

WAYNE STATE UNIVERSITY – ACADEMIC SENATE
Official Proceedings
October 7, 2015

Members Present: Joseph Artiss, Vice Chair; Louis J. Romano, President, Academic Senate; Robert Ackerman; Poonam Arya; Ivan Avrutsky; Michael Barnes; Douglas Barnett; Linda Beale; Abhijit Biswas; Cathryn Bock; Krista Brumley; Victoria Dallas; Donald DeGracia; Susan Eggly; Jane Fitzgibbon; Moira Fracassa; Daniel Golodner; Jeffrey Grynaviski; Jennifer Hart; renee hoogland; Peter Hook; Michael Horn; Maik Hutmenn; Patricia Jarosz; Barbara Jones; David Kessel; Fayetta Keys; Pramod Khosla; Qin Lai; Lawrence Lemke; Leonard Lipovich; Christopher Lund; Aaron Martin; Boris Mordukhovich; Bryan Morrow; Joshua Neds-Fox; S. Asli Ozgun-Koca; Victoria Pardo; Alexey Petrov; Lori Pile; John Porcerelli; Elizabeth Puscheck; Susil Putatunda; T. R. Reddy; Marsha Richmond; Brad Roth; Heather Sandlin; Naida Simon; Richard Smith; Gail Sanford; Geralyn Stephens; Ronald Thomas; Sokol Todi; Mark VanBerkum; William Volz; Barrett Watten; Xin Wu; King-Hay Yang

Members Absent with Notice: Randall Commissaris; Nancy George; Ewa Golebiowska; Ellen Holmes; Mahendra Kavdia; James Martin; Charles Parrish; Jeffrey Rebudal; Robert Reynolds; Linea Rydstedt; Beena Sood; Ellen Tisdale; Deborah Walker; Jianjun Wang; Jeffrey Withey

Members Absent: Mary Anderson; Tamara Bray; Frances Brockington; Avril Genene Holt; Todd Leff; Stephen Lerner; Diane Levine; Jason Mateika

Others Present: Annmarie Cano, Graduate School; Tamica Dothard, Office of the Academic Senate; Kevin Hayes, Computing and Information Technology; Gloria Heppner, Associate Vice President for Research; Alan Jacobson, Office of Budget, Planning and Analysis; Geoffrey Nathan, Computing and Information Technology; Michele Ronnick, Liberal Arts and Sciences; Ricardo Villarosa, Office of the Dean of Students; Angela Wisniewski, Office of the Academic Senate

CALL TO ORDER: Mr. Artiss called this regularly scheduled meeting of the Academic Senate to order at 1:30 p.m. As Vice Chair of the Senate, Mr. Artiss chairs Senate meetings in the absence of the Provost. Provost Winters is attending to other University business. The meeting was held in the Bernath Auditorium in the Undergraduate Library.

I. IT SECURITY

Geoff Nathan, Faculty Liaison, Computing and Information Technology (C&IT), and Kevin Hayes, Information Security Officer, C&IT, spoke to the Senate about C&IT's security training program and

what faculty and employees can do to be safe and secure. Mr. Hayes began the presentation by mentioning some of the many businesses, organizations, and universities that have had their data breached. On average, one university per week has had a significant breach. Attacks are free, simple, and easy, and people respond disclosing personal information and their user name and password. Between 9% and 18% of the people who receive such emails respond. In opening those email messages people have spread viruses.

C&IT began the training program because the threats are growing. They wanted to ensure that Wayne State has a cohesive program to train faculty and employees. They use three training methods with the same learning objectives to certify people as having learned how to avoid having their information hacked. The options are: online videos, in-person seminars, and an advanced placement exam.

Mr. Nathan explained the options and how to access them. Faculty are not required to take the training; some administrators are. After people successfully complete one of the options, C&IT issues a certificate of completion. The Division is tracking the results and assessing the programs. They have had positive responses to their surveys. Anyone who has access to confidential information that is stored on the University's server is required to take the training. Anyone else who wants to take the training may do so with one of the options. Mr. Hayes noted that the training is as useful in protecting information in your personal life as it is in your professional life.

