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TABLE OF CONTENTS

	<u>Page</u>
Minutes of the Meeting of University Council of March 7, 1991	2
Appendix to the Minutes of the University Council Meeting of March 7, 1991	23
A. Corrected Proposal Presented to and Approved by Council on February 7, 1991	23
B. Resolution on Salary Allocation	24
C. Memo from Dean Dubick - Change in Commencement Dates	29
D. Academic Calendar (1991-92 and 1992-93)	31
E. Changes to the <u>Faculty Manual</u> and <u>Position</u> <u>Approval and Search Procedures</u>	32
F. Enrollment Option Programs	34
G. Application Deadline	39
H. Faculty Improvement Leave Report	40
I. Curriculum	48

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 Meeting of
March 7, 1991**

The regular meeting of the University Council was called to order by the Chairman, Interim Senior Vice President and Provost, Dr. Marion Ruebel, at 3:02 p.m. on Thursday, March 7, 1991 in Leigh Hall 307.

Sixty-six of the 83 members of Council were present. Those absent with notice were Dean Claibourne Griffin; Dr. Robert Holland; Ms. Barbara Linear; Mr. Dale Lynk; President William Muse; Ms. Carol Olson; Dr. Wolfgang Pelz; Vice President for Administrative Services, Mr. Roger Ryan; Dr. Diane Vukovich; Interim Dean, Tom Vukovich; and Dean Wallace Williams. Those absent without notice were Dr. Hilton Bonniwell; Dr. John Serafini; and Mr. Rick Thompson.

Item No. 1 - Remarks of the President.

The Chairman announced that President William Muse was out of town and therefore was not available for a report this month. He would be attending the next meeting in April.

Item No. 2 - Consideration of the Minutes of the Meeting of University Council, February 7, 1991 as printed in The University of Akron Chronicle of February 28, 1991.

The Chairman asked Dr. Gary Oller, Secretary, whether he had any corrections to report. Dr. Oller stated that there were several. First, on page 2, Dr. Keith Klafehn was listed as absent, but he had attended the February 7 meeting. Next, on page 22, in the last paragraph at the bottom starting with the words "but in no case may be repeated after....," it should read "but in no case may IT be repeated after.." Then, on page 35, Appendix B, where it read "Honors Scholarships, 75 percent of fees," it should read "Honors Scholarships - 75 percent of INSTRUCTION AND GENERAL fees." Finally, on page 36, Appendix C, which was the proposal which Council approved last month regarding evaluation of department heads, this printed copy did not contain the strikeovers that had been in the proposal and approved by Council. A corrected copy had been handed out at this meeting, and this would also be printed in the next Chronicle so that everyone would know what the approved proposal had been (see Appendix A). These were all the corrections which he had.

Mr. Dan Buie asked about a statement which the President had made in the last meeting and which was reported in the Chronicle

that there had been less than 95 football scholarships awarded. In Appendix A, on page 34, however, it listed the number of football scholarships as 95. Was there some confusion here?

Mrs. Cheryl Buchanan, a member of the Athletics Committee, answered that there were 95 scholarships available, but although not all of them were actually awarded, the total was still identified as 95.

Since there were no other corrections, Council voted its approval of the minutes as amended.

Item No. 3 - Remarks of the Presiding Officer.

The Chairman noted that at the last meeting he had presented a list of the members of the search committee for the new Dean of University Libraries. At that time, he had inadvertently left the name of Dean Russell Petersen off that list, and he wanted to apologize.

The Chairman also stated that at the last meeting of Council he had extended the deadline to February 25 for names of interested people to serve on the ad hoc committee to study University governance. So far, he had received only 7 names. Therefore, he was going to extend the deadline again for another month in order to see whether any more interest could be created in this. If not, at that time, he would entertain a motion that this idea either be dropped or postponed.

Finally, the Chairman reminded Council that Dr. Bruce Holland had asked him for some clarification on his policy statement of December 6 regarding promotion from Instructor to Assistant Professor, and he reported that Dr. Faith Helmick would be speaking to this particular question when the Reference Committee gave its report later in the meeting.

Item No. 4 - Special Announcements.

Dr. June Burton gave a preliminary report of the AAUP Faculty Survey on Salary. The data which she presented came from part 1 of the report which was entitled "Survey Quantitative Analysis," dated March 1991 and prepared by Mrs. Faye Dambrot. Part 2 was still in progress, and eventually the entire report would be available. She wanted to give Council some relevant factual results of the survey as recorded by Mrs. Dambrot without any editorializing.

The survey had been mailed to 853 full-time ranked teaching faculty including Wayne and ranked librarians. Contract professionals also received it. A total of 438 usable surveys were returned so the response rate was 51 percent. Overall, the respondents compared well with the faculty as a whole in terms of college, rank, and sex, although the exceptions were detailed in her lengthy report.

Mrs. Dambrot's table on salary equity indicated an overwhelming belief in making adjustments for inequities or compression and that minimum salaries ought to exist for each rank. The percentage favoring adjustments for inequities or compression was 94 percent. Seventy percent wanted minimum salaries for each rank, but only 28 percent thought that there should be maximums.

When asked whether they thought their salaries were equitable/fair, only 35 percent of the ranked faculty responded "yes", and only 26 percent of the contract professionals said "yes."

The table on preference for method of arriving at salary raises showed the following:

Merit only favored by 22.5% ranked faculty, 17% contract professionals.

across the board (%+cola)	9%	and	8%
across the board (flat sum by rank)	3%	and	4%
across the board (everyone the same)	1 1/2%	and	3%
combination (merit,%+flat)	64%	and	68%

The table on desired salary increase showed that the median amount of increase desired (9-month contract) by ranked faculty was \$3,000 and by contract professionals was \$4,500. The median amount of increase desired by those on 12-month contracts was \$4,000 for ranked faculty and \$3,000 for contract professionals.

Dr. Don Gerlach wanted to announce something to Council which was disturbing to him, and about which he had just learned regarding the process currently underway in the search for candidates for the Provostship. The Chairman of the search committee had told him that on March 15, the day when the last candidate was on campus, the committee would be meeting, and each member would be asked to submit his judgement on each of the candidates to the President. This would allow him the complete leeway to sift amongst their answers to make his determination. Dr. Gerlach stated that this would be a violation of the clearly stated procedure in the Faculty Manual where it said on page 6 that "The search committee shall recommend a list of 3 candidates to the President." He had been told by the committee's chairman that he was negative and a nit-picker for insisting that the committee exactly follow the rules because it was more important to follow the spirit of the rules. However, for him the spirit lived in the letter of the rule. This procedure had been adopted by Council with the idea that the committee's job was to eliminate candidates, and the committee could not do that if it was in violation of the rule.

Dr. Gerlach pointed out that it was not too late for Council to insist that this committee follow the procedure stated in the Faculty Manual and select the names of three out of the five candidates being brought to campus to submit to the President. After some discussion of the proper means of registering Council's concern about this, Dr. Gerlach made a motion that it was Council's desire that the President and the committee be respectfully requested to obey this procedure. This was seconded by Dr. Alan Noble and passed without dissent. The Chairman stated that he would pass this on to the President.

Item No. 5 - Reports of Committees.

A. Executive Committee.

Dr. Oller, the Secretary, reported that the Committee had met on February 15 and set the agenda for today's meeting.

B. Academic Planning and Priorities Committee.

No report.

C. Academic Policies, Curriculum, and Calendar Committee.

Associate Provost Joseph Walton reported that the Committee had met on February 19, and all of its action items would be presented under Unfinished or New Business.

D. Athletics Committee.

No report.

E. Campus Facilities Planning Committee.

Dr. Noble, reporting for the Committee Chairman, stated that the Committee had met and considered four major items. The first one involved a discussion of the inconvenience and poor public relations involved with the current parking meter and booth parking arrangement. That discussion would continue.

The second item was the issue of how moves were charged. Should they be picked up by the budgets of the units involved, and, if so, what needed to be done to anticipate and provide budgetary support for those moves? That also would continue to be discussed.

The third item was a review of the capital improvements plan for the 1993-94 biennium. Regarding this, the Committee requested that the monies requested for the Science and Technology Library be given a much higher priority than as they were originally presented by the Physical Plant. The last item discussed by the Committee was the need and recommendation on the part of the Committee to

review the priority positions of three projects which would require more study, both in the University architect's office and before the Committee.

F. Faculty Rights and Responsibilities Committee.

Mr. David Brink, the Chairman, reported that the Committee had met on February 25 and March 4 to discuss current grievances. In addition, the Committee had held an unsuccessful conciliation meeting on grievance number 10-91. Final review had been scheduled. Finally, as requested by Council, the Committee had asked the University General Counsel and the University Records Office about retention requirements for grievance files.

G. Faculty Well-Being Committee.

Mr. Paul Richert, the Chairman, reported that the Committee had met on March 1. It had a briefing by Dr. Faith Helmick on the University's new benefit plan for medical benefits that would start in July. This plan generally looked favorable. The Committee also wanted to offer as new business several resolutions regarding part-time faculty, but that would be treated under New Business.

H. Library and Learning Resources Committee.

Dr. Elizabeth Erickson, the Chair, on behalf of the members of her committee, wanted to note with appreciation that the President had explicitly excluded the Library from recent budget cuts. She also noted with satisfaction that a search committee had been appointed to find a new head of the Library, and that this position would be as Dean of University Libraries as recommended by the Ad Hoc Committee reviewing ULLR structure. For the Committee, this was a very positive thing.

The Committee had been working for some months to develop a questionnaire for faculty users of the Library. One of the Committee's tasks, as stated in the Bylaws, was "to express the faculty will in the growth and development of the academic support which the Library supplies." It therefore decided to ask faculty how well the Library met their needs and whether they perceived any shortcomings in library resources.

Faculty would be receiving their questionnaires tomorrow, and the Committee hoped that all would spend the few minutes required to complete the survey. This was a chance to express an opinion on one of the most important aids to teaching and research. They should be returned by Spring Break. The members of the Committee had put a great deal of time and effort into the preparation of the questionnaire and had received the support of the Provost's Office in arranging for the distribution. For this it was grateful.

Dr. Erickson concluded by noting that the Committee planned to have a full report of the results for the May Council meeting. The report would be available for the new Dean when he or she arrived.

Dr. Edwin Wilson asked a question about the Science and Technology Library. He understood that it was to be closed down for the removal of asbestos for an extended period of time later in the year. Could Dr. Erickson tell him what had been done to make sure that the collection of books and journals would be made available to the people who needed them during that time?

Dr. Erickson replied that this was a question which she was unable to answer. However, Mr. David Jamison, speaking with the permission of Council, was able to shed some light on the problem. After consultations between the Science and Technology Librarian and the University Librarian, it was planned to relocate key recent journals, research material, and a set of terminals, along with personnel, into the former Index space in the basement of Bierce Library. They were also considering purchasing or renting a Bookmobile in which to put additional materials if that could be worked into their funds. The idea was to accomplish this part of the project as quickly as possible. The length of time that it would take to remove the asbestos was estimated at one to two months, and this would be done during the time when the facility was least used.

Dr. Wilson commented that there were a number of people using the Library who depended on research grants. Two months was a large fraction of a year and a large time to be without a library facility for people who were constrained by the time limitations of a research grant.

Mr. Jamison responded that the computer terminal would provide access to interlibrary loans in addition to the key journals and research materials which were being relocated. Unfortunately there was no way to relocate the entire Science and Technology Library.

Dr. Wilson pointed out that the problem with interlibrary loan was that it could take up to two months to get the required materials. It seemed to him that the present plan for relocation was an inadequate arrangement that should be addressed. Mr. Jamison suggested that he convey that to the Science and Technology Librarian.

Dr. Diana Chlebek noted that it would take much more than two months to try to relocate the entire collection, which was going to be put under plastic to protect it from the construction work while the asbestos was being removed.

Dr. Wilson then suggested that the relocation start now so that it would be accessible during the period of construction work.

The Chairman recommended that the Science and Technology Librarian be contacted to see if something could be worked out. The two months when this was to take place were December and January.

Mr. Samir Yebaile wanted to know whether the Library Committee would be asking the students for their opinions about the Library.

Dr. Erickson replied that the Committee had two student members, and they were at present preparing questionnaires for students that would serve the same purpose as the faculty questionnaire.

I. Reference Committee.

Mrs. June Patton, the Chair, reported that at the last Council meeting, the Committee had presented its changes to the Faculty Manual, and these would be addressed under Unfinished Business.

J. Research (Faculty Projects) Committee.

No report.

K. Student Affairs Committee.

No report.

L. General Studies Advisory Committee.

The Chairman reported that he had met with Dr. Eric Birdsall, the Committee's Chairman, last week and was told that its final report would be forthcoming next week. Therefore Council could anticipate receiving it.

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

Dr. Burton, the representative, gave the following report:

The FAC Committee met yesterday in Columbus for a lengthy and sometimes humorous morning-long discussion of the ways we evaluate teaching around the state. Samples of instruments were distributed. The methods used by most institutions are student evaluations, peer evaluations, self-evaluations by faculty, and class visitations by deans and department heads. Overall, two-year institutions place more emphasis on teaching evaluation, yet most of them also reported that all this evaluation results in nothing, i.e., it isn't connected to salary adjustments and rarely do faculty change themselves or their courses as a result of evaluation. Where they are connected, people do not believe they really are used even-handedly or fairly. The waste of money and time lost doing this was noted. Faculty were convinced that student evaluations are a major part of the causes of grade inflation,

so they harm the quality of education in Ohio. Phil Jastram confessed that he had been responsible for introducing the notion at OSU in the '60s but now it was being used there in unintended ways--not to improve teaching but merely to evaluate it; results originally intended for faculty eyes only are now getting into administrative hands. Miami U. faculty praised the Lily Foundation Program they have there to improve teaching. The Toledo representative suggested that senior exit evaluations would be much more reliable than evaluations from all students while each of their courses is in progress and all they are thinking about is getting a high grade instead of learning something. A medical college faculty member said he had done research that showed that students scored slightly higher on their medical board exams if they had taken their classes from professors who had reputations for being only "average" teachers than from professors who were considered to be "excellent!" Even students get tired of filling out these evaluations, which affects the validity of results, some noted. For the next meeting we are supposed to bring ideas that the Chancellor could use to improve teaching in Ohio.

We also were asked to tell our colleagues that Professor Mike Smith (OSU, CBA, Finance Dept.) did get his name on the STRS ballot. He is the only one of three candidates from higher education, and no one whose term is continuing is from higher education. But for him to get elected, he will need a heavy vote from faculty. Please consider him if you believe that someone on our pension board ought to be from higher education.

The article in this week's Chronicle of Higher Education on the Chancellor's budget was discussed. The group noted the reason the budget is being rejected by the Legislators is that the institutional Presidents opposed it because they want bigger operating budgets instead of the Chancellor's special line item programs. Since the Presidents and the Chancellor have not acted in concert to present a united front, we all are losers in this power game.

