University of Akron Faculty Senate  
May 8, 2015 3:00 p.m.

CHAIR WILLIAM RICH: The May meeting of the Faculty Senate is called to order. Is there a motion to adopt the agenda as distributed? Moved by Senator Raber. Is there a second? Seconded by Senator Sastry. There are some changes that need to be made by unanimous consent. The, under committee reports, Athletics should be listed first. That's an informational report. I would like to reverse the order of Computing and Communication Technologies Committee and Curriculum Review Committees so that Chair Ramsier doesn't have to play jack-in-the-box.

And then under new business, the listed Multiyear Student Experience proposal should be stricken. We don't have that proposal before us. And then I also wanted to simply-- is there any objection to any of those changes? Hearing none, I take it there's unanimous consent to them.

I did want to explain briefly, I'll talk more about this in my remarks, but the marketing campaign item under new business as indicated on the agenda that was distributed, this will be a closed session. The purpose of this session is to allow the president to make a presentation to us about the planned marketing campaign which will include details and materials that President Scarborough believes it would not be to the university's advantage to disclose publicly until the marketing campaign actually begins.

So in order to allow him to share them with us this will be a closed session. I am advised by the university's general counsel that the public meetings law does not apply to this body because this is not a public body under the meaning of that law; therefore, we are indeed free to go into a closed session as we choose.

Before we proceed to vote on the adoption of the agenda, I did want to afford an opportunity in case anyone wishes to amend that item in particular so that we don't have a closed session. My hope is that we would and respect the president's wishes, but I do want to make sure there's an opportunity for the body to decide, if it is controversial, this is your chance. Hearing no motion, Senator Sterns.

SENATOR HARVEY STERNS: Just one other issue under new business. I would like to introduce a resolution.

CHAIR WILLIAM RICH: There will be an opportunity under new business before we go into closed session. All those in favor of adopting the agenda, signify by saying aye.

MANY SENATORS: Aye.

CHAIR WILLIAM RICH: Opposed by opposite sign. The agenda is adopted without dissent.

The next item on the agenda is the adoption of the minutes of the March meeting. Is there a motion to adopt those minutes as distributed? Senator Raber moved, seconded by Senator Hausknecht. Are there any corrections to the minutes? All those in favor of adopting the minutes as distributed, please signify by saying aye.

MANY SENATORS: Aye.

CHAIR WILLIAM RICH: Opposed by opposite sign. The minutes are adopted without dissent.

Next item is the remarks of the chairman. First let me welcome you to the last regular meeting of the Faculty Senate for this academic year. We have a very full agenda. Accordingly, I will keep my remarks brief. The agenda includes the following action items:

We have two elections to conduct. The first is to fill the unexpired term on the Faculty Senate Executive Committee. Senator Ali Hajjafar will be retiring at the end of the academic year. In order to avoid the Executive Committee having a vacancy over the summer, he resigned his position on the Executive Committee effective yesterday thereby allowing the senate to elect a successor today to serve the remainder of his two-year term ending September of 2016. Senator Hajjafar has not yet resigned from the senate. He is present today for his last meeting as a faculty senator.

Let me take this opportunity to thank him for his many years of service to the university and for the leadership he has helped to provide as a member of the Faculty Senate Executive Committee and as the Faculty Senate's representative to and Chairman of the University Council's Budget and Finance Committee. It has been
an honor and a pleasure to serve with him. (applause) There's more coming later.

We will also elect a representative to the University Council. Senator Lillie's term has ended. Term of office is three years. From the Academic Policies Committee we have four action items. The transfer of the Early Childhood program and the associated faculty member from the College of Applied Science and Technology to the School of Family and Consumer Science in the Buchtel College of Arts and Sciences; the proposed National Center for Choreography; the proposal for the Center for Data Science and Information Technology; and a proposed One World Schoolhouse.

From the Curriculum Review Committee we have a set of curriculum change proposals. From the Computing and Communications Technology Committee we have a recommendation that the university make a transition to online student evaluations of teaching. From the Graduate Council we have a proposal to amend the part of graduate student standards rule that concerns international students. From the Committee of General Education Learning Outcome Committee Chairs we have a proposal to amend the new general education requirement to require those who teach general education courses including graduate students have completed at least 18 semester credit hours of graduate courses in the content area.

We also have a report from the University Libraries Committee concluding that there would be no academic benefit, and there would be potential harm from the proposed consolidation from the Science and Technology to the Bierce Library.

After transacting our other business we will go into closed session to receive a presentation by President Scarborough about and to discuss the plan to market the university as Ohio's Polytechnic University. Only senators both elected and ex officio, which would include those chairs of senate committees who were not elected members of the senate, the president, provost, the general counsel and the faculty senate's administrative assistant and transcriptionist will be present during the closed session. We'll be joined by some members of the university's board of trustees. I believe this will be the first time the trustees have attended a meeting of the faculty senate.

During that part of the meeting we will use a procedure under Robert's Rules of Order known as quasi committee of the whole. The procedure is similar to the committee of the whole, but the main difference being that the chair of the assembly remains in the chair during the quasi committee of the whole procedure. The main reason for using the procedure in this instance is that no permanent record is made of the proceedings. The senate may, if it chooses, take action after it comes out of the quasi committee of the whole. The transcriptionist will remain during the quasi committee of the whole so that she will be prepared to resume transcription once we come out of quasi committee of the whole. She will not be transcribing the proceedings while we're in quasi committee of the whole.

During the April meeting of Faculty Senate, I said I would report to you about actions the administration is taking to improve responses to the kind of incident I spoke about in that meeting, in which flyers threatening sexual assault were left in the College of Arts and Sciences building. I received a copy of the report from the university's Title 9 Executive Committee. Among other items the report notes President Scarborough issued a statement strongly condemning the misconduct of this incident, raising awareness of sexual assault issues and asking members of the university committee for help in the investigation. The committee recommends that such threats be reported immediately to the university police and agrees to develop additional training so that university personnel are better informed about the process and options. Depending on the nature of the threat, multiple avenues for reaching victims will be considered including cell phones and texting. Depending on the circumstances, the university will consider providing relocation assistance on a temporary basis.

Finally, let me thank all of you for your service to the university in this body and its committees during the course of this academic year and wish you an enjoyable summer. In case you wish to celebrate the conclusion of the academic year immediately after this meeting, with excellent beer and superb food, the Zydeco Bistro food truck with be at the Thirsty Dog Brewery on Grant Street just south of this campus until 6:00 or 7:00 p.m. Chef Johnny Schulze, who owns and operates the Zydeco Bistro, is married to our secretary, Pam Schulze. In my opinion you would be hard pressed to find Cajun or Creole food as good as Chef Johnny's. This concludes my
remarks.

There are no special announcements today, so the next item of business is the report of the Executive Committee. Secretary Schulze.

SECRETARY PAMELA SCHULZE: Since it last met on April second, the Faculty Senate Executive Committee met four times by itself and once with the president and provost. The Executive Committee first met on April ninth for regular senate business. It discussed the Gen Ed Core 13, graduate assistantship funding and the rebranding campaign.

The Executive Committee next met on April 16 to discuss regular senate business and to prepare for the meeting with the president and provost. The Executive Committee certified the election results of three senators: John Matejkovic reelected in the College of Business Administration, Shannon Osorio reelected for the Part time Faculty and Marc Haas reelected in the College of Health Professions.

Later that afternoon the EC met with the president, provost and vice provost. The EC discussed the strategic planning process review of deans, replacement for retiring Interim Dean of Libraries, the HLC Focused Site Visit Report, updated normal information, the Vision 2020 Summit, the senate's consideration of Polytechnic University Marketing Campaign and the Wayne College General Education Core 13.

The EC met on April 23rd for regular senate business. The EC discussed the Multiyear Student Experience Learning Outcome Matrix. Members of the EC followed up to learn more about the learning outcomes and how they will be achieved and assessed. We also discussed a request from the president that part of our senate meeting be a closed meeting so that the president and members of the board can discuss the marketing campaign with senators.

We discussed the memorandum of understanding for two proposed new centers: The National Center of Choreography and the Center for Data Science and Information Technology. We discussed the possibility of approving Core 13 General Education classes for online modality over the summer per the president’s request.

The EC met on April 30 to prepare the agenda for the upcoming Faculty Senate meeting. The committee also conducted regular senate business including the appointment of Dimitria Gatzia, a faculty member from Wayne College to the Critical Thinking Tagged Learning Outcome Committee. Senator Hajjafar resigned from the Faculty Senate Executive Committee due to his retirement at the end of this academic year. The Executive Committee thanked him for his service. That concludes the Executive Committee report.

CHAIR WILLIAM RICH: Thank you. Are there questions of the secretary about the Executive Committee report? Thank you. Next item on the agenda is the remarks of the president. Mr. President.

