

ACADEMIC SENATE MINUTES

OCTOBER 4, 1989

CALL TO ORDER

Chair Rost called the meeting to order at 4:05 p.m.

MINUTES OF MAY 31, 1989

Minutes of the May 31, 1989, meeting were approved as distributed.

NOMINATIONS FOR CHAIR OF THE ACADEMIC SENATE

Chair Rost noted that all Senate members are eligible to serve. A secret mail ballot will be conducted by the Elections and Balloting Committee. The results will be announced at least seven calendar days prior to the November Senate meeting. The election is determined by the majority of votes cast. The position has been given recognized workload released time--1 workload hour in the Fall quarter, 3 workload hours in the Winter quarter, and 4 workload hours in the Spring quarter.

Beverly Gartland, Elections and Balloting Committee, received the nominations.

<u>NOMINATOR</u>	<u>NOMINEE</u>	<u>STATUS</u>
Thomas Shipka	Duane Rost	Declined
Lowell Satre	Ikram Khawaja	Declined
Ikram Khawaja	William Jenkins	Declined
Sally Hotchkiss	Gratia Murphy	Declined
Gratia Murphy	Lowell Satre	Declined
Daniel O'Neill	Paul Dalbec	Declined
Victor Richley	Joseph Waldron	Accepted
?	Beverly Gartland	Declined
?	George Beelen	Declined
?	Frederick Blue	Declined
?	Mary Beaubien	Accepted

Motion to Close Nominations

G. Beelen moved the nominations be closed. Motion seconded by G. Murphy. Motion Carried. Nominees for Chair of Senate are Joseph Waldron and Mary Beaubien.

NOMINATIONS FOR CHARTER AND BYLAWS COMMITTEE

Nominees are not limited to Senators. Anyone eligible to become a Senator is eligible to be nominated. A mail ballot will be conducted by the Elections and Balloting Committee. Those elected serve a two-year term beginning November 1, 1989.

Present members of the Charter and ByLaws Committee are John Cernica, Lois Hopkins, and Terry Deiderick.

Beverly Gartland, Elections and Balloting Committee, received the nominations.

NOMINATOR

Thomas Shipka
Victor Richley
Jack Bakos
Allen Viehmeyer
?
?
George Beelen

NOMINEE

James Dale
Raj Varma
Matthew Siman
Melissa Smith
James Schramer
Bernadette Martyak
Lowell Satre

Motion to Close Nominations for Charter and ByLaws Committee

A. Viehmeyer moved to close the nominations for Charter and ByLaws Committee. Motion received a second. Motion Carried.

CHARTER AND BYLAWS COMMITTEE REPORT

No report.

SENATE EXECUTIVE COMMITTEE REPORT

Chair Rost reported. (The complete report is attached as Appendix A).

The new Executive Committee will have the following members:

Jack Bakos	Engineering
Peter Baldino	Education
Larry Esterly	Arts and Sciences
Joseph Edwards	Fine and Performing Arts
David Sweetkind	Administration
James Tackett	Business Administration
?	CAST
?	Student Government
?	Chair

Curriculum changes must clear all review levels and be entered into the Inventory of Courses by February 21, 1990. Course proposals, therefore, must be approved no later than the February Meeting and must be appended to the Agenda some 10 days before the meeting. Thus the curriculum proposals must reach the Curriculum Division by noon, January 2, 1990, if they are to meet the deadline for being entered into the Inventory of Courses. All other curriculum proposals must reach the Curriculum Division before March 15, 1990.

Beth Kushner is organizing a Development Workshop on the topic, "Curriculum Proposals." It will be held in the Scarlet Room of Kilcawley Center at 3:00 on Friday, October 20. Members of all college curriculum committees and Department Chairs are encouraged to attend. All interested others are welcome.

The Senate Executive Committee, the President's, and Student Government's appointments to Senate Committees and Subcommittees will be appended to the Minutes of this meeting (See Appendix B).

It is recommended that all members sign up for the Continuing Education Faculty/Staff Development Teleconferences on issues in Education.

The Senate Executive Committee will circulate scan sheets to determine faculty interests before nominating faculty to the committees on holistic health concerns.

The next meeting of the Academic Senate will be 4:00 p.m., November 1, 1989, in DeBartolo Hall. Items for the Agenda should be to Dr. Rost, Electrical Engineering, by noon, Friday, October 20.

Dr. Ikram Khawaja will give a report from the Faculty Advisory Committee to the Chancellor.

Report from Dr. Khawaja from Faculty Advisory Committee

L. Esterly is our Institutional Representation to the Faculty Advisory Committee. I am giving the report because I was an alternate delegate to all the meetings on "The Role of Faculty in Enhancing Minority Access and Success in Ohio Postsecondary Education."

In 1988, the Chancellor asked that this issue be studied. During our meetings, it became clear that the whole question of greater access to higher education is not a social issue--it is an economic imperative. The Ohio work force will experience shortages by the year 2000 in all technical and professional occupations. The Faculty Advisory Committee has developed a report to the Chancellor (pertinent pages of this report are appended to the minutes as Appendix C).