Chancellor Hairston arrived at 2 p.m. to talk about the budget. She said she is trying to convince the Legislature of three points:

1. That the basic instructional subsidy (80% of the money) is critical and that money is also needed for access and for research.
2. That K-Grad School ought to be protected, not just K-12.
3. Once the State had done all it can do, it must not tie the hands of Boards of Trustees--they should be free to raise tuition and fees in order to maintain quality.

The Governor will make his recommendations by March 15. She's not free to say what the cuts will be.

One bright spot for us may be that the Legislature is still interested in a line item for the eight urban universities. An OSU administrator was called in to answer questions for them last week.

Finally, the Chancellor said that it was she who had suggested to the Governor the idea that committees of businessmen be set up to help the university presidents save money through more efficient administration. She thought that they would find that universities are well run and waste little money, and so these groups will become advocacy groups to convince the Governor and Legislature to give us more money. She will appoint a state committee of business people to provide guidance for them and for them to report to. They are not supposed to undertake program review because that has already been done recently. The result was Program Excellence. In any case, these business committees are supposed to go to bat for us with the General Assembly. These are a positive step toward developing the groups of friends who are politically necessary in order to secure the money needed for higher education.

Mr. Clifford Billions wondered what sort of report Dr. Burton had presented to the Committee about our evaluations.

Dr. Burton replied that she pointed out that it differed from college to college and department to department. She had described in detail the peer review which the History Department employed, since she knew the most about it. She thought that its review process was far better and more carefully done than any of the other processes described by representatives of the other schools. She explained to them how the peer review was connected to the department's salary advisory committee, and they were quite impressed.

Dr. Dale Jackson wondered whether Dr. Burton would ask the committee, when it next met, to consider the possibility of requesting the legislature to change the membership requirements in STRS to include one member from higher education. It was almost impossible to elect a member because of the scattered nature of the state universities, and this would ~~insure~~ ensure some representation.

As an aside, the Chairman noted that if we were truly interested in improving instruction, perhaps the Chancellor should get those "average" instructors from the Medical School to go around the state and put on teaching demonstrations.

Item No. 7 - Unfinished Business.

The Chairman stated that the first item of Unfinished Business was the issue of salary allocation which had been presented by the Faculty Well-Being Committee at the last meeting. Action had been postponed until this month's meeting.

Mr. Richert reminded Council that the resolution was printed in the February 28 Chronicle (also Appendix B of this issue). There had been some concern about the "whereas" statements leading up to the two resolutions at the end of the proposal. Council members had wanted more background information about these. Mr. Richert then proceeded to discuss each one.

The first statement regarding salaries and compensations was backed up by Attachment I (Appendix B, page 27). The total percent of compensation and salaries in 1988 was greater than that in 1990. That was the gist of this statement.

The second statement regarding the amount of our faculty load versus other state universities was backed up by Attachment II (on page 28) where there were arrows indicating that our credit hours assigned were higher than the others.

The third statement regarding our average salaries at all ranks versus other schools was backed up by data from the AAUP publication Academe.

The fourth statement regarding our salaries in relation to those at some leading national research institutions was supported by Attachment III (page 29). The Akron figures were at the bottom. A. R. stands for Average-All Ranks, and comparisons could be seen there.

For the fifth statement regarding the Salary Equity Committee, Mr. Richert had no information to verify it.

The sixth statement regarding the money used for athletic programs was the opinion of the committee and was not universally held. Many people believed that money needed to be allocated for other activities besides academics in an institution.

The seventh statement regarding Council's opposition to further cuts in health care benefits and its desire for significant salary increments for next year needed no explanation.

The eighth statement regarding the OBR's new method of subsidy allocation had been explained by Dr. Burton at last month's Council meeting.

The ninth statement regarding the cost of ERIP was supported by information in The University of Akron 1988-89 Financial Report. It showed that \$9,700,000 had been taken out of various

unrestricted funds to help pay the STRS buyouts for our colleagues who retired early. \$9.4 million came from education and general unrestricted funds; 278 thousand and some odd dollars came from auxilliary funds. Attachment I talked about the drop in salaries and compensation versus the total budget.

The tenth statement was supported by an earlier survey which the Committee had reported to Council. It made mention of the seeming drop in percentage versus the cost of living as it went up, and indicated that our salaries had not been able to keep pace with it.

The eleventh statement regarding minority salaries presented the concern of the Committee that minority salaries in addition to other salaries were too low at this institution. The rest of the statement was the opinion of certain individuals.

The twelfth statement regarding undergraduate teaching related to a quotation from the Beacon by President Muse. It expressed a concern that undergraduate education should be valued. This did not mean that graduate education should not be valued, but just that undergraduate education should be valued and rewarded.

The thirteenth statement again related to valuing those who teach.

The fourteenth statement was an opinion generally shared by the Committee.

The fifteenth statement regarding changing methods of salary allocation was again an opinion of the Committee, which had now been supported by the preliminary results of the AAUP survey which Dr. Burton had presented earlier today.

The sixteenth statement had been reported to Council by the Committee several months ago.

The seventeenth statement regarding salary compression was supported by footnote 1 in Attachment III.

The eighteenth statement had no studies to support it, but it was fairly clear that salary had some influence on people's morale.

Mr. Richert offered to answer any questions and then wanted to submit this for further consideration.

Dean Nicholas Sylvester wondered about the figure at the bottom of Attachment I which stated that only 38.7 percent of the University's budget went to total compensation of the faculty, administration, and staff. That seemed extremely low, and other Council members agreed.

Dr. Helmick noted that the figures were attributed to her. She was not the University's financial officer, but she had extracted them from the audited financial reports of the University. She did want to point out that they did represent salaries of full-time employees. Those excluded would include all part-time employees and faculty as well as those paid by grants, contracts, and auxiliaries.

Dean Petersen wanted to know what the denominator was. Was it a \$200 million university? Dr. Helmick replied that in 1990, the 38.7 percent was \$63,827,000 divided by \$181,926,000.

Dean Petersen asked whether the \$181 million included non-general-fund items, and the Chairman replied that the only way to tell would be to know the figures of the percentages that fit in the other categories.

Dr. Helmick suggested that the person who put together the University's financial report might be much better at answering this question. She had gathered these figures for a benefits committee meeting, and not for these purposes.

Dean Sylvester agreed with this and stated that clarification was definitely needed. He found this percentage incomprehensible because, in his opinion, every college's salary budget was at least 80 percent of the total budget. How could it be so different for the University as a whole?

Dr. Bridgie Ford wanted to know whether it was now proper to offer amendments to some of the paragraphs which Mr. Richert had just reviewed. The Chairman replied that it was.

Dr. Burton then said that she wanted to offer some amendments to the paragraphs. These were all accepted by Mr. Richert as friendly amendments and read as follows:

First statement - "Whereas, in 1990 both salaries and compensation are a smaller percent of total budget than they were in 1988, the salaries being 3.1% less and the compensation 2.2% less."

Sixth statement - have it now read only "Whereas, funding has increased for certain athletic programs; and"

Ninth statement - strike the last phrase "except this has not happened."

Eleventh statement - have it now read only "Whereas, a major goal of the University is to recruit minority faculty; the present salary structure of the University is too low to recruit minority faculty; and"

Twelfth statement - have it now read only "Whereas, excellence ought to be rewarded wherever it is, not according to the level of students whom we teach; and"

Thirteenth statement - strike the words at the end "as much as those teaching in graduate programs."

Dr. Ford was still unhappy about statement 11 even as rewritten. She thought that the statement in this form was wrong and implied certain things. She was still trying to figure out why it was there.

Mr. Richert answered that this was basically a laundry list of things, and this point was mentioned in it because it was something particularly significant in the life of The University of Akron to obtain more minority faculty members from a low base. If we were having a general salary problem, then we were also having a specific salary problem. It was important to bring the whole base up, including minority faculty members.

Dr. Ford replied that the statement should then be recast to state that overall we were having problems. That was a very different type of statement from the present one.

Dr. Pat Edwards wanted to know whether there was data to support the point that the present salary structure was too low to recruit minority faculty.

Dr. Burton answered that the Committee had not presented any data because of the problem of lawsuits. However there were people in the room who realized that in order to recruit minority faculty in fields in which they were scarce, and therefore valuable to us, we sometimes did have to pay premiums in order to get them to accept positions for which offers had previously been made and turned down. The next time an offer was made, it would be higher. The alternative would be that we would not hire minorities, and we did not want to do that. We wanted to hire more minorities in some fields where people with doctoral degrees and research capabilities were very rare indeed. Some of our departments had offered premiums, and she had spoken with one department head who said that she could quote him. He had stated that in some cases he had paid premiums to attract minority faculty because if we did not we could not get them to accept our low salaries.

Dr. Ford asked whether this was similar to what was done for administrators and people in other areas.

Dr. Burton replied that it was. For example, we paid premiums for professors of accounting because they were in a special field where people with a doctoral degree were very rare and hard to come by. If you looked at the clusters of business salaries, you would

see that they could cost higher than salaries of faculty in some other colleges. We did give larger amounts of money for different reasons in some cases, depending on the kind of faculty we wanted.

Dr. Edwards said that if this was true, then why had minority faculty been singled out in this particular part of the resolution. Why not make a more general statement about the whole issue?

Dr. Burton said that such an amendment could be moved and voted on by Council.

Dr. Bruce Holland commented that if it was true that we had to pay a premium price to adhere to affirmative action, or if it was true that we had to pay a premium price to meet supply and demand, he was not sure why this was an argument for raising salaries in general. He preferred to delete this whole statement and so moved. This was seconded.

Dr. John Bee now pointed out that none of the amendments which had been presented to the document so far were "friendly amendments." That term was reserved for minor changes in wording and style, and Council was falling back into the pattern of having legislation by conversation. This document was the property of the body, and every one of the things proposed by Dr. Burton or Dr. Holland should be voted on by Council. He suggested that Council vote on all of Burton's amendments at the end of the discussion.

Council then took up Dr. Holland's already-seconded motion to strike statement 11.

Dr. Gerlach opposed the motion because he supported the statement. Those people who were quibbling about this were afraid of dealing with a controversial point and were giving a perfect example of succumbing to that syndrome of politically correct thought that was spreading throughout campuses across the country. Anyone who raised a point of objection on such a touchy situation or subject as this one, had to be, in effect, slapped down and disagreed with. Therefore he opposed the motion to sidestep this issue in such a way.

At this point there was a great deal of confusion about what Council was voting on as well as the procedure for dealing with the amendments which Dr. Burton had offered.

Finally Dr. Helmick moved that the whole matter be referred back to the committee so that Dr. Burton's amendments could be written into the document and resubmitted as Unfinished Business at the next meeting of Council. This was seconded by Dr. Oller.

Council then voted its approval.

The next item was the proposed 1992-93 Academic Calendar. Before dealing with that, Dr. Walton wanted to propose an amendment to adjust commencement dates for both the 1991-92 and 1992-93 academic years. Council members had a memorandum from Dean Dubick which suggested these changes (see Appendix C). The reason that this was being done now was that these academic calendars had been adopted or discussed before the change in commencement dates that Council had previously approved for this spring. This would now bring these commencement dates in line with the new practice of an earlier commencement. Council then gave its approval of the change in dates.

Dr. Walton then presented the proposed 1992-93 calendar for adoption by Council, and this was seconded.

Dr. Gerlach noted that in this calendar the May Day celebration for Spring '93 would occur in April. He proposed that this be moved to the last Friday of the semester, May 7, which would be consistent with the previous calendars in which the celebration was held on the final day of the last week of classes. Otherwise the April 30 date put it a week early, and it seemed inconsistent to have an April Day instead of a May Day. He moved that the calendar be amended to read "May Day, Friday, May 7" instead of April 30, and this was seconded.

Dr. Oller wanted to know whether Dr. Gerlach's motion also would include Founder's Day since it, too, was listed as occurring on April 30 following the recent practice of holding that celebration with May Day.

Dr. Gerlach agreed that it would, but he reminded Council that the Founder's Day program committee had informed Council that it intended to move it somewhere on the calendar regardless of our wishes.

Dean Dubick was concerned that the Founder's Day committee be contacted before Council vote to change this date. There might be some reason why it had been chosen.

Dr. Gerlach replied that this date had not been chosen by that committee. It had been put on the calendar following the past practice of identifying Founder's Day with May Day. Whenever the Founder's Day committee had presented Council with a suitable rationale for some other date, Council could act on it. For the moment Council was planning two years ahead and could only be guided by its recent experience.

Council then voted to move both Founder's Day and May Day in the 1993 calendar from April 30 to May 7.

March 22, 1991

Page 17

Dr. Lawrence Focht then moved that the starting date for classes in the Spring '93 semester be changed from January 19 to January 11, and that the other dates such as the final instruction day be moved up a week.

didn't second this motion
~~Dr. Bruce~~ Holland seconded this and noted our schedule seemed to be slipping back later into May every year. There was no reason why we could not start earlier.

Mr. Terry Haas stated that the students thought that the current calendar was appropriate and would want to keep it. They would oppose the motion. When asked for his reasons, he noted that the proposed change would once again bring May Day in April, and also that it would make no sense to start a semester one week and then break it up the next. Why not honor Dr. Martin Luther King on the day before school started as we had been doing for the past few years?

Dean Sylvester pointed out that there was an intersession which ran from January 6 through January 17. He presumed that there would be a problem with this if the starting day for the semester was moved up a week.

Dr. Jackson suggested that this would be a case of the tail wagging the dog. The intersession was what was left between the semesters.

Dr. Bee, describing this as a soft-hitting issue, stated that he had no strong feelings one way or the other. Intersessions were four weeks long, and if moving the calendar affected that, it was a relevant consideration. The calendars, when discussed, were discussed with some view of the overall pattern and the relationship among these dates. As tempting as moving these dates individually might seem, it did have repercussions in other, possibly unanticipated, ways. He hoped that Council would really think through the implications of this amendment. As far as the starting date slipping farther and farther back, his own recollection was that it usually occurred somewhere between January 16 and the 21. Both calendars as originally proposed were pretty consistent with the pattern as he remembered it. If we moved things to a week earlier, we would be starting earlier than he recollected we had previously. With no strong feelings, he was inclined not to support the changes for what he called these minor practical purposes.

Dr. Focht had to admit that never having been involved in one, he did not know what an intersession was. He assumed that whoever here was involved in one would speak up if there would be a problem regarding his motion. Other schools started earlier now in January than we did. He did not go to Florida or on a cruise at this time of the year. He would take his vacation between May and June if ~~we~~ *he* could get some time off then. If anyone was really hung up on this intersession thing, please explain the problem.

Dr. Bee offered to explain intersessions as employed in the College of Fine and Applied Arts. Some courses could be taught in a compressed four week period, either between the Fall and Spring Semesters or between Spring and Summer I. These were slightly shortened versions of the summer sessions. The main courses affected here would be the General Studies speech courses.

Dr. David Buchthal wondered whether it would be an advantage to the students in ending a week earlier in that the student might be able to get one week more of salary which he might earn during the summer.

Mr. Yebaile said that his only concern was that people did go on vacation at this time. If someone had been planning on going on vacation in the winter to get away to places like Florida, a week could mean a lot. If he were inconvenienced and had to start a week early, he would be rather upset.

