

11-4-2004

Faculty Senate Chronicle for November 4, 2004

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30 pages

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Any comments concerning the contents in *The University of Akron Chronicle*
may be directed to the Secretary, Mrs. Rose Marie Konet (x6510).

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Minutes of the Faculty Senate Meeting of November 4, 2004

The regular meeting of the Faculty Senate was held Thursday, November 4, 2004 in Room 201 of the Buckingham Center for Continuing Education (BCCE). Senate Chair Rudy Fenwick called the meeting to order at 3:09 p.m.

Forty-one of the sixty-two Faculty Senators were in attendance. Senators Boal, Covrig, Garn-Nunn, Hajjafar, Kreidler, Lee, Matney and Siebert were absent with notice. Senators Braun, Hanna, Hixson, Huff, Kelly, Krovi, Lowther, Luoma, Maringer, Slowiak, Stachowiak, Svehla, and Wilkinson were absent without notice.

I. APPROVAL OF THE AGENDA – Chair Fenwick called the meeting to order and welcomed everyone. The first order of business presented was approval of the Agenda. Senator Lillie moved for its approval; it was seconded by Senator Yousey and unopposed. The motion passed.

II. APPROVAL OF THE MINUTES – The Chair mentioned that we finally have “bootleg” copies of *The Chronicle* for September and October and that Linda Bussey would take labels to Printing Services so that the “official” copies could be sent out to the body via campus mail.

He asked if everyone had the chance to look at *The Chronicle* online for review so that they would feel comfortable with approving the Minutes. He offered the option of waiting until the December meeting for approval of both the September and October Minutes. Senator Gerlach addressed the Chair and moved that the two sets of Minutes be held until the next meeting so that everyone would have a chance to look at them. Senator Cheung seconded the motion. No one opposed it; the motion carried.

III. SPECIAL ANNOUNCEMENTS – Chair Fenwick continued with a few announcements. First, Dr. Kevin Kreider was named as the new Chair for the Faculty Research Committee; Dr. Krieder is from the Department of Theoretical and Applied Mathematics. Secondly, he welcomed Dr. Tracy Riley, from the Department of Nursing, who would be replacing Senator Katherine Kolcaba. Senator Riley stood and was recognized by the Senate.

The Chair continued by stating that the Senate webpage is currently under construction and if there were specific links that the Senators wished to include, they should notify Linda by email. He added that a link to the Ohio Faculty Council would be added to allow us to keep up with the news of the Faculty all over the State of Ohio.

Related to this, he announced that Senator David Witt had been elected Vice Chair of the Ohio Faculty Council at their September meeting. Chair Fenwick congratulated Senator Witt, adding, “Dave makes a wonderful driving colleague to and from Columbus” and that made the two-hour drive seem to pass more quickly.

Continuing with announcements, the Chair mentioned that there was one death to report, that of Dr. Robert Sovchik, of Silver Lake, Ohio. Dr. Sovchik was Professor Emeritus of the Department of Curricular and Instructional Studies and had passed away in September. Chair Fenwick invited the Senate body to rise for a moment of silence in remembrance for Dr. Sovchik. He extended condolences to the Sovchik family on behalf of the Senate and the University of Akron.

Senator Gerlach mentioned that there was another death to report, that of Evelyn Tovey, late of the College of Nursing. Senator Gerlach mentioned that she had passed away in September, but had no details. He suggested the Chair find out for next time. Chair Fenwick mentioned that this information had not been sent to us and encouraged those present to send those kinds of notices to him or to Linda so that the Senate could honor their memory.

IV. REMARKS OF THE CHAIR – The Chair stated that he had no remarks to make other than that since we would soon begin the holiday season he wanted to “wish you the happiest of Thanksgivings since we won’t meet again until after Thanksgiving.”

At this point he asked the Senate to suspend the rules in order to introduce an item of New Business. He explained that there was a need to vote on the lists for Fall graduation. There was no objection. Senator Kushner made the motion to approve the lists; Senator Robinson seconded the motion. No one indicated a need to discuss the motion, although the Chair clarified the point that we had just recently received the lists for M.A. and Ph.D. students in addition to the previously received list of undergraduate students. The Fall graduation lists were unanimously approved.

IV. REPORTS

a. Executive Committee

Secretary Konet reported that the Executive Committee met twice in October, once as a Committee and once with the President and Provost. During the October 19 meeting with the President and Provost, several key topics were discussed. At the joint meeting on October 19, the EC reiterated that they would like to schedule a meeting with Char Reed as soon as possible to review and discuss the Decision-Making Task Force Report. There was a brief discussion about who should attend that meeting and when it would take place. Provost Stroble indicated that a meeting was in the works and will be scheduled. She added that after the meeting, updated information would be provided.

The second major topic discussed was the proposed new stadium. Secretary Konet reported that research on the idea of a new stadium was in response to an assessment of the Rubber Bowl. The assessment had revealed two significant issues: (1) that maintenance costs would continue to rise and eventually become cost prohibitive; and (2) that the cost of a complete renovation would exceed the cost of building a new structure. President Proenza discussed the notion of a multi-use facility and also emphasized that he was interested in a new structure only if it could be constructed using non-University funds. Questions were raised about what would happen if a new facility was not constructed; the response was: “either we continue to spend a considerable amount of money on a dying facility or no longer offer intercollegiate activities.” She commented that this was “some food for thought.”

The next discussion revolved around a recently published issue of the *Perspectives from the Provost* email digest, one that provided an update on the Balanced Scorecard. A concern was raised that the Balanced Scorecard initiative was supposed to have been an interactive process that included faculty input, but that this most recent publication had not made any reference to including faculty or Senate members. Provost Stroble stated that she would certainly look into that issue and let us know more.

The Executive Committee met again on October 21 to accomplish a few things. The first order of business was establishment of the Agenda for the November Faculty Senate meeting. This was followed by a discussion of procedures for and Senate's role in reviewing Curriculum Proposals, discussion of news from the Ohio Faculty Council and finally formulation of two resolutions for consideration at the November Senate meeting.

With respect to the Curriculum Review process, the EC members, as representatives of Senate, were each asked to review the Proposals then send their approval or disapproval. A question was raised about deadlines and the response was that deadlines were the same for all reviewers.

The news from the Ohio Faculty Council was both good and not so good. The bad news was that the one percent sales tax is scheduled to expire with no plan to renew it and that higher education could face a 20 percent cut. The good news, in addition to Senator Witt's election, was that Ohio was considering a comprehensive tax reform that would include taxing service industries, which, in turn, would increase revenues. The Legislature appears to be supportive on that particular proposal.

Finally, the EC drafted two resolutions to the Senate at the present meeting. The first was a resolution that had been previously discussed at the September meeting to thank Marilyn Quillin for her service to Faculty Senate.

At that point Chair Fenwick asked if everyone had a copy of that resolution text and asked if there was any discussion of this resolution. Senator Gerlach interjected, "Mr. Chairman, as the first Chairman of this body, Mrs. Quillin came in to work when the Senate was begun and I remember with a great deal of fondness that first year that I was the Chairman. I would like to propose a slight amendment to improve one little point in the resolution, and that is in the second 'Whereas.'" Instead of saying, "the necessary organizational skills" Senator Gerlach suggested that the text be amended to read "she provided exceptional organizational skills." The Chair stated that he thought this would be an acceptable amendment. No further discussion was initiated and the body unanimously approved the proposed resolution as amended. **(AppendixB)**

Secretary Konet then introduced the second resolution, a proposal to invite the Vice President of Budget and Finance to present budget information to the Senate on a regular basis, and asked if everyone had a copy of that text. She then read the following text to the body:

WHEREAS: The faculty senate is defined by University of Akron Bylaws as "the legislative body of the faculty regarding its academic mission"; and

WHEREAS: The success of the academic mission of the University is dependent in large part on the budget allocations made by the University and future budget projections; and

WHEREAS: The ability of the senate to perform its responsibility for the academic mission of the University is thus dependent upon the receiving transparent, complete and timely budget information and budget projections;

BE IT RESOLVED THAT: The University Vice President for Business and Finance present an oral report on the University's budget at the monthly meeting of the faculty senate;

AND BE IT FURTHER RESOLVED THAT: The University Vice President for Business and Finance make available to each monthly meeting of the faculty senate written detailed budget information showing current budgeted resources, balances, expenditures and transfers; and information on how the current budget compares to the fiscal year budget approved by the University of Akron Board of Trustees. (**Appendix C**)

Chair Fenwick opened the floor to discussion of this Committee resolution. Senator Soucek commented, "In sitting in that [Budget] Committee for a short period of time, I realized that there is only a short time period when that information is useful, and that's when they know how much money they are getting. Before then it is a gigantic waste of time from my viewpoint, because if you don't know how much money you're getting, how can you budget anything? It is a short period of time, and that we should just concentrate on that period of time and not go through [it] every meeting. I was so glad to get off of that committee!" He presented this as his personal preference.