It is recommended that each campus should develop a plan that is holistic, collaborative, cooperative, and long term with check points to determine progress. The Faculty Advisory Committee is meeting in November to consider implementation ideas. It is thought that faculty can be particularly helpful in the areas of retention and recruiting.

ELECTIONS AND BALLOTING COMMITTEE

No report.

REPORTS FROM OTHER SENATE COMMITTEES

None.

OLD BUSINESS

None.

NEW BUSINESS

None.

ADJOURNMENT

Meeting adjourned at 4:26 p.m.

APPENDIX A

SENATE EXECUTIVE COMMITTEE REPORT

October 4, 1989

On behalf of the new Senate Executive Committee, let me welcome you back to a fresh academic year.

The members of the Senate Executive for 1989-1990 are:

Jack Bakos	Engineering
Peter Baldino	Education
Larry Esterly	Arts & Sciences
Joseph Edwards	Fine & Performing Arts
David Sweetkind	Administration
James Tackett	Business Administration

Yet to be determined are representative from Applied Science and Technology Senators, from the Student Senators and the Chair of the Senate.

They are your elected representatives, contact them if you have questions or suggestions.

The time schedules for courses submitted for University Curriculum Division consideration are as follows. Curriculum proposals for courses to be offered in Summer or Fall Quarter, 1990, must clear all review levels and be entered into the Inventory of Courses by February 21, 1990. Therefore the course proposals must be approved no later than at the February Meeting and must be included on the Agenda some 10 days before the meeting. Thus the curriculum proposals must be to the Curriculum Division by noon, January 2, 1990. Other curriculum proposals must reach the Curriculum Division before March 15, 1990.

To aid in the process of creating an effective and timely curriculum proposal, a Development Workshop, organized by Beth Kushner through the Office of the Associate Provost, will be held on the topic, "Curriculum Proposals". It will be held in the Scarlet Room of Kilcawley Center at 3:00 on Friday, October 20. It will be targeted to members of the School/College Curriculum Committees and the Chairs of the Academic Departments. If your School/College has not formed its Curriculum Committee, please move directly to identify the members. All interested others are, of course, encouraged to attend also. Please register ahead with Beth Kushner.

The SEC's, President's, and Student Government's appointments to Senate Committees and Subcommittees are available and will be included with the minutes of this meeting. Copies of the committee memberships have been sent to the organizing member so that they may call the meeting and begin the year's work.

You have all received an announcement of a series of Faculty/Staff Development Teleconferences on issues in education. This series addresses a wide range of topics and concerns. I would at this time recommend each of you and your colleagues consider signing up for the series. I most strongly will recommend it to the members of the Academic Planning Committee. The first teleconference has been taped and is available for viewing. The second teleconference date has been changed from October 4 to a much later date. The third will be October 11 at 12:45. Thus you can sign up with Continuing Education now and be assured you have not missed any of the conferences.

As announced late last spring, new committees are being formed to address holistic health concerns. They are the Exercise and Fitness, Inner Search, Life-Work Strategies, Mental Creativity, Nutrition, Self-Care, Sexuality/Relationships, Stress Management, Substance Abuse, and Tobacco Abuse Committees. Included in the membership of each are faculty members. The SEC will circulate scan sheets shortly to determine faculty interests before nominating various faculty to these committees. Membership is open to all faculty. There is a Faculty Forum on Holistic Health tomorrow at 4:00 pm in DeBartolo Hall, Room 121-122. This would be a good time to learn more about the concepts of holistic health and prepare to participate on the committees.

The next meeting of the Academic Senate will be at 4:00, November 1, here in DeBartolo Hall. Items for the agenda need to be to Dr. Rost, EE, by noon, Friday, October 20.

The report from the Faculty Advisory Committee to the Chancellor will be given by Dr. Ikram Khawaja.

APPENDIX B

UNIVERSITY ACADEMIC SENATE

October 4, 1989

The following faculty and administration members have been appointed for the 1989-1990 academic year to the indicated Senate Committees and Subcommittees by the Senate Executive Committee and the President. The SEC wishes to thank them for their willingness to serve and is confident they will carry out the responsibilities with diligence and ability.

The faculty member whose name is earliest in the alphabet (*) is responsible for calling the organizational meeting when the term begins in September.

Student members will be included when they are identified by Student Government.

ACADEMIC PLANNING COMMITTEE

TBA	Student	
TBA	Student	
Alice Betz *	Allied Health	CAST
Gregory Claypool	Acct & Fin	BA
Thomas Dobbelstein	Chemistry	A&S
Bernard Gillis	Provost	ADM
Jalal Jalali	EE	ENG
Dorothy Kennedy	Nursing	CAST
Donna McNierney	Ad & Sec ED	ED
Alfred Owens	Speech	F&PA
David Ruggles	Dean	ED
Fred Viehe	History	A&S
Bernard Yozwiak	Dean	A&S

ACADEMIC PROGRAMS & CURRICULUM DIVISION

ACADEMIC PROGRAMS DIVISION

TBA	Student	
Mary Beaubien *	Home Ec	CAST
Daniel Borgia	Acct & Fin	BA
Janet Gill-Wigal	Counseling	ED
Lois Hopkins	Music	F&PA
Hojjat Mehri	IE	ENG
George Sutton	Dean	ENG
Ronald Tabak	Physics	A&S

