

The University of Akron

IdeaExchange@UAkron

The University of Akron Faculty Senate Chronicle

12-6-1990

Faculty Senate Chronicle December 6, 1990

Heather M. Loughney
hl@uakron.edu

Follow this and additional works at: <https://ideaexchange.uakron.edu/universityofakronfacultysenate>
Please take a moment to share how this work helps you [through this survey](#). Your feedback will be important as we plan further development of our repository.

Recommended Citation

Loughney, Heather M.. "Faculty Senate Chronicle December 6, 1990." *The University of Akron Faculty Senate Chronicle*, 6 Dec 1990. *IdeaExchange@UAkron*, <https://ideaexchange.uakron.edu/universityofakronfacultysenate/370>

This Article is brought to you for free and open access by IdeaExchange@UAkron, the institutional repository of The University of Akron in Akron, Ohio, USA. It has been accepted for inclusion in The University of Akron Faculty Senate Chronicle by an authorized administrator of IdeaExchange@UAkron. For more information, please contact mjon@uakron.edu, uapress@uakron.edu.



TABLE OF CONTENTS

| | <u>Page</u> |
|--|-------------|
| Minutes of the Meeting of University Council of December 6, 1990 | 2 |
| Appendix to the Minutes of the University Council Meeting of December 6, 1990 | |
| A. Report of the Athletics Committee | 22 |
| B. Report of the Faculty Well-Being Committee | 25 |
| C. Faculty Fellowship Awards | 33 |
| D-1. Spring Commencement Proposal | 35 |
| D-2. Curriculum Proposals | 36 |
| D-3. Title Changes in the College of Fine and Applied Arts | 49 |
| E. Report of the Faculty Rights and Responsibilities Committee | 51 |
| Curriculum Changes | 53 |

Any comments concerning the contents of the University of Akron Chronicle may be directed to the Office of the Senior Vice President and Provost.

Minutes of University Council
December 6, 1990

The regular meeting of the University Council was called to order by the Chairman, Interim Senior Vice President and Provost, Dr. Marion Ruebel, at 3:00 p.m. on Thursday, December 6, 1990 in Leigh Hall 307.

Sixty-seven of the 83 members of Council were present. Those absent with notice were Mr. William Becker, Acting Dean Roger Durbin, Dr. Patricia Edwards, Dr. Kathleen Endres, Dean Claibourne Griffin, Dean Isaac Hunt, Dr. Dale Jackson, Dean Jane Martin, Dr. Dorothy Moses, and Dean Tyrone Turning. Absent without notice were Dr. Bridgie Ford, Dr. Gary Frank, Dr. Allen Noble, Ms. Carol Olson, Mr. Richard Shanklin, and Mr. David Weill.

Item No. 1 - Remarks of the President..

The Chairman introduced President Muse whose remarks were as follows:

I have several items on which I want to report to you today. The first is an observation that the difficulties that we are having in the Middle East are clearly having an impact on The University of Akron. I learned today that three University employees have been called to active duty for a period of at least six months. They include: Carolyn Albanese, Associate Professor of Home Economics; Sue Rasor-Greenhalgh, Assistant Professor of Home Economics, and Veorlon Sanders, Food Service Worker in Robertson Dining Hall, that is in addition to, I'm sure, a number of students who have been called to active duty.

The addresses of the employees of the University while they are in Saudi Arabia will be printed in the Akron Update in case you want to send them a card or a letter to express to them your best wishes.

At the Trustees meeting yesterday, the University was authorized to negotiate an agreement with Temarex, Inc., a firm to assist the University in marketing the intellectual property that we own. As our research and creative activities have grown, the number of patents and copyrights that we hold has increased dramatically. The University now owns 60 patents that are in some stage of development from disclosure to a patent actually being issued. We feel that many of these patents may have commercial value and we hope that Temarex can be effective in helping us capitalize on the opportunities that we have.

We have no word from Columbus yet as to how the state plans to resolve the deficit it has in the current year's operating budget. We anticipate that all universities will be asked to take a cut in their appropriation this year but hopefully it

will be at a manageable level. We anticipate that sometime early in January we will find out what action is going to be taken by Governor Voinovich and the Ohio General Assembly.

As we prepare to begin the planning and budgeting cycle for 1991-92, I want to inform you of several changes that have been made in the process with the overall objective of providing for better integration of planning and budgeting and for obtaining greater input from the academic sector in that process. The membership of the Strategic Planning and Review Committee, SPARC, has been restructured to now include two vice presidents, three deans, two department heads, five faculty, and one student. This group will have the responsibility to review all of the plans and budgets that are developed by the departments, colleges, administrative units, and to recommend to me our budgetary priorities for the next year and for the future. The new process, as well as the requests for budget proposals, are to be communicated to the heads of all budgetary units, on or around the 17th of December. The President's Annual Report, which is presented to the Board of Trustees, was made yesterday and that is included in the Fall issue of the Akron magazine. If you haven't seen it, I would recommend it to you. Our Communications Department does an excellent job with this particular publication as well as a number of other publications they are responsible for. This particular issue is the largest issue that we have ever had of the magazine--144 pages and it includes the donor honor roll which is one of the reasons it is so thick. That honor roll includes the names of 13,000 individuals and organizations that contributed to The University of Akron for the past year.

Lastly, I want to extend to all of you my best wishes for a happy holiday season.

Mr. James Inman wanted to ask a few questions regarding a letter which had been sent out by the Chairman of the Provost Search Committee. It stated that the committee would reduce the pool to three or four finalists and then work in cooperation with the President to schedule them for campus interviews. Every effort would be made to see that the persons and groups who would be working most closely with the new Senior Vice President and Provost would have an adequate opportunity to meet with each candidate during the campus visits. Mr. Inman was concerned and confused as to how the committee was actually operating. Was it going to interview any candidates before it submitted the three or four names to the President, or was it going to just look over the applications and then hand over the three or four names? Was the President going to be involved in the initial interviewing? What he thought was implied here was contrary to the tradition of how a search committee was run. It was the search committee which did the interviews and submitted the names. Then the administration did

the interviews of the finalists. Had the President given any instructions on procedure to the committee, or, if not, did he think that Inman's reading of the letter was correct, and would the search work properly without following tradition?

President Muse replied that he had not directed the committee to follow any particular process in this regard. The requirements in the Bylaws were that they were to submit to him three names. The interview process could be as the committee decided to pursue it. He would talk with Dr. Knepper, the chairman, and see what process they were going to follow. He had no objections to following the process that they had described and thought that it could work well. The objective was to bring the best person to campus, and if the process met that objective, that was the one that we ought to follow.

Item No. 2 - Consideration of the Minutes of the Meetings of University Council of October 4 and November 1, 1990 as printed in The University of Akron Chronicles of October 30 and November 29, respectively..

The Chairman stated that since Council had been unable to consider the minutes from October 30, due to the fact that not everyone had the Chronicle before the meeting, we would be considering both the Chronicle issues of October 30 and November 29. He then asked for corrections to the October 30 issue.

Mr. Inman noted that on page 14, at the top of the page, he did not know whether he had said "lock and key" and was not sure what it meant. He asked that it be deleted and be replaced by "administrative block of departments' and colleges' recommendations for promotion of instructor."

There were no other corrections to this issue and Council moved on to the November 29 Chronicle.

Dr. Gary Oller, Secretary, had a few corrections. In the section on attendance, Mr. Clifford Billions should have been listed as absent with notice, and Dr. Bridgie Ford did attend the meeting. Also in the section under the President's Remarks, a paragraph had been inadvertently dropped in which the President had mentioned that \$100,000 had been added to the Library's budget.

A motion was then made to adopt both sets of minutes as amended. This was seconded and then approved by Council.

Item No. 3 - Remarks of the Presiding Officer..

The Chairman made the following remarks:

As Council will recall, at our October meeting we debated the issue of whether anything in our Faculty Manual or Board

Bylaws prevented the promotion of Instructor to the rank of Assistant Professor. Our discussion at that meeting ended with the charge to our Faculty Rights and Responsibilities Committee to study the Manual and report back.

At our November meeting, Professor Brink, on behalf of the Faculty Rights and Responsibilities Committee, presented a resolution which Council, after debate, adopted. The resolution expressed Council's opinion that "...unless the Faculty Manual is amended...instructors are eligible for promotion..."

Council has thus gone on record with its formal opinion; that action is recorded in the Minutes of the November 1 meeting as included in The UA Chronicle, dated November 29, 1990. After passage of that resolution, Dr. Gerlach moved that the Reference Committee take this resolution into its charge and to see that it is placed in the Faculty Manual. That motion was seconded and passed.

Although I hesitated at that time to rule this motion out of order, I have come to the conclusion, after review of the matter, that Council's action in voting to insert its opinion into the Faculty Manual was of no effect. Our debates have already come to the conclusion that nothing in the Manual prevents these promotions, and that conclusion is reflected in our official minutes. Further, I do not see how, in any event, an "opinion" can be inserted into the Manual.

Therefore, the Executive Committee will be recommending to University Council that the Reference Committee add to the Faculty Manual, as appropriate, a footnote per Council's resolution. After referring to the procedure on promotion from Instructor to Assistant Professor, a footnote should follow each statement indicating that further information on this subject is noted in The University of Akron Chronicle, pages 11-14 of the November 29, 1990 issue. Our minutes stand as our record.

Before Dr. Gerlach's motion I agreed to provide for this meeting of Council, a policy statement clarifying the promotion issue. The statement I am about to read has been duplicated and distributed to you.

1. When a tenure-track faculty position becomes open (whether because a new position has been created or because a colleague has left an existing position), and the Senior Vice President and Provost and the President have approved a search to fill that position, the regular University search procedures and requirements apply to that search.

2. When it is necessary to hire a person to fill a tenure-faculty position on a short-term basis (where a colleague has resigned too late for a search to be conducted, or for some reasons of illness or the untimely death of a colleague, or for approved faculty leave) the position may be filled on an interim basis. The designation of "visiting" faculty is used to describe such a hire. The "visiting" colleague's designation of rank is subject to the recommendation of the academic department or division, the dean, and the Senior Vice President and Provost.
3. Nothing in the foregoing affects in any way the regular promotion of faculty from one rank to another, including, where appropriate, from Instructor to Assistant Professor. However, promotion from Instructor to Assistant Professor cannot be used to avoid a search for a new position as described in part 1, nor does it satisfy the requirements of our search procedures.

Finally, an issue I would like to discuss is the motion that Council passed at our November 1 meeting requesting that an ad hoc committee be formed to study the current governance bodies on campus and to investigate restructuring University Council. This motion appears on page 25 of your UA Chronicle of November 29.

At the time you passed the motion, I stated from the chair that the committee would be appointed. However, the motion did not make clear how the appointments are to be done. Therefore, I would propose to appoint this as an ad hoc committee to report back to Council its recommendations. I would like to ask at this time that Council members send to my office names of persons you think would be appropriate for inclusion. This can include personal statements of interest. I will then appoint the committee, which will include faculty, students, and administrators, and will meet with them to give them their charge. Please send names to me by December 15.

Dr. Don Gerlach asked whether the Chairman's policy statement was now in effect or was it subject to the review of Council. Was it intended to be put in the Faculty Manual? The Chairman replied that it was not and that this was the prerogative of the Chair. It became a part of the record as part of the Chronicle. As far as it being in effect, in essence the policy was already in the Faculty Manual.

Dr. Gerlach thought that Council ought to deliberate a bit on the policy statement because the last part of item 3 seemed to him to run exactly contrary to what Council had decided. It seemed to overthrow its determination that instructors were eligible for promotion and without necessary search. The Chairman disagreed.