Senator Erickson commented that, though *not* having been on the committee but having seen the materials, it was a great deal of hard work for a lot of people. She recalled that there were many people—in fact all of the people who were at that meeting—who were really very sad to see this reporting mechanism taken away. "I think this is information that all of us need to have."

Senator Lillie responded, "I can sympathize with the senator's feeling that perhaps there was a lot of information and maybe it wasn't all fun to do and that he's happy to be off the committee. I think that if we're going to be serious about what we call shared governance, we have to do some things that perhaps are not pleasant to do or fun and this appears, to me, to be one of those things. Some people will have more expertise or bring more expertise to this particular topic than others, but I would encourage us to seriously consider that if we do want to be involved, we have to step up to the plate. We can't just say, well, this is not pleasant and I just don't want to do it or this is something that seems to have limited usefulness this month, so let's wait until it becomes perhaps a crisis or something of that nature." He recalled for us that several years ago he served on a committee that was reviewing the need for a conflict of interest policy. He said that as they were educated about the existing policy, they discovered that there wasn't a crucial, critical need at that time, yet there was still a need. He stated that it was not a fun experience to work on that committee, but he felt it was important to be involved and encouraged fellow Senate members to think carefully about their involvement as the resolution was considered.

Senator Soucek responded that he was not shirking his responsibility and that, after being at other universities he felt he understood the budgeting process. His main concern about this was not having enough clear data to make a decision and that “it’s not going to get clearer by meeting every month until that is known.” His point was that he was reluctant to have another presentation where “we would hear the same old thing, every time” while waiting for the clear data to become available.

Newly-elected Senator Riley asked for some clarification on this issue: “are you saying that no one on the Faculty Senate then is privy to this information?” The Chair responded that the budget information is public information, but “is not made available to this body right now in a systematic fashion” but that it could be.

At this point, President Proenza stated that this was not a correct statement. Provost Stroble then clarified this and explained that the budget information is presented at the Board of Trustees’ meeting and, since Chair Fenwick attended those meetings to represent Faculty Senate, he would be free to share it with the membership of the Senate if he should desire to do so. Chair Fenwick agreed that was an alternative and that, “Yes it is public information that is presented to the Board of Trustees. Indeed, I could xerox it, make it available to Senators.” At this point, he temporarily turned the podium over to Vice Chair Erickson so that he could speak from the floor. Vice Chair Erickson stepped into the podium.

Senator Fenwick continued his comments: “One of the reasons that the EC crafted this resolution was a feeling that since the demise of the PBC, on a systematic basis there has not been a presentation of this information to the Senate. Partly that’s the Senate’s fault. There is an Ad-hoc Budget Committee and I’m chair of that Ad-hoc Budget Committee. But at the same time, there is one other advantage to having this and it could be done in another way, and that is to have the Vice President of Business and Finance present budgets and his expectation of how the budget is going to change, both at the State level and how our budget is going to react to the State level. I think that could be best done by having Vice President Ray make a brief presentation to this body stating what the State is going to do, what our response is going to be, alerting us to upcoming issues with the budget. It is clearly meant to be a measure of open, transparent communication in which Senators can then ask questions. So that was the purpose of the resolution.”

Senator Walter Yoder commented that he disagreed that this is what the resolution asked for, that it sounded like the resolution instead was asking for a point-by-point, line-by-line budget statement, not future things that might occur. He stated, “Your explanation was different, I think, than the resolution.” Senator Fenwick explained that in the paragraph beginning with “BE IT FURTHER RESOLVED,” the part that discussed a presentation of detailed budget resources, means what is presented to the Board, “what is expended in categories month-by-month, and how it differs from the original Board of Trustees approved budget.” Senator Yoder further commented that this had not been the verbal explanation that was given. Senator Fenwick clarified his comments by stating that his explanation had addressed the first part of the resolution and that, in addition to having that information, which could be provided easily, the Committee thought it would also be a good idea to have the Vice President of Business and Finance present so that questions could be asked and the Senate would be alerted to what was going on in the budget in the future. He further commented that not many people know what’s going on in Columbus with the budget. He added, “Again, it’s not Vice President Ray’s fault, partly it’s Senate’s fault for not asking more for this. This is what we’re trying to do, to begin asking and begin trying to eliminate the vacuum of information.”

Senator Clark commented that, having served on PBC, she understood just how much time could be spent discussing the budget, especially if there were questions. She raised the issue of time constraints regarding the regular Senate presentation. “If it’s truly a ten-minute report with five-minutes of questions monthly—that’s still fifteen minutes of our time. I’m just wondering about the constraints, because it seems that this could eat up quite a bit of time, energy and focus, so, in principle, I applaud the idea of the update kind of idea.”

Senator Erickson asked for any additional comments/questions. Senator Fenwick added one final comment: “. . . after the Planning and Budgeting Committee was eliminated last year, this body expressed a lot of unhappiness about that demise and about not hearing anything in a systematic way about the budget. Now we have an opportunity to resolve this by voting on a resolution that would provide a systematic way of finding out that information as part of shared governance.” He continued that the idea of a question and answer period was very important, adding that it would provide a way to make rational decisions as opposed to “operating in the dark and having rumors fly. This is a way of quelling rumors and keeping up-to-date with the budget.” He stated that certainly budgets took a lot of time, though not every month would take as much time as the others, but it’s going to take a few minutes. “This body, it seems to me—while I’ve been in this body and before, I’ve gone back and looked at the *Chronicles*—has been centrally concerned with planning and budgeting. That seemed to be the most important concern year after year. I’ve seen those budget presentations and this is just one way of getting that information. There are alternatives to do this, but we put forward this proposal and see what happens.”

Since no other discussion was raised, Vice Chair Erickson said that all in favor of the motion should say, “aye.” The majority of the body responded by saying, “aye.” One person opposed. The motion passed. Chair Fenwick resumed the podium and added, “Indeed I hope that Dr. Proenza and Dr. Stroble will take this as it’s intended.”

This concluded the Executive Committee report. The floor was opened to questions about the report.

Provost Stroble asked to make a clarification about one paragraph in the report. “In the paragraph about *Perspectives from the Provost* email digest, I understood the concern to be slightly narrower in focus. Rather than saying that the recent publication made *no* reference to including faculty or Senate in any way and—in fact, if you go on my website archive and look at the actual message, it did refer to Faculty Senate’s presentation we did in the Spring and it referred to the fact that faculty had helped generate the Balanced Scorecard to begin with—so the “in any way” is a generalization that doesn’t reflect our conversation that day. The conversation was about: what would the role of Faculty Senate be in reviewing it now that we’re getting ready to finalize it; that’s what I looked into. I didn’t want our conversation that day to seem that it was globally about whether Faculty Senate had any role, because I don’t think that is what it was about.” Chair Fenwick responded that his understanding had been that the Committee had not heard anything since that presentation and wanted to know what had changed. Provost Stroble replied that she understood. The Chair told the Senate that Provost Stroble had sent him a paragraph and we would send it out.

b. Remarks of the President

Good afternoon, colleagues. I think we've just learned how the vicissitudes of communication give us an opportunity to be misunderstood at every turn! The opportunity for further communication is always welcome and I appreciate your comments about appropriate alternatives for us to accomplish the same goal.

Ladies and gentlemen let me share just a couple of thoughts. The second one will deal with budgets, since it is a timely question. But first, I think many of you in one way or another had a chance to participate over the last few weeks in the celebrations we held to dedicate the final four facilities of the New Landscape for Learning. I trust, more importantly, that you've had a chance to be in at least two, three, if not all four, of those facilities, because I think that those facilities are bringing a new life to the campus and, in particular, are providing a greater sense of place, of campus, of community. There is truly a welcome sense of excitement for all of us. Going to the Student Union at lunch today—I saw some of you there—and hope to see you there more often. The density of faculty, staff, students as well as community members, because there were several of them there today, is truly welcome. Please do enjoy and do continue to sense this opportunity that we have before us.