Mr. Billions said that he was one faculty member who would be unhappy if the winter vacation were shortened. He needed that time for recuperation and supported leaving the schedule as originally proposed.

Mr. Buie commented that another value to the intersession related to the backlogging of students which existed in many courses. By offering some of these during intersession, this was eased a bit. If the amount of time available for intersession were cut, this option would no longer be available and might increase the backlog still further.

Dr. Burton remembered that these long winter vacations had been instituted because we wanted to save money. Since lean times were coming, perhaps it would not hurt to turn down the heat again during a winter vacation and save a little money.

The Chairman replied that the University had discovered that it really did not save much money by that procedure.

Dr. Buchthal stated that if it was a matter of saving money, we might want to meet through December into the first or second week of January and then take the month of February off. That seemed to be the coldest month, and there might be less people in Florida enjoying their vacations in February than in December or January.

The Chairman then called for a vote on Dr. Focht's amendment, and it was defeated. He then asked for a vote on the calendar of 1992-93 as amended, and Council voted its approval.

Dr. Gerlach then pointed out that a similar problem existed in the 1991-92 calendar to the one which he had presented in the 1992-93 calendar, namely the date for May Day and Founder's Day. To make them consistent with standard practice, these should be

moved from the stated May 1 date to the following Friday, May 8, which would be the last Friday of the semester. He made that motion which was then seconded.

Although Council had already approved this calendar and the matter had not been listed on the agenda, Council was willing to consider this motion. Dr. Focht pointed out that he would oppose it because May 1 was May Day!

The Chairman then asked for a show of hands, and Council voted its approval of Gerlach's motion. (For amended Calendars for 91-92 and 92-93, see Appendix D).

The next item was the revision of the Faculty Manual. Mrs. Patton moved that the changes proposed by the Reference Committee at the last meeting of Council now be approved as submitted. This was seconded.

Dr. Helmick reminded Council that at its meeting last month, the question of promotion from Instructor to Assistant Professor was still not clear to everyone, even though it seemed to clear to the Reference Committee. Since that meeting, she had had several discussions with Bruce Holland, and the two of them had come up with two suggestions. One was an amendment to the changes to the Faculty Manual that were already distributed. This amendment, which she now wished to move, would be to add a sentence to page 29 of the already distributed revised Manual that would say: "All regular faculty are eligible for promotion to a higher rank."

In addition to this motion, the second suggestion dealt with questions about when searches should be done, or not done, relating to promotions. To clarify that, she had agreed to add to the Faculty Search Procedures, a document which was the responsibility of her office, a sentence which read: "searches are not conducted for tenure track positions added as a result of promotion from Instructor to Assistant Professor." So there were two items here: one was an amendment to the Faculty Manual which required Council's approval; the other was a statement which she promised to add to the Faculty Search Procedures for which her office was responsible. (For both of these, see Appendix E)

She then moved the first amendment and this was seconded by Dr. Gerlach. Council then voted its approval.

In response to the Chairman's question, Dr. Bruce Holland stated that he agreed with this.

Dr. Gerlach had two questions about the revisions in the Faculty Manual. First, on page 12, should not the reference to the Director of the Library be changed to the Dean of the Library, if the Manual was to be up to date when published in the Fall? Second, since we had been told that the President had received approval from the Board of Trustees about Council's action with

regard to the review of department heads, might we assume that those changes would also appear in the Manual when it was published?

Dr. Helmick responded the title of the Director of the Library had not been changed in the Committee because it had not happened at that point. However, it would be changed before the next printing. The same thing would happen with the revisions relating to the review of the department head.

Dr. Bruce Holland stated that he had a list, given to him by Dr. Robert Holland, in which a number of places were cited where the term "full-time faculty" appeared that he thought should read "regular faculty" to be consistent with the terminology which Council had decided to use. Dr. B. Holland thought that perhaps the easiest way to handle this was to pass it along to the Reference Committee.

The Chairman agreed that this was best, and the Committee could then make the editorial changes.

Ms. Peggy Richards reminded Council that last October it had passed a grievance procedure for Part-Time Faculty. However, it did not appear in the Manual. Was it not supposed to appear in an Appendix?

Dr. Helmick believed that the changes which Council had approved in the membership of the Faculty Rights and Responsibilities Committee relating to grievances were changes made to Council Bylaws, not the Faculty Manual. Therefore, those would appear in the reprint of the Council Bylaws. The changes did not alter the procedure itself, it only changed the composition of the committee if a grievance was filed by a part-time faculty member.

The Chairman then called for a vote on the entire revised Faculty Manual, and it was approved.

Item No. 8 - New Business.

The first item was an amendment to the Council Bylaws, section 3359-10-03 Composition of Council which read as follows:

- (H) One retired University of Akron faculty member as a voting member whom the President appoints from a list of nominees supplied by retired faculty IN RESPONSE TO AN INVITATION FROM THE PROVOST.

Dr. Helmick, with the understanding that it had to be tabled until next month, moved that this be adopted by Council. It was then seconded.

Since there was no discussion, Council approved tabling the motion until next month.

The next item consisted of a number of curriculum proposals which were presented by Dr. Walton. These consisted of:

CT-91-25	BA-91-3	FAA-91-13	NU-91-3	PS-91-2
CT-91-27	BA-91-6	FAA-91-17		
CT-91-28		FAA-91-18		
CT-91-29		FAA-91-20		
CT-91-31	ED-91-2	FAA-91-21		
CT-91-32		FAA-91-22		
CT-91-33		FAA-91-28		
CT-91-34		FAA-91-30		
CT-91-35		FAA-91-31		
		FAA-91-32		
		FAA-91-33		
		FAA-91-34		

The proposal CT-91-26, originally listed on the agenda, was being removed from consideration because there had been an outstanding objection which had not been considered by APCC. He moved the approval of all other proposals, and this was seconded. Council then voted its approval.

Dr. Walton next presented the Post Secondary Enrollment Options Program recommended by APCC. This was seconded, and Council then voted its approval. (See Appendix F).

Dr. Walton's last item was an application deadline which read as follows:

An application deadline be instituted for each academic term with deadlines for the Fall and Spring Semesters at least two weeks prior to the start of classes, and deadlines for each summer session at least one week prior to the start of classes including an indefinite exemption from this deadline for the Community and Technical College applications.

This was moved and seconded.

Dean Tyrone Turning moved an amendment to the motion which would also extend an indefinite exemption for Wayne College and this was seconded.

Dr. Buchthal noted that his only concern in regard to this was that some student who had been denied admission on the main campus could apply to Wayne, get admitted there, and then enroll and take all the courses on the main campus. This would enable the student to circumvent the admission deadline. Was such a situation conceivable?

Dean Turning did not see this as a problem. Wayne College had very few students whom this would affect and he did not want to

shut the door on the few that it did affect. He agreed with the Chairman's statement that the Wayne students were coded and could be flagged to keep them from enrolling.

Since there was no additional discussion, Council voted its approval of Dean Turning's motion. It then returned to the main motion, and this was also approved. (For the final version, see Appendix G).

The Chairman then recognized Mr. Haas, who, as the original proposer of the ad hoc committee on University governance, wanted to encourage more interest in it. As the Chairman had stated, only seven people so far had expressed an interest in serving, and he knew that at least two of them were students. It was important for proper student representation and involvement on campus that this committee go forward, and he hoped that more faculty would take an interest so that the idea would not die.

In response to Dean Turning's query regarding the charge of this committee, the Chairman stated that it was to look at the total governance of the University Council and to make a study as to whether it should be a faculty senate, remain the same, or have some other sort of makeup. However, interest had not been overwhelming.

One last item of new business was presented by Mr. Richert from the Faculty Well-Being Committee. It consisted of two resolutions regarding part-time faculty. Given the lateness of the hour, Dr. Gerlach moved that these items be postponed until the next meeting of Council with the understanding that they and other unfinished business of the Faculty Well-Being Committee would have the first item of priority under Unfinished Business. This was seconded, and Council voted its approval.

Item No. 9 - Adjournment.

There was then a motion for adjournment. This was seconded and approved, and the meeting ended at 4:50 p.m.

**CORRECTED APPENDIX C OF
THE CHRONICLE OF FEBRUARY 28, 1991**

Proposal Approved by University Council on February 7, 1991

**Presented by the Faculty Rights and
Responsibilities Committee
David Brink, Chair**

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 confidential 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 CCORDING TO THE PROVISIONS OF THE FACULTY MANUAL.

APPENDIX B

RESOLUTION ON SALARY ALLOCATION FOR 1991-92 AND BEYOND
Prepared by Faculty Well-Being Committee for 7/2/91

Whereas, in 1990 both salaries and compensation are a smaller % of total budget than they were in 1988, the former being 3.1% less and the latter 2.2% less (see: Attachment I); and

Whereas, faculty load at the University of Akron is the highest among doctoral degree granting institutions in Ohio (see: Attachment II); and

Whereas, the average salary for all ranks at the University of Akron has fallen dramatically from 5th to 10th place among Ohio institutions over the last six years; and

Whereas, the average salary differential between the University of Akron and some leading national research universities is significant (see: Attachment III); and

Whereas the Salary Equity Committee only awarded one tenth of the money set aside by the Board of Trustees for that purpose almost two years ago; and

Whereas, large sums of money could be shifted from certain athletic programs into the educational programs, which are the *raison d'être* of a university; and

Whereas, on 4 October 1990, University Council expressed its opposition to further cuts in health care benefits and its wish for significant salary increments next year; and

Whereas, the Ohio Board of Regents is changing the method of subsidy allocation so that the state universities will no longer be underfunded due to the "enrollment lag" in the subsidy formula, which has been detrimental to the University of Akron; and

Whereas, the entire "cost" of funding the cash flow of the ERIP was charged off on the 1988-89 budget (pulling \$9,434,456. from educational and general funds and only \$278,267. from auxiliary enterprises; see Akron 1988-89 Financial Report, pp. 26-27) so that the savings and the interest on the savings from the ERIP has been made available in a separate fund every year thereafter to improve salaries more significantly than before ERIP, except this has not happened (see: Attachment I); and

Whereas, far more than half (specifically, 3 out of 4 general faculty/contract professionals and 3 out of 5 regular full time faculty) of both regular and general faculty have been receiving raises below the level promised in the the Five Year Plan for several years past; and

APPENDIX B (cont.)

Whereas, salaries are too low to recruit minority faculty in some areas without offering differential treatment that, in turn, creates gross reverse discrimination, which in reality, works against the goal of increased racial harmony and more diversity on campus; and

Whereas, since undergraduate teaching ought to be strengthened across the board, putting our best professors there where they are most needed (President Muse in Akron Beacon Journal, 26 December 1990), we believe most faculty support the idea that undergraduate teaching must be rewarded on a level comparable with that of graduate teaching; and

Whereas, since the President has also said that we should strengthen the teaching of communication and math skills along with the study of history and culture, the salaries of those teaching these courses should increase as much as those teaching in graduate programs; and

Whereas, when the salary levels of the various colleges as a whole are compared, they reflect current market differences; and

Whereas, we believe that the majority of the faculty would welcome a change in the method of allocating raises; and

Whereas, while four of the state universities of Ohio continue to use the "merit" only method of salary allocation, with three of these having the lowest salaries, all those comparable to the University of Akron in size and mission use a combination of "across the board", "at the base" and "merit"; and

Whereas, salary compression is a serious problem for all faculty who are not recent hirees (see Attachment III, footnote #1 at the bottom of the page: Akron Comparative Figures); and

And whereas, salary problems greatly contribute to morale problems;

NOW, THEREFORE, BE IT RESOLVED THAT COUNCIL URGES THE PRESIDENT TO IMPLEMENT A NEW FORMULA OF SALARY ALLOCATION TO THE BOARD OF TRUSTEES-- A FORMULA THAT INCLUDES ACROSS THE BOARD RAISES TO OFFSET COST OF LIVING INCREASES IN ADDITION TO "MERIT" FOR ALL CATEGORIES OF FACULTY, EFFECTIVE IN THE 1991-92 CONTRACTS.

WE ALSO RECOMMEND THAT THE PRESIDENT APPOINT AN AD HOC COMMITTEE CONSISTING OF ELECTED FACULTY REPRESENTATIVES FROM ALL CATEGORIES OF FACULTY ALONG WITH ADMINISTRATORS TO DEVELOP A MORE COMPLEX FORMULA FOR USE IN SUBSEQUENT YEARS THAT INCLUDES "MERIT" AS WELL AS OTHER METHODS OF ALLOCATION DESIGNED TO ADDRESS MAJOR SALARY PROBLEMS.

APPENDIX B (cont.)

ATTACHMENT I

Data on Salaries as Percentage of Total Expenditures 1987-1990*

	1987	1988	1989	1990
Total	\$ 140,038,599	149,629,872	178,469,770	181,926,033
Total salaries: fac., admin., and staff	\$ 52,589,442	57,203,200	61,571,422	63,827,860
as % of total expense	37.5%	38.2 %	34.5 %	35.1%
compensation	\$ 56,096,877	61,210,257	67,004,443	70,331,195
as % of total expense	40.0%	40.9 %	37.5%	38.7%

*Source: Office of the Vice President, Human Resources

APPENDIX B (cont.)

ATTACHMENT II

Faculty Load * Analysis--Fall 1988

TABLE 7: (Cont'd.) FACULTY LOAD ANALYSIS, SELECTED RANKS - FALL 1988

UNIVERSITIES (EXCLUDES MEDICAL COLLEGES), CONT'D.

