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Faculty Senate Chronicle for February 7, 2019

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February 7, 2019

22 pages

SENATE ACTIONS

1. Adopted a resolution from the Curriculum Review Committee to approve the list of course proposals (Appendix A).
2. Adopted a resolution from the Academic Policies Committee regarding direct admission criteria for the Computer Science division (Appendix B).
3. Approved a resolution from the Academic Policies Committee to allow Criminal Justice to become its own department.
4. Approved a resolution from the Academic Policies Committee to approve the requirement of the GMAT for entrance into the CBA Master's Program. (Appendix C)
5. Approved a resolution from the General Education Advisory Committee to approve course 3600-210 Legal reasoning and Critical Thought for the critical thinking tag (Appendix D)

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MINUTES OF THE FACULTY SENATE MEETING OF

February 7, 2019

The meeting of the Faculty Senate took place Thursday, February 7, 2019 in room 201 of the Buckingham Center for Continuing Education. Senate Chair Linda Saliga called the meeting to order at 3:04 pm.

Of the current roster of 63 senators, 39 attended the meeting. Senators Dey, Ferris, Foster, Hajjafar, Haritos, Hauser, Helene Roy, McKnight and Szalay were absent with notice. Senators Braun, Cargill, Chronister, Cole, Evans, Hoge, Mahajan, Miller, Nicholas, Scotto, Snider, Walker, Wang, Xi and Zheng were absent without notice.

I. Adoption of Agenda

On Senator Kidd's motion, the agenda was adopted as amended without dissent.

II. Adoption of Minutes of the November Special Meeting and the December meeting

On Senator Nofziger's motion, the minutes of the November Special Senate meeting were adopted without dissent.

On Senator Graor's motion, the minutes of the December Senate meeting were adopted without dissent.

III. Remarks of the Chair

Of the many things that came to mind to talk about today, I decided to limit myself to two topics: curriculum proposal system and workload.

The committee involved with instructing the development of the new curriculum proposal system had a day and a half pilot of the system during finals week. While the program won't be perfect, it will be a significant improvement over what we have now – if for no other reason than we will have the technical support needed for such a program. Our current system is getting weaker and weaker with more strange errors occurring daily. BCC from arts and sciences has determined that they will not consider any proposals in the current system that does not reach them by February 15. I would like for other colleges to consider doing something similar. CRC is discussing a final entry date, but we haven't nailed it down yet. Ideally, all proposals will successfully complete their journey through the system by the end of this academic year. Any proposal that is in the system and not completed by the end of the year will have to be re-entered into the new system when it comes online.

Our jobs as university professors have three components – teaching, research, and service. Teaching is listed first and is the most important, and consequently should take the majority of our time. Workload is the term the academy uses to describe how our time is distributed in relation to the three components of our job. Surprisingly, most of our units don't have a written workload policy. We talk about 2-2 loads, 3-2 loads, or 3-3 loads, referring to the number of courses taught each semester of the academic year, and we don't acknowledge the other aspects

of our jobs. We need to develop policies that describes all three aspects of our jobs.

The executive committee discussed the issue of workload with the provost last month and was surprised to hear about some of the different practices between departments. “Teaching” labs is one area where there are huge disparities across disciplines. Compensation for doing accreditation work was another. The provost is calling for written workload policies for each unit.

These policies need to be consistent across campus. They don’t need to be identical across campus, but for example, if faculty member A does accreditation work in her department and faculty member B does accreditation work in his department they should get the same load credit, not stipends, for doing the work. The university has serious financial problems and we need to stop taking extra pay for doing work that is necessary to our mission that no one else in our department is doing. I used accreditation as an example here, but there are many other activities that faculty get stipends for that should be a part of their job. I think the reason the stipends started was because the work required for doing these jobs each semester isn’t equivalent to a course, so teaching one less course a semester didn’t seem fair. This is one reason that we have to stop thinking about workload in terms of courses and need to think about it in terms of credit hours.