ACADEMIC CURRICULUM DIVISION

TBA	Student	
Javed Alam *	CE	ENG
Janet Beary	Elementary Ed	ED
Dennis Henneman	Speech	F&PA
Birsen Karpak	Management	BA
Taghi Kermani	Economics	A&S
Joseph Mistovich	Allied Health	CAST
Harold Yiannaki	Registrar	ADM

CONTINUING EDUCATION SUBCOMMITTEE

TBA	Student	
TBA	Student	
James Daly *	Management	BA
Christopher Faiver	Counseling	ED
Margaret Horvath	Home Ec	CAST
Shakir Husain	CE	ENG
Steven Kale	History	A&S
John Lock	Director	ADM
Gordon Mapley	Asst. Dean	A&S
Sherry Martinek	Counseling	ED
James Morrison	Psychology	A&S
David Starkey	Music	F&PA
David Sweetkind	Dean	F&PA

HONORS & INDIVIDUALIZED CURRICULUM PROGRAM SUBCOMMITTEE

TBA	Student (Honors)	
TBA	Student (Honors)	
TBA	Student (ICP)	
TBA	Student (ICP)	
Joseph Altinger *	Math	A&S
Lorraine Baird-Lange	English	A&S
Frank Castronovo	Speech	F&PA
John Cernica	CE	ENG
Theodore Chrobak	ET	CAST
Wilda Ferris	Nursing	CAST
Jose Gonzalez	Acct & Fin	BA
Joseph Kirschner	Foundations	ED
Gordon Mapley	Asst. Dean	A&S
George Sutton	Dean	ENG
Allen Viehmeyer	Foreign Lang	A&S

ACADEMIC RESEARCH COMMITTEE

TBA	Student	
Marjorie Chan *	Management	BA
Susan DeBlois	Foundations	ED
James Cicarelli	Dean	BA

ACADEMIC RESEARCH COMMITTEE (Cont.)

David Genaway	Librarian	ADM
Laurie Harig	Allied Health	CAST
Vernon Haynes	Psychology	A&S
Sally Hotchkiss	Assoc. Provost	ADM
Anthony Messuri	ET	CAST
Daryl Mincy	Chemistry	A&S
Frank Tarantine	ME	ENG
James Umble	Music	F&PA

ACADEMIC STANDARDS & EVENTS COMMITTEE

TBA	Student	
Jean Aboul-Ela *	Home Ec	CAST
Richard Burden	Math	A&S
Donald Byo	Music	F&PA
John Conroy	Student	A&S
Wade Driscoll	IE	ENG
Joseph Edwards	Music	F&PA
Alfred Owens	Speech	F&PA
James Pusch	Foundations	ED
Jane Reid	Marketing	BA
Victor Richley	Dean	CAST
David Stephens	Geography	A&S

COMPUTER SERVICES COMMITTEE

TBA	Student	
TBA	Student	
Thomas Doctor	Director	ADM
Gordon Mapley	Asst. Dean	A&S
Charles Nelson *	English	A&S
Pietro Pascale	Foundations	ED
Virginia Phillips	BET	CAST
Joyce Segreto	Psychology	A&S
Louise Sellaro	Management	BA
Samuel Skarote	EE	ENG
Daniel Suchora	ME	ENG
George Sutton	Dean	ENG
Mark Taylor	Art	F&PA

LIBRARY & MEDIA SERVICES COMMITTEE

Diane Bateman *	Nursing	CAST
Thomas Copeland	English	A&S
Hugh Earnhart	History	A&S
David Genaway	Librarian	ADM
LIBRARY & MEDIA SERVICES COMMITTEE (Cont.)		
Floyd Jackson	Director	ADM

Tim Labrie	Student	A&S
Tedrow Perkins	Music	F&PA
Victor Richley	Dean	CAST
David Robinson	Speech	F&PA
Monaca Rushov	Student	A&S
Eugene Sekeres	Marketing	BA
David Sweetkind	Dean	F&PA
Jane Van Galen	Foundations	ED
Stanley Zager	Chem E	ENG

STUDENT ACADEMIC AFFAIRS COMMITTEE

TBA	Student	A&S
TBA	Student	BA
TBA	Student	CAST
TBA	Student	ED
TBA	Student	ENG
TBA	Student	F&PA
TBA		ED
Jack Bakos	CE	ENG
Fred Blue *	History	A&S
James Cicarelli	Dean	BA
Guido Dobbert	Soc	A&S
Darla Funk	Music	F&PA
James Kohut	Asst. Dean	CAST
Anthony Kos	BET	CAST
Thomas Pressley	Acct & Fin	BA
Cheryl Schmidt	Nursing	CAST

STUDENT ACADEMIC GRIEVANCE SUBCOMMITTEE

TBA	Student	A&S
TBA	Student	CAST
TBA	Student	ED
TBA	Student	F&PA
James Block *	BET	CAST
Louis Hill	Ad & Sec Ed	ED
Larry Hugenberg	Speech	F&PA
David McBriarty	Vice President	ADM
Kelly Senzarin	Student	ENG
Matthew Siman	EE	ENG
Sheila Subramanian	Student	BA
Richard Walker	H & PE	A&S
Robert Wolanin	Management	BA