Mr. Hayes and Mr. Nathan responded to questions. The training is not required for people who have access to STARS. When people send e-mails asking about phishing attempts to the Help Desk at C&IT, a copy is automatically sent to Mr. Hayes. Another e-mail address that can be used is abuse@wayne.edu. Mr. Hayes appreciates when people send information about hacking attempts because it protects the rest of the University, as well. A member said that she was not aware of the training although she has access to Banner. Mr. Hayes said that C&IT sent a mass message to the people they were told had access to sensitive data. They will recompile the list and re-send the information about training. Another member asked if just popping e-mail off the University's server into another mail application could activate a hacking attempt. Mr. Hayes said that just getting an attachment in an e-mail message would not affect a

computer; the attachment has to be opened. If programs are updated when the updates are announced, the computer will not be affected. Mr. Ned Fox recommended that everyone take the training. Some people who feel they are IT security experts barely passed the test. He encouraged everyone to get the training or to take the exam. Mr. Hayes said if faculty cannot update their programs because they are tied to a support group that is responsible for performing that function, they should check with their IT personnel to ensure that the updates are made.

II. DIVERSITY AND INCLUSION

Marquita Chamblee joined the University as the first Associate Provost for Diversity and Inclusion and Chief Diversity Officer in February. The Board of Governors recently approved the University's Strategic Plan for the period 2016-2021. Referring to the Plan, she explained the charge to her office and summarized the work that has been accomplished to increase and support diversity and inclusion.

The Vision and Mission Statements in the Strategic Plan guide the institution in the general direction that it wants to go. The Plan will help guide some of the processes, protocols, plans, and fundraising initiatives over the next few years. The one consistent theme in both the Vision Statement and the Mission Statement is "a diverse student body." The Plan lists five values: collaboration, innovation, integrity, diversity and inclusion, and excellence. Wayne State is striving to be the kind of institution that is welcoming to all people of all backgrounds at all times. The first part of the Strategic Plan addresses the purpose of the institution.

The Plan identifies seven strategic focus areas: student success, teaching excellence, research, diversity and inclusion, entrepreneurship, financial stability and operational excellence, and community engagement. These are the ways in which we publicly speak about the University and are the foci to which we will tie our plans for the next five years. They will determine budget decisions and the things for which we will be held accountable, particularly in the accreditation process. The vision, mission, values, and strategic focus areas tell the Higher Learning Commission (HLC), our peer institutions, and everyone else who we are. We have to show that we will live out our values through the plans and decisions we make, through the actions we take, and how we assess our success.

The Greater Retention and Achievement through Diversity (GRAD) Committee was formed in 2012. Associate Provost Chamblee highlighted two statements from that Committee's report.

Wayne State University seeks to enhance diversity by recognizing and embracing the differences in age, ideas and perspectives, abilities, creed, ethnicity, gender identity, gender expression, sexual orientation, veteran status, national origin, race, religious and spiritual beliefs, and the socioeconomic and geographic composition of its students, faculty, administrative professionals, and staff.

In its effort to enhance diversity, Wayne State University recognizes that particular focused effort must be placed on including members of groups who have historically been subject to discrimination and are still underrepresented in the campus community or for whom outcomes are disparate.

The GRAD Report provided the framework for the creation of the position of Associate Provost for Diversity and Inclusion and Chief Diversity Officer. The GRAD Committee was formed at a time of introspection on the part of the University about the extent to which students of color were failing at a very disproportionate rate. The Report stated the direction the University hoped to take regarding diversity and inclusion. It contains six strategic goals: educational excellence and achievement, retention and degree attainment, educational access and opportunity, diversity learning and development, diversity in faculty and staff, and campus climate. Student success, the Associate Provost said, does not necessarily mean that every student receives a degree. After attending some classes and gaining knowledge, some students realize they don't want a degree. We have to understand the opportunities available to our students. Providing access is one of our goals.

