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Faculty Senate Chronicle March 5, 1992

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March 26, 1992

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**Minutes of the University Council Meeting
of March 5, 1992**

The regular meeting of University Council was called to order by the Presiding Officer, Senior Vice President and Provost, Mark S. Auburn, at 3:03 p.m. on Thursday, March 5, 1992 in the Goodyear Auditorium of the Polymer Science and Engineering Building.

Seventy-one of the eighty-four members of Council were in attendance. Those absent with notice were Dean Patricia Carrell, Dean Claibourne Griffin, Dean Isaac Hunt, Dean William Klingele, Ms. Elizabeth Reilly, Dean Nicholas Sylvester, and Dean Thomas Vukovich. Those absent without notice were Dr. June Burton, Dr. Martha Collins, Dr. Patricia Edwards, Dr. Bridgie Ford, Dr. Frank Griffin, and Mr. Dale Lynk.

** did attend March 5 mtng.*

ITEM NO. 1 - REMARKS OF THE PRESIDENT. Dr. Auburn introduced Acting President Marion Ruebel whose remarks were as follows:

Thank you, Dr. Auburn. I want to review with you very briefly the note that I sent out on March 2 to all faculty and staff, and then I'll be happy to respond to any questions you may have. First of all, effective March 2, I suspended all recruitment for faculty and staff vacancies supported by general or auxiliary accounts. This excludes, however, research grants and contracts that we might be functioning under or any positions that have to do with research grants and contracts. Second, I'm assigning the control of the salaried budgets and positions to the Vice Presidents and ultimately to the Deans effective July 1, 1992. In essence, what I am doing is the first step in de-centralizing the budget that will take effect on July 1, 1992. Third, I am also directing the Senior Vice President and Provost in consultation with the Council of Deans and the Strategic Planning and Review Committee to develop and propose measures to ensure maximum academic productivity. And I want this report back to me by April 15 to be implemented for Summer Session I of this year. This would include such things as responsibilities that are college wide within a particular college as compared to university wide. It would also include what services do we provide on campus that overlap each other, and it might also include what functions do we provide on campus that, in general, should be shared campus wide. These are just examples of some of the things that we might look at. Fourth, it is expected that the recent reductions that we've had in operating budgets will become permanent in 1992 and 1993. I wish I could bring you better news on this, but, quite frankly, the things that I have most recently heard from Columbus don't sound any better. And last, I pledge to you that I personally will review all of the auxiliary budgets and specifically the athletic budget because they will share, just as all other budgets will, in the reductions that I'm calling for. I hate to start this way, but all of you have an understanding of what the budgetary situation is in the state of Ohio, and therefore the circumstances dictate what we do. I'll be happy to respond to any questions that any of you might have.

Mr. Timothy J. Sheridan stated that he had read in the Buchtelite that there was a plan to move the Office of Student Services from Buchtel Hall to the Student Center. He wanted to know whether that plan was still being considered, why, and at what cost.

President Ruebel answered that it was still in the plans and the purpose was that he thought that the Dean of Student Services should be with the students. As yet he did not know what the move would cost, but if it was too high, then they would not do it.

ITEM NO. 2 - CONSIDERATION OF THE MINUTES OF THE SPECIAL MEETING OF UNIVERSITY COUNCIL OF JANUARY 23, 1992, AND THE MINUTES OF THE MEETING ON FEBRUARY 6, 1992 AS PRINTED IN THE UNIVERSITY OF AKRON CHRONICLE OF FEBRUARY 26, 1992. Dr. Gary Oller, Secretary, had a few corrections. First of all, the date on the upper left-hand corner of the front page read 1992-93, No. 1 but should be corrected to read 1991-92, No. 5. Also on that front page in the paragraph encircled by stars where it stated that copies of the Chronicle could be received through the University's mail system,

this should be understood to mean the University's electronic mail system. Finally there were two corrections on page 38. In the first paragraph, line 2, beginning "might be cumbersome and led", it should be "might be cumbersome and lead to an extraordinary number of ballots." In the third paragraph from the bottom, the line starting with "Dr. Tom Price," the right parentheses was omitted following Dr. Wolfgang Pelz's name.

Since there were no further corrections to the minutes, Dr. Auburn called for a motion to accept them as amended. This was made and seconded, and Council then voted its approval.

ITEM NO. 3 - REMARKS OF THE PRESIDING OFFICER. Dr. Auburn stated that he had several items which he wanted to discuss. First, with the implied consent of Council, he wanted to invite the faculty representatives from the Presidential Search Committee to speak to Council under Good of the Order which did not appear on today's agenda. He asked whether there was any objection to adding that to the agenda, and there was none.

Second, he wanted to report that the proposal for new University admission standards which Council had adopted last month had been passed by the Board of Trustees at its last meeting. He wanted Council members to know that it had been the subject of lively debate and continued concern, particularly in regard to the implementation of the conditional/unconditional admission. The Board wanted Council to act as rapidly as possible in bringing forward the conditions under which, for instance, a student might be admitted directly to a college and in considering issues of how we would provide support for those students who were admitted conditionally. He would be informing the Deans of his desire to see them address those issues and bring them back to University Council at the soonest possible occasion.

Third, he had received a letter originally dated December 19, 1991 signed by 121 of our faculty colleagues who worked at the University on a part-time basis. That letter included a number of questions as well as an expression of concern focussed around the occasion of the raise that went to all employees of this institution except for part-time faculty. He was in the process of composing a response to that letter, and both the letter and his response struck him as of sufficient concern to the entire University community that it would be appropriate to publish them in the Chronicle (See Appendix A). If there was no objection, he would insert them under the record of what he had said, even though he did not say them.

The last item which he wanted to mention was a handout which Council members received at the beginning of the meeting and which explained how the 9-month faculty pay increase adjustment was figured (see Appendix B). If there were any questions now or later, he suggested that they be directed to Dr. Faith Helmick.

Dr. Auburn then asked whether there were any questions for the Presiding Officer.

Based on his reading of the Bylaws of the Board of Trustees concerning the Council being empowered as the legislative body of the faculty, Dr. Don R. Gerlach had a question about some remarks which Dr. Auburn had made at the last Council meeting. They were that "recommendations of this body are merely recommendatory, and I do mean merely recommendatory, to the President who through the Board of Trustees has the authority to act for the whole university." Did this mean that all of Council's actions were to be regarded only as recommendations? Was our legislation to be prefaced with something like the medieval formula "be it enacted by the King's most excellent majesty," or were we to understand that our enactments were as the British statutory preface reads "by and with the consent of the Lords spiritual and temporal and the Commons in Parliament assembled?"

Dr. Auburn answered that he had meant no disrespect to this body or the functions ceded to it by the Board of Trustees of the University. It was his sense that the Board of Trustees, the corporate being of the University, was empowered to give other bodies within the institution certain responsibilities from time to

time. When he had said that Council's actions were merely recommendatory, he meant it in the context of the University in the eyes of the law, insofar as he understood it, being represented solely by the Board of Trustees. The motive behind his remarks was not in any sense to derogate the authorities or powers of this body to carry out the will of the faculty and all members of the University community. It was to point out that the power of its authority would be enhanced by paying attention to certain other matters which he had discussed elsewhere in the statement. Being unprepared and unassisted by the General Counsel of the University, he could not answer further, but if Dr. Gerlach wanted a response from our attorney, he could be produced at the next meeting.

Dr. Gerlach replied that this was not necessary and that the first thing we should do, was "kill all the lawyers." Dr. Auburn reminded him that in the context of Shakespeare's Henry VI, that line was not a negative statement against lawyers. Dr. Gerlach admitted that his wasn't really either.

Mrs. Linda Weiner asked for permission to speak, and Council gave its approval.

Mrs. Weiner stated that she had come to the meeting to hear Dr. Auburn's response to the letter from the part-time faculty and was disappointed to find out that not only was she not going to hear it today but also that it was going to be included in the Chronicle which went to full-time but not part-time faculty. What should she do about this?

Dr. Auburn replied that it was his understanding that copies of the Chronicle were available to all members of the University community upon request. Dr. Oller confirmed that this assumption was correct.

Mrs. Weiner said that the people most directly concerned with Dr. Auburn's answer were first going to have to know that it was in the Chronicle and then request a copy.

