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Faculty Senate Chronicle May 7, 1992

Heather M. Loughney
hl@uakron.edu

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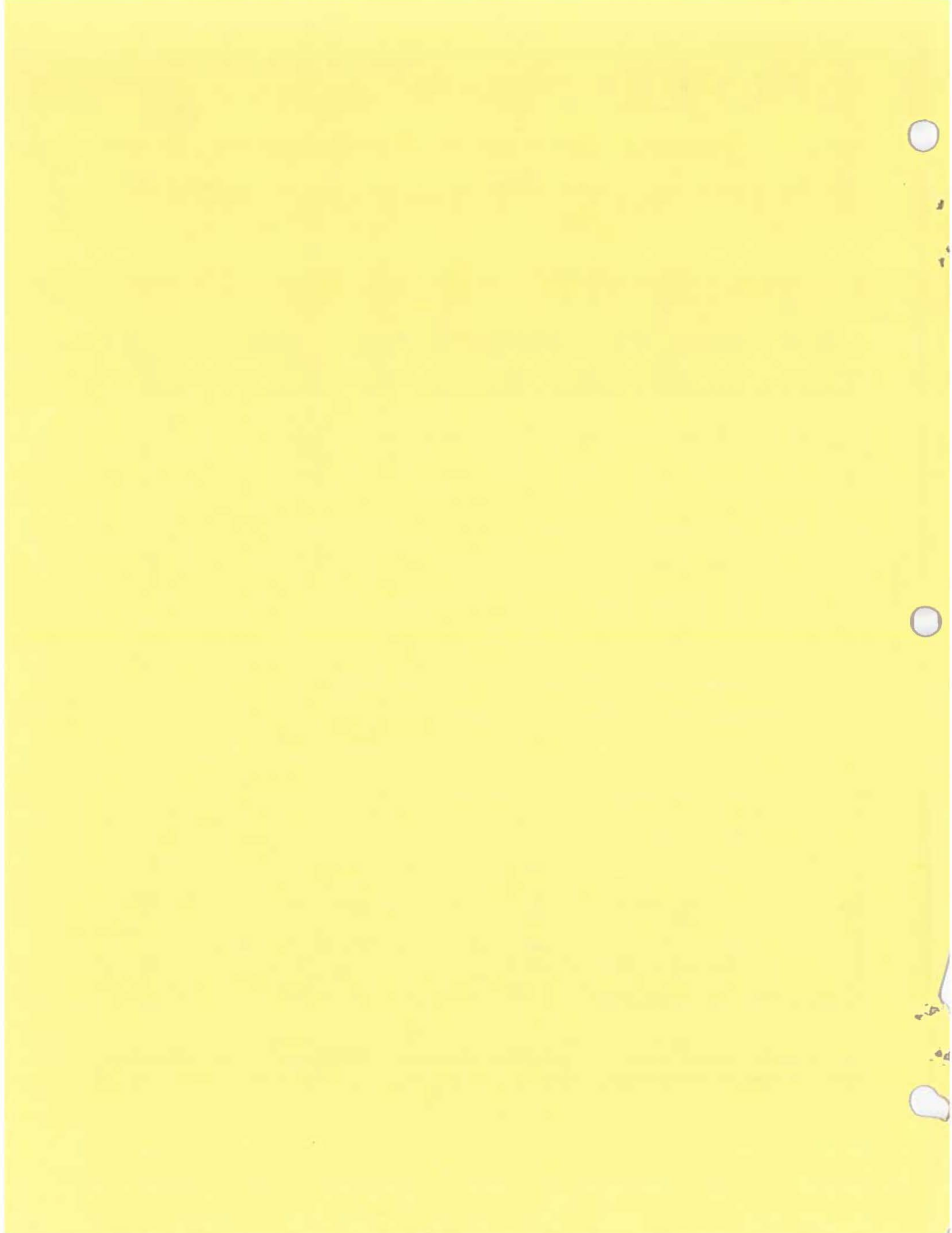
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Any comments concerning the contents of The University of Akron Chronicle may be directed to the Office of the Senior Vice President and Provost.



Minutes of the University Council Meeting of May 7, 1992

The regular meeting of University Council was called to order by the Presiding Officer, Senior Vice President and Provost, Mark S. Auburn, at 3:04 p.m. on Thursday, May 7, 1992 in the Goodyear Auditorium of the Polymer Science and Engineering Building.

Sixty-six of the eighty-four members of Council were in attendance. Those absent with notice were Dr. Claibourne Griffin, Dr. Frank Griffin, Ms. Carol Olson, Ms. Elizabeth Reilly, Dr. John Serafini, and Mr. Richard Shanklin. Those absent without notice were: Mr. Thomas Andes, Dr. Martha Collins, Dr. Thomas Connell, Mr. Terry Haas, Dr. Avraam Isayev, Mr. Dale Lynk, Dr. Suzanne MacDonald, Dr. Wolfgang Pelz, Mr. Timothy Sheridan, Ms. Alicia Tabet, Dr. John Welch, and Mr. Frank Colarik.

ITEM NO. 1 - REMARKS OF THE PRESIDENT.

Dr. Auburn introduced Acting President Marion Ruebel. Dr. Ruebel announced the creation of an ERIP Feasibility Committee. Members of this committee are: Dr. Arthur Pollock, Chair; Dr. Faith Helmick; Dr. Paul Chang; Mr. David Jamison; Mr. Ted Mallo; and Mr. Paul Richert. He reported that the University would be working on the assumption of a 14 million dollar reduction to the budget as of the beginning of the fiscal year on July 1. He also wanted to remind members of the Employee Recognition Dinner which was being held today at 5:00 p.m. in the University Club. The Founder's Day celebration was being held tomorrow and it would start at 11:30 at the University Club with the Wreath Ceremony at 2 p.m. on Buchtel Common.

Dr. Gary Oller noted that in the most recent Akron Update there was a statement that as a cost saving measure the campus mailroom would no longer process non-University mail. Would Dr. Ruebel give more specific information about this?

Dr. Ruebel stated that the information in the Update was not correct. Mr. Roger Ryan agreed and said that the correct information on this matter would be forthcoming.

ITEM NO. TWO - CONSIDERATION OF THE MINUTES OF THE MEETING OF APRIL 2 AS PRINTED IN THE CHRONICLE OF APRIL 23, 1992.

Dr. Oller, Secretary, had two corrections. The first appeared on page 7, fourth paragraph, beginning, "Dr. Gerlach stated that his principle..." The word "principal" should replace "principle." The second correction was on page 8, in the last sentence of Dr. Gerlach's letter. The Latin phrase "ex nihilo nihil fit" should actually read "ex nihilo nihil fit." This was a typographical error.

Since there were no additional corrections, Council approved the minutes as amended.

ITEM NO. 3 - REMARKS OF THE PRESIDING OFFICER.

First Dr. Auburn had some bittersweet news to share. Sweet because it hailed an important, new opportunity for one of our colleagues and reflected well upon the University as well. Bitter because it meant that we would be losing her. Dean Jane Martin of the College of Nursing would become Dean of Nursing at West Virginia University on August 1. West Virginia University was a land grant institution of that state and its Dean of Nursing was the leading Nurse educator for the entire state. It was a remarkable opportunity for Dr. Martin, and he congratulated her for being selected. He also wanted to express his sincere appreciation for the leadership which she had given to the College of Nursing for the last four years.

Second, he wanted to thank Council for its patience during his rookie year as Presiding Officer. He especially wanted to thank John Bee and the members of the Executive Committee for their help as well as a certain articulate senior professor who seemed to have memorized Robert's Rules of Order and the Faculty Manual. It was an honor to preside over this body which had proved to him that it loved this University and its practice of shared governance as much as he did.

Finally he reminded members that there was a very full agenda of items for today's meeting, and they were of such importance that he had asked the Chairs of committees to report as briefly as possible. There was also to be a special announcement from our representatives to the Presidential Search Committee which would be of great interest to the entire University community.

ITEM NO. 4 - SPECIAL ANNOUNCEMENTS.

Dr. John Bee offered the following resolution in memory and honor of Dr. Ruth Lewis whose untimely death had occurred during Spring Break:

Whereas, Dr. Ruth B. Lewis served The University of Akron and our community with great devotion and energy for more than twenty-five years;

Whereas, she worked ceaselessly for fairness and justice for all who are mistreated and disadvantaged;

Whereas, she encouraged us in our enthusiasms, supported us in our efforts and rejoiced with us in our accomplishments;

Whereas, she ministered selflessly to those in pain and made our cares her concern;

Whereas, she was a generous and loyal friend and mentor to her many colleagues and students at the university; and

Whereas, her untimely death diminishes both our school and community; now, therefore, be it

Resolved, That this university expresses its sadness at the loss of our dear friend and colleague and its gratitude for the life shared and the love shown to all she knew; and be it further

Resolved, That we extend to Dr. Lewis' family and friends our deepest sympathy and sincerest condolences at her passing.

He asked unanimous adoption that this resolution be inscribed in the Council minutes and forwarded to her family and friends.

This was approved, and Dr. Auburn asked members to stand for a moment of silence in memory of Dr. Lewis.

Dr. Oller then read a report from Dr. Frank Griffin who had represented Council at a meeting of faculty representatives of faculty senates and councils from institutions from all over the state which was held as a part of the state conference of the AAUP at Miami of Ohio on April 10. The report read as follows:

As a representative of Council, I attended the State AAUP on Friday, April 10, 1992. The evening session was a planning meeting on how to support the Ohio Student Association rally in support of funding for higher education which occurred in Columbus on April 22. As a result of the planning session, I mailed an announcement to all University faculty and staff urging them to attend the rally

and to get students to attend. (Please note that the announcement was written by Jack Hibbs, AAUP President.) The newspapers reported that 2,000 attended the rally with places like Bowling Green, Kent State, Miami U and Toledo U sending busloads of students. Fewer than a dozen from The University of Akron attended the rally.

Also at the AAUP meeting, Ohio Senator William Bowen of Cincinnati made it clear that higher education was near the bottom in terms of priorities because it had no clout. He said emphatically that we must make our voice heard in Columbus by vote count, not just by our usual lobbyist. So please send your cards and letters now. Addresses of various representatives in Columbus were printed in the most recent issue of the Faculty Voice.

ITEM NO. 5 - REPORTS OF COMMITTEES.

A. Executive Committee - Dr. Oller, Secretary, reported that the Committee had met on April 17 and set the agenda for today's meeting of Council.

B. Academic Planning and Priorities Committee - No report.

C. Academic Policies, Curriculum and Calendar Committee - Associate Provost, Joseph Walton, Chair, stated that the report of the Committee had been circulated and the action items would be taken up under Unfinished and New Business.

D. Athletics Committee - For Dr. Joseph Latona's report, see Appendix A.

E. Campus Facilities Planning Committee - Dr. Oller read a report from Dr. Harvey Sterns, Chair. It stated that Professor Clifford Billions, Associate Professor of Music, reported that since the Committee's last meeting there had been another incident of water leakage in his studio. He had reported this on several occasions to both the campus maintenance department and the Committee. On this occasion, the water ruined a piano valued at \$25,000. This pointed to the necessity of efficient maintenance to the buildings.

The Committee was also discussing a space issue regarding two departments which were both requesting space in Carroll Hall. Further consideration would be given to this issue at the Committee's next meeting on May 8.

F. Faculty Rights and Responsibilities Committee - Mr. David Brink, Chair, reported that the Committee had met on April 23 and May 4. A grievance was received by the Committee and assigned file number 92-10. The Committee recommended the following amendment to the Faculty Manual section 3359-20-036, C, 6, d

- (d) In any event, the decision and recommendations of Committee shall be transmitted to the President with copies to the parties, the Provost, and the Secretary of University Council. The President shall inform the Committee of any action in the matter WITHIN THIRTY DAYS OF RECEIVING THE DECISION AND RECOMMENDATIONS.

Dr. Auburn asked Mr. Brink to present this under New Business.

G. University Libraries Committee - Dr. Elizabeth Erickson, Chair, stated that her full report would be published in the Chronicle (see Appendix B), but she wanted to review an executive summary of that report which had been handed out to Council members. The main subject was OhioLink, an electronic network linking 17 Ohio university libraries, and the important points were the following:

1. OhioLink could bring about a significant and exciting improvement in library services starting in December, 1992. It was a service which would be available through computers.
2. OhioLink would involve significant extra equipment costs to the library and to some departments because it needed special terminals and additional equipment for computers. The Committee was concerned that, without effective planning, some departments might be left without equal access to this important tool. Also OhioLink and regional storage were not panaceas; they would not solve the major space and materials problems of the University of Akron library. If the materials/budget funds were cut again to fund OhioLink equipment costs, it would make a very bad situation worse. Because OhioLink was being introduced earlier than expected (December 1992 instead of the middle of 1993), the Committee considered it a matter of urgency that faculty and students become aware of the system, and it urged everyone to read the Committee's full report.

From the analysis in the report, the Committee had a series of recommendations to offer. Normally these would be presented under New Business. However, one of them was extremely important (number three), and given the number of items on the agenda, Dr. Erickson was afraid that Council might not get to it today. A decision on this matter would occur during the summer, and it was therefore necessary that Council react to it today. For this reason she moved that the rules be suspended in order to take up recommendation three now.

Council voted its approval by a two-thirds majority.

Dr. Erickson then presented recommendation three in which the Committee strongly recommended that funds to add to equipment and software in the library for OhioLink not come from the materials budget but from additional funds to the library. The Committee considered that the materials budget cuts and lack of personnel replacement were already so significant that additional cuts would be unconscionable. That word was used advisedly. Additional services of OhioLink, while important, could not substitute for resources in the materials budget. The Chancellor's Advisory Committee (Chronicle, March 1992) reminded us that in times of major budget cuts where long-term damage must be minimized, it was necessary to "protect the library budget." Faculty were at present dealing with a 10-25% reduction in serials funding, which meant serious cuts in a resource which 85% of the faculty already considered inadequate for both research and teaching. This came from the Committee's survey last year. The amount of money involved here was approximately \$100,000, and it represented roughly a 5% money cut. The Committee did not yet know what the materials budget would be, but because of inflation, a 5% cut would amount to a 10% cut in real terms.

Recommendation three was then moved and seconded. Since there was no discussion, Dr. Auburn called for a vote. The motion passed 29-20.

