended that the Council deal with all issues nor micro-manage individual constituent groups.

The Council shall receive reports or recommendations from eight campus constituencies (Faculty Senate, Council of Deans, Vice Presidents, Department Chairs, Contract Professional Advisory Committee, Staff Employee Advisory Committee, Graduate Student Government, Associated Student Government) Provost, President and the Council's standing committees. Upon review, the Council shall formulate, deliberate, and vote on final recommendation to the President of the University. It may recommend general policies and otherwise advise the president, the provost, and other officers of the University. It is authorized to initiate policy proposals as well as to express its judgment on those submitted to it by the administrative officers of the University and its various academic divisions. It is also empowered to request information through appropriate channels from any member of the University administration. The President, or designee, shall bring proposals of plans affecting the entire University community to University Council to be reviewed or evaluated. The Council, after deliberation, shall send reports and/or recommendations back

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to the President. This two-way communication should enhance shared governance and leadership at the University.

(B) Executive Committee

Executive committee. The Executive Committee shall consist of one member from each constituent body. The chair, vice chair, secretary, and other members of the Council will be elected from the members of the Executive Committee. The executive committee of the Council will have the following responsibilities:

- (a) Oversee the appointment of members to appropriate University Council committees.
- (b) Prepare the agenda for each meeting.
- (d) Ensure that the business of standing and project charter committees is completed in a timely fashion.
- (e) Bring matters to the Council or assign matters to committees. The Executive Committee determines which matters rise to the threshold of cross-constituency functioning that requires the attention of the full University Council. Matters for Executive Committee consideration may be forwarded by any constituent body of the University Council or by the President or Senior Vice President and Provost. If the Executive Committee does not vote to bring the matter to the agenda of the University Council, it returns the proposal to the body which forwarded originally.
- (f) Consider any questions and complaints regarding elections of members to the Council and make recommendations concerning these complaints to the Council. The executive committee shall further certify the validity of all Council elections. No Council member shall be seated until officially certified as duly elected by the executive committee.

(C) Committee Structure

The University Council shall maintain standing committees as it deems appropriate to the conduct of its business. The executive committee shall have oversight in naming the members and convener for each committee who shall be responsible for calling the first meeting of each committee created by the University Council. Each committee will then, from among its members, elect its own chair.

(D) Standing Committees

Strategic Planning Committee

Purpose: To study, monitor and make recommendations to the President and University Council regarding the university's planning policies and procedures.

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Charge:

1. To assess and make recommendations regarding the University's planning priorities
2. To have input in developing and maintaining a systematic planning process for the University
3. To participate in and advise on the development and annual updating of the university's strategic and academic plans
4. To study and monitor the relationship between the planning process and the annual and long-range financial allocation process.
5. To review procedures and measures for evaluating institutional effectiveness in strategic planning based on university goals, priorities and strategic plans
6. To review and evaluate institutional effectiveness in strategic planning, based on the measures developed for that assessment.
7. To provide feedback into academic and strategic planning based on the assessment of institutional effectiveness in strategic planning
8. To ensure that there is effective communication on strategic planning both to and from constituent groups.

University Benefits and Wellbeing Committee

Overall Purpose: To study, monitor and make recommendations to the President and University Council on matters relating to health and wellbeing of employees. These include, but are not limited to such items as fringe benefits, insurance, pensions and leaves.

Purpose with Respect to Insurance: To assist the University of Akron in securing a group insurance benefits program that provides insurance benefits to all University employees on a fair and consistent basis, utilizing a process that efficiently obtains input of the employee constituencies and that includes health benefits programs that maximize the opportunity of all employees to pursue healthy life styles.

Charge related to insurance:

1. Review current level of university health benefits provided, including medical, dental, vision, prescription drug, life insurance, Employee Assistance Program and disability insurance.
2. Review cost and usage data and trends in health insurance and health care costs to provide input to the Financial and Budget Committee.
3. Collect and analyze information on new models or options for such coverage as become available
4. Using the cost absorption requirement provided by the Financial and Budget Committee, develop alternatives for allocation of premiums across employees with differing characteristics and for deductibles, co-payments, co-insurance percentages, out-of-pocket maxima and extra services
5. Seek input from constituency groups concerning preferences relevant to the available options
6. Develop a consensus draft recommendation on the group insurance plan

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7. Provide opportunity for feedback from employee constituency groups on the Committee's proposed recommendation
8. Make a final recommendation to the President and administration, including a summary of constituency feedback.
9. Provide members to the sub-committee that sends out the RFP and reviews and interviews vendors.

Recruitment, Retention & Graduation Committee

Purpose: To study, monitor and make recommendations to the Provost and University Council regarding the University's recruitment, admissions and retention policies and practices.