PRESIDENT SCARBOROUGH: It’s wonderful to be with you today. Let me ask this. Does everyone have a copy of this document? Anyone not have a copy? Mike, would you mind, Larry would you mind helping giving those out to everyone? While those are being distributed, I would like to kind of begin here, because this is kind of marked, one of things we were trying to get accomplished during this first year and this is a copy of all of the college level strategic plans that have been developed over the last six or seven months. We wanted to provide everyone a copy because last week engineering put the period on their strategic plan development, and that completed the nine colleges that we were trying to get done during this academic year.

There are still two colleges that have not begun the process. That’s the Honors College and the Graduate College. And also the Division of Libraries has not completed their process. In the case of the Honors College and Graduate School, there will be new leadership. We thought it best to work with the new leadership to develop the updated plan. And in the case of the libraries, we began the process, but some of the conversations involved budgetary type items, so the idea was to try to work during the summer in relation to what the ultimate budget ends up being, and also those faculty are 12 month appointed, so you can continue to work with them during the summer. So for those reasons those are the three that are not yet completed. So what we’ve provided to you are the nine that have completed their work.

That’s good. As one looks at how quickly this first year has flown for me personally this line moving left to right is about to complete. We still have some very important things we need to get done, or I need to get done, and we collectively need to get done before the end of the fiscal year. One is completion of the budget process.
would say that one is first and foremost, given the completion of the process now becomes the critical task. So let me tell you a little bit about where we are in this process.

We continue to work on budget development at three different levels. One I'll call kind of the formal shared governance process, the University Council Budget Committee, liaisons with our Chief Financial Officer Nathan Mortimer, walking through the development of the budget process as it is being developed. It's being developed by what I would call the formal management structure of the university through formal budget hearings, through meetings with unit heads, with supervisors. And that work has gone well and continues.

As I mentioned many times, and important to me personally, as I have worked through the budget process with our budget director who reports to me at the moment, I've invited the faculty senate president, the union president the department chair representing all of the department chairs to sit with me as I learned, and walked through the process with our budget director. So that process has continued really on average for two or three hours a week for now many months.

So the work continues. Our goal is to get a budget to the board on June 10th as our fiscal year begins July 1. It wouldn't be the end of the world, wouldn't be the first to begin a fiscal year without a formally approved budget, but that is not the ideal. So we're shooting to get that done. The work that needs to be complete, the informal process needs to finish going through all of the budgets in detail. That same level of detail needs to be provided to the Budget Finance Committee and get input and feedback from both groups.

Based on that input and feedback, I then need to engage the management structure of the university to work through the ideas that have surfaced to see whether or not those ideas can be implemented and if not what are the alternate ideas they might have. And so we're working on the budget daily until we get that done. If we get that done in the time period that we hoped and if we're able to continue to kind of fill some critical positions that we need to find leadership for, for example the Graduate School, for example the Honors College, if we can get all of that done successfully in the next, what is this? May seventh? So in the next seven weeks, then we'll say, that we've had a good and productive year. I think we will have laid a foundation especially with the creation of these documents and hopefully the linking of resource allocation with these documents in a way that will serve us well into the future.

Let me go back. I forgot to mention one thing. The other thing that we'll talk about later in the closed meeting, I'm going to revisit the summit because on here the summit met three times. February 13th, 27th and April the ninth. And again, the purpose of the summit was to gather representatives both internally and externally, to revisit the university's strategic plan, Vision 2020 and to ask the question does that plan need to be amended, and if so how?

Much of the summit, especially the first meeting was to take everyone through a three hour orientation about what's happening in our education, what's happening to the University of Akron in particular. The second session was essentially brainstorming, breaking into small groups, asking the question, okay, does the plan need to be amended? If so, how does it need to be amended?

The third session, which there was a pretty significant break between the second and third meeting, was then to take the input that came from the second meeting and take back to the third meeting with a series of ideas of okay, here's how we operationalize what we heard in the second meeting. What do you think? What do you think? And coming out of that meeting was some ideas that we'll, one of which we'll talk about in the closed session today, the marketing campaign.

As you look at these plans and as you think about kind of operationalizing them, I would point to probably these items as being some of the significant new ideas that came out of the strategic planning process. Now, the reason I'm providing you the document in totality is so that you can review it in its totality and see if there are other things you would have selected to highlight.

But my looking at the plan in terms of were there many creative, new, significant ideas that came out of this process, these are some that I would highlight going forward. And it might constitute elements of an ongoing strategic plan that might impact Vision 2020. So out of Wayne College the Gen Ed core, out of CAST a focus on dual enrollment hybrid degree programs and improving the performance of our satellite campuses. And out
of the Honors College, although we haven't started the process, there's the thought we need to name our Honors College in the way other universities have done, and to again, if we're going to, like many of our colleagues have pointed to, if we're going to try to implement greater levels of experiential learning, one of the core populations to do that with is the Honors College. So those are ideas that we'll want to try to build into the development of their plan.

The Graduate College, bringing more sophisticated enrollment management techniques we use on the undergraduate level to the graduate level, especially in the professional degree programs. The arts and sciences there are programs that have potential, growth potential that we need to organize to try to grow enrollment in those programs. Those are all shorthand for biology, chemistry, dance, graphic design, political science, psychology. It didn't fit on one line, so I had to shortcut that.

Education, the idea of developing in complement of what we're doing with the Akron Public Schools to develop our own independent school so that we can distinguish that college of giving students a broad clinical experience or any of the educational setting our future teachers might work in and also say you will get an earlier clinical experience if you come to the College of Education at the University of Akron rather than somewhere else, and the college is excited about that and working on that.

In the College of Business hybrid degree programs, experiential learning, rolling out an E Portfoio system for their majors. In engineering, hybrid degree programs and emphasis on growing professional masters degrees. In the health professions again, hybrid degree programs, and working with a group called Academic Partners that worked for Ohio University for a number of years and now is going to work with our School of Nursing. Law, looking at 3/3 program, international emphasis and an emphasis in growing something called Masters in the Study of Law.

Polymer Science and Polymer Engineering, the idea of engaging industry more fully with extension centers and focusing on the development of professional master's degree. Again, you can see we're trying to find those programs where there's enrollment growth and students willing to pay for their degree at the graduate level.

And then lastly, one of the things that we began to talk about, we have to complete the process during the summer, is how the library can be used to more effectively help our underprepared students deal with some of their deficiencies coming into the university and how that's already a center of resources, and how it might be taken to a new level.

So these are some of the ideas kind of flowing out of the, and those are nice, interesting ideas that have great potential to the university if implemented and if the market responds favorably.

In terms of the summit, in terms of the university initiatives that are so significant to probably command university attention and investment: The gen ed core, the concept of blended learning that came out of so many of the conversations with the colleges, the idea of somehow competing more effectively for the student who does not believe they can afford to come to a four year university and therefore going to the community college, and providing them a financial avenue to access our university through a disruptive pricing strategy.

The idea of portal college, success coaches, developing the student success initiative, again using our satellite campuses more effectively as a hub and spoke strategy. This is where in two of the college strategic plans there was the concept for interdisciplinary Center for Data Science and Information Technology. And since we had it in two plans, we said, okay, that's something the university needs to try to help make happen. Center for Experiential Learning, Entrepreneurship and Civic Engagement. We think there's opportunities there that we can pursue.

The College of Education One World Schoolhouse. The reason this becomes a university initiative also is because while the College of Education wants to use it to distinguish the college and the educational experience of those students, the university is interested in this from the standpoint of using it as a way to more effectively recruit more academically prepared honors students, okay? And to grow our dual enrollment. So there's a dual purpose for wanting to seek this, and in fact members of the College of Education and faculty are working with representatives from the administration to help us put together the proposal to roll this out, and that's going very well.
Another idea, the idea of using our great strength and tradition in ROTC and military and veteran support services and using that in a way to attract more students who are interested in a career in military service. So that was a university initiative that has been proposed, hadn't been developed much. We haven't even really found the group yet that would develop that, but it was an idea that came out of the summit that we wouldn't want to lose. We thought it might have a significant enrollment growth potential if you do it effectively.

We built this beautiful campus, we can't let it deteriorate and fall apart. So maintaining the campus that has been built and addressing our deferred maintenance issue is a university initiative we didn't want to lose track of. Sustainable economic model we talked about. As a midwest public university we've obviously got some holes in our financial model that we need to address, so that becomes a university wide initiative to try to resolve. And then as always, to take this core value called shared governance and find ways to make it work more effectively.

So all of these would be represented in addition to these college level strategic ideas and initiatives that flow out of this, these are some that are beginning to surface at the university type initiatives. And so I really want to kind of end there and just make this point for now, that what we've been trying to do then is to look at our university at three different levels. One is the college level, which you now have in your hand, the second is the university level, that last slide which represents ideas for the at a university level of implementation.

