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## Faculty Senate Meeting Agenda and Minutes, November 2, 2009

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# Faculty Senate

November 2, 2009, 2:45 p.m., E156 Student Union

1. **Call to Order**
2. **Approval of Minutes of October 5, 2009**  
<http://www.wright.edu/admin/senate/senmin/documents/Oct09SenMin.pdf>
3. **Report of the University President or Provost**
4. **Report of the Senate Executive Committee**
5. **Old Business**
  - A. Academic Policy: Fresh Start for Associate Degree seeking Students - UCAPC  
<http://www.wright.edu/ucapc/0010/fsreport/fresh.pdf>
  - Semester Academic Calendar Policies:
    - B. University Degree Requirements - UCAPC  
<http://www.wright.edu/ucapc/0010/fsreport/SemesterUniversityDegreeRequirementsPolicy.pdf>
    - C. Course Inventory Numbering - UCAPC  
<http://www.wright.edu/ucapc/0010/fsreport/SemesterCourseInventoryNumberingPolicy.pdf>
    - D. Expedited Course Inventory Process - UCAPC  
<http://www.wright.edu/ucapc/0010/fsreport/SemesterExpeditedCourseInventoryProcessPolicy.pdf>
    - E. Standard Credit Hour, Instructional Hour, Timeblocks - UCAPC  
<http://www.wright.edu/ucapc/0010/fsreport/SemesterStandardCreditHourInstructionalHourTimeblocksPolicy.pdf>
6. **New Business**
  - A. Faculty Senate Classroom Building Resolution – B&GC (Attachment A)
7. **Written Committee Reports and Attendance (Attachment B)**
  - A. Faculty Budget Priority Committee: Tom Sudkamp
  - B. Faculty Affairs Committee: Jay DeJongh
  - C. Undergraduate Curriculum & Academic Policy Committee: Tom Sav
  - D. Buildings & Grounds Committee: Mateen Rizki
  - E. Information Technology Committee: Barbara Denison
  - F. Student Affairs Committee: Henry Chen
  - G. Student Petitions Committee: Alan Chesen
8. **Council Reports**
  - A. Athletics Council – Dan Krane
  - B. Graduate Council – Jay Thomas

**9. Special Reports**

A. Multicultural Competence in the Curriculum - Jeff Vernooy (Attachment C)

**10. Announcements**

A. Next Faculty Senate: January 4, 2010, 2:45 p.m., E156 Student Union.

**11. Adjournment**

## **ATTACHMENT A**

### Faculty Senate Resolution on the Classroom Building To President Hopkins and the Board of Trustees

Because the inventory of classroom space on the main campus is currently at capacity and with continued enrollment growth will be insufficient to effectively serve the students and faculty, the Faculty Senate recommends:

1. The design and construction of a classroom building to support current classroom needs and projected growth in enrollment over the next 10 years.
2. The classroom building be placed on the 2013-2014 Biennium Capital Plan with the recommendation that it be a high priority for University funding.
3. The appropriate committees of the Faculty Senate are regularly consulted and active participants in the development of the requirements, specifications and design of the classroom building.

## **ATTACHMENT B**

### **Senate Committee Reports November 2, 2009**

#### **Faculty Budget Priority Committee – Tom Sudkamp**

The committee will be meeting with Keith Ralston from Budget Planning and Resource Analysis on Monday, November 9, 2009.

#### **Faculty Affairs Committee – Jay DeJongh**

The Faculty Affairs Committee met on Oct 6, 2009.

Members: Jay DeJongh (CECS), Jane Doorley (CONH), Tracey Kramer (CEHS), Cynthia Laman (LAKE), Peggy Lindsey (COLA), Beverly Schieltz (COSM), ( vacant) RSCOB

Attendees: Jay DeJongh (CECS), Tracey Kramer (CEHS), Peggy Lindsey (COLA)

1. The committee reviewed parts of the faculty constitution dealing with the role and responsibilities of the committee since there are several new members this year.
2. The final report from last year was discussed. The main issue from last year was monitoring the Senior Lecturer promotion process. The report seemed to indicate overall satisfaction with the process. It did include a specific recommendation that a “template” promotion document be prepared that could serve as guide.
3. With that report as a starting point, the committee discussed issues that might require committee attention this year. It was agreed that two primary issues are:
  - A. A continuing review of the Senior Lecturer promotion process (as mandated by university policy for at least the first five years).

