Present: Maria Allison, Anthony Brazel, John Brock, Tannah Broman, Harvey Bryan, David Burstein, Charles Colbourn, Beth DiFelice, Pat Etter, Sarah Duerden, Tony Garcia, Milt Glick, Deirdre Hahn, Steve Happel, Peter Haynes, Roger Hutt, Jane Humble, Doug Johnson, Robert Keim, Barbara Kerr, Gary Kleemann, Pauline Komnenich, Anne Kopta, Susan Mattson, Mike Mayer, Paul Patterson, Alvin Post, Sharon Robinson Kurpius, Anne Sebren, Bill Simmons

Substitutes: Julie Johnson, Vice President, USG for Sophie O'Keefe-Zelman, President of USG, and Jackie Martinez (sub for Dan Canary)

Guests: Barbara Crowe, Paul Estes, Jerry Jakubowski, Provost, ASUE, Sandra Marsh, Administrative Associate, ASUE Academic Services and Programs, Michelle McGibbney Vlahoulis for Mary Fonow, Women's Studies

Records of absences will be kept in the Senate Office this spring.

1. Call to Order

The meeting was called to order at 3:45 p.m. by Senate President Barbara Kerr.

2. Action on Minutes

The minutes of the December 6, 2004 Academic Senate meeting were approved as circulated, without objection. Send any corrections to darby.shaw@asu.edu.

3. Announcements and Communications

3. A Senate President's Report (Barbara Kerr).

Barb Kerr introduced Provost of East Campus Jerry Jakubowski to make announcements.

Provost Jakubowski: I want to welcome you to the ASU East Campus. First of all I want to thank all of you for providing me with the opportunity of saying a few words to you today and I promise to be brief. I would like to say that I am a former chair of a faculty senate at the University of Toledo; I served on the Executive Committee of that Senate for many years, so I know the important work that this body is doing for the university. I know it is important work; it is hard work and time consuming. Let me just say thank you then to all of you for taking the time from your busy schedules to play an active role in the entire governance process of Arizona State University. As you know, I am somewhat new to ASU. I started as Provost on this campus in August and what I would like to do is take a few minutes to share with you how we got to where we are today and to then look ahead a little bit as to where we are going to be heading from here.

As you know, we are in the process of transforming ASU East into a Polytechnic Institute, and what does that exactly mean? I will touch upon that in a few minutes. Soon we will be called ASU at the Polytechnic Campus. We are located on the former Williams Air Force Base. Even though I have only been with the university for five or six months, I find it amazing when I look at the transformation that we have gone through in taking this from an air force base to an academic campus. In order to get to where we are today, we had to renovate a lot of
the existing air force buildings and convert them into classrooms, laboratories, and faculty and administrative offices. Right across the way we have two former air force barracks and we have converted them into faculty offices. From the outside they still look like barracks but it is what is on the inside that counts. On the inside they are lovely and functional. The faculty and staff that are housed at these former barracks are very pleased and happy with what they have. We have taken the former commissary that the Air Force had and converted that into our Technology Center. The Technology Center houses what we call our Microelectronics Teaching faculty where students can learn the design and the manufacture of integrated circuits. One of the latest renovations that we have done to this campus is that we have taken the former Air Force Base Exchange and we have converted that into a classroom building, primarily for the Morrison School of Agribusiness. If you go inside that building it is really quite phenomenal; again, from the outside it looks like the old Base Exchange, but it is what is on the inside. The inside is loaded with the latest technologies and beautiful facilities. We have a pre-veterinary lecture hall inside, we have a golf-swing analysis lab, we have some new biological science labs, and an excellent teaching auditorium. So, it has really gone through quite a transformation. This building that we are in today, the Union 2 building, is our new student union. The union opened in August and this is really the first new building for this campus. We are really excited about having this new building and it has made quite a difference. Students, faculty and staff now have a place where they can congregate and have lunch and meetings together, and other functions. We have gotten to the point, however, that for all intents and purposes all of the buildings that can be renovated have been renovated. We have another one or two that are slated for renovation and you might ask, what about all these other buildings? All the other buildings that we have on campus are just beyond renovation. As you know, President Crow conducted a comprehensive development plan for all of the campuses, and for this campus, for all intents and purposes it really requires that all of the existing buildings be torn down and all new buildings be put in their places. Of course that will take several years, but we have gotten to the point where we have completed all of the renovations and we will need to start looking at constructing new buildings in order to meet the demand we have for increased numbers of students, the associated faculty that we are going to need to support the programs, and the staff support that goes along with that.

Let me tell you a bit about where we are headed; what are we going to be doing in the future. As we transform the East Campus into a Polytechnic Institute, let me say that we currently have three colleges or schools on our campus--the College of Technology and Applied Science, the Morrison School of Agribusiness and Resource Management, and East College. East College really serves as our College of Professions, Arts and Sciences. In the College of Technology and Applied Sciences we offer programs in Aeronautical Management & Technology, Electronics, Engineering Technology, Information Management & Technology, Mechanical and Manufacturing Engineering Technology, Computing Studies and Engineering. The engineering program is new and we will be launching that in fall of 2005. In the Morrison School we offer bachelors and masters degrees in pre-veterinary medicine, professional golf management, golf and facilities management, agribusiness, food marketing, international business and e-commerce, and food science. In our East College, as I said, it is our college of arts and sciences, we offer programs in applied biological sciences, applied psychology, business administration, elementary and secondary education, human health studies, multi-media writing, nutrition, nursing, and interdisciplinary studies. So, when we move into transforming this into a polytechnic, what exactly does that mean? What we are trying to do is offer professional technical programs that refer graduates to move directly into careers and become leaders in their professional, public and personal lives. We want to emphasize learning by doing, and I think that is really the thing that sets us apart. That is the thing that makes us a polytechnic.

In order to accomplish our mission, we are going to have to offer programs that integrate practical and theoretical study; we are going to emphasize learning by hands-on activities, problem solving, project-based activities, laboratories and work experience. We are going to have to have programs where education is based solidly on the liberal arts and sciences; research data emphasizes applied subjects and solutions to problems, an enhanced culture that values ethics, diversity, creativity, engagement and participation in the public community, and work experiences. Let me just say to you that when this campus opened in 1996, we had a little over 1,000 students and in Fall 2004 we had 4,000 students. There has been rapid growth and that rapid growth has
continued to develop. As you know, from the contents of the delta plan, that plan calls for East Campus to grow to 15,000 students.