And then lastly, the issue that we want to discuss in the closed session is how does one view our place in the higher education industry relative to other institutions and relative to what is likely to happen in higher ed, and do we feel comfortable about where our position is going to be one year from now, five years from now, 10 years from now.

And there have been discussions and a strategy that has been proposed that we think is the best one that we've heard that we would like to share with you. But the reason we don't want to share it too broadly, there is a competitive element to this, and there is when you launch something like this, the professionals that you work with say there's a right way to do it. And some element of being able to explain the way you want to be able to explain it is important. So the idea was to go into closed session, have the kind of conversation that we want to be able to have but not hinder our ability to implement effectively as we do that.

So I will stop there. That would conclude my report, Mr. Chair, and I will have more to say about this last topic in a closed session.

CHAIR WILLIAM RICH: Are there questions for the president? Senator Allen.

SENATOR PHIL ALLEN: Yes. In terms of the Core 13, if it has positive enrollment toward Wayne College and no loss of enrollment from the main campus, then that's a great budget thing. But if it has what we might call reverse migration, that is percentages of people go that would have taken courses here take it there because it's one seventh the price, then that could affect our bottom line. So if we figure one seventh the cost, and multiply out 30 percent of our total amount from tuition, I come up with $60 million okay, so that's no small amount.

Now, if we split it up in tenths, and say all right, if it's zero that's probably a good thing. If we lose 10 percent that's 5.5 to $6 million. If it goes up to 20, then maybe 12 and so forth and so on up to maybe 18. If it were to hit $18 million, would we have the budget reserves to handle that or would we be bankrupt?

PRESIDENT SCARBOROUGH: Long before we go to the point of having an 18 million dollar negative impact, we would obviously modify the program. Having said that, there are still implementation issues that are very important to consider, some of which are part of the budget process on how does one mitigate the downside risk that you talked about.

For example, one of the things that we could consider is what we might lose there on the front end, is there a way to recover it on the back end immediately, proactively either through predictable [inaudible] such as completion, but most certainly on maybe upper division program fees. That would be one way to mitigate the downside financial risk on the front end as students succeed and move forward and as the likelihood of a better career and income and student debt is going to have a positive return of investment occurs, one could argue that upper division program fees might be a way to mitigate what one loses on the front end. So that's one aspect.

The larger issue is as you suggest, what we've got to get to are those students that are deciding to go elsewhere at the moment. And that would be the ultimate, and the idea is to, I mean one of the reasons, there's
two reasons to start with Wayne College. One, it allows you to do something without affecting the whole rest of the campus. You can do it in an isolated way. And then secondly, they are the primary competitor at the community college level of our organization.

So for both of those reasons it was thought to be the best place to begin to pilot this and then learn from it. But we're going to learn a lot. I told people this, number one because I've seen this before, I was involved with something like this before, and the first time you roll it out there will be some huge successes that you can celebrate. I've seen it. And you are also gonna learn some things you had no idea you will have to revisit and amend on the second iteration. And that will be our experience, too.

But the good news is, and probably any more detail I would urge you to maybe invite Todd Rickel, if you see fit, to give you a more detailed report, because I ran into him on the way over here. Thankfully his family hasn't moved from Phoenix yet, so he can work 60 to 80 hours a week. But the good news is he's got someone to work with, so they're making good progress. I don't know what that progress is, but we should probably know at some point.

CHAIR WILLIAM RICH: Senator Landis.

SENATOR WILLIAM LANDIS: Thank you, Mr. Chairman, welcome Mr. President. So I really applaud the effort that you have made and the administration has made as you outlined here, and you know, had many, many discussions with different colleges across the campus.

So I'd like to change the topic here for just a moment. And I'm wondering whether or not there are corollary discussions and interventions thinking about what to do with the infrastructure at the university in terms say of development, human resources, finance, buildings and grounds, administration. Is the administration looking also into these areas as well? And what's the progress there?

PRESIDENT SCARBOROUGH: That's a great question. I will say that most of the issues that you identified are being addressed in the context of all of the conversations going around the budget process right now. Because we were having a very, a very fruitful conversation Monday night with a group of 20, 25 faculty. And what's interesting is it's easy to come to, relatively easy if you spend enough time with it and spend enough time together to come to a consensus about what's happening to higher education both nationally and locally. That is a level of consensus that you can get to. There is also a level of consensus that one can reasonably get to that has to do with what is the desired state of academic quality and how one goes about achieving academic quality. That you can actually reasonably get to a high level of consensus with, so check, check.

Where the difficulty comes is when one imposes constraints on, I don't know where the economist is, but she reminded me of that wonderful concept of trying to maximize outcomes, she had a better way of saying that, and that's where the difficulty comes, because then one takes, you know, the state of affairs and the ideals and one realizes one isn't starting with an unlimited pot or a blank piece of paper. One is starting with a fixed infrastructure and certain levels of resources and certain levels of deferred maintenance.

So all of the issues that you identify, the difficulty is in the conversation around constraints which at the moment are budgetary constraints. So therefore one then has to optimize by compromising. Optimize by compromising. If you can't get to the ideal, where is it most important to take limited resources and to spend. So those conversations are alive and well. I mean Bill, Matt, Steve, others in the Budget and Finance Committee, everyone part of the management structure, mostly everyone associated with some shared governance element are having conversations about what are our greatest needs, what are our greatest priorities.

And ultimately we've got to come to a decision on given the $500 million we have to spend, you know, how much of that is truly discretionary at the moment and what's the best use of that discretionary dollar, and how to take the fixed costs that one, that finance people call sunk costs, they're there. They're sunk. They're in the ground. How do you leverage those sunk investments, those fixed investments to get the greatest outcome for the university?

But just to pick on a few of the issues that you identified, you know, we can't allow deferred maintenance to continue to build, especially after investing all of this money in the physical plan, or students will see a deteriorating university and infer that there's something wrong and there's a better place to go.
On the other hand, we don't need to be building a lot of new buildings. In the future of higher ed and in a market where the traditional 18 year old is the client, you probably don't need to be building a significantly bigger main campus where the adult student market becomes the greatest driver of growth in the future. Probably your satellite locations that make it convenient for the adult student to reengage the university, it will become more and more important, which is why we're going to take a hard look at our satellite campuses. We have great satellite campuses, just in the wrong spot. There's nobody in them. Wayne College is doing great, but the others are questionable at the moment. We have beautiful, multimillion dollar facilities with the best technology anywhere in our higher education system to a one room over a bar that constitutes a satellite campus.

So we have this great diversity that we've got to figure out, because that's the major difference truly between us and Kent State right now. We are bigger on our main campus than they are on their main campus, but they're significantly bigger at their satellite campuses than we are at ours. And they're at a scale that makes them stronger from a financial standpoint than we are at the moment. They are at 42,000 students. That's the scale that provides a financial base that is diversified and can weather a lot of storms.

I think we were as high as 31. Now we're down to 26. That's our biggest problem we've got to reverse. We can't go to 24, 23, 22. So everything in this document, everything we're talking about at the university level, everything that we will be talking about at the industry level is all intended to try to find the right balance of all of the issues in a way that addresses our most significant challenges at the moment, because in the end the mission is what matters most. You've got to do everything right underneath that to see the mission really be fulfilled.

CHAIR WILLIAM RICH: Are there other questions for the president? Senator Lashbrook.

SENATOR LAURIE LASHBROOK: Mr. Chairman, Mr. President. There have been many retirements this year and in the past that have left huge holes in many programs. How are we going to cover the fall courses, classes without having some replacements? Would we have visiting professors at least?

PRESIDENT SCARBOROUGH: I think with a high degree of certainty I can say we're going to hire professors. The question is where, given our limited resources, will we do that? And that's part of this collection in terms of understanding where is the demand, what is our current capacity, what is the risk in the teaching enterprise, research enterprise, service enterprise as we work through all of that. You know, the Provost's Office is a front line in terms of analyzing all of that and trying to make a smart decision. And we need to make sure that the budget has all of the components in the budget to resource smart decisions in those areas.

Now, having said that, I don't need to remind you, you know this, you know, this isn't just our issue. This is a lot of people's issue. This isn't just an Ohio issue. This is a national issue. And I tell people all the time we cannot single handedly solve this problem for the nation. We can make as smart of choices as we can for ourselves given our constraints, okay, but that's all we can do until we grow resources so that our constraints are less, is "constraintful" a word? Less restricted, less constrained.

And that's the frustration that has built. People know what the ideal is. I know what the ideal is. But I can't promise to solve, to move to the ideal when I know there's not money to back it up which is the reason all these other issues become really important, so that we have the resources to do what we all agree are the ideal. And that's where we find ourselves, and that's where we'll always find ourselves. I don't care if you are Harvard University with a $32 billion endowment, or Idaho Community College in the middle of nowhere, you always have constraint issues that you've got to resolve.

CHAIR WILLIAM RICH: Senator Lazar.