AD HOC COMMITTEE ON UNCONDITIONAL ADMISSION

James Ameduri	Student	BA
Terry Deiderick	Marketing	BA
Joseph Duda	Advisor	CAST
Steven Gardner	ET	CAST
Louis Hill	Ad & Sec ED	ED
William Livosky	Director	ADM

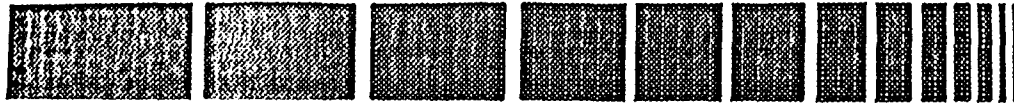
AD HOC COMMITTEE ON UNCONDITIONAL ADMISSION (Cont.)

Gratia Murphy	English	A&S
Roman Rudnytsky	Music	F&PA
Matthew Siman	EE	ENG
Bernard Yozwiak	Dean	A&S

SENATE EXECUTIVE COMMITTEE

TBA		CAST
TBA	Student	
Jack Bakos	CE	ENG
Peter Baldino	Foundations	ED
Joseph Edwards	Music	F&PA
Larry Esterly	Pol Sci	A&S
David Sweetkind	Dean	ADM
James Tackett	Acct & Fin	BA
Duane Rost	(Acting Chair Till New Chair is Elected)	

Excerpt from the FAC report: "The Role of Faculty in Enhancing Minority Access & Success in Ohio Postsecondary Education



APPENDIX C

Preface

The Faculty Advisory Committee (FAC) to the Chancellor of the Ohio Board of Regents was formed in 1969 to advise the Chancellor on matters of interest both to him and to our respective public postsecondary institutional faculties. Over the years, the FAC has made some noteworthy contributions to Ohio postsecondary education. A recent one was a careful analysis of the draft copy of the Master Plan. FAC had some influence upon its tone and emphases.

In the spring of 1988, the FAC began its current focus on the faculty role in enhancing minority access and success in Ohio postsecondary education. Next steps included preparation of a 309-page background document plus a 36-page summary of the larger document. In October, 1988, with funding from a small grant by the Ohio Board of Regents, the FAC held a two-day workshop at Roscoe Village on the role of faculty in enhancing minority access and success. A structured agenda focused on those activities that the FAC members believed were particularly appropriate for faculty attention.

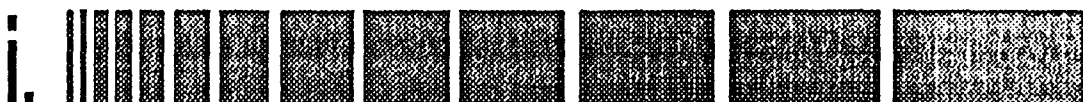
Subsequent activities have included a state-wide survey of Ohio higher education activities in minority affairs and a draft report of the retreat outcomes. This report concludes the FAC's initial activities. An implementation retreat is planned for fall, 1989, and further needs and steps are expected to grow out of both this occasion and subsequent discussions.

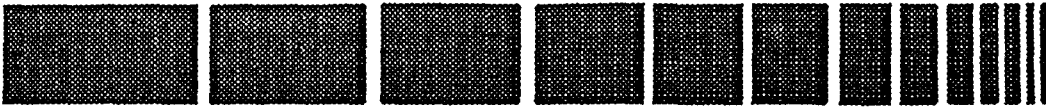
Special acknowledgement is given to Dr. Nancy M. Rudd, Secretary of the University Senate, The Ohio State University, for synthesizing the four reports from the Roscoe Village Workshop, to Dr. Jeanne Ballantine, Chair, Department of Sociology, Wright State University, for conducting a January 1989 survey of minority access and success in Ohio public postsecondary institutions (Appendix A), and to Ms. Cynthia Traylor, Ph.D. student in higher education administration at Ohio University, for preparing a background report for the Roscoe Village Workshop as well as providing valuable assistance in many ways. Appendix B lists 1988-89 FAC members.

The FAC activities have occurred in the important context of a supportive and positive Chancellor and staff of the Ohio Board of Regents. Their 103-page document on Student Access and Success in Ohio's Higher Education System provides a comprehensive and practical yet sophisticated backdrop for our efforts.

Richard I. Miller
Professor, Higher Education
Ohio University

1987-89 Chair, FAC.





Special Needs of Minority Students

In order to identify appropriate faculty roles in enhancing minority access and success, it was first necessary to identify the special needs and problems that members of minority groups have in both moving into higher education and in successfully completing a program or degree. These needs and problems affect both admission and retention, and they include:

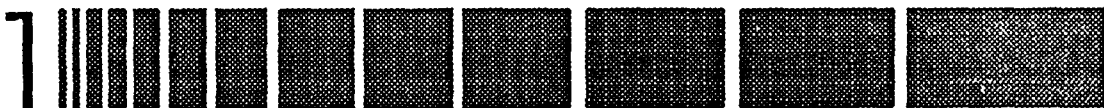
Inadequate academic preparation. Deficiencies are experienced most frequently in mathematics, English, and the sciences. They often result from inappropriate counseling or choices made in high school and can result in placing some possible careers, such as those in science or mathematics, effectively out of reach. Even high-achieving minority students may be counseled inappropriately because of racial stereotypes or may simply not be counseled at all (along with majority students) because of a lack of adequate counseling staffs in secondary schools. Those with average or below-average academic records and test scores may not be advised to even consider and prepare for higher education nor recruited by institutions of higher education.