Some of the short-term plans for this campus include that we are going to have to roll out some lower division courses. One of the things that we are working on is developing a polytechnic core. By the polytechnic core we want to make sure that all of the students that graduate from this campus have got a common set of core courses. We are thinking about having some kind of an introductory course such as the impact of technology on society. We are looking at having a capstone course where students can synthesize all the material that they have had over their four-year experience. And of course, we will have some courses in between, probably a course on ethics or the integration of ethics into the curriculum. We are going to be launching an engineering program in Fall 2005 and we would like to expand our business programs and form a college of business. We would like to launch a PhD program in physical activity and nutrition and wellness, perhaps looking at a PhD program in Agribusiness. We are looking at expanding our education programs. Our education programs are just really taking off. There is a lot of interest in that area and so, we are also looking at forming a college or school of education. We have two very popular programs that attract students from all over the country. We have a golf management program that is sanctioned by the PGA; it is only one of 15 programs that exist in the United States. That program draws students from all over the United States. We also have a flight-training program for training students to be pilots. That likewise attracts students from all over the country. When you look at our freshman enrollments, over 50% of all of our freshmen are enrolled in just those two programs. One of the things that we are going to have to do is to roll out some lower division courses in order to attract freshmen into some of the other programs, but let me quickly touch upon the golf management program and the flight program. The golf management program has a unique golf driving range that is supporting that program. The whole idea is that students need not only to learn how to play golf but they also need to learn how to manage a golf program, the business of golf. They also have to know how to teach other students how to play golf. So, we have opened up a golf driving range for these students. Part of it, the golf driving range itself, is 400 yards long. The students use one part and the other part is actually open to the public and the part that is open to the public has a pro shop. Again, the whole idea of this is that the pro shop is going to be operated by the students so that they can learn what it is like to be in a professional golf business. The flight-training program is being done in cooperation with Mesa Air Lines and they have provided two full-motion flight simulators to us. Each simulator is valued at $14.5 million. The simulators are being made available to our students studying in that program. Those two programs are very popular and recruit students from all over the United States. So, as we develop into a polytechnic we want to make sure that the programs that we are developing are going to have the same kind of interest and appeal, quality and with equipment and facilities that the professional golf program has and the flight-management program has. The ultimate goal for this campus as we turn into a polytechnic is to create a campus that has nationally distinctive programs that can be offered in the way that they are delivered. So, with that I will close, and let me just say that we appreciate you taking the time to drive out to the East Campus. The faculty and staff that are located here are certainly pleased and happy to be here. We are proud of the programs that we offer and we are looking forward to the further development of this campus into a polytechnic. Thank you for the opportunity to say a few words to you this afternoon.

**Senate President Kerr:** Thank you so much, Provost Jakubowski, and it is nice to be here and see this plan in motion. I will be yielding to Steve Happel next because he cannot stay long, but he has some important business regarding academic integrity to cover. Also, in our other reports today, we will be talking about the creative compensation committee which has had its first meeting with President Crow and with Provost Glick, and we had some ideas that we will be glad to share with you today. Second, we are moving forward on a plan for university governance, and Paul and Bill can talk with you about that. Third, I am concerned because we seem to have stalled a bit on the Health Care Task Force. So, I am committed this week to find out what has gotten the truck stalled and what we need to do to get it going again, and then we need to get some people pushed out of the mud—what that means is that the committee has not met yet this semester and it is time for us to get rolling on that so that by the end of the semester we can make some progress toward a new conceptualization of health care. Finally, the Assembly breakfast is tomorrow, and I hope you are all attending and that you have gotten your colleagues to attend also. Directly after this meeting go home and get a good night's rest because you will need to get up again at 5:30 a.m. tomorrow in order to make it to the Academic Assembly Breakfast at
7:00 a.m. What I would like to do now is yield the rest of my report time to Steve Happel who for this last semester has been working with the Student Affairs Committee to create these resolutions that you have before you on academic integrity (Senate Resolution #10 parts A and B). The idea here is to increase the value of ASU degrees by giving assurance to our students that other people cannot get that degree easily through skirting the requirements for graduation by cheating and plagiarism.

**Senator Happel:** Let me just quickly summarize what we did in the committee. I do not know how many of you have encountered significant cheating in your classes. I teach large classes of 300 and 400. My daughter took my class a couple of years ago and although I used three and four versions and mixed the exams and threatened death, etc., she told me, Dad, you cannot believe the amount of cheating that goes on in the classrooms. So, if you read a work by the Center for Academic Integrity at Duke University, it says that cheating is rampant across the campuses in this country, and even military academy cannot seem to stop it. Over the last year, in my various classes I have asked students to write a response to me on this article and I have gotten over 1,000 responses from the students telling us a number of things. First, they indicated that cheating is rampant in the high schools so they are already coming in well trained. They are accustomed to it and many of the students consider various types of cheating no worse than let us say minor traffic violations. It is like speeding and it is not that big of a deal. Second, students tell us that the reason they cheat is because they can get away with it. It is relatively easy—at ASU the enforcement basically falls on the faculty member so there is an uneven amount of penalty being handed out. Some faculty deal with it in one way and others deal with it in other ways. The students know they can get away with it. Many times they will simply say, hey, this is the first time it has happened, please let me go, it will never let it happen again, when we know that is really not the case usually. Students tell us they cheat because they can do it. Everybody else is doing it, they say. Quite interestingly enough, they say that if we increase the penalties for cheating, so, we really do things like putting their faces on the Jumbo Tron at halftime at the football game if they are caught cheating, things like this, that they would just become more effective cheaters, and if we really followed it up then as the administration and a faculty, we would be ridiculed. So, as individual faculty have to deal with it, you can see the issues at ASU, and it is no different here than at any other major state university. All kinds of universities are dealing with this. In the fall semester the Student Faculty Policy Committee took this up. It consists of six faculty senators and the president of the undergraduate association and various administrators, the Dean of the Office of Student Life, and we asked Nancy Tribbensee from the Office of General Counsel to join our discussions too, since she is an expert on cheating. We talked to the students extensively. And in the end, here are the resolutions we came forward with, and then I will be glad to comment on them and you can ask me questions.

Both resolutions were read into the minutes: "Whereas all universities face ongoing issues of academic integrity versus dishonesty, cheating, plagiarism, deception; whereas new technology (cell phones, other electronic devices) make testing ever more difficult; whereas written responses by ASU Tempe undergraduates confirm that cheating is widespread on campus; whereas ASU strives for the highest standing as a renown teaching institution, and whereas ASU seeks ethical behavior and individual performance from its students, be it resolved that the institution will step up efforts to enhance a culture of academic integrity, one that is highly valued by students, faculty and university administrators and respected by the community at large.