SENATOR LISA LAZAR: Thank you. I have two questions, Chairman Rich, and I hope this is an appropriate place to ask it. Since the president did give you a report from the Title 9 Committee on campus that detailed what the university's response was, can we make that report available to the senate and the campus?

CHAIR WILLIAM RICH: I think so. Let me check to be sure there's nothing in it that shouldn't be made public.

SENATOR LISA LAZAR: Thank you. And I have some questions for the president about the documents that you just showed us in regard to the library, and I have some pretty significant concerns. The first is that I do want my colleagues to know that the faculty of the library has never seen a plan that says anything about a portal
college that will help underprepared, I'm not sure what the word was. I don't think it's in our book. Underprepared students.

We've yet to have a meeting where this is brought up in any way, shape or form which I find rather concerning, partly because one is that I think it is a grave mistake to associate the library with underprepared students. We serve graduate students at every level. We serve faculty researchers. We serve Honors College. We serve every major, every student, every member of our community that comes in. And the idea that we would be associated with underprepared students as an identity or as a mission is very concerning. I think the library is not a tool that we use to help people who don't do well. It's to help everyone complete their research and have the resources that they need whether they're still trying to read at a tenth grade level or whether they are trying to develop a new product. It is universal to all of our research and learning efforts here at the university.

The other concern is that I realize that the president was not here for last year when we made this discussion. There was a report in 2012 that we, among the public universities in Ohio, University of Akron ranked last in librarian to student ratio. We have over 1,000 students per librarian on campus.

So adding a, and I feel very strongly about the work ethic and the intelligence of my colleagues, but you know, we have a very large plate as it is, and I don't want to say well, I guess we're not gonna help the grad students this year. That's a large concern to add that sort of blanket, add that responsibility.

And the third thought that I had was, I completely lost it. I think that's a pretty good start. But what I would really encourage is to please talk to the faculty as soon as possible about this. We are here over the summer, but if our, oh, I did think of the other thing I was thinking. We are already looking at this imbalance and we're underneath Shawnee State, which I'm not sure what our benchmark institutions, I see the ones in here aren't talking about Shawnee State. We don't rank with Shawnee State in that level.

But what I'm also concerned is, I echo after Senator Lashbrook's concern. We have an interim dean. We have at least two interim department heads. And our department heads are currently, are four people and a dean. Two of those are at least serving interim positions, and we're waiting to hear on faculty to even bring us back up to a level that has dropped since that 2012 report.

So I would just really encourage the president and the administration who are considering these ideas to definitely please talk to us sooner rather than later, because I think you will hear some different concerns and to please carefully consider, you know, what some of the actions will mean.

I will indulge the chair one brief moment. We're talking about how we're already helping underprepared students. My colleagues and I have significantly worked in the general education program to become involved with the speech classes and with the English classes. My colleagues have done and infinite amount of work trying to get our information literacy, which is part of our gen ed plan, in with the communication classes, in with the speech classes, and she's worked with some of them. We've gotten a foothold in some. We're really trying to establish basic research skills, basic thinking skills.

And when something like Gen Ed 13, those are real things we're doing with people who don't have the skills. And then with Gen Ed 13 we have no affiliation with Wayne College. If those go, if those speech or writing classes go to Wayne College we have no foothold on that, so then all of that work doesn't exist at that level. So also for there to be some consistency because we're doing work with underprepared students already, but as things change fast our one to 1,000 librarians can't keep up. So thank you.

PRESIDENT SCARBOROUGH: Do you want me to answer all that?

CHAIR WILLIAM RICH: No. If there's something you would like to say briefly.

PRESIDENT SCARBOROUGH: Two things. One, because of your work with general ed that benefits the underprepared, the idea of it being a portal college for the underprepared is not to supplant anything that you are doing. It's to build on the work that you are already doing. It's just we need to have an organizational entity that kind of takes primary responsibility for working with all pieces of the organization to do this well. And the thought is the library might be the place to do that.

But the second point is that's a reason we're going to have the process over the summer that we've done
with all of the other colleges. So we'll get to all that.

CHAIR WILLIAM RICH: Keeping in mind that we're over 50 minutes into the meeting and we have a lot of business, I understand that these are important issues, but I would ask you to keep these as brief as possible. Senator Erickson.

SENATOR ELIZABETH ERICKSON: Mr. Chairman, I was, this is concerning the budget and your timeline on the budget. As you said, there are the different aspects of the budget process and a formal part of the budget process is in fact the budget committee that goes through, not only has its committee that then presents to you Mr. Counselor, you were mentioning a June 10th date. Are you then considering asking the University Council to have a special meeting? Because the meeting for this University Council, which comes once a month, is next Tuesday. And I doubt strongly that you are going to have a budget by then. And I would really be very concerned indeed if in fact you were taking a budget, in fact I'm assuming you wouldn't take a budget to the board of trustees before it went through the formal procedures that go through University Council. That was one thing, I wanted to check with that.

And the second one is in the plans you've got here and the plan for the College of Arts and Sciences, and when you summarized and put all those letters and had the letter I for interdisciplinary, I'm assuming that you weren't talking about the interdisciplinary degree that the College of Arts and Sciences puts people in if they can't fit somewhere else, but you were considering the whole strategic planning process that the college said it wanted to undergo to develop the interdisciplinary aspect which seems to be talking about brand identity.

PRESIDENT SCARBOROUGH: To be truthful, we added that to the plan without the college asking it to be added to the plan. So I don't know the full scope what was intended when it was asked to be added, but my guess is [inaudible] but I don't know for sure. But the college can take that any direction it wishes to go.

SENATOR ELIZABETH ERICKSON: And what about the budget?

PRESIDENT SCARBOROUGH: On the budget the answer is yes, we definitely intend to continue to go through the Budget Finance Committee, University Council and whatever steps then flow to the University Council before we take it to the board on the June 10th. And Nathan Mortimer is our key liaison to try to keep connecting those together.

SENATOR ELIZABETH ERICKSON: So next Tuesday if it hasn't got to the, it's the organizing committee of University Council.

SENATOR TIMOTHY LILLIE: Steering Committee.

SENATOR ELIZABETH ERICKSON: Steering Committee, I'm sorry. The Steering Committee should be aware that they'll be needing to set up a special meeting, because there's no way as far as I remember, somebody else that's on University Council, but I don't think our June meeting is before June 10th, is it Senator Lillie? They have a quite complicated schedule. But if it's before that, then if it's after then we would need a special meeting.

PRESIDENT SCARBOROUGH: My assumption is it would be a special meeting, correct.

SENATOR HARVEY STERNS: Next meeting is on the 19th.

CHAIR WILLIAM RICH: Senator Franks.

SENATOR JEFFREY FRANKS: Mr. Chair, Mr. President I just have a very brief question. Did the idea about the library being a gen ed portal come from within or without the library?

PRESIDENT SCARBOROUGH: That was, when we started the process with the library, with the dean and, do they have associate deans? Is that the title of the people? Whatever the next level down, so there were four or five people we met with to start the process when the idea emerged.

SENATOR JEFFREY FRANKS: From the library?

PRESIDENT SCARBOROUGH: Well, no, I don't know if we brought it to them or if they brought it to us, but it emerged in that meeting. It probably emerged from us, because the idea was to try to develop a series of portal colleges where every student who comes into the university with certain types of needs, and they all do, gets assigned to a primary organizational unit to be responsible for those students, and then the success coaches would be put in those portal locations to work with those students. So that was the idea we were looking for, what is the organizational entity within the university that makes most sense to be the primary coordinating
activity for the underprepared students. And one of the ideas that we put on the table is to make the library serve in that role. So that's probably where the library came up.

CHAIR WILLIAM RICH: Thank you, Mr. President. Next item is the remarks of the senior vice president and provost.

PROVOST MIKE SHERMAN: Thank you, Chair Rich. As I was working to develop what I knew had to be brief comments and I now know have to be briefer comments, I was reminded that as I received information from the Institute for Teaching and Learning that as that institute developed its work plan for this year, that working with that advisory committee, it decided to structure the activities around the framework of our powerful work at the University of Akron depends on the talents of our people. Our powerful work at the University of Akron depends on the talents of our people. And that led me to conclude that my comments would relate to talent recognition and talent development.

First off, I need to say thank you for working with me, because you are so talented as faculty members, as leaders at this institution. So I'm privileged each and every day to work with many, many talented individuals with lots and lots of great ideas.

From the perspective of talent recognition and probably the ultimate talent recognition resulting from talent development, as you know, we have graduations this week. I think five of them over the weekend, another one with Law the following week. And I'm pleased to indicate that candidates for these graduations number over 3,000 individuals from 32 states and 28 countries. Quite incredible from the perspective of inclusive excellence perspective. This includes 59 candidates for doctoral degrees, 114 for juris doctorate degrees, 670 for master's degrees, 1,833 for bachelor's degrees and 402 for associate degrees.