Dr. Gerlach understood that the Chairman was asked to prepare such a statement, but it seemed to him that Council had an interest in putting or not putting its stamp of approval on it, especially if it related to our regulations and was to be put into the Faculty Manual. This was why he wondered whether it was going to be inserted into it or simply now be a part of the record of the minutes of this Council as another observation or expression of considered opinion and judgement.

The Chairman replied that he thought it was the latter, that this became a part of the record of Council. In his opinion, this was already in the Faculty Manual right now.

Item No. 4 - Special Announcements..

Dr. Gerlach asked for a point of personal privilege from the Chairman and received it. He then announced that as we were all about to lose a colleague of long standing because of retirement, he wanted to present the following valedictory resolution to salute her on this retirement:

WHEREAS ^{Julia} Julie A. Hull has been a member of the faculty of the Buchtel College of Arts and Sciences since her graduation as Bachelor of Arts in 1946, and

WHEREAS she has the distinction of serving one of the longest tenures in our university community, and

WHEREAS during her tenure she has discharged her responsibilities in the Department of English with tireless energy and a steadfast adherence to her calling as a teacher, and

WHEREAS she was recognized in 1979 as an outstanding teacher by The University of Akron Alumni Association, and

WHEREAS her devotion to the principles of liberal education and to the standards of excellence, to candor, rigor, and clarity, have been an inspiration to countless students and faculty colleagues alike,

NOW THEREFORE BE IT RESOLVED that the University Council salute her distinguished career with heartfelt gratitude, and

BE IT FURTHER RESOLVED that the Council offer her best wishes for a long and happy retirement.

He then moved that the resolution be adopted, that it be recorded in the minutes, and that a copy be sent to Mrs. Hull. This was seconded by Dr. Oller. Council then voted its approval.

The Chairman then asked whether there were other special announcements.

Mr. William Haak stated that following last month's University Council meeting, he had sent a letter to Dr. Gerlach on behalf of the student body requesting that he apologize for his derogatory remarks of November 1 prior to or during today's meeting. At this time he wanted to ask the Chairman whether he had received such an apology from Dr. Gerlach. The Chairman replied that to date he had not.

Mr. Haak said that in that case he wanted to move that Council direct Dr. Gerlach to apologize to the student body for derogatory remarks during the November 1, 1990 meeting of University Council. This was seconded by Mr. James Taggart.

Council then voted its approval.

Item No. 5 - Reports of Committees..

A. Executive Committee

Dr. Oller, Secretary, reported that the Committee had met on November 21. It first made additional appointments of student representatives to University Council committees. It next gave advice to the Provost on some questions which he raised including the recommendations which he previously had mentioned today regarding the placement of a Council resolution about promotion of Instructor to Assistant Professor. It was the Committee's advice that the footnote be inserted by the Reference Committee in the appropriate places stating that further information on the subject was to be found in the Chronicle.

It also discussed memos on a number of issues from Dean Russell Petersen, Mr. Terry Haas, Dr. Kenneth Packenham, and Dr. Linda Moore. It then set the agenda for today's meeting of Council.

Dr. John Bee then raised some concerns about the motion regarding the procedure for presenting motions coming out of Committee reports which Council had passed at its last meeting, specifically Dr. Gerlach's amendment to it which changed the original wording requiring a two-thirds vote of Council to a simple majority in order to suspend the rules and take up a motion during the actual committee's report instead of waiting until new business. This was improper according to Robert's Rules and therefore out of order. The Committee decided that if Council wished to make such a change, a simple majority to suspend the rules, it had to be treated like any other amendment to Council Bylaws--that it be moved and placed on the agenda and held over one meeting before voting.

Dr. Gerlach asked what was the standing of this opinion of the Executive Committee that this motion was out of order. Did that mean that everything fell to the ground?

Dr. Bee replied that the motion itself had no effect at this point.

Dr. Gerlach wanted to dispute this judgement. When he made his motion to provide for a simple majority to determine this question, instead of the usual rule in Robert's about suspending the rules, which required a larger majority, he meant that Council should be entitled to adopt its own standing rule. Council operated through a system of Bylaws, which were roughly the equivalent of a constitution and this was supreme. In the Bylaws it said that we would follow Robert's on parliamentary matters, but it was his understanding that any body such as Council, using both Robert's and a set of Bylaws, had the right to establish other standing rules. This was why he thought that it was entirely within the purview of the body to establish his proposed standing rule, which would be a way of saying that on this particular point of determining the agenda, we would not be following the usual Robert's system. He appreciated Dr. Bee's point about amending the Bylaws to provide for this. However, he did not think that Council needed to be thwarted in this way because the standing rule was just that - something which stood and was followed until such time as it was repealed. It was a matter of convenience and we were proposing to use this majority rule to determine the agenda in a very limited way.

Dr. Bee observed that when you adopted a standing rule, it was an amendment to the Bylaws and was subject to the provisions for that process.

B. Academic Planning and Priorities Committee.

The Chairman stated that the Committee had no report as it would probably be revamped under the new SPARC Committee.

C. Academic Policies, Curriculum, and Calendar Committee.

Associate Provost Joseph Walton reported that the Committee had met on November 20. His full report had been circulated prior to the meeting to all members of University Council. Items which required action would be presented under New Business.

D. Athletics Committee.

Dr. Oller read a report from Mrs. Irene Glanville, the Chair. For the report and a chart presenting a comparison of athlete's GPA by sport, see Appendix A.

E. Campus Facilities Planning.

Mr. Clifford Billions reported for Dr. Harvey Sterns, the Chairman. He stated that the Committee had met on December 5 and that a new procedure in making facilities decisions had been announced. The Provost had agreed to include the committee in formal recommendations regarding space usage. According to the Bylaws, the role of the committee was advisory. The Committee had been asked by the Provost to review all present space requests by Deans and make recommendations.

F. Faculty Rights and Responsibilities Committee.

Mr. David Brink, the Chairman, reported that the Committee had met on November 5 and 12. He then presented, in response to Council's instructions given on October 4, 1990, a proposed amendment to the Faculty Manual relating to Department Head review. The Chairman ruled that since it dealt with an amendment, it should be handled under New Business, and the matter was moved down the agenda to Item No. 8.

G. Faculty Well-Being Committee.

Mr. Paul Richert, the Chairman, stated that Council members had received copies of his full report so he would not read it (For the full report, see Appendix B). There was a proposal for New Business relating to a discussion of the smoking policy. He also wanted to point out that there was data attached, compiled from various sources, on merit/across-the-board pay raises given at various State universities in Ohio in the last few years and various percentages of pay raises for faculty at The University of Akron in terms of cost of living and what-not.

Dean Nicholas Sylvester noted that in last three attachments, comparisons were made to the consumer price index. Those values had not been recorded there. Were they available?

Mr. Richert replied that for 1984 (used to analyze 1985 data) the figure - for the Cleveland area and not national - was 4%; 1985 CPI used in '86 analysis was 3.6%; 1986, 2.7%; 1987, 4.3%; and 1988, 4.3%.

In response to Ms. Peggy Richards' question about Council's charge to the Committee to present the same sort of data for the part-time faculty, Mr. Richert reported that there was not yet enough data compiled, but the Committee was still working on it.

Dr. Gerlach noted that the Committee had also been asked by Council to provide possible suggestions or recommendations coming out of the collection of the data on Faculty raises. Would the Committee be presenting any such recommendations?

Mr. Richert responded that this was something which would be discussed at the committee's next meeting.

H. Reference Committee.

No Report.

I. Research (Faculty Projects) Committee

Associate Vice-President John Wodarski reported that the Committee had met on November 19 and considered 38 proposals. It then funded 15. He would have another report in March. (See Appendix C).

J. Student Affairs Committee

No report.

K. General Studies Advisory Council

No report.

Item No. 6 - Report of the Akron Representative on the Faculty Advisory Committee to the Chancellor of the Ohio Board of Regents.

Dr. June Burton made the following report:

The FAC Committee met with Chancellor Elaine Hairston in Columbus on November 7, 1990 at the OSU Union. The main agenda item for the day was "student retention." The group spent the entire morning discussing the issue and deciding what to tell the Chancellor about it in the afternoon. So, in the interest of time, I'm just simply combining what we said in the morning and what we told her in the afternoon. And I made a list of points that may hold some local interest. You may or may not agree with these, but they were, more or less, the consensus of the entire group.

Regarding retention, what did the group think works?

1. All students ought to be assigned mid-term grades, not just freshmen.
2. Instructors should take attendance daily and report it on the grade sheet at the end of the term so that employers know a prospective student's attendance record, parents know whether students attend regularly, and so students know that the instructor is aware that they are present or not. At midterm grading time, academic advisors also can contact students who are cutting classes and doing poorly. The Legislature is subsidizing students'

educations, and the Legislature wants to know that the students are attending classes for which the taxpayer is footing the bill.

3. Placement tests for entering students must be made mandatory. Such diagnostic tests need to be enforced. Recommending placement levels is inadequate. It is indeed, legal to do this if the Boards of Trustees say it is the rule at their respective institutions. But financial aid may have to be extended beyond four years to get students to graduation when they are placed in low-level courses.
4. College survival skills courses like Akron's own Orientation Course work at most places except OSU.
5. To save some students through retention efforts would be a waste of money. Some students deserve special efforts made more than others, therefore, priorities for retention need to be established.
6. Retention can't be relegated to just one department or office of an institution. It has to be a campus-wide system in order to be efficient and effective.
7. Only one class or level of developmental courses may not be enough, but adding a level will take extra dollars. Tri C for example, has a three-course sequence of developmental English.
8. Credit somehow has to be given for retention programs, otherwise students stop coming and this was even true of minority Engineering students at OSU. They stop coming to retention programs until some sort of credit was given.
9. Developmental programs need to be goal-oriented or take a positive approach. Telling students "You've got a problem here" doesn't work, especially at OSU.
10. Having course prerequisites in place is important. Then, once in place, they need to be enforced. Somebody needs to check every student for every course prerequisite.
11. Improving the campus environment is important. The comfort level must be high. Cultural diversity brings everybody in. Note among FAC Committee members there was no confusion about the difference between the humanities and cultural diversity as there is in California and elsewhere currently. Cultural diversity belongs in orientation type courses only and in Ohio is no substitute for studying the humanities.

no confusion about the difference between the humanities and cultural diversity as there is in California and elsewhere currently. Cultural diversity belongs in orientation type courses only and in Ohio is no substitute for studying the humanities.

12. Faculty members need to assign tentative midterm grades before the drop date in the institution's drop policy. This is definitely one thing faculty can do to help retention efforts.
13. Faculty advisers also need to work on retention. They are second only to the faculty teaching the courses in retention efforts. Faculty need training about proper retention efforts to make.
14. Smaller class size and closer association with faculty help faculty to identify students having trouble as well as enable instructors to administer essay exams. The need for teaching writing skills is the best argument against having 300-plus students in a class. Grad assistants do not grade essays well and students don't like grad students teaching them, period, is what most of the group said.
15. Institutions need adequate numbers of psychological counselors as well as academic advisers because some students' problems are too serious to ignore but faculty are not clinical psychologists.
16. Several people said that something has to be done about the elitist approach of many new Ph.Ds being hired whose attitude is "I didn't spend all these years getting a doctorate in my discipline to teach basic English Composition."
17. Faculty are bearing the brunt of student failure. Students must assume more responsibility for their individual lives. Many of them have their priorities wrong and need to reorder them. Too many spend too many hours at jobs merely to support affluent lifestyles. I don't think that problems is as great here, though, as it is at OSU and some of the other places.