I have gotten feedback. Bob Keim is here and his first question was "Why is it academic integrity versus dishonesty? Why isn't it in the first sentence "academic integrity and dishonesty"? That is fine with me, Bob. The issue I have gotten from Bob and others on campus is that maybe this ought to be worded even stronger. We do not like things the way they are, we know it goes on, so we want to deal with it in some way. We want to change the culture. Therefore, we did resolution 10B.

**Senator Allison:** I just want to ask a question about the first part of the resolution. There is a phrase in there that seems to me could be stricken very easily and not distract from the power of the statement—that is the phrase "whereas written responses by ASU Tempe undergraduates confirm that cheating is widespread on campus"—it is written in a very negative tone and it makes it specific to Tempe and it doesn't add anything.
Senator Happel: All that I wanted to make clear is that we went out and talked to a lot of students about this and it was not something where it was a few students who said, cheating is rampant. We are getting proper feedback, but I would be glad to strike that statement as a friendly amendment. Bob, did you want to add anything based on what we have talked about?

Senator Keim: I just thought that the phrase "step up efforts to enhance" -- rather just indicate that the value of culture is academic honesty would be better.

Senator Happel: Do you want to make that resolution, or do you want me to go over the second resolution?

Senator Burstein (for Parliamentarian): The question is do you want to propose an alternate wording?

Senator Keim: Yes, I would like to change the word "versus" to "and," in the first line, and take out the word "Tempe" and say "ASU students" and then say "be it resolved that the institution highly values a culture of academic integrity."

Senator Happel: "And one that is highly respected by the community at large." (Senator Keim: Yes.)

Senate President Kerr: Did you want to make that as a motion?

Senator Allison: I still have concern about that statement. You say that we can put this on the ASU Web site; it makes it sound like cheating is rampant throughout this university. I think we have a problem but a lesser one. I would like to move that we formally consider striking that phrase.

Senator Burstein (for Parliamentarian): First we must consider Dean Allison's motion. All those in favor of removing that phrase, say aye. (passed)

Senator Happel: Bob, now coming back to you, is what we have said sufficient on your motion. Please reread your request.

Senator Keim: Change the word "versus" to "and" in the first line. Then the "be it resolved" portion would read "that the institution values a culture of academic integrity, one that is highly respected by students, faculty and university administrators and the community at large.

Senator Burstein (for Parliamentarian): All those in favor of those modifications, please say aye. Opposed? (passes)

Senator Happel: This past fall a number of academic advisors on campus led by Barbara Colby and Nancy Tribbensee were involved, as well as Deborah Sullivan from the Office of Student Life, and some of you may have seen the brochure. It is a small orange pamphlet about cheating on campus that they gave out at freshman orientation.

Senate President Kerr: We also gave it out at the Senate meeting.

Senator Happel: Keep that in mind. If the freshmen are now hearing about it from the advisors during orientation, here are what various kinds of cheating are, we do not like it, here are the possible penalties, etc. Then in talking to the students and asking them point blank what is the best way to reduce cheating, particularly in the large classes as I have done, they said multiple versions of the exam and many proctors is the best ways to reduce cheating. Many proctors are the best way to reduce cheating according to a huge numbers of students.

Therefore we have resolution 10.B: In order to enhance a culture of academic integrity, be it resolved that the brochure on academic integrity is widely distributed and discussed with all incoming freshmen and
transfer students, then signed and kept by the students; up to the moment anti-plagiarism software is readily available for all faculty wishing to use it; a university-wide pool of graduate student proctors is established so that large classes have extensive proctoring for exams; and the degree of assistance for faculty confronting issues of dishonesty by the Office of Student Life and college units be more widely understood and utilized.

This came up in the last Academic Senate meeting, and some faculty say, but I just do not know what the college will do for me on cheating. We want to make sure that the freshmen and incoming transfer students hear about cheating, and we want to make sure faculty know what is going on. We think that proctoring will help and we envision something like the sign language proctor pool--you would call up to the proctoring center and say--I have an exam in Econ 111 next week and I will need seven proctors. You would have a professional group of proctors, graduate students, who would be trained in some way so they would be alert to cheating, etc. ASU East and West have anti-plagiarism software, so you can plug in some sentences from things that students write and it will search to see if it has been written before. We want to do that too. Just in general, we want to make faculty more aware of how they are "protected" because a lot of the reason that faculty do not bring cheating more strongly to the floor is the fact that they are often being accused. We do have a lot of stuff going on campus to stop cheating and people are not aware of it, but these will be some marginal improvements.

Senator Allison: I have serious concern about creating a pool of graduate students who proctor--I believe this will set them up to be put in extraordinarily difficult situations, taking on the responsibility that belongs with the faculty. I hear that there is cheating--and that some faculty either leave them alone or do not take responsibility for the class in some cases. Now we are going to send graduate students in to an unknown situation to be the campus police for cheating? I just think that puts our graduate students in a terrible position. I think there are other more proactive things that we can do to enforce a culture of academic integrity besides creating a proctor pool. Once there is cheating, then the proctors are brought right into the middle of that and it is a very tough situation.

Senator Happel: Again, what we envisioned was that this is voluntary by our graduate students; it is not that all graduate students are involved in this pool. There is an opportunity to be paid extra money, there will be professional training, it will be made very clear to students taking the exam that these students have been trained professionally. Once you get into cheating, of course, it always becomes a "he said, she said" kind of thing and we do have that to worry about.

Senator Allison: Why didn't we place the onus back on the faculty?

Senator Happel: Again, I can only talk for my colleagues in the Econ Department, but when we talked about this we found we do everything in our power to stop cheating in the large classes and yet the students tell us it goes on anyway. We try, we do multiple test versions, we bring in graduate students to patrol, I do all kinds of things. One of the ideas that we thought about, and actually there was a lot of support from faculty and students on this, would be that we have surveillance cameras in the classroom on the exam days. The problem is that somebody has to sit there and watch the cameras like they do in Vegas the whole time. If you listen to the students, the primary reason they say they cheat is because they can get away with it. It is so easy to do. Are we to throw up our hands and say, we will just let them do it? I agree though completely that there are classes where they cheat because the faculty member basically lets the situation occur. I am open to suggestions. I just know that it is going on no matter how hard we try to stop it. Students tell us that the more proctors the better. The more people are looking over your shoulder, the better off to put a stop to it.