Let's talk a little bit about budget and I wish I had answers to provide you. My condolences, Senator Witt! Traveling to Columbus is not my favorite occupation.

By the luck of the alphabet, the University of Akron now chairs the Inter-University Council. I say the University of Akron because, I, as President, chair the IUC's Presidents' Committee; Dr. Stroble chairs the Provosts' Committee and so on, down the line, for all of the committees that reflect on various aspects of university life in the Inter-University Council. So we do have an opportunity to bring you more of a sense of all that is happening across our campuses and to try to share what we think is happening in Columbus—broadly—but, my guess in some respects is as good as yours, but do let me try to be forthright in bringing to you what information is available.

Beginning with the Inter-University Council, we have determined to approach a strategy, as I mentioned to you already a month ago, that is premised fundamentally on recommendations made by the Governor's Commission on Education and the Economy and to focus within those recommendations on five principle elements: Access, Success, Effectiveness and Efficiency, if you will, Return on Investment and the final two are Research and Development, and Workforce Development, all elements that we are interested in as a campus, for obvious reasons. We do need to do our business better, we need to provide access that is in keeping with best practices, and we need to focus on enabling the State to continue to be successful by appropriately providing an education that enables our students to find a way in the world that is more satisfying personally as well as economically. Lastly, of course, you know that many things that we do enable our corporations and, in some cases, our very own endeavors, to provide economic growth to the State and all of that is very positive.

We are confronted by a curious situation in which, the Office of Management and Budget has requested *all* agencies of the State, including the universities, which, although they are not technically referred to as "agencies" they are "state" to provide three budgets. You've heard me say this: we used to say

that public universities were “state supported,” then we joked they’re “state assisted,” then we joked that they’re “state located.” I’ve been telling them we’re now “state abused!” I get a lot of flack for that, but also some good laughs, and I’m not backing away from that because I think that Ohio has simply done that to its colleges and universities. And I continue to want to be and, so far have been allowed to be, pretty vocal about it in some places and hopefully a little bit effective. It’s a complex world down there.

But again, the Office of Management and Budget instructed all entities that receive state funds to prepare three sets of budgets: a flat budget, a minus ten percent budget and a minus twenty percent budget, so indeed that is a possible scenario. Why? First, because there is no assurance at the moment that the one-cent sales tax will be continued beyond next June. If that happens, that will immediately mean at least a \$1 billion shortfall for the state economy. Secondly, although the economy has recovered significantly and is continuing to recover, the State still is anticipating no less than a \$2.5 billion deficit over the next biennium and possibly as much as a \$4 billion deficit. Biennium means “two years,” so roughly look at \$1 billion in the first year and, best case scenario, \$1 billion in the second or two-and-two, depending on how things shape up.

By any way that we look at it, the best we can expect from the State will be a flat budget going forward. Frankly, that seems unrealistic to boast and we are being advised not to expect a flat budget. And exactly how much *less*, remains anybody’s guess. So in the spirit of trying to figure out what to do—and Professor Soucek, I do deeply appreciate your comments—hey, your guess is as good as mine. We could spend a lot of time talking about a lot of things and, yes, I’m happy to present you this summary and any others that are worthwhile, but at least the State budget is not in our hands.

So what’s going to happen? Your guess is as good as mine. There appears to be some interest in moving forward with this comprehensive tax reform. It is not going to be handled yet in this calendar year, but it would begin to be debated in the Spring: January when the legislature comes back into session. The likelihood of anything being in place by July 1, I would suggest, is nearly nil. The likelihood of it, therefore, having any major budget implications for the first year of the biennium is small. So again, it depends on the Legislature’s ability to accomplish that work. Is it needed? Yes. And I think there is a growing consensus; I spoke with Mary Taylor, one of our State representatives, at a seminar yesterday sponsored by Bober, Markey and Pedorovich. She suggested that indeed there is serious legislative interest in accomplishing this work, but recognized publicly among the business community leaders that were gathered there, that this is going to be a difficult task and, therefore, the capacity for the Legislature to achieve that as a viable solution by July 1 is, I would submit, is not a high probability. So we’re going to be looking at some difficult things regarding the budget.

The Ohio Board of Regents has submitted a couple of different scenarios. I, frankly, have not looked at them in detail to report to you chapter and verse. They are on the web, you can look at them if you wish. But again, they are just scenarios. I am gratified that the Board of Regents did propose, among those scenarios a 5.5 and 6.6 percent increase in each of the two biennia, as what they thought was realistically needed by Ohio public colleges and universities and I do applaud them for that. But in the scenarios of going forward, they also proposed keeping state share of instruction constant, but removing most of the line items. In our case, those are not huge, but it does mean a roughly \$1 million loss to our College of Business for their International Business Program, which would not be welcome. I know that those of you

who are here from Business recognize that. It would also mean the loss of some other support items that are included in some of the line items and flow to us in a variety of ways. It is not as dramatic as a minus 20 percent decrease, but it is nevertheless something with which we would have to deal.

As I have tried to tell you over the years, there is one other element that is problematic in the way that Ohio funds its public colleges and universities and that is that there is absolutely no agreement, no standard anywhere in the State as to what is considered adequate funding per student. As a result, and in the same words that I have used before, there is a perverse effect as the Board of Regents applied a formula—which would be rational if there was a standard per student—but in the absence of that standard, what happens is that the Board of Regents simply divides by the total number of students and allocates it proportionately. Well, you say that sounds okay. But let me tell you what happens.

The two-year colleges are growing faster than the four-year colleges and that means that there is a net shift of dollars to the two-year sector of the Ohio public colleges and universities and a net decrease to the four-year colleges. In short, I just need to tell you so that maybe some of you can find a better way to say it or because you are citizens of the State maybe you will, at some point, prevail on our Legislature. What happens is quite simply that we cannot have a strategy of a fixed enrollment. And even if we have, as we have in fact been approaching, a growing enrollment picture—we've achieved some success—we were flat this year. But even if we continue to grow—if we're growing more slowly than other universities, we lose money! Not in tuition, but in state support. I submit to you that is not good State policy, but that is the result that we have here and that is the problem.

Mr. Chairman and Mr. Vice Chairman [Senator Witt]—or whatever we refer to you in your Ohio Faculty Council—get loud about it.

Finally, the Capital Budget is being negotiated as we speak. The picture there is, again, not a pretty one. There was a danger that there wouldn't even be a Capital Budget—there are precedents for that. There were some years in which the State has, indeed, not had a Capital Budget. There were threats of that, but it appears that they have agreed to a reduced Capital Budget. For this year, the Ohio Board of Regents had anticipated, if I'm recalling correctly, approximately \$515 million for all of public higher education. The expectation is that we will get \$405 million—a significant reduction. I think you mathematicians and others would agree that's about 20 percent, plus or minus a few percentage points, correct? Obviously, ladies and gentlemen, the University of Akron is not entitled to all of that or to a larger percentage of that than others. There's a formula there, which by the way in that case, is somewhat more equitable than the student share of instruction business. Nevertheless, it means that rather than getting approximately \$18.5 million, we'll be lucky if we get \$14 [million]. That's still a fair amount of money and it still will help us achieve the capital plan that we've had for quite some time, but we'll need to make some adjustments in it. Some projects that we hoped to accomplish in this next capital biennium will have to be deferred to others. So, there is the budget picture. Do you have any questions?

Senator Lillie responded, “That wasn't fun to hear, but it wasn't so hard either.” He encouraged members of the Senate—including faculty, staff and students—to help find ways to accomplish necessary cuts or resource allocations that might need to be made. “I would think in the long-term process that would be an advantage because there would be some input and some buy-in from the other constituencies. I'm

not quite sure how that would be done given the action of the Board of Trustees in essentially eliminating the process that we did have, but I would encourage people to think about ways in which that might be done because that does then—how shall I put it—“share the pain” a little bit and also might give, as you yourself have said, some insights nobody else had thought of. Ideas can come from all over the place.”