To do this, members will review the survey developed last year with a view to making any needed changes at our first meeting in the winter quarter. This survey will then be distributed around the middle of February. Because this is the first year that Senior Lecturers will serve on college promotion committees, we agreed it would be good to survey those Senior Lecturers to get feedback on the process in general, given their new perspective, and to get their views on the desirability of creating a “template” promotion document. This survey will be done around the first of February.

- B. A review of the faculty workload model, as it impacts non-union represented faculty, as we transition to semesters.

The committee will invite Bill Rickert to our next meeting to give us an understanding of the issues involved in this very important area.

#### 4. Other Issues

The committee discussed a request for input to the Quadrennial Review committee. We have no formal input to make.

Member Constituency Concerns: The committee discussed issues of faculty governance practices, as they relate to non union represented faculty, in the various colleges, and we looked at the contract renewal process for Lecturers with less than 6 years service.

5. The next meeting will be held at the start of the winter quarter, time and date TBD.

### **Undergraduate Curriculum & Academic Policy Committee - Tom Sav**

The UCAPC report to the Faculty Senate meeting of November 2 is available at  
<http://www.wright.edu/ucapc/0010/fsreport/3fsrep.htm>

### **Buildings & Grounds Committee – Mateen Rizki**

An oral report was given to Senate at its October 5, 2009 meeting. Full minutes of the Buildings & Grounds Committee meetings are on the Senate website at:

<http://www.wright.edu/admin/senate/documents/BldGrndMin10-09-09.doc> (October 9, 2009)

<http://www.wright.edu/admin/senate/documents/ECmin9-21-09.doc> (September 21, 2009)

### **Information Technology Committee – Barbara Denison**

The Information Technology Committee met Friday, October 16.

I. Quadrennial Review The IT Committee reviewed the function and composition as stated in the Faculty Constitution. We have one request for the Quadrennial Review Committee for a change. The University Registrar asked to be added as an ex-officio, non-voting member. A motion was made and passed unanimously. There were no other changes proposed.

#### II. CaTS Updates

##### 1) Authentication for wireless access

To ensure WSU's network is not being used by non-affiliated individuals, CaTS will re-establish authentication requirements on all wireless networks on campus. This change will take effect on November 24, 2009. This had been done in the past but was discontinued due to technical problems.

After the authentication system is activated, anyone wishing to use the wireless network will be required to enter their CAMPUS username and password. When attempting to connect wirelessly the user will be presented with a browser window (Internet Explorer or Firefox for example). The user must then enter their username and password to gain access to the network. Once authenticated, the user will have access to the wireless network for approximately 23 hours before authentication is again required.

The COLA representative inquired about the limited wireless access in the Creative Arts Center. Larry Fox replied by email that, "The Creative Arts center only has a couple of access points in the building. The reason that it was not completely done is that it was part of the final phase of wireless on campus and it was not funded. When we do the complete renovation of CAC it will include wireless for the entire building."

## 2) New web Virtual Private Networks (VPN) procedure

In order to make it easier to enable VPN access, CaTS has developed a new process that allows authorized users to securely connect to the WSU data network from the campus wireless network or from off campus using various commercial Internet Service Providers (ISPs) (e.g., MSN, AOL, Roadrunner, SBC, etc.). Using the VPN, wireless and remote users are connected to the university's internal network as if they were directly connected to the campus network. This allows WSU wireless and remote users to access servers and other devices restricted to WSU network users and isolated from the outside. In addition, a VPN connection from a computer that has a Novell client allows the user to access all network files (Home H: and shared drives K:). To setup access, visit <http://www.wright.edu/cats/vpn2/>.

## 3) VPN with wireless connections to Novell servers

Due to the requirements of the Payment Card Industry Data Security Standard (PCI-DSS), Wright State University is now required to limit access to sensitive data from the wireless network unless that access is via a secure connection. To remain compliant with the PCI-DSS standard, access to servers that contain sensitive data will require the use of a Virtual Private Network connection (VPN), which encrypts all communication. The above change will not affect individuals who utilize the wireless network to access the internet or to access servers housed on departmental networks, and access to public services on registered servers (WINGS, etc) will not be affected. Those using wired connections will be unaffected by this change. For more information on the procedure to connect via VPN please see the VPN link listed in item 2. This change will take effect on November 24, 2009.