Senator Haynes: You have not said anything about enhanced penalties--is that deliberate?

Senator Happel: We have pretty strong penalties and they are in place. The Office of Student Life, the Office of General Counsel for the University have penalties in place.

Senator Haynes: Isn't there something that could be done further, to attach a note to the university transcript to
say this person was caught cheating?

Senator Happel: You would like to, but it gets very touchy what you put in student files. When you know the XE grade is supposed to be in there, that shows that they failed the course because they cheated.

Senator Haynes: It is a long process though and you have to document it, it takes a lot of time. The bottom line is that we allow people that cheat to still graduate from this university, even when they fail a class for cheating.

Senator Happel: In 2003, Maryann Jennings and I wrote an article for the State Press on cheating and ASASU responded. The students responded with a resolution in which they said--if you are caught cheating the first time, you get the XE grade and you have to do fifty hours of community service, but if you are caught cheating a second time you are kicked out of the university. The university lawyers said that will never fly at ASU for a variety of reasons, but you could come to some kind of resolution that if you are caught X number of times or if you have an XE on your transcript--but as you said, Peter, the university obviously allows people to graduate even when they are caught cheating in a particular class.

Senator Haynes: But doesn't this make all these methods of detection somewhat moot--if there are no consequences that follow, then what have you done?

Senator Happel: That is exactly right. If you do not do something after the detection, then the students are going to laugh at you.

Senator Colbourn: My concern is that I know there are faculty who sit around and do nothing, but the fact of the matter is that someone who comes up for tenure in my department--the one and only thing that is going to be in their tenure file of their teaching record are student evaluations. So, if that is the case, we are telling them that if they want to get tenure they should be popular with their students! It is not popular to tell people they failed the course because they cheated. So, it seems to me that we have to take teaching generically much more seriously than we do, to tell the faculty that they really do have the kind of protections that you indicate they do, because right now it is not that way.

Senator Happel: Yes, the accuser sometimes becomes the accused and is put on trial, sometimes lawyers come into the discussion and before you know, it is off to the races.

Senator Colbourn: There is even sometimes harassment involved. It can be a nightmarish thing and there is a limited amount the university can do to protect faculty, so sometimes people get away with things in the end. That is tragic.

Senator Happel: I agree, I have heard about some of this and it is tragic. Maybe Milt would like to say something here?

Provost Glick: First of all, this conversation in some ways is on point. We need to make sure that cheating is not occurring, but in the second portion of the resolution, it makes it sound like someone from "Mars" is the norm for our students, and I do not believe that. Now, if three percent of our students out of 40,000 students cheat, that is 1,200 students, which is a lot of students, but nonetheless, I do not want to paint the broad spectrum of our students as being dishonest because I do not believe that is the case. So, I think that we need to recognize that the broad spectrum of students doesn't want cheating to go on because it injures them, and I think if the real problem is that when cheating is proven we are not capable of enforcing penalties, then let's fix that problem and let's fix it in a way that faculty feel comfortable doing it. I also believe that--at least when I evaluate teaching--I want more, a lot more, than teaching evaluations. I want to know what they really taught, how the students did, how they performed in the next course, I hope we are doing that. I have never seen an easy teacher get the highest evaluations. I think there are some very tough teachers that get high evaluations, but I also believe that teaching evaluations are one piece in a multi-faceted package that we are trying to put together. I think the problem is that we have processes that do not allow the student or the faculty member to
take the appropriate action to fix things, but let us not paint the broad spectrum that way. I do not have a magic bullet either. This is nothing new, cheating, but I think it is different because technology has dramatically changed the rulebook. We had these same discussions when I was an assistant professor (before the flood). I had one colleague who literally checked IDs on every student as they sat down to take their exam. You may not have time to do that in large classes, but there are things you can do anyway. We need to balance our rhetoric with our actions.

Past President Garcia: I think just to add to the conversation, what Milt is saying and even though this continues to come up, there are some cases where the data will be anecdotal that is produced. A couple of years ago we went through a study in the Senate about classrooms and the ability of having classrooms and the functionality of classrooms. One of the things I would propose is that we need not just use student evaluations of faculty teaching, we need to have faculty complete some statement about assessment—what their goals were for assessment in the class, at what level they were able to do that in terms of each class, and to be able to compile these types of statistics. In the Fulton School, as one example, we have to do this as a part of accreditation where we reflect on the class at the end of the semester, or the beginning of the next semester, to try to look at ways of improving. Unless we do this on a large scale, unless faculty give real detailed information about why they could not do multiple choice tests because there was not enough space between students, or why they cannot seem to proctor, or can they find other ways of assessing the situation and what would they need to do that. Unless we get some hard data on this, the problem is going to be that we will either have statements like "cheating is widespread," or you will hear anecdotal information, and I am not sure you will ever get past this—one group saying that cheating is rampant and another group saying that cheating is not that rampant. That is what I am suggesting, that we have some way of actually documenting whether cheating occurs due to the facility, or is it the faculty, or the people paying attention to the testing, and what is being done at the department level to try to correct the situation.

Senator Burstein (for Parliamentarian): Tony, I would like to hear from the student leaders what they are hearing about this.

USG President Hahn: I agree with what Provost Glick said in that I do not think that cheating is terribly widespread, but I do think the majority of students do not like cheating. If they could feel confident in going to a professor and telling them what another student was doing and that would cause that student to be punished and something definitive would happen, I think that would happen a lot more often. I do not think students are entirely confident that their fellow students would be punished, if that makes sense, if they are turned in. I do not know if that comes from the university system or even in high school. I think all of us experience that in the lower grades. I certainly have been aware of students cheating in other classes, and I have heard students talking about it in elevators in the MU, but I still do not think that cheating is terribly widespread, at least in my experience. From a graduate student's perspective, one of the things that I think about is that by having graduate students as proctors (Dr. Allison indicated her concern on that) in exams and putting the onus of exams and catching cheaters on the graduate students actually reduces the accountability of professors. One of the things that leaped to my mind was that in evaluations, one thing that could be done is to have a question on the evaluation form to ask how this professor dealt with cheating, a, b, c, d, or e.

Senate President Kerr: We have had some excellent suggestions and if you could gather a few more, then Senator Happel can make a motion that adds some of these suggestions to the resolution because they are very good. I want to add one thing; I know that in your discussion we covered that every professor when writing a syllabus should include a statement about academic integrity. I personally would be interested in seeing that put back into the resolution. This could be communicated to the deans and the department chairs and we might be able to get widespread usage by faculty members of at least a statement in every syllabus saying--this is what the university's policy is and this is how that will be dealt with in this class. That would 1) discourage those who were going to cheat and 2) encourage those who want to believe that their course grade has meaning. So, let's take a few other suggestions if there are any.