President Proenza interjected this is why we set up the Operations Advisory Committee. He continued, “That’s why we continue to have a completely open-door policy to any and all ideas, but I continue to reflect with you, colleagues, that until the citizens of the State of Ohio press upon this legislature to stop 40 years of disinvestment, we’re spending a lot of time on other things, but that’s the process. We also have, as you know, a much more thorough and dedicated planning and budgeting process for the year, and we do welcome your input.”

Senator Lillie continued by stating that, as a citizen of the State, there were certain things he could do and as a member of the Faculty Senate, there were many other things he could do that were not the same. He again encouraged everyone to continue to work on ways in which that process could be strengthened and expanded. Senator Lillie then asked about the President’s comment about the presence of community members on campus earlier that day in the Student Union; he also cited a story that he read in *The Buchtelite* about student concerns over the use of campus facilities—in this case specifically, the library—where students raised some concerns about safety. He asked President Proenza if he would speak to what the university rule or state law might be regarding the use of what is essentially ‘State Property.’

President Proenza invited Provost Stroble to address this issue. Provost Stroble, in turn, suggested that the Interim Dean of the Library, David Baker, address this issue since he was present at the meeting. She added that Dr. Baker had been in communication with *The Buchtelite* reporter running the series of stories about this. Chair Fenwick asked the body if it would be acceptable to have Dr. Baker speak. No one objected.

Dr. David Baker stated that he was glad to speak to the issue of the current [article] that appeared in *The Buchtelite*. He gave a brief overview of his background: he had served as Interim Dean of the Library for six months, a faculty member in Psychology, and also Director of the Archive for Literature in Psychology but not a librarian by training. He shared that his goal since he came to the Library six months ago had been to get an overview of the operations of the Library and to provide guidance into the selection of the new Dean for the upcoming year. In that process he became aware of issues of safety and security in the building—mostly anecdotal reports: issues about inappropriate use of computers, community visitors in the Library.

As result of this information, one of his goals was to form a safety and security committee that would meet for the first time next week. He asked representatives from the Legal Office, Student Discipline, the Police Department, Physical Planning and Facilities to look at the existing policies regarding visitation, use of library facilities, appropriate conduct in the library, etc. He told the body that the committee would issue a report with their findings. “I think the important thing is we’re very aware of those issues. I spoke at some length with the reporter; that material didn’t make it into the stories, but I would tell you that community patrons are a very, very small percentage.”

Dr. Baker continued that he had looked at some preliminary data, such as log-ins to computers, and found that a small percentage of the users were community patrons. Conduct problems in the library were infrequent and that few of those involved community patrons. Regarding the recent accusation of someone viewing child-pornography on an internet site, the incident was reported to the police and the individual—who happened to be a student—was arrested.

He stated that there are larger issues to be considered here, that we were dealing with issues about access to information, issues of stereotyping and profiling, all of which would require some fairly measured and considered discussion. He said he would be happy to report back to us the results of those deliberations. “However, I’m adamantly clear, was adamantly clear and remain adamantly clear that the University libraries are facilities that we want to be safe environments that are conducive to learning, research and study.”

Senator Lillie asked for clarification on this, stating that he was under the impression—“and it’s only an impression”—that because we are a state institution, we were required to be open in a reasonable way to people in the community who wanted to come in and use some of the common facilities, especially if they were not being used by students, faculty or staff. “Is that part of the law or is that just an impression I have?”

Dr. Baker replied that, as it applied here, the Library is a Regional Government Depository for government documents. “Part of the agreement with serving as a government depository is to make those government documents available to the people. What the limits, what the boundaries, what the extents of those are, obviously are things that we are going to have to give much closer attention to.” Senator Lillie answered that this was something he was not specifically aware of, but that it was the kind of knowledge that we needed; he added that we could not then limit Library access to students, faculty and staff unless we wanted to stop being a regional government depository, which we would not.

Senator Erickson then asked Dr. Baker whether there was a member of the Library Committee involved in this discussion or if, at least, there was going to be discussion with the Library Committee. She told him that one of the roles of the Library Committee is to provide input to the Dean of the Libraries, so this would seem to be an issue that the Library Committee would certainly want to be involved in. Dr. Baker replied, “Thank you, yes, we had our initial meeting last week.” He went on to say that there was not a member of the Library Committee on the Task Force, but that they had been informed of the Task Force and the issues.

Senator Qammar raised the subject of a recent study, perhaps from the National Policy Center on Higher Education—which rated each of the states on their accessibility. She asked if that document or the report/result from that report had been discussed in Columbus and with whom and whether they were embarrassed by it. The President replied that it was a good question and had certainly been widely publicized by the news media, by the editorial boards of the news media, and a number of other people; it was widely circulated in terms of the higher education community and to the Legislature. But were they embarrassed by it? “Let me be candid with you: I doubt it.” He went on to explain why.

“I think you shared with me some of the amusement I had when a Legislator, in all seriousness, asked, ‘why does every university have to teach English?’” Secondly, but maybe more telling, was the fact that we are currently their “whipping boy—or girl, or person.” “Their favorite phrase is, ‘they just don’t get it,’ speaking about us when referring to other things that they think other institutions of government or the private sector have done.

The President shared that this was a quite pervasive attitude among certain specific members of the Legislature. Some of them, he said, “fortunately, are no longer there.” “It’s an attitude that conveys, in many cases, some patent misunderstandings, and if not that, some outright myths.” He shared two of them; one of them was the myth that we were wantonly wasteful and inefficient.” He responded to them in this way, “if the net cost of providing a public higher education in Ohio is below the national average, show me the inefficiency and the wanton wastefulness.” The second myth was that there was excessive duplication. He explained that, again, the national data showed that, “relative to our population we have about the right number of schools and about the national average relative to other states on a population basis, etc.” Yet these myths persisted and were difficult to deal with. He continued that the most recent one dealt with graduate education and the question of whether we had too many graduate programs. The President shared that he explained to them that it is precisely the graduate programs that students were increasingly demanding along with many employers who are requiring a Masters or higher level of education. He added to this, “it’s graduate programs that attract some of the very best faculty who, in turn, attract some of the very best students, and together they attract significant levels of support either from the federal government or from corporations.”

He reminded the body that the most recent development, was a recommendation—a compromise from the Governor’s Committee on Higher Education and the Economy—for the Ohio Board of Regents be given the authority to *eliminate* graduate programs that were not “up to snuff” or were duplicative. “I suggested that this was a *stupid* recommendation—those were my words and I don’t take them back, although they were ill chosen.” President Proenza thought the better questions to ask were: What is needed? Where is it needed? Why is needed it? He stated that if there was a program that was needed but found to be weak, then find a way to strengthen it.

His final thought was about his activities in Washington on the Council on Competitiveness, which was putting together a report. (He mentioned that the interim report was available on the web at: <http://www.compete.org>, and invited us to look at it.) Their fundamental conclusion was this: “where once we optimized our organizations for efficiency and quality, today, we must organize our entire society for innovation. And I would submit that neither government nor most universities have ever been optimized for either efficiency or quality, and now our nation, quite literally, is at the nexus of opportunity and necessity in innovation and most of our public institutions are far from even thinking about it. I would leave you with that and the fact that, certainly, this Legislature is not even thinking about that.”

There were no further comments or questions for the President, so Chair Fenwick introduced Provost Stoble.

c. Remarks of the Provost

In the spirit of bad news/good news, I think I'm grateful to the President today that he dealt with most of the bad news items. So I think that leaves me to talk a bit about some good news, which is always appreciated.

In my outline today, I raise just two or three topics and will keep my comments brief. I'm sure that you've seen some recent press about our recognition on two counts, one being an ACE award, ACE standing for American Council on Education, for exemplary service to Adult Learners. And if you saw the most recent *Perspectives from the Provost*, it gave some details behind that. Early in the summer, as often happens in my office, we were asked to respond to a survey. ACE sent out a survey to, we think, about 1,800 of its member organizations, which include all regionally accredited institutions, asking us to detail what we do to provide services to Adult Learners. Karla Mugler and Debbie Gwin completed the survey and sent it on its way and we presumed at that point we were part of large database and end of story.