## 4) Reporting problems in the Electronic Classrooms

CaTS is adding an electronic classroom problem reporting form. The form is now available under the Wings Resource Center – Faculty Zone, but once implemented, there will be an icon on the desktop on the computers in the electronic classrooms. This will not replace phone reporting of problems but does add another way to note problems that may involve CaTS, CTL, the Registrar or Physical Plant. A problem ticket will be created and the person submitting the problem will be informed of the outcome. III. Semester Technology Conversion Committee Update

Course approval workflow update from Terry Anderson of CaTS, "We received some requests for changes from the core team and UCAP just this week and are working to get those implemented before rolling those out. The plan/hope is to deploy in the "save & share" mode by the end of next week. We are still deciding on when to actually deploy it in "workflow" mode but want to have as much shaken out during the "save & share" phase as possible. We're considering the Nov/Dec timeframe for actual Workflow distribution." IV. CTL Updates

Dan DeStephen reported that the university will be replacing WebCT. The current version, WebCT 4.1, is the 2003 version. Since then, Blackboard has purchased WebCT and Blackboard is on version 9.0. Effective January, 2011, there will be no more updates to WebCT 4.1. A faculty committee has been established to research options and make a recommendation to the Provost. A group of CaTS and CTL technical staff are also looking at the implementation issues. The two commercial course management systems under consideration are Blackboard and Desire2Learn. A new system will have many more features and services including portfolio management.

A survey was made available on Wings to get user feedback on features desired in a new learning management system. 1100 to 1200 replies were received.

The tentative timeline is an early winter purchase followed by backend testing. There may be a few pilot courses in spring with more in summer and even more in fall, 2010. It is anticipated that the new system will be the only system in use winter quarter, 2011. CTL is planning for lots of training. Currently 80% of the faculty are WebCT users.

### **Student Affairs Committee – Henry Chen**

### **Student Petitions Committee – Alan Chesen**

Members Present:

A. Chesen (RSCOB) (chair)  
F. Bennett (CEHS)  
R. Penmetsa (CECS)  
T. McMillan-Stokes (UC)  
J. Howes (COSM)  
C. Aubin (CONH)  
K. Kollman (COLA)  
J. Parker (Student)  
M. Morton (Student)  
E. Poch (Registrar--ex-officio)  
P. Mohr (Registrar (ex-officio))

Members Absent:

J. Adabor (Lake)

The undergraduate petitions committee met on Friday, October 23, 2009 at 9:00 a.m. in E107 student union. Alan Chesen is submitting updated committee information to be added to the faculty constitutional description of the committee responsibilities as a part of the quadrennial review process. Some discussion was held concerning the role of faculty as decision makers in the area of student refund petitions and the possibility of the undergraduate petitions committee in some way merging with the university refund committee. There was not a great deal of support of this idea in part due to the probable lack of desire on the part of college committees to consider refund requests should that be desired at some later date. There was sympathy to streamlining the overall petitions/refund process, but the consensus seemed to indicate that different measures could or should be taken to accomplish this end. An increase in possible faculty workload at all levels was cited as a factor in the lack of support for the possibility of a unification of these two committees.

Also, the committee ruled on 11 routine petitions from 6 academic units.

## ATTACHMENT C

### Multicultural Competence as a Baccalaureate Outcome in the WSU Curriculum

In accordance with Wright State University's vision to be "known and admired for our diversity and for the transformative impact we have on the lives of our students and on the communities we serve," the University Diversity Advisory Committee (UDAC) Cultural Competence Sub-committee proposes that **multicultural competence** be adopted as a required and essential outcome that is reflected in First-Year, general education, and major programming. As the world becomes "increasingly interconnected," we recognize that "the future lies at the Intersection," the place where "cultures, disciplines, concepts, and domains" intersect, where creative and innovative ideas that change the world are generated and realized (Johansson, 2006, pp. 186-189). Our students must be prepared to participate in and contribute to this interdependent global community. *College Learning for the New Global Century* (AAU&C, 2007), a report focusing on "what contemporary college graduates need to know and be able to do" includes "intercultural knowledge and competence" as one of the recommended "essential learning outcomes" needed to prepare students "for twenty-first-century challenges" (pp. 1-3). The process of curriculum development for the semester conversion, in which the university is currently engaged, provides an excellent opportunity for integrating this outcome into the curriculum. Preparing students to be multiculturally competent is consistent with the university's desire to renew the curriculum based on national best practices in an effort to prepare students well for the 21<sup>st</sup> century global world.