H. Faculty Well-Being Committee - Mr. Paul Richert, Chair, stated that he had intended to present today a revised Sexual Harassment Policy, which the Committee had prepared, but the University General Counsel had some difficulties with it, so the committee is still working on it. Therefore this item would have to be held over until next year. An item which he did want to present was transferability of part-time faculty fee remissions. Members had been given a copy of this (see Appendix C). In April of 1991, University Council had gone on record recommending that University part-time faculty, if they got a three hour fee remission, be able to transfer it to their family members. At the May meeting Dr. Muse had said that it would cost too

much money. Since then, the part-time faculty had done a survey, which was presented as a part of the handout. The worst-case scenario was that this might cost the University about \$26,000 a year by 1995. This would occur if every member of the part-time faculty, who might be inclined to give a fee remission to a spouse or child, did so, and those people were already students here. The loss of the \$26,000 would come from totally replacing tuition fees paid by these people with fee remissions. However, the assumption was made that this would not happen. Part-time faculty members who did not use their remission would not necessarily give it to their children or spouse. Some money might be lost, but we would also pick up some students whom we did not have now. They would not pay tuition and fees for the course, but we would receive the subvention. Under New Business, he intended to ask that University Council again go on record recommending that the President of the University consider granting the part-time faculty the ability to transfer their one course fee remission to a spouse or a dependent.

I. Reference Committee - No report

J. Faculty (Research Projects) Committee - No report

K. Student Affairs Committee - Dean Robert Dubick, Chair, stated that his report would appear in the Chronicle (see Appendix D).

L. General Studies Advisory Council - No report

M. Ad Hoc Committee for University Governance - Dr. Rita Saslaw, Chair, reminded Council that it had voted to establish this Committee in November of 1990 to study the issue of greater student involvement in University governance as well as the possibility of a different governing body which would include both students and faculty. This past year the Committee had been meeting on a regular basis. Its members included Dr. Russell Davis, Mr. Terry Haas, Dr. Dale Jackson, Mr. John Kline, Mr. Richard May, Mr. James Nolte, Dr. Mary Rainey, Mr. Tom Smith, Ms. Alicia Tabet, Mr. James Wallace, Mr. Joseph Marth, Dr. Jesse Marquette, and Dr. Rita Saslaw. The Committee now presented a draft report, a portion of which was being presented to Council today, which contained recommendations for possible changes to the existing University Council as well as an outline for the creation of a Faculty Senate to function in a bicameral fashion with University Council. (For the full draft report, see Appendix E). She moved acceptance of the report.

Dr. Auburn noted that this was an interim report which the Committee hoped would stimulate further discussion within the University community. This was the reason for publishing it in the Chronicle.

Council voted to receive the report.

If there was no objection, Dr. Auburn next wanted to add another report from a committee which had been appointed by Dr. Muse as a result of Council action. This was the Task Force on Part-Time Faculty. Since there was no objection, he asked Mr. David Jamison to report on behalf of that committee.

Mr. Jamison stated that members had copies of what was an interim report from the Task Force (see Appendix F), which represented the work of the group up to this point. It did contain some specific recommendations about the relationship of part-time or adjunct faculty members to the University in the contractual sense. It also presented recommendations relating to changes regarding compensation in permitting, essentially, promotions or additional compensation within ranks. It also made specific proposals about changing the working conditions. The members of the Task Force were listed at the top of the report, but he wanted to acknowledge Dr. Faith Helmick, who was not a member, but who had assisted the group. Her wisdom had been invaluable. He concluded by stating that the report was presented to Council for its information.

Dr. William McGucken, next, wanted to make a report from the Distinguished Professor Committee on behalf of its chair, Dr. Alan Gent. Copies of this report had been passed out to Council members, and it broke down into three parts (see Appendix G). The first related to information supplied to the Distinguished Professor Recommendation Committee. Its members thought that this past year inadequate information had been presented along with the candidate's vitae. To deal with this the Committee wrote a two page document (part one of the report) to be communicated to the Deans and department heads and then to potential candidates so that they would know at the beginning of the process what areas ought to be covered.

The second part of the report related to the idea of continuity. This was the second year of operation for the Committee, and, although there had been some difficulties, the consensus was that this system worked. However, one improvement would be to provide some continuity in Committee membership. At present, the committee was re-elected each year so it was possible to have an entirely new committee every year. The committee was proposing that this be changed to create staggered two-year terms with a turn-over of half the members each year. This would provide continuity. He planned to present this as an amendment to the Faculty Manual under New Business.

The third part of the report related to the idea that a distinguished professor, according to the Faculty Manual at present, had to excel in both research and teaching. The Committee thought that there were many individuals, deserving recognition at the University, who excelled in one or the other but not both. The Committee was therefore suggesting to Council that it consider the possibility of creating two new ranks or titles, distinguished research professor and distinguished teaching professor. There was some question as to whether these were ranks or titles.

ITEM NO. 6 - REPORT OF THE AKRON REPRESENTATIVE TO THE FACULTY ADVISORY COMMITTEE TO THE CHANCELLOR OF THE OHIO BOARD OF REGENTS.

Dr. June Burton summarized her report of the April 22 meeting (for her full report, see Appendix H).

In regard to the Faculty Workload Report mentioned by Dr. Burton in her report, Dr. Auburn noted that it had been taken to the statewide Managing for the Future Task Force two weeks ago. That group had received it and asked the Board of Regents to gather additional information as to the specific breakdown of teaching and research and service load by department for all colleges and universities, and the specific ways in which faculty merit was taken into account in evaluation of faculty. Heads at this institution would shortly be receiving a simple, one-page form on both of these matters to fill out and forward to the Board of Regents.

ITEM NO. 7 - UNFINISHED BUSINESS.

The first item of unfinished business was the report of the Ad Hoc Committee on Salary Allocation. Dr. Auburn reminded members that Mr. Richert at the last meeting had stated that the Faculty Well-Being Committee had found this report lacking in several respects and recommended that Council stand by the FWB's prior report approved by Council in April of 1991 (see Appendix B of April 23, 1992 Chronicle, p. 10). He suggested that the issues be dealt with by the President based on the faculty views expressed in that prior report. Council decided to place this issue on today's agenda under Unfinished Business to consider whether it needed to take further action. Dr. Bee then moved the FWB Committee's recommendation which was seconded by Dr. Oller.

Mr. Elton Glaser wondered why in the second paragraph, third line, the word merit was in quotation marks. Was the person who wrote this suspicious that such a thing as merit existed?

Mr. Richert recalled that the faculty survey on which this was based came up with the conclusion that the faculty did not trust merit. It was too much in the eyes of the beholder, and it varied too much. Faculty who were doing a reasonable job in their departments should receive some pay based on that, and departments and colleges should not be allowed to decide 100% on merit and ignore people that might not be stars in the department.

Dr. Don Gerlach wanted to amend the document so that the end of paragraph two would no longer read "effective in the 1991-92 contracts" but "effective in future contracts." He also wanted to strike out the entire last paragraph since he certainly did not want the President to appoint another ad hoc committee to produce the kind of drivel that had come from the first. These amendments were seconded by Dr. Bee.

Since there was no discussion, Council voted its approval of Dr. Gerlach's amendments.

Dr. Jesse Marquette wondered about the survey Mr. Richert had mentioned which purported to represent faculty opinion. Who had conducted the survey and what kind of response rate had it received?

Dr. Gerlach answered that this survey had been initiated by Dr. Muse when he had met with Gerlach and Dr. Joseph Latona, then President of the local AAUP chapter. It was decided that the AAUP should go forward with the survey which might produce helpful or usable information for the whole campus. A report, with quantitative analysis and dated March 1991, was duly filed and presented to Council. All of the information was printed in the Chronicle. The pertinent section of the report read as follows: "The survey was mailed to a list of 853 full-time rank teaching faculty, including the Wayne campus and ranked librarians. The survey was also mailed to Contract Professionals and General Faculty and Academic Units. A total of 438 usable surveys were returned from the full-time rank teaching faculty representing a 51% response." Dr. Gerlach understood that a reliable response rate was about one-third. This was slightly over half, and the report went on with a breakdown as to how the response came from each of the different colleges and so on. Was there need for further information?

Dr. Marquette replied that his questions were satisfied.

Dr. Diana Chlebek added that copies of the survey results including numerical data, a summary of that, and written responses of people surveyed were all available in the Library.

Mr. Glaser moved that the quotation marks around merit be removed, and this was seconded. Council then voted its approval.

Since there was no further discussion, Council then approved the entire amended document (for final version, see Appendix I).

The second item of unfinished business was The University of Akron Procedures for Program Planning and Review (see Appendix J). Dr. Walton explained that this had been developed in response to the need to provide a comprehensive approach to program planning and review at the University. Historically, we had conducted undergraduate and graduate program reviews separately, and neither of these levels of review had usually coincided with accreditation review of academic programs. This document was intended to develop these previously disparate processes into one, and it came to Council with the recommendation of the APCC. He moved that it be approved as presented.

Since there was no discussion, Council voted its approval.

The next item was the Recommendations for a Revised General Studies Program (see Appendix K). Dr. Walton stated that this had the recommendation of APCC. There was one change to be noted on page 4. The first paragraph at the top of the page which began, "Students must complete a 4-credit Introduction to Western Culture to be taught at the..." should be deleted. This paragraph was inadvertently left in when the revised paragraph, the one which follows it on page four, was substituted and approved.

Mr. Glaser moved an amendment to the section on page two relating to English Composition. He wanted an asterisk placed at the end of the sentence which concluded "and by the English program in the Community and Technical College." The asterisk would refer to a statement at the bottom of the page which would read "For students enrolled in the Community and Technical College only." This would parallel the arrangement in the Social Science section on page 3 where courses in specific sets which were Community and Technical College courses were indicated in this way. This motion was seconded.

Mrs. Kleidon commented that the situations on pages 2 and 3 seemed to be different. The sentence on page 2 was talking about courses to be proposed by the Department of English and by the English program. It was not talking about a particular course. Dr. Walton agreed and noted that the intent of the proposal was to have both areas cooperate in the development of a course in English. The other situation on page 3 referred to existing courses.

Mr. Glaser replied that his intention was somewhat different. He wanted to keep the situation as it now existed. The C & T College would continue to offer English composition courses for their students, but these courses would not satisfy the 4-year University requirement for English composition. The addition of the asterisk would not change the situation as it currently existed. It would simply recognize that there were different clienteles.

Dr. David Buchthal responded that in the discussion in APCC regarding these English courses, it was proposed that since the English composition courses in C&T were accepted by upper colleges by students transferring to the upper colleges, and since they would fall into the realm of the transfer module, they were, in fact equivalent. It was his understanding that the wording here was such that both programs could propose courses to the General Studies Advisory Council, and that group would have the say on which course, one or both, would meet the General Studies requirement. His own personal opinion was there should be one General Studies English course no matter where you were. In this time of limited resources, we should not be offering duplicate programs in various colleges. For this reason, he would not support Mr. Glaser's motion.

Mr. Glaser replied that Dr. Buchthal was supporting his fallback position which he had not even announced yet which was to eliminate from the end of the sentence, "and by the English program in the Community and Technical College." He was in agreement with his statement as was President Ruebel who in the last issue of the Chronicle said, "I want specifically to look at program duplications where we might have two or three doing the same thing and get along with just one." If, indeed, C&T English composition courses were equal to the courses existing in the 4-year college, then he thought that we should stick with one program. That would be the program with the greater expertise and resources, namely the English Department. For example, it offered a Masters Practicum in English Composition Theory, and it had a Director of English Composition. In fact, the department had already approved the first course which would fit into the new General Studies program and had sent around for informational purposes a plan for the second course which would be tested in the Fall Semester. It would probably be ready to present to GSAC by next spring.

Mrs. Kleidon asked Dr. Eric Birdsall how many full-time faculty the English Department had who were teaching full loads of composition. When he answered that there were none, she pointed out the

Community and Technical College Associate Program had five full-time faculty who had been teaching English composition for approximately twenty years. She did not think that they should be left out or that it be thought they did not have the experience.

Dr. Buchthal believed that he had been the author of the compromise in APCC to put in this wording and leave the decision on the quality of the coursework to the General Studies Advisory Council. That was what that group had been created to do. It was still possible to second guess its work next year when it came back to Council with courses to approve.

Council then voted on Mr. Glaser's motion, and it was defeated.

Dr. Walton pointed out a clerical error in the document on page 2. Under Recommended Core Curriculum, the total should read 42 credits rather than 40.

When Dr. Gerlach asked whether Mr. Glaser was going to proceed with his fallback position, Mr. Glaser answered that given the size of the vote against his previous motion, he thought that the fallback had fallen through.

Dr. Bridgie Ford wanted to know whether there had been any consideration or discussion for incorporating a multicultural education course in the Area Studies and Cultural Diversity Section.

Dr. Walton responded that there had been no specific discussion, but in that particular area the last entry was Social and Cultural Diversity (course or courses to be proposed). It was being left up to the General Studies Advisory Council to entertain any courses in that category including the one Dr. Ford suggested. He recommended that, if Council passed this, she formally make a recommendation regarding such a course to the Chair of the General Studies Advisory Council.

Since this subject was being discussed, Dr. Gerlach wanted to make an amendment to this section, Area Studies and Cultural Diversity. He wanted to delete the last category, Social and Cultural Diversity etc. His basic reason was that there was already a variety in what was listed: China, Japan, Southeast Asia, India, Near East, Africa, Latin America. He thought that the principle of diversity was adequately represented, and this was just a question of how far ranging did we allow this buffet to carry an array of dishes. There was enough diversity for our students in what was listed in the requirements without adding still more. His motion to delete was seconded.

Dr. Walton stated that this was one of the few areas where there had been student participation. There had been a proposal for a course in this area from the Associated Student Government. Also, his own view was that such a course was needed.

Dean Isaac Hunt also opposed the motion. It seemed to him that this should stay in the document to allow for a course with respect to social and cultural diversity in our own country, and this was an important topic to keep under this heading.

Council then voted and the motion was defeated.

Dr. Gerlach pointed out a matter of editorial business on page 4 in the Humanities Section where it read "Students are required to complete one semester of Western Cultural Traditions and then...." If he remembered correctly, APCC had decided that the one semester of Western Cult that was to be taken was

the first semester. He asked that this be corrected to reflect that and read "Students are required to complete the first semester of Western Cultural Traditions and..." Dr. Auburn accepted this as an editorial change.

Regarding the same section of the document, Dr. Lawrence Focht wanted to renumber the sets so that set 4, Second Semester of Western Cultural Traditions would become set 1 and the rest would move down one. He moved this as an amendment which was seconded.