We, the executive committee, developed the following guidelines to help units think about how load should be assigned to every aspect of our job. I will send this document, with the Board Rule about workload, to the senate email list after the meeting.

Chair Saliga displayed the workload document and commented that it should be concise and should focus on assigned tasks. An additional page justification was advised. The Chair summarized the discussions that took place within the Executive Committee sessions devoted to developing the guidelines. The EC discussed teaching considerations including: lab compensation, course size, labor intensity, supervision of TA's, and the use of TA's to do the day to day course or lab work. The EC also discussed various issues related to campus consistency.

Chair Saliga outlined some of the issues related to service and scholarship. Graduate faculty status was mentioned as one way in which research productivity may be measured. Mentoring activities, coordination, and advising were described as challenging to measure. The provost called for these policies to be implemented by fall of 2019.

IV. Special Announcements

Dr. Dale Lewison, retired professor of marketing, died Dec. 12. He was 76.

He joined UA in 1981 and served as the chair of the Department of Marketing from 1981 until retirement. He also served as the first executive director of the Taylor Institute for Direct Marketing, beginning in 2004. Lewison retired from UA on Oct. 1, 2007, and returned on Oct. 2 as the director of the Taylor Institute and Suarez Marketing Lab until July 1, 2010.

Lewison was known as an expert in retailing, having written a key textbook and publications on the subject. He also was known for his strong work ethic, his passion for mentoring young faculty, and his dedication to family and students.

Minnie C. (Griffiths) Pritchard, associate dean emeritus, died Jan. 14. She was 86.

The Akron native first arrived on campus as a valedictorian graduate of the Class of 1950 of Central High School. In 1955, she became the first woman to graduate from the University with a B.S. in Civil Engineering. Before joining the faculty at her alma mater in September 1971, Pritchard worked at Goodyear Aerospace. In 1981, she earned an M.S. in Technical Teacher Education here.

During her years at UA, Pritchard was a professor of Construction Engineering Technology. She received an Educator of the Year Award in 1996. Pritchard retired in July 1996 as associate dean emeritus and professor emeritus of surveying and construction. In retirement, Pritchard continued on as a part-time professor and an academic advisor until January 2008

Dr. Foster S. Buchtel, alumnus and retiree, died on Jan. 18. He was 88.

The Akron native earned a B.A. in Philosophy in 1960 and a Ph.D. in Sociology in 1990 at the University.

He began working at UA as the assistant to the president on July 1, 1974, and continued in that role until July 1, 1985. He then became a lecturer III in the Department of Sociology and retired on July 1, 1989. After his early retirement, Buchtel taught at UA until May 1996.

Before joining his alma mater, Buchtel worked at Goodyear, Case Western Reserve and Western Michigan University.

V. Report of the Executive Committee

The Executive Committee met seven times since our last meeting. We met twice on December 20th.

First, we met to make committee appointments, discuss the program review process, reasonable assurance letters, the HLC monitoring reports, and prepare for our meeting with Interim President Green and Provost Ramsier.

We met again on December 20th with Interim President Green and Provost Ramsier. In this meeting, we discussed the football coach and the role of various sports at UA, the development of our own dashboards, Direct Connect, mental health services, needs and training for faculty. We also discussed the implementation of Ad Astra, online course offerings, and reasonable assurance letters.

The Executive Committee met twice on January 17th. First, we met to make committee appointments, discuss program review, bylaws, and curriculum review proposals.

We met again on January 17th with Provost Ramsier. We discussed the development of a workload policy. Workload was discussed at the unit level and across units that have common types of assignments. The development of a general guidelines document was discussed.

The EC met on January 24th to discuss the workload policy guidelines.

The EC met on January 31st in the midst of the polar vortex via WebEx to prepare for the Senate meeting on February 7th. During that meeting we also discussed workload and bylaws.

The EC met on February 5th to discuss workload policy guidelines.

This concludes my report.