That's the end of the list of points that were gathered about how to make retention work. The Chancellor listened with interest and engaged in the dialogue. She said that stay power is designed to provide more money for retention because presently the subsidy formula pays less for freshmen instruction, which is the most critical year for retention efforts. She also said that she thinks the best, highest ranking professors ought to be teaching freshmen instead of

graduate students, that freshmen need the best instruction and smaller classes so they stay in school until graduation. She will be focussing on retention with the Legislature but they may want to ask other questions about cutting costs by instituting efficiency measures. She had no idea what the Governor-elect will want to do as the education governor except to start by identifying cost reduction measures. In this regard, she seemed to suggest, to this listener at least, that she would recommend combining the two legislative committees and their staffs that do largely duplicative work. These are the committees from which the now-notorious Articulation and Transfer Policy and House Bill 140 came from.

Dr. William McGucken asked a question regarding the General Studies Advisory Council. This committee, which had arisen in connection with the so-called Lepke Committee Report at least four years ago, last reported to Council in May. If it did report to Council at the next meeting in February, 1991, this would mean that it had been nearly three quarters of a year since it had last heard from them. Was this Committee still in existence and could the Chairman say something about its work?

The Chairman stated that he had met with the Committee in September, but he deferred to Dr. Tom Vukovich who was present and a member of the Committee to give a status report.

Dr. Vukovich commented that one of the problems was that new members had recently been added to the Committee. (He was one of those new members, but was there for informational purposes and could not vote) There had been a total of four meetings this semester. The Committee had attempted to meet every two weeks, but because of illness and people being out of town, a few were canceled. Dr. Eric Birdsall had replaced Dr. Elaine Nichols as the Chair of the Committee, and the transition, in addition to informing the new members of the past progress of the Committee, had taken some time. This was why there had not yet been a report.

Item No. 7 - Unfinished Business.

The Chairman asked whether there was any unfinished business for the body. Dr. Gerlach replied that on page 5 of the Chronicle for November 29, there had been a question raised by Dr. Dale Jackson for the Dean of the College of Education regarding the creation of the new Center for Urban Education. Since Dean Klingele had not been in attendance, the Chairman had said that he would ask him to speak to this at a later date. Had the Chairman done so, and was Dean Klingele here and ready to speak to this now?

Dean William Klingele said that he would like to speak to it. The Center for Urban Education had been added to the College of Education exclusively and was funded entirely by private funding. That funding was available to the College and the University only

for the Center and its Director. It was funded as a special project, and the intention was to enhance the mission of the College of Education to focus on urban education. The Center did not involve tenure, promotion, or faculty appointment; the appointment of Director had been channeled through EEO. Since the Center was a special project of the College of Education and did not involve curricula or departmental/divisional changes, in his opinion it did not involve University Council or committees thereof. The Center was handled through and within the College of Education in the same way centers were routinely handled across this University in a variety of other units. Nothing had been mentioned in regard to this point. If a problem existed regarding the Center, it was a College of Education problem, and any involvement which this Council might have with it should come about from the College's elected representatives to the Council. Therefore it was his intention not to report to this Council or answer any questions with regard to special projects, hiring practices, or personalities of individuals appointed to positions in the college until these items were documentably the purview of this Council and at the same time when other Colleges in the University or other units did the same.

Dr. Gerlach noted that it was very revealing that the Dean referred to this business with the words that the Center "was added" to the College. Quite interestingly, it was not said by whom it was added or by what particular circumstances. At the risk of overspeaking his mind once again and being called for an apology, he thought this whole business involving the Superintendent of Schools of this city was a scandal which had now brought us into considerable disrepute. He spoke for a number of colleagues who felt that way.

Item No. 8 - New Business.

Dr. Walton now presented items of new business from the APCC. The first, Item A, was an addition of two names to the January, 1991 Commencement List. These appeared in Appendix A of today's agenda. He moved acceptance of this and it was seconded. Council then voted its approval.

The next item of business (the rationale was attached to the Council's agenda; see Appendix D-1) was a proposal to change the date of the Spring, 1991 Commencement from Saturday, May 25 to Saturday, May 18. This would put all of the Commencement exercises on the same day. The Law School's commencement would be at 9 a.m. on May 18, and there would be two commencements later in the day, one at 11:30 a.m. and one at 6 p.m. Commissioning services would be on the prior Friday. The proposal had been approved by the APCC. Dr. Walton moved the change and Dr. Bee seconded the motion. Council then voted its approval.

Dr. Walton next presented three curriculum proposals as a group: AS-91-1, FAA-91-11, and FAA-91-16. (See Appendix D-2). He moved their approval, and this was seconded. Since there was no discussion, Council voted its approval.

The last item from APCC was a proposal to change in the College of Fine and Applied arts, the term "Department" to "School." (For the rationale, see Appendix D-3) Dr. Walton moved the proposal, and Dr. Bee seconded it.

Dr. Gerlach then explained why he would not vote for the proposal. He thought that Council was engaged here in mixing our nomenclature. There already were three "schools" in this college (Art, Music, and Home Economics), but those ought to be reversed and renamed as departments. The chief reasons given for the usage were satisfying crediting agencies which preferred the units of this college to be called schools and giving those units a competitive edge. These seemed a little far-fetched. To him this usage was what might be called "baroque"--all curls and curly-cues to decorate things but with what substance behind them? Appearance was more important than reality. The reality for accrediting purposes in this college as in any college was not the exact name used (school or department), but whether the faculty was qualified--indeed, more than qualified, excellent. What was the nature of the curriculum; what about its library holdings? Those were the things which counted, and this persiflage about schools versus departments simply did not persuade him. Therefore, he would not vote for it.

Ms. Ann Bolek suggested that the name changes be voted on separately unit by unit. She thought that it was appropriate that some of them be called schools but not all. She moved to ~~amend~~ the motion to name each unit separately, and this was seconded by *divide* Dr. Gerlach.

Dr. Bee hoped that Council would not do this for two reasons. First, the motion had been brought to the floor of Council as an expression of a collective wish from the College. While in the past the College had asked for specific departments to have the title change, it was now making a motion which related to how all its academic units would be organized. To take them separately would seriously damage the rationale of the College in bringing this motion forward. Second, he was not sure of whether the discussion that seemed to be implied in the motion was one that Council was well suited to undertake at this point.

The Chairman then called for a vote on the amendment and it was defeated.

Dean Nicholas Sylvester thought that names ought to be consistent with definitions. He was still not particularly clear on how a school differed from a department. Could Dr. Bee give some clarification on that?

Dr. Bee replied that there were a number of aspects and facets of the University in which colleges and departments related more, perhaps, to what their brothers and sisters at other schools did more than to what other units in the same institution did. For example, when the College of Law thought it was important that it have curriculum autonomy, although everyone else's curriculum was approved and went through University Council, in the interest of the importance of that particular feature of the College of Law, this body granted it curriculum autonomy so that it might proceed as other Colleges of Law did. In that vein he noted that Kent State University had among its units, a School of Speech Communications, a School of Journalism, a School of Speech Pathology and Audiology, a School of Family and Consumer Studies, a School of Music, a School of Theater, a School of Art, and a School of Physical Education. He also reported that Ohio University had a College of Communication which contained within it a School of Interpersonal Communications, a School of Journalism, a School of Home Economics, a School of Music, a School of Theater, a School of Art, and a School of Dance. He also noted that the University of North Dakota at Grand Forks had a School of Communication. His point here simply was that there was consistency in nomenclature among academic units from school to school, and that was the only argument he was making here.

Dean Robert Dubick wondered about the budget implications of these proposed changes.

Dean Wallace Williams replied that there were no budget implications. It was simply a matter of changing so that the College could have a united structure and also to be similar to its sister institutions such as Kent State University and Ohio University. The only implication of the change would be that there would be Directors of Schools instead of Department Heads.

In response to Dean Russell Petersen's question about faculty support for this request, Dean Williams answered that it was unanimously approved by every department and school in the College. On that basis, Dean Petersen said that he would favor the proposal. Only the College Faculty were in the position to judge the markets in which they operated in regard to the nomenclature described here.

Dr. Bruce Holland asked whether or not we were the only institution to be out of step here. Had a majority of other institutions made this type of nomenclature change? Dr. Bee replied that he did not know.

^{Edwin}
Dr. ~~Edward~~ Wilson inquired whether these other institutions had departments under the schools.

Dean Williams answered that some of them did where there were independent schools such as the large Communications School at Ohio

University. They did have departments under that school. There were a few others which were so large that they had three or four major areas of subdivision within the particular school. However, we were not in this category.

Dr. Lawrence Focht stated that he was against the proposal and wanted to support Dr. Gerlach. Having checked in the dictionary, it was not clear cut to him what a school was, but one definition was that it was something that came after pre-professional or basic or general education, and this was where Schools of Law or Medicine or Graduate School came in. This was the way it ought to be. The proposed name change implied some management work that these units would not really possess. He could possibly move to amend this to include a School of Chemical Engineering. There was one at Purdue. But there was no point in such a change. He felt it made no difference to what we did or what we were.

Mr. Clifford Billions wanted to speak in favor of the motion. As a music faculty member, he knew that Schools of Music were widespread; that was their nomenclature, and it had been a recruiting disadvantage for us before Music's name was changed from department to school, especially in relation to Kent State. Music was heavily dependent on its recruiting efforts for students, and it was important and helpful to be on an equitable basis with schools in other places.

Dr. John Serafini noted that at Purdue there was a School of Mechanical Engineering which was a very large and fine school and also a department of Aeronautical/Astronomical Engineering which was much smaller and also very fine. Therefore there was no reason why one could not have both departments and schools within the same college. Having a musical background himself, he took issue with Mr. Billions' remarks which he thought smacked of Madison Avenue. It meant that we had to advertise ourselves into situations. We should not say that we are great because we were a school but because of the quality of the graduates we put out.

Mr. Billions responded that the College certainly had to take into account the reality of the situation. That was what this motion was about; it was reflecting the reality that existed across the nation in these fields.

Dr. Diana Chlebek wanted to speak against the motion. She thought that it would be the equivalent of false advertising and agreed with those Council members who had voiced the opinion that it misrepresented the level of instruction and research in those departments to call them schools. The basic quality of the courses offered in these departments simply did not warrant the title of "School" in her opinion.

Dr. Bee did not want to speak to that last remark except that it struck him as surprising that someone would be able to make

that summary judgement without at least examining a few pieces of paper. He agreed with Dr. Focht that the words were not unambiguous or not used unequivocally. He also agreed with Dr. Serafini that there were many customs and conventions, and he hoped on that basis the Council could agree that it was not trying to establish what could be called one single right or correct answer, but that in the case of his college it was trying to bring the names that it used into consistent usage with the names that were used by similar academic units in size and the nature of their programs at other comparable institutions. The curriculum of the School of Dance at Ohio University was no more advanced, complex, or involved than what was taught at The University of Akron. This was certainly also the case with the School of Music and with a number of these other academic units. The professional consideration that the College was asking for was consistency of usage with comparable academic units in other institutions in the state and country.

Since there was no further discussion, the Chairman called for a vote. The motion passed by a vote of 31 - 12.

The Chairman then asked Mr. Brink on behalf of the Faculty Rights and Responsibilities Committee to present as a motion their amendments to the Faculty Manual 3359-20-02 (B) (5) (For these amendments, see Appendix E). He did and the motion was seconded by Mr. Terry Haas.