The committee defines **multicultural competence** as *the ability in personal and professional contexts to interact respectfully and effectively with diverse individuals and groups in a manner that recognizes, affirms, and values the worth, and protects the rights and dignity, of all*. To foster multicultural competence, the goals of the curriculum should include (a) increasing students' understanding of issues of race, gender, age, language, socioeconomic status, ethnicity, religion, ability or disability, sexual orientation, nationality, national origin, and other factors of diversity and hierarchy; and (b) developing their ability to recognize, analyze, and work to transform social relations favoring some groups and subjugating other groups, while understanding their own position in these relationships. The expected outcome is that students will graduate with the ability to interact with others productively in their communities, jobs, nation, and the world.

To implement and assess multicultural competence as a desired outcome, the university would need to identify specific measurable learning objectives that clearly articulate the knowledge, skills, and awareness students should be able to demonstrate. Listed below are potential learning objectives.

#### Awareness

Students will be able to demonstrate awareness of:

- Their own position in society—as influenced by cultural heritage, race, gender, class, ethnicity, etc.—and how it affects their values, assumptions, behavior, and actions.
- Their misconceptions or biases and how the resulting behavior and actions affect others, and inversely, how the behaviors of others affect them.
- The value of understanding different worldviews.

#### Knowledge

Students will be able to demonstrate knowledge of self, and of groups and individuals who are different from self, specifically:

- What the United States experience is like for different groups of people.
- The importance of intra-group differences, multiple identities and multiple oppressions.
- The existence of systems of privilege and domination including the causes and effects of structured inequalities and prejudicial exclusion, and the effects not only on the victims, but also on the beneficiaries of these systems.
- How legal frameworks and policy incorporate and protect the rights and freedoms of individuals and groups.
- How positive personal and systemic change occurs through individual and collective actions.

### Skills

Students will be able to demonstrate the ability to:

- Hone critical skills of listening, asking questions, reading, thinking, and making connections in order to have a well informed understanding of people from cultures different from their own.
- Perceive and openly discuss issues of cultural and group differences.
- Identify and challenge their own participation in processes that lead to insensitivity or social injustice, for instance by avoiding potentially offensive or discriminatory language, representations and behavior, and responding to situations in which others do so in a way that educates them.
- Empathize, gain trust and connect with individuals who are different from them, and navigate skillfully through different cultural contexts and circumstances.
- Identify areas of personal growth and develop a lifelong commitment to improving their own cultural competence.

### References

Association of American Colleges and Universities. (2007). *College learning for the new global century: A report from the National Leadership Council for Liberal Education & America's Promise*. Washington, DC: Author.

Johansson, F. (2006). *Medici effect: What elephants and epidemics can teach us about innovation*. Boston: Harvard Business School Press.

**Wright State University  
Faculty Senate Minutes  
November 2, 2009  
2:45 p.m., E156 Student Union**

**1. Call to Order**

Faculty President Tom Sudkamp called the meeting to order at 2:45 p.m.

- |                          |                      |                  |
|--------------------------|----------------------|------------------|
| ✓ Belcher, Janice        | ✓ Kich, Martin*      | ✓ Self, Eileen   |
| ✓ Bergdahl, Jacqueline*  | ✓ Klykylo, William   | Slilaty, Daniel  |
| ✓ Bukovinsky, David*     | ✓ Krane, Dan         | Stalter, Ann     |
| ✓ Davis, Stephanie       | ✓ Loranger, Carol    | ✓ Steele, Tracey |
| ✓ Doom, Travis           | ✓ Mamrack, Mark      | Wendeln, Marcia  |
| ✓ Duren, Dana            | ✓ Markus, Michael    | ✓ Xue, Kefu*     |
| ✓ Ebert, James*          | ✓ McGinley, Sarah    | ✓ Zryd, Teresa   |
| ✓ Endres, Carole         | ✓ McIlvenna, Noeleen |                  |
| ✓ Fernander, Allison*    | ✓ Nagy, Allen*       | ✓ Sudkamp, Tom*  |
| ✓ (J. Allen, substitute) | ✓ Patel, Nimisha*    | ✓ Hopkins, David |
| ✓ Fernandes, Ashley      | ✓ Penmetza, Ravi     | ✓ Angle, Steven  |
| ✓ Halling, Kirsten       | ✓ Peplow, Amber      | ✓ Sav, Tom       |
| ✓ John, Jeffrey          | ✓ Pohlman, Roberta   | ✓ Zambenini, Pam |
| ✓ Jones, Sharon          | ✓ Ramsey, Rosemary   |                  |

**2. Approval of Minutes of October 5, 2009**

Minutes were approved as written.