Some students come to Wayne State because it is a diverse campus, but they may not engage with people of diverse backgrounds. Part of our responsibility is to create an environment where diversity occurs intentionally. One of President Wilson's priorities is to increase minority representation among the faculty and staff. Ms. Chamblee has visited some schools and colleges to discuss how to engage in intentional and inclusive hiring and how to promote diversity.

The GRAD Committee continues to work, but it will morph into a different form that will not only provide advise but will work on a variety of areas relative to student, faculty, staff, and program diversity.

As the first person with the job of specifically looking at how the University handles issues of diversity, Ms. Chamblee needs to let people know what she can accomplish with the resources available. She needs to strategize with many other people to determine the

needs and how they can work together to address them. She will prioritize what needs to be done immediately and what can wait. She will act on what can be done.

Ms. Chamblee was surprised to find that Wayne State does not have a space for students of different backgrounds who are marginalized historically, such as LGBT students, students of color, and religious minorities. Students have told her that they need a place that helps them connect to the institution and that can connect them to other resources on campus of which they may be unaware. Even as a candidate for the position, Ms. Chamblee promised that she would begin to establish such an office. A search resulted in the hiring of Leonard Savala as Director of the Office of Multicultural Student Engagement. Most recently, Mr. Savala was at Michigan State University where he worked in undergraduate diversity, in pre-college programs, and in other initiatives that helped to advance diversity and inclusion at Michigan State.

Associate Provost Chamblee was pleased to meet with the Senate to begin establishing partnerships and to work on the issues about which faculty and academic staff are concerned. She views herself as a resource for faculty and staff and they as a resource for her. A lot of work is happening in the area of diversity and inclusion but the units are not communicating with each other; she wants to improve that interaction. Her position was created to improve student success. It is not her only focus but it is the over-riding impetus for starting this initiative.

Both the academic units and the administrative units need to understand their roles and responsibilities in making the campus diverse, inclusive, and welcoming. We need to build infrastructure to address the priorities. We need to recruit diverse faculty and staff and to create a classroom climate where students can achieve. Research shows that students perform better when they can identify with others in their classes.

Ms. Chamblee took questions from the members.

Ms. Beale asked the Associate Provost what her vision is for the infrastructure. Ms. Chamblee said many institutions have separate offices for the different groups of students they support. Her office is in the process of hiring someone who will focus on outreach to LGBT students. Having employees who focus on one group is a matter of comfort for students. However, everyone who works in the Office of Student Engagement will have to be able to work across the constituencies. Ms. Chamblee is beginning to put together diversity councils, such as a health sciences diversity council where employees from all of the allied health sciences begin to focus on diversity.

Ms. Eggly asked how the Medical School might increase diversity among its students. Diversity is one of the areas cited by the LCME cited as deficient. Ms. Chamblee said that Wayne State used to be the gold standard for recruiting, retaining, and graduation African American physicians. Over the years, that commitment has eroded. She serves on a diversity task force for the School and has been advising it how to improve its initiatives to increase diversity. The SOM hired a new diversity officer and it has received additional funding to support the work.

Ms. Hoogland asked what in Ms. Chamblee's experience has created a welcoming climate of diversity. Ms. Chamblee worked in an office of multi-cultural student engagement out of which came programs that supported student learning, time management, career development, and that served as a network for students who need other campus resources. The employees in her Office will demystify some of the services available on campus, such as CAPS (Counseling and Psychological Services) and Career Services. The Office will be a conduit for students. It will be housed temporary in the Purdy-Kresge Library until their suite on the seventh floor of the Student Center Building is renovated for their use.

Mr. Romano mentioned that every two years a survey of students is carried out and suggested that Ms. Chamblee might want to include some questions in the next survey.