Dr. David Buchthal wondered whether the statement could be modified to make clear that the full-time faculty involved in the evaluation and vote on the department head should be regular and not visiting or temporary.

Dr. McGucken wanted to thank the committee for the work which it had done on this issue. However, he thought that it had overlooked something, and for that reason he wanted to make a suggestion. What had been overlooked was that the present Faculty Manual talked about confidential interviews with all full-time members of departmental faculty. The proposal now before Council did not mention confidential interviews, and if the Committee wanted them out, they should have presented the amendment with those lines stricken out so that everything would be clear. On this basis he moved that the amendment be referred back to the Committee for clarification and presented again at the February meeting under Unfinished Business. This was seconded and Council voted its approval.

Mr. Richert then asked for and was granted permission to speak on behalf of the Faculty Well-Being Committee. He stated that the Committee desired some advice. There were problems which had developed over the University's public health policy regarding smoking. People were refusing to abide by the policy, and it was creating problems in certain units. If these problems were ever

going to be resolved, some sort of enforcement policy was necessary. It was his understanding that originally Council had not wanted to set up any enforcement policy and instead desired to keep it as a public health policy adopted by the University. This still might be the wisest course, since it would be difficult to develop an enforcement policy. However, to initiate discussion, the Committee was proposing the following: "BE IT RESOLVED that the Faculty Well-Being Committee prepare an enforcement policy to go along with the current University smoking policy." (The rationale for this proposal is contained on page 2 of Mr. Richert's report, see Appendix B). This motion was seconded by Dr. Bee.

Dr. Faith Helmick was not sure that the Council or the University should try to develop enforcement policies for individual infractions of various types. We did have parking fines, but smoking was a little bit different situation. She wondered whether it might be more productive if the smoking policy had some kind of identification of the level of an infraction it would be to smoke. We did have disciplinary procedures. There were those for students who violated various codes, codes for faculty and staff who committed offenses, and codes for visitors who committed offenses on campus. Perhaps the issue here was figuring out how to link smoking violations to the existing disciplinary procedures, but she was not sure how to amend the motion to do that.

Dean Williams wanted to give full support to the motion. In The New England Journal of Medicine of a few weeks ago there was an article describing the health implications regarding cancer, etc. from "secondary smoke." Also a recent study at the Children's Hospital of Detroit showed that small babies had crack cocaine showing up in their systems just from being in rooms where it was smoked. This was a very important health issue, and the Committee deserved the full support of Council to try to enforce those rules.

Mr. Samir Yebaile wanted to point out that since the entire University community would be affected by this proposed enforcement policy, everyone--students, faculty, staff--should be involved in the discussion and the process leading to the creation of that policy.

Dr. Helmick then moved an amendment to the proposal which stated that Council instruct the Faculty Well-Being Committee to prepare a proposal to enforce the University's controlled smoking policy. Mr. Richert accepted it as a friendly amendment.

Dr. Gerlach thought that this issue was beyond the purview of the Faculty Well-Being Committee. The members should stick to their knitting and work on issues which were purely faculty matters. If a smoking enforcement policy was needed, the task should be given to another body. This Committee ought to get on with its work of making proposals about the salary question. With

January 24, 1991

Page 21

this in mind, he moved to lay this motion on the table. This died for lack of a second.

Council then turned to the original motion with the friendly amendment which read as follows: "BE IT RESOLVED that the Faculty Well-Being Committee prepare a proposal to enforce the University's controlled smoking policy." Council voted its approval.

Item No. 9 Adjournment.

Before Council adjourned, the Chairman, on behalf of the Interim Provost's Office and its staff, wished everyone a happy holiday season. It was then moved and seconded that Council adjourn. This was approved and the meeting ended at 4:30 p.m.

DATE: November 30, 1990

TO: Gary Oller, Secretary, University Council

FROM: Irene Glanville, Chair, Athletics Committee

SUBJECT: December Report

1. The Athletics Committee will be meeting at minimum monthly and will establish a regular meeting time each semester. Fall meetings have been held the first Monday of the month, 1-2 pm.
2. The Athletic Director gave a review of the Fall sports. Team records were:

| | |
|-------------------|--|
| Football | 3-7-1 |
| Soccer | 13-5-1, tied for 1st in the Mid-Cont. Conference |
| Volleyball | 36-13, hosted North Star Conference tournament, 1st place in conference |
| Golf | 2nd in Mid-Cont. Conference |
| Women's X-Country | 2nd in North Star Conference, hosted championship, Coach Al Campbell named Coach of the Year |
| Men's X-Country | 6th in the Mid-Cont. Conference, hosted championship |

Recent additions to the sports facilities include: 4-sided, mid-court scoreboard for the JAR arena, refinishing of the basketball floor, electronic scoreboard at the softball field, and a synthetic surface to the outdoor track. External funding was found for each of the new projects.

Questions were raised about the rigor of the 1990 football schedule. Unfortunately the schedule was set far enough ahead that no information was available about the specific teams that would be fielded. It had been thought that the University would be ready to play at this level by the fourth Division I season. Some concern was expressed for the safety of our athletes. Others commented that the final record did not adequately reflect the level of play by our football team. The University will continue to include one "money game" per year on the future schedules.

3. Ozzie Newsome, will present a program about drug abuse on December 5th at 7:30 pm in the Knight Auditorium. This presentation will be available to all students in addition to the athletes.

4. Spring 1990 team GPAs were examined (copy attached). It was requested that future summaries include frequency distributions showing the spread of the grades of the athletes on each team rather than one average for the team. Jim reported that the University has a 52% 5-year graduation ratio for our athletes, which is considerably higher than that of the University as a whole. It was suggested that future reports also include a break down by sport of the graduation rates. The data will be examined at the February meeting. Another request was for the list of majors selected by the athletes, by sport. These will be needed in order to evaluate the success of the academic support systems.
5. A document was distributed that summarized the implications to the athletics program of Title IX of the Education Amendments of 1972. Since the committee did not have the opportunity to read the lengthy document prior to the meeting, the topic will return to a future agenda. The committee wants to demonstrate that women's sports are being treated fairly at our University.
6. Proposed NCAA legislation for Division I was delayed for discussion until the next meeting because the final amendments to the amendments have not yet been received.
7. The next meeting is scheduled for December 10, 1990, 1-2 PM. Thank you for the suggestion for discussion. The topic of the budget will be on the agenda for March. At that time the committee will take a 5 year retrospective look at the Athletic Department's budget, including funding from external sources.

The following items are on the December agenda:

- A. NCAA proposed legislation for Division I
- B. Personnel resources (Coaches, Asst. Coaches, trainers, GA, etc.) available to each sport
- C. National trends in conference affiliations

Comparison of Athletes' GPA by Sport

| Team | Season | Term | | |
|------------------------|--------|-------------|-------------|-------------|
| WOMEN | | Sp 89 | F 89 | Sp 90 |
| Basketball | W | 2.492 (11) | 2.326 (15) | 2.714 (16) |
| Softball | Sp | 2.450 (16) | 2.489 (17) | 2.564 (16) |
| Tennis | Sp | 2.953 (10) | 2.744 (10) | 2.866 (9) |
| Track | Sp | 2.984 (27) | 3.036 (25) | 3.009 (26) |
| Volleyball | F | 3.107 (14) | 3.043 (17) | 3.105 (15) |
| X-Country | F | 3.191 (9) | 3.383 (10) | 3.278 (9) |
| Women's GPA: | | 2.943 (87) | 2.772 (94) | 2.868 (91) |
| MEN | | | | |
| Basketball | W | 1.876 (13) | 2.208 (12) | 1.967 (13) |
| Baseball | Sp | 2.442 (47) | 2.667 (46) | 2.414 (41) |
| Football | F | 2.308 (104) | 1.990 (101) | 2.204 (97) |
| Golf | F/Sp | 2.679 (12) | 2.600 (12) | 2.423 (11) |
| Riflery | W | 2.598 (9) | 2.208 (8) | 2.126 (7) |
| Soccer | F | 2.689 (21) | 2.690 (26) | 2.709 (20) |
| Tennis | F/Sp | 2.950 (9) | 2.741 (9) | 2.628 (10) |
| Track | Sp | 2.811 (41) | 2.723 (35) | 2.643 (32) |
| X-Country | F | 2.851 (9) | 2.685 (13) | 2.787 (9) |
| Men's GPA: | | 2.485 (265) | 2.416 (262) | 2.377 (240) |
| Overall GPA: | | 2.599 (352) | 2.513 (356) | 2.508 (331) |
| Dean's List (3.25-4.0) | | (54) | (56) | (45) |
| > 3.00 - < 3.25 | | (35) | (33) | (45) |
| Cheerleaders | | 2.807 (---) | --- | 3.146 (18) |

() Number of athletes

* Does not include cheerleaders

Faculty Well-Being Committee Report**University Council****December 6, 1990**

The Faculty Well-Being Committee met on November 16, 1990.

The committee discussed the changes to the health care plan for next year. Since the contract for the comprehensive medical plan is being bid out for the period starting July 1, 1991, it is essential that any problems experienced in dealing with Aetna be brought to the attention of the Benefits office before the bids are evaluated.

The committee discussed the problems associated with the University smoking policy. This policy was an attempt to educate and encourage the decrease in this public health problem at the University. It was intended to deal with the total University community. One Dean has stated in print that it is aimed at University employees not students. That is a misreading of the plain meaning of the Ohio Administrative Code. Ohio Admin. Code § 3359-20-055 (A) (1) states that at The University of Akron "Smoking is prohibited in all interior areas of all University buildings except for those areas to be designated as "Smoking Permitted" areas." [Printed in The University of Akron Faculty Manual dated 1990.]

If a group of smokers do not have a designated area to smoke in a building that is suitable they should discuss the problem with the campus facilities planning committee.

Several complaints have been brought to the committee that the policy although generally working well is not working with certain individuals and in certain areas of the University. The question is should an enforcement policy be created to deal with individuals who positively refuse to abide by the policy. As of now the policy is strictly voluntary on the part of individuals. One may ask a superior, colleague or a student to stop smoking but they may choose to refuse. If you attempt to do more than ask them to stop you are subject to legal action. You can report individuals refusing to abide by the policy to Safety Office 6323 or 6866. This office is charged with monitoring the policy but it cannot enforce the policy.

I propose the following Council resolution for consideration under new business.

1. BE IT RESOLVED that the Faculty Well Being Committee prepare an enforcement policy to go along with the University smoking policy.

Faculty Well-Being Committee Report - December 6, 1990


Rationale: It is the Committee's understanding that while most people are abiding by the policy certain individuals are insisting on standing on their right to smoke anywhere they choose. The only way to increase compliance among these individuals is to provide an enforcement mechanism to punish them if they continue to choose to violate the policy.

It is contemplated that if an enforcement mechanism is created the Well Being Committee will have to work closely with the Department of Environmental and Occupational Health and Safety. Hearings would need to be held to give all interested parties an opportunity to comment on the situation. Proposed regulations once formulated also should be subject to hearings and comments to insure the broadest possible discussion and comment before any enforcement mechanism is created.

Passage of this resolution is significant because such a policy is even more complicated than parking regulations. It implies someone or group will have to spend time citing violators and providing a punishment mechanism for them. Whether the University wishes to spend limited resources on this public health concern is questionable. Certainly the parking regulation enforcement costs are offset by parking revenue. We see no revenue available to fund implementation of a smoking enforcement policy.

The committee is looking at concerns of the part time faculty and those involving electro-magnetic emissions from computer monitors.

The salary data on merit and across the board pay raises requested by University Council is attached.