Mr. Glaser thought that this would give extra weight to the second semester of Western Cult, and he wondered whether that would be appropriate. The first governing assumption that was included in this document was that all General Studies courses should be department based. Western Cultural Traditions was not a department based course. It came out of History, but it was taught by a number of different disciplines. In that sense it seemed different from Literature, Written English, Philosophy, Classics. It had been a late compromise to even include the possibility of taking the second semester. It was in its proper position at the bottom in order to give the other department based courses a chance.

Mr. George Pope thought that if the intention was to create diversity in all these areas, then the implication of putting Western Cultural Traditions at the bottom would give the students an opportunity to choose in some other area of the Humanities for the rest of their required credits. Therefore he was opposed to the amendment.

Mr. Dan Buie did not think that the position of the sets made any difference. These would be presented as options without any priority ranking.

Council then voted on the amendment, and it was defeated.

Since there was no further discussion, Dr. Auburn called for a vote and reminded members that this had been seven years in the making. Council then voted its approval.

Mr. Glaser asked that some clarification be made regarding the General Studies Advisory Council. It was a group of faculty representing all colleges, but what was not clear was how one became a member. Were they elected by faculty or appointed by some administrator?

Given the importance of this committee in the further development of General Studies, Dr. Auburn asked that the Executive Committee put this on its agenda. Dr. Bee said that it would.

The next item of unfinished business was a series of curriculum changes. Dr. Walton asked that they all be taken as a group, and there was no objection. Council then voted its approval.

College of Nursing

NU-92-1	NU-92-11	NU-92-22	NU-92-32	NU-92-42	NU-92-52
NU-92-2	NU-92-12	NU-92-23	NU-92-33	NU-92-43	NU-92-53
NU-92-3	NU-92-13	NU-92-24	NU-92-34	NU-92-44	NU-92-54
NU-92-4	NU-92-14	NU-92-25	NU-92-35	NU-92-45	NU-92-55
NU-92-5	NU-92-15	NU-92-26	NU-92-36	NU-92-46	NU-92-56
NU-92-6	NU-92-16	NU-92-27	NU-92-37	NU-92-47	
NU-92-7	NU-92-17	NU-92-28	NU-92-38	NU-92-48	
NU-92-8	NU-92-18	NU-92-29	NU-92-39	NU-92-49	
NU-92-9	NU-92-19	NU-92-30	NU-92-40	NU-92-50	
NU-92-10	NU-92-21	NU-92-31	NU-92-41	NU-92-51	

Buchtel College of Arts and Sciences

AS-92-01	AS-92-10	AS-92-22
AS-92-02	AS-92-11	AS-92-25
AS-92-06	AS-92-12	AS-92-26
AS-92-05	AS-92-13	AS-92-27
AS-92-06	AS-92-14	AS-92-28
AS-92-08	AS-92-15	AS-92-34
AS-92-09	AS-92-17	AS-92-25*

College of Fine and Applied Arts

FA-92-03	FA-92-18
FA-92-05	FA-92-19
FA-92-06	FA-92-20
FA-92-07	FA-92-22
FA-92-08	FA-92-29
FA-92-11	FA-92-30
FA-92-12	FA-92-32
FA-92-15	FA-92-36
FA-92-17	

Buchtel College of Arts and Sciences

AS-92-03	AS-92-07
AS-92-04	AS-92-16
AS-92-05	

Wayne College

WC-92-01
WC-92-02
WC-92-03

College of Business Administration

BA-92-15

College of Education

ED-92-01	ED-92-07
ED-92-02	ED-92-09
ED-92-03	ED-92-10
ED-92-04	ED-92-11
ED-92-05	ED-92-12
ED-92-06	ED-92-13
	ED-92-14

University College

UC-92-05
UC-92-07
UC-92-08
UC-92-09

Dr. Walton then presented an additional curricular item. APCC had reviewed and approved the recommendation that English Language Institute courses be given a "credit/no credit" basis. Currently the people taking ELI courses received nothing to indicate what they had done. The proposal was to give the designation "credit/no credit" on the transcript, but this designation would have no implication for degree requirements nor would it affect grade point average. He moved acceptance of the proposal.

* Please note that this change was approved at the April University Council meeting but was inadvertently left of the list when published.

There followed a discussion of what ELI was, how its courses were indicated, how this related to passing TOEFL (Test of English Foreign Language), and why this needed to be on the transcript. Dr. Birdsall commented that this was important not so much in terms of the University or for an American audience, but really for sponsors and bureaucrats in the home country. It established an official record of the student having been enrolled in this and served purposes outside the University.

Council then voted its approval.

Dr. Auburn wanted to say publicly that the work by the APCC this year had been remarkable. There had been at least three items that were of great and continuing importance to the University: the Conditional/Unconditional Admission Plan, the Program Review document, and the General Studies Revision. He also wanted publicly to thank Dr. Walton for his leadership of that large and diverse group and for bringing these things to pass.

ITEM NO. 8 - NEW BUSINESS.

The first item was the election of a representative and an alternate to the Faculty Advisory Committee to the Chancellor of the Board of Regents. This required a secret ballot and only those Council members who were full-time teaching faculty were eligible to vote. There were 48 such people; everyone else was ineligible.

Dr. Helmick nominated Ms. Joyce Mirman, and this was seconded.

Dr. Oller nominated Dr. Burton, and this was seconded.

Dr. Birdsall moved that the nominations be closed, and Council voted its approval.

The election was then held, and Dr. Auburn stated that the person gaining the most votes would become the representative and the person with the next most votes would become the alternate. The results of the election were Dr. Burton - 19, Ms. Mirman - 12.

The next item of new business was raised by Dr. McGucken regarding the election of members of the Distinguished Professor Recommendation Committee. He directed members attention to the Committee's proposed amendment to the Faculty Manual, section 3359-20-03 (A)(4)(d) (see Appendix G). He had earlier discussed the value of continuity on the Committee, and in order to insure that continuity from this year to the next, the Committee was asking that if Council approved this, that it be made retroactive to last September. That might sound a bit bold, but it was not a fundamental change and was just a matter of insuring continuity from this year on. He moved the amendment, and this was seconded.

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

Dr. McGucken then turned to item number 3 of the Distinguished Professor Recommendation Committee's report regarding an amendment to the Faculty Manual, Section 3359-20-03 (A)(4)(a) dealing with criteria for promotion to the rank of Distinguished Professor (see Appendix G). He moved that these changes be placed under New Business at the September meeting of University Council. This was seconded, and Council voted its approval.

Dr. Walton then presented a proposal, approved by the APCC, regarding undergraduate requirements for selection, admission, retention and teacher certification from the College of Education (see Appendix L). Dean Klingele was present to answer any questions regarding the proposal.

There was no discussion, and Council voted its approval.

Dr. Walton next presented another item coming from the College of Education. This was a policy request which was approved by the APCC and read as follows: Effective for students admitted to The University of Akron Fall Semester, 1992 and thereafter, Elementary Education majors must have grades of no lower than a "C" in 5200 courses in order to student teach."

Since there was no discussion, Council voted its approval.

Dr. Walton had one final item to raise. This was a proposal to revise the Council Bylaws and create an Information Services Committee. He asked Dr. Linda Moore, the Chair of Policy and Calendar Subcommittee of APCC to comment on this proposal.

Dr. Moore reminded members that earlier in the semester Dr. Noble had introduced a motion for the creation of what was then called the Information and Computer Services Committee. This had been referred to the Policy Subcommittee which had made a number of changes and revisions including the change of name. She believed that Dr. Walton planned to bring it to the attention of Council now so that it could be considered for discussion at the September meeting.

Dr. Walton agreed that this was his intention and moved that it be considered at the September meeting. Council voted its approval.

Next Mr. Brink moved that the amendment to the Faculty Manual from the Faculty Rights and Responsibilities Committee which he had read earlier (see page 3) be placed on the agenda in September. Council then voted its approval.

Dr. Erickson then turned to the recommendations in the report of the University Libraries Committee. Number three had been passed earlier, and there were still three more, number one dealing with equipment in the department and the University, number 2 dealing with Education, and number 4 dealing with Space (see Appendix B). She moved that these be put on the agenda of the September meeting, and Council voted its approval.

Finally Mr. Richert asked Council to reaffirm its approval of April, 1991 of the resolution from the Faculty Well-Being Committee regarding the transferability of part-time faculty fee remission and its recommendation to the President for consideration. Council voted its approval.

ITEM NO. 9 - GOOD OF THE ORDER.

Dr. Bee presented a report from the Presidential Search Committee. He announced that the Committee had decided upon four candidates as finalists whom it wished to invite to campus. The purpose of his report was to announce the names of those individuals and the schools at which they were presently working. More information would be available later. In alphabetical order, they were: Dr. Richard R. Eakin, Chancellor of East Carolina University; Dr. Peggy Gordon Elliott, Chancellor of Indiana University, Northwest; Dr. Albert Simone, President of University of Hawaii System and Chancellor of University of Hawaii at Manoa; Dr. Judith A. Sturnick, President, Keane State College, New Hampshire. That concluded his report, but he was willing to answer questions about anything else.

In response to Dr. Marquette's question as to whether this was the whole list, Dr. Bee stated that these were the four people whom the Committee, at this time, had decided to bring to campus.

In response to a question regarding inside candidates, Dr. Bee said that the candidates who were under consideration at this time had been announced.

When asked when the interviews would begin, Dr. Bee replied that they would start very shortly.

As another item for the Good of the Order, Dr. Gerlach thought that it was appropriate to register some thanks to Dr. Burton for her rather steady and close attention to business in Columbus for us. We had never had such a diligent faculty representative to the Chancellor's Advisory Committee, and he was glad that she was able, willing and authorized to continue.

ITEM NO. 10 - ADJOURNMENT.

There was a motion to adjourn which was seconded and approved. The meeting ended at 4:50 p.m.

Business Meeting
ATHLETICS COMMITTEE
April 20, 1992

June 18, 1992

Present:

William Becker
Jim Dennison
Carol Gigliotti
Irene Glanville
David Jamison
Frank Kelley
Keith Klafehn
Paul Lam
Joe Latona
Neal Raber
Isabelle Stombaugh
Dennis Sullivan
Tyrone Turning
David Weis

Absent:

Thomas Baker
Cheryl Buchanan
Norris Clark
Michael Golemo
Jim Inman
Tom Liggett
William Klingele
Mark DeVinney (Student Rep.)
Todd Schmitz (Student Rep.)

Guests:

Bill Konnert
Frank Susi

APPENDIX A

<i>TOPIC</i>	<i>DISCUSSION</i>	<i>ACTION</i>
I. Call to Order	Chair Joe Latona called the breakfast meeting to order at 7:30 a.m. in the Library of the University Club.	
II. Minutes, 3/16/92	No additions or corrections.	Approved.
III. Guest Speakers	Following breakfast, Dr. Latona introduced Frank Susi, Chairman of the Kent State Athletic Committee, and Bill Konnert, NCAA Faculty Representative from KSU, who were invited to address the group and outline some of the similarities and differences between the two committees.	

Page 15

TOPIC

DISCUSSION

ACTION

Mr. Susi spoke regarding his perception of the role of the athletic committee in the MAC context. He stated that their committee is an advisory committee and they receive their charge from KSU's president. He pointed out that Akron's committee is the larger of the two. KSU has four athletes who alternately serve on their committee and Mr. Susi suggested we might want to consider adding student-athletes as members.

Mr. Konnert stated that, like ours, their committee has a sense of frustration as to where they are going and what they should be doing, and there seems to be a general feeling across the country that athletic committees don't feel they are involved enough. In addition to the student-athletes, KSU has an alumnus and a representative from the undergraduate student senate as members of their committee.

Last year they developed a due process policy for athletes and are now part of the appeal process. Next year their committee will be able to recommend to their president how they would like for her to vote at the NCAA convention. Their committee has been working on an evaluation policy for coaches.

Dr. Latona pointed out the two main differences between the Kent State and Akron committees: KSU's charge comes from their president while Akron's is a sub-committee of University Council; KSU has student-athletes as members of their committee.

IV. Spring 1992 Sports Report

Jim Dennison reported that Dr. Ruebel has denied additional student fee monies to help defray the increase in scholarships due to the 7% raise in tuition. Therefore, the cuts from the football budget must cover scholarship increases first and any monies remaining will be spread among the other sports. Football has sustained the largest cuts, 17%, excluding scholarships.

TOPIC	DISCUSSION	ACTION
	<p>Several positions have been lost: Assistant Sports Information Director, Assistant Football Coach, Assistant Soccer Coach, and Mr. Dennison was not permitted to bring in a new person to fill the Ticket Manager position. He was able, however, to move the Administrative Assistant from Football, Bob LaCivita, into the Ticket Manager position.</p> <p>Because of entering into the MAC, the guarantees will decrease from \$405,000 last year to \$160,000 this year. Therefore, ticket prices have been increased for football and basketball. The restriction on the number of tickets faculty/staff can purchase has been eliminated.</p> <p>The new track was recently dedicated and a new scoreboard has been erected at the LJF baseball field. The addition to the men's/women's locker rooms in the JAR is nearing completion. The scoreboard and locker rooms were donated.</p> <p>Dave Jamison has been administering the NCAA Certification Exam, which must be passed by all coaches before they can recruit off-campus.</p>	
V. Comments	<p>Dr. Latona expressed his gratitude to Jim Dennison for hosting the breakfast meeting and stated that being chairman this past year has been an excellent experience and thanked the members for their help and guidance.</p>	
VI. Next Scheduled Meeting	<p>The next meeting, for election of officers, will be scheduled during the second week of the Fall semester.</p>	
VII. Adjournment	<p>The meeting was adjourned by Dr. Latona at 8:40 a.m.</p>	

APPENDIX B

REPORT OF THE LIBRARY COMMITTEE: LIBRARY INTEGRATION INITIATIVES BY OHIO BOARD OF REGENTS - UPDATE ON OHIO LINK
EXECUTIVE SUMMARY

The Library Committee has been investigating the implications of the OBR initiatives to fund an electronic network linking 17 Ohio university libraries and to build regional storage units.

The Committee found:-

- a. that OhioLINK could bring about a significant and exciting improvement in library services, starting in December 1992. It will allow faculty and students to search for and order material from all participating universities using the computer, with reduced time for ILL. The service will be available in the Library and through computers with the necessary facilities in faculty offices and student computer facilities.
- b. OhioLINK will involve significant extra equipment costs to the Library and to some Departments, because it needs special terminals and additional equipment for computers. The Committee is concerned that without effective planning some departments may be left without equal access to this important tool.
- c. OhioLINK and regional storage are not panaceas. They will not solve the major space and materials problems of the UA library. If materials budget funds are cut again to fund OhioLINK equipment costs it will make a very bad situation worse.