Dr. Auburn hoped that colleagues who regularly received the Chronicle would share it with them. The Executive Committee of Council had assumed that copies of the Chronicle were being prominently placed in every department to give all members of the departmental communities an opportunity to review it. If this was not happening, he would be happy to receive requests for copies and would personally see to it that they were sent out. He was also willing to send copies of his response to the 121 faculty who had signed the letter. It had been his sense that the Chronicle represented a voice of the University community which would save considerable dollars to use as a publication vehicle over sending a letter to every member of the University community. He gathered that Mrs. Weiner would like him to reconsider that decision, and he stated that he was willing to do so in light of her opinion. In regard to her disappointment about not hearing his response now, he noted that he had only received the letter officially late last week. Because he had been out of town on an evaluation visit for the Northcentral Association until late yesterday, he had not had time to craft the response, but he had discussed it with Ms. Peggy Richards.

ITEM NO. 4 - SPECIAL ANNOUNCEMENTS. There were none.

ITEM NO. 5 - REPORTS OF COMMITTEES.

A. Executive Committee - Dr. Oller, Secretary, reported that the Committee had met on February 21. It referred two items - references in the Faculty Manual to the Evening College and definition of "Degree Granting College"-to APCC and set the agenda for today's meeting of Council. In regard to the first item of New Business on the agenda, Amendments to the Faculty Manual, the Committee had asked him to request that if Council members had corrections of a merely editorial nature - spelling, punctuation, etc. - that they submit them in writing to the Reference Committee rather than taking time on the floor of Council to make those simple corrections.

B. Academic Planning And Priorities Committee - No report.

C. Academic Policies, Curriculum and Calendar Committee - Associate Provost Joseph Walton, Chair, stated that a report had been circulated (see Appendix C). There were three action items contained in the report, two curriculum changes from the Community and Technical College and a Transfer Policy from the Graduate School. They would be considered under New Business.

D. Athletics Committee - There was no report presented at the meeting, but a copy of the report of the meeting of February 10 was later submitted to the Secretary by Dr. Joseph Latona, Chair (see Appendix D).

E. Campus Facilities Planning Committee - Dr. Harvey Sterns, Chair, began by noting that the Committee's motto was to offend all equally. He reported that the Committee had met on February 13 and March 5. Discussion took place regarding the announced move of Dr. Dubick to the Gardner Student Center. The Committee reaffirmed that it was charged with looking at space moves and was one of the approval points in space assignments. The Committee was not consulted in this case and thought that there needed to be an application for space in the Student Center in the same way as any other unit.

The Committee approved the request for space in Spicer Hall for the Office of Financial Aid.

The Committee discussed the need for recreational space on campus and the need for a new student/faculty facility. Associate Dean William Beyer would serve as formal liaison between this committee and the Athletic Committee to start this process. Also, the Committee was presented with a request from Mr. Dan Martin regarding plans for the Department of Social Work. At one point Social Work was to be in Polsky's, but recent information now indicated that it would not be located there. The Committee would have a full presentation on the Polsky Building on March 12 and then would be able to identify space that would become available. In addition, the Committee planned to identify available space after the Kolbe renovation and addition.

The current status of the Lincoln Street Building was reviewed. Discussion took place regarding possible use of part of the first floor and basement for the Polymer Tech Program. No formal request had been received by the Committee.

The Committee had extensive discussion regarding how to facilitate future planning. The need for department level planning and college level planning was clear. Committee members would meet with respective Deans to discuss planning priorities.

Dr. Sterns concluded by noting that the Committee wanted to establish what would be available space in the future on campus. It would then establish what were the existing agreements and expectations for campus space assignments. Another motto of the Committee was that it would not assign more than three units to any one space.

F. Faculty Rights and Responsibilities Committee - No report.

G. Faculty Well-Being Committee - Mr. Paul Richert, Chair, reported that the Committee met several weeks ago and was continuing to examine the idea of a new early retirement incentive program. A report would be provided at the next meeting, but he wanted to caution that such a program would have both costs and benefits. The benefits would flow mainly to those who were retiring and to the University. The remaining employees and their operating units would accrue more of the costs in any program.

The Committee was also examining the proposed changes in the sexual harassment policy. In light of the recent U.S. Supreme Court decision, Franklin vs. Gwinnett County Public Schools, it hoped to recommend improvements in the procedures and also limit the financial risks to the University that this new decision brought about.

H. University Libraries Committee - Dr. Elizabeth Erickson, Chair, reported that the Committee had met during the past month to discuss the initial reports of the subcommittees on the education of technical issues related to OhioLink. The Committee hopes to have a report to University Council on these matters at the next meeting.

I. Reference Committee - No report.

J. Research (Faculty Research) Committee - Dr. Daniel Sheffer, Chair, reported that the Committee would meet on March 16 and 18 to review and rank 44 project proposals that had been submitted for the Spring 1992 faculty research program.

K. Student Affairs Committee - No report.

L. General Studies Advisory Committee - No report.

M. Ad Hoc Committee on University Governance - No report.

Dr. William McGucken asked about the status of the General Studies Program Proposal. Dr. Walton answered that the Curriculum Subcommittee of APCC was just about finished with the document and would be passing it on to the full committee which would be meeting on March 17. If it was passed then, it would be on the floor of Council at the April meeting.

ITEM NO. 6 - REPORT OF THE UNIVERSITY REPRESENTATIVE ON THE FACULTY ADVISORY COMMITTEE TO THE CHANCELLOR OF THE OHIO BOARD OF REGENTS. There was no report presented at the meeting however, alternative representative Dennis Sullivan, submitted a report later which is contained in Appendix E. Dr. Auburn asked the Secretary to put into the record information which he had received from Dr. Burton after the meeting in which the bibliography which she had supplied for the Faculty Workload Committee was described by Chancellor Hairston as "an excellent resource for both the Faculty Workload Committee and the Managing for the Future Task Force."

ITEM NO. 7 - UNFINISHED BUSINESS. There was none.

ITEM NO. 8 - NEW BUSINESS. The first item was Amendments to the Faculty Manual. Dr. Auburn reminded Council that this document had been distributed last month and was being presented by the Reference Committee. Dr. Helmick, the Chair of that committee, then moved the adoption of the changes, and she noted that these changes were not substantive in nature but were made for purposes of readability, clarification, etc.

Dr. Gerlach had a few things which he wanted to add to the document which had not been included in it. The first was the change in language that the Council had approved last December regarding the section on Distinguished Professors. Dr. Helmick pointed out that customarily these substantive changes were added only after they had been approved by the Board of Trustees. That particular item had not yet gone to the Board, but when it had and was approved, it would be added.

Another item which Dr. Gerlach wanted to add related to a matter which he had originally raised at an APCC meeting in November. At that time two members of the Committee had agreed to notify the Chair of the Reference Committee of the need to make the addition. Since that had not been done, he wanted to do it now. This related to section 3359-20-05 Academic Matters and General Policies, (D) Attendance (p. 93 of the current Manual). Currently, this reads as follows: "Each student is expected to attend all meetings of all classes in which the student is enrolled." This agreed partly with the statement on attendance in the University Bulletin, but what had been left out was instructive and should be put in the Faculty Manual for

the guidance of both faculty and administrative officers. Indeed, the whole subject had come up because Dean Vukovich had raised the question with him, and they both had thought it was a good idea. What had been left out and should be inserted was the following: "a student may be dropped from a course by the Dean if absences are repeated and the instructor recommends this action. A student can gain readmission only with permission of both Dean and Instructor. The student dropped from the course receives an "F" which counts as work attempted whenever grade point ratio calculations are made." This was more than an editorial change, but it was simply a repeat of the wording in the Bulletin which Dr. Gerlach thought would be good to have in the Manual. He then moved the amendment, and this was seconded by Dr. David Buchthal.

Mr. Dan Bule wondered whether the concept of dropping the student for lack of attendance had ever been approved by Council in the past.

Dr. Gerlach replied that whether it had been or not, it was a part of the official formulary of this University because it was in the Bulletin. He thought that it was a good rule and was not about to open the question of removing it from the Bulletin.

Mr. Bule noted that in the past there had been a number of things that have been in the Bulletin that were never supposed to be there. He had just wondered about the authenticity of whether or not it was supposed to be there.

Dr. Helmick stated that there had been a question about this and some research had shown that when Council had changed the withdrawal policy a year or so ago, it had left out this language which had previously been there in the Manual. She did not know whether this had been intentional or an oversight. Mr. David Jamison confirmed Dr. Helmick's statement.

Mr. Elton Glaser pointed out that if Council now voted for the amendment to insert the language, it would be an intentional action and would solve the problem of what happened in the past.

Since there was no further discussion, Council voted its approval of the amendment.