Paul Richert
Chair Faculty Well-Being Committee

Faculty Well-Being Committee Report On Merit And Across The
Board Pay Raises

University Council

December 6, 1990

Attachment one is a table showing how twelve state universities in Ohio have determined faculty pay raises over a five year period.

Attachment two is a table showing how many institutions used which type of pay raise method in any given year.

Attachment three is a table showing how many faculty received less than a cost of living pay raise or a cost of living plus 2% pay raise during a five year period.

Attachment four is a table showing how many faculty and administrators with faculty rank received less than a cost of living pay raise or a cost of living plus 2% pay raise during a five year period.

Attachment five is a table showing how many contract professionals received less than a cost of living pay raise or a cost of living plus 2% pay raise during a five year period.

We were not able to obtain data from other universities outlining their merit pay criteria.

Currently most of the state universities do not seem to favor merit or across the board more than the other.

ATTACHMENT I

FACULTY WELL-BEING COMMITTEE SALARY STUDY

DISTRIBUTION OF MERIT/ACROSS-THE-BOARD INCREASES AT
UNIVERSITIES IN OHIO

The data below was obtained by the state office of AAUP through Chapter Representatives and various other sources.

| UNIVERSITY | 1986-87 | 1987-88 | 1988-89 | 1989-90 | 1990-91 |
|---------------|---------|------------|------------|---------|------------|
| Akron | | | | | |
| Merit | | 6.0% | 6.0% | 5.8% | 6.4% |
| ATB | [5.2%] | - | - | - | - |
| BGSU | | | | | |
| Merit | 3.5% | 2.0% | 3.5% | | - |
| ATB | 5.0% | 3.0% | 5.0% | [7.0%] | 5.5% |
| Central State | | | | | |
| Merit | - | - | | | - |
| ATB | 8.0% | 10.0% | | [6.0%] | 2.6%+\$800 |
| Cincinnati | | | | | |
| Merit | | 2.0% | 2.0% | - | - |
| ATB | [7.5%] | 4.0%+\$406 | 4.0%+\$217 | 6.0% | 4.0%+\$487 |
| Cleve. State | | | | | |
| Merit | 5.0 | 3.0% | | | |
| ATB | - | 2.0% | [7.4%] | [5.0%] | |
| KSU | | | | | |
| Merit | 2.5% | | 5.0% | - | - |
| ATB | 4.5% | [7.2%] | 3.0% | 7.6% | 7.4% |
| Miami | | | | | |
| Merit | | 6.0% | | | 5.5% |
| ATB | [7.1%] | - | [5.0%] | [6.0%] | - |
| OSU | | | | | |
| Merit | 3.5% | 2.0% | 2.5% | * | 4.5% |
| ATB | 3.0% | 2.0% | 1.5% | \$480 | 2.0% |
| Ohio U. | | | | | |
| Merit | 8.0% | 5.0% | | | 3.5% |
| ATB | - | - | [10.3%] | [7.8%] | 2.5% |
| Toledo | | | | | |
| Merit | | 6.0% | 6.0% | 6.0% | 4.0% |
| ATB | [9.6%] | - | - | - | - |
| Wright State | | | | | |
| Merit | | 5.5% | 4.0% | 6.0% | 6.25% |
| ATB | [6.1%] | - | - | - | - |
| YSU | | | | | |
| Merit | - | - | - | | - |
| ATB | 8.0% | 8.0% | 8.0% | [7.8%] | 4.0% |

[] Data in [] are taken from AAUP figures garnered from the Provost's office and do not reflect the merit/ATB split as it may have varied between departments. In some cases the overall increases were different in this source than in the latest AAUP data. This may be due to averaging techniques.

* OSU data reflected only ATB and not the general average increase of 5.0%

Blanks indicate no data available

ATTACHMENT II
Distribution of Merit/Across-the-Board
Pay Raises by Type of Increases at
State Universities in Ohio

| | 1986-87 | 1987-88 | 1988-89 | 1989-90 | 1990-90 |
|--|---------|---------|---------|---------|---------|
| No. of univ. giving merit only | 2 | 5 | 3 | 3 | 4 |
| No. fo univ. giving across the board | 7 | 3 | 4 | 8 | 5 |
| No. of univ. giving both merit and across the board | 3 | 4 | 4 | 1 | 2 |
| No. with no data | 0 | 0 | 1 | 0 | 1 |

ATTACHMENT III
The University of Akron
Faculty Pay Raises in
Relationship to the Consumer Price Index

| Year | 1985 | | 1986 | | 1987 | | 1988 | | 1989 | |
|---|------|------|------|------|------|------|------|------|------|------|
| # Reportable Excluding Administrators | 632 | | 686 | | 693 | | 697 | | 719 | |
| | M | F | M | F | M | F | M | F | M | F |
| | 454 | 178 | 484 | 202 | 472 | 221 | 478 | 219 | 505 | 214 |
| # < CPI | 39 | 13 | 7 | 6 | 28 | 14 | 68 | 32 | 85 | 35 |
| % < CPI | 8.6 | 7.3 | 1.4 | 2.9 | 5.9 | 6.3 | 14.2 | 14.6 | 16.8 | 16.4 |
| # < CPI + 2% | 219 | 98 | 19 | 9 | 131 | 55 | 277 | 118 | 328 | 124 |
| % < CPI + 2% | 48.2 | 55.0 | 3.9 | 4.5 | 27.8 | 24.9 | 57.9 | 53.9 | 65.1 | 57.9 |
| Average Adjustment (%) | 7.3 | 7.6 | 10.2 | 11.1 | 6.1 | 7.4 | 8.7 | 7.8 | 6.5 | 6.5 |

ATTACHMENT IV
The University of Akron
Faculty and Administrators with Faculty Rank
Pay Raises in Relationship to the Consumer Price Index

| Year | 1985 | | 1986 | | 1987 | | 1988 | | 1989 | |
|------------------------|------|------|------|------|------|------|------|------|------|------|
| # Reportable | 714 | | 759 | | 768 | | 795 | | 824 | |
| | M | F | M | F | M | F | M | F | M | F |
| | 510 | 204 | 537 | 222 | 524 | 244 | 543 | 252 | 572 | 252 |
| # < CPI | 42 | 15 | 11 | 8 | 34 | 15 | 78 | 36 | 99 | 37 |
| % < CPI | 8.2 | 7.4 | 2.0 | 3.6 | 6.5 | 6.1 | 14.4 | 14.3 | 17.3 | 14.7 |
| # < CPI + 2% | 229 | 100 | 32 | 15 | 143 | 56 | 316 | 140 | 379 | 150 |
| % < CPI + 2% | 44.9 | 49.0 | 5.9 | 6.8 | 27.3 | 22.9 | 58.2 | 55.6 | 66.3 | 59.5 |
| Average Adjustment (%) | 7.6 | 8.0 | 10.0 | 10.7 | 6.1 | 7.6 | 8.7 | 7.6 | 6.3 | 6.4 |

ATTACHMENT V

**The University of Akron
Contract Professional Pay Raises in
Relationship to the Consumer Price Index**

[illegible]

Summer 1991 Faculty Fellowships
 Awarded: 11/13/90
 Amount: \$7,000
 Effective: 6/1/91 - 8/31/91
 \$500 can be spent up to 1/31/92

| <u>FRG#</u> | <u>NAME AND DEPARTMENT</u> | <u>TITLE OF PROJECT</u> |
|-------------|---|---|
| 1141 | Dr. Philip Baldwin Physics | "Systematic Approach to Sound Velocity and Frequency-Dependent Polymer Transport Properties" |
| 1142 | Dr. Shelley Baranowski History | "The Sanctity of Rural Life: Agrarian Conservatism in Pomerania, 1918-1933" |
| 1143 | Dr. Constance Bouchard History | "Documentary Research for Primary Data on Medieval Political and Family Structures" |
| 1144 | Dr. Curtis Clemons Mathematical Sciences | "Multiplicity Results for Positive Radially Symmetric Solutions of $u + u^5 + u^{+1} = 0$ in R^n " |
| 1145 | Mr. Earl Ertman School of Art | "A Study of Notch-Carving in Private and Public Collections in Ohio" |
| 1146 | Dr. Kathryn Feltey Sociology | "A Sociological Analysis of Interviews with Battered Women Imprisoned for Committing Violent Offenses" |
| 1147 | Mr. Tyrone Geter School of Art | "A Visual Study of the Effects of Modernization on the Culture and Customs of the Fulani People of Nigeria" |
| 1148 | Dr. Walter Hixson History | "Culture and Diplomacy in the Epoch of Cold War" |
| 1149 | Mr. William Jordan, III School of Law | "To What Extent Does Judicial Review of Federal Agency Decisions Help Achieve Statutory Goals?" |
| 1150 | Dr. Kathryn Lehman Modern Languages | "The Romantic Heroine in Argentine Literature" |
| 1151 | Dr. David McConnell Geology | "The Structural Analysis of a Basement-Involved Fault-Bend fold in the Seminoe Mountains, Wyoming" |
| 1152 | Dr. Fadi Sibai Electrical Engineering | "Development of a CAD Tool for the Design of Testable Digital Combinational Circuits" |

Summer 1991 Fellowships
Awarded 11/13/90
Page 2

| | | |
|------|--|---|
| 1153 | Dr. Isabelle Stombaugh Home Economics & Family Ecology | "Nutrition Profiles, Body Composition, and Menstrual Patterns of Elite Female High School Runners" |
| 1154 | Dr. Mark Viola Electrical Engineering | "An Integral-Operator Approach to the Description of Electromagnetic Interactions in Integrated Electronic and Optical Circuits" |
| 1155 | Mr. Tom Webb School of Art | "Virtual Sculpture: Redescribing a Contradiction in Three-Dimensional Art" |

TOTAL = \$105,000

THE UNIVERSITY OF AKRON
OFFICE OF THE REGISTRAR

SPRING 1991 COMMENCEMENT PROPOSAL

I would like to make a motion to move the May 1991 commencement from Saturday, May 25 to Saturday, May 18.

This proposal, which would eliminate distribution of diplomas at the commencement ceremony, is made after discussion with the President, the President's Cabinet, the Council of Deans, the Provost, the Senior Class Board, the Student Affairs Committee of University Council and other student groups. All of them reacted favorably and positively to the proposal.

There are several reasons for making this proposal:

1. Over the past few terms, there have been complaints that commencement is held too late and as will be the case this year is held during the holiday weekend, i.e., Memorial Day weekend. By moving commencement to an earlier date, this complaint should be eliminated.
2. More faculty and students would be able to attend the commencement ceremony because it would take place closer to the end of the term, i.e., at least one week earlier.
3. The only students who would need to be cleared for graduation would be doctoral candidates, Juris Doctor recipients and ROTC commissionees.