Because OhioLINK will be introduced earlier than expected -in December 1992. the Committee considers it a matter of urgency that faculty and students become aware of OhioLINK. As a first step we urge you to read our full report and then those of our sub-committees. Out of our analysis of OhioLINK needs and our concern for full access by all the university community we make the following recommendations

III RECOMMENDATIONS

1. Equipment

The Committee recommends the following actions be taken in order to provide for effective and equitable use of OhioLINK by students and faculty

- A. that each Department should have access to at least one computer linked by board or modem to OhioLINK
- B. that additional terminal servers be added by the computer center to allow call in to OhioLINK by those using modems on and off campus
- C. that ZIPnet connections should be considered for all buildings with faculty offices
- D. that the computer center replace old underutilized terminals in its public facilities with terminals which can use OhioLINK

2. Education

The Committee recommends that the Dean and Directors of Libraries at the University of Akron should develop an effective education program explaining OhioLINK, and that additional resources should be provided for such a program. It should involve handouts, training seminars, updates, and direct discussion with students and faculty. It should address the broad issue of information search and recognize the need to prevent a breakdown

into those who have computers and know about OhioLINK and those who do not have computers and do not know about OhioLINK.

3. Library Costs

The Committee recommends strongly that funds to add equipment and software in the library for OhioLINK do not come from the materials budget, but additional funds to library. The Committee considers that the materials budget cuts and lack of personnel replacement are already so significant that additional cuts would be unconscionable. Additional services of OhioLINK while important cannot substitute for resources in the materials budget. The Chancellor's Advisory Committee (Chronicle, March 1992) reminded us that in times of major budget cuts, where long-term damage must be minimized, "protect the library budget". Faculty are at present dealing with a 10-25% reduction in serials funding, which means serious cuts in a resource which 85% of the faculty already consider inadequate for both research and teaching.

4. Space

The Committee still supports additions to the S&T library as an urgent priority. We applaud and encourage the efforts to find money for that purpose. OhioLINK does not help this space problem

APPENDIX B (cont.)

REPORT OF THE LIBRARY COMMITTEE: LIBRARY INTEGRATION INITIATIVES BY OHIO BOARD OF REGENTS - UPDATE ON OHIO LINK

I. INTRODUCTION

The Ohio Board of Regents (OBR), concerned with the rising costs of libraries, initiated several years ago a project to integrate some aspects of the library resources of the state universities. The two major elements are a system of regional storage units for low-use materials and an electronic network linking library data, together called OhioLINK. Our committee became aware of these efforts because any plans to add to library space (such as our S&T Library) and many complaints about lack of materials have been answered by decisionmakers at some level by "Just wait for OhioLINK".

Panaceas arouse a natural suspicion, so the Committee set out to determine what the OBR initiative would actually accomplish- what problems it would solve and what it would not. In the process we found that:-

a. OhioLINK could bring about a significant and exciting improvement in library services- and that faculty and students should be aware and plan for participating in those services.

b. It is definitely not a "free lunch"-it involves significant extra costs both to the Library and to Departments in the University. Meeting these costs will require planning now, especially since OhioLINK will be initiated here earlier than expected, in December 1992.

c. OhioLINK's system of automation and regional storage are not panaceas- they do not solve major space and materials problems for this university- in fact OhioLINK could potentially make the problems of the materials budget worse.

It is because OhioLINK will be introduced in only a few months and because it has major implications, especially in a period of tight budgets, that we feel that it is a matter of urgency that the faculty and students be made aware of OhioLINK-both its potential and its costs.

In this report we will try to give some initial answers to some of the basic questions for library users and make recommendations. As we stated at earlier Council meetings, the Library Committee has been studying both the electronic and storage aspects of the OBR initiative all this semester. Many of the librarians here on campus are part of OhioLINK committees and they have shared a great deal of information with us. We thank them for their patience and support. Our report comes with the usual caveats. A much fuller description and analysis can be found in the reports of the Technical and Education sub-committees. They are available from Dean Williams 7497 or Liz Erickson 7973. The Library Committee sees their study as on-going, as implementation of OhioLINK is only in its first stages, planning is not complete and there are a number of unanswered questions.

II. BASIC QUESTIONS

1..What is OhioLINK?

OhioLINK consists of an electronic information system linking the catalogues of the state universities and some private universities (eg.

Case) and providing joint access to data bases; plus a faster and more integrated system of in-state InterLibrary Loan (ILL). It will allow faculty and students to search for library materials not only in UA Library but in the 17 other libraries and obtain them either through loan or electronic transfer, with requests for ILL being made through the computer. This service would be available through library computers and through computers with the necessary equipment in faculty offices and student computer facilities.

2. What are the benefits of OhioLINK?

OhioLINK will allow us:-

a. to have quicker and easier access to the collections of almost all the the university libraries in the state.

Now, it requires time and effort to find where books and journals are located that are not in our library and up to 4 weeks to obtain material. Often we decide the effort is not worth while. OhioLINK makes this task as easy as finding materials by author, title or subject in our own library-in fact easier, because one orders material on ILL from the computer instead of having to submit a request at the reference or circulation desk.

b. to have more easily available databases which allow us bibliographic searches in our field, the kind that are available in some areas on CD-ROM or "on-line" searches.

Access through the same terminal we use for catalogue search will be easier than the present need to queue for available CD machines, or the need to pay for "on line". Databases may also be available which our library cannot justify because of low-use.

c. to have faster delivery through ILL.

There are joint agreements about lending and transport funds to allow much faster delivery. Four days is the goal.

d. to have these services available in your office, if you have a personal computer with the right equipment.

This is the element with the most potential savings in time and effort, for both teaching and research.

3. What equipment will OhioLINK need to work on campus? Does OBR provide it?

OBR provides some, but not all of the equipment for OhioLINK. An electronic system to link all 17 participating libraries has to have common computer software to access the information on library collections; plus appropriate central computer facilities working through a network linking each university electronically. These items are funded by OBR. But in addition the computer terminals have to be appropriate for the software, and they have to each be linked into the network. (For details see technical report). It is the responsibility of the UA libraries to provide this last level of equipment in the library and the responsibility of departments to provide the equipment for offices.

1. Terminals must have VT100 emulation (see Technical Report)

4. What are the equipment needs for the library? How much will they cost? Where will the funds come from?

Most of the terminals in the library will need to be replaced. Only 8 of the present 83 terminals can be used. The estimated equipment and software cost would initially be \$88,000 for Bierce and Science and Technology (S&T), \$71,000 for the Law Library and \$14,000 for Wayne. (see Appendix for details of costs. At this stage it is not clear from where these funds will come. The Committee's concern is that in a time of tight budgets a further decrease in the material's budget may be suggested as the source. We discuss this further in our recommendations.

Given the likely increase in use by students, use of terminals in computer facilities on campus is also needed, but these are also of the wrong type and will need replacement.

5. What equipment is needed for OhioLINK in department offices? How much will it cost? Where will the funds come from?

A Personal Computer (PC) is needed for access to OhioLINK. Faculty with PC's (IBM, Macintosh, Unix) will not usually have problems with terminal access. They will need, however, a connection to the network used by OhioLINK, which is INTERNET. This is an electronic network already used for to connect universities across the country and already accessed by a number of faculty. The connection has to be made either through a computer modem or through a board added to the computer.

With modems (either digital or analog3), users can dial into a terminal server at the computer center and access the various UA computer services, including OhioLINK. However on present equipment there are only 16 lines and if there is increased use because of OhioLINK, you could wait all day with a busy signal. Additional terminal servers with 16 lines would cost the computer center \$5,000 each. The cost to a department for each digital modem is \$12/month rental, for analog modems: about \$80 to buy for each computer.

Adding a Ethernet board to the computer allows a direct connection to INTERNET through ZIPnet (a campus electronic system). Unfortunately, not all buildings have got the appropriate connections for ZIPnet (see Appendix 2 for buildings involved). For those with ZIPnet access, adding boards is a departmental cost of about \$300 per board, plus \$10 per month charge. This is not a minor demand on funds, especially for departments who have not already added boards or modems.

2. PC's without the appropriate "VT100" emulation can be provided with free conversion software by the computer centre. The only terminal problem occurs when modems connect the PC to the IBM mainframe. Unfortunately this connection will not allow OhioLINK access (because it removes VT100 emulation).

3. The issue of the shift to digital telephone lines and digital versus analog modems is too complex to be summarized here. It is discussed in detail in the Technical and Education reports.

Departments buying new PC's should take the present and future requirements of OhioLINK into account. The Technical subcommittees minimum recommendations are found in Appendix 3. .

6. What about the databases and other services we can expect from OhioLINK?

The journal citation data bases which will be initially available on OhioLINK ABI/INFORM, Periodicals Abstracts, Newspapers Abstracts and Dissertation Abstracts. These were chosen to test the system. The policy for additional materials has not yet been finalized. Important questions remain. Should OhioLINK provide high-use databases, often already available on CD-ROM at each campus or provide less-accessible databases? The Committee considers that users should have an input to these decisions. OhioLINK has no official mechanism for such inputs, but we urge you to contact Dean Williams (7497) with your comments.

Further services are envisioned for OhioLINK, but are still in early planning. They include computerized delivery of Journal articles and on-line availability of table of contents of journals.

7. How rapid and effective will ILL really be?

We cannot be sure, but when books are available the goal is 4 day delivery, using the new delivery system funded by OBR. Books can be borrowed for 24 days with one 21 day renewal. When books must be recalled, waiting time is potentially much longer. Universities differ in their recall policies: return may be required in 3 days or in 2 weeks. After 35 days an unfilled request could go to interstate ILL.

There may be a problem with availability of materials. Publications can be put on reference and not be available for circulation. Institutions are "encouraged to make available-- as many of their holdings as possible"-- but they may not do so. Details of the policies are available from Dean Williams (7497). ..

8. How can I find out more about OhioLINK services and how to use them?

OhioLINK is preparing a summary of its system for users and the computer software includes a HELP statement with material to also help users. However, the Education Committee of OhioLINK has not been very active. If the experience of the first users of OhioLINK has been collected it has not been disseminated.

The Committee has not seen addressed the more important issue related to OhioLINK: the need to educate users of the library to consider it to be more than a collection of items, but as a wide array of tools which can be used to identify and find information.

9. Will OhioLINK solve the materials budget problems of the Library ?

OhioLINK will not replace our present needs. It will make more material available to us, but will not substitute for most present materials. Most books and journals at UA are needed to support teaching. OhioLINK cannot reduce the requirements for each university in this area. The cost (\$ and

APPENDIX B (cont.)

time) would be prohibitive. Results of the faculty survey last year indicated that a large majority of faculty did not think the present collection and funding were sufficient for teaching needs, far less a budget with 25% cuts.

For research, OhioLINK will make more easily available some types of specialized materials. It will allow faculty to obtain materials that they might not have pursued before, because the effort was so great. It cannot economically replace many journals UA already has and which are used at all frequently. Only 5 articles can be copied free from one journal in a year under copyright law. Beyond that number, they cost \$20 per article. Obtaining such materials through OhioLINK may cost as much as the journal.

More books would be available under OhioLINK, but the experience in Illinois⁴ shows that in an integrated system, ILL expands a great deal and the library must provide staff to maintain it.

10 Does the storage component of OhioLINK solve the major space problems at the University?

Some storage problems will be solved, some space will be freed in the main library, but the major space problems will not be addressed. The storage facility at Rootstown-a regional storage unit for N.E. Ohio, will be very useful to the University. It will cut their costs (not a large % of the budget but still of significance) of storage around the city. It will also free up space in the new facility in Polsky's for other materials. That in turn will free space in Bierce to perhaps shelve a discipline now in S&T. But all that will do is allow new books to be added in S&T without other books having to be removed-i.e. add a little shelf space for 2 or 3 years. It will not add to student space-and lack of such space is one of the most serious library problems.⁵

11 What has been the experience of systems like OhioLINK elsewhere?

Are there other unanswered questions about OhioLINK?

Experience in Illinois and California⁶ both indicate that the quality of services increased with the system, and so did costs. Quality needed to be paid for. The level of lending went up by a factor of three or more, with smaller libraries being net lenders.

OhioLINK is only in the first phase of implementation. University of Akron will be part of phase 2. There are clearly many unanswered questions at this point. One issue which could be important relates to materials funding. If lending flows are like Illinois, universities with smaller collections may need compensation. If large-collection universities become net lenders, they may demand that those like the University of Akron increase their materials budgets.

4. Sloan, Bernard, Stewart, J. "Enhancing and expanding access to library resources in Illinois", Library-Hi Tech, 6: 1988, pp 95-101

5. It should be again noted that the Space Report, March 1992, showed Science and Technology Library as being furthest away from its standards in terms of space: less than 25% of its requirements.

6 Sloan & Stewart, op. cit.; David Walch, personal communication

APPENDIX B (cont.)

EXPECTED COST OF MAKING OhioLINK OPERATIONAL in BIERCE LIBRARY:
 (Includes Main, S&T, Music Res. Ctr, Audio Vis. Serv.)
 YEAR 1 = 7 MONTHS OF OPERATION

Software -----	\$25,250
Support -----	24,108
Hardware -----	38,750
	<u>\$88,108</u>

Breakdown of expenses:

Software (not included in OhioLINK payment)

3 additional OCLC/XPORT stations @ \$4850 ea. -----	\$14,550
3 additional PC/Circ backup stations -----	1,950
Holdings records for dead serials (25,000) @ \$350/1000 -----	8,750
TOTAL -----	\$25,250

Software support (to begin 30 days after installation)

Cost of software provided by OhioLINK = \$319,155
 Additional software purchased = 25,250

SUBTOTAL -----	\$344,405
X <u>.01</u>	
	3,444 / mo.
X <u>7 mos.</u>	
	\$ 24,108.35

TOTAL ----- \$24,108

Additional hardware expenses

75 terminals @ \$110 ea. -----	\$ 8,250
30 barcode readers @ \$400 ea. (est.) -----	12,000
1 additional system printer (est. cost) -----	4,000
Networking expenses (estimated) -----	12,000
6 upgradged PC's to link to External databases ----	2,400
Approx. 210 ft. Thinwire Ethernet cable & connectors	100
TOTAL -----	\$38,750

APPENDIX B (cont.)