Mr. Artiss thanked Dr. Chamblee for her presentation.

III. APPROVAL OF THE PROCEESINGS OF THE ACADEMIC SENATE

It was MOVED and SECONDED to APPROVE the Proceedings of the Academic Senate meeting of September 9, 2015. PASSED.

IV. CONFIRMATION OF THE PARLIAMENTARIAN

The Bylaws of the Academic Senate gives to the Policy Committee the responsibility of electing the Parliamentarian and submitting the choice to the full Senate for confirmation. The Policy Committee re-elected Robert Ackerman to serve as parliamentarian. It was MOVED and SECONDED to CONFIRM Mr. Ackerman as the Parliamentarian for the 2015-2016 academic year. PASSED.

V. CONFIRMATION OF THE VICE CHAIR

The Bylaws gives to the Policy Committee the responsibility of electing the Vice Chair of the Senate and submitting the choice to the full Senate for confirmation. The Vice Chair presides over the Policy

Committee and the Senate in the absence of the Chair and performs the duties of the Senate President when he or she is unable to serve. The Policy Committee re-elected Joseph Artiss to serve as the Vice Chair. It was MOVED and SECONDED to CONFIRM Mr. Artiss as the Vice Chair for the 2015-2016 academic year. PASSED.

VI. REPORT FROM THE SENATE PRESIDENT

A. Report and Announcements

Search for the Provost

Mr. Romano reported that the search committee for the Provost has been formed. The University hired the search firm Storbeck/Pimentel & Associates to assist in the search. The committee consists of five faculty and six administrators. They hope to identify the candidates in the late winter or early spring. The consultant recommended that, for this type of search where the institution may want to attract candidates who are provosts at other universities, the process be semi-private. If not, no one in such a position at another university would apply.

Board of Governors Meeting

At the Board of Governors meeting of September 25, the administration recommended that the Board authorize the use of money from three reserve funds to renovate the fifth and seventh floors of the Student Center Building. One of those was the Housing Maintenance Reserve that contains \$1.3 million. Ms. Beale and Mr. Romano, who serve as the faculty representative and faculty alternate representative to the Board of Governors Budget and Finance Committee, spoke against using that money because it would deplete the reserve. The purpose of the reserve is to improve and make repairs to student housing. The student representative also opposed the recommendation. The recommendation was not approved and was not sent to the full Board for action. Funding will have to come from other sources.

Capital Outlay Budget Request

Mr. Artiss and Mr. Romano serve on the Capital Outlays Advisory Committee that is preparing the Capital Outlay Budget Request to the State. The first priority will be the remodeling of the Science and Engineering Library into laboratory classrooms. The Request is about \$15 million from the State with the University contributing \$15 million for the project. Mr. Artiss added that the Senate has been trying to get representation in the decision-making

process for a long time. He is pleased that we now have representation and that the administrators are listening to them.

Student Retention and Graduation Rates

Mr. Romano reviewed the retention efforts timeline beginning in 2008. That year the Provost formed a committee that developed sixteen recommendations to improve our retention and graduation rates. Few, if any, of the recommendations were acted on at that time, but some of the initiatives have since been implemented. Improvements were made in advising and in the orientation program. Additional financial aid is available for average students and admission standards have increased. It took seven or eight years for many of these changes to be instituted.

A few years later another committee made additional recommendations. Some of those changes were to increase the number of advisors and to upgrade the APEX (Academic Pathways for Excellence Scholars) Program.

In 2012 *Bridge Magazine* reported that Wayne State was one of the universities in the U.S. with the lowest graduation rate and had the greatest disparity in the six-year graduation rate of African American students compared with white students. As a result of that report, the Board of Governors increased the budget to enhance the Office of the Associate Provost for Student Success and targeted money for the Office for Teaching and Learning.