VI. Remarks of the President

Interim President Green was glad to see most of the body survived the polar vortex. He provided an update on the action plan, and thanked the body for their work. He stated that although the plans are not perfect, they will be used to drive division priorities. However, he assured that most of the unit plans were already in line with the University's top priorities. He gave an example of two colleges that both had retention and recruitment as priorities but in different orders. The example was meant to illustrate that although unit plans did not substantially change in terms of content, they were altered in terms of ordering. Thus, the majority of the plans reflected unit goals rather than a top down approach. He promised that the plans would be posted for public viewing on the OAA website.

While the senior administration did not require the plans to be changed in light of the budget, the budget will substantially shape implementation. The steering committee discussed ways to improve the planning process and the intention to update the action plans yearly remained in place. The principle role of the plans will be to build the budget. The interim president cited the structural deficit of 45 million, and although the deficits have been managed yearly, long term changes will need to be made for sustainability.

The interim president mandated a 15 million dollar reduction for the 2020 budget. He assured that priorities in the action plans will be funded first and other traditional activities may not be funded if they are not necessary to the plan.

Interim President Green invited CFO Mortimer to speak.

CFO Mortimer discussed a diagram (Appendix F) of the budgetary process. The document was created with UC Budget and Finance Committee with input from the president, provost and chairs. The CFO described the budgetary process as a cyclical one, which begins in February, forecasts out five years and includes projected revenue and expenditure models. Mortimer presented the process as one that is rooted in shared governance and input from multiple groups.

Senator Stearns complimented CFO Mortimer on the alignment between the budgeting process and HLC expectations.

Interim President Green commented that the goal will be to provide a stable forecast for at least two years.

Interim President Green thanked the EC for participating so actively in the workload policy. He commented that while most units had informal policies, it was the informal nature of those policies that led to most disputes.

He updated the body on the proposals for reorganization including additional proposals that came forward. The Board of Trustees asked Interim President Green for the proposals and he plans to work through February in examining them. The interim president will make the decision about which reorganization proposals will be presented to the Senate and the Board of Trustees. He planned

to give a report on his progress in March to the Senate and the APC. He assured the body that there would be sufficient time to review the proposals.

Chair Klein asked when APC would see the proposals.

Interim President Green stated that the earliest would be at the March meeting and that the body would have two months to review. Progress will be dependent on the level of complexity.

Senator Soucek read the following remarks: After much listening, I adamantly disagree with what was proposed and passed as an emergency 3 year plan to save the University. Everything that has been proposed by Professors Chase and Allen in terms of taxing graduate research will not add into the general fund, but will result in a net loss, greatly contribute to the demise of graduate research at the University, and flight of faculty to other institutions. (We are well aware that is a backhanded way to save money in the short term.)

According to Interim President Green the number one priority is undergraduate education and retention then, followed by recruitment. It may astound you (the Senate) to know that the University does not have retention data on a program or degree level. So, there is currently no way to access, via trustable data, where the problem areas are to fix. To fix this we need have a fair algorithm for the students that change majors and do not leave the University.

Secondly, the premise that we recruit less students but more highly qualified ones does not appear to be working. Sounds good, but it appears to be a very risky strategy. Instead, I believe finding our competitive niche by taking more students, and helping in the retention of students and particularly risky students

might be a better pathway. But we would need partners to ameliorate that risk financially. We could call it our lift-up program. First of all, we would need a politically savvy president to lead this because it would mean coordinating, city, development donations, business leaders, non-profits, and a state ask together for the program. We could sell it to the city as a bond 20-40 mil to provide guaranteed admittance and partial scholarship/50% to all Summit county students with a certain GPA. Maybe 3.25. In this way, we could replace the 20 mil/year used from our general fund that presently funds our students. In addition to scholarship money, have money set aside for remediation especially math. Hold remedial math classes at the STEM high school and have it taught by high school teachers as a joint program with our education college. This is a model that is better than using professors. Also, assign each student a life coach who can help navigate the University; this could be an upperclassman, lift up program graduate who is local and volunteering, or other volunteering resources (other students, retired faculty, business people, or maybe trustees). In this way, we could have a program that would be worth giving money too.