<http://www.wright.edu/admin/senate/senmin/documents/Oct09SenMin.pdf>

**3. Report of the University President and Provost**

**President Hopkins**

There are many celebrations occurring at this time of the quarter.

Cameos of Caring is an evening of celebration presented by the College of Nursing and Health, recognizing very special registered nurses who exemplify wisdom, advocacy, and caring in professional nursing. This year, we honored exceptional nurses representing 14 hospitals and agencies in the Dayton region. This event raised scholarship money for nurses.

The School of Professional Psychology celebrated its 30<sup>th</sup> anniversary and 20 years at the Duke Ellis Institute in Dayton at its first gala, which also raised scholarship money for students in the School of Professional Psychology. You will be learning more about the School of Professional Psychology in the near future, as it works with the city of Dayton to help the underserved population in Dayton with mental health issues.

A Day of Innovation will be held on Monday, November 16, giving us the opportunity to engage in collaboration and put our innovative ideas to practice. I invite you to participate in virtual brainstorming sessions while we pose questions, tackle problems, and toss around ideas and possible solutions with our partners on and off campus. This will be a unique event. We will kick off the day with a morning news conference to announce what we hope will be good news from

around the state about Centers of Excellence. Our Day of Innovation will culminate with the Presidential Lecture Series speaker, Dr. Peter Hancock, of the Minds in Technology/Machines in Thought laboratory at the University of Central Florida.

I want to encourage you to attend the Presidential Lecture Series. These talks can be informative and provocative, and I don't want you to miss this opportunity as we explore topics during our Year of Innovation.

### **Provost Angle**

As a result of the Buildings and Grounds report at the October, 2009 Senate meeting, the chairs of the Buildings & Grounds and Parking & Appeals Committees, as well as Faculty President Tom Sudkamp, will meet with myself, Matt Filipic, and Vicky Davidson to discuss the capital plan as it is evolving, and explore options for parking for next year.

## **4. Report of the Senate Executive Committee**

Each of the standing committees has been asked to review their charges and submit suggestions to the Quadrennial Review Committee, which is currently review the Faculty Constitution.

The Student Petitions Committee requested input about their role in making recommendations regarding student refunds. Currently there is a two-prong process in which the academic decision to grant a late withdrawal is done by the Student Petitions Committee and a separate committee looks at the administrative decision regarding granting of tuition refunds. The Executive Committee recommended against merging the two committees, feeling the monetary decisions should remain an administrative task.

The Provost forwarded a request from the College of Education and Human Services to change a department's name from Department of Educational Leadership to Department of Leadership. We are currently requesting input from the faculty members in the Department(s) involved and from units across the University. We will make a recommendation after reviewing the input.

The AAUP-WSU forwarded an item of academic concern to Executive Committee on the use/misuse of labeling independent studies with course numbers. The concern is that the resulting student transcript does not correctly reflect the material and method with which the student completed the requirement. We have formed a joint committee with the School of Graduate Studies, the Provost's Office, and Faculty Senate to explore the creation of a university policy on independent study.

## **5. Old Business**

- A. Academic Policy: Fresh Start for Associate Degree seeking Students - UCAPC  
<http://www.wright.edu/ucapc/0010/fsreport/fresh.pdf>
  - 1. Moved and seconded to Approve.
  - 2. Approved.

Semester Academic Calendar Policies:

- B. University Degree Requirements - UCAPC  
<http://www.wright.edu/ucapc/0010/fsreport/SemesterUniversityDegreeRequirementsPolicy.pdf>