Mr. Glaser had a few suggestions to make to improve the readability of several sections of the document. Since these were editorial in nature, Dr. Auburn suggested that in the interest of time it would be better if he negotiated these directly with Dr. Helmick. He thought that Mr. Glaser, along with Dr. Helmick, could be trusted to make certain that any of their changes would be editorial.

Since there was no further discussion and with the understanding that there might be some further editorial changes which Council had not seen, it voted its approval of the amended document.

The second item of New Business was the issue of Non-Traditional Student Representation on University Council. Two changes to the Council Bylaws were attached to the agenda (see Appendix F). These could be discussed now, but according to the Bylaws had to layover for one month before a vote could be taken on them.

Ms. Marybeth Mersky, a non-traditional student representative on Council, wanted to point out that this amendment seemed to sweep the whole issue of traditional versus non-traditional under the rug. She knew that there were many who thought that all the undergraduate students should be treated as a body, but there was a definite difference between traditional and non-traditional. The problem seemed to be what was the definition of a non-traditional student. There appeared to be about five different working definitions in use at the University. She wanted Council members to think about this issue over the next month. Council could not afford to ignore the non-traditional students. There were many of them on campus and turning this over to a general election would mean that they would lose a voice.

Dr. Auburn asked Dean Robert Dubick whether in discussing the proposed amendment this particular matter had been raised.

Dean Dubick responded that the original bylaw said nothing about non-traditional students. What it had talked about was an evening student division which no longer existed. In any event, not every student who took classes exclusively in the evening was over the age of 25. Given the makeup of our student population, it was difficult to agree on a definition of non-traditional versus traditional. The members of the Student Affairs Committee thought that the fairest way to treat this was to have the process broken down to four undergraduate students elected. The honorary organization from the evening students, etc. could be encouraged to participate and put up candidates.

Ms. Mersky wanted to add that it used to be that the Evening College consisted of the older, more mature students and the Day College of just the traditional, under 22 year-olds. This was another concern. If Evening College and all references to it were wiped out, non-traditional students would again be neglected. She hoped that members would think about this also.

Dr. Auburn asked Ms. Mersky and anyone else who shared her concern to communicate with Dean Dubick as the chair of the committee that had brought this to Council. Perhaps there was a position of compromise that could be reached. The committee could then present Council with a revised version of what was now before it, and this would at least satisfy all members that the matter had been considered regardless of what the outcome of the vote would be.

Mr. Tom Smith wanted to make a clarification. The two students referred to by Ms. Mersky would not be selected through an electoral process but rather through an appointed process through Associated Student Government. The statement "FOUR SELECTED THROUGH THE SPRING GENERAL ELECTION PROCESS" was there just to inform Council how the four current representatives were selected. He thought that if this passed the ASG would look very strongly towards appointing non-traditional representatives to those positions which were described as appointed. He also wanted to point out that in the past those representatives had been selected by an Evening Student Council. It was likely that the idea here had been to generate representation from evening students but not necessarily non-traditional students.

Dr. Auburn said that this was an example of the way in which this body could forget the reason for which it did things. The words which he had heard Ms. Mersky speak to were not incorporated into the language that Council now had before it, making it very possible that the reasoning for having appointed members might be lost over time.

Dean Dubick hated to correct a trustee of the University (Mr. Smith), but the committee's intention was that the two appointed undergraduates be appointed as traditionally done by ASG, and that the four other undergraduates, including all age groups, be achieved through the general election.

Dr. Gerlach then moved that this item be adopted as an amendment to the Bylaws, with the understanding that it had to layover until next month. This was seconded by Dr. John Bee.

Dr. Bee then moved to postpone action on the item until next month, and this was seconded. Council then voted its approval.

The third item of New Business was a report of the Ad Hoc Committee on Salary Allocation (see Appendix G). Former President William Muse had referred the item to Dr. Auburn so that it could be presented to Council.

Dr. Bee moved that this be referred to the Faculty Well-Being Committee, and this was seconded.

Dr. Gerlach supported the motion but suggested that it be amended to give instruction that the FWB be obliged to report back no later than the May meeting of Council. This change was acceptable to both Dr. Bee and the seconder of the motion.

Dr. Gerlach added that the FWB ought to consider this report very carefully. He himself was dreadfully disappointed in the gist of the Ad Hoc Committee's report, and if Council was to speak to the issue, its own committee must now have a look at these things. He understood that the Deans and Department Heads had also been asked to give their advice on this report, and it was a good thing for the faculty that the FWB would do the same for it.

Dr. Helmick wanted an explanation from Dr. Bee on why he was referring this report. As she recalled, it was the Faculty Well-Being Committee which had brought to Council the recommendations that the President appoint a Task Force to do this. Wasn't sending this back to that committee just going around in circles?

Dr. Bee replied that this was a normal procedure. The ad hoc committee had produced a document which it presented to Council. Council now needed further clarification and wisdom on that document and the way to do that was by referring it to one of its own committees. If the FWB Committee placed its stamp of approval on the document, it would then come to Council having been reviewed by an appropriate element of this body.

After some additional brief discussion, Council approved the motion to refer.

The next items of New Business were some recommendations from the Academic Policies, Curriculum, and Calendar Committee. Dr. Walton presented first CT-92-2 which was a proposal for a certificate program in chemical dependency. The program called for no new course curricula, but it did require \$855 in supplies and an anticipated faculty position some time in the future. It had been approved by the APCC.

Dr. Jesse Marquette facetiously asked whether the supplies for the program would be acquired through legal means.

Since there was no further discussion, Council voted its approval.

The next proposal was CT-92-3 which was from the Public Service Technology Division of the C&T College. It was for the Criminal Justice Advanced Officer Training Program and was a new option. Since there was no discussion, Council gave its approval.

Dr. Walton's last item was a transfer policy from the Graduate School. This was a formalization of a policy that had already been in practice. He stated that Council could act on this today if it so chose and indicated that Dr. Charles Dye was in attendance to provide some background on the discussions surrounding the proposal.

Since there was no discussion or objection, Council voted on the transfer proposal and gave its approval.

Dr. Gerlach had a question regarding an earlier item of new business. Would the Chair of the Faculty Well-Being Committee let him and anyone else interested know when that Committee was going to consider the item of salary allocation because he wanted to attend and offer some words of wisdom about it to the Committee?

Dr. Auburn answered that it was his judgement that all committees of this Council conducted public, open meetings that were announced so that interested faculty and members of the University community

could be present with the exception of the Faculty Rights and Responsibilities Committee. He urged Mr. Richert, the Chair, to publish the schedule of meetings with places and times. This could be handled in the Chronicle. Mr. Richert announced that the Committee's next meeting would on Friday, March 20, 3 p.m. room 123C in the Blake McDowell Law Center, and he thought that the Committee would be dealing with the Ad Hoc Committee on Salary Allocation report at that time.

ITEM NO. 9 - GOOD OF THE ORDER. Dr. Auburn reminded Council that he had asked at the beginning of the meeting that this be added to the agenda. He then invited Dr. Bee and Ms. Joyce Mirman, two of the faculty representatives to the Presidential Search Committee to address the body.

Ms. Mirman stated that the search was progressing on schedule. The position statement had been revised to incorporate many changes that were suggested by the faculty, and it would be placed in both the Chronicle of Higher Education and Black Issues. To date the Committee had received 120-130 nominations and was currently working on a process for reviewing those nominations and resumes and setting up some sort of criteria.

Dr. Buchthal wanted to know whether someone had applied for the position to be unfrozen. Dr. Auburn answered that *somebody* would take care of that.

Dr. Bee read a note from Dr. Latona, the third faculty representative who could not stay until the end of the meeting, which was as follows: "Please announce that we encourage nominations from the faculty of internal candidates and prefer a minimum of two nominations from each college."

ITEM NO. 10. - ADJOURNMENT. There was a motion for adjournment which was seconded. Council voted its approval and the meeting ended at 3:58 p.m.

Appendix A,1

December 19, 1991

Dear Dr. Auburn:

On December 4, President Muse announced a 2 percent permanent, across-the-board salary increase for "our most valuable resource," faculty and staff. The only university group not included in this pay raise was part-time faculty.

The raise was announced in a Message from the President, under the heading "Mid-year Salary Increase for Continuing Faculty, Staff," thus perpetuating the myth that part-time faculty are being employed at this university on a temporary basis. A recent survey (1990) conducted by University Council, showed that of the responding 333 part-time UA faculty, 50 percent had been teaching at the university for five years or more; 29 percent for ten years or more. The University depends on its part-time faculty to teach 26 percent of total student hours and 80 percent of its General Studies courses.