EXPECTED COST OF MAKING OhioLINK OPERATIONAL
at WAYNE COLLEGE LIBRARY
YEAR 1 = 7 MONTHS OF OPERATION

Software -----	\$8,150
Support -----	1,470
Hardware -----	4,300
	<u>\$13,920</u>

Breakdown of expenses:

Software (not included in OhioLINK payment)

1 additional PC/Circ backup stations -----	\$ 650
Additional Fund accounting module -----	7,500
TOTAL -----	\$8,150

Software support (to begin 30 days after installation)

Cost of software provided by OhioLINK = \$ 12,870
Additional software purchased = 8,150

SUBTOTAL ----- \$ 21,020
X .01
210 / mo.
X 7 mos.

TOTAL ----- \$1,470

Additional hardware expenses

10 terminals @ \$110 ea. -----	\$1,100
3 barcode readers @ \$400 ea. (est.) -----	1,200
Networking expenses (estimated) -----	2,000
TOTAL -----	\$4,300

Teaching Faculty Buildings
Not Currently Connected to ZIPnet

Ballet Center
Buckingham Center
Crouse Hall
East Hall
Folk Hall
Forge Building
Kolbe Hall
Memorial Hall
North Hall
Shrank Hall South
Whitby Hall

APPENDIX B (cont.)

**Minimum Personal Computer
Hardware Purchases**

Specific minimum requirements for personal workstations are: Intel 80386 or 80486 processors for DOS based systems and Motorola 68030 or 68040 processors for Macintosh systems, 4 megabytes of memory, 80 megabytes of storage, and whenever possible an Ethernet network adapter. Monitors and keyboards should be chosen by the person using the system since these are the human interface to the computer and requirements vary greatly between individuals. The use of color monitors is recommended.

Justification

Personal computer hardware and software are constantly changing. In the past ten years we have seen these systems mature from simple machines for computer hobbyists to powerful computers rivaling mainframe capabilities. The choice of specific computer hardware is one of the most important decisions an individual or department must make. Several considerations must be kept in mind when making this decision:

New software is designed to take advantage of the latest processor capabilities. For example, Microsoft Windows uses the Intel 80386's protected mode and Apple's System 7 operating system the Motorola 86030's paged memory feature. In order to make use of the newest software, the latest processors in common use should always be purchased.

Since computer memory has become very inexpensive, the amount of memory used by operating systems and applications has grown. Some personal computer operating systems use an entire megabyte of memory before any applications are loaded. In addition to this, today's operating systems allow several applications to be used concurrently. This becomes a very powerful productivity aid since an application, for example a word processor, does not have to be exited in order to use another application, say an electronic mail program. The result of this is the need for more computer memory. Both Apple, for System 7, and Microsoft, for Windows, require at least 2 megabytes of memory. However, experience has shown that 4 megabytes are required to actual take advantage of the capabilities of these systems.

Storage requirements have also grown with the increase in operating system and application size. Fortunately, hard disk prices have also fallen such that relatively large disks (80 megabytes or larger) quite often come standard on new computer systems. In general, one of the first resources that becomes exhausted on a personal computer is the hard disk storage.

Network connections are another consideration for personal computers. In most cases, a 10 megabit per second (Ethernet) adapter will provide the most useful network connection. DOS based systems generally do not come with built-in networking. The addition of a network adapter is required for network connectivity. Macintosh computer systems come equipped with a built-in 220 kilobit per second (LocalTalk) connection. Although this "low-speed" connection may suffice for a small local area network, for example within an office, it may not be sufficient for high traffic offices or access to campus network services. This must be considered before spending monies to connect an office network to the campus network.

APPENDIX C

RESOLUTION ON TRANSFERABILITY OF PART-TIME FACULTY FEE REMISSIONS

Whereas, part-time faculty are a much needed teaching component of the University faculty, and are responsible for 80% of the instruction of General Studies in University College; and

Whereas, adding transferability would serve as an enrollment incentive to dependents of P.T.F. thereby increasing student enrollment and state subvention at a time when the student pool is declining; and

Whereas, the granting of this benefit will not create a significant additional expense for the University because of the small number of P.T.F. involved. In fact, for many semesters, the University will realize a net gain from subvention; and

Whereas, this request enables the University to grant a benefit which will be used by few, but which will raise the morale and improve the working conditions for all part-time faculty.

NOW, THEREFORE, THE FACULTY WELL-BEING COMMITTEE REQUESTS UNIVERSITY COUNCIL TO RECOMMEND THAT THE PRESIDENT CONSIDER GRANTING THE TRANSFER OF THE SINGLE COURSE REMISSION OF THE PART-TIME FACULTY TO THEIR ELIGIBLE DEPENDENTS EFFECTIVE SUMMER SESSION I 1992. ALL EXISTING LIMITATIONS ON THE NUMBER OF CREDITS ALLOWED AND TIME ELIGIBILITY WILL REMAIN THE SAME

CURRENT USE OF PART-TIME FACULTY FEE REMISSIONS1990 - 92

# of P. T. F.	# of Fee Remissions Used	Value of Fee Rem.
Fall 89 966	N.A.	
Spring 90	72 (Fall not included)	\$19,400.00
Summer 90	30	
	<u>102</u> Total	
Fall 90 940	88	\$32,500.00
Spring 91	91	
Summer 91	37	
	<u>216</u> Total	
Fall 91 891	103	
Spring 92	94	
	<u>197</u> Total	

RESULTS OF DECEMBER 1991 PART-TIME FACULTY SURVEY ONTRANSFERABILITY OF FEE REMISSIONS

Number of Part-Time Faculty 891 Number responding 216 (23%)

Number ineligible/not interested in using transfer 116 (54%)

Number who might transfer fee remission 100 (46%)

Cost of one 3 credit undergraduate course allowing for 7% annual increase in tuition was used as basis of computation.

Estimated subvention is based on Baccalaureate I (\$160 per credit hour) of the undergraduate rates.

In the information that follows, 795 is used as the total number of part-time faculty because the 96 Professor Emeritus faculty included in the 891 total already have this benefit.

BEST CASE figures are taken from the results of the survey, and assume only those responding will use the benefit.

MOST LIKELY figures are based on a projection of 20% of all P.T.F. transferring their fee remissions.

BEST CASE	1992 Calendar yr	1993 Calendar yr	1994 Calendar yr	1995 Calendar yr
Benefitting	116	116	108	84
Cost for 3 Credits	\$330.00	\$353.10	\$377.82	\$404.26
Value of Remit Fees	\$38,280.00	\$40,959.60	\$40,804.24	\$33,958.19
# Never Used	80	76	72	54
Value of Remit. Fees	\$26,400.00	\$26,835.60	\$27,202.82	\$21,830.27
Est. Subvention	<u>19,200.00</u>	<u>18,240.00</u>	<u>17,280.00</u>	<u>12,960.00</u>
Added/(Lost) Revenue	(\$7,200.00)	(\$8,595.60)	(\$9,922.82)	(\$8,870.27)

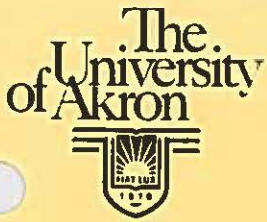
The following calculations are based on the assumption that 50% of the dependents who would now be eligible would not have taken a course unless it was free.

Added Revenue	\$6,000.00	\$4,822.20	\$3,678.59	\$2,044.87
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MOST LIKELY	1992	1993	1994	1995
Benefitting	160	160	160	160
Cost for 3 Credits	\$330.00	\$353.10	\$377.82	\$404.26
Value of Remit Fees	\$52,800.00	\$56,496.00	\$60,450.72	\$64,682.27
Est. Subvention	<u>38,400.00</u>	<u>38,400.00</u>	<u>38,400.00</u>	<u>38,400.00</u>
Added/(Lost) Revenue	(14,400.00)	(\$18,096.00)	(\$22,050.72)	(\$26,282.27)

If 50% would use
only if free

Added Revenue	\$12,000.00	\$10,152.00	\$8,174.64	\$6,058.86
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*Office of the Associate Provost
and Dean of Student Services*

Date: May 7, 1992

To: Dr. Mark Auburn, Senior Vice President and Provost

From: *RAA* Robert A. Dubick, Associate Provost and Dean
of Student Services

Subject: Report for University Council-Student Affairs Committee

The Student Affairs Committee of University Council met on the following dates:

October 18, 1991
November 8, 1991
November 20, 1991
December 13, 1991
February 6, 1992

Discussions involved such items as the proposed registration fee, the Bylaws of University Council pertaining to the selection of student representatives, the Bylaws of University Council pertaining to Functions of Permanent Committees of University Council, and a proposed restructuring of Associated Student Government.

The Awards, Scholarships, Grants and Loans Subcommittee met on March 5, 1992. At this meeting, the members reviewed the Scholarship Guidelines and recommended no changes for the 1992/93 academic year. A review of the policy on Satisfactory Academic Progress for financial aid recipients was also made and no changes were recommended.

The subcommittee recommended that consideration be given to determining the competitiveness of the various University Scholarships in the marketplace. The subcommittee supported an increase in the scholarship programs in an attempt to continue to attract academically talented new freshmen.

The Extracurricular Activities Subcommittee has been meeting on a weekly basis since the beginning of November. During this time the subcommittee has reviewed 28 requests for Contingency Funding and also the 92-93 Extracurricular Activity Funding requests of nearly 130 registered student organizations. Student organizations have the opportunity to appeal the EASC recommendations and a committee representing both EBC and EASC will review those written appeals sometime during the week of May 11.

Student Affairs Committee Report
Page 2

The subcommittee has also reviewed the constitutions of 12 graduate, law, and undergraduate student organizations seeking official University registration. These organizations are:

- Korean Student Association
- Association of Trial Lawyers
- Phi Delta Phi
- Association for Systems Management
- Sports and Entertainment Law Society
- Arts Management Association
- Pi Sigma Alpha
- Student Fashion Association
- College of Business Students Association
- College of Engineering Student Council
- Graduate Nursing Students' Organization
- Lebanese Student Club

dh

APPENDIX E

The following proposal has been drafted by the members of the Ad Hoc Committee on University Governance. The committee continues to work on this proposal and has not reached consensus on the following: (a) representation on the Faculty Senate; (b) number of members on University Council and the Faculty Senate. It is probably important that this committee continue to work on this report seeking faculty, staff, and student input.

**Existing University Council Format with Expanded
Student and Part-Time Faculty Representation**

Change Section 3359-10-03 (D) to read:

Fifteen student representatives comprising eight student from the undergraduate day enrollment selected in such manner as determined by Associated Student Government, six students selected from the Graduate Student Council in a manner agreeable to such council, and one student selected from the Student Bar Association in a manner agreeable to such Association.

Change Section 3359-10-03 (G) to read:

Representatives of the part-time faculty shall be elected according to Section 3359-10-04 Election of Full-time Faculty

Add:

3359-10-04. 1 Election of Part-time Faculty

- (A) *The elected part-time faculty members shall be elected in a manner determined by individual colleges.*
- (B) *Under the provisions of this section, visiting faculty, contract professionals, teaching assistants, graduate students functioning as teaching assistants, and persons of any decanal rank are excluded from election as a part-time faculty representative to Council.*
- (C) *All other part-time teaching members of the faculties of the colleges (lecturers, instructors, assistant professors, associate professors and professors) and librarians of non full-time faculty status are electors of part-time faculty representatives to Council.*
- (D) *Those eligible for election are part-time teaching members of the faculties of the colleges who have taught for at least three years with the rank of lecturer, instructor, assistant professor, associate professor, adjunct professor, and professor who teach a minimum of twelve semester hours per academic year, and nonfull-time librarians who are employed a minimum of six hundred hours per academic year.*
- (E) *Each degree-granting college with separate part-time teaching faculty shall elect representatives in accordance with the following formula:*

APPENDIX E (cont.)Part-time faculty sizeNumber of representatives

11-25

one

Plus one (1) additional representative for each additional twenty-five (25) part-time faculty members or fraction thereof. Part-time faculty size, for the purpose of the election, shall be determined by counting all part-time teaching instructors, instructors, assistant professors, associate professors, and professors and nonfull-time librarians currently employed one month before the election is held.

- (F) *One (1) at-large part-time faculty representative shall be elected from among those part-time faculty members of degree-granting colleges having less than eleven (11) part-time teaching faculty. All part-time teaching lecturers, instructors, assistant professors, associate professors, professors, and nonfull-time librarians currently employed one (1) month before the election is held shall be eligible to vote for at-large representative to Council.*
- (G) *Elections in the individual colleges shall be scheduled so that they are completed by May 1 of each year and the manner of election shall be determined by each individual college.*
- (H) *New members shall take office at the regular September meeting of the Council. Each part-time faculty representative shall be elected for a one-year term.*
- (I) *Part-time faculty representatives may be re-elected.*
- (J) *In the event a part-time faculty representative becomes a full-time faculty member, or becomes ineligible under 3359-10-04.1 (D), he or she shall vacate the office of part-time faculty representative. In the event of any vacancy before a full term has been served, the vacancy shall be filled by appointment by a caucus of the existing part-time faculty representatives to Council, from those part-time faculty members indicating a willingness to serve.*
- (K) *Part-time representatives to Council elected or appointed according to the above section shall be considered regular Council members, with full duties, privileges, and voting rights.*

Election of Staff Representatives

- (A) *The five elected staff members shall be selected in a manner determined by the Staff Advisory Committee.*

APPENDIX E (cont.)

- I **Name - Faculty Senate**
- II **Structure - Bicameral**
 - A. Senate (composed of full-time faculty). *The committee wishes to further membership of the Senate*
 - B. Council (as described on proceeding pages)
- III **Charge - Keep University Council basically the same; restrict all academic matters to the Faculty Senate**
- IV **Membership**
 - A. Senate - full-time faculty
 - 1. Elected full-time, tenure-track, associate or full positions, by College, at large, mail ballot
 - 2. Size - *to be further reviewed but probably no larger than thirty and apportioned by College*
 - B. Council
 - 1. Senate members with voting status
 - 2. As described on preceding pages
- V **Committees - Part-time faculty will not be represented on Retention, Tenure, and Promotion Committee**
 - A. Senate - elected members only
 - B. Council - manner described on preceding pages or as Council sees fit
- VI **Officers**
 - A. Provost is presiding officer of University Council
 - B. Senate elects Chairman and Vice-chairman from its own members
- VII **Function**
 - A. All academic matters originate in Senate; results direct to Provost for transmission to President. Department and College input on curriculum would continue.
 - B. Senate should review any Council legislation deemed to have significant academic impact
 - C. Council legislation examined under B (above) will require reconsideration by Council if Senate vote does not concur or conference committees would be provided for.
 - D. Council may also make recommendations to Senate on Academic matters

APPENDIX F

TASK FORCE ON PART-TIME FACULTY

Members: David Jamison, Chair; John Bee, Eric Birdsall, Keith Bryant, David Buchthal, Carol Drugan, Lynn Metzgar, Rand Minnick, Minnie Pritchard, Debra Thompson

Report to University Council:

In response to concerns expressed by the part-time faculty representative to University Council, and by a number of other part-time teaching faculty, Sr. Vice President and Provost Mark S. Auburn on January 27, 1992, appointed a Task Force on issues of interest to part-time faculty. He charged the Task Force with examining issues upon which part-time faculty had expressed concerns and with making recommendations to him by the end of the semester.