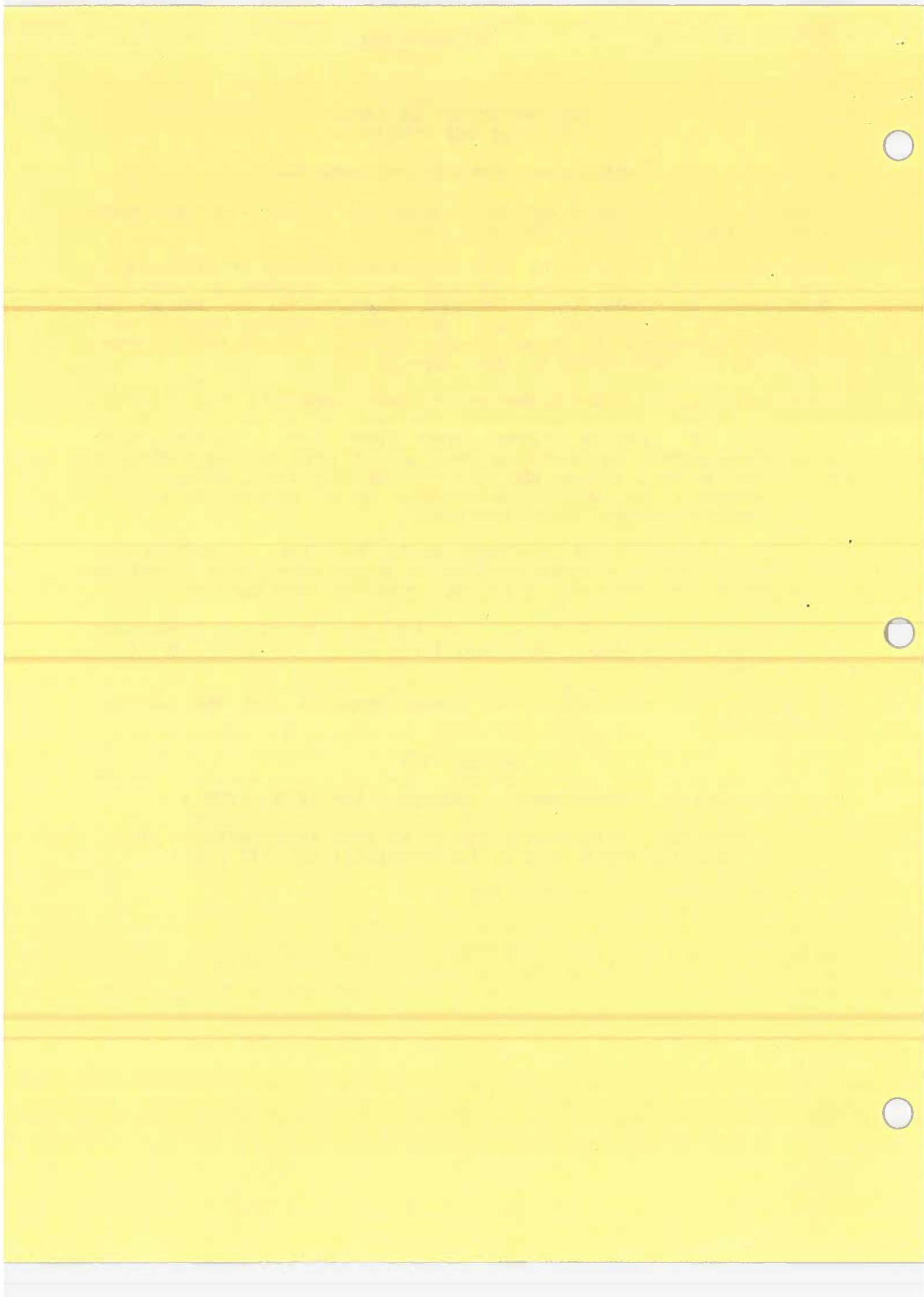
Following are the dates and times proposed for the earlier commencement:

SPRING 1991

Law School Commencement - Saturday, May 18 at 9:00 a.m.

Commencement - Saturday, May 18 at noon (processional at 11:30 a.m.) and 6:00 p.m. (processional at 5:30 p.m.)

Commissioning - Friday, May 17



THE UNIVERSITY OF AKRON
PROGRAM SUMMARY

FORM D

1. PROPOSED ACTION: New Program

We propose the adoption of an Undergraduate Certificate in Canadian Studies, with courses to be offered in the Departments of English, Geography, History, Modern Languages, Political Science and Sociology.

2. PROGRAM TITLE: UNDERGRADUATE CERTIFICATE IN CANADIAN STUDIES

3. EFFECTIVE DATE: SPRING SEMESTER 1991

4. RATIONALE:

Many American schools, both at the secondary and the university level, already have Canadian Studies programs in place. At The University of Akron, two interdisciplinary summer workshops on Canadian Studies offered in 1988 and 1989 were well attended, and various Canadian-content courses on campus have all had solid enrollments. With the signing of the U.S.-Canadian Trade Agreement, an even greater amount of general interest has become focussed upon the relationship between the two countries. This certificate program will appeal to persons who either wish to pursue a career involving this relationship or who simply want to develop their knowledge of Canada through a more systematic approach than is now available. Specifically, the program will benefit persons who are interested in teaching Canadian courses, working in businesses with Canadian subsidiaries or clients, or going into government service.

This program will be interdisciplinary in approach, with courses offered in the Departments of English, Geography, History, Modern Languages, Political Science and Sociology. Two new courses are being added: Canadian Studies: an Interdisciplinary Approach, team-taught interdisciplinary course providing an overview of Canadian studies, and Literature of Quebec. All other course offerings are already in place and no new faculty will be required.

5. STATEMENT OF ADDITIONAL RESOURCES

Faculty members in the School of Business and the Center for Urban Studies have expressed willingness to participate as guest lecturers in the introductory course. In addition, they offer courses which may be chosen by students to fulfil one of the course requirements of the certificate program.

6. COURSE ADDITION SUMMARY

New Courses:

Number: 3005:300

Title: Canadian Studies: an Interdisciplinary Approach

Credits: 3

Number: 3500:315

Title: Literature of Quebec

Credits: 3

(over)

Existing Courses:

Number: 3300:389 (Special Topics)
Title: Contemporary Canadian Literature
Credits:3

Number: 3350:310
Title: Geography of the U.S. & Canada
Credits:3

Number: 3400:414
Title: Canadian History
Credits:3

Number: 3700:330
Title: Canadian Politics
Credits:3

Number: 3850:365 (Special Topics)
Title: Comparative Sociology
Credits:3

7. COURSE DELETION SUMMARY: n/a

8. COURSE CHANGES: n/a

9. OTHER PROGRAM CHANGES

DESCRIPTION:

This program will be interdisciplinary, offering approaches to the study of Canada from historical, political, geographical, sociological and literary perspectives.

REQUIREMENTS:

1. The program is open to all undergraduates.
2. It is recommended that students successfully complete the interdisciplinary course introducing Canadian Studies before taking others. The six faculty members offering core courses in the program shall team-teach this course. In addition, guest lecturers from various fields shall be invited to address the class. Ideally, it will present an overview of the various disciplines involved in the program. There will be a midterm and a final exam drawn up by the teaching team.
3. Students must also successfully complete four of the six Canadian-content courses offered within the College of Arts and Sciences. Courses with substantial Canadian content in other departments (for example, the School of Business) may be substituted for one of these with the consent of the committee coordinating Canadian Studies.
4. Students must maintain at least a C (2.0) average in their course work for the certificate.

CERTIFICATE:

Upon completion of all requirements for this program, participants will be awarded a Certificate in Canadian Studies from The University of Akron, and a note of the receipt of this certificate shall be entered on the student's transcript upon the student's request.

ADMINISTRATION OF THE PROGRAM:

The Departments of English, Geography, History, Modern Languages, Political Science and Sociology shall each have a representative serving on the coordinating committee. The representative will be the faculty member responsible for teaching the Canadian Studies course within his/her department. The committee shall elect one of its members as chairperson for a two-year term. The chairperson shall be responsible for disseminating information about the certificate, certifying that students have met requirements for the completion of the program, and convening members of the coordinating committee whenever appropriate.

10. PROGRAM CREDIT HOUR CHANGE: n/a

11. GENERAL BULLETIN Description:

Canada will be studied through an interdisciplinary approach from geographical, historical, political, sociological and literary perspectives. Students will take an introductory course plus four others.

THE UNIVERSITY OF AKRON

Certification in Canadian Studies

August 31, 1990

Dr. Howard Reinmuth, Acting Director
Department of History
Olin Hall 212
375-7006 or 375-7698

Requirements:

To obtain a certificate in Canadian Studies, the undergraduate will satisfy the requirements for a baccalaureate major in the field of study of his or her choice. Canada will be studied through an interdisciplinary approach from geographical, historical, political, sociological and literary perspectives. Students will take an introductory course plus four others. The required course and optional courses follow:

| <u>Required Course</u> | <u>Credits</u> |
|--|----------------|
| 3300:300 Canadian Studies: An Interdisciplinary Approach (team-taught) | 3 |
| <u>Choose Four of the Following</u> | |
| <u>English</u> | |
| 3300:389 Special Topics: Contemporary Canadian Literature | 3 |
| <u>Geography</u> | |
| 3350:350 Geography of the United States and Canada | 3 |
| <u>History</u> | |
| 3400:414 Canadian History | 3 |
| <u>Modern Languages</u> | |
| 3500:315 Literature of Quebec | 3 |
| <u>Political Science</u> | |
| 3700:330 Canadian Politics | 3 |
| <u>Sociology</u> | |
| 3850:365 Special Topics: Comparative Sociology | 3 |

COURSE ADDITION

FORM A

1. COURSE INFORMATION

Course Number: 3005:300Course Title: Canadian Studies: An Interdisciplinary ApproachCredit Hour(s): 3Prerequisite(s): None2. EFFECTIVE DATE: Spring Term 1991 Year

3. BULLETIN DESCRIPTION (25 words or less):

This course provides historical, political, geographical, sociological and literary overviews for students pursuing a certificate in Canadian Studies. Team-taught

4. RATIONALE:

Because few students have any background in things Canadian, this course will give them a necessary broad overview of various aspects of Canadian life, ranging from the geographical to the literary, and thereby prepare them to pursue more knowledgeably other courses in the certificate program.

5. STATEMENT OF ADDITIONAL RESOURCES:

(If more space is needed, please attach separate sheet).

Faculty members in the School of Business and Center for Urban Studies have expressed willingness to be guest lecturers in addition to the 6-member team teaching this course.

6. PROGRAMS IMPACTED BY THIS ADDITION:

(Indicate current undergraduate/graduate General Bulletin page and title of program).

None

7. Radiation materials used in the course: Yes X No

NOTE: Attach Course Syllabus/Outline.

(Include identification of required text and bibliography).

3500-300

Canadian Studies: an Interdisciplinary Approach**Course Rationale:**

Because students often have only a rudimentary acquaintance with things Canadian, this course will provide a necessary overview of Canada for those pursuing a certificate in Canadian Studies. Through an interdisciplinary approach, it will introduce students to the geography, history, sociology, economy, literature, and politics of Canada.

Course Description:

The course will be taught by a team of instructors from the six departments involved in providing the certificate. Each instructor will present a unit based on his/her area of specialization: the content will cover the geography, literature, history, sociology, and politics of Canada. In addition, the students will have presentations from instructors in the Center for Urban Studies, the School of Business and from area businesses with Canadian ties. Guests from the Canadian Consulate will also be invited to lecture and films on special Canadian topics will be used. A list of some of the topics to be covered follows:

- The Canadian Model for Medical Services
- Free Trade
- Acid Rain
- Bilingualism from Political, Historical, and Literary Perspectives
- Multiculturalism
- Winter Cities

Basic Texts:

The Association for Canadian Studies in the United States (ACSUS) has published a series of ten monographs (cost: \$25.00 per set) covering the complete range of Canadian topics which this course will cover. They will serve as the basic text for the course. In addition, each instructor or guest lecturer will suggest supplemental texts and material as necessary.

(csaia.doc)

COURSE ADDITION**FORM A****1. COURSE INFORMATION**Course Number: 3500:315Course Title: Literature of QuebecCredit Hour(s): 3

Prerequisite(s): _____

2. EFFECTIVE DATE: Spring Term 1991 Year**3. BULLETIN DESCRIPTION (25 words or less):**

This course provides an overview of the literature of Quebec. It will be taught in translation.