Given these facts, excluding us from this "valuable resource" employee pay raise becomes more than mean-spirited. It is both imprudent and irresponsible. It makes clear to part-time faculty that the University routinely ignores them and the students that they teach.

In the interests of the University, its students, and its faculty, we, the undersigned, insist that the University administration fulfill its responsibility equitably and that it include part-time faculty in the 2 percent across-the-board, cost-of-living increase, effective the beginning of spring semester. While this increase would not address the problem of making base salaries equitable when compared with those of other State universities and with the principle of equal pay for equal work, it would at least provide for more equitable treatment of part-time faculty until that problem is addressed.

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Appendix A,2

March 17, 1992

Dear Ms. Richards:

Thank you for your letter of December 19, 1991, and for transmitting the signatures of those colleagues who joined in your thoughts. I received both earlier this month. The following is addressed to all the signatories of your letter.

When President Muse announced a salary increment for full-time faculty and all staff, his intention was to recognize that we should even in hard times reward personnel. Unfortunately, in assessing what budget adjustments were possible, he did not find it possible to adjust the pay scale for part-time faculty at the same time. His decision was also based upon his belief that pay scales for part-time faculty are not so much determined by longevity and merit as by market.

It was not anyone's intention to suggest that part-time faculty are any less valuable as teachers. The President simply did not find in December the timing appropriate to adjust rates of compensation for part-time lecturer ranks.

That part-time faculty make a significant contribution to our instructional program is unquestioned. You do so by the quantitative measures outlined in your letter; you do so, in my experience, by qualitative measures of effective teaching. Not only is the University able to deliver more instruction by your efforts, but also it delivers quality instruction.

What we value highly we are not always able to reward commensurately. That is the case not only with some part-time faculty but also with some full time faculty. But part-time faculty may have some special problems. As you know, prompted by inquiries from a number of part-time colleagues, I have appointed a Task Force composed of full- and part-time faculty to review part-time compensation, working conditions, and contractual relationships, and to make recommendations to me before this semester ends. If I find their recommendations -- including recommendations to increase pay -- well-grounded, I will take those recommendations to Acting President Ruebel for his consideration for possible presentation to the Board of Trustees.

I hope it is clear that if there were a time when central administrators of this university did ignore part-time faculty, that time is at an end. Your representatives will be included in our academic decision-making process. Your interests will be included in any review of compensation or other well-being issues. I am pledged to do all that I can to assure that you are seen -- and rewarded -- as truly "valuable resources" of The University of Akron.

Sincerely,

Mark S. Auburn
Senior Vice President
and Provost

cc: M. Ruebel

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Appendix B

**THE UNIVERSITY OF AKRON
Interoffice Correspondence**

February 11, 1992

TO: Mark S. Auburn
Senior Vice President and Provost

FROM: Faith Helmick
Vice President for Human Resources and Information
Services

SUBJECT: PAY ADJUSTMENTS FOR FACULTY ON 9-MONTH CONTRACTS

At last Thursday's University Council meeting, several faculty members requested information on how the recent 2% salary increase was calculated. According to Mrs. Dorothy Everett, Payroll Manager, the following calculations were made--based on the assumption that even though the contract salary is paid over 9 months, one half is earned each semester.

January check =

$$\begin{array}{r} \frac{\text{old contract \$}}{2} - \frac{4}{9} \text{ old contract \$ (paid September-December)} \\ + \\ \frac{\text{New contract \$}}{2} - \frac{4}{9} \text{ new contract \$ (to be paid February-May)} \end{array}$$

February through May checks = $\frac{1}{9}$ new contract amount

If you think it is advisable, I can distribute this information to all 9-month faculty through campus mail. Otherwise, you may wish to report it at the next Council meeting.

cc: John Bee, Chair
Executive Committee

March 26, 1992

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Appendix C

**THE UNIVERSITY OF AKRON
Interoffice Correspondence**

February 28, 1992

TO: Members of University Council

FROM: Joseph M. Walton
 Associate Provost for Academic Services

SUBJECT: REPORT TO UNIVERSITY COUNCIL -- March 5, 1992

The Academic Policies, Curriculum, and Calendar Committee met on Tuesday, February 18, 1992, at 3:00 p.m. in the Board of Trustees Room of the Gardner Student Center.

The Committee approved the Transfer Policy for Graduate Students and two curriculum proposals: CT-92-2 and CT-92-3. The Transfer Policy and the two curriculum changes will be considered under New Business.

cc: Mark S. Auburn, Senior Vice President and Provost

Attachment

Appendix C (cont.)

Transfer—Doctoral

Up to 50% of the total credits above the baccalaureate required in a doctoral program may be transferred from accredited colleges or universities. **Departments and colleges may set more restrictive limits. The credits must be relevant to the student's academic program as determined by the student's academic department, and must fall within the ten-year time limit to complete degree requirements if beyond the master's degree. All credits transferred must be at the "A" or "B" level in graduate courses.**

Credits transferred may come from a prior degree. No more than thirty semester credits may be transferred from a single master's degree. Credits earned in prior or concurrent programs at The University of Akron shall be treated in the same manner as credits earned elsewhere. A University of Akron student who seeks to enroll in courses elsewhere for transfer credit here must receive prior approval.

A student seeking transfer credit must have full admission and be in good standing at The University of Akron and at the school at which the credits were earned. Transfer credit shall not be recorded until a student has completed 12 semester credits at The University of Akron with a grade-point-average of 3.00 or better. Transfer credits from other institutions shall not be computed as part of a student's University of Akron grade point average.

Appendix C (cont.)

Transfer—Masters

Up to one-third of the total credits required for a degree may be transferred from accredited colleges or universities. **Departments and colleges may set more restrictive limits.** The credits must be relevant to the student's program **as determined by the student's academic department,** and must fall within the six-year time limit to complete degree requirements. All work transferred must be at the "A" or "B" level in graduate courses.

Credits transferred may come from a prior degree. Up to one-third of credits from a prior or concurrent graduate degree at The University of Akron may be used to satisfy the requirements of a concurrent or subsequent master's degree. A University of Akron student who seeks to enroll in courses elsewhere for transfer credit here must receive prior approval.

A student seeking transfer credits must have full admission and be in good standing at The University of Akron and at the school at which the credits were earned. Transfer credit shall not be recorded until a student has completed 12 semester credits at The University of Akron with a grade-point-average of 3.00 or better. **Transfer credits from other institutions shall not be computed as part of a student's University of Akron grade point average.**

Appendix D

University Council Report of Business Meeting

ATHLETICS COMMITTEE

February 10, 1992

DISCUSSION

The meeting was called to order at 2:00 p.m. by Chair Joe Latona in the Tommy Evans Lounge of the JAR Arena.

No additions or corrections.

Jim Dennison reported on the Task Force on Intercollegiate Athletics and entering into the MAC. He feels this task force is one of the best ever put together at the University. It has been a working unit and are looking at both the negative and positive areas. It is made up of 19 people from the community and the University.

There are five sub-committees:

- (1) Revenue and Cost Containment
- (2) Recruitment, Retention & Graduate Rates
- (3) Promotions and Marketing
- (4) Facilities
- (5) Football

Subcommittee reports are due to Dr. Ruebel in March and he will have a full report ready when the new president arrives.

As a group, the Task Force visited Kent State for a look at their facilities, including their new indoor facility.

Mr. Dennison announced that Athletics has hired a new Business Manager. Mike Rodriguez, who was the Ticket Manager, has replaced Brian Davis, who has accepted a position as assistant to Darryl Blerly.

Mr. Dennison also reported that he and the two Assistant Athletic Directors, Rob Fournier and Dawn Moore, had attended the NCAA Convention in January. They feel the academic reform which continues within the NCAA is very positive.

Results of the all fall sports shows that Akron's teams were successful in 64% of their contests. Only one team had a losing season.

At Dr. Latona's request, and for the purpose of information only, Mr. Dennison passed out copies of budget comparisons between Akron and the other MAC schools, budget comparisons in Athletics from 1984 to the present, and also football budget comparisons. He pointed out that in an overall comparison to the MAC, Akron falls in the middle to lower range in total budget. However, the football budget is much higher than any of the other schools.

There followed a considerable amount of discussion regarding different aspects of the budgets.

Appendix D (cont.)

Dr. Latona requested that members of the committee bring to the next meeting a comparable detailed budget analysis from their own college for the period 1984-1992 for comparison. Several in attendance questioned the purpose, benefit, and ultimate goal for such a request. Dr. Latona stated it was the duty of the committee to be well informed and to make comparisons between colleges and athletics.