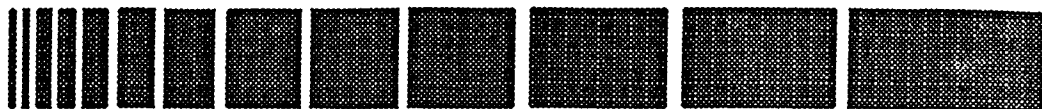
The deficiencies also impact postsecondary institutions which have to commit major resources to developmental studies. When the students complete remedial work, they often feel penalized; they are frequently out of sequence in starting their credit course work and, therefore, find their academic progress slowed even further.

Inadequate financial aid. Sufficient financial aid to cover the cost of an entire year of college must frequently be pieced together from a variety of sources. In addition, minority families often do not have information on what financial aid is available and how to apply for it. One admissions officer at an Ohio university noted that some parents of minority students are unaware of the need to file IRS forms in January or February in order to show eligibility for financial assistance. This lack of information about the necessary steps may preclude college assistance.

While financial considerations may inhibit college application or enrollment, term-to-term or year-to-year uncertainty with regard to the means of financing an education can adversely affect retention.

Overall fear of failure and isolation. Not only do minority students fear academic failure, but also they face and fear the unknown. These unknowns include the extent to which the campus environment is comfortable and supportive or is a hostile setting in which minority students are socially isolated and academically stereotyped. How comfortable and suppor-





tive a campus is perceived to be by potential minority students affects the success of efforts to recruit minority students to that campus. In the area of retention, both the fear of failure and the isolation experienced by students after admission are impediments to successful completion of a program or degree.

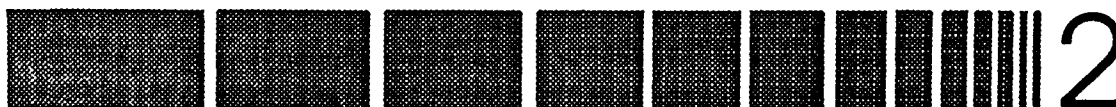
While recruitment strategies have been in place for a longer period of time, the added presence of black individuals in high-level, highly visible positions seems to have enhanced the perception that the campus is a place where blacks will be successful. One Ohio campus where three black professionals were hired as deans has experienced a 19 percent increase in black enrollment over the last two years.

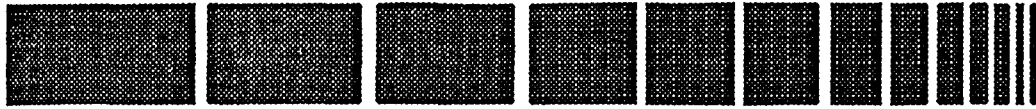
Lack of family support. Minority students who are first-generation college students often have few or no role models. Family members traditionally have had a high regard for education, but many feel that college is not a viable option in view of pressing, more immediate problems such as "making ends meet." Enrolled students may experience lack of understanding and support from their families for the particular challenges they face as college students. They may also find that they are expected to continue to shoulder their share of family burdens at the expense of their academic work.

Loss of credits during transfer process. Minority students are more likely to begin college work at a local two-year college than at a four-year institution. When they seek to transfer to a four-year institution, they may become discouraged when they, like other students seeking to transfer, find that some of their two-year college credits either will not transfer or will transfer but not fulfill desired degree requirements.

Differences in learning styles compared to majority students and faculty. Minority students are more likely to use a relational style of learning which focuses more on an affective rather than cognitive approach. Along with many others, minority students may have difficulty maintaining interest in subject material where relevance is not evident or made evident, or in functioning in learning situations where there is little or no personal interaction.

The implications of these special needs and problems of minority students for both institutions of higher education and their faculties are many and diverse. They include the need to modify recruitment strategies, the desirability of developing appropriate interpersonal skills in faculty and staff, and the assurance that a critical mass of minority role models is present in an institution's faculty and administrative structure. Specific ways in which faculty can assist in these efforts follow.





Faculty Involvement in Enhancing Access

Workshop participants indicated that faculty, particularly at four-year institutions, have not typically been involved in undergraduate recruitment and admissions activities and that the potential for involvement is perhaps less than in other aspects of access and success because it involves considerable off-campus activity. There are a number of viable institutional activities that include faculty participation:

Faculty can help identify academic deficiencies and suggest developmental courses prior to college entrance by: a) conducting presentations in high schools on study skills; b) encouraging potential students to enroll in developmental studies courses and/or to begin courses in regular college sequences prior to the beginning of their freshman year in order to ensure that their transition to college student status is a smooth one.