We heard from them months later to saying that they were actually funded by Lumina Foundation to try to identify institutions that were models of best practice. They combed through the survey results, took the Lumina Foundation parameters, narrowed down the best from thousands, to hundreds, to thirty. They looked at websites to verify whether what we said in the survey seemed to be actually accessible through a website and got it down to a list of five. We were on the list of five and they asked to come for a campus visit so they could gain more understanding of our services. On that day, we hosted visits with two reps from ACE. A number of faculty/staff interacted with them, gave them some tours, interacted with them across an entire day. They asked for a focus group with Adult Learners and they spent time with ten to fifteen Adult Learners, questioning them about the services we provide. At the end of the day, they said they were truly amazed that in as complex a bureaucracy that they understood a public university to be, that we worked so well across the boundaries of our units, and that we seemed to really understand the needs of Adult Learners, and we're doing exemplary work already with more work in the wings and under discussion. We learned that of the five institutions that they will publicly recognize in a document to come out this Spring, we're the only public, four-year university. The other four are either private or community colleges. So, I think all of you who are part of the fabric of this institution that honors a legacy of always serving members of this community for quality higher ed are to be applauded and we should feel good about that. In very challenging circumstances, we still do what we know is the right thing to do.

In a less detailed process, or at least we don't know the detail behind it, we also were cited in a magazine called *Careers in Colleges*. In the September/October issue, they had a little column they call "Schools that Rule." They listed their list of 14 institutions in the country that are, in their words, "under-recognized schools that deserve a closer look" and we are on the list. What they looked at—and we don't know how they looked at it because none of us had any contact with these individuals—what they say they considered were: strong academic programs, terrific professors, a vibrant student life or other opportunities for personal development. So, you have to take the good reviews with the bad, and so we'll accept that. We believe it about ourselves, but it's nice when somebody else believes it, too. They go on to say, "as a public research university, Akron has gained national recognition for its programs in International Business, Dance, Law, Gerontological Nursing, Applied Politics, Sales and Marketing, Industrial Psychol-

ogy and Engineering. Its Polymer Science and Engineering Program is one of the best in the country. Beyond the cutting-edge curriculum, the university offers students proximity to a host of cultural, sports and recreational venues, plus Zippy the Kangaroo is a mascot students can really root for and tuition won't break the bank." So, for what it's worth, a "School that Rules." If we learn more about what their process was by which they identified us as one of those schools, I'll be glad to share it with you, but, again, we'll celebrate the good news when we can achieve it.

I will just give you some highlights of upcoming activities on my schedule; I continue to try to get out and about and to be present with you and your college activities as much as possible. We have a great Provost Advisory Committee this year and I'm very appreciative of the people who give their time in that way. We've met twice and are scheduled a third time for this Fall. We generally choose a topic area that we look at for each meeting; our next meeting will look at Inclusive Excellence and ask Dr. Janice Taylor and her team to make a presentation for us.

I'm starting my meetings of going around college to college. You know that the President typically visits every college and meets with the entire faculty and staff. I, in turn, tend to meet with the college leadership—people in the Dean's Office as well as Department Chairs. In a new twist on that this year, I'm asking members of my staff to join me for those meetings so that it's not just me getting to have those meetings with the college leadership.

I'm trying, again, to attend as many college events as I can with the particular focus this year on events that are designed to have students involved so that I have a little bit more student contact than maybe naturally happens for the provost. Alumni events are also a focus of mine because it's just really fun to meet the people who have graduated from our programs.

I continue, because of the unique way that the President and I have cast the role of Provost, to engage in activities that other provosts don't necessarily get to do and that I really *like* to do and that's governmental relations work as well as fund-raising. Many provosts have a narrow role, acting as chief academic officer and not the chief operating officer and I really like the expansive role that was carved out for this position. It enables me to move back and forth in partnership with the President in ways that, we hope, you think benefit the institution.

In the money category, you know that, at the last meeting, I told you that we were going to move forward with the Academic Investment Funds of \$10 million over five years in order to create new faculty positions as well as to provide some additional operating dollars for academic support to the colleges. We are in the process of figuring out what funds can be available this first year. You know, too, that I asked the Deans to make requests for some funds that we could release prior to the budget hearings simply because we know some searches need to be undertaken this year so people can join us as soon as next July.

So, I had proposals; I asked the Deans to be as realistic as they could in what they proposed to me, knowing that, if you do the math, and if I divide \$10 million across five years, it will be \$2 million per year. I don't know if it will work out evenly that way, but that certainly is a ballpark figure and I'm going to try to do as much as I possibly can this first year. I also told the Deans that I would try to save as much from this year's allocation as I could for the budget hearings. So that when we do budget hearings, there's something

to actually hear about as opposed to “how are we going to manage cuts?” which has been the extent of the budget planning process I’ve engaged in so far in the Provost’s Office. I certainly wasn’t looking at allocating more than \$1 million before we go into budget hearings. I believe that I will be able to do that. Roy Ray and I talked a bit today and I believe I will be able to make \$1 million available right now to fill some budget requests that the Deans have given me. Just to tell you how the numbers came in, I got almost \$4 million worth of requests. It felt like holiday time at the Provost’s Office, and I will attempt to do what I can to fulfill those needs. Obviously, if I have about \$1 million to spend before budget hearings and I got \$4 million in requests, just be aware that not every request that came forward is going to be funded, but I will expect to see those rolled over into a budget hearing process and to be able to put some more dollars to them beyond what I am able to announce to people next week.

I’ll be talking to the Deans next week, negotiating with them about: the amount of money I can make available and the searches that we authorize you to go forward with. We will discuss what we need to have in the ad language so that we’re sure that if we say that this is a position devoted to access and increasing success for undergrad teaching, that it’s really clear in the ad that’s what the expectation is. Conversely, if the expectation is that this is a research kind of a position and we expect that the person is really going to be successful in attracting external dollars, let’s be sure that the ad makes that abundantly clear so that we don’t wind up not spending the dollars in the most strategic way possible.

So, that’s what the premise was of the Academic Investment Fund, that we would link it to our historic goals: external research that is responsive to the need of northern Ohio, strengthening the quality of academic programs to serve underrepresented students, and providing access to high quality programs for citizens of northern Ohio. Those are the kinds of proposals I received from Deans; they’ve marked them as either research focused or access focused, and some of them do both by the way, and they’ve said that they actually are targeted to do both.

Just to let you know, next week I plan to start making some of those funds available and, if your part of the search process is to bring those people in, I’ll be working with you and the search committee to be sure that the language of ads reflects what the intention was of the position as it was proposed to me for funding and as the Academic Investment Fund was designed.

So I think that is the extent of my report. I would be glad to answer questions.

Senator Londrville, a representative to the Student Assessment Task Force, asked for the Provost’s advice on how to sell the idea of assessment to the faculty. He stated that, “this has turned out to be a pretty hard sell down on the farm.” He went on to state that he was a big fan of assessment and the need for data to make decisions. The Senator stated that, in order to accomplish this, it would take money and time. He cited that “those are things that faculty don’t have.” He related the faculty’s argument that they had not had a raise in two years, with no raise in sight and their concerns that she was not promising any resources to do this assessment—“no release, no load, nothing, so why should I do this?” He summed this up by saying that he did not have a good answer for them.

Provost Stroble responded to his inquiry by relating her meeting with the Provost Advisory Committee, which met the previous week, where they had discussed the problems of “selling” the idea of assess-

ment. She felt that they needed a “one-pager” that would show the ways in which all of these assessment and review activities actually connect. “Because somebody said to me this week it’s starting to feel a bit like the Provost’s Office and its various task forces aren’t talking to one another and that there’s no plan. Well, there actually is, but I think I need a one-page diagram that shows, for example, how Balanced Scorecard, program review, budget hearings, student assessment, teaching evaluation, RTP—all of those review and data collection mechanisms—actually are part of a grand plan.”

She went on to explain that she would need to come back to the resource issue and that she understood that “we’re going to need to provide some resources to help get things up and running, particularly in places where there aren’t any assessments in place.” Fundamentally we assess because we need to know what helps us to provide more effective programs to students. If we do not assess, “we really have only the most global kinds of measures to know whether we’ve taught students anything.” She explained that the only information available was: did they finish the course with a passing grade and did they complete a degree? She said, “For those of us who are concerned about scholarship of teaching and learning and being our professional best in the classroom, we need more detailed information than that. So I really see assessment as part of the teaching act and the teaching activity if done the most professional and most reflective way. I also see it as the rich kind of data that can be turned into publications that are in the realm of scholarship of teaching and learning. I see that it is a research opportunity for faculty if they approach assessment in a solid way.”