PROGRAM/LOAD	BGSU	CNTL	CLEVE	KENT	MIAMI	OSU	OHIOU	WRIGHT	AKRON	CINCI	LEDG	YTOWN	SHAW*	AVFRAI
TOTAL GRADUATE-PROFESSIONAL														
CREDIT HOURS ASSIGNED	--	--	5.3	--	--	4.2	2.0	0.3	7.4	1.7	3.6	--	--	3
WEEKLY CONTACT HOURS	--	--	5.3	--	--	10.1	6.6	0.7	6.5	3.2	5.8	--	--	7
STUDENT CR. HRS. TAUGHT	--	--	234	--	--	36	178	36	238	92	243	--	--	
TOTAL ASSOCIATE DEGREE														
CREDIT HOURS ASSIGNED	--	--	--	--	14.9	--	17.1	--	11.3	9.3	9.1	9.9	9.6	10
WEEKLY CONTACT HOURS	--	--	--	--	8.9	--	11.4	--	16.8	12.6	14.6	13.1	17.7	13
STUDENT CR. HRS. TAUGHT	--	--	--	--	128	--	299	--	237	286	223	207	174	2
TOTAL ALL PROGRAMS														
CREDIT HOURS ASSIGNED	8.4	11.9	7.7	10.1	10.3	5.5	8.4	6.2	12.3	6.2	7.9	10.5	12.4	8
WEEKLY CONTACT HOURS	9.6	12.9	8.9	11.2	11.8	9.7	9.9	6.3	11.0	8.9	9.8	12.2	16.4	10
STUDENT CR. HRS. TAUGHT	231	284	200	285	237	127	287	233	299	172	209	230	232	2

COMMUNITY COLLEGES

PROGRAM/LOAD	CLARK**	CCC***	CCC-M	CCC-W	CCC-E	LAKEL	LRAW	RIOR	SHCLR	EDSH	SSC	
TOTAL ALL PROGRAMS												
CREDIT HOURS ASSIGNED	13.2	13.4	11.2	12.6	11.9	11.0	12.2	--	11.7	17.2	13.7	
WEEKLY CONTACT HOURS	17.0	18.8	11.3	12.2	11.5	13.8	18.2	--	15.3	17.2	14.9	
STUDENT CR. HRS. TAUGHT	234	283	233	313	260	242	305	N/A	249	297	280	
BRANCHES & CENTERS												
PROGRAM/LOAD	PIRE	DOEXT	CNTEX	CLEEX	LAKE	EDSH	WBUEX	WAYNE	AKNEX	WALT	CLINT	UCEXT
TOTAL ALL PROGRAMS												
CREDIT HOURS ASSIGNED	11.3	13.2	--	10.0	10.3	--	10.6	13.0	30.0	9.0	9.9	9.9
WEEKLY CONTACT HOURS	12.9	13.6	--	10.8	12.1	--	11.2	15.3	23.3	13.7	11.8	9.9
STUDENT CR. HRS. TAUGHT	193	134	--	143	231	--	262	229	163	234	215	158

BRANCHES & CENTERS, CONT'D.

PROGRAM/LOAD	ASITA	STARK	E-LIV	GEAUG	SALEM	TSCRW	TRMBL	KSUEX	MIDDL	HAML	MUEXT	UTEXT	YSUEX
TOTAL ALL PROGRAMS													
CREDIT HOURS ASSIGNED	11.4	13.2	13.4	14.2	13.1	11.6	13.1	10.9	11.2	9.4	--	13.6	13.6
WEEKLY CONTACT HOURS	14.7	13.8	14.7	13.8	13.3	13.4	13.3	13.3	14.8	12.0	--	13.3	13.6
STUDENT CR. HRS. TAUGHT	201	221	213	286	240	241	246	215	230	207	--	243	236

BRANCHES & CENTERS, CONT'D.

PROGRAM/LOAD	LIMA	MANSF	MARIO	MEWRK	OSUEX	BELMT	CHCTH	GRONT	LCSTR	ZAMES	SHAW	OUEXT
TOTAL ALL PROGRAMS												
CREDIT HOURS ASSIGNED	8.4	7.1	7.3	8.7	3.4	13.5	13.3	16.6	12.8	9.6	13.3	19.8
WEEKLY CONTACT HOURS	13.0	11.0	10.2	12.7	16.1	13.7	13.7	17.3	13.7	13.7	13.1	16.0
STUDENT CR. HRS. TAUGHT	282	236	233	306	190	264	264	296	227	230	209	356

* RECEIVED UNIVERSITY STATUS IN 1986, FORMERLY A STATE-ASSISTED COMMUNITY COLLEGE.

** RECEIVED COMMUNITY COLLEGE STATUS IN 1986, FORMERLY A STATE-ASSISTED TECHNICAL COLLEGE.

*** RECEIVED COMMUNITY COLLEGE STATUS IN 1987, FORMERLY A STATE-ASSISTED TECHNICAL COLLEGE.

*Source: Ohio Board of Regents, (Draft) 1989 Edition, Basic Data Series, Ohio Higher Education System, p. 104.

APPENDIX B (cont.)

ATTACHMENT III
1989-90 SALARY COMPARISON--ALL RANKS--OF SOME LEADING
INSTITUTIONS¹

<u>Salaries² in thousands:</u>	<u>AR</u>	<u>Pr</u>	<u>As</u>	<u>Ai</u>	<u>In</u>
Harvard	62.3	82.7	44.6	42.0	29.9
Michigan (Ann Arbor)	53.7	67.3	50.0	41.8	----
Yale	58.5	77.5	47.3	36.8	31.7
Stanford	68.3	79.2	55.3	43.8	----
Chicago	59.9	72.5	47.4	41.4	30.3
Princeton	57.9	75.8	47.4	36.5	30.5
M.I.T.	62.4	75.6	53.6	43.9	27.3
Wisconsin (Madison)	48.4	56.9	42.1	36.4	27.0
UCLA	59.1	70.1	44.6	39.7	----
Columbia	57.3	71.6	51.6	38.4	43.7
Cal Tech	72.5	80.7	61.3	48.4	----
Minnesota	49.2	58.5	42.6	37.0	30.3
Pennsylvania	61.6	61.2	43.9	36.1	23.1
Northwestern	56.6	69.2	47.3	41.7	----
Illinois (Urbana)	51.7	61.8	44.6	39.2	----
Texas (Austin)	51.6	65.2	43.1	37.4	28.7
Washington (Seattle)	46.0	56.8	40.4	35.9	28.7
Duke	57.9	70.6	48.4	39.8	31.8
Brown	53.4	64.5	43.8	36.9	----
Indiana (Bloomington)	46.6	58.0	41.1	33.8	----
North Car. (Chapel Hill)	47.0	62.7	44.7	36.6	28.9
N.Y.U.	55.4	71.2	49.0	42.0	31.2
Purdue (Lafayette)	47.9	62.4	43.6	36.2	21.3
<u>Ohio State (Columbus)</u>	<u>49.3</u>	<u>62.5</u>	<u>45.4</u>	<u>37.6</u>	<u>26.7</u>
Virginia	54.1	70.1	47.1	38.0	26.8
Johns Hopkins	51.3	68.5	47.5	37.7	32.9
Michigan State	48.0	57.1	43.5	34.9	26.2
Washinton (St. Louis)	50.1	63.5	45.6	36.4	28.7
Penn State (Univ. Park)	45.2	62.0	44.3	36.8	22.4
Carnegie-Mellon	57.2	70.9	49.3	43.5	42.9
Rice	55.4	67.3	45.8	38.4	29.3
Brandeis	49.4	61.9	44.5	36.5	----
Vanderbilt	51.5	67.8	44.7	38.8	35.1
Tulane	47.3	59.2	44.5	36.9	27.2
Kansas	44.0	51.5	39.5	33.1	25.8
Pitt. (Pittsburgh)	46.0	61.2	43.9	36.1	23.1
Rensselaer (N.Y.)	55.3	66.3	48.1	41.2	----
Georgia Tech	49.5	61.3	45.3	41.4	22.5
Rutgers (New Brunswick)	52.2	68.1	48.5	38.2	24.9
Case Western Reserve	47.1	61.9	43.5	36.0	28.1
SUNY (Stony Brook)	53.8	69.4	48.8	38.7	30.5
V.P.I.	49.2	63.2	45.0	37.9	26.2

¹The comparative figures for the University of Akron are:

43.5 54.3 40.9 35.7 30.3

²Academe, March-April 1990, pp.30-74 passim.

March 22, 1991

Page 29



Appendix C

**OFFICE OF THE ASSOCIATE PROVOST AND
DEAN OF STUDENT SERVICES**

DATE: February 28, 1991

TO: Dr. Joseph Walton, Associate Provost for
Academic Services

FROM: *RAH* Robert A. Dubick, Associate Provost and Dean
of Student Services

SUBJECT: Academic Calendar for 1991-92 and 1992-93

I appreciate your memorandum of February 22, 1991 regarding commencement dates. Please note the attached memorandum from the University Registrar in which she recommends the following commencement dates:

For the 1991-92 academic year

FALL 1991
Saturday, December 21, 1991

SPRING 1992
Saturday, May 16, 1992
(Law School's commencement is scheduled for May 23, 1992.)

For the 1992-93 academic year

FALL 1992
Saturday, December 19, 1992

SPRING 1993
Saturday, May 15, 1993
(Law School's commencement is scheduled for May 22, 1993.)

Given our decisions this year to change commencement, we are now able to hold our graduation ceremonies immediately following the semester's activities. If you could bring these recommendations to the attention of University Council as you present the calendar, it would be most helpful.

dh

cc: Interim Senior VP and Provost Ruebel


INTEROFFICE CORRESPONDENCE

March 22, 1991

Page 30

The University
of Akron

Appendix C (cont.)

DATE: February 28, 1991
TO: Robert Dubick, Assoc. Provost and Dean of Students
FROM: Gerri F. Chitty, University Registrar 
SUBJECT: Proposed Commencement Dates for the 1991-92 and 1992-93 Academic Years

As a result of complaints from both faculty and students regarding the delay of time that commencement is held after the end of the term, a decision was made to move the May 1991 commencement date from May 25 to May 18. In order to hold the ceremony earlier, the final degree clearance could not be done due to insufficient time from the day grades were submitted to the day of commencement; therefore, it was decided that diplomas would no longer be distributed at the commencement ceremony.

Since degree candidates are no longer cleared before graduation and since diploma distribution is no longer an issue, I would like to propose that commencement be held the end of finals week (Saturday) prior to grades submission with the knowledge that some degree candidates may have finals on that day thereby necessitating that arrangements be made with faculty to reschedule those particular students' final. For your information, for the fall 1990 term, ten degree candidates were enrolled in Saturday classes; for the spring 1991 term, there are currently 36 degree candidates enrolled in Saturday classes.

Following are the proposed commencement dates for the 1991-92 academic year:

FALL 1991

Saturday, December 21, 1991

SPRING 1992

Saturday, May 16, 1992

(Law School's commencement is scheduled for May 23, 1992)

Following are the proposed commencement dates for the 1992-93 academic year:

FALL 1992

Saturday, December 19, 1992

SPRING 1993

Saturday, May 15, 1993

(Law School's commencement is scheduled for May 22, 1993)

If you have any questions or require further information, please do not hesitate to contact me.

lkm

THE UNIVERSITY OF AKRON - ACADEMIC CALENDAR

	<u>1991-92</u>	<u>Preliminary 1992-93</u>
FALL SEMESTER		
Day and Evening		
Classes Begin	Tues.....September 3	Mon.....August 31
*Labor Day	Mon.....September 2	Mon.....September 7
(Day and Evening)		
Veterans Day	Mon.....November 11	Wed.....November 11
(Classes Held, Staff Holiday)		
**Thanksgiving Break	Thurs-Sat..November 28-30	Thurs-Sat..November 26-28
Classes Resume	Mon.....December 2	Mon.....November 30
Final Instructional		
Day	Sat.....December 14	Sat.....December 12
Final Examination		
Period	Mon-Sat..December 16-21	Mon-Sat..December 14-19
Spring Intersession	Mon.....January 6 thru	Mon.....January 4 thru
	Fri.....January 17	Fri.....January 15
	Sat.....December 21	Sat.....December 19
Commencement		
SPRING SEMESTER		
*Martin Luther King Day	Mon.....January 20	Mon.....January 18
Day and Evening		
Classes Begin	Tues.....January 21	Tues.....January 19
Spring Break	Mon-Sat..March 23-28	Mon-Sat..March 22-27
Founders Day	Fri.....May 8	Fri.....May 7
***May Day	Fri.....May 8	Fri.....May 7
Final Instructional		
Day	Sat.....May 9	Sat.....May 8
Final Examination		
Period	Mon-Sat..May 11-16	Mon-Sat..May 10-15
Summer Intersession	Mon.....May 18 thru	Mon.....May 17 thru
	Fri.....June 12	Fri.....June 11
Commencement for		
Law School	Sat.....May 23	Sat.....May 22
Commencement	Sat.....May 16	Sat.....May 15
SUMMER SESSION I		
First 5 and 8 Week		
Session Begin	Mon.....June 15	Mon.....June 14
*Independence Day	Fri.....July 3	Mon.....July 5
	(in lieu of July 4)	(in lieu of July 4)
First 5-Week		
Session Ends	Fri.....July 17	Fri.....July 16
SUMMER SESSION II		
Second 5-Week		
Session Begins	Mon.....July 20	Mon.....July 19
8-Week Session Ends	Fri.....August 7	Fri.....August 6
Second 5-Week		
Session Ends	Fri.....August 21	Fri.....August 20
FALL SEMESTER BEGINS	Mon.....August 31	Mon.....August 30

*Classes cancelled

**Classes cancelled from the Wednesday at 5 p.m. through Monday at 7 a.m.

***Classes cancelled from noon to 5:00 p.m.

FACULTY MANUAL

eligible to be awarded indefinite tenure. ALL REGULAR FACULTY ARE ELIGIBLE FOR PROMOTION TO A HIGHER RANK.

- ~~(ii) The title of distinguished professor shall be awarded only to one who, already holding the rank of professor for five or more years, continues to excel in teaching and in scholarly activity or artistic performance at The University of Akron at a level significantly beyond the expectations for the rank of professor. The award carries a suitable salary adjustment.~~
 - ~~(iii) Nominations for distinguished professor may be made either by majority vote of the nominee's department, division, or college, or by the dean of the college. Upon receiving or making a nomination, the dean shall convene the college review committee.~~
 - ~~(iv) Each college faculty shall elect its review committee to consider such nominations. Only faculty holding the rank of professor or the title of distinguished professor are eligible to serve. The committee shall choose its own chair. If a majority of the review committee approves of the nomination, the dean shall forward the review committee's recommendations, together with whatever comments the dean wishes to make, to the University Distinguished Professor Recommendation Committee convened by the Senior Vice President and Prevest.~~
 - ~~(v) The University Distinguished Professor Recommendation Committee shall consist of one member elected from each of the degree-granting colleges. Only those holding the rank of professor or the title of distinguished professor are eligible to serve on this committee, which shall elect its own chair. If a majority of the review committee votes favorably, it shall forward the recommendation to the Prevest. The Prevest shall forward the recommendation, together with whatever comments the Prevest wishes to make, to the President of the University.~~
- (ii) (vi) Members of the regular faculty generally have a full range of responsibilities to academic units including teaching; research and other creative professional work; service to department, college, and University; and

POSITION APPROVAL AND SEARCH PROCEDURES

POSITION APPROVAL AND SEARCH PROCEDURE

In order to ensure that The University of Akron employs the highest quality faculty and administrators available and is in full compliance with its equal employment opportunity obligations and its affirmative action commitment (to increase the number of minority and women faculty members), a standard procedure governing all faculty and contract professional recruitment activities is required. All such searches must meet the following guidelines:

I. Position Approval (full-time faculty and contract professionals)

- A. Before beginning any search for new or replacement full-time faculty members, approval must be obtained by completion of the REQUEST FOR FACULTY/CONTRACT PROFESSIONAL POSITION form (Exhibit A). Each dean or director should attach to the request form a position description, sample advertisement, and a justification for the position including information such as enrollment patterns, student/faculty ratios, expected turnover due to retirements or resignations and, if a tenure track position is requested, information on the percentage of tenured positions currently in the department. **SEARCHES ARE NOT CONDUCTED FOR TENURE TRACK POSITIONS ADDED AS A RESULT OF PROMOTION FROM INSTRUCTOR TO ASSISTANT PROFESSOR.**
- B. REQUEST FOR FACULTY/CONTRACT PROFESSIONAL POSITION forms may be obtained from the Office of Academic Personnel Services. The completed request form must be approved by the appropriate vice president and filed in the Office of Academic Personnel Services before a search begins.