Senator Etter: I just have a comment. It would seem to me--in fact I have been in several classes where the
professor gave out two different versions of the same exam where everyone around me was doing something different than I was doing and that worked.

**Senator Kleemann:** This past semester I have had two cases of really gross plagiarism, which was very unusual, so this is a topic which is very recent to me, and I spent more time than you would care to know in trying to deal with these two different cases. As a non-tenured person, there are those same concerns. I tried to use the opportunity as a teachable moment and worked with these students, neither one of which knew the other case was going on. The policy issue relates how we deal with this in a proactive way. Punishment may be one of the things, and then there are the lessons learned from the experience. In the end, perhaps a positive evaluation will in fact result for me anyway. I do not know how widespread cheating is or is not, but it certainly does exist. As a separate point, I read this resolution and it seems very Tempe-centered, particularly this last part, and there is an element here of what I would call from the federal government kind of thing, some "unfunded mandates." Requesting, at our East Campus—that we could hire a graduate pool of proctors is not possible, and we do not have an Office of Student Life on this campus either. It has another name. You may want to take a look at how that wording works out among the campuses.

**Senate President Kerr:** Thank you for reminding us that all of our motions in the future must not be Tempe-centered, but in addition your point is well taken with regard to the recency of your own experience here.

**Senator Burstein:** Since I am a senator, I make a motion to table this motion, because I would like the full Senate to vote on it and discuss it rather than just those of us present today. (This motion was seconded by Senator Kleemann.)

**Senate President Kerr:** Regarding this discussion, I was contacted by Vice Provost Jones who is very concerned that if we did not move forward on some resolution at least the part about getting the brochures into every freshman's hands in orientation, which by the way has not happened entirely yet. Her concern was that if we did not take action on this that we were going to lose another semester. Although I do not mind tabling the more general resolution, I think it is important that we consider this today.

**Senator Happel:** I have talked with the vice provost and she said they will just use the same brochures this time that they used last time. They will wait until we act on the resolution after that.

**Senate President Kerr:** So, how does she feel about that?

**Senator Happel:** She feels ok.

**Senate President Kerr:** I just want to make sure that we do not delay too long and in the case that there have been quite a few good suggestions provided, perhaps we could move farther along.

**Senator Johnson:** Point of order to call the question (not debatable).

**Senate President Kerr:** Is there further discussion on tabling the motion? (None)

**Senator Johnson:** I call the question.

**Senator Burstein (for Parliamentarian):** All in favor of tabling the motion please say aye. Opposed? (One nay duly recorded).

**Senate President Kerr:** The resolution then is tabled until the next Senate meeting, February 21 at Main, and I would encourage all of you to go back to your departments and ask for further suggestions. There were some very good suggestions here today that will be reported in the minutes. I would also ask Senator Happel to call a meeting of his committee to attempt to incorporate these changes into the resolution from today, even before the next Senate meeting. Then let us move on to the University Provost's report.
I do think that there are a couple of things we can do to improve our dishonesty case--one is to engage the students in peer pressure and second is to have graduated penalties that we will actually enforce. One of the problems you have is that if the answer to cheating is the death penalty, in the end people tend not to enforce it. What you want are appropriate penalties, which people will do and stand by them. This is really an important meeting today; it is the first time the Tempe Senate has met at East Campus. The East Campus is a part of the Tempe Senate as well as having their assembly. I think it is a very important meeting and I think the turnout is not bad, but it is not what it ought to be and we will have to work on that.

As I think many of you know, we have had a foreign visitor on campus, who unfortunately we found out after he was here had measles. He did not know he had measles when he came here. Anyway, that can be a serious problem particularly for people born after 1956, that is not me by a long ways, and who have not been immunized. We have about 1,500 students that we do not know if they have been immunized. Five hundred of those have been exempted for some reason; 1,000 students simply have not provided proof. We are requiring and we have communicated I am told directly with them that each of those students must either prove they have had immunization or that they have had measles or they must not come to campus for the gestation period. That means that some of you may have students from your college request to miss classes. We need to make sure that we deal with those students in a generous and appropriate way. There may also be some faculty or staff in that same predicament. We would hope that if they had not been immunized they would all be immunized, but there may be some special cases and I am trying to understand what the policy is--right now general counsel is trying to get through that problem.

President Kerr mentioned that the Task Force on Health Care seems not to be moving. I met with Juan Gonzalez, Dean Bernadette Melnyk, the new Nursing dean, Bob Soza, and the director of the Student Health Center last week and told them that there will be action, and that we expect the Dean of Nursing to be the lead person in getting us where we want to be. Our goal will be to be the healthiest campus in the United States and part of that is to have health care services for our students, faculty and staff. We do not know if we can build a business plan that makes that possible, that it is not on paper yet. But we believe we can if we all work together.

I do not know that anyone in this room was here when Professor Starsky was here. Professor Starsky was a faculty member in the 1970s who was released by the Board of Regents for missing a class for a sit-in. His son is now here at ASU, I am proud to say, and is doing very well. Professor Starsky's wife, who is not the wife that he had when he was here, has generously donated all of his papers, which describe this whole incident so that we may have a repository of that event, an unfortunate event in the university's history, to remind us what went on. It is not just what went on at ASU but at many other places in the U.S at that time. There will be a ceremony where Dean Schmidt will accept the papers at 2:00 p.m. on Friday afternoon in the library, if any of you would like to attend. Mrs. Starsky will be there and both of her sons. We think this is a fitting closure for many to an incident that should not have happened.

Senator Burstein: Send out a message to the faculty on that.

Provost Glick: I think it has already gone out but we are doing some things and it will be on our web page. We have also sent it out to the retirees, since most of the people that knew Professor Starsky are no longer on the faculty.

Another thing we can thank the retirees for is that at their behest we have created an Emeritus College. Richard Jacob, former chair of Physics, has agreed to be the founding dean, and we have arranged for him a salary of $1.00 per year (much laughter here) and I think that he is worth it. We are very excited about it and we have an office and some desks where emeritus faculty can come in and work, etc.