The Task Force has been meeting all semester. To further its goals, it divided into three subcommittees:

- (1) on the contractual relationship between the part-time faculty members and the university
- (2) on compensation
- (3) on working conditions.

Today, May 7, 1992, the Task Force presented its preliminary report to Provost Auburn. It recommended:

- (1) changes in the nature of part-time appointments
- (2) increases in compensation
- (3) the development of college-based standards for step increases in pay within established pay ranges
- (4) the option for part-time faculty to purchase appropriate portions of the University's benefits package
- (5) a limit on the credit hours which can be taught by part-time faculty
- (6) improvements in part-time faculty working conditions.

Interim Recommendations of the Compensation
and Contractual Relationships Subcommittees

Recommendation 1: That Section 3359-20-03 (A) (1) (c) (iii) be amended by replacing the present section with:

(iii) Lecturers

Lecturers are faculty members appointed to carry out teaching responsibilities dictated by enrollment demand. Lecturers may be appointed by the Board upon recommendation of the dean of a college for specified terms of service.

- (a) Auxiliary Lecturers: Part-time faculty appointed on a semester-to-semester basis to teach two course sections or fewer per semester.
- (b) Continuing Lecturers: Part-time faculty appointed for terms of no less than one and no more than three-year renewable terms to teach no more than the equivalent of eighteen credits per academic year.
- (c) Renewable Term Lecturers: Part-time faculty appointed for terms of no less than one and no more than three-year renewable terms to teach nineteen to twenty-one credits per academic year.

Rationale: This revision would clarify the distinction between limited service part-time faculty (a) and those persons who are engaged on a regular basis and whose service may best be assured by more than a one-semester appointment (b). It also provides for the regularization of term appointments (c).

Recommendation 2: That the lecturer designation and pay rates be adjusted as shown below. Compensation rates should be recommended by the department head/division chair and/or dean and by the provost.

Lecturer I pay range from \$500-\$650 per credit hour

Lecturer II pay range from \$600-\$750 per credit hour

Lecturer III pay range from \$700-\$850 per credit hour

Persons appointed as renewable-term lecturers will be compensated only at the Lecturer III rate.

Recommendation 3: Colleges will be responsible for developing criteria to permit pay assignments and step increases within the limits set forth in Recommendation 2.

Recommendation 4: All persons holding lecturer rank should have the option to purchase appropriate portions of the university's benefit package.

Recommendation 5: No more than 33% of the credit hours taught in a department should be taught by part-time faculty holding Auxiliary and Continuing Lectureships combined.

TASK FORCE ON PART-TIME FACULTY CONCERNS

Progress Report to Provost

Interim Recommendations of the Working Conditions Subcommittee

Recommendation 1: Support. Within budgetary constraints, all part-time faculty should be provided with the following support services, reasonably available during their assigned teaching schedule:

- Office facilities with telephone and file/storage space
- Mailboxes
- Secretarial services including typing, copying, and telephone messages
- Access to typewriter, and/or computer, and copier
- Access to teaching aids
- Departmental/college/campus directory listings

Recommendation 2: Programs/Curriculum. Departments and programs should involve part-time faculty in deliberations on programs and curriculum including:

- Participation in curricular discussions in the departments and programs in which part-time faculty teach
- Participation in the selection/adoption of any standardized teaching materials used
- Participation in the development and evaluation of common examinations
- Participation in department/division projects, community involvement, etc. where part-time faculty has interest and expertise
- Advance planning of teaching assignments

Recommendation 3: Teaching Evaluations. In departments and programs where not currently implemented, evaluation of part-time faculty should follow the same procedures used for full-time faculty.

Recommendation 4: Privileges/Fringe Benefits. Earlier discussions by the Provost, as they pertain to the following, should be implemented where applicable.

- Annual parking permits
- Annual validation stickers
- Transferrable Fee Remission

APPENDIX G

UNIVERSITY DISTINGUISHED PROFESSOR
RECOMMENDATION COMMITTEE

Meeting of May 1, 1992

(12:00 - 1:15 PM)

Present: Alan Gent, Chair; Lloyd Anderson, Dolores Bower, T. Y. Paul Chang, Walden Crabtree, William McGucken, Jonathon Rakich

=====

Agreed: To propose to University Council the following:

1. A modified version of Dr. Rakich's document regarding materials to be supplied to the committee to support a candidate (attached)
2. A change to staggered two-year terms for committee appointments (attached)
3. A change to three types of distinguished professor (attached)

Submitted by: A. N. Gent
May 2, 1992

APPENDIX G (cont.)

Recommendations to University Council
from
the Distinguished Professor Recommendation Committee

Members: A. N. Gent, Chair; Lloyd C. Anderson, Dolores Bower, T. Y. Paul Chang, Walden Crabtree, Ruth Lewis (deceased), George Makar, William McGucken, Warner Mendenhall, Jonathon Rakich

1. Materials Supplied to the Committee in Support of a Candidacy

In order to permit critical review and an informed decision by the Distinguished Professor Recommendation Committee, an interdisciplinary university faculty review committee for nominations for distinguished professor, each nominee's credential file should be complete in all respects at the time that it is submitted to the University Distinguished Professor Recommendation Committee. It should be fully documented with comprehensive evidence relevant to the criteria for Distinguished Professor. It is the responsibility of the nominee and the department and college committees to ensure that all necessary information is provided.

The nominee should prepare a credential file including:

- (1) a curriculum vitae with full citation of all scholarly or creative works that are part of the nominee's record,
- (2) copies of representative works,
- (3) a summary and detailed documentation related to teaching,
- (4) evidence of awards and honors related to the criteria, and
- (5) other information as appropriate.

The nominee may include a letter indicating how and why he or she feels that the record meets the criteria.

Based on review of the nominee's credential file, the department and college Recommendation Committees and dean of the college should each provide a memorandum of analysis and recommendation. Each memorandum should offer:

- (1) a critical assessment of the candidate's record and
- (2) explicitly indicate how the criteria have been met.

It is highly recommended that these memoranda include both

- (1) summaries and
- (2) detailed analysis of teaching and scholarly or artistic activity both before and subsequent to promotion to professor.

APPENDIX G (cont.)

(The aim of this analysis is to provide the University Committee with clear and convincing evidence that the criteria have been met. In cases where non-traditional indicators (or measures) are used, the department and college committees and dean should indicate the importance and relevance of these indicators and why they were used in lieu of more traditional indicators.)

To demonstrate excellence in teaching

The nominee's credential file should contain a summary, detailed analysis and complete documentation providing evidence of quality of teaching. It is desirable that there be multi-year data, including: the instrument and procedures used to evaluate teaching, summative data--including responses to specific items, responses to open-ended questions, and comparative data; for example, showing the nominee's ratings compared against departmental, college, and national averages, etc. In addition, peer evaluations, administrative assessments, and other information as appropriate may be included. In instances where objective data are not available and in cases where non-traditional indicators (or measures) are used, the department and college committees and dean should indicate the importance and relevance of these indicators and why they were used in lieu of more traditional indicators. In all instances, the burden of substantiating the criterion "continues to excel in teaching" is on the nominee and department and college committees.

To demonstrate excellence in scholarly or artistic activity:

The nominee's file should contain a summary (both before and after attaining the rank of professor) of the nominee's scholarly or artistic works, copies of representative works in each category, and evidence of their contribution to the nominee's field. (This may be done, for example, by listing journal articles, refereed or non-refereed, by a ranking of the quality of journals; by providing published reviews of books and list of book adoptions, by providing published reviews of performances, exhibitions, etc.) It is highly recommended that letters of review by external scholars or artists in the nominee's field be solicited by the department and college committees and dean--not by the nominee. In instances where nontraditional indicators are used, the department and college committees and dean should indicate the importance and relevance of these indicators and why they were used in lieu of more traditional indicators. In all instances, the burden of substantiating the criterion "continues to excel in scholarly or artistic activity" is on the nominee, department and college committees, and dean.

2. Recommended Changes in the Faculty Manual, Section 3359-20-03 (A)(4)(d) (dealing with the composition of the University Distinguished Professor Recommendation Committee).

The committee recommends that the wording of this section of the Faculty Manual be changed, as follows, so that committee members serve for staggered two-year terms. The reason for this proposed change is to give some continuity to membership of the committee, so that it can maintain consistent procedures and standards in its deliberations. Furthermore, the committee recommends that this change be made retroactively, to take effect from September, 1991, so that continuity is assured immediately.

- (1) **Procedures:** The 1991-92 Distinguished Professor Recommendation Committee recommends the following change to the Faculty Manual description of committee procedures in **Section 3359-20-03 (A)(4)(d)**:

- (d) *The University Distinguished Professor Recommendation Committee shall consist of one member elected from each of the degree-granting colleges. **THOSE ELECTED SHALL SERVE TWO-YEAR TERMS. IN ACADEMIC YEARS BEGINNING WITH AN EVEN-NUMBERED YEAR,***

APPENDIX G (cont.)

REPRESENTATIVES SHALL BE ELECTED FROM THE COMMUNITY AND TECHNICAL COLLEGE, THE COLLEGE OF ENGINEERING, THE COLLEGE OF BUSINESS ADMINISTRATION, THE COLLEGE OF NURSING, AND WAYNE COLLEGE. IN ACADEMIC YEARS BEGINNING WITH AN ODD-NUMBERED YEAR, REPRESENTATIVES SHALL BE ELECTED FROM THE BUCHTEL COLLEGE OF ARTS AND SCIENCES, THE COLLEGE OF EDUCATION, THE COLLEGE OF FINE AND APPLIED ARTS, THE COLLEGE OF POLYMER SCIENCE AND POLYMER ENGINEERING, AND THE SCHOOL OF LAW. *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 Provost. The Provost shall forward the recommendation, together with whatever comments the Provost wishes to make, to the President of the University.*

- (e) IF A MAJORITY OF THE REVIEW COMMITTEE VOTES FAVORABLY, IT SHALL FORWARD THE RECOMMENDATION TO THE PROVOST. THE PROVOST SHALL FORWARD THE RECOMMENDATION, TOGETHER WITH WHATEVER COMMENTS THE PROVOST WISHES TO MAKE, TO THE PRESIDENT OF THE UNIVERSITY.

3. Recommended Changes in the Faculty Manual, Section 3359-20-03 (A)(4)(a) (dealing with criteria for promotion to the rank of Distinguished Professor).

The committee wishes to propose to University Council that the wording of this section be changed, as follows, to create three categories of distinguished professor, in place of one. The reason for this proposed change is that the University is currently unable to recognize distinction in scholarship or artistic performance, or teaching, but only distinction in both. And yet we have faculty members who have achieved national, and even international, acclaim for their scholarship or artistic performance, and there are probably others who have similar prominence in teaching, who cannot at present be promoted to "Distinguished Professor". The proposed change would allow such persons, with recognized distinction in either scholarship or artistic performance, or teaching, to be given appropriate recognition by the university.

Section 3359-20-03 (A)(4)

- (a) *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. This award carries a suitable salary adjustment.*
- (b) THE TITLE OF DISTINGUISHED TEACHING PROFESSOR SHALL BE AWARDED TO ONE WHO, ALREADY HOLDING THE RANK OF PROFESSOR FOR FIVE OR MORE YEARS, CONTINUES TO EXCEL IN TEACHING AT THE UNIVERSITY OF AKRON. THE AWARD CARRIES A SUITABLE SALARY ADJUSTMENT.
- (c) THE TITLE OF DISTINGUISHED RESEARCH PROFESSOR SHALL BE AWARDED TO ONE WHO, ALREADY HOLDING THE RANK OF PROFESSOR FOR FIVE OR MORE YEARS, CONTINUES TO EXCEL IN SCHOLARLY ACTIVITY OR ARTISTIC PERFORMANCE AT THE UNIVERSITY OF AKRON. THE AWARD CARRIES A SUITABLE SALARY ADJUSTMENT.
- (b)(d) *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.*

APPENDIX G (cont.)

- (e)(e) *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 Provost.*
- (d)(f) *The University Distinguished Professor Recommendation Committee shall consist of one member 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 Provost. The Provost shall forward the recommendation, together with whatever comments the Provost wishes to make, to the President of the University.*

APPENDIX H

Faculty Advisory Committee to the Chancellor

Report of April 22, 1992

The FAC Committee met in Columbus on April 22--the day of the rally for higher education on the steps of the State House. I was the only person present who arrived wearing the prescribed black armband! The FAC Committee had decided to take a long lunch break so that everybody could go over and join the students' protests for a while.

The meeting opened with discussion of various issues currently of concern. The issues brought up included:

1. possible elimination of Pell Grants for prisoners (this would hit Chillicothe hardest.)
2. financial exigency being invoked improperly at medical schools
3. Miami is giving a 3-year ERIP but only 11 people want to take it because it's too little incentive. They have a 3-year early retirement (sounded like our phase-down retirement), which is better than the 3-year ERIP they are offering. Miami had hoped to save \$3 million from the ERIP if only people would take it.

Randy Smith (OSU) reported on the Workload Study Subcommittee. He distributed copies of the latest working draft that said that faculty at institutions like Akron teach 5 courses a year. It also recommended that load ought to continue to be assigned to faculty as it is now--by department heads negotiating what specific courses each person will teach with him/her individually every year. After we quickly browsed through the document, Smith was asked how this descriptive report that recommended no changes to the presumed-present system would affect productivity in Ohio. He said he didn't know. We then did a round robin. About half of the members said it would raise theirs and half said it would lower theirs, so that the net combined effect statewide was likely to be zero. Further discussion revealed that Cincinnati already has been dividing large classes into sections on paper then combining them so as to be ready for anything. The rumor that most people believed to be true however, was that 20% additional bodies (i.e., 20% more SCHrs.) would be mandated, which was predicated upon Legislators' beliefs that:

1. we're not in the classroom enough
2. we're not monitoring ourselves enough

People asked, "What will happen if we must teach 20% more?" Something else will be lost! We won't teach better. Administrators at 2-year institutions think they should get heavier loads too. That was the general response.