In summation, I think we should continue to do what we are good at and not transform ourselves into something we may not be able to do and may not be as good at. We have always served the underserved: the commuter students living at home, older than average students, Veterans, first family college members, students that hold down full-time jobs, students that are underprepared by virtue of poorly performing schools. It is little wonder that our retention rate is so low. I think we should continue to serve these underserved students, in similar

numbers as before (admittance), but with a far superior plan for retention and success and with funding to back up the plan.

Interim President Green asked the senator to send the remarks to the president's office. He acknowledged the problem of unit level data in relation to retention and agreed that successful retention should be defined at the University level rather than unit to unit.

VII. Committee Reports

A. Curriculum Review Committee

Chair Saliga presented a motion to approve the curriculum proposals (Appendix A) sent with the agenda. The motion carries.

B. Academic Policies Committee

Chair Klein presented the first resolution of Academic Policies Committee recommending changing the criteria for direct admission to Computer Science.

The motion passed without dissent.

Chair Klein presented the second resolution of the Academic Policies Committee: The APC recommends the Criminal Justice Studies Program become its own department in BCAS.

Senator Nofziger clarified that the Criminal Justice program had over 600 majors and two jointly administered degrees.

The motion passed without dissent.

Chair Klein presented the third resolution of the Academic Policies Committee: The APC recommends that the CBA change their graduate program admission policy related to the GMAT.

The motion passed without dissent.

C. Part Time Faculty Committee—Chair Hazlett

Chair Hazlett introduced himself to the body and discussed some of the issues related to part-time faculty. Discussed load hours in relation to a hybrid course whereby the part-time faculty received two load hours and the full-time faculty received an hour for the online portion. Discussed raise issues and stated they were resolved quickly. The provost also resolved a load issue at Wayne College whereby a part-time faculty member was assigned 12 load hours between campuses. Hazlett stated that raises needed to be made to the base salary. He reiterated that Interim President Green now has direct control over salaries, and thus implied that he could make such raises quickly. Discussed pay periods in relation to teaching terms and differing deadlines in payroll and HR. Payroll will print out special checks if needed. (Appendix C)

G. GEAC—Chair Barrett

Motion to approve a new fast track course in the Critical Thinking area.

The motion was passed without dissent.

VIII. Report of the University Council Representatives - Senator Evans

No Report

IX. Report of the Graduate Council Representatives—Senators Soucek and Tessier

Senator Soucek noted that graduate applications are significantly down. The Senator expressed concern about these significant enrollment declines. He asked for all the graduate programs to assess the health of their programs. The Graduate Council wished to examine the health of all the programs and invited comments.

X. New Business

None.

XI. Good of the Order

Senator Saliga reminded the body to please fill out one of the attendance sheets located in multiple places around the room.

XII. Adjournment

The meeting was adjourned at 4:10 pm.

—Heather Howley, Secretary.

Questions and comments about the minutes can be emailed to hhowley@uakron.edu or called in to x8958.