Charge:

1. To provide continuing feedback to and from University College and other relevant university units on student success issues and problems
2. To review and provide input into university plans to develop appropriate interventions for student success.
3. To provide input into the assessment of university efforts on recruitment, retention and graduation
4. To study and monitor the relationship between the recruitment, retention and graduation and those in strategic and academic plans.
5. To review procedures and measures for evaluating institutional effectiveness in recruitment, retention and graduation, based on university goals, priorities and strategic plans
6. To review and evaluate institutional effectiveness in recruitment, retention and graduation, based on the measures developed for that assessment.
7. To provide feedback into recruitment, retention and graduation planning and their assessment based on the assessment of institutional effectiveness
8. To ensure that there is effective communication on recruitment, retention and graduation both to and from constituent groups

Information Technology Committee

Purpose: To study, monitor and make recommendations on IT issues and plans to the VP for IT and to university Council

Charge:

1. To provide continuing feedback to and from IT on systemic and strategic planning issues.
2. To provide input into IT plans developed to deal with systemic and strategic planning issues and problems
3. To review, recommend and report on IT annual and long-range plans to the VP for IT and to University Council.
4. To provide direct support to the Communications Committee with respect to dissemination of information.

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5. To review procedures and measures for evaluating institutional effectiveness in information technology based on university goals, priorities and strategic plans.
6. To review and evaluate institutional effectiveness in information technology, based on the measures developed for that assessment.
7. To provide feedback into academic and strategic planning based on the assessment of institutional effectiveness in information technology.
8. To ensure that there is effective communication on information technology both to and from constituent groups.

Financial and Budgeting Committee

Purpose: To participate in and give advice on the development of the university budget.

Charge:

Long-term Issues

1. To provide input into the review and assessment of the University's long-term financial resource utilizations based on the university's strategic plan, goals and objectives
2. To review procedures and measures for evaluating budget effectiveness based on university long-term goals, priorities and strategic plans.

Short-term Issues

3. To provide input into annual tuition and budget models
4. To provide input into review of the annual base budget
5. To provide input into the annual budget review strategy
6. To participate in the annual budget review and provide recommendations as input in that process.

On-going Issues

7. To review and evaluate annual budget effectiveness, based on the measures developed for that assessment, including systematic review of planned and actual expenditures and revenues.
8. To provide feedback into further budget development based on the assessment of institutional effectiveness of the previous budget.
9. To ensure that there is effective communication on financial planning and budgeting both to and from constituent groups.

Note: participation in the budget committee will require time spent in training by members to become familiar with the financial and budgeting process and data.

Campus Facilities Planning and Equipment Committee

Purpose: The purpose of this committee is to review issues related to overall campus planning and the use and assignment of university space, physical facilities and equipment.

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Charge

1. To review and comment on proposed plans and projects for the campus and to recommend solutions, if alternative approaches are being considered.
2. To make formal recommendations, with explanation, to University Council on space use in relation to academic functions such as classroom availability and quality, faculty offices and laboratories, campus program space and related functions.
3. On an ongoing basis assess and monitor the quality, condition and maintenance of classrooms, labs, offices, service areas, public spaces, recreational facilities, parking and other relevant physical facilities.
4. To ensure that there is effective communication on financial planning and budgeting both to and from constituent groups.

Communications Committee

Purpose: To study, monitor and make recommendations to the President and University Council regarding the university's communications policies and practices.