The third reason she cited was that we would otherwise not pass the NCAA focus visit on assessment in 2007-2008 if we did not meet the requirement of assessment of student learning in every single program on campus. “That’s a compliance issue and that’s never where I start on *why* you do something, but it is there. The resource issue I think I’ve got to deal with, but those three are my reasons for why it’s the right and the good thing to do.”

Senator Londraville suggested that perhaps providing the faculty with a concrete example “this department did *this* and *because* they did this, they got *this*” would help. “There’s a real level of cynicism with the assessment and with the \$10 million that, if we do it or if we don’t do it, nothing will make any difference. No money will come our way; no positions will come our way, because there really isn’t a history of that happening. So, if you could with that \$1 million that you said you just allocated, give us an example of ‘this is how they got that position and this is how we made this decision, because they did this.’ I think that would help a lot.”

The Provost agreed to go public with that information, that maybe it would help and that she did understand the concern. “I’m overcoming a legacy of, first of all, no awards being available and, if there were, they being assigned in not-very-obvious ways.” Provost Stroble assured Senator Londraville that she would do her best on that account. She continued that she would count on the Institute for Teaching and Learning to provide both technical assistance for development of assessment plans and some dollars that would provide some direct support for the activity of assessment. She planned to follow-up on this to find what could be carved out in this regard.

Senator Lenavitt inquired if any guidelines had been passed down to the academic deans regarding how to deal with summer school because the faculty had been asked to suggest courses that might be taught, but also warned that they could not teach.

The Provost addressed the issue of summer courses and stated that there was some uncertainty about last summer's budget and procedures. She also stated that she had not yet given the deans advice on that topic. Senator Lenavitt recalled that during their visit last year, one of things that the Provost had indicated was that, to a certain degree, it was up to the individual deans and each department to show legitimate reasons to invest in a proposed course and that she had promised to listen to this. He cited that he could not "make that go" in his department.

She responded to this by suggesting that his department chair and deans talk to her about it.

Senator Norfolk then approached the same topic and emphasized that they needed more input soon since they are facing an imminent deadline for their summer schedules. "We've heard of changes—I know there's always changes. The sooner we know what the rules are, I've heard signs that, apparently, there was a change by the Board in summer compensation, but we've had no official word that has filtered down to us."

Provost Stroble responded that this was a topic under discussion at the negotiating table—a collective bargaining conversation. She mentioned that a grievance of unfair labor practice had been filed because "the AAUP perceived that the *status quo* had been changed last summer." She explained that for this reason she could not respond to that in this venue and cited that as the reason that there had been no direction from her on the issue of summer courses.

Senator Norfolk replied that, "We'd just like to know what's going on. Our department has one of the biggest summer programs on campus." The Provost stated that she understood, but explained her hesitation to respond to a topic that was under discussion.

Senator Qammar brought up the topic of the Career Advantage fee, stating that she was in the College of Engineering and that their students were required to pay that fee which, as she understood it, was meant to apply to internship and career-type opportunities. She expressed her belief that they (the College of Engineering) appear to be the only college with a separate co-op program on campus, primarily for historical reasons. She related that their students wanted to know where their Career Advantage fee is going and why it is not coming into their program.

Provost Stroble clarified the issue by saying, "your college may be the only one that has a program called 'co-op,' but if we looked across many colleges, there are internships or experiences that are required by the curriculum, so I think the topic is broader than College of Engineering." She said that they would look into what those uses were through some data requests. Until then, she could not answer the question.

Senator Lillie asked about a comment the Provost had made in her comments related to, what he thought was, a reference to an RTP task force. She clarified this by stating that there was no RTP task force, but what she had said was that RTP was a data collection, and assessment process, like the others.

Since there were no other questions for the Provost, Chair Fenwick introduced Nancy Stokes, who presented the report by the Academic Policy Committee.

d. Academic Policy Committee

Nancy Stokes reported that the Academic Policy Committee had reviewed the proposed reorganization of the Library, had posed questions about that reorganization and had received written responses from the Library. APC voted unanimously to recommend the proposed changes and wished to present this recommendation in the form of a motion to full Faculty Senate. The motion was seconded and opened for discussion. (**Appendices D and E**)

Senator Stratton said that he had received the email about the proposed reorganization but had not received any background information on why this was proposed, what the previous structure was, so had no way of evaluating whether or not to support it.

At this point, Ms. Stokes asked for permission to have Dr. Baker speak to these issues. Chair Fenwick asked the body if there was any objection by the Senate to having Dr. Baker speak? No objection was voiced.

Dr. Baker thanked the Senate for permission to address them again. He responded to Senator Stratton's comments by relating that the proposed reorganization was in response to his overall assessment, in conjunction with the Library faculty and staff. He answered that the library structure is a flat structure with ten department heads that report directly to the Dean, although there is an assistant and associate dean in the Library. He related how he had brought in an outside consultant, Dr. Fred Heath, Provost and Director of the Libraries from the University of Texas – Austin, to collaborate on assessment of the library structure. "As a result of that collaboration and months of talking with Library faculty and staff, I decided to put forward a reorganization plan that would further delineate lines of reporting so that the assistant and associate deans could assume/have reporting responsibilities to them allowing the Dean to have more time to engage the campus community."

He continued by explaining that, with a flat structure, with all department heads reporting directly to the Dean, the Dean was essentially "tied to the desk" with few opportunities to get out to colleges and departments in order to interact with other deans and promote the information needs of the university. He expressed his belief that the information needs of the university are limited by the current structure. The proposed changes to the structure would allow the assistant and associate deans to assume some of the lines of reporting, all eventually coming back to the office of the dean, yet allowing the Dean more opportunity to represent the Library and information needs across campus. He shared that he had met with the Council of Deans recently and asked for meetings with all colleges, where he would be meeting with the associate deans as well as the responsible bibliographer and library faculty of each college to dialogue about the information needs across campus.

At the Provost's request, Dr. Baker addressed some of the difficulties experienced in the Library with RTP decisions that had resulted from the associate and assistant deans functioning as department heads. This is an issue of multiple reporting lines where the assistant and associate deans hold faculty rank and serve as department heads as well. His response to the issue was to move the assistant and associate dean fully into those positions "thereby reducing conflicts of interest within committees such as RTP and operations like that."

As there was no other discussion related to the motion, Chair Fenwick directed that all of those in favor should say, ‘aye.’ No one opposed, so the motion passed.

Ms. Stokes then offered a final point of information for the Faculty Senate. “The Minutes of the Academic Policy Committee are on the Provost’s website. Once the new Senate webpage is revised, you will be able to link directly to the minutes as well as the list of items that the Academic Policy Committee is considering during the Fall semester.”

There were no other reports to be presented to the Faculty Senate.

V. New Business

Senator Kushner, President of ASG, raised the issue of a By-Law revision to increase the number of student representatives to the Faculty Senate. ASG’s goal was to increase representation from two to four members. He related that the ASG was finalizing revisions to their Constitution and had met with the VP of Student Affairs and General Counsel, in an effort “to make sure that all of the governing bodies are on the same page.” In their effort to move forward on this, he asked for the Senate’s feedback and also to bring this motion to the table. He asked if the current By-Laws could be read. Meanwhile, Secretary Konet located the pertinent section of the By-Laws (Section H, 3-I) to which he made reference.

Senator Kushner stated that, he had talked to different faculty on campus and that the committees wanted to hear student concerns and their opinions, especially since part of the University’s mission was to work toward supplying the best education for the students. He expressed that in order to do this, we all would need to work together. He continued, “Being the largest constituent body here on campus, it just seems like it would be reasonable to have an increase from two to four representatives.” He felt that this would allow a more broad spectrum of students “in all roles and backgrounds involved so we would be better served” and believed the best way to go about this was through the Faculty Senate.

Chair Fenwick then read the pertinent section from the existing By-Laws:

Currently there shall be three student representatives as following: one student shall be President of ASG; one student appointed by the President of ASG to run congruent to the President’s term, and one graduate or professional student elected by that constituency.