Rob Fournier distributed information on the Fall GPA's of the student-athletes as well as a chart comparing all the teams from Fall 1987 through Fall 1991. Rob pointed out that in the Fall 1991 term, six student-athletes had a perfect 4.0 GPA. Four teams achieved an overall GPA above 3.0. All teams, with the exception of football, obtained an overall GPA of 2.3. The football GPA was 1.9. Nineteen percent of all student-athletes were on the Dean's List and thirty percent were above 3.0.

Rob briefly explained some of the more stringent MAC requirements and how they will affect our student-athletes. These rules will apply to all athletes immediately upon Akron entering into the MAC.

Rob invited the members of the committee to attend the NCAA Compliance seminars, held the last Wednesday of each month at 8:00 a.m. in the Tommy Evans Lounge, to get a feel for what the department is doing to inform the coaches of all the changes in NCAA rules and also conforming to MAC rules. (On April 1 at 8:00 a.m, there will be a coaches rule certification seminar).

Rob also reviewed the NCAA Graduate Statistics report that we are required to submit each year to the NCAA, based on a five-year graduate rate. Akron's five-year graduate rate for the last submitted report is 87%. Rob pointed out that the credit for that statistic must go to those coaches who were here during the 1983-1984 and 1984-1985 academic years.

The meeting was adjourned by Chairman Latona at 3:15 p.m.

Appendix E

**FACULTY ADVISORY COMMITTEE TO THE CHANCELLOR,
OHIO BOARD OF REGENTS**

March 3, 1992

1. Chairperson Rose convened the meeting at 10:30 a.m. The minutes of the last meeting were approved with the clarification that the Part-Time Faculty Report was approved by the committee and sent to the Chancellor.
2. A nomination committee was formed for the election of the next year's officers.
3. A discussion of the faculty workload issue followed. Kent State is currently conducting a study of five departments and a regional campus to show what types of things their employees are doing. They hope to place an emphasis on productivity rather than workload. Stark Technical College conducted a study that concluded that their faculty work an average of 40-60 hours per week. Chairperson Rose asked each member of the committee to send him a copy of their weekly work schedule. These would then be forwarded to the Chancellor.
4. Randy Smith from Ohio State was asked to report on the Managing for the Future Task Force Sub-Committee on Faculty Workload. Items being investigated are:
 - a. Basic description of higher education in Ohio
 - b. What are the items involved in faculty workload and what are the expectationsRandy felt that this type of investigation should take place at each campus.
5. Randy Smith was asked to report for the Articulation and Transfer Committee
 - a. The 23 institutions required to have agreements are now in place
 - b. Some modules are being reviewed and are subject to change
6. Chairperson Rose led a discussion on Managing for the Future Task Force and what are the elements of higher education needing protection.
 - a. What is the core? The committee concluded that it was learning, research, job training, retraining, and service.
 - b. How to protect the core. Comments and suggestions were:
 - * Educate the public about higher education
 - * Avoid across-the-board cuts
 - * Protect the libraries. Better cooperation between institutions by networking
 - * Make better use of Emeriti Faculty. They would enjoy teaching in a one-on-one environment, such as academic enrichment centers
 - * Restrict the use of part-time teachers and teaching assistants

Appendix E (cont.)

c. The students

- * Improve the quality by working more closely with secondary education
- * Avoid the shift to larger class sizes
- * Avoid having students closed out of classes. Publish a 2-3 year schedule

d. The faculty

- * Better hiring and evaluation
- * Faculty mentoring
- * Funding teaching improvements
- * Required courses in teaching techniques and improvement
- * Make it desirable to teach in higher education in Ohio. Not being able to attract good people will impact the next 25 years of higher education

7. The afternoon session of the meeting was devoted to dialogue with Vice Chancellor Ann Moore and Chancellor Elaine Hairston.

Vice Chancellor Moore discussed the following concerning the attitude of the Office of the Governor:

- a. The Governor will hold to no further cuts for primary and secondary education. If there is new money their previous cuts would be reinstated.
- b. Higher Education will see no repair in budgets unless they are willing to change the way they do business.
- c. Higher Education in Ohio has more money than they know how to appropriately handle.

8. Discussion of Managing for the Future Task Force:

- a. Managing for the Future Task Force is looking at the following:
 - * Background of the structure
 - * Institutional reviews with results tabulated in July
 - * Administrative costs, need to be documented with reasons for growth
 - * Faculty workload with a subcommittee report due in May
 - * Minimize resource and program duplication

Chancellor Hairston discussed the following:

- a. Expressed her concern about the K-12 budget decision
- b. Doesn't know what the full impact will be on the 1993 budget but she expects the worst. Most of the future cuts appear to be coming from Higher Education. There is a lot of resistance to allowing a tuition increase. Ohio is already among the highest in tuition cost as a result of poor state support in the past.
- c. The national will is moving away from access to higher education
- d. We need advocates for higher education in Ohio
- e. Two-year and four-year institutions need to join forces and avoid conflict
- f. We must follow the recommendations for the Managing for the Future Task Force
- g. Major changes are coming in higher education; we must decide what we want to save

Appendix F

BYLAWS OF THE UNIVERSITY COUNCIL

3359-10-03 Composition of the Council

- (D) *6 to be selected* Eight student representatives comprising ~~four~~ SIX students from the undergraduate day enrollment TWO ~~selected~~ APPOINTED in such a manner as determined by Associated Student Government, ~~FOUR SELECTED THROUGH THE SPRING GENERAL ELECTION PROCESS,~~ two evening students ~~selected in such manner as determined by Evening Student Council,~~ one student selected from the Graduate Student Council in a manner agreeable to such Council, and one student selected from the Student Bar Association in a manner agreeable to such Association.

*the 6 of elected in such manner
determined by Evening Student C.*

BYLAWS OF THE UNIVERSITY COUNCIL

3359-10-09 Functions of Permanent Committees of
University Council

(K) Student Affairs Committee

- ~~(1) Plans and executes all University assemblies and convocations.~~
- ~~(2)~~ (1) Makes policy, subject to approval of University Council, regarding the granting of scholarships, awards, grants and loans to University students.
- ~~(3)~~ (2) Proposes regulations concerning all extracurricular activities (except Athletics) to University Council. Recommends to Council the extension of official recognition of student organizations.

March 26, 1992

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Appendix G

February 6, 1992

TO: Dr. Mark S. Auburn
Senior Vice President & Provost

FROM: William V. Muse

SUBJECT: **REPORT OF THE AD HOC COMMITTEE ON SALARY ALLOCATION**

Attached is a copy of the final report of the Ad Hoc Committee on Salary Allocation.

Please ask the University Council to review these recommendations and provide their input.

As copies of the attached memos indicate, I have also asked the Academic Deans and the Committee of Department Heads to send their input to you.

With input from University Council, deans, and department heads, I would suggest you prepare the appropriate recommendation for consideration by the Board of Trustees.

Attachments

cc: Dr. Marlon A. Ruebel w/att

Appendix G (cont.)

TO: President William V. Muse

FROM: Diana A. Chlebek, Chair of the Ad Hoc Committee on Salary Allocation on Behalf of the Committee:

Elizabeth Beach
John Bee
Karin Billions
Bridgie Ford
John Frederick
Faith Helmick
Frank Kelley

Keith Klafehn
E. Jane Martin
Allen Noble
Elizabeth Reilly
Daniel Sheffer
James Taggart
Diane Vukovich

DATE: January 29, 1992

SUBJECT: REPORT AND RECOMMENDATIONS OF THE AD HOC COMMITTEE ON SALARY ALLOCATION

The committee as a whole met on October 18, November 1, November 15, and December 6, 1991, and the minutes and documents relevant to the activities of these meetings were forwarded to the President.

The issues studied by the committee included points raised in the charge to the committee, such as:

- * the three basic ways of giving increases, i.e., across-the-board, merit only, or a combination, especially as these relate to the procedures of salary allocation for faculty implemented across the departments of The University of Akron.
- * the address of salary problems relating to equity adjustments in the allocation process
- * the address of salary allocation increases pertaining to all categories of faculty, including contract professionals

Also studied was the issue of maintaining a variety of salary allocation procedures to accommodate the diversity of faculty (cultural, gender, and situational).