1. Moved and seconded to Approve.
  2. Approved.
- C. Course Inventory Numbering - UCAPC  
<http://www.wright.edu/ucapc/0010/fsreport/SemesterCourseInventoryNumberingPolicy.pdf>
1. Moved and seconded to Approve.
  2. Approved.
- D. Expedited Course Inventory Process - UCAPC  
<http://www.wright.edu/ucapc/0010/fsreport/SemesterExpeditedCourseInventoryProcessPolicy.pdf>
1. Moved and seconded to Approve.
  2. Approved.
- E. Standard Credit Hour, Instructional Hour, Timeblocks - UCAPC  
<http://www.wright.edu/ucapc/0010/fsreport/SemesterStandardCreditHourInstructionalHourTimeblocksPolicy.pdf>  
 Senator Question: Why isn't 7:30 am the starting timeblock for all weekdays?  
 Tom Sav: T/TH class meeting times are 80 minutes and class would need to begin well in advance of 7:30 am to get to the 8:30 timeblock. M/W/F classes are 55 minutes in length.  
 Dr. Sudkamp: The Ohio Board of Regents has adopted definitions for the semester credit hour. To meet their definition in a 14-week schedule, our three meeting time per week classes will be 55 minutes, while our two meeting time per week classes will be 80 minutes. This accomplishes the 750 in-the-seat minutes that are required by the new OBR guidelines.
1. Moved and seconded to Approve.
  2. Approved.

## 6. New Business

- A. Faculty Senate Classroom Building Resolution – B&GC  
 (See Attachment A to the November 2, 2009 Senate Agenda)  
<http://www.wright.edu/admin/senate/senage/documents/SenAgnNov09.pdf>  
 Senator Question: Is there a known reason why a new building isn't being added to the first biennium, rather than the second, due to the implications of the semester conversion and enrollment increases creating a severe classroom shortage?  
 Dr. Sudkamp: Dr. Rizki could better answer that question but is not here yet. I believe that Buildings & Grounds Committee felt their timing would give both adequate time for planning and understanding what size classrooms will be needed because of the semester conversion.  
 Senator Comment: But it is two years after we convert and we'll need to come up with plans for alternative space.  
 Dr. Sudkamp: I believe there is a six-year capital plan and being on that plan does not guarantee a building; however, not being on the plan is a good guarantee there won't be a building. I believe Buildings & Grounds is trying to be sure this known priority is on the plan.
1. Moved and Seconded to Old Business.

## 7. Committee Reports

- A. See Attachment B to the November 2, 2009 Senate Agenda.  
<http://www.wright.edu/admin/senate/senage/documents/SenAgnNov09.pdf>

## 8. Council Reports

- A. Athletics Council – Dan Krane  
 The Council has had two meetings to date. I last spoke to Faculty Senate as the incoming Chair of Athletics Council. There was concern regarding Wright State's athletics programs compliance with Title IV expectations, when the Gender Equity Subcommittee of Athletics

Council discovered and brought attention to what we thought were serious departures from WSU's compliance with Title IV. Those concerns seem as if they will be reconciled almost entirely by the elimination of the men's outdoor track team, which when created, negated our compliance. Over the next two years we will be in compliance again which will resolve this issue.

Additionally, Athletics Council is tasked with oversight of WSU student athlete's academic performance and I am proud to relate to Faculty Senate that for more than eight years, WSU athletes have achieved a cumulative GPA above 3.0, which is consistently higher than non-student athletes at WSU.

Also, the Athletics Council is charged with review of the Athletics Department budget. There has been discussion about perceived excesses in the Athletics Department budget. There have been changes to the budget with four individuals taking the early separation incentive, and being replaced with only one full-time position and a graduate assistant. Three senior positions have been eliminated entirely and two additional positions have been downgraded. The elimination of the men's outdoor track program has created some savings as well. The Athletics budget at WSU is 2.5% of the overall budget. Nationally, the cost of athletics relative to a university's over-all budget is twice that at 5%.

The Athletics Council will be sponsoring four pre-game lectures before the last four men's home basketball games. We will coordinate the lectures with the alumni association's designation of certain games being affiliated with specific colleges and invite you to attend.

B. Graduate Council – Jay Thomas

A written report was distributed at the meeting. The Graduate Semester Conversion Guidelines are available at:

<http://www.wright.edu/admin/senate/senage/documents/GraduateSemesterConversionGuidelines102609.pdf>

Dr. Thomas will be retiring on December 31, 2009. The Senate thanked him, with a round of applause, for his service to the university and work with the Faculty Senate.

**9. Special Reports**

A. Multicultural Competence in the Curriculum - Jeff Vernooy, Charlotte Harris, Carl Brun  
(See Attachment C to the November 2, 2009 Senate Agenda)

<http://www.wright.edu/admin/senate/senage/documents/SenAgnNov09.pdf>

**10. Announcements**

**11. Adjournment**

The meeting adjourned at 3:45 p.m. The next meeting will be on Monday, January 4, 2010, 2:45 p.m., in E156 Student Union.

/pz