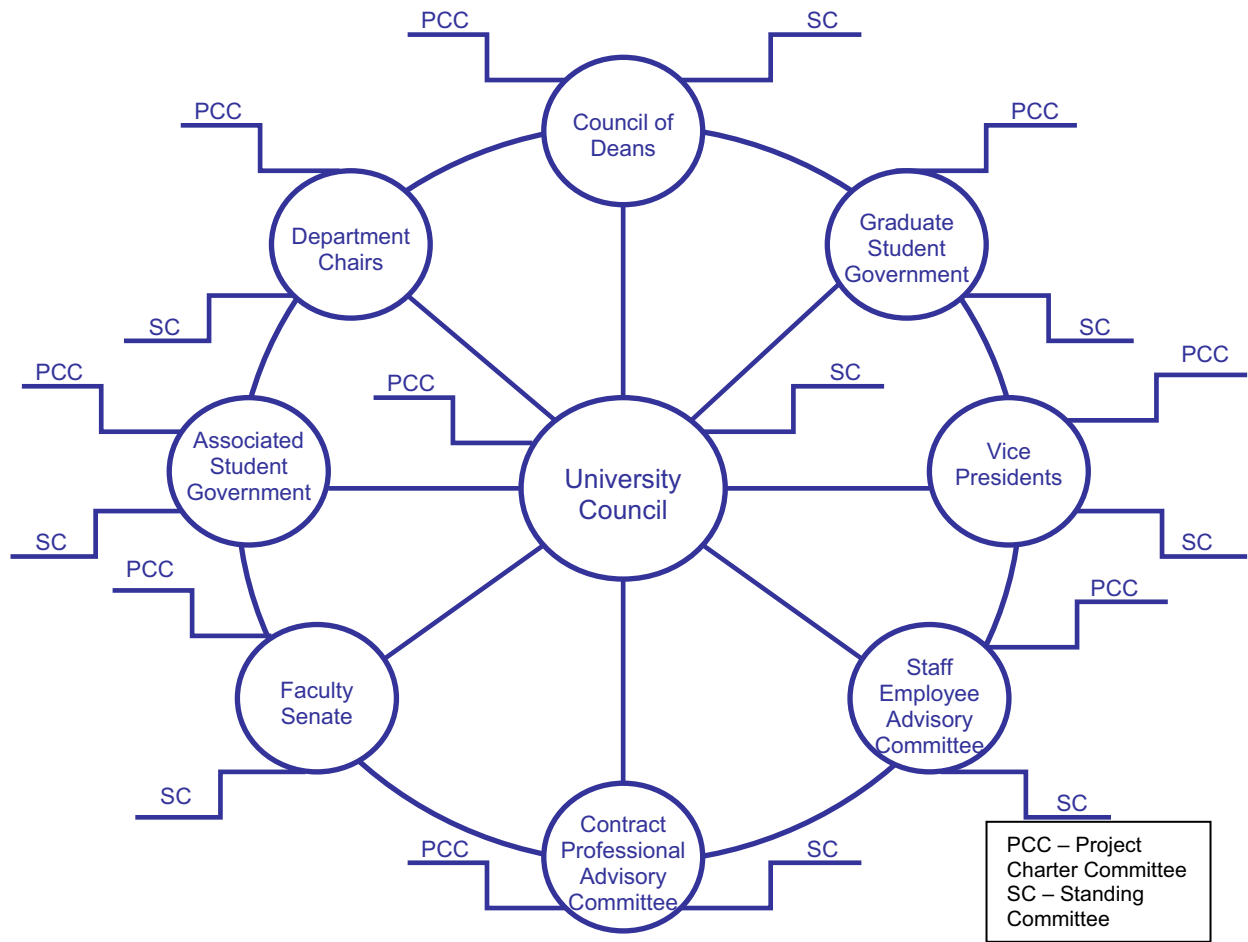
Charge:

1. To assess and make recommendations regarding the University's communication priorities.
2. To have input in developing and maintaining an effective communication process for the University community.
3. To provide continuing feedback to and from the administration on systemic communication issues and problems.
4. To review procedures and measures for evaluating institutional effectiveness and efficiency of communications based on university goals, priorities and communication plans
5. To review and evaluate institutional effectiveness and efficiency in communication, based on the measures developed for that assessment.
6. To provide feedback into communication planning based on the assessment of institutional effectiveness
7. To ensure that there is effective communication on communication both to and from constituent groups.

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The University of Akron
Proposed Shared Governance Structure



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Representation Proposals

Note: These are the five proposed systems for electing representatives from each constituency to the proposed University Council. These are proposals only and in no particular order (as of 12/19/06). We ask that each constituency rank these representation options by order of preference.

1. Faculty – 4
CPAC – 4
SEAC – 4
VPs – 4
Deans – 4
Chairs – 4
Students – 4
2. Faculty – 3
CPAC – 3
SEAC – 3
VPs – 3
Deans – 3
Chairs – 3
Students – 3
3. Faculty – 4
CPAC – 4
SEAC – 4
VPs – 2
Deans – 2
Chairs – 3
Students – 4
4. Faculty – 4
CPAC – 4
SEAC – 4
VPs – 2
Deans – 2
Chairs – 2
Students – 4
5. Faculty – 6
Non-Faculty – 6 (3 CPAC, 3 SEAC)
Administrators – 6 (1VP, 2 Deans, 3 Chairs)
Students – 6 (4 UG, 2G)

*Opinion Survey on University Council Draft Document
on its Proposed Principles and Structure*

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Please rate each section according to your constituency’s judgment:

A. Mission

Strongly Oppose	Oppose	Neutral	Support	Strongly Support
1	2	3	4	5

Comments:

B. Executive Committee

Strongly Oppose	Oppose	Neutral	Support	Strongly Support
1	2	3	4	5

Comments:

C. Committee Structure

Strongly Oppose	Oppose	Neutral	Support	Strongly Support
1	2	3	4	5

Comments:

D. Strategic Planning Committee

Strongly				Strongly
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Oppose	Oppose	Neutral	Support	Support
1	2	3	4	5

Comments:

E. University Benefits and Wellbeing Committee

Strongly Oppose	Oppose	Neutral	Support	Strongly Support
1	2	3	4	5

Comments:

F. Recruitment, Retention, & Graduation Committee

Strongly Oppose	Oppose	Neutral	Support	Strongly Support
1	2	3	4	5

Comments:

G. Information Technology Committee

Strongly Oppose	Oppose	Neutral	Support	Strongly Support
1	2	3	4	5

Comments:

H. Financial and Budgeting Committee

Strongly Oppose	Oppose	Neutral	Support	Strongly Support
1	2	3	4	5

Comments:

I. Campus Facilities Planning and Equipment Committee

Strongly Oppose	Oppose	Neutral	Support	Strongly Support
1	2	3	4	5

Comments:

J. Communications Committee

Strongly Oppose	Oppose	Neutral	Support	Strongly Support
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Comments:

Models of Representation:

To be effective, the members of the University Council need to form bonds with their colleagues in all of the represented constituencies, and thereby feel a sense of responsibility to the group as a whole. The size of the exploratory group examining this issue was such that it fostered such an environment, and it was strongly felt by all involved that having a similar environment for the Council would be crucial to its ultimate success. This desire needs to be balanced with the need to have a sufficient number of elected Council members that the work of the Council could be carried out effectively. Given that the elected members could be augmented by bringing in experts to serve on specific committee/efforts as needed, it was felt that the University Council

Oppose	Oppose	Neutral	Support	Support
1	2	3	4	5

Model II
Representation Proposal #3

Strongly Oppose	Oppose	Neutral	Support	Strongly Support
1	2	3	4	5

Representation Proposal #4

Strongly Oppose	Oppose	Neutral	Support	Strongly Support
1	2	3	4	5

Model III
Representation Proposal #5

Strongly Oppose	Oppose	Neutral	Support	Strongly Support
1	2	3	4	5

Now, please rank order the representation proposals from most to least preferred.

First Proposal _____ Second Proposal _____ Third Proposal _____

Fourth Proposal _____ Fifth Proposal _____

Overall proposal for a University Council

Strongly Oppose	Oppose	Neutral	Support	Strongly Support
1	2	3	4	5

Comments:

APPENDIX F



Summary of Parking Availability

Spring 2007 Opening Two Weeks

Overall

The average number of spaces available on campus during peak hours (10 a.m. – 2 p.m., M-Th) in the twenty-seven (27) lots that were monitored hourly by Parking Services during the first two weeks of the spring semester was over eleven hundred (1,142). Even during the busiest hour of the day, 12:00 p.m. (noon), spaces were always available in the East Campus Deck, the West Campus Deck (Polsky Deck), and the remote surface lots (lots 7, 9, 11, 32, and 54).

The Four Major Decks

Of our four (4) largest parking decks only the North Campus Deck was consistently full during this period. While the Exchange Deck was regularly full between 11 a.m. and 1 p.m., it frequently had over 50 spaces available during other peak hours. Neither the East Campus Deck nor the West Campus Deck was ever filled to capacity. There was an average of approximately six hundred (597) spaces available in these two decks alone during peak hours.

Around the Auburn Science Building (south quad)

The Schrank Deck consistently remained full from 8 a.m. to 4 p.m., and presumably later. It was heavily utilized by staff (who are normally on campus from 8 a.m. to 5 p.m.) and therefore it was largely unavailable to students and faculty during the day. While the surface lot next Schrank Hall (lot 38) remained virtually full during peak hours, the surface lot on the corner of Buckeye and Exchange Streets (lot 41) and the surface lot on the corner of Wolf Ledges Pkwy and Carroll St. (lot 43) had a combined average of twenty-eight (28) spaces available during peak hours.

Other Commonly Used Lots and Decks

Several other lots and decks which serve major facilities on campus had some spaces available during peak hours. These were: the surface lot beside the Fieldhouse (lot 10), the E. J. Thomas Performing Arts Hall Deck (lot 28), the Folk Hall surface lot (lot 47), and the surface lot on High St. near the Polsky Building (lot 66). On average, almost seventy (69) spaces were available in these four lots during peak hours.

Remote Lots

The remote lots were extremely underutilized. These were: the surface lot on Orchard St. near Route 8 (lot 7), the surface lot on Vine St. near the southern residence halls (lot 9), the surface lot near the former Eshelman Building (lot 11), the surface lot near the former Dance Institute (lot 32), and the surface lot behind The Chapel which abuts Route 8 (lot 54). On average, almost four hundred and fifty (449) spaces were available in these five lots during peak hours.