The Chair wanted to clarify that ASG was asking to increase that number. Senator Kushner replied that the section that read *there will be three students*...that would be increased to five. The Senator then cited Part I, “instead of just saying, ‘*the President*’ it would be ‘*his or her designee*’ since there could be time when he might be unable to attend the Senate meetings and that, “there may be someone who is just as well-suited to attend and represent the student body as a whole.” He went on to cite, in Part 2, that instead of “*one other person*”—whoever the President designates—they wished to see three. He expressed his belief that this would provide the ASG with more of a voice. The Chair then asked if there were questions or comments for Senator Kushner regarding this issue.

Senator Lillie commented that there is real value in the issue of *election* rather than *appointment* and that “it might have a lot more power if we’re talking about elected student representatives rather than

appointed student representatives.” Senator Lillie went on to explain that there are already opportunities for students to be involved, whether or not they are on the Senate. “I’ve been on faculty committees now ever since my second or third year here, so certainly there is opportunity. If you know students who want to serve on Senate committees, I would imagine that the Executive Committee would like to hear about that and perhaps you could serve as a person to *ask* if there would be people who want to have students on committees. Even before this is considered or done, there is a way for students to have a substantial involvement.”

Senator Kushner again responded that he still planned to be involved with committee work and that there are students who would want to meet, inquire and get involved. He also stated that “what we’re looking at is also potentially just being allowed to vote, being able to have just a little bit of influence. We know there would be a very small gain in that sphere of influence, but it would be something that would be beneficial to both faculty and also students.”

Senator Kushner then asked for clarification related to the discussion of “elected”: “are you referring to the entire student body or among ASG elected members?” Senator Lillie replied that he wasn’t sure, but was just stating that it was a matter of principle and that his preference was that bodies such as this have elected members rather than appointed ones. He continued, “I’m not sure what the function would be or the mechanism; there might be some way in which we could have an electoral college. But there are a lot of different ways in which these things can work and I just say as a matter of principle that I think that’s probably something that lots of us would find a more powerful way to present this.”

Senator Kushner added another comment, citing the requirement that everything the ASG does has to be written through an Executive Order and approved by the Senate. He expressed his concern that this “automatically puts a check on whatever I have to do. I wouldn’t recommend that we put this as a vote to the student body because, quite frankly, the student body wouldn’t understand it as much as Student Government. It would be one thing to have maybe the whole entire ASG general membership take a vote for two of those positions. It’s just that there is some discretionary concern because I feel students as a rule just don’t understand.”

At this point, Senator Lillie reiterated that he was just asking the Senator to consider this recommendation and added, “I do trust the electorate. I don’t like the idea of saying ‘the electorate just won’t understand, put in a small group of people who know what’s best for us.’ That’s part of what I’m hearing you say and maybe I’m misinterpreting it, but I just wanted to bring forward the concept as being one that is very much supported by this body and, I think, by a lot of people.” He assured Senator Kushner that he was not opposed to students having votes; he just preferred evaluation about how those students who had votes would be selected.

Senator Erickson addressed the point of order regarding the request for a change to the Senate By-Laws. She stated that a written request was required for a change in the By-Laws, then had to lay over for a month before it could be voted on. She clarified that the Senate would need to have a written proposal from ASG, which would then have to stand for a month. Senator Kushner stated that he had done this, and sent it to Linda Bussey via the ListServe.

Senator Erickson asked if he was addressing that proposal. Senator Kushner confirmed that this was correct. Senator Erickson then offered her perspective on the issue of election as someone who had served on many Senate Committees who had wanted the input of students. She said the problem was when the student did not attend the meetings. “I have been really, really frustrated. It seems to me that, at the same time as you ask for extra students, then you must take that responsibility.” She confirmed that, as Senator Lillie said, it was perfectly possible to serve on committees without being a member of the Senate. Yet she continued, “no student has asked for that.” She added that there are specific committees that want the students, but that it is a serious problem when they do not come. “We want the input, but we want people to take it seriously and to attend.”

Senator Gerlach asked if this proposed amendment to the Constitution had been submitted in writing. Chair Fenwick confirmed that it had been. Senator Gerlach then remarked that it was not on the Agenda of this meeting and, until it was, that we could not proceed according to the section of the Senate By-Laws related to amendments. He stated that the issue would then have to wait until the next meeting. At this point, Senator Kushner moved to have this added to the Agenda; Chair Fenwick stated that it would be added to the Agenda for December. Senator Kushner restated that this be added to the Agenda as a motion to change the By-Laws.

Senator Gerlach interjected, “It’s not the Roberts Rules that apply here, Mr. Chairman, it’s the By-Laws of the Senate.” He also reminded the body “every other part of this body is elected by somebody—not appointed. There is, to my recollection, no provision for any one of us Senators to be able to send a designated attendee to the meeting to substitute for us. You’re either here or you’re not.” He advised that those who proposed this amendment to be cautious of this because he insisted on both of those points. “Election—that’s what we retirees had to do—and secondly, the point is, none of us can designate anyone to substitute for us at a meeting.” At this point, President Proenza stated that the members of the Student Government are elected by the student body.

Senator Lillie recalled that we had amended our Constitution, effectively changing the indirect election of senators to the direct election of senators. He clarified that the issue he raised was one of election—not representation and the manner in which it would be accomplished.

Chair Fenwick asked for any other comments. There were none. “So, as I understand it, this proposal will be put on the Agenda in December and then it will carry over until February. Think about the comments made by Senator Lillie and Senator Erickson and Senator Gerlach—regarding direct election versus indirect.” Senator Kushner responded to this by stating that this was “in direct conflict with what you stand for—it’s having a double standard—you know we are elected by the student body.” President Proenza reminded everyone that the By-Laws had been approved by our predecessors. “One member, and maybe others, are expressing a different opinion. That doesn’t mean that this has to change.” Chair Fenwick asked Senator Kushner to send a copy of the materials and more information about it.

VI. Good of the Order – No issues were raised.

VII. Adjournment – Senator Pelz made a motion to adjourn. The motion was seconded by Senator Soucek and the meeting adjourned at 4:45 p.m.

APPENDICES TO MINUTES
OF
FACULTY SENATE MEETING OF NOVEMBER 4, 2004

APPENDIX A**Executive Committee Report
November 4, 2004 Faculty Senate Meeting**

The Executive Committee met twice in October, once as a committee and once with the President and Provost.

During the October 19 meeting with the President and Provost, several key topics were discussed.

First, the EC reiterated that they would like to schedule a meeting with Char Reed as soon as possible to review and discuss the Decision Making Task Force report. There was a brief discussion about who should attend that meeting and when it would take place. Dr. Stroble stated that she would contact Chair Fenwick as soon as the date was set.

A second major topic was the proposed new stadium. Research on the idea of a new stadium is being conducted in response to an assessment of the Rubber Bowl. The assessment revealed two significant issues; one, that maintenance costs would continue to rise and eventually become cost prohibitive and two, that the cost of a complete renovation would exceed the cost of building a new structure. Dr. Proenza discussed the notion of a multi-use facility and also emphasized that he is interested in a new structure only if it can be constructed using non university funds. Questions were raised about what would happen if a new facility is not constructed and the response was either we continue to spend a considerable amount of money on a dying facility or no longer offer inter-collegiate activities.

The next discussion revolved around a recently published issue of the "Perspectives From the Provost E-mail Digest" which provided an update on the Balanced Scorecard. A concern was raised that the Balanced Scorecard initiative was supposed to have been an interactive process that included faculty input, but that this most recent publication did not make any reference to including faculty or senate in any way. Dr. Stroble stated that she would look into the issue.

The Executive Committee then met on October 21 to establish the agenda for the November Senate meeting; to discuss the procedures for and the senate role in reviewing Curriculum Proposals; to review the news from Ohio Faculty Council and to formulate two resolutions for consideration at the November 4 meeting.

With respect to the Curriculum Review process, the Executive Committee members, as representatives of Senate, are each asked to review curriculum proposals, then send their approval/ disapproval. A question was raised about deadlines, and the response is that the deadlines are the same for all reviewers.