So I know we all look forward to recognizing them this weekend and congratulating them as well as their families, and your great talent is what creates that opportunity for that kind of recognition of talent development.

In addition to the Institute for Teaching and Learning focusing on faculty development, department chair development, supporting the development and evolution of our learning outcomes assessment, they also developed a special program, working with Women's Studies where they developed year long rethinking gender series of faculty presentations. I know many of you attended those. I was able to get one. We debriefed with the group that led that effort last week, and I'm sure that we will continue that effort next year and expand it in different ways that will make sense again working with the Advisory Committee for the Institute of Teaching and Learning.

Talent certainly deserves recognition, and you know, each and every year we have the great opportunity to recognize our colleagues. You also nominate our colleagues for the various distinguished awards at The University of Akron. Our distinguished colleagues, recipients of the awards evaluate those nominations, Karla Mugler does a great job with those teams to put this all together.

Last week along with the president, myself, deans, department chairs and in many cases the partners, sons or daughters of those individuals are surprised by our bursting into a classroom, bursting into a meeting or even bursting into a meeting that was contrived to be held so that person would actually be there to receive the award. And actually in this case we had a first, the contrived meeting brought in a person to receive the award who was on vacation. So that was especially special to recognize that individual.

I know you know over the last several days that we've featured all of the colleagues who are recipients of those recognitions in the E digest. Suffice it to say they are all exceptional colleagues. And again, that kind of talent recognition is so important for the development of the institution in the advancement of our success.

One thing I wanted to point out about those recognitions was this year was the inaugural year for the Excellence in Community Engagement recognition. That was created in alignment with the Carnegie Community Engagement classification that the university received this past year, again due to the great work of the faculty, the staff and the students. It certainly aligns with the focus on applied learning, experiential education, and we'll look forward to continuing the excellence in community engagement recognition.

I think, because the agenda is so full Mr. Chair, I will leave it there and again just say it's an honor and a privilege to work with such great, talented colleagues. So thank you.
CHAIR WILLIAM RICH: Thank you. Are there any questions for the provost? Okay. Thank you.
Next we have elections. First the election of a member of the Executive Committee, the Faculty Senate
Executive Committee. This is for the unexpired term that has just been vacated by Senator Hajjafar. The chair
recognizes Vice Chair Miller.
VICE CHAIRMAN JON MILLER: I would like to nominate Linda Saliga.
CHAIR WILLIAM RICH: Linda Saliga has been nominated. Are you willing to serve?
SENATOR LINDA SALIGA: Yes.
CHAIR WILLIAM RICH: Are there other nominations? Are there nominations? One more time. Are there
other nominations? Is there a motion that nominations be closed and that Senator Saliga be elected by
acclamation? Moved by Senator Bouchard and seconded by Senator Allen. All those in favor of the motion,
please signify saying aye.
MANY SENATORS: Aye.
CHAIR WILLIAM RICH: Opposition by opposite sign. Congratulations. Next is the election of the 
and welcome to the Executive Committee. We'll put you to work right away.
Next it's the election of the representative to the University Council. This is for the term that, the new term
for the position that has been held by Senator Lillie. Are there any nominations for University Council
representative? Senator Hajjafar.
SENATOR ALI HAJJAFAR: I nominate Senator Lillie.
CHAIR WILLIAM RICH: Senator Lillie is nominated. Any other nominations? Any other nominations? One
more time. Any other nominations? Is there a motion that nominations be closed and Senator Lillie be elected by
acclamation? Moved by Senator Frank and seconded by Senator Lazar. All those in favor of the motion, please
signify by saying aye.
MANY SENATORS: Aye.
CHAIR WILLIAM RICH: Opposition by opposite sign. Congratulations.
SENATOR TIMOTHY LILLIE: You forgot to ask me if I consented.
CHAIR WILLIAM RICH: That's because you had no choice. For fear of violating the 13th amendment, do
you consent?
All right. Next we have committee reports. There's an informational report from Athletics. There's no
action item in it. Unless there's someone who wishes to discuss it, we'll move from there to the Academic Policies
Committee. Chair Ramsier.
VICE PROVOST REX RAMSIER: Thank you, Mr. Chairman. Academic Policies Committee brings several
motions for your consideration today. The first is the move of the Early Childhood Development Program from
the College of Applied Science and Technology to Family and Consumers Sciences in the Buchtel College of Arts
and Sciences. This was approved by the faculty in CAST and also by the Buchtel College Council. This comes as a
motion from the committee. Does not need a second.
CHAIR WILLIAM RICH: Motion is on the floor. Is there debate on the motion? Hearing none, I take it you
are ready to vote. All those in favor of the motion, please signify by saying aye.
MANY SENATORS: Aye.
CHAIR WILLIAM RICH: Opposition by opposite sign. Motion is adopted without dissent.
VICE PROVOST REX RAMSIER: Thank you. Next, Academic Policies Committee unanimously recommends
that the senate consider taking the following action: The first is to approve this resolution with the Center for
Data Science and Information Technology. Be it resolved that APC, Academic Policies Committee concludes that
the idea of creating a Center for Data Science and Information Technology has merit but that the proposal
contains insufficient detail to warrant its approval at this time; and resolve that the Department of Business and
Information Technology in the College of Applied Science and Technology should be included in the center; and
resolve that APC expects that the details of this proposed center will be worked out over the summer and full
proposal may be reviewed and approved by the Faculty Senate Executive Committee. Motion comes unanimously
from the Academic Policies Committee.
CHAIR WILLIAM RICH: Is there debate on the motion? Senator Bouchard.

SENATOR CONSTANCE BOUCHARD: Yes, I'd like to point out that the College of Arts and Sciences did not approve this as part of our strategic plan. We approved strategic goals, but only for a two month period. Our exact vote was to approve what we were told at the time would be a series of proposed goals, initiatives, but that our approval lasted only for the spring semester. I should read you what was on the ballot we voted on.

The current document will apply specifically to the Spring 2015 budget process, and it went on so being [inaudible] apply for additional funding and we then added that an elected group of members of College of Arts and Sciences would assemble fall semester in order to get our real set of priorities.

So the set of priorities that we have here in the book was indeed voted on by the college, but it was voted on by the college on a temporary basis basically to get us through the end of spring semester. So I have nothing against the Center for Data Science. It sounds like an interesting idea. But I think that technically, or procedurally rather, it would be premature for us to move this forward over the summer, and I would hope that perhaps September, October that if the college has a chance to discuss this, which we've never discussed as a college, having this as one of our initiatives, that at that point it would be appropriate for us to vote on it and for it to be brought forward to APC.

CHAIR WILLIAM RICH: Is there further debate on the motion?

VICE PROVOST REX RAMSIER: May I respond? The motion as read, the resolution does not refer to any college approving the center. This would include College of Applied Science and Technology, obviously the College of Arts and Sciences, College of Business Administration where this also came up in the strategic planning has to probably include Computer Engineering. So it's not specifically tied to any one or two colleges' strategic plans. It's a concept for, its concepts for a center that would encompass many, many of our units.

SENATOR CONSTANCE BOUCHARD: I thought you just read that given that it had been part of the approved

VICE PROVOST REX RAMSIER: No, I did not.

SENATOR CONSTANCE BOUCHARD: I saw that earlier.

VICE PROVOST REX RAMSIER: That's not in the resolution that comes from APC.

SENATOR CONSTANCE BOUCHARD: I remember reading it on what Heather sent us.

VICE PROVOST REX RAMSIER: APC voted on this resolution.

SENATOR CONSTANCE BOUCHARD: What does it say about the college? Read that part again.

VICE PROVOST REX RAMSIER: It does not refer to a college.

CHAIR WILLIAM RICH: Will you just read the resolution again?

VICE PROVOST REX RAMSIER: It says, resolved, APC concludes the idea of creating this center has merit, but the proposal contains insufficient detail to warrant approval at this time. Resolved, the Department of Business and Information Technology in CAST should be included in the center, because it was not named initially, and that APC expects the details would be worked out over the summer so that the Executive Committee may, if it wishes, approve it.

CHAIR WILLIAM RICH: I wonder whether Senator Bouchard might be thinking of the description of the center that was included with the APC report.

VICE PROVOST REX RAMSIER: More than likely, the description, which again, APC says doesn't have enough details. So that was not the basis for the resolution.

SENATOR CONSTANCE BOUCHARD: But I think the same concern would apply, that we should wait until the college has approved this as one of our initiatives, and it would not be a great delay.

VICE PROVOST REX RAMSIER: What if it were an initiative of five other colleges and not Arts and Sciences? Would it still make sense to do?

SENATOR CONSTANCE BOUCHARD: Considering that the president mentioned it specifically as something coming out of our college just a few minutes ago.