II. The SearchA. Committees

1. Search committee composition must be representative of the University community and should include women and minority members when possible. Student and community participation is encouraged. Each committee will have a chairperson who is responsible for organizing the search. A CHECKLIST OF POSITION APPROVAL AND SEARCH ACTIVITIES (Exhibit B) is included for reference.
2. A search committee may not be necessary for certain positions; however, the department head/director conducting the search should follow the same guidelines described for committees.
3. The search committee members have a professional responsibility to ensure the confidentiality of all committee business and discussion.

B. Search Plan

1. A search plan outlining how and to what extent (i.e. regional or national) the search will be conducted must be submitted to the EEO Office prior to initiating the search. The plan is to include ad copy, where ad will be placed and other recruitment sources e.g.. national/professional associations and publications, historically black or female colleges/universities, professional networks, etc.

THE UNIVERSITY OF AKRON ENROLLMENT OPTION PROGRAMS

I. Post-Secondary Enrollment Options Program

In 1989, the Ohio General Assembly enacted a comprehensive Educational Reform Bill, which included provisions under which qualified high school students in the 11th and 12th grades could apply for admission to a college or university. Under this new law, as amended in March, 1990, a high school student who meets the admission standards of the post-secondary institution would be permitted to take college courses for college credit, or for college and high school credit. One distinctive factor of this new law is that for the first time in Ohio, high school students are permitted, if qualified, to take college courses and receive appropriate credit toward their high school graduation requirements.

The University of Akron ~~is pleased to~~ will participate in this new state program providing 11th and 12th grade high school students with additional opportunities and options for learning. Accordingly, The University of Akron is adopting this ~~interim~~ policy to incorporate certain provisions of prior university policy regarding post-secondary student admissions and enrollment, and to accommodate new requirements of Ohio law.

The program providing for the admission of 11th and 12th grade high school students to The University of Akron shall be entitled, "The University of Akron's Post Secondary Enrollment Options Program", and it shall be guided by the following principles:

Policy

1. The Post-Secondary Enrollment Options Program is intended to provide 11th and 12th grade high school students with instructional options as outlined in the Ohio Revised Code, Section 3365.02. The Ohio Board of Regents Policy Statement on Post-Secondary Options, dated January 24, 1990, is incorporated into and made a part of The University of Akron's Post Secondary Enrollment Options Program.
2. The Post-Secondary Enrollment Options Program is not intended to be a substitute for the academic programs, social growth or maturing experiences provided by Ohio's public and private high schools. It is assumed that Ohio's secondary schools will continue to provide a comprehensive and challenging college preparatory program for their students.
3. The Post-Secondary Enrollment Options Program is not intended to interfere with or replace advanced placement courses and programs available to students within their secondary school curricula.

Appendix F (cont.)

4. The Post-Secondary Enrollment Options Program is not intended to replace but to supplement the existing Youth Enrollment Options Program (formerly called Special High School Program) at The University of Akron. For purposes of the Post-Secondary Enrollment Options Program, as well as the existing Youth Enrollment Options Program, the term "high school" or "secondary school" shall include grades nine through twelve, for purposes of course work evaluation and grade point average, although only students in grades 11 and 12 shall be eligible for participation in the Post-Secondary Enrollment Options Program.

Admission and Enrollment

1. Admission to the Post-Secondary Enrollment Options Program shall be available to qualified 11th and 12th grade high school students who have been determined by The University of Akron to have demonstrated the academic ability, maturity, and preparation to elect one or more of the options provided under Ohio law.
2. To be considered for admission to the program, high school students must be commuting to The University of Akron from the permanent residence of the student's parent or legal guardian.
3. Admission to The University of Akron's Post-Secondary Enrollment Options program does not entitle a student to enroll in any specific course or course section. The University of Akron shall determine under what circumstances 11th and 12th grade high school students qualify for specific course enrollment. In addition to review of a student's academic background and overall preparedness, reflected largely by previous course work, the University may require specific letters of recommendation to assist in evaluating a student's readiness for specific college course work.
4. Special consideration will be given to students who are from disadvantaged backgrounds, have special talents or abilities, or who add to the cultural, economic, or racial diversity of the University.
5. Participation in The University of Akron's Post-Secondary Enrollment Options Program is limited to credit course work at the college level, excluding developmental instruction, audits, credit by examination, and non-credit programs or courses.
6. Once admitted into The University of Akron's Post-Secondary Enrollment Options Program, students shall be subject to all rules, regulations, and codes of responsibility established by The University of Akron for students. However, such students shall not be eligible to participate in University extracurricular activities or any other student activities or programs unless prior written approval is granted by the Associate Provost and Dean of Student Services. For example, such students shall not be eligible to participate in intramural or varsity sports, social fraternities or sororities, student government, student newspaper, yearbook, or other registered student organizations, activities, or to receive tickets to athletic events, etc.

Process

1. Students who wish to participate in the Post-Secondary Enrollment Options program must submit a Post-Secondary Option Application Form, high school transcript, letter of recommendation from their principal or guidance counselor, and a \$25 application fee to the Admissions Office prior to May 15 for fall semester enrollment and prior to October 15 for spring semester enrollment.
2. To be considered eligible for admission into the Post-Secondary Options Program, a student must meet at least one of the following criteria?
 - a. If the student is a high school junior, a student must have completed at least 9 units of the Ohio Department of Education's 16-unit minimum core of college preparatory course work with at least a 3.0 GPA.
 - b. If the student is a high school senior, a student must have completed at least 13 units of the Ohio Department of Education's 16-unit minimum core of college preparatory course work with at least a 3.0 GPA.
 - c. Other junior or senior high school students who have not completed the minimum college preparatory core units may be considered on a space-available basis, if they show evidence of junior or senior standing and a 3.3 overall GPA for all high school work completed.
 - d. Students who have not completed the minimum college preparatory core units per (a) or (b) above, or who have less than a 3.3 overall GPA as provided in (c) above, may be considered for admission into the program, but such students shall be limited to enrollment in performance-type credit courses such as music, ballet, art, etc.
3. All students accepted for the program who wish to enroll at The University of Akron must attend University orientation and meet with a University of Akron academic advisor to select courses. The University of Akron shall determine which courses and under what circumstances high school students qualify for specific course enrollment. Placement testing in English, mathematics, and reading will be required.
4. Enrollment in course work under the Post-Secondary Enrollment Options Program is subject to limitations and/or cancellation at any time, for any reason, at the sole discretion of the University, including but not limited to reasons of excessive or insufficient enrollment; classroom, laboratory or other space, resource or services limitations; availability of faculty to meet course assignments; or any other reasons as determined by the University.
5. High school students enrolling in course work under this program will be subject to the same academic policies, procedures, and grading standards as regular University of Akron students.

6. The University of Akron will work with the high school from which the student comes with a view to accommodate the special needs of a student with any disability. The cost of any special accommodation(s) or aides will be the responsibility of the school district from which the student comes.
7. The responsibility of monitoring the attendance of students will rest ~~primarily~~ with the school district from which the student comes. The University does not assume the school district's responsibility under Ohio Revised Code 3313.205 or 3321.13. In general, students enrolling under this program will be treated like all other University students, except veterans, with regard to attendance. The University will notify the school district if the student officially withdraws or is withdrawn from the program or from any course for any reason, including non-attendance.
8. High school students who withdraw or may be dismissed from classes for which they have enrolled under Post-Secondary Enrollment Option B will be liable to The University of Akron for all tuition, general fees, instructional fees, and the cost of books and materials provided.
9. High school students selecting Option B assume the potential risk to their timely high school graduation which may result from their withdrawal or dismissal from course work, any failure of course work, course cancellations, incompletes, or other failure to successfully complete enrolled course work in such a manner that it may properly be counted toward high school credit, as determined by their high school. Except as otherwise required by law, it is the high school student's responsibility to timely and adequately inform their high school of any matter which affects or may affect their academic progress or graduation from high school.
10. Without limiting The University of Akron's jurisdiction and authority with respect to regulating the conduct of students and others on the campus of the University, The University of Akron also recognizes that high school students are subject to the authority and jurisdiction of boards of education with respect to conduct matters which may warrant a student's suspension, expulsion or removal from the premises of a public school. Accordingly, the suspension for more than 10 days or the expulsion of a high school student by a board of education shall automatically effect the dismissal of that student from The University of Akron.

II. Youth Enrollment Options Program (Formerly called Special High School Program)

The University of Akron Youth Enrollment Options Program is available to any exceptionally qualified youth enrolled in grade 10 or below. Students admitted into the Youth Enrollment Options Program are only eligible to take college courses for college credit and assume the full cost associate with such enrollment. College classes taken by youth in grade 10 or below shall not qualify toward high school graduation requirements, as provided in the Post-Secondary Enrollment Options Program.

The Youth Enrollment Options Program is intended to provide qualified youth with additional opportunities and options for learning, but is not intended to be a substitute for the academic programs, social growth and maturing experiences provided by Ohio's public and private elementary and secondary schools.

Admissions and enrollment in the Youth Enrollment Options Program shall be available to qualified youth who are in the 10th grade or below and who have been determined by The University of Akron to have demonstrated the academic ability, maturity and preparation to enroll in college course work.

Youths who wish to participate in the Youth Enrollment Options Program must submit an application form, high school transcript, letter of recommendation from their principle or guidance counselor and a \$25 application fee to the Admissions Office, in accordance with the guidelines established for regular students at The University of Akron.

Appendix G

APPLICATION DEADLINE

Passed by the Policy and Calendar Subcommittee of APCC on
Tuesday, January 29, 1991

"An application deadline be instituted for each academic term with deadlines for the fall and spring semesters at least two weeks prior to the start of classes, and deadlines for each summer session at least one week prior to the start of classes including an indefinite exemption from this deadline for the Community and Technical College **AND WAYNE COLLEGE** applications."

(This proposal was passed in its original form by the Policy and Calendar Subcommittee of APCC on Tuesday, January 29, 1991. The amended form was approved by University Council on March 7, 1991.)

Faculty Improvement Program Leaves, Att. 1

THE UNIVERSITY OF AKRON

Forty-nine full-time members of the teaching faculty (21 Professors, 22 Associate Professors, 5 Assistant Professors, and 1 Instructor) are recommended for professional leaves for the 1991-92 academic year. The allocation by semester/year is indicated in the following chart:

	<u>1987-88</u>	<u>1988-89</u>	<u>1989-90</u>	<u>1990-91</u>	<u>1991-92</u>
Full Year	12	8	7	8	7
Fall	8	16	15	15	22
Spring	11	16	19	18	20
Total	<u>31</u>	<u>40</u>	<u>41</u>	<u>41</u>	<u>49</u>

The distribution among colleges is as follows:

<u>College</u>	<u>1987-88</u>	<u>1988-89</u>	<u>1989-90</u>	<u>1990-91</u>	<u>1991-92</u>
Arts & Sciences	14	18	14	13	17
Engineering	1	0	1	1	1
Education	3	2	3	6	6
Business Admin.	0	4	2	4	3
Fine & Applied Arts	9	9	5	8	13
Nursing	1	1	2	1	0
C & T	3	5	10	3	6
Law	0	1	0	0	0
PS & PE	0	0	0	1	2
Wayne College	0	0	2	2	0
Library	0	0	1	1	0
University	0	0	1	1	1
Total	<u>31</u>	<u>40</u>	<u>41</u>	<u>41</u>	<u>49</u>

Those recommended for 1991-92 follow, by full-year, fall, and spring semesters:

For the full 1991-92 Academic Year

1. Dr. Chun-Fu Chen, Professor of Electrical Engineering, will conduct research on a floating point data acquisition system. The knowledge he gains will benefit his teaching and the research results will lead to journal publication.
2. Dr. Huey-Tsyh Chen, Associate Professor of Sociology, will spend the year in residence at the East-West Center and The University of Hawaii. He will conduct research on program evaluation and complete a book-length manuscript (under contract with Greenwood Press) on that subject.

Faculty Improvement Program Leaves, Att. 1
Page 2

3. Dr. J. Clayton Fant, Associate Professor of Classics and History, will devote efforts to the writing of a book-length manuscript on the Roman Imperial Marble Bureau.
4. Dr. Alan Gent, H. A. Morton Professor of Polymer Engineering and Physics, has been invited to fill a visiting scientist position at the C. N. R. S. Laboratory for the chemistry and physics of solid surfaces in Mulhouse, France, for the period of September 1, 1991 through June 30, 1992.
5. Dr. Peter Henrikson, Professor of Physics, will spend the year in residence at the Surface Science Center at The University of Pittsburgh. He will conduct research in collaboration with Professor John Yates, Director of the Center. Dr. Henrikson request for the full-year's leave is contingent upon financial support from external sources. If he is not successful in obtaining this support, he will only be able to take leave for the 1991 Fall Semester.
6. Dr. James Shanahan, Professor of Urban Studies, will spend his leave in residence in Denver at the Western Governors Association and the National Civic League. He will participate in the ongoing policy and technical assistance research programs of these institutions.
7. Dr. Mark Tausiq, Associate Professor of Sociology, will devote the year to research on family network structures and the health care of family members. The work should result in the development of a book-length manuscript.

For the fall 1991 semester

1. Mr. Bruce Armstrong, Professor of Art, will research the ties between religious imagery and popular culture, with the objective of incorporating that imagery into his work as an illustrator. The results of his research would be used in the design and illustration classes which he teaches.
2. Dr. Gerald Blumenfeld, Professor of Education, plans to devote time to the study of educational measurement and statistics in order to benefit Computer Based Education in the College of Education.
3. Dr. June Burton, Associate Professor of History, will conduct research on leprosy in France in the 18th and 19th centuries. Her work will involve an extended period of residence in France.

Faculty Improvement Program Leaves, Att. 1
Page 3

4. Dr. Dale Coons, Professor of Education, plans a national survey and visitations to investigate the integration of technology and collaborative programs in regular and special education. His project is intended to result in data, knowledge or projects, and procedures which can be integrated into the college teacher education programs through curriculum change.
5. Dr. Frank Costa, Professor of Geography and Urban Studies, will spend his leave in residence in Amsterdam, Rome, and India conducting research on urban planning. It is probable that two book-length manuscripts will result from this effort.
6. Dr. Paul Daum, Associate Professor of Theatre Arts, plans to further his research in the area of gas lighting in the 19th century. The project will culminate in the publication of articles on American gas lighting practices.
7. Dr. Robert Dietzman, Associate Professor of Social Work, will increase his professional growth and achieve renewed intellectual achievement in the area of social work through advanced study.
8. Dr. J. Thomas Dukes, Associate Professor of English, will work on a book-length manuscript on the contemporary British writer, Rumer Godden.
9. Dr. LaVerne Friberg, Associate Professor of Geology, will conduct research on the metamorphic petrology of the Precambrian in the Black Hills. He will collaborate with Dr. Jack Redden of the South Dakota School of Mines.
10. Dr. Donna Gaboury, Associate Professor of Home Economics, will spend time living, traveling, and studying in France in the area of inter-cultural food habits and patterns. She predicts that study in this area would not only have research potential but would also positively impact her cultural food courses and future seminars.
11. Dr. Alan Hart, Professor of Philosophy, will examine Spinoza's scientific psychology, particularly his Ethics: Part III. One or more articles should result from this work.
12. Dr. Robert Jeantet, Assistant Professor of Modern Languages, will conduct research on the notion of racial differences within humanity as developed 15th-18th French scholarship. The research will probably entail an extended period of residence in France.