The news from the Ohio Faculty Council was both good and not so good! The bad news is that the 1% sales tax is scheduled to expire with no plan to renew it and that higher education may be facing a

20% cut. The good news, in addition to Senator Witt's election, is that Ohio is considering a comprehensive tax reform that will include taxing service industries, thus increasing revenues. The Legislature appears to be supportive of this proposal

And finally the Executive Committee has drafted two resolutions that it would like to present to the Senate today. The first is a resolution that was discussed at the September meeting to thank Marilyn Quillin for her service to the Faculty Senate. (**Appendix B**)

The second resolution is a proposal to have the Vice President of Finance present budget information to the Senate on a regular basis. (**Appendix C**)

Submitted by Rose Marie Konet, Secretary of the Faculty Senate

APPENDIX B

SENATE EXECUTIVE COMMITTEE RESOLUTION
FOR MARILYN QUILLIN

WHEREAS: Marilyn Quillin served as administrative assistant for the Faculty Senate Office from its inception in 1993 until 2004; and

WHEREAS: She provided the necessary organizational skills required for the smooth, ongoing operations of the Senate, spent countless hours transcribing meetings and making the transcripts available in multiple formats to the campus community, and routinely prepared additional communications for and to senators; and

WHEREAS: She provided consistency and history to the office and to the Senate whenever there was a transition in leadership; and

WHEREAS: She took the initiative to create a pleasant, productive environment, yet kept everyone on track and on schedule; and

WHEREAS: She genuinely cared about the Senate, its members and its accomplishments,

BE IT RESOLVED THAT: The Faculty Senate of the University of Akron expresses its most sincere appreciation and gratitude for all the hard work and dedication shown by Marilyn Quillin to the Senate.

APPENDIX C

**SENATE EXECUTIVE COMMITTEE RESOLUTION ON MONTHLY
BUDGET PRESENTATION BY VICE PRESIDENT OF BUSINESS AND FINANCE**

WHEREAS: The faculty senate is defined by University of Akron Bylaws as “the legislative body of the faculty regarding its academic mission”; and

WHEREAS: The success of the academic mission of the University is dependent in large part on the budget allocations made by the University and future budget projections; and

WHEREAS: The ability of the senate to perform its responsibility for the academic mission of the University is thus dependent upon the receiving transparent, complete and timely budget information and budget projections;

BE IT RESOLVED THAT: The University Vice President for Business and Finance present an oral report on the University’s budget at the monthly meeting of the faculty senate;

AND BE IT FURTHER RESOLVED THAT: The University Vice President for Business and Finance make available to each monthly meeting of the faculty senate written detailed budget information showing current budgeted resources, balances, expenditures and transfers; and information on how the current budget compares to the fiscal year budget approved by the University of Akron Board of Trustees.

APPENDIX D**ACADEMIC POLICY MOTION**

The Bylaws of Faculty Senate state that Senate: Review and offer recommendations concerning proposals for the creation, abolition, or rearrangement of colleges, departments, schools, or divisions of instruction ...

In keeping with this charge, the Academic Policy Committee has reviewed the proposed reorganization of the Library (see chart on page 29). APC member Helen Qammar posed questions about the reorganization and APC received written response from Assistant Dean O'Connor. (attached)

At its 20 October 2004 meeting, APC voted unanimously to recommend to proposed changes. APC brings this recommendation in the form of a motion to the full Faculty Senate for consideration at its 4 November meeting.

Questions and answers about the proposed reorganization:**Why is S&T on its own? Why is archives on its own? Is this the responsibility of the Dean?**

Science reports directly to the dean instead of an AD because it is a branch library and branch libraries are self-sufficient and, in fact, do all of the functions that are carried out in the main library—e.g. Circulation, Reference, Collection Management, etc. It is customary in academic library systems for branch heads to report directly to the library dean unless there are several branch libraries. Archival Services is primary University Archives, responsible to the university community in a special way that is not traditional library service. Once again, it is customary for the University Archivist to report directly to the dean of the library.

How will the individual collections librarians (i.e. fine arts/chemistry/etc) operate in this chart?

The librarians whose primary responsibility is collection management will report directly to the Head of Collection Management. The Head of Collection management will coordinate the activities of all librarians with any collection responsibility.

What is T&T? Teaching and training**Budgets for the extra dean's positions? Total impact on the library budget?**

The assistant and associate dean's positions currently exist.

What is the current relative effort for these tasks/boxes?

Great effort has been taken to distribute responsibility, workflow and relative effort evenly and appropriately. What you can't see from this chart is that each department is staffed differently, depending on

the kind of work and amount of work expected from that department. Departments have between two and eight members—some are only hourly staff, some totally faculty, some a mix. All library department heads have approved this proposed reorganization.

In what specific ways will this reorg generate better service for faculty and students?

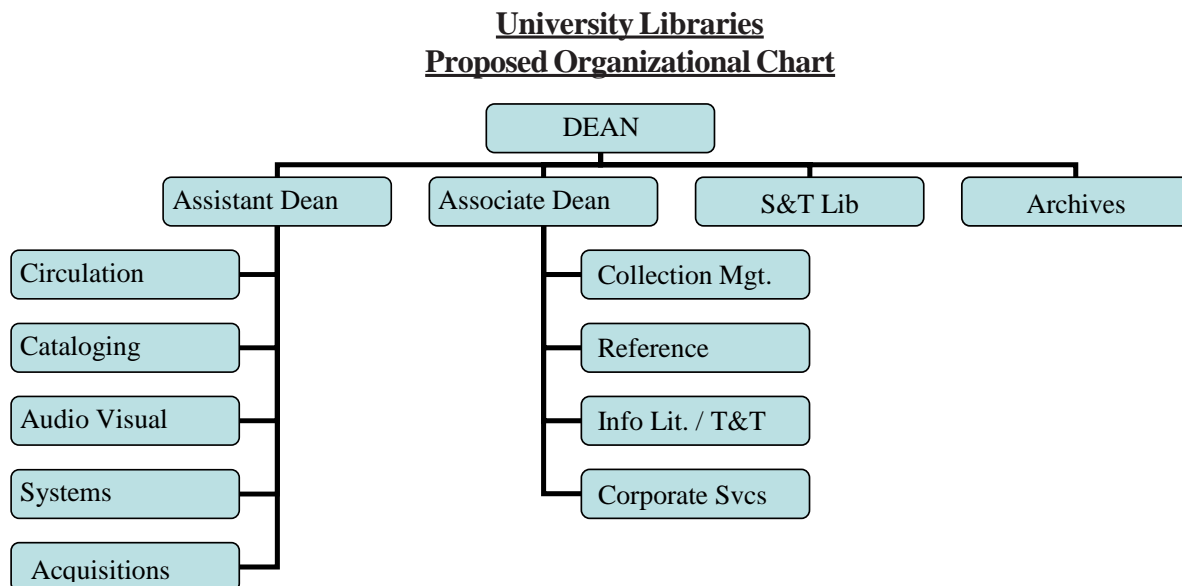
This reorganization is directly in response to concerns about service to faculty and students. In this structure, the library faculty and staff responsible for the direct support of student learning and classroom teaching are brought together in one unit so that cooperative efforts and joint services may be better provided under the Associate Dean. The departments under the Assistant Dean will be better able to realize workflow efficiencies so that staff and monies may be freed up to better support service programs.

In what ways will this meet the needs of the library staff?

This structure will clarify the roles of the AD's and the library department heads. Currently both AD's serve also as department heads. This structure will eliminate that duality and any concern that the library staff has had about anyone having two, sometimes conflicting, roles in the organization. It will also meet the needs of the library staff by creating a structure that will encourage collaboration and resource sharing instead of a structure that is made up of strict departmental, compartmental units.

How will this change the future direction for the library, service of the library etc?

The entire impetus for this reorganization was to improve service to the university community, to make the library more efficient and to improve the morale of the library faculty and staff. Also, changing the number of people who report directly to the dean from thirteen to four will allow the dean to focus on community relations, fund-raising and other concerns not directly related to the daily operations of the library.



APPENDIX E

REPORT OF THE SENIOR VICE PRESIDENT AND PROVOST

FACULTY SENATE MEETING

November 4, 2004

Examples of Recent Recognitions:

- ACE Award for Exemplary Service to Adult Learners (See Provost's *Perspectives* for this week.)
- Schools that Rule designation (See recent press release.)

Upcoming Activities on My Schedule:

- Meetings with Provost's Advisory Committee
- Meetings with College Leadership Representatives
- Attendance at College Events
- Interactions with Students and Alumni
- Development Activities: Governmental Relations and Fund Raising

Academic Investment Fund:

- Soon: Distribution of Some Funds for Searches this Year
- Later: Distribution of Funds in Budget Hearing Process