VICE PROVOST REX RAMSIER: Maybe we should ask the senators from Arts and Sciences College. This is part of our discussions.
CHAIR WILLIAM RICH: Other senators may speak if recognized. Senator Bouchard, are you speaking in opposition to the motion or do you wish to offer a motion to postpone?

SENATOR CONSTANCE BOUCHARD: I will offer a motion to postpone until Arts and Sciences has a chance to come up with their own set of college initiatives in early fall.

CHAIR WILLIAM RICH: Is there a second? Seconded by Senator Ducharme. Debate on the motion to postpone until Arts and Sciences has had a chance to consider this? Senator Lillie.

SENATOR TIMOTHY LILLIE: I'm generally in favor of having a faculty make these kinds of determinations. I just am uncomfortable with the idea of the Faculty Senate committing to have no action until a particular college has taken action. So for that reason I'm gonna be opposed to this particular resolution. I'm not opposed to the motion to postpone. What I am concerned about is the part of it that links the ability of the senate to take action to something the College of Arts and Sciences may or may not do. I don't think that we should do that.

CHAIR WILLIAM RICH: Further debate on the motion to postpone? An option would be to amend the motion to make a date specific. Senator Sastry.

SENATOR SHIVAKUMAR SASTRY: I'm not sure what will be accomplished by postponing it, having the Arts and Sciences debate this issue, because it's just a concept approval, and I would like to see, maybe there's some language we can add that says that more discussions must be had with other units. That's about it.

CHAIR WILLIAM RICH: Unless someone provides specific language, we won't be doing that. Further debate on the motion to postpone until the College of Arts and Sciences has, Senator Bouchard would you remind me of the wording of your motion, please? That is until when.

SENATOR CONSTANCE BOUCHARD: My wording would be until such time, if you want a specific date I'll say October 15. Until such time as the College of Arts and Sciences has a chance to review and create and approve its own set of strategic goals and initiatives.

CHAIR WILLIAM RICH: Are you seeking to amend it to add, but no later than October 15th?

SENATOR CONSTANCE BOUCHARD: Okay. I'll do that. Yes.

CHAIR WILLIAM RICH: Is there any objection to that amendment? Hearing none, the motion is so amended. Are we ready to vote on the motion to postpone until the College of Arts and Sciences has had an opportunity to debate and vote on the creation of the Center for Data Science and Information Technology but no later than October 15th. All those in favor of the motion, please signify by saying aye.

MANY SENATORS: Aye.

CHAIR WILLIAM RICH: Opposed by opposite sign.

MANY SENATORS: Nay.

CHAIR WILLIAM RICH: I think we need a division of the house. All those in favor of the motion, please raise your hand. This is the motion to postpone. All those opposed, please raise your hand. The motion is defeated by a vote of 13 in favor and 24 opposed. We're now back to the main motion. Is there further debate on the main motion? Hearing none, I take it you are ready to vote. All those in favor of the motion concerning the Center for Data Science and Information Technology, please signify by saying aye.

MANY SENATORS: Aye.

CHAIR WILLIAM RICH: Opposed by opposite sign. Motion carries, is adopted without dissent.

VICE PROVOST REX RAMSIER: Thank you. Next, Academic Policies Committee recommends the following resolution, that APC concludes that the One World Schoolhouse proposal has merit and expects that the faculty of the College of Education will develop a detailed plan before implementing said center for said Schoolhouse, and that any resulting changes to the curriculum of the College of Education will be submitted for approval through the normal curriculum proposal system.

CHAIR WILLIAM RICH: Okay. The motion is on the floor. Is there debate on the motion? Senator Makki.

SENATOR NIDAA MAKKI: The College of Education faculty representatives support this resolution. We're also encouraged by the language in the resolution to include faculty in the process. We would like to emphasize that the faculty would be working on the plan during the summer and that the concept paper presented that was attached to the resolution provides an exciting and thought provoking foundation, but there will be work done in
the summer, but the name is not necessarily finalized at this point.

CHAIR WILLIAM RICH: Other debate on the motion? Senator Lazar.

SENATOR LISA LAZAR: Thank you. I had several questions about this motion. So I understand that any curricular changes would have to go through the curriculum plan. My question is if we approve the idea of creating a for profit K through 12 school whose purpose is going to be to give our students new chances, you know, but we've not approved any curriculum and they want to open this with a cohort in the fall, will there be a curriculum to be had? It seems a little putting the cart before the horse.

CHAIR WILLIAM RICH: If I may clarify, the curriculum being referred to here is the curriculum of-- I think the curriculum the senator is referring to is different from the curriculum referred to in the motion. The curriculum the senator is referring to is the curriculum that is offered to the students in the One World Schoolhouse. The curricula referred to in the motion are curricula that are offered by the College of Education to the students in the College of Education.

SENATOR LISA LAZAR: So they're existing classes that would cover what they plan to do in the fall.

CHAIR WILLIAM RICH: I believe that's so. But the point is if any changes need to be made, that will go through the normal curriculum process. If a member of the College of Education faculty wishes to address that, Senator Lillie.

SENATOR TIMOTHY LILLIE: The only thing I can say about that, and this is very tentative, is that the intent, my understanding of the intent is that the current College of Education courses and programs as they stand now would not be changed by this particular resolution. If as a result of implementing a school we decided to make changes, those would need to go through the regular curriculum review process. But the curriculum of the school would be determined by whoever ran the school, not by the Faculty Senate.

VICE PROVOST REX RAMSIER: The curriculum of the school is for grade school children. It's not our curriculum.

SENATOR LISA LAZAR: I guess my question is, is it seems to change a lot of, and I think it's a wonderful idea, but I was very confused by the idea, by the actual text in that if there are suddenly going to be students serving as personal education guides starting in the fall for the incoming cohort of an elementary school, there's already a class in place that says, 'here's how you are going to be a guide.' I want to make sure if none of our curriculum has been changed. It's already set up for our students to have an experience when this opens?

VICE PROVOST REX RAMSIER: Our students already do spend hours in classrooms in schools. That's part of their higher education training. So what we're referring to in the resolution is that if our students' curriculum has to be modified in order to provide some opportunity for them to be in the One Room Schoolhouse. Those changes have to come through the curriculum process as well, because they affect our students.

CHAIR WILLIAM RICH: Senator Makki, did you wish to say anything?

SENATOR NIDAA MAKKI: I just wanted to clarify that at this point we're voting on the resolution of the concept of the school, and the plan that was attached is still a conceptual paper that may be modified over the summer. So we're not voting on the details of the plan. And what I'm understanding is we're voting on the resolution to pursue this in the summer and all of these details will be worked out.

SENATOR LISA LAZAR: And I have a second question. So what is, our resolution didn't actually say to approve this. The text of the resolution said here's some suggestions. But I was unclear of what the committee actually wanted the senate body to do.

CHAIR WILLIAM RICH: The senate, if the senate votes to adopt this resolution, it will be expressing its agreement that the proposal has merit and its expectations about what will be done. The Academic Policies Committee did not believe that this was actually a proposal that required the approval of the senate.

VICE PROVOST REX RAMSIER: Right.

SENATOR LISA LAZAR: Thank you.

CHAIR WILLIAM RICH: Is there further debate on the motion? Hearing none, I take it you are ready to vote. All those in favor of the motion, please signify by saying aye.

MANY SENATORS: Aye.
CHAIR WILLIAM RICH: Opposed by opposite sign. Motion is adopted without dissent.

VICE PROVOST REX RAMSIER: Thank you, Mr. Chairman. Next, Academic Policies Committee or APC recommends unanimously that the Faculty Senate approve establishing the Biomimicry Research and Innovation Center.

CHAIR WILLIAM RICH: Motion is on the floor. Is there debate on the motion? I apologize for not having mentioned this one in my remarks. It slipped my attention. Senator Sastry.

SENATOR SHIVAKUMAR SASTRY: I looked through the proposal quite quickly, so I'm not sure if the details are there, but my understanding is we've funded the biomimicry activities for a few years now. Have there been successes for getting ahold of external competitive funds?

VICE PROVOST REX RAMSIER: Yes. According to the written proposal, indicates that faculty that are involved in this initiative as we call it currently, continue to be supported by federal grants on the order of $3 million since 2013. I know that it also describes this here. They've set up partnerships for industry funding biomimicry fellows, graduate students to work in as industrial assistants and even to partner with our Akron Public Schools STEM high school and middle school. So I think the faculty involved in this are really very competitive now. And forming the center after they have been working for a few years seems to be, this is good timing for it.

CHAIR WILLIAM RICH: Is there further debate on the motion? All those in favor of the motion, please signify by saying aye.

MANY SENATORS: Aye.

CHAIR WILLIAM RICH: Opposed by opposite sign. Motion is adopted without dissent.

VICE PROVOST REX RAMSIER: Thank you, Mr. Chairman. And last, from Academic Policies Committee we unanimously recommend that the Faculty Senate approve the establishing the National Center for Choreography.