APPENDIX A

Proposal Number	Proposal Name
CHP-NURIN-18-24599	Pathophysiological Concepts of Nursing Care
CHP-NURIN-18-25212	Policy Issues in Nursing
BUS-MARKET-18-23968	Integrated Marketing Communic
BUS-MARKET-18-24157	Marketing Management Program
BUS-MARKET-18-24176	Sales Management Program
BUS-MARKET-18-25025	Professional Insights: Sales Management
BUS-MARKET-18-25031	Integrated Marketing Communications
BUS-MARKET-18-25032	B2B Marketing
A&S-ART-18-24266	Foundation Review
A&S-ART-18-24267	Foundations Forum: Studio
A&S-CHLDFAMDEV-17-22649	Child Care Worker
BUS-MANGT-18-24777	Leadership (Cert)
CHP-SOCIAL-18-24778	Social Work Research I
EDUC-CURR-17-21955	Techniques of Teaching English as a Second Language
POLY-PENGR-18-23215	Polymer Engineering Analysis
EDUC-CURR-18-23417	Student Teaching: Special Education
EDUC-EDFOUND-18-24102	Principalship
EDUC-EDFOUND-18-24103	Principalship
CHP-NURIN-17-22280	Principles of Evidence Based Practice
CHP-COUNS-18-22971	Counseling - Marriage & Family
CHP-COUNS-18-23464	Traumatology
CHP-NURIN-17-21863	Family Psy/Mental Hlth Nur Pra
A&S-CHLDFAMDEV-17-22153	Accelerated BA/MA Child & Family Development
CHP-NURIN-17-22386	Family Psychiatric Mental Health Nurse Practitioner: Child/Family Intervention Practicum
CHP-NURIN-18-24702	Adv Role Sp/Nurs Mgt&Bus (Cert
CHP-NURIN-18-24700	Adult/Gero CNS
CHP-NURIN-18-24701	Post-MSN Fam NP for PNP (Cert)
CHP-NURIN-18-24703	Nursing Education (Cert)
CHP-NURIN-18-24739	Post-MSN Adult/Geron HN (Cert)
CHP-NURIN-18-24775	Advanced Clinical Pharmacology
CHP-COUNS-18-23465	PrePracticum in MFT
CHP-COUNS-18-23507	Techniques of MFT
CHP-SOCIAL-18-24793	Motivational Interviewing for Social Work Practice
CHP-SPLANG-18-24601	Laboratory for Electrophysiologic Techniques in Audiology
CHP-SPLANG-18-24603	Speech-Language Pathology for the Audiologist
CHP-SPLANG-18-24600	Laboratory for the Evaluation and Management of Balance Disorders
CHP-SPLANG-18-24602	Laboratory for Advanced Electrophysiologic and Vestibular Measures
CHP-ALLIEDHEAL-18-24939	Health Record Content

APPENDIX B

The Report of the Academic Policies Committee to Faculty Senate for February 7, 2019

The following items have been unanimously approved by APC members and are recommended for approval by Faculty Senate:

Direct Admission Criteria for Computer Science

APC recommends changing the criteria for direct admission to Computer Science to a 3.0 GPA, 22 ACT/1110 SAT, and a 24 math ACT/580 math SAT.

Rationale: Current criteria were a 3.0 GPA and a 22 ACT/1110 SAT without a separate score for math. The department wishes to be consistent with STEM criteria by changing them to a 3.0 GPA, 22 ACT/1110 SAT, and a 24 math ACT/580 math SAT.

Criminal Justice to become a BCAS Department

APC recommends that Criminal Justice Studies Program become its own department in BCAS.

Rationale: Criminal Justice has been up and running as a successful program with many majors (currently 600) for several years. Degrees that exist under the Dean's Office and are not independent departments do not have control over the curriculum, recruitment, or marketing. Most Criminal Justice degrees at other universities are independent departments. Faculty in all participating departments approve of the proposal. RTP guidelines are still under revision.

APPENDIX C

CBA Graduate Programs GMAT Policy

URL: <http://uakron.edu/cba/graduate/applying/>

The Proposed change is Found Below Highlighted and Bold

GMAT (send a copy of your results). Request to have the official copy sent to our office either when taking the test or after. The Graduate Admission Committee (GAC) prefers that applicants have a minimum GMAT score of 500. It is unlikely that applicants with scores below this threshold will gain admission. For those applicants with scores slightly below this level, it is possible to submit a petition to the Admission Committee requesting provisional admission. GMAT information is available at www.mba.com.

Other standardized tests. GRE, MCAT, LSAT, PCAT, CAT. Students who have taken the [GRE](#), MCAT, PCAT, [LSAT](#) or CAT may request consideration for admission based on those scores. A minimum score of 50th percentile on all sections of the test is expected. Students providing CAT are expected to provide scores of 90% or above.