4. RATIONALE:

Because Quebec is an integral part of Canada but its literature has developed along distinct independent lines, it must be taught separately from English Canadian literature.

5. STATEMENT OF ADDITIONAL RESOURCES:

(If more space is needed, please attach separate sheet).

None. It will be taught by a full-time member of the Modern Languages Department. No additional faculty will be needed.

6. PROGRAMS IMPACTED BY THIS ADDITION:

(Indicate current undergraduate/graduate General Bulletin page and title of program).

It is a necessary element in the new certificate in Canadian Studies.

7. Radiation materials used in the course: Yes X No**NOTE:** Attach Course Syllabus/Outline.

(Include identification of required text and bibliography).

Bibliography for Quebec Literature Course
3500:315

Works in English about Quebec Literature

- Cagnon, Maurice, The French Novel of Quebec (Twayne World Authors Series 776)
Boston: Twayne Publishers, 1986.
Sénécal, André J., A Reader's Guide to Quebec Studies. Quebec: Quebec
Ministry of International Affairs, 1988.
Shouldice, Larry, ed., Contemporary Quebec Criticism. Toronto: University of
Toronto Press, 1979.
Weiss, Jonathan M., French-Canadian Theater. (Twayne World Authors Series
774). Boston: Twayne Publishers, 1986.

Selected Quebec Novels (with dates when originally published):

- Beauchemin, Yves, The Alleycat (1981)
Blais, Marie-Claire, A Season in the Life of Emmanuel (1966)
Carrier, Roch, La Guerre. Yes Sir! (1968)
Hébert, Ann, Kamouraska
Hémon, Louis, Marie Chandelaine (1916)
Roy, Gabrielle, The Tin Flute (1945)
Thériault, Yves, The Ugly Girl (1950)

THE UNIVERSITY OF AKRONATTACHMENT 6PROGRAM SUMMARY FORM D

1. Proposed Action:

☐ New Program☒ Revise Program

2. Program Title Change:

From: Bachelor of Music in Voice Performance

To: _____

3. Effective Date: Fall Term 1991 Year

4. Rationale: (If more space is needed, attached additional sheet).

The current Bachelor of Music degree at the University of Akron is seriously deficient in foreign languages for vocal majors. Other state universities in Ohio require some foreign language, while our present vocal degree requirements do not include any foreign language. (See attached Appendix A) The National Association of Schools of Music accreditation guidelines specifically state, "For performance majors in voice, the study and use of foreign languages are considered essential."

This degree modification will not only strengthen the Bachelor of Music degree in performance, but is essential for the satisfaction of our School's accreditation requirements.

5. Resource Statement:

No additional resources needed.

6. Course Addition Summary: (Include Number, Title, Credits and Course Form A)

New Courses: None

Existing Courses:

| | | |
|---------|----------|-----------|
| Italian | 3550:101 | 4 credits |
| German | 3530:101 | 4 credits |
| French | 3520:101 | 4 credits |

7. Course Deletion Summary: (Include Number, Title, Credits and Course Form B)

Delete from Program: None

Delete from Program and University Offering: None

8. Course Changes: (credits, prerequisites, etc. (attach Course Form C)) None

9. Other Program Changes: (i.e., description, general requirements, etc.): None

10. Program Credit Hour Change:

Total Program Credit Hours Required:

From: 129 To: 141

Total Required Credit Hours:

From: 84 To: 96

Total Elective Credit Hours:

From: _____ To: _____

11. Effective Date: Fall Term 1990 Year

12. General Bulletin Description (follow Bulletin format):

Revise "Performance" option found on page 95 to include the following:

Foreign Language Requirement - 12 credits

| | | |
|----------|---------|-----------|
| 3550:101 | Italian | 4 credits |
| 3530:101 | German | 4 credits |
| 3520:101 | French | 4 credits |

APPENDIX A

| SCHOOL | DICTION | LANGUAGE COURSES | CREDIT HOURS |
|---------------------|---------|---|---------------------------|
| Kent State | Yes | 2 semesters of one language (taken from General Studies) | 4 cr/sem= 8 hrs. total |
| Bowling Green State | Yes | 2 semesters of French 2 semesters of German | 4 cr/sem= 16 hrs. total |
| Youngstown State | Yes | 2 quarters of French 2 quarters of German 2 quarters of Italian | 4 cr/qt= 24 qt hrs, total |
| Ohio University | Yes | 2 quarters of French 2 quarters of German 2 quarters of Italian | 4 cr/qt= 24 qt hrs. total |

January 24, 1991



CURRICULUM FORM 1 (SHORT)File No. FAA-91-16

Date: September 17, 1990

TO: Provosts, Deans, Department Heads,
Division Chairpersons, Members of
University Council and Designated Faculty

FROM: Dean Wallace T. Williams
College of Fine and Applied Arts

SUBJECT: Curriculum Change
School of Music

RECEIVED

SEP 25 1990

Attached is a proposed curriculum change from the College of Fine and Applied Arts. This change conforms to the curriculum procedure approved by University Council December 12, 1974.

This proposal has been approved by the department and the appropriate collegiate body. The Dean of the College has certified in writing to the Vice President and Provost that resources are available to effect the proposed change. If you have questions or desire clarification of the proposal, please contact the Dean of the College of Fine and Applied Arts.

If there are objections to this proposal, such objections must be reported in writing to the Senior Vice President and Provost by October 12, 1990.

If no objections have been filed and if the Vice President and Provost approves the proposal, the changes will be published in The University of Akron Chronicle and are effective in September.

Senior Vice President and Provost:

As a member of the University faculty, I request that before approval is granted for curriculum change File No. FAA-91-16, the proposal be reviewed because:

Date

Signature

Curriculum
11/88

College/Division

1900

1900

1900

1900

1900

1900

1900

1900

1900

1900

1900

1900

1900

1900

1900

1900

1900

1900

1900

1900

1900

1900

1900

1900

1900

1900

1900

1900

THE UNIVERSITY OF AKRON
COURSE CHANGE SUMMARY FORM C

ATTACHMENT 4

1. Course Information:**Course Number:**

From: 7500:361 To: _____

Credit Hours:

From: 2 To: _____

Course Title:

From: Conducting _____

Prerequisite(s):

From: 152 _____

To: _____

To: _____

2. New Bulletin Description (25 words or less):

Study and practice of conducting techniques; patterns, fermatas, tempo and dynamic changes, attacks and releases, score reading, aural skills. One hour lab required.

3. Programs Impacted by this Change (Indicate current undergraduate/graduate General Bulletin page and title of program):**4. Effective Date:** Fall _____ Term 1991 _____ Year _____**5. Rationale**

The experience of the ensemble faculty has been that two hours of instruction per week does not allow sufficient time for the lecture and lab experience required to develop basic conducting skills. Other institutions both in Ohio and in other parts of the country, generally require three to four semesters of conducting (as opposed to our two semester requirement) for music education majors. Therefore, to try to give our students adequate preparation, the ensemble faculty wishes to have more contact hours for the courses now in existence.

6. Statement of additional resources required.

No new resources are required. The conducting courses now offered are being taught in a fashion such that extra "lab" hours are already being given.

Note: Attach Course Syllabus/Outline (which includes identification of required text and bibliography).

THE UNIVERSITY OF AKRON
COLLEGE OF FINE AND APPLIED ARTS
Office of the Dean

TO: Dr. Marion Ruebel, Interim Provost
RE: DEPARTMENTAL NAME CHANGES
DATE: October 30, 1990

On October 18, 1990, the faculty of the College of Fine and Applied Arts voted favorably on the following proposition:

Be it resolved that the Departments of Communication; Communicative Disorders; Dance; Social Work; and, Theatre Arts be changed to the School of Communication; School of Communicative Disorders; School of Dance; School of Social Work; and, School of Theatre Arts. Be it further resolved that the title of Department Head in each case be replaced by the title of Director.

In addition to the vote of the College Faculty, each department requesting the change conducted a vote of the departmental faculty. All supported the change. The College Curriculum Committee also voted on the resolutions favorably.

Rationale for these resolutions include many factors:

1. At least two of our sister institutions in Ohio present the units in the College of Fine and Applied Arts (or comparably named colleges) as schools. Ohio University's College of Fine Arts includes; the School of Art; Comparative Art; Dance; Film; Music; Theatre; and, Visual Communication with a separate College of Communication. Kent State University's College of Fine and Professional Arts includes the Schools of Architecture and Environmental Design; Art; Music; Theatre; Family and Consumer Resources; Fashion Design and Merchandising; Journalism and Mass Communication; Speech Communication; Speech Pathology and Audiology; and, Technology. While we are not arguing that our name changes should occur merely because this is the case at other institutions, we do feel that titling our units in like fashion is favorable and will further our competitive edge.

Dr. Marion Ruebel
October 30, 1990
Page 2

2. Two of the units requesting the name change (Social Work and Communicative Disorders) have accrediting agencies who prefer that such units be called "schools." Although this is not a requirement for accreditation, such a name change would serve those units well when they are interacting with discipline colleagues at other institutions. Social Work approval for an M.S.W. usually require School status with a title of director of the program.
3. Changing the titles to schools would further a uniformity within the college. Although this may, on the surface, appear to be a minor rationale, in a college as diverse as ours, it is helpful for us to be able to appreciate the similarities between and among units. In 1987, when Art, Music, and Home Economics and Family Ecology requested title changes, it was assumed that at some future time the rest of the units would also.
4. Each of the units in question represents a type of "professional" curriculum. If a student majors in any of the five areas mentioned, the assumption is that they will pursue a career directly related to the profession represented by the discipline. The word "school" better reflects the professional nature of the disciplines involved.

For all of these reasons and because it is the wish of the faculty of the College of Fine and Applied Arts, I respectfully request your careful consideration. It is understood that the units will not require any additional funds simply because of the name change.



Wallace T. Williams
Dean

gm

THE UNIVERSITY OF AKRON
FACULTY RIGHTS AND RESPONSIBILITIES COMMITTEE

December 3, 1990

To: Gary Oller
Secretary, University Council

From: David R. Brink, Chair *David R. Brink*
Faculty Rights and Responsibilities Committee

Re: Report to University Council

The Faculty Rights and Responsibilities Committee met on November 5 and 12.

In response to Council's instructions given on October 4, 1990, the Faculty Rights and Responsibilities Committee offers the following proposed amendment to the Faculty Manual for University Council's adoption:

3359-20-02 (B) (5)

(a) Department heads are appointed by the Board upon recommendation of not less than two-thirds of the faculty members of the department or division, the dean of the college, the Provost, and the President; hold office at the discretion of the President; ~~and~~ are responsible to the deans of their colleges; AND ARE RESPONSIVE TO THE NEEDS OF, AND ADVOCATES FOR, THEIR FACULTY. They are the administrative heads of their respective departments, divisions, or schools (hereinafter referred to as "departments") and are charged with the general supervision of all departmental interests in accordance with policies established by the Board, the President, their dean, their faculty, and the University Council. Both administration and faculty will bear in mind that department heads have special obligations to build departments strong in scholarship and teaching capacity.