Finally, some of the senators were concerned about an article that Judd Slivka wrote in the Republic which said
NAU hires young faculty and we only hire old faculty. We only hire stars. That is not what we told Slivka. What we told him was that in contrast to NAU we primarily hire young faculty, but we believe that for where we want to go and to get there at the pace that we need to get there, we need to seed our faculty with senior hires, selected senior hires who are really outstanding faculty but also the type that make the people around them better, what I like to call "franchise players." So, I am going to show you two slides. First of all, 161 is the largest number of faculty hired in our history recognizing that formal data history began in 1996 at the university. The West data and certainly not the East data are not available in the pre-years. This year we have hired the largest number of minorities on tenure and tenure track in our history and the largest number of women on tenure and tenure track. The number of minority hires were 12 tenured and 36 tenure track--that is slightly higher as a fraction than the university as a whole. Similarly with women you notice there are 11 tenured and 46 tenure track. So, we are getting a mix of senior and junior hires including in those targeted areas of women and minorities. On the next slide, I thought it might be interesting to show you what this year looks like. We have 161 hires and of those, 30% are minorities and 35% are women, and obviously there is overlap in those two, but of those, we hired 18 Hispanic faculty, which I believe is the largest in the history of the university, nine Native Americans, which I know is the largest in our history, five African Americans and 16 Asian Americans. It is also worthwhile to see that in the various minorities we have a mix of tenured and tenure track hires. So, I think it shows that we are hiring lots of people; I know that we are hiring outstanding people because I have met many of them and that we are getting the kind of diversity that is important to prepare us for the future. Madam President, that is all I have to say, but I will be happy to answer questions.

Senator Simmons: Do we have a timetable as to when the P&T implementation task force report will be released in the summer.

Provost Glick: I am going to have a timetable, I am sorry; I will find out and get back to you on that. I will let you know that we are putting the last two years of hires in a brochure including names and credentials, so you can actually look at what is happening across the University regarding recent faculty hires.

Senator Etter: I just want to say that the reception for Professor Starsky is going to be on the fourth floor of the University Library.

Provost Glick: Will that be in the Rare Book Room? (Yes.) I want to pay special thanks to the archivists and people in the library who worked for a year and one half now to work with Mrs. Starsky to do this for us and I think it is a really important set of documents and we want them to be preserved and made available to researchers.

Senate President Kerr: Susan Mattson has been very helpful in waiving the Senate President-Elect's report because we need to move very quickly to the new business, we will come back to the other reports but we must go forward with the new business, so that we don't run out of time. Two academic programs are depending on our action today. We have been asked to waive the rules, which we normally seldom do but in this case it seems to be a very good rationale for waiving the rules. Two academic programs are asking us for name changes that will very much improve their potential for marketing their programs and this is important to the success of their programs. Therefore, we have a request from the administration to approve these two name changes in order to reflect them in the 2005-2006 ASU Catalogs. Those items are Senate Motions 11 and 12 respectively. The Executive Committee has asked for a suspension of the rules to consider them both for second reading and a vote.

Senator Burstein (for Parliamentarian): All those in favor of suspension of the rules say aye. Opposed? The motion to suspend the rules passes.

Senate President Kerr: Mike Mayer, if you will read the two items they will be considered as second readings.

Senator Mayer: The first motion comes from the Fulton School of Engineering, Department of Civil and
Environmental Engineering for a name change in degree programs at the graduate level only to Civil and Environmental Engineering.

Senate Motion #11 (2004-2005) (Second Reading): The Curriculum and Academic Programs Committee recommends Academic Senate approval of a proposal submitted by the Fulton School of Engineering – Department of Civil & Environmental Engineering for the name change of degree programs from MS/MSE/PhD in Civil Engineering to MS/MSE/PhD in Civil & Environmental Engineering.

Rationale: As there is a strong graduate program in environmental engineering and this escapes the notice of people who rate programs for the US News & World Report Survey, the name change to “Civil and Environmental Engineering” will then allow the US News & World Report Survey to list environmental engineering prominently, thus improving visibility and ranking.

Is there anyone from the department present to answer questions? (no.) I guess we are ready for discussion of this motion. Hearing none, we are ready to vote. All in favor please say aye. Opposed? Senate Motion #11 passes unanimously.

The next motion we have is from the College of Liberal Arts and Sciences, the Women's Studies program to change their name to Women and Gender Studies. Do I have anyone from that program present to answer questions? (Michelle McGibbney Vlahoulis for Mary Fonow)

Senate Motion #12 (2004-2005): The Curriculum and Academic Programs Committee recommends Academic Senate approval of a proposal submitted by the College of Liberal Arts & Sciences -- Women’s Studies Program, for the name change of program, degree (BA), minor and certificate from Women’s Studies to Women and Gender Studies.

Rationale: This name change will reflect the continuing commitment to the study of women while recognizing gender as a whole rather than looking simply at women’s lives. The proposed name change would allow for the more accurate labeling of courses (differentiating between those that focus on women and those that focus on gender more broadly). The change would also allow the offering of new courses specifically on men’s lives, and to hire faculty whose focus is on men or on gender.

Are there any questions? Is there any further discussion? All in favor please say aye. Opposed? The ayes have it and thank you to our guests for making yourself available to answer questions today.

5. New Business.

5.A Curriculum and Academic Programs Committee (Michael Mayer): Senate Motion #13 was read into the minutes by Senator Mayer.

Senate Motion #13 (2004-2005) (First Reading): The Curriculum and Academic Programs Committee recommends Academic Senate approval of a proposal submitted by the Herberger College of Fine Arts for the implementation of a new degree – Master of Music (MM) in Music Therapy.

Rationale: This Master’s degree will serve the educational needs of the music therapists currently working in the state and the nation. Entry level credentialing in music therapy is done at the Bachelor’s degree level. However, as a health care field, music therapists need advanced continuing education at the Master’s level to better serve the needs of clients in providing the best possible therapeutic intervention and to provide a means for professional development and advancement. The Master of music therapy will also foster an expanded research program in music therapy, which will emphasize community partnerships, community-based music therapy program development, and external funding.

Senator Mayer: There is another item of new business Senate Motion #14, which is for the implementation of a new degree, a Master of Music in Music Therapy and Barbara Crowe is here to answer questions. Are there any
questions for Dr. Crowe on this item?

The motion was read into the minutes by Senator Mayer.

Senate Motion #14 (2004-2005): The Curriculum and Academic Programs Committee recommends Academic Senate approval of a proposal submitted by the College of Public Programs -- School of Social Work for the establishment of a minor in Social Welfare.

Rationale: The Social Welfare minor provides theoretical and practical experiences preparing students to 1) enter graduate social work or other professional schools; or 2) attain entry-level employment in non-academic settings. The minor also serves the university’s general education component, helping to provide students with experiences essential to a liberal arts education.