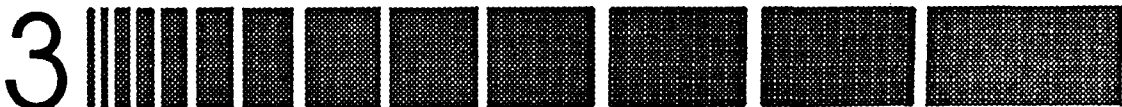
Faculty can be involved in community outreach efforts, such as making contacts with ministers and churches, the object of which is to provide admissions information and to otherwise educate families on how to negotiate the process of moving into higher education.

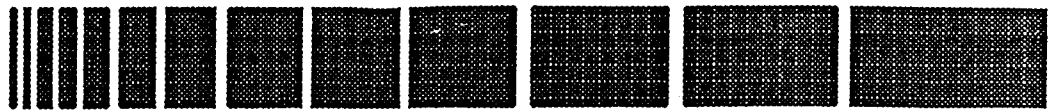
Faculty can participate in direct contacts with families for the purpose of explaining the benefits of a college education, and guiding them on how to counsel children, how to budget for college, and how to seek admission and financial aid.

Faculty can become more active earlier in assisting the admission process. For example, professors could advise minority students about areas of expressed career interest.

Faculty can become actively involved in the development of articulation agreements between two-year and four-year institutions in order to increase the attractiveness of transfer to a baccalaureate-granting institution.

In engaging in these activities, faculty should seek to promote higher education as a general goal and be willing to recruit students for programs other than their own (or even for institutions other than their own) rather than taking a narrow, self-serving perspective. Visible involvement of minority faculty in these activities will increase the credibility of the message which is communicated.





Faculty Involvement in Enhancing Retention

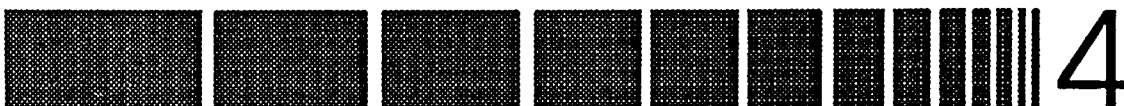
Faculty directly influence the retention rate of minority students, whether consciously or unconsciously, and the primary focus of efforts should be to assure that the impact of faculty activities on retention is positive rather than neutral or negative. The following activities illustrate ways in which faculty can help improve the minority student retention rate.

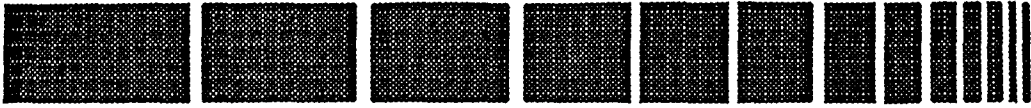
Faculty can serve as mentors to minority students. Mentoring involves a commitment to specific students to provide academic and, in some cases, personal counseling beyond that provided to advisees in general. It involves sensitivity to the special needs of the student and a willingness to be viewed as a person who will be there when needed. The mentor helps the students understand how to negotiate the system, manage both successes and failures, and interpret experiences in a positive rather than a negative way. The mentor also serves as a referral service when the student needs more specialized help than the mentor can provide.

Mentoring programs at several Ohio institutions emphasize pairing black faculty and staff with black students. The value of a common race or ethnicity was discussed. Some institutions may, in the short run, lack sufficient minority staff and faculty members to meet the need for mentors or say that heavy mentoring responsibilities interfere with achievement of individual professional goals for these individuals. Compatibility of mentor and mentee is important, and mentor empathy and a sincere desire to help are more important than race or ethnicity.

Faculty can work on developing personal attitudes and behaviors which contribute to a comfortable environment for minorities. Faculty, who are predominantly white and largely from upper socio-economic groups, may lack experience working with minority groups and may be as likely to hold racial stereotypes as any other majority subgroup. They may lack understanding of the viewpoints and personal styles of minority group members and thus may inadvertently communicate messages to minorities which have a negative impact on retention or academic achievement.

Faculty can assure that serious efforts are made to increase the number of minority role models among faculty and staff. Faculty often have the primary influence in the selection of new faculty members, thus they have considerable control over the extent to which faculties remain white. Lack of minority role models not only discourages enrollment of minority students, but also has an adverse impact on retention. Further, the presence of minority faculty assists in breaking down racial stereotypes which may be held by some faculty.



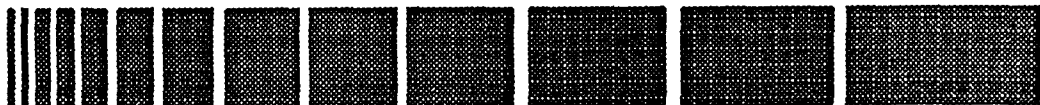


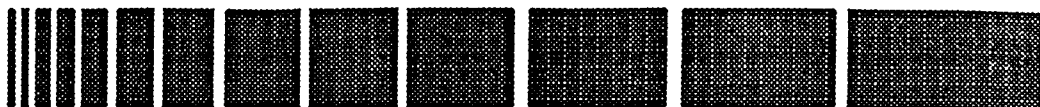
Barriers to Faculty Involvement

Workshop participants discussed three kinds of barriers to greater faculty involvement in efforts to promote recruitment and retention of minorities in higher education. These were lack of knowledge, negative attitudes, and lack of reward.

