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Faculty Senate Chronicle March 3, 1994

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Corrected

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Any comments concerning the contents in The University of Akron Chronicle may be directed to the Secretary, Mr. David Brink (+1707).

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CORRECTED

**THE UNIVERSITY OF AKRON FACULTY SENATE
MINUTES OF THE MEETING OF MARCH 3, 1994**

The regular meeting of the Faculty Senate was called to order by Chairman Gerlach at 3:00 p.m. on Thursday, March 3, 1994, in the Goodyear Lecture Hall in the College of Business Administration.

Forty-nine of the fifty-five members of the Faculty Senate were in attendance. Senators Cohen, Griffin, Gunn, Patton and Ranson were absent with notice. Senator Spooner was absent without notice.

SENATE ACTION

- **APPROVED CURRICULUM CHANGES**
- **APPROVED PROCEDURE CHANGE FROM STUDENT AFFAIRS COMMITTEE**
- **APPROVED REVISION OF FACULTY MANUAL REGARDING DEPARTMENT HEADS/CHAIRS**

ITEM NUMBER 1 - APPROVAL OF THE AGENDA - Secretary Brink moved on behalf of the Executive Committee the adoption of the agenda. Motion carried.

ITEM NUMBER 2 - CONSIDERATION OF THE MINUTES OF FEBRUARY 3 - Secretary Brink noted that he had several corrections to the minutes. In the Senate Action section on page 1, Senate's approval of amendments to the bylaws was omitted. On page 11, in the third paragraph and in the sentence immediately before ITEM NUMBER 7, the word "delay" was used. He said that "postpone" should be used since it is parliamentarily more accurate. On page 12, ITEM NUMBER 8, second paragraph, for clarity, the second sentence should begin, "Because of the difficulty of arranging a joint vote of law and graduate students to elect one senator, Dean Dye suggested . . ." Finally, on page 34, in College of Business Administration Curriculum Changes, BA 94-05 should be Course Name Changes rather than Course Deletion Summary.

There were no other corrections, additions or amendments, and Chairman Gerlach ruled that the minutes be approved as corrected.

ITEM NUMBER 3 - CHAIRMAN'S REMARKS - Chairman Gerlach reminded Senators to stand when speaking, not only for the benefit of hearing, but because sometimes there is difficulty with the microphone pickup from which Mrs. Quillin has to type transcriptions. He reminded all Senate committees and subcommittees to use the conference room in Kolbe 52 if it was convenient, and that Mrs. Quillin was available to assist.

He said he had the pleasure of introducing the newest member of the Senate, Dr. Richard Gigliotti, of Sociology. He was elected to fill the unexpired term of Dr. Alexander from the Social Science division of Buchtel College. The Executive Committee had assigned him to Dr. Alexander's place on the Student Affairs Committee.

Chairman Gerlach mentioned he had taken some initiative, appealed to the Provost, and had gotten Room 201 in the Buckingham Center assigned to the Senate for meetings next year. He said it was a rather nice room with moveable, upholstered chairs.

He had notified the President of legislation this Senate passed last time. President Elliott replied the Senate budget was being considered in the Budget & Planning Coordination Committee and the other matters were then under advisement. Chairman Gerlach had seen some news reported from the Board of Trustees that they passed or approved the Sexual Harassment Policy and the Bylaw Amendments that had been proposed to that date.

He called the Senate's attention to a couple of points in Dr. Burton's printed report from the Faculty Advisory Committee to the Chancellor. On page 24 of the Chronicle, there were a couple of paragraphs in the middle about the Chancellor asking for advice and ideas for things like specialized funding as line items in the budget. There also was the workload business. Dr. Burton said the Senate did not meet in a timely way to be able to furnish information, advice and suggestions to the representative to the Chancellor's Advisory Committee. He brought that up because in the future the Senate might want to consider two meetings a month to conduct regular business and to consider special business of this sort.

Finally, Chairman Gerlach said he had received inquiries from several faculty members on questions the Senate might want to consider later on under new business. The questions were these: Had the staggered schedule for classes next academic year been considered and approved by the Faculty Senate? If not, why not? And the other question was in regard to an announcement that had been made to have a summer commencement this August. Some people were concerned about costs and about its relationship to the calendar. Had all of this been reviewed and approved by the Senate? If not, why not?