In a report to the Board of Governors in 2010, it was suggested that the general education program be revamped. Students in some colleges take almost 50 credits in general education. Students have difficulty completing the mathematics competency requirement, which may delay their completing their degree in six years or which may result in their dropping out.

In 2013, Mr. Romano reported to the Senate about the success of Georgia State University (GSU) in improving its graduation rate. Provost Winters and Associate Provost for Student Success Monica Brockmeyer visited Georgia State in 2014 to learn what they are doing to increase their retention and graduation rates.

The characteristics of students who attend WSU and GSU compare very closely. GSU's commitment to improving student success increased its six-year graduation rate from 32% to 53% between 2008 (2003 cohort) and 2014 (2008 cohort).

WSU's graduation rate increased from 32% to 34% in that same period. Our graduation rate of African American students is currently about 12%. GSU's graduation rate for African American students is 56%. Some of our low graduation rate is due to the fact that the University was admitting students with poor academic records. Mr. Romano believes that most of the recent increase in our graduation rate is due to the efforts of advisors who helped students who were close to graduation.

Over the last seven years, the retention rate for students moving from the first to the second year has not improved. The retention rate for students moving from the second to the third year increased slightly but it has now dropped. The retention rate from the third to the fourth year has increased and the fourth to fifth year is increasing. The increase in our retention rate is low compared to universities that have emphasized the need to improve retention.

The APEX Program is aimed at students who appear to have the potential to succeed in college but lack the credentials for regular admission. Each summer about 130 students participate in the Program. They live on campus for eight weeks, taking three courses. The courses are not taught by full-time faculty, but by graduate students, part-time faculty, or members of the academic staff. The GPAs of the students in the 2012, 2013, and 2014 Summer Bridge Program are below what we would expect for students to continue at the University. Data for a comparison group of students with similar high school GPAs and ACT scores who were admitted before the Bridge Program was in place show that the students in the Bridge Program did no better than the students who were not in the Program. About \$1.2 million are spent on APEX yearly.

The Policy Committee discussed a number of suggestions to improve our retention and graduation rates. All members did not agree with all of the items. Mr. Romano reviewed the suggestions.

The number of general education requirements should be reduced. Some students have to take 40, 50, or more credits of general education courses. They should be allowed to take more courses in their major or be able to take courses in other areas that interest them. The total general education requirement of 25 credits should include the general education requirements imposed by departments and the University. Students in departments that are accredited have to take

additional credits mandated by the accrediting agency.

Policy Committee met with Daniel Frohardt, Chair of the Department of Mathematics, and Associate Provost Brockmeyer to discuss the problems students experience with the math competency requirement. Policy Committee also discussed the problems with Provost Winters several times. No changes have been made.

Policy Committee has recommended that we use data analytics to identify at risk students so advisors could provide intrusive advising. Data analytics could be used to target financial aid to students who are close to graduation and need financial assistance. To date no analysis software is being used for this purpose, even though there are commercial programs used by hundreds of universities that could satisfy our needs.

Policy Committee wants the University to require all first-year students to meet with an advisor.

Some PC members believe students should be required to choose a major in their first year so they are connected to a department and can get advice that will direct them to their degree.

All units should have to offer the courses that students need to complete their degrees in four years. Provost Winters is working with the Deans to accomplish this goal.

Policy Committee believes full-time faculty who are specialists for teaching at-risk students should teach students in the APEX Program. The selection of students for the Program needs to be revised and we need to use data to learn what in the Program is working and what is not working.

Students often select their courses so they have to come to campus only two days a week. They postpone taking courses that do not fit that schedule. Having a student services fee-based parking model for undergraduates could change the way students schedule their classes. They would be able to come to campus every day without paying each time. They could participate in more campus activities. Some students stop attending classes at the end of the term because their financial aid runs out and they don't have money for parking.

Mr. Romano responded to questions.