Senator Mayer: I believe that senator Gonzalez-Santin was supposed to be here to answer questions but he could not attend.

Senate President Kerr: So, now we return to the announcements and reports. We are skipping around but we are trying to make sure that everyone's needs are met by the end of the meeting. Can we move forward with the USG report at this time?


My name is Julie Johnson; I am the Undergraduate Student Government Vice President. Sophie has class today, Geology, I think. I want to tell you about a few changes we have made with our services this semester. The Safety Escort Service, which hopefully you are all familiar with and have possibly used, is our safe ride program, which runs from 7 p.m. and started this semester until 3:00 a.m. seven days a week. That has changed. Our hours are extending and also our service is extending starting in the first week of February, and we will have a van which will allow us to run to the Brickyard and the Commons on Apache which affected some faculty that teach at the Brickyard regularly. Hopefully that will make their lives a little easier. The number for the Safety Escort Service is 965-1515, so, I encourage you to use that service and tell anyone that you come into contact with to use it. Also, if you could contact me by email, if you see signs up that have incorrect information, including incorrect hours. The wrong information is misleading and we are trying to replace the old signage around campus that we did not put up. I greatly appreciate the promotion of our services by the colleges, but at the same time if there is incorrect information up, that is obviously not helpful for anyone wanting to use the service. Please notify us if you see incorrect signage and we will put up new signs.

Within our Academic Affairs Department we are working on the ASASU's Centennial Professorship Program and hopefully information about nominating professors for that grant program will be up on our web site which is http://www.asu.edu/asasu.

We are also working in the academic area on setting up a forum for students to discuss the plus/minus grading system and how that has affected them. I am anxious to see the report that comes out of this body regarding the program and how it affected students on a broader level.

We are working on dealing with the mandatory meal plan proposal which has gone to the Board of Regents this week. We are having a forum for students in about five minutes on Tempe Campus to talk about how that will affect them--that will be a big change for students living on campus.

We are getting prepared for tuition talks and hoping to get tuition forums in place and get input from the students on how they would like to see their tuition spent as well as how any sort of increase in tuition would affect them. Do you have any questions? Thank you, I enjoyed coming out to the East Campus.

Senate President Kerr: Let us now go on to our GPSA report.
3.F GPSA President's Report (Deirdre Hahn).

Well, good afternoon, it is very warm in this room so I invite you to eat more cookies and try to stay awake. You are going to hear me speak again tomorrow if you are attending the faculty breakfast, so this is my trial run on what I am going to say. The Graduate and Professional Students Association, which is primarily based on the Tempe Campus is continuing to be involved across all the ASU campuses as much as we can. One of our initiatives going into this 2005-2006 AY is to encourage students at East, West and Downtown campuses, the graduate students there to establish their own Graduate and Professional Students Association. We do offer programs that pay for travel, research travel grants, also a research grant program at the beginning of August. These are funds that are very limited and if we can help get graduate students associations established at East, West and Downtown campuses and get them funded that would be great as well as establishing leadership there.

We continue to be engaged in meaningful conversations about tuition, research support and university redesign efforts. Some of our upcoming highlights for the spring include that we will be moving into our new Graduate Student Center at the Tempe Campus, relocating from the MU into a small building across the way from Architecture. What this will do is freed up quite a bit of space both for the USG offices and also allow for graduate students to have a place where they can come and congregate and interact with other graduate students from different disciplines.

We have our Graduate Student Appreciation Week coming up in March and we will have several activities involved with that. You will be hearing more as we get there. We are sending a group of delegates from GPSA to Washington, D.C. February 15, 16, 17 and 18. What we are doing right now is contacting all of our state representatives and congressmen and senators, and we are going to set up appointments to go and visit them. This is the National Graduate Day of Lobbying and what we are doing is lobbying for tax exemption status for full-time students. Many of you remember that this used to be in place and it went away in 1989 and we are asking for it to come back. This will affect undergraduate students as well as graduate students in a positive way. Right now we have 36 representatives across the U.S. that have signed on but unfortunately we do not have anyone from Arizona. So, we are going to Washington and give them a talking to and find out if we can garner some support. Overall, graduate students are becoming more involved in understanding and participating in ASU initiatives which include supporting President Crow's vision for the New American University. That is all from me. Do you have any questions? Thank you very much.


I will not be addressing the creative compensation committee this time. However, I do have a brief announcement of some information that I came across last week that I feel is relevant to a bit of the discussion that Milt made and something that I found striking. In the current issue of Black Issues in Higher Education, there is an article on the University of New Mexico's freshman class. It is a little bit unusual in focusing on that--it turns out that the University of New Mexico this fall has a freshman class that represents its population. New Mexico is a majority minority state, about 51% is minority. It turns out that these members have been enrolling into the University of New Mexico and in the fall this is the first time that the incoming freshman class actually represents the population. We have discussed this a little bit with the Provost of the University of New Mexico and a number of us at ASU are interested in this for many reasons. One obvious reason is as a model for where we would like to go in this state. We want to know how they did that at the University of New Mexico. What are the differences between New Mexico and Arizona--is it due to a structural issue, is it an environmental one, is it the climate in New Mexico? There are a lot of issues that my colleagues and I are going to look at carefully and also hopefully this is something that can be sustained at the University of New Mexico, because with that freshman class--the next question is what is the retention rate, etc. I just wanted to share that with you and if anybody is interested in that article I can forward it by email. Thanks.