Students holding a Masters, Doctorate or Juris Doctor from an American university may request admission based on the advanced degree. A student's overall application will be reviewed and the GAC reserves the right to require the GMAT for admission. If a student without a Masters or Doctorate has not taken a test, the GMAT is preferred.

Applicants may petition the GAC for a waiver of the GMAT, GRE or other standardized test, if they have achieved three years of progressive work experience, showing both management and quantitative responsibilities, after completion of a bachelor's degree from an accredited university.

The College of Business Administration generally does not offer an applicant admission without a standardized test score. If you have a non-business undergraduate degree

APPENDIX D

GEAC Senate Report

December 6, 2018

Submitted by Linda Barrett, GEAC member

The General Education Advisory Committee submits the following course for Faculty Senate approval. GEAC has approved this course and has verified that it has also received departmental approval.

APPROVE

3600:210 Legal Reasoning and Critical Thought -- Critical Thinking

APPENDIX E

PTFC Report to Faculty Senate

January 28, 2019

- We received a concern that there may be an issue with full-time faculty being compensated differently (in number of credit hours) for some hybrid courses and are looking into that issue.
- Resolved an issue with a part-time faculty member who had taught last spring but not in the fall and was not going to receive the 3% raise given to all part-time faculty. Provost Ramsier and HR worked quickly to respond and sent reminder memo to departments.
- Partially resolved an issue with another part-time faculty new this semester that had been given a 12 credit hour teaching schedule. She was told on the first day of the semester that there had been a mistake and she was only allowed to teach a maximum of 9 hours. Her main complaint was that the OGC rules on class load states that the maximum is supposed to be 12 hours.

Again, the Provost responded promptly to my concern about changes in the OGC rules, and informed me that most changes are now handled by distributing policy changes, rather than the complication of amending the rules.

This led to an email exchange between FS Chair Linda Saliga and I about how to keep track of the policy changes made by the administration. Currently there is no “master list” of these policies kept by either the administration or Faculty Senate. My suggestion, to which Chair Saliga agreed, that we should at least look into this to avoid further misinterpretation of policy.

- We are still waiting for implementation of the attached resolution that was passed by this body in February 2015. Recent action by the Board of Trustees has now put the University President in charge of all salary decisions involving all university employees who are not represented by a union.
- We have been made aware that HR’s current method of determining who is eligible for yearly service awards discriminates against part-time faculty who are teaching only a first seven week, a first five week or a second 5 week class. Eligibility for the awards last spring was determined by

looking at the list of people actually employed in April, effectively eliminating anyone whose teaching schedule was done for the semester.

Respectfully submitted,

Bill Hazlett, chair PTFC

Proposed Rule change for 3359-20-06.1
Section H.2.a, H.2.b, H.2.c
(revised 12/2/14)

WHEREAS, the current minimum salary levels for part-time faculty have been in effect since 2001, and

WHEREAS, the Bureau of Labor Statistics data show an increase in the Consumer Price Index of 33.5% since 2001,

RESOLVED, that the University of Akron increase the minimum salaries for part-time faculty to the following levels, effective with the Fall semester 2015:

Assistant Lecturer - \$800
 Associate Lecturer - \$950
 Senior Lecturer - \$1100

and further be it

RESOLVED, that the salaries of part-time faculty members currently earning more than the minimum salary for their rank be increased by an amount sufficient to preserve the percentage by which their salaries exceed the minimum.

RATIONALE:

Data from the Bureau's web site show an increase in the CPI from August, 2001 to August 2014 from 178.3 to 238.031. This equates to an effective cumulative increase of approximately 33.5%. In other words the buying power of the minimum part-time faculty salaries has decreased by approximately one-third since those minimum salaries were last adjusted.

The web site's inflation calculator was used to show the increase in salary that would be necessary in 2014 to achieve the buying power of the minimum salaries in 2001. The results are shown in the table below.

Difference in Buying Power	
2001	2014
\$600	\$806.43
\$700	\$940.83
\$800	\$1075.24