Faculty Improvement Program Leaves, Att. 1
Page 4

13. Dr. Avis Johnson, Associate Professor of Management, proposes to engage in research leadership and performance on the international level. Her work should result in two journal articles and the inclusion of new subject material in courses that she teaches.
14. Dr. Sharon Lesner, Professor of Communicative Disorders, plans to complete writing and editing a book entitled Audiologic Rehabilitation for the Elderly, which is to be published by Andover Press Medical Publishers. The book is co-authored by Patricia B. Kricos, Associate Professor of Audiology at The University of Florida. It will be a part of a series on Communication Disorders, which is edited by Dr. Charlena M. Seymour. Additional research to be completed during the leave will consist of projects focusing on hearing aid use by the elderly, continuous discourse tracking and the relationship between lipreading and visual evoked potentials.
15. Dr. George Makar, Professor in the Community and Technical College, plans to develop a proposal for implementation of a program for granting credits within the Business Technology Division for past job experiences and work competencies. The development, approval, and implementation of a program for granting credits for job experiences will provide the division and the college with another opportunity for services to the students in the community.
16. Dr. Eberhard Meinecke, Professor of Polymer Science, Mechanical Engineering, and Biomedical Engineering, has been invited to join Professor James Schultz, Director of Research, at the Physico-Chimie des Surfaces Solides in Mulhouse, France for the Fall Semester 1991.
17. Dr. Mary Rainey, Professor of Home Economics, will study at Miami University's Scripts Institute in order to develop depth in the area of the family in middle and later life. The activity will increase her knowledge of research and basic theories related to aging in the family and strengthen her planning and direction of a national conference relating the family ecosystem framework to later life families. She will also participate in two related national meetings.
18. Dr. Howard Reinmuth, Associate Professor of History, will devote his efforts to development of a manuscript on Lord William Howard of Naworth. He will be in residence at the Institute of Historical Research in London.

Faculty Improvement Program Leaves, Att. 1
Page 5

19. Mr. Raymond Sibberson, Associate Professor of Respiratory Care Technology, will obtain practical clinical experience in all phases of respiratory care at the Respiratory Care Department of the Cleveland Clinic Hospital. This experience will help Mr. Sibberson maintain currency in the field of respiratory care as well as provide students with real world applications.
20. Mr. Martin Siegel, Associate Professor of Marketing & Sales Technology, will complete research on fictional characters in advertising, which will lead to an organized, single source, alphabetized, annotated listing of advertising's fictional characters.
21. Dr. Lynn Smolen, Associate Professor of Education, will develop a curriculum guide for using multicultural literature in the classroom to promote cultural awareness and understanding.
22. Dr. Richard Steiner, Associate Professor of Mathematical Science, will devote his efforts to the development of statistical techniques for modelling aquatic ecosystems. His work will involve collaboration with Dr. Fred Brenner of Grove City College.

For the spring 1992 semester

1. Dr. M. Kay Alderman, Professor of Education, seeks to develop expertise in helping teachers learn and implement motivation and learning strategies in a secondary school through her work at Westbury High School in the Houston (Texas) Independent School District. As a result of this project, she hopes to develop action, research, and collect data for a motivation book for practitioners.
2. Dr. Jacqueline Anglin, Associate Professor of Education, plans to study at Project Zero, a nationally recognized research center based in the Graduate School of Education at Harvard University. Her study should result in the development of a network of researchers with similar interests, and a journal article or proposed funding.

Faculty Improvement Program Leaves, Att. 1
Page 6

3. Dr. David Bernstein, Professor of Music, has received a formal invitation from the President of the Shenyang Conservatory of Music, Professor Qin Yong-Cheng, inviting him to teach composition. Dr. Bernstein would be the first composer to serve as a visiting scholar at that school. He will continue the research initiated in the summer of 1989 which dealt with compositions by composers from the People's Republic of China who were born during the second half of the 20th century. He also hopes to complete three composition projects during his stay in China.
4. Dr. Alice Christie, Assistant Professor of Education, will gather data relative to observational assessment of preschool children and compare the results of her testing with standardized instruments - the Battelle Developmental Inventory and the Vineland Social Maturity Scale - with the intent of publication.
5. Dr. Harry Chu, Professor of Physics, will spend his leave in the laboratory of Dr. Yi-Han Kao, Distinguished Professor, at the State University of New York at Buffalo conducting research in surface physics.
6. Dr. John Cole, Associate Professor of Office Administration, plans to provide leadership in the teaching of the Certified Professional Secretary Examination Review Course by preparing for and taking the CPS Examination. He expects to pass the CPS Exam and write an article about the experience.
7. Dr. John Donaldson, Associate Professor of Mathematical Sciences, will devote his efforts to developing an operating systems textbook with Wadsworth as a potential publisher.
8. Mr. Earl Ertman, Professor of Art, will pursue art historical research and publish the results of this research.
9. Dr. Carol Flexer, Associate Professor of Communicative Disorders, will travel to various countries around the world to visit with children and personally observe the status of children with hearing loss.

Faculty Improvement Program Leaves, Att. 1
Page 7

10. Mr. Michael Haber, Professor of Music, will pursue a leave to improve his cello playing, his understanding of the cello repertoire, and his skills as a teacher. He will study the Bach cello suite with the Dutch baroque cellist, Anner Bylsma, in Amsterdam, and he will also study and do research on the cello compositions of Luigi Boccherini in Milan at the Library of the Milan Conservatory. He will also study with the English cellist and teacher, Christopher Bunting, in London and the German cellist, Gerhard Mantel.
11. Dr. Patricia Harkin, Associate Professor of English, will spend her leave to continue work on a book-length critical analysis of composition instruction, Literacy in the University.
12. Mr. William Harpine, Associate Professor of Communication, plans to use his leave for research in the theory of argumentation, which is his academic specialty. This project, presently in its preliminary stages, ties together materials from several projects and includes investigation of human adaptation and information processing.
13. Mr. David Hoover, Assistant Professor of Fire Protection Technology, will research background information and compile relevant materials for writing a text entitled, The Fire Administration Handbook. This handbook will be completed for direct use by fire officers and by students in fire protection and emergency management programs.
14. Dr. Dale Jackson, Professor of Biology, will utilize his leave to complete a research project on parasitic insects. His work will entail travel to Entomology Departments of Museums in Washington, Ottawa, and London.
15. Dr. Arthur Karlin, Professor of Accounting, will evaluate a study of the corporation income tax, which is being developed by the U.S. Department of the Treasury. He will take an integration plan proposed by the Department of the Treasury and determine the changes needed in the present income tax law, including income tax treaties.
16. Mr. Adel Migid, Professor of Theatre Arts, proposes to complete either a project involving the research and investigation of the artistic development of the various styles of modern American stage design and designers throughout the 20th century or he will investigate creative research and production design work/consultation in affiliation with the American University, the National Academy of Fine Arts, and the National Theatre and Opera, Cairo, Egypt.

Faculty Improvement Program Leaves, Att. 1
Page 8

17. Ms. Barbara Robinson-Kimyon, Instructor and Assistant Director of the English Language Institute, plans to use her leave to study advanced grammar/speaking materials which will first be used as in-house materials ELI classes and ultimately will form the basis of a manuscript for publication as an ESL textbook.
18. Dr. John Thanopoulos, Associate Professor of Marketing, will utilize his leave to direct his attention to research in the area of international business. He plans to complete several works for publication during this period.
19. Mr. Vlada Vukodinovic, Assistant Professor of Art, will fulfill his goals for the Ohio Arts Council Grant in Painting. This will involve museum visits and traveling on location to paint landscapes.
20. Mrs. Deborah Weber, Assistant Professor in the Community and Technical College, will use her leave to gather data through interviews and participant-observation which will suggest answers to several significant questions regarding American immigrants in Australia.

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).

WICHTEL COLLEGE OF ARTS AND SCIENCES

S-91-10

Department of Geography

Credits 3350:489/589 Special Topics in Geography. T0 1-3 credits.

S-91-11

Department of Geography

Title 3350:436/536 Planning Techniques. 3 credits. T0
Urban Land Use Analysis. 3 credits.

3350:483/583 Basic Quantitative Research. 3 credits. T0
Spatial Analysis. 3 credits.

3350:680 Advanced Research & Statistical Methods. 3 credits. T0
Advanced Spatial Analysis. 3 credits.

S-91-12

Department of History

Title 1100:330 Eastern Civilizations: China. 2 credits. T0
World Civilizations: China. 2 credits.

1100:331 Eastern Civilizations: Japan. 2 credits. T0
World Civilizations: Japan. 2 credits.

1100:332 Eastern Civilizations: Southeast Asia. 2 credits. T0
World Civilizations: Southeast Asia. 2 credits.

1100:333 Eastern Civilizations: India. 2 credits. T0
World Civilizations: India. 2 credits.

1100:334 Eastern Civilizations: Near East. 2 credit. T0
World Civilizations: Near East. 2 credits.

1100:335 Eastern Civilizations: Africa. 2 credits. T0
World Civilizations: Africa. 2 credits.

New General Bulletin Description for the section 1100:330-336:

World Civilizations courses 1100:330-336 present a basic knowledge of past human experiences and an understanding of current events in some key areas of the world.

AS-91-13

Department of History

Add 1100:336

World Civilizations: Latin America. 2 credits.
Prerequisite: 64 credits. World Civilizations courses 1100:330-336 present a basic knowledge of past human experiences and an understanding of current events in some key areas of the world.

AS-91-14

Department of Modern Languages

Number 3500:315

Title 3500:320

Prerequisite

Description

Literature of Quebec. 3 credits. T0
French Canadian Literature in Translation. 3 credits.
Prerequisite: French majors and minors only: 3520:306.
 Reading and discussion of English translations of French Canadian Literature. French majors and minors must read original French version and do all writing in French.

AS-91-15

Department of Mathematical Sciences

Title 3450:414/514

Description

Vector and Tensor Analysis. 3 credits. T0
Vector Analysis. 3 credits. Prerequisite: 3450:223.
 Vector algebra, calculus of scalar-vector, vector-scalar, vector-vector functions; integral theorems; orthogonal and general curvilinear. Application of geometry and engineering.

Description 3450:428/528

Numerical Linear Algebra. 3 credits. Prerequisite: 223 and 3460:201 or 300 or knowledge of FORTRAN. T0
 Mathematical analysis of numerical methods for solving systems of linear equations, eigen value problems, nonlinear systems, linear least square problems.

Prerequisite 3450:412/512

Abstract Algebra II. 3 credits. T0
Prerequisite: 3450:411/511 or permission of instructor.

3450:421,2/521,2 Advanced Calculus I, II. 3 credits each. T0
Prerequisite: 3450:223; 307 is highly recommended.

3450:441/541 Concepts in Geometry. 4 credits. T0 Prerequisite: 3450:222 or permission - 307 is recommended.

3450:445/545 Introduction to Topology. 3 credits. T0 Prerequisite: 3450:307 or permission of instructor.

-91-16

Department of Mathematical Sciences

Prerequisite	3470:461/561	<u>Applied Statistics I. 4 credits. T0</u> Prerequisites: 3450:222 or 216 or equivalent.
	3470:480/580	<u>Statistical Computer Applications. 3 credits. T0</u> Prerequisites: 3450:222 and one semester course in Statistics or permission of instructor.
	3470:664	<u>Regression and Correlation. 3 credits. T0</u> Prerequisites: 3470:560 or 561 or 644 or equivalent.
	3470:666	<u>Nonparametric Statistics Methods. 3 credits. T0</u> Prerequisites: 3470:560 or 561 or equivalent.
	3470:667	<u>Factor Analysis. 3 credits. T0</u> Prerequisites: 3470:560 or 561 or 664.
	3470:668	<u>Multivariate Statistical Methods. 3 credits. T0</u> Prerequisites: 3470:562 or equivalent.
Add	3470:460/560	<u>Statistical Methods. 4 credits. Prerequisites: 3450:145 or 149 or equivalent.</u> Applications of statistical methods to the social sciences including descriptive statistics, probability distributions, statistical inference (parametric, nonparametric), categorical data analysis, linear regression, correlation. Computer applications. May not be used to meet Mathematical Sciences degree requirements.
	3470:692	<u>Statistics and Mathematics Seminars. 2 credits.</u> Prerequisites: For properly qualified candidate for master's degree in Statistics, and Mathematics. (May be repeated for a total of four credits.) Seminar-type discussions involving special problems dealing with statistics and mathematics. Includes a supervised research project.

Delete the following from University of Akron offerings:

Drop	3470:661,2	<u>Advanced Behavioral Statistics I, II. 3 credits each.</u>
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3850:428/528 The Victim in Society. 3 credits. Prerequisites: 3850:100 or permission of instructor. The Victim in Society is a course about the nature, causes and consequences of victimization with special focus on crime victimization.

Add	3580:429/529	<p><u>Culture and Literature of Hispanic Caribbean.</u> 4 credits.</p> <p>Prerequisites: 302 or permission of instructor. Emphasis on customs, traditions, and literature including lectures, films, slides, and analysis of selected writings by contemporary Hispanic authors from the Caribbean. Conducted in Spanish.</p>
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Add	3520:429/529	<p>Francophone Caribbean Literature. 3 credits.</p> <p>Prerequisites: 3520:302 or 306 or permission of instructor</p> <p>A study of selected literary works from Haiti, Guadeloupe and Martinique in light of their geographic, historic, socioethnic and cultural determinants.</p>
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-91-26

Department of History

Number	3400:480/580	<u>Imperial China. 3 credits. TO</u>
Description	3400:300	<u>Imperial China. 3 credits.</u> Selective study of institutional, intellectual, political and artistic developments in Chinese civilization during the imperial age, 3 B.C. - A.D. 1911. Emphasis on the late imperial period.
	3400:481/581	<u>Revolutionary China. 3 credits. TO</u>
	3400:301	<u>Revolutionary China. 3 credits.</u> Survey of China since 1800 with focus on revolutionary changes in Chinese civilization caused by demographic change, foreign invasion, and modernization.
Number	3400:485/585	<u>Japan. 3 credits. TO</u>
Title	3400:303	<u>Modern Japan. 3 credits.</u>
Description		Survey of the history of modern Japan from 1600 to the present. Emphasis on modernization and the rise of Japanese empire, 1894-1945.
Add	3400:400/500	<u>Women in Revolutionary China, 1800-1990. 3 credits.</u> Prerequisites: 3400:300, 301 or 1100:330, or permission of instructor. A study of the changes in women's lives in China during the late imperial (1644-1911), and socialist (1949-1989) periods.