(b) (iv)

The dean shall assess annually the performance of department heads. At intervals not to exceed four years, or upon the specific request of the majority of the full-time faculty members in the department, the dean shall ~~make~~ INITIATE a substantive review of the department head ~~to include confi~~

~~dential interviews with all full time members of the departmental faculty~~ FOLLOWING PROCEDURES SIMILAR TO THOSE USED IN THE INITIAL APPOINTMENT OF A DEPARTMENT HEAD, INCLUDING A YES-OR-NO SECRET BALLOT OF ALL OF THE DEPARTMENT'S FULL-TIME FACULTY ON THE RETENTION OF THE DEPARTMENT HEAD AS HEAD. THE BALLOT SHALL BE TAKEN AND TALLIED AT A MEETING OF THE FULL-TIME FACULTY CALLED TO CONSIDER THE RETENTION OF THE DEPARTMENT HEAD AS HEAD. ABSENTEE BALLOTS ARE PERMITTED. A RECOMMENDATION REPORTING THE TALLY OF THE VOTE SHALL BE SENT BY THE FULL-TIME FACULTY TO THE DEAN. If IN THE JUDGMENT OF THE DEAN this review reveals that the interests of the department will be better served by a replacement because of a manifest lack of confidence in the department head, or of unresolvable departmental problems, or for other sufficient reason, ~~a search for a replacement shall be undertaken by the procedures described herein.~~ THE APPOINTMENT OF THE HEAD SHALL BE TERMINATED, AND A NEW HEAD SHALL BE APPOINTED ACCORDING TO THE PROVISIONS OF THE FACULTY MANUAL.

CURRICULUM CHANGES

The following curriculum changes, in accordance with the Curricula Change process adopted by University Council on December 12, 1974, have had final approval by the Senior Vice President and Provost, or through specific vote by University Council, all effective September 1991 (unless otherwise noted).

BUCHTEL COLLEGE OF ARTS AND SCIENCES

AS-91-1

Add an Undergraduate Certificate in Canadian Studies effective **Spring Semester 1991**. This program will consist of two new courses and five existing courses.

| | | |
|-----|----------|--|
| Add | 3005:300 | <u>Canadian Studies: An Interdisciplinary Approach</u> . 3 credits. Prerequisite: none. This course provides historical, political, geographical, sociological and literary overviews for students pursuing a certificate in Canadian Studies. Team-taught. |
| | 3500:315 | <u>Literature of Quebec</u> . 3 credits. Prerequisite: none. This course provides an overview of the literature of Quebec. It will be taught in translation. |

The program outline will appear as follows:

Certificate in Canadian Studies

Requirements:

To obtain a certificate in Canadian Studies, the undergraduate will satisfy the requirements for a baccalaureate major in the field of study of his or her choice. Canada will be studied through an interdisciplinary approach from geographical, historical, political, sociological and literary perspectives. Students will take an introductory course plus four others. The required course and optional courses follows:

| <u>Required Course:</u> | <u>Credits</u> |
|--|----------------|
| 3005:300 Canadian Studies: An Interdisciplinary Approach (team-taught) | 3 |

Choose Four of the Following

English

| | | |
|----------|--|---|
| 3300:389 | Special Topics: Contemporary Canadian Literature | 3 |
|----------|--|---|

Geography

| | | |
|----------|---|---|
| 3350:350 | Geography of the United States and Canada | 3 |
|----------|---|---|

History

| | | |
|----------|------------------|---|
| 3400:414 | Canadian History | 3 |
|----------|------------------|---|

Modern Languages

| | | |
|----------|----------------------|---|
| 3500:315 | Literature of Quebec | 3 |
|----------|----------------------|---|

Political Science

| | | |
|----------|-------------------|---|
| 3700:330 | Canadian Politics | 3 |
|----------|-------------------|---|

Sociology

| | | |
|----------|---------------------------------------|---|
| 3850:365 | Special Topics: Comparative Sociology | 3 |
|----------|---------------------------------------|---|

COMMUNITY AND TECHNICAL COLLEGECT-91-8

Engineering and Science Technology

| | | |
|-----|----------|--|
| Add | 2820:161 | Technical Physics: Mechanics I. 2 credits (1.5, 0.5). Corequisite: 2030:152. Principles of mechanics. Topics include force vectors, laws of motion, work-energy relationships, and equilibrium. Laboratory. |
|-----|----------|--|

CT-91-9

Engineering and Science Technology

| | | |
|-----|----------|---|
| Add | 2820:162 | Technical Physics: Mechanics II. 2 credits (1.5, 0.5). Corequisite: 2030:153. Principles of mechanics. Topics include motion in a plane, momentum, rotation, harmonic motion, and sound. Laboratory. |
|-----|----------|---|

Prerequisite: 2820-161

CT-91-10

Engineering and Science Technology

Add 2820:163 Technical Physics: Electricity and Magnetism. 2 credits (1.5, 0.5). Corequisite: 2030:153. Principles of electricity and magnetism. Electrostatics, basic direct current circuits, magnetism and electromagnetism, alternating currents, basic AC circuits. Laboratory.

Prerequisite: 2820-161

CT-91-11

Engineering and Science Technology

Add 2820:164 Technical Physics: Heat and Light. 2 credits (1.5, 0.5). Prerequisite: 2820:161. Corequisite: 2030:153. Topics include thermal behavior of matter, thermodynamics, light, geometric and physical optics. Introduction to atomic and nuclear physics. Laboratory.

CT-91-12

Engineering and Science Technology

Drop 2820:151 Basic Physics: Mechanics. 3 credits.

CT-91-13

Engineering and Science Technology

Drop 2820:152 Basic Physics: Electricity and Magnetism. 2 credits.

CT-91-14

Engineering and Science Technology

Drop 2820:153 Basic Physics: Heat, Light, and Sound. 2 credits.

CT-91-15

Engineering and Science Technology (Effective Spring 1991)

Description 2940:121 Technical Drawing I. 3 credits. Corequisite: 2940:210. TO Lettering and proper use of drawing instruments, freehand sketching, geometric drawing, orthographic projection, auxiliary views, sections, pictorials, introduction to basic descriptive geometry.

CT-91-16

Engineering and Science Technology (Effective Spring 1991)

Description 2940:122 Technical Drawing II. 3 credits. Prerequisite: 2940:210; 2940:121. TO Covers dimensioning, allowances and tolerances, geometric tolerancing, threads and fasteners, descriptive geometry, intersections, developments, computer applications.

CT-91-17

Engineering and Science Technology (Effective Spring 1991)

| | | |
|------------------|----------|--|
| Descrip- tion | 2940:170 | <u>Surveying Drafting.</u> 3 credits. Prerequisite: 2940:121. Corequisite: 2030:152. TO Drafting procedures, techniques, and tools required for the various phases of survey office work. Projects in topographic maps, plan and profile drawings, and cross-section drawings. |
|------------------|----------|--|

CT-91-18

Engineering and Science Technology (Effective Spring 1991)

| | | |
|---------------------------|----------|---|
| Title Descrip- tion | 2940:180 | <u>Introduction to CAD.</u> 1 credit. TO <u>Introduction to Computer Aided Drafting.</u> 1 credit. Prerequisite: none. Drafting techniques using AutoCAD. Topics include drawing, editing, dimensioning, plotting, layers, and text. Credit not applicable toward the AAS in Drafting and Computer Aided Drafting Technology. |
|---------------------------|----------|---|

CT-91-19

Engineering and Science Technology (Effective Spring 1991)

| | | |
|------------------|----------|--|
| Descrip- tion | 2940:210 | <u>Computer Drafting.</u> 3 credits. Corequisite: 2940:121. TO Drafting procedures and techniques used for creating drawings using AutoCAD software. Topics include basic components, drawing, editing, dimensioning, layers, text, blocks, plotting, and hatch. |
|------------------|----------|--|

CT-91-20

Engineering and Science Technology (Effective Spring 1991)

| | | |
|------------------|----------|---|
| Descrip- tion | 2940:230 | <u>Mechanical Systems Drafting.</u> 3 credits. Prerequisite: 2940:122. TO The drawing fundamentals and terminology of welding, gears, cams, piping, sheet metal, and fluid power drawings. |
|------------------|----------|---|

CT-91-21

Engineering and Science Technology (Effective Spring 1991)

| | | |
|------------------|----------|---|
| Descrip- tion | 2940:240 | <u>Electrical & Electronic Drafting.</u> 3 credits. Prerequisite: 2940:122. TO Drafting fundamentals, terms, and symbols required for electrical, electronics, and instrumentation drawings. Included is interconnecting diagrams, p.c. boards, and architectural, and industrial plans. |
|------------------|----------|---|

CT-91-22

Engineering and Science Technology (Effective Spring 1991)

| | | |
|-------------|----------|---|
| Description | 2940:250 | Architectural Drafting. 3 credits. Prerequisite: 2940:121. TO Drawing fundamentals, terminology and symbols for developing a set of basic construction plans and details. Included also are presentation drawings and interior and exterior planning. |
|-------------|----------|---|

CT-91-23

Engineering and Science Technology

| | | |
|-----|----------|--|
| Add | 2820:131 | Software Applications for Technology. 1 credit. Prerequisite: 2030:151. Emphasis will be on spreadsheets and databases to solve technical problems and incorporating results in technical reports. Limited to Engineering & Science Technology students. |
|-----|----------|--|

CT-91-24

Engineering and Science Technology (Effective Spring 1991)

| | | |
|--------------|----------|--|
| Prerequisite | 2920:252 | Thermo-Fluids Laboratory. 1 credit. TO Prerequisite: 2920:251-Fluid Power. Corequisite: 2920:249-Applied Thermal Energy. |
|--------------|----------|--|

COLLEGE OF EDUCATIONED-91-7

Department of Counseling & Special Education

| | | |
|-------------|---------------|---|
| Description | 3750/5600:710 | Theories of Counseling and Psychotherapy. 4 credits. Prerequisite: 3750:630 or departmental permission. TO Major systems of individual psychotherapy explored within a philosophy of science framework: Freudian, behavioral, Rogerian, cognitive and other. Includes research, contemporary problems and ethics. |
|-------------|---------------|---|

COLLEGE OF FINE AND APPLIED ARTSFAA-91-11

School of Music

Revise the Bachelor of Music in Voice Performance by adding the following existing courses as required coursework:

| | |
|----------|--|
| 3550:101 | <u>Beginning Italian I.</u> 4 credits. |
| 3530:101 | <u>Beginning German I.</u> 4 credits. |
| 3520:101 | <u>Beginning French I.</u> 4 credits. |

Program Credit Hour Change:

| | |
|--------------------------------------|-----|
| Total Program Credit Hours Required: | 141 |
|--------------------------------------|-----|

| | |
|------------------------------|----|
| Total Required Credit Hours: | 96 |
|------------------------------|----|

General Bulletin Description:

Revise "Performance" option found on page 95 to include the following:

Foreign Language Requirement - 12 credits

| | | |
|----------|---------|-----------|
| 3550:101 | Italian | 4 credits |
| 3530:101 | German | 4 credits |
| 3520:101 | French | 4 credits |

FAA-91-16

School of Music

| | |
|------------------|----------|
| Descrip- tion | 7500:361 |
|------------------|----------|

Conducting. 2 credits. Prerequisite: 7500:152. TO Study and practice of conducting techniques; patterns, fermatas, tempo and dynamic changes, attacks and releases, score reading, aural skills. One hour lab required.

COLLEGE OF NURSING**NU-91-1**

Nursing

| | |
|-------------------|----------|
| Prerequi- site | 8200:497 |
|-------------------|----------|

Independent Study. 1-3 credits. TO Prerequisite: Permission of Instructor and Good Academic Standing in the College.

NU-91-2

Nursing

| | |
|---------|----------|
| Credits | 8200;315 |
|---------|----------|

Pathophysiology for Nursing. TO 3 credits.