Lack of knowledge about minorities and negative attitudes can include racial stereotypes that may lead faculty either to interact in a negative way with minorities or to avoid them altogether. Since faculty interaction with students undoubtedly determines student satisfaction with an institution, especially for students lacking self-confidence, such knowledge and attitudinal barriers need to be reduced where they exist. Institutional efforts to promote access and success will achieve little if minority students' interactions with faculty in and out of the classroom make them feel unwanted or unimportant.

At many, if not most, four-year institutions, the reward structure emphasizes research productivity. Although the extent of the research emphasis varies widely among Ohio's four-year universities, young faculty members generally know that added time that is spent on teaching and advising activities is unlikely to be rewarded, and, indeed, they may be punished to the extent that research productivity is reduced as a result of these activities. At two-year institutions, heavy teaching loads tend to inhibit faculty members from assuming additional responsibilities.





Recommendations for Change

Both administrators and faculty members need to make minority access and success a grassroots effort that has vigorous and consistent support from senior administrators.

Workshops and other activities promoting multicultural *understanding* are recommended for all faculty to enhance faculty awareness of cultural differences among racial and ethnic groups in matters such as learning styles, styles of argumentation, and values. Workshops also should create social situations in which positive attitudes and behaviors toward minorities can be promoted. Special efforts may be needed to ensure that participants in such programs are not those who are least in need of such programs.

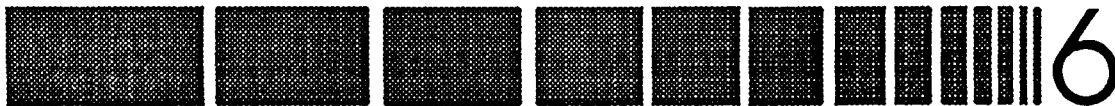
Improving routine interaction and providing "one-minute" messages of encouragement to minority individuals and groups can greatly facilitate understanding and reduce stress. Some other ways in which faculty members can assist in promoting minority recruitment and retention require considerable time, and changes in the reward structure can be significant in these circumstances.

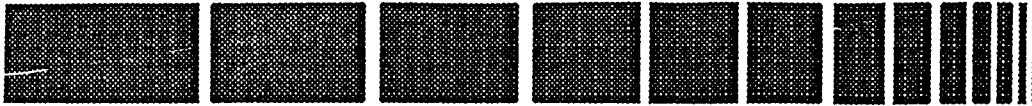
The faculty reward structure must be changed to accommodate mentoring and other extensions of teaching and advising activities or many faculty members will continue to avoid taking on these roles. Workshop participants suggested the following ways in which faculty members can be rewarded for involvement in minority access and success activities:

- 1) Faculty can receive compensatory professional load adjustments for participation in recruitment and retention. Faculty committing a relatively large amount of time to such activities could be assigned appropriate administrative titles with an attached time allocation.
- 2) Faculty teaching developmental studies can be paid better or offered longer-term contracts. In some institutions, development of special tenure-track appointments for such faculty may be appropriate.
- 3) Faculty efforts and success in minority recruitment and retention activities can be an acknowledged component of merit salary increases and promotion and tenure decisions.
- 4) Faculty efforts and success in minority recruitment and retention activities can be recognized through formal award programs. However, such awards, by themselves, are unlikely to motivate individuals to engage in the desired behaviors.

Most of Ohio's public postsecondary institutions have adopted similar goals of minority recruitment and retention; however, little meaningful faculty involvement is evident in many settings. The success of recruitment and, more particularly, retention activities are needed both to motivate faculty to become committed to these activities and to reward them for their participation.

Faculty members may be the missing link to greater minority access and success. We have admissions involved, student services involved, and now it is the faculty's turn to exercise its very considerable wisdom and influence.





Some Concluding Thoughts

The campus plan for increasing minority student participation and success in higher education should be long range -- 5 to 10 years, with built-in checkpoints for evaluation. An early academic warning system should be available for all students.

Piecemeal efforts of one or two institutional units will be less effective than coordinated campus-wide efforts based on a holistic model; however, all positive steps, even if small ones, should be encouraged and supported.

The campus plan should be flexible, and it should address those activities that are timely, relevant, and manageable.

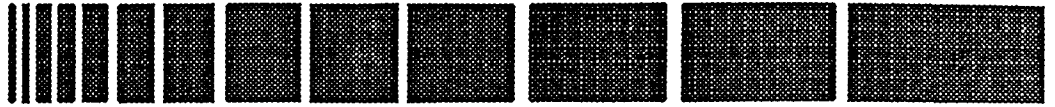
The campus plan should be able to operate and expand through its own internal allocation and re-allocation of human and material resources. The addition of external resources would enlarge the scope of the program, but to have long-term viability, it should not be dependent upon external funding.

On every campus, some opposition to enhancing minority access and success can be expected. Some opposition may be due to bigotry, some opposition may be to the plan itself (it may be a poor plan), and some opposition may be to the plan's sponsors. It is important to remember that not all opposition is of the same nature.

Faculty members are not presidents, provosts, deans, or directors, but they are at the heart of the collegiate enterprise, providing continuity, stability, and wisdom. The role of the faculty should focus on those things that the faculty is able to do. Some activities should be collaborative, and some activities should be left to others. Faculty members can, and should, serve as catalysts for improvement.