As was indicated in an earlier interim report to the President, dated November 1, 1991, the committee examined data from the following sources:

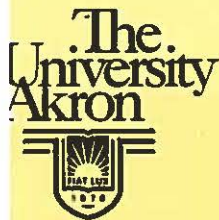
- * reports gathered by committee members from their academic units describing procedures of determining salary allocation
- * the report of the AAUP Faculty Survey on Salary, submitted to President Muse and to Acting Provost Ruebel in the Spring of 1991
- * the Report of the Salary Equity Task Force prepared in 1988
- * data on faculty salaries at other Ohio universities, received from The University of Akron Committee of Akron Committee on Faculty Well-Being

Appendix G (cont.)

The committee concluded that in order to accommodate the diverse situations and procedures of salary allocation and adjustment across the campus, one unilateral policy for university faculty would not be feasible. Hence, the committee recommends that the following emendations be made to The University of Akron Faculty Manual:

3359-20-131 Salaries (Full-time Faculty)

- (A) Although the University has no definite **FIXED** salary schedule for **FULL-TIME** faculty, the President announces at the November meeting of the University Council, the maximum, minimum, median and average salaries paid to regular teaching professors, associate professors, assistant professors and instructors, all figures being based on a nine-months' pay schedule. Generally faculty members are on a nine-months' pay schedule and administrators are on a twelve-months' schedule.
- (B) **THE ANNUAL SALARY INCREASE POOL FOR FULL-TIME REGULAR FACULTY AND CONTRACT PROFESSIONALS SHALL BE ALLOCATED TO COLLEGES AND ADMINISTRATIVE UNITS BASED ON EACH COLLEGE OR ADMINISTRATIVE UNIT RECEIVING THE SAME PERCENTAGE OF ITS TOTAL FULL-TIME REGULAR FACULTY AND CONTRACT PROFESSIONALS SALARIES. AFTER THE SALARY INCREASE POOL HAS BEEN IDENTIFIED, THE PRESIDENT MAY ALLOCATE ADDITIONAL DOLLARS TO UNITS IF DEMONSTRABLE INEQUITIES EXIST.**
- (C) **PROCEDURES AND CRITERIA FOR ALLOCATING ANNUAL SALARY INCREASES TO INDIVIDUALS SHALL BE DETERMINED BY EACH UNIT WITH FULL PARTICIPATION OF THE REGULAR FACULTY, OR CONTRACT PROFESSIONALS, IN THAT UNIT. ALTHOUGH PROCEDURES MAY VARY BY UNIT AND MAY INCLUDE ALLOCATIONS BASED ON MERIT OR A COMBINATION OF MERIT AND ACROSS-THE-BOARD, EACH SET OF PROCEDURES AND CRITERIA MUST BE IN WRITING. PROCEDURES FOR REGULAR FACULTY MUST BE APPROVED BY THE FACULTY IN THE UNIT AND ALL PROCEDURES MUST BE APPROVED BY THE DEPARTMENT HEAD, DEAN AND VICE PRESIDENT.**
- (D) **EACH UNIT IS ENCOURAGED TO INCLUDE FACULTY AND CONTRACT PROFESSIONALS IN THE SALARY INCREASE ALLOCATION PROCESS AND TO UTILIZE THIS PROCESS TO IDENTIFY AND ADDRESS INEQUITIES IN THE UNIT.**
- (E) **SALARIES FOR PART-TIME FACULTY ARE BASED ON A UNIFORM SCHEDULE ACCORDING TO LECTURER GRADE DESIGNATION. THE SCHEDULE SHALL BE EVALUATED EACH YEAR BY THE PROVOST AND ADJUSTMENTS RECOMMENDED TO THE PRESIDENT.**
- (B) (F) Although salary adjustments may be considered at any necessary time, the deans, after conferences with their department heads, normally review and recommend changes in the spring so that the President's recommendations may be presented to the Board during the Spring semester and salary changes can go into effect **CAN BE EFFECTIVE** at the beginning of the academic **FISCAL** year.



Office of the Senior Vice President and Provost
Akron, OH 44325-4703
216-972-7593 216-972-6990 Fax

**THE UNIVERSITY OF AKRON
INTEROFFICE CORRESPONDENCE**

March 5, 1992

TO: Thomas J. Vukovich
Interim Dean of University College

FROM: Joseph M. Walton *JM*
Associate Provost for Academic Services

SUBJECT: Curriculum Changes: UC-92-2; UC-92-3; and UC-92-4

This is to inform you that the above designated short form curriculum changes have been approved in this office. They will be printed in the next issue of the Chronicle. Please feel free to complete the necessary bulletin changes.

cc: Mark S. Auburn, Senior Vice President and Provost
Marie M. Kane, Director of Information Systems
Gerri Chitty, University Registrar
John Owen, Director of Orientation and Retention
Pamela Rupert, Director of Developmental Programs
Dana Zaratsian, Secretary, Office of the Senior Vice President and Provost

Attachment

PROPOSAL FOR INSTITUTING TWO LEVELS OF BASIC MATHEMATICS BEGINNING FALL 1992

Because The University of Akron has upgraded mathematics requirements and because the range of mathematics skills of entering freshmen has increased, the Department of Developmental Programs is faced with a need to revise the Basic Mathematics program. Currently all students are enrolled in Basic Mathematics I and are expected to complete the course with a grade of C or better in one semester. The pace of the course is very rapid, and a growing number of students are having difficulty keeping up with the course requirements. Therefore upgrading the current course by adding more content is not a viable option. What is being proposed instead is to offer two levels of Basic Mathematics. Basic Mathematics I will serve those students who need to concentrate on improving their arithmetic skills before moving into algebra. Basic Mathematics II can then be upgraded by decreasing the time spent on arithmetic and increasing the algebra content.

The mechanism for offering two levels of Basic Mathematics already exists i.e., Basic Mathematics I and Basic Mathematics II are approved courses. (This move was made years ago for financial aid purposes.) Therefore instituting two levels of Basic Mathematics could be done easily by making the following adjustments.

- 1) Rewrite the course descriptions and adjust the curriculum.
- 2) Set an additional cut-off score on the mathematics placement test for Basic Mathematics I.
- 3) Adjust the Fall 1992 Schedule Bulletin to reflect the change.

The new course descriptions will read as follows.

Basic Mathematics I - An intensive review of arithmetic and an introduction to the concepts of elementary algebra. Emphasis is placed on developing learning strategies and controlling anxieties.

Basic Mathematics II - Prerequisite. 1020-050 or placement. A brief review of arithmetic and intensive instruction in elementary algebra. Emphasis is placed on developing learning strategies and controlling anxieties.

Based upon a review of past placement test scores and subsequent performance in Basic Mathematics, the placement test range for Basic Mathematics I will be 0-9. The cut-off score for Basic Mathematics II will remain at 18. Therefore 10-18 is the range for Basic Mathematics II.

Based upon the Fall 1991 placement test scores, at least 5 sections of Basic Mathematics I will be needed. Therefore the Fall 1992 Schedule Bulletin should list 4 day sections of Basic Mathematics I and one evening section. (These will not be additional sections but will replace existing sections of Basic Mathematics.) The remaining sections will be listed as Basic Mathematics

Students completing Basic Mathematics I satisfactorily will receive a le grade and will be required to enroll in Basic Mathematics II before enrolling in credit mathematics course. Students receiving a D or F in Basic Mathematics I must repeat the course and earn a grade of C or better before entering Basic Mathematics

THE UNIVERSITY OF AKRON

COURSE CHANGE SUMMARY FORM CATTACHMENT 4

1. Course Information:

Course Number:

From: 1020-050 To: 1020-050

Credit Hours: (Load hours)

From: 4 To: 4

Course Title:

From: Basic Mathematics I

Prerequisite(s):

From: noneTo: Basic Mathematics ITo: none

2. New Bulletin Description (25 words or less): An intensive review of arithmetic and an introduction to the concepts of elementary algebra. Emphasis is placed on developing learning strategies and controlling anxieties.
3. Programs Impacted by this Change (indicate current undergraduate/graduate General Bulletin page and title of program): None

4. Effective Date: Fall Term 1992 Year

5. Rationale: Under the current system Basic Mathematics I is the primary course and Basic Mathematics II is an extension for students who need additional work. This system is confusing to both students and faculty. The requested change will clarify the sequence of mathematics courses by making Basic Mathematics I the entry-level course for those students who score lowest on the mathematics placement test and therefore require two semesters of coursework. Basic Mathematics II will then become the primary course.
6. Statement of additional resources required.
- None

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

1020-050 BASIC MATHEMATICS I

TEXT: Vukovich, Diane. Math is NOT a Spectator Sport. Edina, MN:
Burgess International Group, Inc., 1992.