CHAIR WILLIAM RICH: Motion is on the floor. Is there debate on the motion? Senator Bouchard.

SENATOR CONSTANCE BOUCHARD: This is more just a couple of questions that I had reading over it. It looked as though basically we, the university, were gonna be providing free space for these people and there were sort of general talks about having our students have access to some, some of these dance groups.

But I was wondering was there anything in the proposal that some of this $5 million would perhaps be used to hire dance faculty? Because I know from the program reviews that the dance faculty's problem is that there are so few of them and they're shrinking, they may be totally gone, and it will be difficult to run a dance program without dance faculty. So has that been considered or are we only going to be offering space and then figure our work is done?

VICE PROVOST REX RAMSIER: Very good question. The, to my understanding, the money that would be used to endow the center from an external source would be used to run the center itself. We're very well aware, and I've spoken to Associate Dean Sapienza about this issue when we talked about this center that you know, our dance program has been primarily grounded in ballet in the past. And we have very few and maybe only one permanent ballet faculty member currently, certainly is something if the center were to be approved as a strategic initiative for the University of Akron, certainly would be, I would be speaking up to say I really think we need to look at the staffing of the faculty in the dance program. And I want to make that, I will put that in the record. I think it's something that has to be considered to go along with a strategic initiative as large as this.

CHAIR WILLIAM RICH: Is there further debate on the motion? All those in favor of the motion, please signify by saying aye.

MANY SENATORS: Aye.

CHAIR WILLIAM RICH: Opposed by opposite sign. The motion is adopted without dissent.

VICE PROVOST REX RAMSIER: Thank you.

CHAIR WILLIAM RICH: Thank you. Next we have the Curriculum Review Committee report.

VICE PROVOST REX RAMSIER: Curriculum Review Committee brings a list of proposals that came through the system without any remaining issues or objections. The list looks like this. It comes to you as a motion for your approval.
CHAIR WILLIAM RICH: This was distributed electronically to the members of the senate. Is there any debate on the motion to approve these curriculum proposals? All those in favor of the motion, please signify by saying aye.

MANY SENATORS: Aye.

CHAIR WILLIAM RICH: Opposed by opposite sign. Motion is adopted without dissent.

VICE PROVOST REX RAMSIER: Thank you, Mr. Chairman.

CHAIR WILLIAM RICH: Is there any objection to going a little bit out of order on the agenda? Since Vice President and Provost Ramsier was up here I didn't realize he was also going to be presenting the resolution from the Graduate Council. I don't hear objections, so please go ahead.

VICE PROVOST REX RAMSIER: So the Graduate Council brings forward a resolution. I will read it into the record. Whereas the Student Policy Committee of Graduate Council recommended that requirements related to international students, meaning graduate students, as outlined in University Rule 3359 60 06.2 be revised for the following reasons: One, English language proficiency can be demonstrated in a number of ways beyond those listed in the current rule. Two, to bring the rule in line with current practice for measuring English language proficiency which are supported by the academic departments and schools; and third, to make the rule consistent with the current Graduate Bulletin. Whereas the Graduate Council has voted to approve the recommendation, whereas the members of the graduate faculty have accepted these changes, be it resolved that the revisions to the University Rule 60 06.2 be approved by the Faculty Senate.

CHAIR WILLIAM RICH: Those revisions were distributed in a red line copy of the [inaudible] to the members of the senate. This comes from Graduate Council, which is a committee of the Faculty Senate. It requires no second. Is there debate on the motion? All those in favor of the motion, please signify by saying aye.

MANY SENATORS: Aye.

CHAIR WILLIAM RICH: Opposed by opposite sign. Motion is adopted without dissent.

VICE PROVOST REX RAMSIER: Thank you, Mr. Chairman.

CHAIR WILLIAM RICH: Next we have the report of the Computing Communications Technology Committee. Chair Randby.

SCOTT RANDBY: So, the CCTC received a recommendation from the Online Evaluation Committee regarding online evaluations, made a few changes to that and we’re submitting the following resolution to this body for consideration. University of Akron should rapidly phase out the use of current paper based evaluation of instruction system and broadly adopt the use of the online evaluation of instruction system. Adoption of online evaluation should be accompanied by support from the Faculty Senate and the Office of Academic Affairs. Transition plan should be developed which identifies the best practices for instructors to follow in order to maintain a response rate near that of paper evaluations. Further, all necessary steps should be taken to eliminate perceived discrimination against those students who do not have immediate access to web enabled device, laptop, smart phone or tablet, when instructor gives students opportunity to take an online evaluation during a class.

CHAIR WILLIAM RICH: The motion is before the body, comes from committee, requires no second. Is there debate on the motion? Senator Erickson.

SENATOR ELIZABETH ERICKSON: I’m sorry to do this, but I wasn’t able to attend the last meeting of the subcommittee, and I read that resolution and I am concerned because indeed, and I speak against the motion as it is now, because as they say, you have to do something to keep the level of replies to that, the trouble with online evaluation is that students don’t do it. And there’s a lot of materials in the report, and I urge everyone to read the report. It is a very good report in that respect.

But the problem is that there is, all of this says, well, we’ve got to do something to make sure that we keep the, if we go on line we get it up to be the level that it would be on paper. And this is for a, which is a real problem that, and that will be something that we might legitimately just go ahead with. But this is one which affects our RTP and our performance evaluations, and is required in many, many departments as part of how much money we get for a merit raise. And therefore, as far as I’m concerned, and I would have brought it up if I
had been in the subcommittee, been there on that day, is that I don't think it's up to us to make the recommendations on what should be done about all this because it is the role of, this would seem to me to be legitimately that the report should go to AAUP and to administration, because it should be considered as, allowed to be considered as part of the contract negotiations.

And I had, I'm looking at the time, so I don't want to do this. That's why I'm saying, I had a substitute motion which I would like to bring to the floor, but I'm sure there's not enough time to discuss it under the circumstances. I just urge people at this stage to accept, could we not accept the report and vote on any resolution at the next meeting, because it would not necessarily, maybe, that's when the negotiations will take place and that's where it should, this whole, how we should reorganize to get the right kinds of results should be discussed.

CHAIR WILLIAM RICH: The chair interprets the senator as having made a motion to postpone until September?

SENATOR ELIZABETH ERICKSON: That's correct.

CHAIR WILLIAM RICH: Is there a second? Seconded by Senator Sterns. Is there debate on the motion to postpone until September the consideration of this main motion? All those in favor of the motion to postpone, please signify by saying aye.

MANY SENATORS: Aye.

CHAIR WILLIAM RICH: Opposed by opposite sign. Motion is adopted.

We have an informational report from the Faculty Research Committee. As I recall, there's no action item in it. We have an informational report from the Part-time Faculty Committee, again, as I recall there's no action item in it. University Libraries Committee, Vice Chair Miller; chairman of the committee and vice chair of this body.

VICE CHAIRMAN JON MILLER: So after studying the question for a year the University Libraries Committee believes there would be no academic benefit to the consolidation of the two libraries beyond what might be achieved with any funds realized through cost savings. The University Libraries Committee also believes that the consolidation could lead to academic harm and especially if science and technology students lose ready access to their quiet, technology enhanced study space and to the Science and Technology Library's excellent model of individualized service and subject expertise.

Finally, it is not clear to the ULC exactly how much money would be saved by consolidation, and we also recognize that there are contrasting opinions on the ability of Bierce Library to serve the additional demand that would be created by the closing of the Science and Technology Library. And to this we attach two documents and the position paper on consolidation of the Bierce and Science and Technology Libraries from November, 2014 and a response to the position paper, University Libraries argument, and faculty response from this spring.

CHAIR WILLIAM RICH: The University Libraries Committee report does not propose action by this body, although it would be possible if someone wishes to move adoption of the report for the senate to adopt the views expressed in the report as its own. Senator Bouchard.

SENATOR CONSTANCE BOUCHARD: I move to adopt it.

CHAIR WILLIAM RICH: Motion to adopt seconded by, the motion brought by Senator Bouchard. Second is by Senator Saliga. Is there debate to adopt the committee's report effective that the senate would be expressing, would be embracing the views expressed in this report in adopting those views as its own? Senator Franks.

SENATOR JEFFREY FRANKS: Mr. Chair, I would just encourage everyone here to read both the position paper from the University Libraries group that put that together and the bargaining unit response, because there's a lot of good information in there to support this not going through. Thank you.

CHAIR WILLIAM RICH: The chair interprets the senator's remarks as being in support of the motion. Any further debate? All those in favor of the motion to adopt the report, please signify by saying aye.

MANY SENATORS: Aye.

CHAIR WILLIAM RICH: Opposed by opposite sign. Motion is adopted without dissent.

Next item is the report of the Committee of General Education Learning Outcome Committee Chairs.
Senator Saliga.