-91-30

Department of Political Science

Add	3700:311	<u>Developing States in World Politics. 3 credits.</u> Prerequisites: 300, 310 or permission of instructor. Examines how developing states are conditioned by the global system and how they attempt to modify it.
	3700:412/512	<u>Global Environment Politics. 3 credits.</u> Prerequisites: 300, 310 or permission of instructor. Examines the general dimensions of the global environmental challenge, including the roles played by technology and the structure of the world system.

COLLEGE OF BUSINESS ADMINISTRATION

BA-91-1

Department of Marketing

Description	6600:300	<u>Marketing Principles.</u> 3 credits. <u>Prerequisite:</u> 3250:201,202 or permission. <u>T0</u> Investigates a broad range of marketing activities including market identification and analysis, product planning and development, and the strategies of pricing, promotion and distribution.
Prerequisite	6600:310	<u>Buyer Behavior.</u> 3 credits. <u>T0</u> <u>Prerequisite:</u> 6600:300 and a total of two courses from 375 or 3850.
	6600:360	<u>Business Marketing Management.</u> 3 credits. <u>T0</u> <u>Prerequisite:</u> 6600:300.
	6600:370	<u>Purchasing.</u> 3 credits. <u>T0</u> <u>Prerequisite:</u> 6600:300.
	6600:380	<u>Sales Management.</u> 3 credits. <u>T0</u> <u>Prerequisite:</u> 6600:300.
	6600:385	<u>International Marketing.</u> 3 credits. <u>T0</u> <u>Prerequisite:</u> 6800:305 and 6600:300.
	6600:400	<u>Strategic Retail Management.</u> 3 credits. <u>T0</u> <u>Prerequisite:</u> 6600:340 or 395.
	6600:425	<u>Advertising Research and Evaluation.</u> 3 credits. <u>T0</u> <u>Prerequisite:</u> 6600:350.
	6600:475	<u>Industrial and Organizational Sales Strategy.</u> 3 credits. <u>T0</u> <u>Prerequisite:</u> 6600:375 or 380.
	6800:421	<u>International Business Practices.</u> 3 credits. <u>T0</u> <u>Prerequisite:</u> 6800:305.

-91-3

Department of Marketing

Revise Advertising Major (as found on p. 88 of the 1990-91 General Bulletin) as follows:

Add to the list of possible major writing electives:

7600:404 Communication in Public Relations II. 3 credits.

Delete the following from the program:

Drop 3300:389 Popular Culture. 3 credits.

Note that the following courses have had title changes in the Department of Communication which now need to be reflected in the Advertising Major:

7600:303 Publicity Writing. 2 credits. TO
 Public Relations Writing. 3 credits.

7600:309 Publications Production. 3 credits. TO
 Promotional Publications. 3 credits.

7600:403 Communication in Public Relations. 3 credits. TO
 Communication in Public Relations I. 3 credits.

Add the following statement under Advertising at the end of paragraph 2, p. 88 of the General Bulletin:

"No more than a total of 3 independent study credit hours will be counted toward the 12 elective credits required in the 30 hours for the major. Any independent study hours beyond this limit of 3 shall count only as free electives in the student's overall curriculum."

-91-6

Department of Finance

Revise the Finance Major by changing the following FROM required courses TO elective:

6400:373 Financial Statement Analysis. 3 credits.

6200:317 Intermediate Accounting I. 4 credits.

COMMUNITY AND TECHNICAL COLLEGE

-91-7

Engineering and Science Technology

Add 2820:100 Introduction to Engineering Technology. 2 credits.
 Prerequisite: none. Introductory course describing various engineering technologies in terms of job skills, nature of careers, and employment opportunities. Overview of technical terminology.

CT-91-25

Allied Health Technology

Revise the Associate of Applied Science in Histologic Technology as follows:

Add the following existing courses:

2030:152	<u>Elements of Mathematics II.</u>	2 credits.
2030:153	<u>Elements of Mathematics III.</u>	2 credits.
3850:342	<u>Sociology of Health and Illness.</u>	3 credits.

Delete the following courses from the program:

2030:131	<u>Mathematical Analysis I.</u>	4 credits.
2030:132	<u>Mathematical Analysis II.</u>	4 credits.
2740:130	<u>Medical Assisting Technology.</u>	3 credits.

Program Credit Hour Change:

Total Program Credit Hours Required	<u>TO</u>	66
Total Required Credit Hours	<u>TO</u>	66
Total Elective Credit Hours	<u>TO</u>	4

CT-91-27

Associate Studies Division

Add a Certificate in Commercial Photography. The certificate program will consist of the following existing courses:

COMMERCIAL PHOTOGRAPHY CERTIFICATE

This program will enhance one's knowledge of Commercial Photography and its relationsh to the design and advertising industries. This certificate is generally designed for individuals who are presently working in or pursuing a degree in a related field.

Required Courses:

2240:110	Multi-Image Production	3 credits
2240:122	Intro. to Commercial Photography	3 credits
2240:210	Portrait/Fashion Photography	3 credits
2240:224	Illustration/Advertising Photography	3 credits
2240:250	Advanced Commercial Photography	3 credits
7100:275	Intro. To Photography	3 credits
TOTAL CREDIT HOURS		18 credits

-91-28

Associate Studies Division

Add a Commercial Photography Minor. This minor will consist of the following existing courses:

COMMERCIAL PHOTOGRAPHY MINOR

2240:110	Multi-Image Production	3 credits
2240:122	Intro. to Commercial Photography	3 credits
2240:210	Portrait/Fashion Photography	3 credits
2240:224	Illustration/Advertising Photography	3 credits
2240:250	Advanced Commercial Photography	3 credits
7100:275	Intro. to Photography	3 credits
TOTAL CREDIT HOURS		18 credits

-91-29

Business Technology Division

Add a Certificate in Travel & Tourism. The certificate consists of the following existing course:

CERTIFICATE IN TRAVEL & TOURISM

The certificate program will provide intensive training in the management of travel and tourism. It is designed for those individuals interested in acquiring the basic skills necessary in travel agency operations. Requirements:

2560:110	Principles of Transportation	3 credits
2560:116	Air Transportation	2 credits
2560:228	Introduction to Travel	2 credits
2560:229	Passenger Ticketing	2 credits
2560:230	Tour Planning & Packaging	2 credits
2560:231	Computerized Reservations I	2 credits
2560:232	Computerized Reservations II	2 credits
TOTAL CREDIT HOURS		15 credits

-91-30

Business Technology Division

Revise the program in Computer Programming Technology as follows:

Add the following existing courses as electives:

*to the certificate program,
Computer Software for Business*

Add 2440:235 Current Programming Topics. 2 credits.
2440:243 Information Center Practicum. 3 credits.

Associate Degree

Delete from the program as an accepted technical elective:

Drop 2440:125 Lotus 1-2-3. 2 credits.

CT-91-31

Engineering and Science Technology Division

Add an Associate of Applied Science in Electromechanical Service Technology.

Add	2820:110	<u>Physical Science for Technicians.</u> 3 credits. Prerequisite: none. Elementary presentation of theory and facts of general chemistry and physics (excluding electricity). Include atomic structure, chemical reactions, energy, electromagnetic radiation, sound, and mechanics.
	2830:110	<u>Electromechanical Devices.</u> 4 credits. Prerequisite: 2860:110. Application oriented study of electromechanical sensors and electronic devices and circuits used to implement those industrial control sensors.
	2830:130	<u>Introduction to Hydraulics and Pneumatics.</u> 3 credits. Prerequisite: none. Principles of hydrostatic forces, pressure, density, viscosity, incompressible and compressible fluids. Principles of operation of hydraulic and pneumatic devices and systems.
	2830:210	<u>Motion Control I.</u> 4 credits. Prerequisite: 2830:110. Principles, application, and troubleshooting of AC and DC electric generators and motors. Introduction to basic mechanical motion control.
	2830:220	<u>Motion Control II.</u> 3 credits. Prerequisite: 2830:210. Integration of the basic devices with speed and position controlling systems of DC and AC motors, servomotors, stepper motors, and hydraulic valves and cylinders.
	2830:230	<u>Machine and Process Control.</u> 4 credits. Prerequisite: 2830:110. Introduction to the integration of control components into a complete industrial machine or process control system. Study of types of systems and the require documentation.
	2830:240	<u>Industrial Computer Control.</u> 3 credits. Prerequisite: 2830:110. Introduction to digital electronics as it appli to industrial control. Survey of number systems, basic digital devices, microprocessors, and microcomputer based control components.
	2830:250	<u>Programmable Controllers.</u> 3 credits. Prerequisite: 2830:230. Principles of operation, application, and troubleshooting of programmable controllers. Includes programming a ladder logic systems.

2830:270

Troubleshooting and Repair Practices. 3 credits.
Prerequisite: 2830:210; 2830:230. Surveys mechanical, hydraulic practices. Problem isolation, repair methods, and shop practices are considered. Safety practices are emphasized.

ELECTROMECHANICAL SERVICE TECHNOLOGY ASSOCIATE DEGREE

Through the study of basic electrical and mechanical devices and the application of the latest technological advances, this program prepares individuals to work as technicians in the service and support of automated manufacturing equipment.

Course Distribution

GENERAL COURSES:

1100:xxx	Physical Education	1
2020:121	English	4
2040:240	Human Relations	
-or-		3
2040:251	Human Behavior at Work	
Required	General Electives	8
		<u>16</u>

BASIC COURSES:

2030:151	Elements of Mathematics I	2
2030:152	Elements of Mathematics II	2
2860:110	Basic Electricity & Electronics	4
2940:140	Survey of Engineering Technology	3
2820:110	Physical Science for Technicians	3
2440:120	Computer & Software Fundamentals	2
		<u>16</u>

TECHNICAL COURSES:

2830:110	Electromechanical Devices	4
2830:130	Intro. to Hydraulics and Pneumatics	3
2830:210	Motion Control I	4
2830:220	Motion Control II	3
2830:230	Machine and Process Control	4
2830:240	Industrial Computer Control	3
2830:250	Programmable Controllers	3
2830:260	Electrical Power and Wiring	3
2830:270	Troubleshooting and Repair Practices	3
2880:110	Manufacturing Processes	2
		<u>32</u>

Total Program Hours 64

CT-91-32

Engineering and Science Technology

Revise the Associate of Applied Science in Electronic as follows:

Add	2820:161	<u>Technical Physics: Mechanics I. 2 credits. Corequisite: 2030:152. Principles of mechanics. Topics include force vectors, laws of motion, work-energy relationship, and equilibrium. Laboratory.</u>
	2820:162	<u>Technical Physics: Mechanics II. 2 credits. Prerequisite: 2820:161. Corequisite: 2030:153. Principles of mechanics. Topics include motion in a plane, momentum, rotation, harmonic motion, and sound. Laboratory.</u>
	2820:164	<u>Technical Physics: Heat and Light. 2 credits. 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.</u>

Delete the following course from the program:

Drop	2820:151 2820:153	<u>Basic Physics: Mechanics. 3 credits.</u> <u>Basic Physics: Heat, Light, and Sound. 2 credits.</u>
Title	2860:225	<u>Linear Integrated Circuits. 4 credits. TO</u> <u>Electronic Devices Applications. 4 credits.</u>
Prerequisite	2860:350	<u>Advanced Circuit Theory. 3 credits. TO</u> <u>Corequisite: 2030:356.</u>

Program Credit Hour Change

Total Program Credit Hours Required:	<u>TO</u> 71
Total Required Credit Hours:	<u>TO</u> 71

CT-91-33

Engineering and Science Technology

Revise the Associate of Applied Science in Mechanical Technology as follows:

Add	2820:161	<u>Technical Physics: Mechanics I. 2 credits. Corequisite: 2030:152. Principles of mechanics. Topics include force vectors, laws of motion, work-energy relationships, and equilibrium. Laboratory.</u>
	2820:162	<u>Technical Physics: Mechanics II. 2 credits. Prerequisite: 2820:161. Corequisite: 2030:153. Principles of mechanics. Topics include motion in a plane, momentum, rotation, harmonic motion, and sound. Laboratory.</u>

2820:163 Technical Physics: Electricity and Magnetism. 2 credits.
Prerequisite: 2820:161. Corequisite: 2030:153.
 Principles of electricity and magnetism. Electrostatics, basic direct current circuits, magnetism and electromagnetism, alternating currents, basic AC circuits. Laboratory.

2820:164 Technical Physics: Heat and Light. 2 credits.
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.

Delete the following courses from the program:

Drop	2820:151	<u>Basic Physics: Mechanics. 3 credits.</u>
	2820:152	<u>Basic Physics: Electricity and Magnetism. 2 credits.</u>
	2820:153	<u>Basic Physics: Heat, Light, and Sound. 2 credits.</u>

Program Credit Hour Change:

Total Program Credit Hours Required:	<u>TO</u> 69
Total Required Credit Hours:	<u>TO</u> 69

-91-34

Engineering and Science Technology

Revise the Associate of Applied Science in Surveying & Construction Technology as follows:

Add	2820:161	<u>Technical Physics: Mechanics I. 2 credits.</u>
	2820:162	<u>Technical Physics: Mechanics II. 2 credits.</u>
	2820:163	<u>Technical Physics: Electricity & Magnetism. 2 credits.</u>
		OR
	2820:164	<u>Technical Physics: Heat, Light, and Sound. 2 credits.</u>

Delete the following courses from the program:

Drop	2820:151	<u>Basic Physics: Mechanics. 3 credits.</u>
	2820:152	<u>Basic Physics: Electricity & Magnetism. 2 credits.</u>
	2820:153	<u>Basic Physics: Heat, Light, & Sound. 2 credits.</u>

Program Credit Hour Change:

Total Program Credit Hours Required:	<u>TO</u> 68
Total Required Credit Hours:	<u>TO</u> 68

CT-91-35

Engineering and Science Technology

Revise the Associate of Applied Science in Manufacturing Technology - CAM Option as follows:

Add	2820:161	<u>Technical Physics: Mechanics I.</u> 2 credits
	2820:162	<u>Technical Physics: Mechanics II.</u> 2 credits.
	2820:163	<u>Technical Physics: Electricity and Magnetism.</u> 2 credits.

Delete the following courses from the program:

Drop	2820:151	<u>Basic Physics: Mechanics.</u> 3 credits.
	2820:152	<u>Basic Physics: Electricity & Magnetism.</u> 2 credits.

Program Credit Hour Change:

Total Program Credit Hours Required:	<u>TO</u> 68
Total Required Credit Hours:	<u>TO</u> 68

CT-91-36

Engineering and Science Technology

Number	2820:210	<u>Fortran for Technologists.</u> 2 credits. <u>TO</u>
Prerequisite	2820:310	<u>Fortran for Technologists.</u> 2 credits. Prerequisite:
site		2820:121; 2030:255. Introduction to structured FORTRAN 77
Description		and Hewlett-Packard computer system. Emphasis on
		programming of technical problems. Limited to students in
		Engineering & Technology Division.