COURSE OUTLINE.*

- I. Operations with whole numbers.
- II. Mathematical properties and symbolism.
 - A. Commutative, associative, and distributive properties.
 - B. Exponents and square roots.
 - C. Order of operations.
 - D. Prime and composite numbers.
- III. Operations with integers.
 - A. Addition.
 - B. Subtraction.
 - C. Multiplication.
 - D. Division.
 - E. Using order of operations with integers.
- IV. Operations with fractions.
 - A. The meaning of fractions.
 - B. Forming equivalent fractions.
 - C. Improper fractions and mixed numbers.
 - D. Addition.
 - E. Subtraction.
 - F. Multiplication.
 - G. Division.
 - H. Using order of operations with integers.
- V. Operations with decimals.
 - A. The meaning of decimals.
 - B. Rounding decimals.
 - C. Converting decimals to fractions.
 - D. Comparing decimals.
 - E. Addition.
 - F. Subtraction.
 - G. Multiplication.
 - H. Division.
 - I. Converting fractions to decimals.
- VI. Ratio, proportion, and percent.
 - A. Writing ratios.
 - B. Setting up and solving proportions.
 - C. Relating fractions, decimals, and percents.
 - D. Using proportions to solve percent problems.

*Throughout the course emphasis is placed on developing learning strategies, controlling anxieties, and incorporating writing into the curriculum.

THE UNIVERSITY OF AKRON

COURSE CHANGE SUMMARY FORM C

ATTACHMENT 4

1. Course Information:

Course Number:

From: 1020-052 To: 1020-052

Credit Hours: (Load hours)

From: 4 To: 4

Course Title:

From: Basic Mathematics II

Prerequisite(s):

From: NoneTo: Basic Mathematics IITo: Basic Mathematics I or placement

2. New Bulletin Description (25 words or less): A brief review of arithmetic and intensive instruction in elementary algebra. Emphasis is placed on developing learning strategies and controlling anxieties.
3. Programs Impacted by this Change (indicate current undergraduate/graduate General Bulletin page and title of program): None
4. Effective Date: Fall Term 1992 Year
5. Rationale: Under the current system Basic Mathematics I is the primary course and Basic Mathematics II is an extension for students who need additional work. This system is confusing to both students and faculty. The requested change will clarify the sequence of mathematics courses by making Basic Mathematics I the entry-level course for those students who score lowest on the mathematics placement test and therefore require two semesters of coursework. Basic Mathematics II will then become the primary course.
6. Statement of additional resources required.
None

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

kolton
CURRICULUM
rev11.1

1020-052 BASIC MATHEMATICS II

TEXT: Vukovich, Diane. Math is NOT a Spectator Sport. Edina, MN: Burgess International Group, Inc., 1992.

COURSE OUTLINE*

- I. Review of mathematical properties.
- II. Review of operations with fractions.
- III. Review of decimals, ratio & proportion, and percent.
- IV. Operations with integers.
 - A. Addition.
 - B. Subtraction.
 - C. Multiplication.
 - D. Division.
 - E. Using order of operations with integers.
- V. Evaluating algebraic expressions.
- VI. Operations with polynomials.
 - A. Addition.
 - B. Subtraction.
 - C. Multiplication.
 - D. Division.
 - E. Removing grouping symbols.
- VII. Factoring.
 - A. Removing a greatest common factor.
 - B. Factoring trinomial squares and differences of squares.
 - C. Factoring other trinomials.
 - D. Using factoring to simplify polynomials.
- VIII. First degree equations.
 - A. Solving first degree equations.
 - B. Solving word problems using first degree equations.
 - C. Systems of equations.
 - D. Introduction to graphing.
- IX. Quadratic equations.
 - A. Solving quadratic equations by factoring.
- X. Laws of radicals and exponents.
 - A. Raising a power to a power.
 - B. Negative exponents.
 - C. Variables as exponents.
 - D. Roots other than square root.
 - E. Converting from radical form to exponential form and vice versa.
 - F. Simplifying radicals.

*Throughout the course emphasis is placed on developing learning strategies, controlling anxieties, and incorporating writing into the curriculum.

PROPOSAL FOR INSTITUTING TWO LEVELS OF COLLEGE READING FOR FALL 1992

It is evident from various placement data that many students entering The University of Akron experience difficulty in reading tasks. We currently have one course, College Reading, to assist these students in gaining the skills necessary to select and interpret the concepts found in college texts. However, as reading is a gradually developing ability, one semester is frequently not a sufficient time for students to master the strategies needed. In addition, a lack of study strategies may compound their problems. As we try to deal with both needs within the one class, the pace is often rapid, with insufficient time for reflection and assimilation.

Therefore, I am proposing we institute two levels of College Reading, with placement at time of entry based on several types of data, including ACT scores and placement tests. This would also allow students at the upper ability levels which may only need one class, to concentrate on critical reading and application of reading and study strategies to college curriculum materials.

The mechanism for offering two levels currently exist; i.e., College Reading I (060) and College Reading II (062) are already approved courses, with the latter used for students needing extra practice. Therefore, instituting two levels could be done easily by making the following adjustments:

1. Rewrite course descriptions and adjust curriculum (See attachments)
2. Change name of College Reading II to College Reading and Study Skills
3. Determine placement criteria for each level. Tentative recommendations are as follows:

060 Required of all students scoring 12 or below on ACT Reading or McGraw Hill

062 Required of students scoring between 13 and 17 on ACT or McGraw Hill, and students completing 060

Optional for students above 17 on either tests.

4. Adjust Fall 1992 Bulletin to reflect the change

The required number of sections at each level will be dependent upon cut-off scores and enforcement of a College Reading requirement. This is a separate issue which can be resolved at a later time.

Students completing College Reading (I) will receive a letter grade and will be required to enroll in College Reading and Study Skills before enrolling in designated General Studies courses. Students getting D or F should retake College Reading for change of grade before continuing to English Composition or other designated General Studies courses.

THE UNIVERSITY OF AKRON
COURSE CHANGE SUMMARY FORM C

ATTACHMENT 4

1. Course Information:

Course Number: Credit Hours: (load hours)
From: 1020:060 To: 1020:060 From: 4 To: 4

Course Title: Prerequisite(s):
From: College Reading I From: None
To: College Reading To: Placement

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

Designed to strengthen the basic comprehension skills needed for academic work, including recognition of main points and key supporting ideas, inferencing, summarizing, and vocabulary development.

3. Programs Impacted by this Change (indicate current undergraduate/graduate General Bulletin page and title of program):

None

4. Effective Date: Fall Term 1992 Year

5. Rationale

Under the current system any student needing reading and study skills instruction is enrolled in College Reading I, while students needing additional practice also take College Reading II. The requested change would provide a more logical sequence by making College Reading (I) the entry course for those scoring lowest on placement data who will need two semesters of work. Students scoring higher would go directly to College Reading and Study Skills (level II).

6. Statement of additional resources required.

None

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

kolton
CURRICULUM
rev11.1

OUTLINE OF COURSE CONTENT

College Reading I

- I. The nature of the reading act
 - A. Purposes for reading/personal value
 - B. Types of reading material/match with purpose
 - C. Characteristics of a successful reader
 - *D. Reading as an active multi-stage process
 - E. The nature of comprehension
 - F. The role of previous knowledge/personal perceptions
 - G. The place of "rate" in reading
 - *H. The place of self-monitoring in reading
 - I. Analysis of one's own strengths and weaknesses
 - *J. Comparison to the writing act
- I. Expectations of College
 - A. Motivations for college success
 - B. Goal setting
 - C. Time and study management
- III. Vocabulary: Word Identification Strategies
 - A. Context clues
 - B. Word Analysis
 - C. Dictionary usage
 - D. Pronunciation
 - E. Applying strategies during reading
- IV. Comprehension Strategies
 - A. Prereading Activities
 - B. Activating previous knowledge
 - C. Associating ideas
 - D. Visualizing
 - E. Recognizing structure/organization of writing
 - F. Differentiating between main point and supporting details
 - G. Recognizing thought patterns: cause-effect, comparisons, examples, characteristics, etc.
 - H. Recognizing author's signals of emphasis, bias, etc.
 - I. Reasoning beyond print - inferencing, recognizing, bias, separating fact from opinion
 - J. Developing strategies to monitor comprehension
 - K. Reacting to ideas in print
 - L. Using writing to react to author's ideas and monitor comprehension
 - M. PQ5R: steps in the reading process
- V. The Writing Component
 - A. Reader responses to author's ideas
 - B. Summarizing author's ideas
 - C. Journal writing: self-analysis and response to class activities

OBJECTIVES: COLLEGE READING I

Application of Strategies

1. Given a reading selection, students will demonstrate understanding of reading and learning as a multi-step process by their use of the PQ5R method.
2. Verbally and in writing, students will be able to use textual aids to predict content and relate ideas to known experiences.
3. Given a reading passage, students will demonstrate the ability to identify its focus, main point, and major support, and to make inferences and judgments beyond the literal level.
4. Students will be able to appropriately annotate a text, and demonstrate the inclination to spontaneously do so when reading material for study purposes.
5. After previewing a reading selection, students will be able to create appropriate guide questions to focus their subsequent reading.
6. Students will demonstrate recognition of an author's pattern of organization by constructing an appropriate outline, summary, or diagram of key ideas.
7. Given reading passages containing unfamiliar words, the student will be able to determine word meaning using the various strategies presented in the class, including context clues, word structure, and reference sources.