SENATOR LINDA SALIGA: Okay. In order to abide by, this is a resolution that we're bringing forward. In order to abide by both OBR requirements, that's Ohio Board of Regents, for both part-time faculty and for those teaching dual credit courses, and in recognition of the concerns of the HLC regarding the qualifications for graduate students as instructors, the Gen Ed Chairs Committee proposes that those teaching general education courses including graduate students have completed a minimum of 18 graduate credit hours in the content area.

CHAIR WILLIAM RICH: The motion comes from committee. Does not require a second. Is there debate on the motion? Senator Sastry.

SENATOR SHIVAKUMAR SAstry: For the graduate students teaching these classes I think we should have a minimum GPA of 3.8 listed as part of the resolution.

CHAIR WILLIAM RICH: Is the senator making such a motion? In which case, exact wording would be required. Senator Allen.

SENATOR PHIL ALLEN: Chairperson Rich, I was wondering if we could have a clarification for what constitutes a teacher. I assume this is a person that has primary responsibility for a class, but would that not also refer to recitation section leaders as well?

CHAIR WILLIAM RICH: Senator Saliga, do you wish to address that?

SENATOR LINDA SALIGA: The consensus, if I am remembering correctly, is that when we consider the person teaching, it is basically someone who has full control of the class and not just recitation sections. So we're looking at, I will use our department as an example. We've had times where we'll have graduate students teaching a college algebra course where they are in full control, they make their tests. There is some supervision there, but they have the ability to assign the final grades. And those would be the ones that would have to have 18 credits. We're looking at it being a second year masters student.

CHAIR WILLIAM RICH: Senator Allen.

SENATOR PHIL ALLEN: So could that language be added for clarification just so we [inaudible] as to define what teacher is?

SENATOR LINDA SALIGA: Not off the top of my head, but.

SENATOR PHIL ALLEN: In other words

CHAIR WILLIAM RICH: Senator Allen, do you have language to offer?

SENATOR PHIL ALLEN: Using the terminology that

SENATOR LINDA SALIGA: Grading authority.

CHAIR WILLIAM RICH: Senator Bouchard, do you wish to make a motion?

SENATOR CONSTANCE BOUCHARD: Yes. I was just going to add teaching, teachers, parenthesis, i.e., having grade authority. That makes it short and simple.

CHAIR WILLIAM RICH: So the motion is to insert the parenthetical "i.e., having grade authority" following the word teachers; is that correct?

SENATOR LINDA SALIGA: For those teaching, i.e., having grade authority, closed parenthesis.


SENATOR TIMOTHY LILLIE: I'm sorry but I, I don't want to add to the confusion, but I have a teaching assistant who helps with some of the grading, so he has grading authority, but he's not the teacher of record. And I wonder whether or not that we could get some kind of a quick, quick, quick definition of what it is meant by you know, by grading authority.

CHAIR WILLIAM RICH: Senator Bouchard.

SENATOR CONSTANCE BOUCHARD: Grading authority, according to the registrar, is the person who signs the grade sheet or now has their footprint or electronic signature [inaudible] submit grades.

CHAIR WILLIAM RICH: Any further debate on the motion to amend? All those in favor motion to amend, please signify by saying aye.

MANY SENATORS: Aye.
CHAIR WILLIAM RICH: Opposed by opposite sign. Motion is adopted without dissent. With debate, but without dissent. We’re back to the main motion. Is there further debate on the main motion? Senator Sastry.

SENATOR SHIVAKUMAR SAISTRY: I'm sorry I missed the procedure, but should I offer an amendment for including minimum GPA?

CHAIR WILLIAM RICH: You may if you wish, I’m not advising you to do it.

SENATOR SHIVAKUMAR SAISTRY: I would like to offer an amendment that people who have independent responsibility for classes, especially grad students, should have a minimum GPA so we know that our quality will not suffer.

CHAIR WILLIAM RICH: Would the senator please propose specific language to be inserted in the resolution?

SENATOR SHIVAKUMAR SAISTRY: Minimum GPA of 3.8.

CHAIR WILLIAM RICH: To be inserted where in the resolution?

SENATOR SHIVAKUMAR SAISTRY: For the graduate students who have completed 18 credits of

CHAIR WILLIAM RICH: Exactly where in the text of the resolution?

SENATOR SHIVAKUMAR SAISTRY: I'm not sure right now.

CHAIR WILLIAM RICH: I would ask the senator to become sure.

SENATOR SHIVAKUMAR SAISTRY: Including, 18 credits in the content area with a minimum GPA of 3.8. At the end of the resolution, with a minimum GPA of 3.8.

CHAIR WILLIAM RICH: It's been moved to amend the resolution by adding at the end with a minimum GPA of 3.8. Is there a second?

SENATOR TERESA CUTRIGHT: I second it.

CHAIR WILLIAM RICH: It's been moved and seconded. Is there debate on the motion to amend? All those in favor of the motion, Senator Saliga.

SENATOR LINDA SALIGA: If we’re thinking about, you know, part of this, with this motion we are looking at it being grad students, but we’re thinking about anyone that is going to teach, so we're looking at part time people also. And how in the world we are going to make sure they have a 3.8 grade point average in their content could get very, that could get challenging for department chairs.

CHAIR WILLIAM RICH: Senator Allen.

SENATOR PHIL ALLEN: To be brief, a 3.8 in one department can be very different than a 3.8 in others, so I would have grave concerns with that.

CHAIR WILLIAM RICH: Further debate on the motion to amend? All those in favor of the motion to amend, please signify by saying aye.

MANY SENATORS: Aye.

CHAIR WILLIAM RICH: Opposed by opposite sign.

MANY SENATORS: Nay.

CHAIR WILLIAM RICH: The motion is defeated. Back to the main motion. Further debate on the main motion? All those in favor of the main motion, please signify by saying aye.

MANY SENATORS: Aye.

CHAIR WILLIAM RICH: Opposed by opposite sign.

MANY SENATORS: Nay.

CHAIR WILLIAM RICH: Motion is adopted.

Next item on the agenda is the report from the University Council representatives. I would ask that the University Council representatives be brief if they speak at all.

SENATOR TIMOTHY LILLIE: Thank you for your concern.

CHAIR WILLIAM RICH: And I suspect the only option there is actually not speaking at all.

SENATOR TIMOTHY LILLIE: Thank you for your vote of confidence, Mr. Chairman. After the debate we just had and knowing we have trustees here I hesitate to say anything more. However, I just want to point out that you know, once again we are waiting for the final approval of the bylaws and the structure of the University
Council. That will involve a lot of stuff that could be very helpful for its future. And at this point given the serious kinds of other elements we have to consider today I think that will conclude my comments. Thank you.

CHAIR WILLIAM RICH: Thank you. Next is new business. Chair recognizes Senator Sterns.

SENATOR HARVEY STERNS: Thank you, Mr. Chair. I would just like to take a moment this afternoon to introduce a resolution in honoring our colleague Ali Hajjafar. So I'm introducing a resolution in gratitude for service to the Faculty Senate whereas Dr. Hajjafar was elected to the senate in 2004 and has served since that time, and whereas he was elected to the Executive Committee in September, 2010 and has continued in that role since that time, and whereas he's taken on many committee roles and has offered careful and reasoned counsel in the senate and on the Executive Committee we now want to publicly acknowledge his faithful service to the senate and to the University of Akron and offer a sincere thanks from his colleagues.

CHAIR WILLIAM RICH: Is there a second to the motion? Innumerable members of the senate have seconded, but I will recognize Senator Harris as having seconded. Is there debate on the motion? All those in favor of the motion, please signify by saying aye.

MANY SENATORS: Aye.

CHAIR WILLIAM RICH: Opposed by opposite sign. The motion is adopted without dissent. Thank you, Senator Hajjafar and Senator Sterns.

Is there any other new business to come before the body except for the marketing campaign for which we will go into closed session? Any other new business? If not, we are now in closed session. Only the members of the senate, both elected and ex officio, the provost, the president, the general counsel, the members of the board of trustees, the administrative assistant of the faculty senate, and the transcriptionist shall remain.

(Several people left the room.)

CHAIR WILLIAM RICH: Chair recognizes Senator Miller.

VICE CHAIRMAN JON MILLER: I move that we consider the marketing campaign as is [inaudible] committee of the whole.

CHAIR WILLIAM RICH: Seconded by Senator Clark. Is there debate on the motion? I explained the significance of this motion earlier in my remarks. All those in favor of the motion, please signify by saying aye.

MANY SENATORS: Aye.

CHAIR WILLIAM RICH: Opposed by opposite sign. Transcription will suspend, and the Chair recognizes President Scarborough.

(A presentation was given by President Scarborough, followed by discussion.)

CHAIR WILLIAM RICH: Does anyone wish to make a motion at this time? If not, I take it you are ready for good of the order. Is there anything for good of the order? I take it then you are ready to adjourn. I declare us adjourned.