Mr. Putatunda wants the University to offer more courses in the summer so students are able to

graduate in four years. Mr. Romano also would like to see that done. The financial model the University uses to pay for summer classes is a disincentive to offering courses. Students are able to graduate in four years if they take fifteen credits each semester in a program that requires 120 credits. However, the scheduling of courses and the general education requirements are impediments.

Mr. Watten suggested that students may not be able to complete their degrees due to the long hours they work and their debt load. He suggested that enhancing the residential environment and the student culture might increase retention. Ms. Simon reported that, according to the student survey, many students work at least 30 hours per week. Quite a few work 40 plus hours a week and try to take 12 to 15 credits. Ms. Simon mentioned that the Center for Urban Studies conducts two other surveys of all first-semester students and thinks the Senate should request the data. One survey is of the students who were admitted and enrolled. The other is of the students who were admitted but did not enroll. She also wanted to know how many students took advantage of the reduced tuition rates in the spring/summer term. That information was reported to the Board of Governors Budget and Finance Committee and can be sent to the Senate.

Asked how the number of hours WSU's students work compares with GSU's students, Mr. Romano said that, being a commuter school, Georgia State would likely have a lot of students who work. In exit surveys of students who drop out, they most often cite finances as their reason.

Mr. Watten pointed out a difference in the data that compares Wayne State to Georgia State. We admitted 81% of our applicants; Georgia State admitted 51%. Also GSU's ACT distribution is slightly better.

Mr. Romano acknowledged that Wayne State has a broader range of ACT scores but that did not detract from the fact that we have spent millions of dollars and hundreds of hours talking about how to improve our retention and graduation rates but we are not succeeding.

Ms. Hart asked if the University had looked at successful programs used by other universities when we set up our APEX Program. She also questioned how the University could teach general knowledge and skills if the general education program were downsized. What would the long-term implication be for students' majors and for

their careers if the number of general education credits were reduced? Mr. Romano acknowledged that there is a trade-off, but 50 credits or more of general education are too many.

A member asked how, in reducing the requirements to 25, the learning goals would be integrated into the major. Mr. Romano answered that writing across the curriculum is one of the requirements and it would be part of the major. Asked about the mathematics competency requirement, he said there should be a requirement but one that is appropriate for students in non-science majors. Some people think we should not have a university requirement, that the major should determine what the appropriate requirement should be.

B. Proceedings of the Policy Committee

The Academic Senate received the Proceedings of the Policy Committee meetings of August 31, September 14, and September 21. The Proceedings of August 31 and September 14 are attached to these Senate Proceedings as Appendix A. They were submitted for comments and questions.

August 31, 2015

Referring to item #2, Mr. Lipovich objected to the proposal to change the time period in which students would complete the student evaluation of teaching forms. In team-taught courses, the faculty who teach in the latter part of a term would be at a disadvantage. Mr. Romano agreed that was a problem. The Policy Committee had asked the Provost to reconsider when the forms were to be completed. Although the Office of Testing, Evaluation and Research Services is asking that the forms be completed earlier, departments could return the forms at the end of the term. However, faculty would not receive the scores in time to be considered in the evaluations for tenure and promotion and for merit increases. This is unacceptable to Mr. Lipovich and, if the Provost did not change that portion of the proposal, he wanted Mr. Romano to take the issue to President Wilson.

Mr. Romano explained that the Academic Senate does not have a role in appointing the committee that develops the student evaluation of teaching form. The Agreement between the University and the AAUP-AFT mandates how the committee is appointed with three members being appointed by the union and three appointed by the administration. The Policy Committee argued with the administration to no avail that it is improper to use the SET to determine raises and to measure student learning. Some studies have shown that

there is no correlation, and sometimes an inverse correlation, between the score an instructor gets on the SET and student learning. The Policy Committee has strongly voiced its opinion that another device should be used to evaluate faculty for promotion and tenure and for merit increases.

Mr. Lipovich doubted that the contract specified the formation of the committee and the use of the SET form.