Lunchtime came quickly. We wolfed down slim pickins (a sign of the financial hard times in Columbus) before going across the street to the demonstration. I was pleased to see Akron faculty there carrying a sign in support of Ohio Higher Education, representing the AAUP Chapter.

At 1:08 Chancellor Elaine Hairston appeared. Naturally, she talked about the budget deficit. She said that estimates still ranged between \$477 and \$743 million, which tells us that nobody really knows--before election. But, she said that whatever the real cut will be, we can expect that we will be half of the solution. This has sent alarm throughout the system.

The cuts are serious for several reasons. We've already taken the previous cuts, so our backs are against the wall. Most faculty will get no salary increases. We'll have to let people go or have class sizes increased or close

APPENDIX H (cont.)

increased or close classes. Last year many classes were already closed at OSU. Movements are toward multiple choice testing instead of essay writing, which may lead to erosion of quality.

During the last 2 to 3 weeks, Hairston continued, the Governor realized that Higher Education is at a precipice, that it would take a decade to get out of it, that he is undoing all the gains of the last decade. He met with the University Presidents 2 weeks previously. He said that Higher Education couldn't absorb that kind of cut and that his sin taxes would help, but since these would only generate \$193 million more there hasn't been much interest in the Governor's tax package.

Next, Hairston described the two strategies that could be followed--one is favored by the Governor, the other by the Legislature. They might initially have a small cut July 1st, then little ones as time passes--like this year. Or the cut could come all at once. She said that a "staggered solution is likely--meaning that we should again expect a series of cuts the sum of which would equal the total cuts! (We know this makes good advance planning impossible.)

Next year will be a difficult year full of uncertainty, the Chancellor predicted. The Board of Regents needs to provide STABILITY. Institutions need to have flexibility in tuition. Therefore, OBR proposed a 9.5% fee cap to the State Controlling Board, which would only generate \$18 million.

In response to questions coming from the floor, the Chancellor clarified that new policy regarding new programs exists, so no new \$\$ is being put into new programs. She expects a capital bill this year despite shortage of operating funds because it is supposed to help jumpstart the economy. When asked, who reviews plans for buildings to assure they are safe for the purposes for which the state is providing the money and for handicapped access, she said this responsibility rests with the University Presidents since it was decentralized, at their request, a few years ago. She expects the evaluation of Selective Excellence to lead to its re-emergence in the next biennium although the program will have to be renamed to make it appear that it is something the Governor created.

Later, someone asked, "What will turn on this Governor--regarding Higher Education, I mean?" After the laughter died down, she said that if anything could, it would be more teaching of undergraduate students and insuring that their experience is of the highest quality. The General Assembly won't stop research, but undergraduate teaching is what he wants. Somebody in the G.A. sent Hairston an article from Time magazine about Ball State. The article told how you make quick technical fixes to free faculty time to help individual students. It also looks at departments and their reward systems to show how teaching must be more heavily rewarded. That's where he's at, she thinks.

When asked about the time-table of the Management for the Future Taskforce, she said they will see the Workload Study Report as a FIRST STEP and go on from there.

The next question was: What percentage of student fees are absorbed by OBR now? Her answer was that we used to think one-third was what students ought to bear. Now it's 47% and we're asking for 2.5% more, which will raise a mere \$18 million when the shortfall is \$250 million!

Eventually someone asked, Isn't there a crying statewide need to cut the universities' administrative staffs? The faculty can't get this across...How can we even find out how many more they keep adding? "This financial problems is so severe it's gonna take everybody's participation in the solution," she retorted. Faculty added that some institutions are already dropping administrators. Miami cut 18; Stark Tech cut 1; Wright State has cut middle managers who provide non-essential services.

Finally Hairston announced that she had asked 3 FAC members to speak to the Management for the Future Taskforce. It was agreed that they would present the point of view developed at the February FAC

APPENDIX H (cont.)

meeting--that the "core" must be protected from the cuts. My personal impression is that she picked them to present the views of the 2-year institutions, which is what the MFTF wants to hear.

After the Chancellor left, committee members advised the 3 to tell the MFTF that the models for the subsidy are pointing the wrong way--they devalue general studies courses. Also, they need to be told that a linkage exists between undergraduate and graduate education--all levels are interdependent; to stress quality; to link research and teaching interaction, and to see publication as teaching going on beyond the walls of the classroom; to call research "advancement of knowledge" or "scholarship" and call researchers "scholars" and alternately--"scholars in the laboratory."

We adjourned at 3:30.

The next meeting will be June 2, 1992.

APPENDIX I

Council-Approved Resolution on Salary Allocation

"Whereas, the recent survey of faculty indicates that 77.5 percent of the respondents disapprove of the all-merit basis for salary increments and 64 percent of the respondents prefer a combination of merit/cost-of-living and flat sum by rank.

Now, therefore, be it resolved that Council urges the President to propose 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 (quotations omitted from around 'merit') for all categories of faculty, including contract professionals, effective in the future.

~~We also recommend that the President appoint an Ad Hoc Committee consisting of elected faculty representatives from all categories of faculty, including contract professionals, a more complex formula for use in the subsequent years that includes 'merit' as well as other methods of allocation designed to address major salary problems."~~

APPENDIX J

**The University of Akron
Procedures for Program Planning
and Review**

May, 1992

APPROVALS:

Graduate Council 11/25/91

Graduate Faculty 11/26/91

Curriculum Subcommittee of APCC 3/11/92

Academic Policies Curriculum and Calendar Committee 4/21/92

APPENDIX J (cont.)**THE UNIVERSITY OF AKRON****PROCEDURES FOR PROGRAM PLANNING AND REVIEW****PURPOSE AND GOALS**

Program review is essential to academic program quality and the growth of knowledge. It is vital to appropriate long-range strategic planning, and is intricately linked to the overall mission of the institution.

The primary purpose of program review at The University of Akron is to identify strong academic programs, recognize other programs that may need improvement and strengthening, and provide a basis for overall academic planning. The review process includes concurrent study of both undergraduate and graduate programs where applicable. Academic program review is a cooperative, interactive course of action involving faculty, department heads or directors, collegiate deans, and other university leadership. Program review should also be an integral part of a department's strategic planning process.

COORDINATION WITH ACCREDITATION REVIEWS

Several programs, principally those in professional disciplines, are subject to accreditation reviews on a systematic basis. While accreditation reviews are essential to maintaining standards for such programs, the current program review procedures have a more definitive link to the overall institutional mission and goals, and to institutional academic planning and budgeting. Because accreditation reviews and program reviews serve different purposes, one may not substitute for the other. However, the present program review process will be conducted in conjunction with accreditation reviews, and program reviews will be planned to coincide with accreditation reviews in order to avoid duplication of faculty effort, consultant services and data collection.

REVIEW SCHEDULE

All academic degree programs will be reviewed (ideally no sooner than every five years and no longer than every seven years). The Office of the Senior Vice President and Provost, after consulting with the academic deans and the Dean of the Graduate School, will develop a review schedule for approval by the

Senior Vice President and Provost. Reviews will be planned to coincide with accreditation studies, and whenever possible, administrative changes, or the preparation of proposals to implement new academic programs.

INFORMATION SOURCES

The Office of Information Systems will provide statistical data on individual programs relating to such areas as student demographics, student retention, and enrollment. All information not available at the program or college level will be included with initial copies of the **Self-study Document** by the Office of Information Systems.

APPENDIX J (cont.)

LEVELS OF ACADEMIC REVIEW

Departmental Review Committee

The **Departmental Review Committee** will conduct the initial review at the program level using the **Self-study Document**. Composition of the **Departmental Review Committee** in the self-study process is left to the discretion of the dean of the college and the program head or director, but should consist of relevant program faculty.

The **Self-study Document** will be a component of any recommendations on program improvement or change. The preparation and completion of this document should entail not only providing the requested information, but inclusion of any additional information deemed necessary by the committee. The **Self-study Document** should also identify key issues of concern to department faculty.

University Review Committee

The **University Review Committee** will consist of a chairperson and five additional faculty members from outside the program under review. The Dean of the Graduate School is consulted on membership composition when the review involves graduate programs. Two of the committee members should be from a related discipline (inside or outside the college) and three members from disciplines outside the college. Appointment of the chair and committee members will be made by the Senior Vice President and Provost after consultation with the dean of the college within whose jurisdiction the program resides. When graduate programs are included in the review process, appointment of the chair and committee members will be made by the Senior Vice President and Provost after consultation with the Dean of the Graduate School and the collegiate dean.

The Senior Vice President and Provost will submit a list of proposed committee members to the program head or director for review. If any of the proposed committee members are unacceptable to the program head or director, or the dean of the college, appointees may be replaced. Objections to such appointees should be in written form detailing the reasons for the objections and sent to the Office of the Senior Vice President and Provost with a copy to the collegiate dean. When a graduate program is involved, a copy is also sent to the Dean of the Graduate School.

Members of each **University Review Committee** will meet in the fall with relevant college deans, a representative of the Senior Vice President and Provost, and the Dean of the Graduate School, if graduate programs are involved. Criteria used by the **University Review Committee** shall be defined by the college consistent with the mission of the college and department. This meeting is for orientation to the review process and as an overview of **University Review Committee** members' roles.

OUTSIDE CONSULTANTS

Outside consultants are routinely used for reviews of doctoral programs. However, when necessary, outside consultants may be called in for master's or undergraduate programs. If the Office of the Senior Vice President and Provost, after consultation with the academic dean, decides outside consultants are necessary or if reviews involve doctoral programs, then all fees and expenses incurred are the responsibility of the Office of the Senior Vice President and Provost.

Outside consultants may also be requested by the head or director of the program under review. Costs incurred by such a request will be the responsibility of the program making the request.

Outside consultants will be chosen by the Office of the Senior Vice President and Provost from a list of at least three candidates submitted by the Dean of the Graduate School and the appropriate college dean. Consultation with the head of the program being reviewed should be a part of this selection process. This is to insure that consultants acceptable to the program head or director are chosen.

APPENDIX J (cont.)

Consultants will examine the **self-study Document** along with the recommendations made by the **University Review Committee**. Consultants will also meet with faculty, program administrators, collegiate dean, Dean of the Graduate School, if graduate programs are involved, and other administrators as appropriate before submitting a written report with recommendations and suggestions. The consultants will submit a written report with recommendations and suggestions based on both the **Self-study Document** and on recommendations made by the **University Review Committee**. Inclusion of outside consultants' recommendations into the **University Final Report and Final Recommendations** must be approved by the Office of the Senior Vice President and Provost, the Dean of the Graduate School (for graduate programs), and the appropriate collegiate dean.

QUESTIONNAIRES

If necessary to clarify the outcomes of the different levels of review, **Questionnaires** may be completed by faculty, current students, or program alumni. When used in the review process, the **Questionnaires** will be administered by the Senior Vice President and Provost's office to ensure confidentiality and objectivity.

SELF-STUDY DOCUMENTS

A **Self-study Document** is produced by the program being reviewed. Included in the **Self-study Document** are discussions on the philosophies, purposes, goals, and objectives of each program, as well as information on program quality, faculty, students, library resources, curricula, and facilities and support staff.

SITE VISITS

After review and analysis of the departmental **Self-study Document** and **Questionnaire**, if used, the **University Review Committee** will meet with program faculty and representative students. The on-site visit should also include a tour of the facilities.

UNIVERSITY REVIEW COMMITTEE REPORT AND RECOMMENDATIONS

After the **Site Visit**, the **University Review Committee** will meet to discuss the **Self-study Document**, **Questionnaire** results, if used, the results of the **Site Visit**, and, from prior reviews, the **University Final Report and Final Recommendations** and the **Plan of Action**. The **University Review Committee** should prepare a report entitled **University Review Committee Report and Recommendations** outlining their findings and recommendations. A copy will be sent to the department being reviewed and to the collegiate dean for response and correction of factual errors prior to submission as a final document.

UNIVERSITY FINAL REPORT AND FINAL RECOMMENDATIONS

The **University Final Report and Final Recommendations** will be submitted through the college dean, and the Dean of the Graduate School, if graduate programs are involved, to the Senior Vice President and Provost for final approval. The **University Final Report and Final Recommendations** will be incorporated in a **Plan of action** for the program under review.

PLAN OF ACTION

A **Plan of Action** based on the recommendations contained in the **University Final Report and Final Recommendations** will be prepared by the Senior Vice President and Provost, the collegiate dean, the Dean of the Graduate School (if graduate programs are involved), and the department head in consultation with program faculty. The **Plan of Action**, once developed, will contribute to decisions on resource allocation and to decisions on the budgetary process. The **Plan of Action** will be signed by the program head, the collegiate dean, the Senior Vice President and Provost, and, if graduate programs are involved, the Dean of Graduate School.

APPENDIX J (cont.)

IMPLEMENTATION OF THE PLAN OF ACTION

The program under review will implement the recommendations contained in the **Plan of Action** in consultation with the collegiate dean, the Dean of the Graduate School, if graduate programs are involved, and the Senior Vice President and Provost. Implementation of the recommendations or modifications is the responsibility of the program head. Annual progress toward implementation should be reported to the collegiate dean, the Dean of the Graduate School (for graduate programs), and the Senior Vice President and Provost.

OUTCOMES OF PROGRAM REVIEW

In order to be a credible process and in order to warrant the time, effort and expense that go into the process, the results of program review should relate to resource allocation (including reallocation) decisions. Where reviews result in recommendations and agreements for change, and where administrators make specific resource commitments, all parties to the final recommendations, agreements, and commitments must make good faith efforts to address the recommendations and fulfill the agreements and commitments. Subsequent reviews will be based upon the accomplishments achieved with the resources provided.

However, it should be noted that commitments of additional or new resources are not an inevitable outcome of program review. Often improvements may be achieved without additional resources (e.g., curricular modifications, admission standards, program administration and procedures), or with additional resources generated by the program itself (e.g., increased grant activity).

One possible outcome of program review would be a categorization of all programs as:

1. Strong -- nationally respected faculty, obvious program strengths on a national basis, etc.
2. Good -- strengths in some areas, and meeting mission and goals.
3. Weak -- serious program deficiencies. Need to improve to category 2 or face elimination.

Resource decisions would be independent of a program's categorization. Programs may or may not receive commitments of additional resources, depending upon what additional enhancements would be expected to result.

APPENDIX J (cont.)