CT-91-37

Engineering and Science Technology (Effective Spring, 1991)

Title	2870:458	<u>Advanced NC.</u> 3 credits. <u>TO</u>
		<u>Advanced CNC Programming.</u> 3 credits.

CT-91-38

Engineering and Science Technology (Effective Spring, 1991)

Title	2920:348	<u>Introduction to NC.</u> 3 credits. <u>TO</u>
		<u>CNC Programming I.</u> 3 credits.

CT-91-39

Engineering and Science Technology (Effective Spring, 1991)

Title	2920:448	<u>NC Programming.</u> 3 credits. <u>TO</u>
		<u>CNC Programming II.</u> 3 credits.

-91-42

Public Service Technology

Credits	2200:250	<u>Observing and Recording Children's Behavior.</u> 3 credits. TO
		<u>Observing and Recording Children's Behavior.</u> 3 credits (23
		field hours).

-91-43

Public Service Technology

Credits	2200:245	<u>Infant/Toddler Day Care Programs.</u> 3 credits. TO
		<u>Infant/Toddler Day Care Programs.</u> 3 credits (20 field
		hours).

COLLEGE OF EDUCATION

-91-2

Department of Educational Administration, Elementary Education, Secondary Education, and Counseling and Special Education

Revise the Doctoral Programs as follows:

All students admitted to a doctoral program just register for a minimum of one semester hour of graduate credit as approved by their advisor during each Fall and Spring semester. Individual departments may exceed this minimum requirement. Doctoral students should consult their advisors about additional requirements.

-91-5

Department of Counseling and Special Education

Delete from the program and University offerings:

Drop	5620:696	<u>Field Experience.</u> 1-3 credits. Prerequisite: Permission of instructor.
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COLLEGE OF ENGINEERING

-91-5

Department of Electrical Engineering

Delete from program and university offerings:

Drop	4400:386	<u>Energy Conversion II.</u> 3 credits.
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-91-6

Department of Electrical Engineering

Delete from program and university offerings:

Drop	4400:388	<u>Modern Power Systems.</u> 3 credits.
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EN-91-8

Department of Electrical Engineering

Title	4400:481	<u>Electrical Power System I.</u> 3 credits. <u>TO</u>
Prerequisite-		<u>Modern Power Systems.</u> 3 credits. Prerequisite: 4400:381.
site		

EN-91-9

Department of Electrical Engineering

Title	4400:482	<u>Electrical Power System II.</u> 3 credits. <u>TO</u>
Prerequisite-		<u>Industrial Power Systems.</u> 3 credits
site		Prerequisite: 4400:381.

EN-91-19

Department of Electrical Engineering

Delete from program and University offerings:

Drop	4400:343	<u>Measurements.</u> 4 credits.
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EN-91-26

Department of Electrical Engineering

Delete from program and University offerings:

Drop	4400:362	<u>Electronic Circuits.</u> 4 credits.
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EN-91-27

Department of Electrical Engineering

Title	4400:445	<u>Communication Systems.</u> 3 credits. <u>TO</u>
Prerequisite-		<u>Analog Communication.</u> 3 credits.
site		Prerequisites: 4400:243,333,362.
Description		Introduction to analog communication systems; amplitude, frequency, phase modulation; modulators, demodulators; noise and signal-to-noise ratio calculation; sampling; pulse modulation.

EN-91-28

Department of Electrical Engineering

Delete from program and University offerings:

Drop	4400:446	<u>Electronic Systems.</u> 3 credits.
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-91-29

Department of Electrical Engineering

Delete from program and University offerings:

Drop 4400:448 Communication Theory. 3 credits.

-91-43

Department of Electrical Engineering

Title	4400:353	<u>Electromagnet Fields I</u> . 4 credits. <u>TO</u>
Prerequisite		<u>Electromagnetics I</u> . 4 credits.
Prerequisite		Prerequisite: 3450:223, 4400:231 or permission.
Description		Vector analysis. Electrostatics: electrostatic field, scalar potential, dielectrics, boundary-value problems. Magnetostatics: magnetic circuits. Maxwell's equations: Faraday's law, time-harmonic fields. Introduction to plane waves.

-91-44

Department of Electrical Engineering

Number	4400:359	<u>Transmission Lines and Networks</u> . 3 credits. <u>TO</u>
Title	4400:354	<u>Electromagnetics II</u> . 3 credits.
Prerequisite		Prerequisite: 353. Theory and applications of transmission lines: transient and steady-state waves. Plane EM waves: propagation, reflection and refraction. Waveguides: open and closed-boundary guiding structures.
Description		

-91-45

Department of Electrical Engineering

Delete from program and University offerings:

Drop 4400:454 Electromagnetic Fields II. 3 credits.

COLLEGE OF FINE AND APPLIED ARTS

AA-91-13

School of Music

Add	7520:663	<u>Jazz Electric Bass</u> . 2 or 4 credits.
		Prerequisites: Undergraduate degree in music, graduate standing and/or permission of the instructor determined through audition.

FAA-91-17

School of Music

Description 7500:455/555

Advanced Conducting: Instrumental. 2 credits.Prerequisites: 7500:361, 7500:454. TO

Baton techniques and problems relating to practice, reading and preparation of scores; organization of ensembles; programming; conducting of large instrumental ensembles. One hour lab required.

FAA-91-18

School of Music

Description 7500:456/556

Advanced Conducting: Choral. 2 credits.Prerequisite: 361 or equivalent. TO

Conducting techniques for the choral ensemble including leadership, error detection, tonal development, stylistic accuracy and analysis. One hour lab required.

FAA-91-20

School of Music

Number 7500:632
Prerequisite 7500:432/532
DescriptionTeaching and Literature: Percussion Instruments. TOTeaching and Literature: Percussion Instruments. 2 credits.Prerequisite: none. To train undergraduate and graduate percussion students in techniques of percussion education. Emphasis on research, literature, performance and technique from elementary through secondary levels.FAA-91-21

School of Music

Add 7500:657

Student Recital. 0 credits. Prerequisite: Graduate standing in the School of Music. Required of all music majors. Forum for student and faculty providing lectures, recitals, and opportunity to practice skills for successful music performance.FAA-91-22

School of Music

Credits 7500:614
DescriptionMeasurement and Evaluation in Music. TO 3 credits.Prerequisite: Permission of Instructor. Study and application of principles of music aptitude, music achievement, music content evaluation; and research as a function of evaluation.

Appendix I (cont.)A-91-28School of Music

The following course is to be added to the graduate course selections of applied music.

Add 7520:664 Jazz Piano. 2 or 4 credits. (May be repeated)
Prerequisites: undergraduate degree in music, graduate standing and/or permission of instructor determined through audition.

A-91-30School of Music

The following course is to be added to the graduate course selections of applied music.

Add 7520:665 Jazz Trumpet. 2 or 4 credits. (May be repeated)
Prerequisites: undergraduate degree in music, graduate standing and/or permission of instructor determined through audition.

A-91-31School of Music

The following course is to be added to the graduate course selections of applied music.

Add 7520:666 Jazz Trombone. 2 or 4 credits. (May be repeated)
Prerequisites: undergraduate degree in music, graduate standing and/or permission of instructor determined through audition.

A-91-32School of Music

The following course is to be added to the graduate course selections of applied music.

Add 7520:667 Jazz Saxophone. 2 or 4 credits. (May be repeated)
Prerequisites: undergraduate degree in music, graduate standing and/or permission of instructor determined through audition.

A-91-33School of Music

The following course is to be added to the graduate course selections of applied music.

Add 7520:668 Jazz Composition. 2 or 4 credits. (May be repeated)
Prerequisites: undergraduate degree in music, graduate standing and/or permission of instructor determined through audition.

FAA-91-34

School of Music

The following course is to be added to the graduate course selections of applied music

Add	7520:669	<u>Jazz Vocal Styles.</u> 2 or 4 credits. (May be repeated) Prerequisites: undergraduate degree in music, graduate standing and/or permission of instructor determined through audition.
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FAA-91-38

School of Art

Add	7100:249	<u>Figure Painting.</u> 3 credits. Prerequisites: 233; 248. Painting course with an emphasis on painting the figure from life.
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FAA-91-48

School of Music

Add	7500:297	<u>Introduction to Music Education.</u> 2 credits. Prerequisite 7500:152, 154, 161. Overview of the music teaching profession and its processes. Screening of degree candidates is built into the course along with clinical and field experiences.
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	7500:275	<u>Double Reeds/Percussion Methods.</u> 1 credit. A comprehensive approach to the performance of oboe, bassoon, and the percussion family of instruments for instrumental music education majors in preparation for teaching music.
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	7500:277	<u>Woodwind Methods.</u> 1 credit. A comprehensive approach to the performance and pedagogy of the woodwind family of instruments for the instrumental music education major in preparation for music teaching.
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	7500:276	<u>Brass Methods.</u> 1 credit. A comprehensive approach to the performance and pedagogy of brass instruments for instrumental music education majors in preparation for teaching music.
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Credits Prerequisite Description	7500:340	<u>Teaching General Music.</u> 3 credits. TO <u>Teaching General Music.</u> 2 credits. Prerequisites: 7500:155, 161, 252, 262, and 297. Introduction to methods, materials, and skills for teaching non-performance music classes, with emphasis on the elementary grades. Clinical and field experiences.
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Number	7500:340	Teaching General Music. 3 credits. <u>T0</u>
Title	7500:341	<u>Curricular Innovations in General Music.</u> 3 credits.
Prerequisite		Prerequisites: 7500:155, 161, 252, 262, 340, 297.
Description		Intensive study of principles, techniques, and materials of Orff, Kodaly, and other current general music methods appropriate for grades K-12. Clinical and field experiences.
Number	7500:342	Winds-Percussion Instrument Techniques. 3 credits. <u>T0</u>
Title	7500:343	<u>Secondary Instrumental Music.</u> 2 credits.
Credits		Prerequisites: 7500:155, 161, 252, 262, 336, 297, 275, 276, 277. Introduction to procedures for teaching
Prerequisite		instrumental music at the secondary level as well as
Description		principles of secondary instrumental curriculum design. Clinical and field experiences.
Title	7500:342	Wind-Percussion Inst. Techniques. 3 credits. <u>T0</u>
Credits		<u>Elementary Instrumental Music.</u> 2 credits.
Prerequisite		Prerequisites: 7500:155, 161, 252, 262, 297, 276, 277, 275.
Description		This course prepares teachers for developing innovative elementary instrumental programs. Students will survey materials for creative teaching in instrumental music. Clinical and field experiences.
Credits	7500:205	Marching Band Organization and Technique. 2 credits. <u>T0</u>
Prerequisite		<u>Marching Band Organization and Technique.</u> 1 or 2 credits.
Description		Prerequisites: 2 semesters of 7510:104. A discussion of all aspects of marching band. Students learn to write complete halftime shows while administering the marching band program. Required for instrumental music education majors.
Credits	7500:307	Techniques of Stage Band Performance and Direction. <u>T0</u>
Description		1 or 2 credits. Prerequisite: permission of instructor. Basic experiences related to conducting, rehearsal techniques, improvisation, performance, repertoire, and other matters related to organization and direction of stage bands. Required for instrumental majors.

A-91-50

School of Home Economics and Family Ecology

Description	7400:265	Child Development. 3 credits. <u>T0</u>
		Physical, cognitive, language, social, emotional and personality development of the child from prenatal through age eight. Observation of children in early childhood education settings.

FAA-91-53

School of Home Economics and Family Ecology

Credits 7400:390

Family Relationships in Middle and Later Years. TO
Family Relationships in Middle and Later Years. 3 credits.

COLLEGE OF NURSING

NU-91-3

Nursing

Add 3100:208/209

Human Anatomy and Physiology. 4 credits each. Sequential
Prerequisite: one year of college chemistry. Study of
structure and function of the human body. Laboratory.

Delete the following from the program:

Drop 3100:206/207

Human Anatomy and Physiology. 4 credits each.

COLLEGE OF POLYMER SCIENCE AND POLYMER ENGINEERING

PS-91-2

Department of Polymer Science

Add 9871:615

Laboratory Computer Applications in Polymer Science.
3 credits. Prerequisites: Basic knowledge of computer
programming and permission of instructor. Laboratory use
computers in polymer science research for data acquisition
data analysis, graphing, and preparation of reports and
theses.

UNIVERSITY COLLEGE

UC-91-1

General Studies

Number 1021:101

University Orientation. 0 credit. TO

Credits 1100:101

University Orientation. 1 credit. Acquisition of the
skills, techniques, information, and strategies necessary
aid new students in their transition from high school or
work to the college environment.

-91-7

General Studies

Title 1100:133 Lifesaving. 1 credits. TO
Lifeguard Training. 1 credits.

-91-8

General Studies

Title 1100:126 Fitness. .5 credits. TO
Credits Fitness and Wellness. 1 credit. Prerequisite: none.
Description Participation in individual and group sports. Individuals
can acquire knowledge and skills in activities which may be
of value and satisfaction throughout life.

-91-9

General Studies

Add 1100:155 Basic Kayaking. 1 credit. Prerequisite: none.
Participation in individual and group sports. Individuals
can acquire knowledge and skill in activities which may be
of value and satisfaction throughout life.

-91-10

General Studies

Add 1100:199 Special Topics. .5 to 2.0 credits. Prerequisite: none.
Participation in individual and group sports. Individuals
can acquire knowledge and skill in activities which may be
of value and satisfaction throughout life.

WAYNE COLLEGE

-91-2

Wayne College

Prerequisite- 2540:281 Machine Transcription. 2 credits. TO
site Prerequisites: 119; 151. Transcription from taped
Description dictation with emphasis on mailable documents. Special
techniques for developing accuracy and increasing
productivity will be emphasized.

CORRECTED

The following proposals are reprints of proposals printed in the January 24, 1991 Chronicle. The corrections are shown in bold type.

COLLEGE OF NURSINGNU-91-1

Nursing (Effective Spring 1991)

Prerequi- 8200:497
siteIndependent Study. 1-3 credits. TO
Prerequisite: Permission of Instructor and Good Academic
Standing in the College.NU-91-2 (Effective Summer I, 1991)

Nursing

Credits 8200:315

Pathophysiology for Nursing. TO 3 credits.**COMMUNITY AND TECHNICAL COLLEGE**CT-91-9

Engineering and Science Technology

Add 2820:162

Technical Physics: Mechanics II. 2 credits (1.5, 0.5).
Prerequisite: 2820:161. Corequisite: 2030:153.
Principles of mechanics. Topics include motion in a plane,
momentum, rotation, harmonic motion, and sound. Laboratory.CT-91-10

Engineering and Science Technology

Add 2820:163

Technical Physics: Electricity and Magnetism. 2 credits
(1.5, 0.5). Prerequisite: 2820:161. Corequisite:
2030:153. Principles of electricity and magnetism.
Electrostatics, basic direct current circuits, magnetism and
electromagnetism, alternating currents, basic AC circuits.
Laboratory.