Required Texts: College Reading I (1020-060)

- 1) McWorter, Kathleen, A Guide to College Reading, Harper Collins Pub. 1989.

or

Trayka, Lynn, Structured Reading, Prentice Hall, 1989.

- 2) Study Packet

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COURSE CHANGE SUMMARY FORM C

ATTACHMENT 4

1. Course Information:

Course Number:

From: 1020:062 To: 1020:062

Credit Hours: (load hours)

From: 4 To: 4

Course Title:

From: College Reading II

Prerequisite(s):

From: PermissionTo: College Reading & Study Skills To: College Reading I or placement.

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

Continued practice of comprehension strategies with emphasis on textbook reading, and implementation of effective study strategies such as note-taking, test-taking, and memory techniques.

3. Programs Impacted by this Change (indicate current undergraduate/graduate General Bulletin page and title of program):

None

4. Effective Date: Fall Term 1992 Year

5. Rationale

Under the current system any student needing reading and study skills instruction is enrolled in College Reading I, while students needing additional practice also take College Reading II. The requested change would provide a more logical sequence by making college Reading (I) the entry course for those scoring lowest on placement data who will need two semesters of work. Students scoring higher would go directly to College Reading and Study Skills (level II). The requested name change more accurately reflects the content of the course.

6. Statement of additional resources required.

None

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

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OUTLINE OF COURSE CONTENT
College Reading and Study Skills

I. The nature of the reading act

- A. Purposes for reading/personal value
- B. Types of reading material/match with purpose
- *C. Reading as an active multi-stage process
- D. The nature of comprehension
- E. The role of previous knowledge/personal perceptions
- F. The place of "rate" in reading
- *G. The place of self-monitoring in reading
- *H. Comparison to the writing act

II. Expectations of College

- A. Motivations for college success
- B. Goal setting
- C. Time and study management

III. Vocabulary: Word Identification Strategies

- A. Context clues
- B. Word Analysis-Latin & Greek elements
- C. Dictionary usage
- D. Applying strategies during reading

IV. Comprehension Strategies

- A. Prereading Activities
- B. Activating previous knowledge
- C. Associating ideas
- D. Visualizing
- E. Recognizing structure/organization of writing
- F. Differentiating between main point and supporting details
- G. Recognizing thought patterns: cause-effect, comparisons, examples, characteristics, etc.
- H. Recognizing author's signals of emphasis, bias, etc.
- I. Reasoning beyond print - inferencing, recognizing, bias, separating fact from opinion
- J. Developing strategies to monitor comprehension
- K. Reacting to ideas in print
- L. Using writing to react to author's ideas and monitor comprehension
- M. PQ5R: steps in the reading process

V. The College Reader

- A. Applying comprehension strategies to textbook reading
- B. Understanding the organization of textbooks
- C. Dealing with technical terms

VI. Study Strategies

- A. Taking lecture notes
- B. Annotating textbooks
- C. Taking textbook notes: outlining, charting, diagramming
- D. Memory improvement: strategies for organizing, retaining, and retrieving information
- E. Recognizing the importance of time on task, active participation
- F. Choose appropriate learning strategies for various tasks

G. Self-monitoring of understanding and retention

VII. Test Taking

- A. Dealing with test Anxiety
- B. Preparing for a test (see Study Strategies)
- C. Adapting to the type of test, (objective vs. essay)
- D. Interpreting multiple-choice items
- E. Writing essay answers
- F. Analysis of test errors.

OBJECTIVES: COLLEGE READING (& STUDY SKILLS) II

Application of Strategies

1. Given a reading selection, students will demonstrate understanding of reading and learning as a multi-step process by their use of the PQ5R method.
2. Verbally and in writing, students will be able to use textual aids to predict content and relate ideas to known experiences.
3. Given a reading passage, students will demonstrate the ability to identify its focus, main point, and major support, and to make inferences and judgments beyond the literal level.
4. Students will be able to appropriately annotate a text, and demonstrate the inclination to spontaneously do so when reading material for study purposes.
5. Students will demonstrate recognition of a text's organization by constructing study aids such as outlines, maps, diagrams, charts, etc
6. Students will demonstrate the ability to select appropriate study strategies including both observable study aids and "in-the-head" methods, to insure the retention of information and concepts as revealed on tests.
7. When presented with an oral lecture, the student will be able to write down the relevant ideas in an organized, accurate, and clear manner.
8. Given reading passages containing unfamiliar words, the student will be able to determine word meaning using the various strategies presented in the class, including context clues, word structure, and reference sources.
9. Given a set of objective test questions, the student will demonstrate the ability to apply the test-taking strategies to new situations, and to identify the strategy used.
10. The student will demonstrate the ability to write answers to essay questions which are acceptable in both form and content.

During the second half of the term two major measures of student ability to incorporate these activities into realistic study situations will be introduced:

1. The writing of retellings (See guidelines)
2. Study and testing on the psychology chapter, "Memory".

Both test results and observable study strategies will be evaluated.

College Reading and Study Skills (1020-062)

Required Texts:

- 1) Smith, Brenda; Bridging the Gap, Harper Collins, 1992, or
Breaking Through, Harper Collins, 1991.
- or Nist, Sherrie, and Diehl, William; Developing Textbook Thinking,
D. C. Heath & Company Publishers, 1985.
- 2) Study Packet

Bibiliography

Flippo, Caverly; College Reading and Study Strategy Programs, International Reading Association, 1991.

Flippo, Caverly; Teaching Reading & Study Strategies at the College Level, International Reading Association, 1991.

Carr, Ogle; K-W-L Plus: A Strategy for comprehension and summarization, Journal of Reading, April 1987, pp. 626-631.

Brown, Campione, Day; Learning to Learn: On Training Students to Learn from Texts, Educational Researcher, February 1981, pp. 14-21.

Pearson; Changing the face of reading comprehension instruction, The Reading Teacher, April 1985, pp.724-738.

Smith, Hynd, Valeri-Gold; Increasing Reading Test Performance: Modeling Metacognitive Strategies to Poor College Readers, Research and Teaching in Developmental Education, Fall 1990, pp. 5-11.

Valeri-Gold, Olson; Using Research-Based Whole Language Strategies to Empower At-Risk College Readers, Research and Teaching in Developmental Education, Spring 1991, pp. 81-91.

Valeri-Gold, Olson, Deming; Portfolios: Collaborative authentic assessment opportunities for college developmental learners, Journal of Reading, December 1991/January 1992, pp.298-305.

COURSE CHANGE SUMMARY FORM CATTACHMENT 4

1. Course Information:

Course Title: Special Topics
Course Number: 1021:299
Credit Hours: From: 1 To: 1-4

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

(SAME)

3. Programs Impacted by this Change (indicate current undergraduate/graduate General Bulletin page and title of program):

NONE

4. Effective Date: September Term Fall Year 92

5. Rationale

The Department of Developmental Programs is requesting that 1021:299, Special Topics: Developmental Programs be changed from 1 load hour to a 1-4 load hour flexible credit course. This change would correct an oversight made when the course was originally approved, i.e., the intention was that the course carry flexible credit as do most Special Topics courses.

The Department is currently applying for funding to pilot a program that will include supplemental instruction for high-risk students enrolled in high-risk courses (30% or higher failure rate). The requested change to flexible credit for the Special Topics course will give the Department an efficient mechanism for piloting these supplemental instruction/adjunct courses.

In addition, because the student population is becoming more diverse, the Department needs a way to provide more intensive instruction to small numbers of "special" students (i.e. learning disabled) and to offer a variety of mind-courses on an as-needed basis. The requested change will allow the Department that flexibility.

6. Statement of additional resources required.

NONE

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