SAMPLE PROGRAM REVIEW TIMETABLE

Month 1	Initiate the Review Select Program. Notice to Program Head. Submission of URC members to Program Head for possible objection. Preparation of data package. Selection of URC members. Distribute the Self-study package. Orientation of URC members. Selection of DRC.
Months 2-6	Complete Self-study by department. Choose outside consultants.
Month 7	Submit Self-study Document by Program Head. Site Visit by URC. Consultant visit.
Month 8	Develop University Review Committee Report and Recommendations . Consultants' report.
Month 9	Submit a copy of University Review Committee Report and Recommendations to Program Head for correction.
Month 10	Complete the University Final Report and Recommendations .
Month 11	Develop a Plan of Action . Respond to Plan of Action .
Month 12	Implement the Plan of Action

APPENDIX K

Recommendations for a Revised General Studies Program

May, 1992

APPROVALS:

**General Studies Advisory Council 3/29/91
Curriculum Subcommittee of APCC 3/10/92
Academic Policies Curriculum and Calendar Committee 4/21/92
University Council 5/07/92**

APPENDIX K (cont.)**Introductory Statement from the General Studies Advisory Council**

In a sequence of meetings from February 1990 to the present, the GSAC has considered every aspect of the current General Studies program and spoken with administrators responsible for most areas of that program. Particularly in areas where we are recommending changes from current requirements, we have thought it important to confer first with representatives of the areas affected.

The General Studies Advisory Council unanimously recommends the revised GENERAL EDUCATION PROGRAM described in the follow pages.

We emphasize this proposal as an integrated unit, not merely a congeries of unrelated requirements. Each time we considered changes in a particular area, we discovered ramifications for the package as a whole. We urge the readers of this proposal to keep in mind the need for unity and coherence in the core curriculum.

Goals of the Program

The General Education Program of the University of Akron is the core of courses that provide the skills and knowledge considered essential for all graduates of the University. The General Education Program is designed to ensure, insofar as possible, that our graduates will possess:

- the capacity for critical, independent thought
- a personal sense of values, tempered by tolerance and a regard for the rights of others
- the ability to use language effectively as a medium of both thought and expression
- the analytical skills necessary to make sound qualitative and quantitative judgments
- the ability to describe and explain differences in civilizations and cultures
- an understanding of the conditions that affect them as individuals and as members of society
- the capacity to evaluate intellectual and artistic achievements
- a knowledge of science, technology, and mathematics and their effects on human activities
- a knowledge of positive mental and physical health practices

Governing Assumptions

We began our consideration of the General Education Program by formulating the following basic principles:

That all general studies courses should be department based, with those departments maintaining responsibility for designing and staffing the courses.

That we should hold as nearly as possible to the 39 credits currently allocated to the present General Studies program. Many majors with already full requirements would have difficulty accommodating additional credits. [We have arrived at a proposal that totals 42 credits].

APPENDIX K (cont.)

That we should take into account previous proposals regarding General Education. However, because the previous recommendations are to some extent contradictory, we decided not to be governed absolutely by any of them. Our recommendations, we reasoned, are merely recommendations, and will be subjected to examination and debate during the curricular approval process.

Recommended Core Curriculum

The General Education Program consists of 42 credits distributed in the following eight categories.

English Composition 7 credits

Students must complete one 4-credit and one 3-credit course to be proposed by the Department of English in the College of Arts and Sciences and by the English program in the Community and Technical College.¹ Both courses should concentrate upon college writing skills.

We endorse "writing across the curriculum" and urge that it be adopted by all academic departments.

Mathematics a minimum of 3 credits

Students must complete 3 credits of mathematics or statistics beyond the high school level, to be chosen in accordance with student interest and requirements of the student's major department.^{1,2}

Computer science will not count for this requirement.

We endorse the development of the Finite Mathematics course for students in non-technical majors.

Natural Sciences a minimum of 8 credits

Students must complete courses in two different areas of the natural sciences. At least one course must include a laboratory component.

We encourage departments to propose new or existing courses to meet these requirements.^{1,2}

Oral Communications 3 credits

We encourage the School of Communication to propose new or existing course(s) to meet this requirement.¹

Social Sciences a minimum of 6 credits

Students must complete a minimum of two courses totaling at least six credits selected from two of the following six sets of existing courses:

- | | |
|-------|---|
| Set 1 | Introduction to Economics <u>or</u>
Principles of Macroeconomics <u>or</u>
Principles of Microeconomic <u>or</u>
Introduction to Economic Analysis
Survey of Basic Economics* |
|-------|---|

APPENDIX K (cont.)

- Set 2 Introduction to Geography
- Set 3 Government and Politics in the United States
 American Urban Society*
- Set 4 Introduction to Psychology
 Human Relations*
- Set 5 Introduction to Sociology or
 Cultural Anthropology
- Set 6 United States History to 1877 or
 United States History since 1877
- Set 7 Science, Technology and Society (course or courses to be proposed)¹

***For students enrolled in the Community and Technical College only.**

Humanities 10 credits

Students are required to complete the first semester of Western Cultural Traditions and then take either the second Western Cultural Traditions course and one additional course from one of the other sets in the area of humanities or two additional courses (one each from two of the first three sets).¹

- Set 1 Music Appreciation
 History of Art
 Theater and Film
 Dance
- Set 2 Philosophy
 Classics
- Set 3 Literature Written in English
 Other Literature in English Translation
- Set 4 Second Semester of Western Cultural Traditions

Area Studies and Cultural Diversity a minimum of 4 credits

Students must complete two courses totaling at least four credits chosen from among the following:

- World Civilizations: China
- World Civilizations: Japan
- World Civilizations: Southeast Asia
- World Civilizations: India

APPENDIX K (cont.)

Area Studies and Cultural Diversity a minimum of 4 credits (con't.)

World Civilizations: Near East
World Civilizations: Africa
World Civilizations: Latin America
Social And Cultural Diversity (course or courses to be proposed)¹

Physical Education 1 credit

Students must complete (1) credit of physical education chosen from among the following:¹ (List to be determined by the General Studies Advisory Council).

Additional Observations

The General Studies Advisory Committee, a committee of faculty members with representatives from all colleges, will review the program continually to ensure that courses meet the goals and standards of the General Education Program. The program is intended to be evolutionary. Departments should be encouraged to propose new courses as necessary to keep pace with rapid changes in a complex society.

We strongly support the oft-reiterated call to reduce the University's reliance on part-time faculty to teach General Studies courses. The conversion this year of part-time sections to full-time faculty positions is a positive first step, and we urge that every effort be made to hire additional full-time faculty.

The effective date for the revised curriculum will be the Fall of 1994. This will allow two years in which to develop and approve specific courses required by the curriculum.

Notes

1. The General Studies Advisory Council will review all courses proposed to meet General Studies requirements. We encourage departments to take this opportunity to design new courses to meet these requirements. Insofar as possible, we will favor courses designed specifically to meet these requirements, and we will endeavor to keep the list of approved courses short in order to avoid creating a diffuse menu of unrelated offerings.
2. We recognize that some major departments may need to specify requirements that exceed the basic General Studies competency level, especially in Mathematics and Natural Sciences.

APPENDIX L

College of Education

Undergraduate Requirements for Selection, Admission,
Retention, and Teacher Certification*

The College of Education has selective admission, retention, and graduation requirements for the completion of a program at The University of Akron.

A student admitted to The University of Akron, Fall 1992 Semester and thereafter will be expected to meet certain requirements of the College of Education and the respective department. The final decision for admission will be made by the student's department.

For retention through graduation, all decisions are made by the department, following the College's or department's approved criteria. Upon admission to a program, Ohio requires all colleges and universities preparing teachers and educational personnel to assess students in the areas of oral and written communication, mathematics, academic aptitude and achievement, interpersonal relations and motivation. The University of Akron's College of Education admission procedures are designed to establish admission criteria, provide for assessments, allow for skills enhancement, reassessment and reapplication where appropriate, and support the admission of under-represented groups in education.

General Studies Requirements

To be admitted to the College of Education, all students must be able to meet the following criteria: a student must have completed at least 30 semester hours of required general studies courses in the humanities, social services, sciences, and mathematics. This course-work must include three semester hours in each of the required courses in mathematics, science, social science, and public/oral communications, four (4) semester hours in English composition and one (1) semester hour of physical education. Appropriate General Studies equivalencies for transfer students will be determined by the University College Dean's Office. The remaining 13 semester hours must consist of general education coursework that meets the requirements of the University and the department's program studies area.

Grade Point Average

For admission, the minimum standard for overall academic achievement is a 2.5 G.P.A. based on General Studies coursework only.

College Mathematics

All students must have at least an average of a "B" in three semester credit hours, subject to meeting the department's and the University's general education requirement,

or

A Pre-Professional Skills Test subscore in mathematics of 171,

or

A passing score on AP Test in mathematics,

or

A passing score on the CLEP test,

* These requirements do not apply to non-teacher certification degree programs. See specific program requirements for those areas.

APPENDIX L (cont.)

Reading and Writing

All students must have at least a "B" in English Composition I,

or

A Pre-Professional Skills Test Writing subscore of 169 and reading subscore of 171,

or

A passing score on AP Test in English

or

A passing score on English CLEP test.

Speech and Hearing

Ohio law requires that all education students take a speech and hearing test through a licensed professional and/or approved clinic. Students with deficiencies must follow through on recommended treatment.

Good Moral Character

Ohio law requires that all students sign a statement attesting to good moral character.

Application for Admission to Professional Education Programs

All students are expected to complete final applications for admission. Applications are available in the Dean's Office.

References

Students are expected to ask two individuals, not related to them, but who know them well, to complete a reference form attesting to their interpersonal skills and motivation to teach.

Program Area of Study

All students are expected to comply with requirements specified by the program to which they are applying. These are available in the department.

Advisement

All students will be assigned an advisor, who will complete an individual advisement contract. All students will meet annually (or more often if necessary) for academic advisement regarding progress through their programs of study.

Retention

Retention of students in each program will be evaluation-based. Students will have opportunities to upgrade their skills and achievement in areas where such needs may exist. Completion of program requirements will be reviewed annually by the student and advisor. Areas of strength and weakness are to be evaluated, and, if a student presents an area of weakness, the advisor will refer the student for remediation.

APPENDIX L (cont.)

Retention (cont.)

Approval to student teach is contingent on the student's progress through the program of study with satisfactory grades. Graduation is contingent on completion of coursework, student teaching, G.P.A. of 2.5 and a comprehensive assessment of basic competency to be administered during the senior year.

Certification

After graduation, students may apply for certification through the Office of Student Services. The State of Ohio requires all applications for certification to pass the National Teachers Examination (NTE). Information about specific requirements for specific certificates can be obtained from the departments. All criteria and procedures regarding selective admission and retention are available in the Office of Academic Services, Zook Hall, The University of Akron, Akron, Ohio, 44325, phone (216) 972-7681.

Conditional Admission

Students who are second semester freshmen, or equivalent, will be permitted to enroll for an initial semester of courses in the College of Education. However, if the student fails to complete the required 30 hours of general education coursework and maintain a G.P.A. of at least 2.5 based on that coursework, and/or complete the final admission requirements as written elsewhere, the conditional admission will be revoked, and that student will not be permitted to attend College of Education classes. If the student completes all admission requirements, the conditional admission will convert to a full admission.

Transfer Students

Transfer students will be expected to meet the same admission standards as Akron students.

Post-Baccalaureate Students

Qualified post-baccalaureate students will be admitted conditionally to the College of Education and the appropriate department.

1992 SPRING COMPETITION

Awarded: March 18, 1992

Effective: March 18, 1992
through January 31, 1993

FRG#	NAME/DEPARTMENT	TITLE	AMOUNT
1205	Drs. M. J. Braun and B.T.F. Chung Mechanical Engineering	"A Non-Intrusive Computer-Aided Temperaure and Velocity Evalua- tion in Fluids with Application to Aircraft Braking Systems"	\$ 4,525
1206	Dr. William Brittain Polymer Science	"Kinetics of Cyclic Carbonate Formation"	4,000
1207	Dr. Charles H. Carter Geology	"The LaChilca Conglomerate in the Argentinian Precordillera: Origin, Plate Tectonic Setting, and Correlation at the Ordovician-Silurian Boundary"	4,350
1208	Dr. Ted Conway Mechanical Engineering	"Bioengineering Applications for the Theory of Polymer Cords"	4,620
1209	Dr. Mark Foster Polymer Science	"Study of the Effect of Block Copolymer Architecture on Bulk Morphology"	4,410
1210	Dr. William Francis English	"James Dugan's Fictional Treatment of Yellow Fever in New Orleans, 1878"	1,095
1211	Dr. Lambros Katafygiotis Civil Engineering	"Model Identification for Damage Detection of Structures"	4,200
1212	Dr. Jane Kate Leonard History	"Founding the Chapel. W. H. Medhurst and William Lockhart and the Foundations of the Anglo- American Protestant Mission in Shanghai, 1843-47.	3,735
1213	Dr. Lazarus W. Macior Biology	"The Pollination Ecology of <u>Pedicularis palustris</u> in North America"	3,415
1214	Dr. Peter L. Rinaldi Chemistry	" ³³ S NMR Studies of Sulfur Cross Link Structures in Vulcanized Rubber"	4,500

1992 Spring Competition
Page 2

1215	Dr. Arjan Sadhwani School of Accountancy	"Downsizing Mainframe Computers to Local Area Networks: An Empirical Investigation"	1,620
1216	Dr. Ron Salisbury Biology	"Sexual Differentiation of the Rat Adrenal Gland"	4,077
1217	Dr. Jerry Stinner Biology	"The Use of DMO to Measure Cell pH"	3,040
1218	Dr. Claire A. Tessier Chemistry	"Catalysis of Polysilane Formation"	4,500
1219	Dr. Mary Verstraete Biomedical Engineering	"Electromyographic Activity During Gait and Balance: Quantification of Similarities and Differences"	4,245
1220	Dr. A. Martin Wainwright History	"Photographic Journalism and and British Perceptions of India 1887-1947"	2,980
1221	Dr. Darlene Walro Biology	"D609: A Useful Tool for Studying Protein Kinase C"	2,500
1222	Dr. Wiley J. Youngs Chemistry	"Ladder Polymers from an Intramolecular Cyclization Reaction"	4,340
1223	Drs. John Zarski, Teresa Peach, and Ms. Ann Dennison/Counseling & Special Education	"Delayed Parenthood: A Unique Event in the Developmental Life Cycle"	3,540
TOTAL (19 Awards)			\$69,872