Efforts to recruit minority students must begin in the elementary and secondary school years. These efforts need to be state-wide with state institutions working together, not in competition for students. While individual FTE counts are important to individual institutions, the individual and the state of Ohio benefit with each early discovery and support of minority talent.





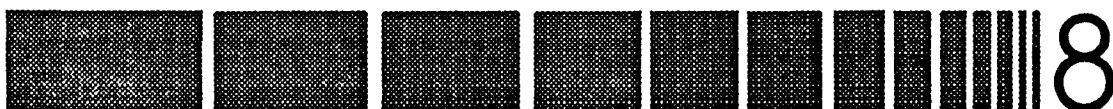
Some Next Steps

The Faculty Advisory Committee is planning a fall retreat to focus on implementation efforts, and to involve campus academic leadership.

Wide dissemination of this report to Ohio faculty members should extend and deepen the dialogue.

The FAC would like to encourage private foundations and others to provide funds for mini-grants to enhance minority access and success.

The FAC encourages comments on this report, ideas for implementation, and short- and long-term strategies for improving minority access and success.



10/04/89

ACADEMIC SENATE, 1989-1990

ENGINEERING

At-Large

Duane Rost
Jack Bakos

Departmental

*Dilip Singh, Chemical Engineering
*Javed Alam, Civil Engineering
**Philip Munro, Electrical Engineering
**Wade Driscoll, Industrial Engineering
**Hyun Kim, Mechanical Engineering

FINE AND PERFORMING ARTS

At-Large

Frank Castronovo
Mike Crist
Joseph Edwards
Darla Funk
Lawrence Hugenberg
Tedrow Perkins
James Umble

Departmental

**Elaine Glasser, Art
**Les Hicken, Music
*Dan O'Neill, Speech and Theater

STUDENTS

At-Large

John Powell
Karen Beal
Bernadette Martyak
James Michael Gordon
Craig Shumacker
Claudia Billy
Diane Coandle

School/College

Dirk Hermance, Education
Dawn McCombs, Performing Arts
Paul Geise, Business
CAST
Jonathan Bryan, Arts and Sciences
Engineering

Ex-Officio

President, Student Government
Vice President, Stu. Govt.
Second Vice President, Stu. Govt.

ADMINISTRATION

Bernard T. Gillis
Bernard Yozwiak
Victor A. Richley
James Cicarelli
David P. Ruggles
George E. Sutton
David Sweetkind

Taylor Alderman
David C. Genaway
Sally M. Hotchkiss
Gordon E. Mapley
Charles A. McBriarty
Alfred W. Owens
L. Allen Viehmeyer
Harold Yiannaki

*First year of two-year term
**Second year of two-year term

senrostr.899/senate8990

ATTENDANCE SHEET

Academic Senate, 1989-1990

DATE: 1/04/89

APPLIED SCIENCE AND TECHNOLOGY

At-Large

Jean Aboul-Ela
Ralph Crum
Kathylynn Feld
Patsy McCarthy
Pam Schuster

PAC
pmc
LS

Departmental

**Janet Boehm, Allied Health
*Virginia Phillips, B.E.T.
*Joseph Waldron, Criminal Justice
**Abdul Aziz, Engineering Technology
**Mary Beaubien, Home Economics
*Sharon Phillips, Nursing

JW
mp
SP

ARTS AND SCIENCES

At-Large

George Beelen
Frederick Blue
Paul Dalbec
Hugh Earnhart
Larry Esterly
Ikram Khawaja
Gratia Murphy → YM
Lowell Satre
Thomas Shipka
Ronald Tabak

GB
FB
PD
HE
LE
IK
GM
LS
TS
RT

Departmental

**James Karas, Biology
*Friedrich Koknat, Chemistry
**Clyde Morris, Economics
*Sandra Stephan, English
**Melissa Smith, Foreign Languages
**Thomas Maraffa, Georgraphy
*C. Earl Harris, Geology
**Joan Wagman, Health & Physical Educ.
*William Jenkins, History
**Richard Burden, Math and Computer Sci.
*Linda Tessier, Philosophy & Religion
**Warren Young, Physics and Astronomy
*George Haushalter, Political Science
**Ahalya Krishnan, Psychology
*Guido Dobbert, Sociology, Anthropology,

JK
FK
CM
SS
TS
TH
CEH
JW
WJ
RLB
LT
WY
GH
AK
GD

BUSINESS ADMINISTRATION

At-Large

Dennis Bensinger
Gregory Claypool
James H. Daly
Donald Hovey
Clement Psenicka
Jane Reid
Eugene Sekeres

DB
GC
JD
DH
CP
JR
ES

Departmental

**Inez Heal, Accounting
**Rama Krishnan, Management
*Donald Mathews, Marketing

IH
RK
DM

EDUCATION

At-Large

Susan deBlois
Philip Ginnett

SdB
PG

Departmental

**Janet Beary, Elementary Education
*James Pusch, Foundations
*Lawrence DiRusso, Guidance & Counseling
**Donna McNierney, Administration & Sec.
*Special Education

JB
JP
LD
DM

+ Effective:

September 30, 1989

* First year of two-year term
** Second year of two-year term