Senate President Kerr: I just had a great idea from our Secretary Anne Kopta that in the future we sometimes move the East and West President's reports up a little higher on the agenda, and this is my promise that this will happen. So, Bill Simmons is next with an update on governance.
First of all I have an announcement of a couple of meetings this week—the ABOR feasibility and planning study work group will meet Wednesday from 1:30 pm to 5 in the MU, Alumni Lounge. There are subcommittees that will report out in that meeting. That will be extremely important for the system restructuring. On Thursday and Friday, the Board of Regents will meet in the same Alumni Lounge. They will have discussion on financial aid and tuition and they will be seeing the first tenure review reports from each of the universities. What Barb alluded to was a shared governance structure that Barb and Paul and I have been working on. You have heard the history of this over the last two years and Barb, Paul and I just decided we would work together and try to come up with a white paper or general ideas of what this could look like. We prepared a two-page white paper, which is now up on the West Senate Web site "University Council White Paper January 2005" and we presented this initial proposal to President Crow and the four provosts ten days ago. It was an idea for a University Council. The University Council would be a non-policy making body that would serve three main functions. 1) It would be a communication body that would filter communication down from the administration to each of the Senates, but it would also filter information up from the Senates and Assemblies to the administration. 2) It would be a harmonizing body and that means that when resolutions come up from the different Senates, if they differ, this body would function as a conference committee and somehow bring together the ideas and some of the justifications for different policy differences, and then everything they recommend would come back down to the Senates for final approval. The control is emphasized at the Senate level. 3) That would mean the council could be asked by the Senates to do a study on best practices on campus collaboration. Also, they could look at different policy manuals from the campuses, to try to see if they could be harmonized in some way. We presented this idea to President Crow and the four provosts. President Crow was very supportive of the general idea. He had some questions about how it might be implemented from the voting rules to very specific details, and he suggested that the three of us continue to do more research and go to campuses around the country that have structures like this one and report back to the president and provosts in a month or two. We have decided to bring this to the larger body—and so we are in the process of developing a cross-campus task force of 10 people, three representatives from each campus, and I will be an ex-officio member so that makes 10 members. We will be presenting our model to the Senates and Executive Committees and to the Assembly at East in the next month or so. It is pretty exciting, because I feel we have created the broad outline for a shared governance structure that will do justice to the One University in Many Places idea and the New American University concept. Finally, we have also asked this task force to come up with two other parts of this document; one will be the structure of the University Council, the second will be a memorandum of understanding or something similar on shared governance that will lay out more clearly than it has been done in the past, the responsibilities of the faculty and the academic professionals in the governance of the university. We also talked about building something we have at West Campus, which we are calling "professionalizing the Senate." It is basically a document that looks at how we can improve the efficiency and effectiveness of each of the Senates. We feel that if we are asking the Senates to take a larger role to lift the larger burden of the duties of governance of the university that we also have a certain responsibility, which is to make ourselves be the best we can possibly be so that we can manage governance in a very efficient and effective way. Are there any questions?

Susan Mattson: It almost implies a leveling process in that the Senate is representative of the Assembly here at Tempe, and I was thinking that if we were trying to make it happen in spite of the numbers differences that the governance structure itself needs to be equivalent. I was curious if you have looked at that?

Bill Simmons: President Crow made that very clear that he would like to have a similar structure on each of the campuses, and we will have some wording in our proposal that assemblies can become senates in due course, or leave it up to the faculty as to when they want to create a senate, but I think that is a very good idea. Also on the wording of the "faculty senate" this was a misnomer because it should say "academic senate." Are there any other questions or comments?

Senate President Kerr: Just that we want to thank our host Paul Patterson.
3.1 ASU East Assembly Report (Paul Patterson).

Paul Patterson: And I want to thank everyone for meeting here today, and I am going to be brief on our assembly business. We are pursuing the issue of a shared governance system in cooperation with the task force. Part of that work will be looking at the transition going from an assembly to a senate at the East Campus. That is the only report I had.

I want to make one announcement though; if we have anybody who is riding the shuttle back to Tempe Campus, it does depart at 5:15 p.m. from the northwest side of the parking lot in front of the altitude chamber, so if you are riding the shuttle, you should be departing with haste!

Senate President Kerr: Doug has the only committee report today.

6.E Personnel Committee (Doug Johnson).

I have two quick items. One, you received an email on the ASU Cares Program this last week. This is the big service project the university undertakes each year. In past years we have assisted at St. Mary's Food Bank, Pappas School, and then we took up roof rat eradication programs, a variety of efforts that have had a big impact on the community. This time it is a fix up, paint up, clean up kind of effort to take ASU resources and make them have a significant impact on the community. On March 5, we are going to try to have an impact on downtown Phoenix in the neighborhood of the new campus to do a three-month effort of landscaping, paint up, clean up kind of thing and I encourage you to be involved. Each year about 500 to 600 students are involved, 100 staff members, and a number of administrators, but very few faculty. If our students are out there doing this stuff, I think we should be there too. I would encourage you to get involved and if you are ready to sign up, I have a pad here. If not, take a look at your calendar and send me an email to doug.johnson@asu.edu. It is a worthy cause, you will have a good time and lunch and tee shirts are provided. You can meet people across the campus that you might not otherwise run into during the day. It is a good cause.

I need some help on my second item. I am going to represent the university in negotiations for the tax sheltered annuity accounts; these are 403B accounts that are supplemental to our regular retirement programs. It is an opportunity for you to defer taxes on a significant amount of income each year; the amount has increased significantly in the recent years. It may be something that you will want to consider being involved in. I need some data. I have no feedback at this point as to what is working and what is not. So, if you have a 403B account already, I certainly would be interested in hearing from you as to how happy you are and about any problems you may be encountering. I look forward to visiting with the potential vendors and selecting those that might best fit our needs. Are there any questions?

Senator Etter: Is the 403B a tax sheltered annuity? (Yes.)

Senate President Kerr: We have found that a good way of polling faculty is to have the senators at large email any questions out to their college faculty and we have an email list for them. Usually when we do that, we get very good feedback. If there is no other business at this time we will bring our session to a close.

Senator Keim: I have one point that I have been asked to bring up. Since the Human Resources department has been moved off campus, getting to it requires a lengthy bus ride, on their schedule, or alternatively to go over and pay to park. Several of our colleagues have asked if you have a sticker for a parking structure or lot on campus, why is there not some space at least for short term parking--so if you have to run in to get a form or run in to get a signature, you might stop there, on your way to or from work?

Senate President Kerr: That sounds like something that we can easily make phone call about. If we run into a problem with this and need a senate resolution, we will come back to you, Bob, and ask you to make it. But I think we can make the phone call to public safety and get that taken care of right away. Is there anything else?
Senator Komnenich: I just had something quickly to say on behalf of the Committee on Committees. I really wanted to thank all of you that volunteered to serve, and who have completed a preference survey form. We have 89 tenure/tenure track people who are interested in serving and 34 academic professionals; it is not as large a number as we hoped for. We will be meeting on that information tomorrow and that was for 28 committees. We have 18 names for the position of president-elect, and I do not know if all these people are going to be willing to run or not, and we have 12 names for the position of secretary. I may be calling you or some of your colleagues to verify who actually wants to run on the ballot or serve on a committee.

Senate President Kerr: Pauline, I can make an announcement to the assembly at the breakfast. Is there anything else? If not, thank you again for coming and have a wonderful drive back.

7. Adjournment.

There being no further business, the meeting was adjourned at 5:10 p.m.

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