Below is the excerpt from the WSU AAUP-AFT contract. Article XXIX Evaluation of Faculty Teaching states:

Each appropriate unit of the faculty shall make provisions for the use of student evaluation of faculty teaching through the use of a standard evaluation form established by the University. The unit may also include a form that has been developed for the specific use of that unit. The results of the evaluations shall be made available to the individual, to the unit committee(s) charged with making personnel decisions (to include, but not limited to, renewal, tenure, promotions, and salary adjustments), and to the chair and other appropriate administrative officers for the purpose of assessing the individual's teaching performance and for the purpose of program review. However, data from student evaluations will not be the only basis for comparisons between units. The anonymity of the students shall be preserved.

A joint committee composed of three (3) members appointed by the Association and three (3) members appointed by the University shall serve as an advisory board to the Provost in the development and use of standard forms and other instruments for student evaluation of teaching. The committee shall also consider requests for waivers from the use of the standard instrument, or proposals for alterations in the standard instrument. Each appointing entity should appoint, among its appointees, some person having expertise in evaluation.

If the committee makes recommendations to the Provost that s/he is not prepared to implement, s/he will first discuss these differences with the committee. If there is not a satisfactory resolution to the differences, the current standard form shall remain in use.

Another member asked if there had been progress in the development of software to identify at-risk students (item #5 in the Policy Committee

Proceedings of August 31), but Mr. Artiss said that there has been no progress.

September 14, 2015

Asked what characteristics Policy Committee members and the members of the search committee for the Provost had identified (item #2), Mr. Romano said that he wanted the Provost to understand and to promote an environment of shared governance and to understand what constitutes true faculty consultation. Mr. Artiss added that the search committee is looking for an individual who is very skilled and experienced and is currently in the position in a similar type of university. Ms. Chamblee also is a member of the search committee. She was asked to comment. She thought that the members responded accord Mr. Romano thought, that being a commuter school, Georgia State would likely have a lot of students who work. In exit surveys of student who drop out, they cite financial reasons as the reason they drop out. ing to their position at the University and the needs of their constituencies. She wants the Provost to demonstrate a commitment to diversity and inclusion.

Mr. Artiss added that, when the Policy Committee expressed its concern about the disproportionate representation of administrators on the search committee, President Wilson added two more faculty that Policy Committee had selected, and removed one administrator.

Senate members asked for the names of the members of the search committee. They are

Stephen Lanier, Vice President for Research, Chair
Marquita Chamblee, Associate Provost for Diversity & Inclusion and Chief Diversity Officer
Julie Miller, Senior Executive Assistant to the President and Secretary of the University
Louis Romano, President of the Academic Senate and Professor of Chemistry, Liberal Arts and Sciences
Joseph Artiss, Associate Professor, Pathology, Medicine
Michael Barnes, Associate Professor, Theatre and Dance, Fine, Performing and Communication Arts
Gail Stanford, Extension Program Coordinator III, Educational Outreach, Division of Academic Affairs
Melba Boyd, Distinguished Professor and Chair of Africana Studies, Liberal Arts and Sciences

Linda Hazlett, Distinguished Professor and Chair,
Anatomy, Medicine
Monica Brockmeyer, Associate Provost for Student
Success, Division of Academic Affairs
Ewa Golebiowska, Professor, Political Science,
Liberal Arts and Sciences
William Alexander III, President, Student Senate
Shelly Storbeck, President, Storbeck/Pimental and
Associates, Search Consultant
Julie O'Connor, Director, Research Commun-
ications, Division of Research

September 21, 2015

Mr. Ackerman objected to a statement in item #1 about the mathematics competency test. Those Proceedings will be returned to the Policy Committee for revision and will be sent to the Senate with the materials for the November 4 meeting.

ADJOURNMENT: The meeting adjourned at 3:35 p.m.

Respectfully submitted,

Louis J. Romano
President, Academic Senate