ITEM NUMBER 4 - SPECIAL ANNOUNCEMENTS (There were none.)

ITEM NUMBER 5 - REPORTS

A. Remarks of the President of the University (Appendix A)

Senator Oller said this was not a question but a suggestion regarding summer graduation. Given the problem of getting people together at the end of August - faculty, a speaker and maybe families at vacation time, could the diplomas be mailed or given to those people who graduated in the summer. Then they could be invited to come back to December graduation and actually march. President Elliott said she thought that was tried last summer but that it did not meet the letter of the law for some reason. Provost Jamison added that the law required a formal diploma to be issued. Issuing a formal diploma without the ceremony was considered, but it was believed the better option for the sake of the students would be to go ahead with the ceremony. President Elliott thought it

would be a very modest group but it would take care of the legality of allowing them to enter their professions.

She asked for the Chair's permission to pass out one more piece of material which was, she thought, the best piece of work that had come out of the Pew Roundtable on Higher Education.

B. Report of the Akron Representative to the Faculty Advisory Committee to the Chancellor of the Ohio Board of Regents (Appendix B)

C. Executive Committee (Appendix C)

D. Faculty Rights and Responsibilities Committee - (No report)

E. University Well-Being Committee - (No report)

F. Graduate Council - (No report)

G. Academic Policies, Curriculum and Calendar Committee (Appendix D) - 1. Curriculum Changes - Associate Provost Walton said there were five categories of action by the Academic Policies, Curriculum and Calendar Committee. They were detailed in the report dated February 17. The first category of actions were curriculum proposals NU-94-04, WC-94-09, WC-94-11, CT-94-11, which were approved without dissent and with no outstanding objections. Senator Oller moved on behalf of the Committee that these be approved. Motion carried.

Associate Provost Walton said the second item was PS-94-01, which actually contained seven individual proposals. This was approved without dissent and the objection was presumed to be withdrawn although he had no formal withdrawal from the two objectors. The specific objection was to these courses as General Studies curriculum and the presenters of the proposal indicated they would not go forward for General Studies. Senator Clinefelter moved on behalf of the Committee that this be approved. Motion carried.

He said the third category were proposals approved by a majority vote with no outstanding objections. They were ED-94-03, 04 and 05. Senator Oller moved on behalf of the Committee that these be approved. Motion carried.

Associate Provost Walton stated that item 4 was AS-94-30. This was presented and approved with an outstanding objection. He informed the Senate that as of this morning that objection was withdrawn and resolved by the objector. Thus, he would present this with no objections outstanding. Senator Clinefelter moved on behalf of the Committee that this be approved. Motion carried; one no, no abstentions.

He said that item 5 was a proposal to standardize the use of 699 and 899 for masters thesis and doctoral dissertation credit and to withhold such credit until the masters thesis or dissertation was completed. This item had been also approved by Graduate Council. Senator Newman moved on behalf of the Committee that this be approved. Motion carried.

2. Workload Policy - Senator Oller reported that the Policy and Calendar Subcommittee was in the process of working on a draft of a university workload policy. The work was based on

information received in meetings with Provost Jamison, who was the representative to the Regents Advisory Committee on Faculty Workload Standards and Guidelines. The Subcommittee had a discussion draft report dated January 7, 1994. The Subcommittee would be working on a university policy that would give direction to both colleges and departments for formulating their own individual workload policies. He requested suggestions and ideas from Senators. The Board of Trustees needed to have a policy to approve by June 30. He said he wanted to have a draft for the Senate next month so that changes could be made and a final document could be approved at Senate's May meeting.

President Elliott commented that was no longer a discussion draft; it had been adopted by the Regents.

3. Emeritus Policy - Senator Oller said the Subcommittee wrote an amendment to the Faculty Manual which it presented to the APCC at the last meeting. There were some questions raised and it was sent back to the subcommittee for reworking. It had been reworked and would be presented to the APCC at its meeting the 15th of this month.

H. Athletics Committee (No report)

I. Campus Facilities Planning Committee (Appendix E) - Senator Guegold said the minutes of the Committee's meeting would be submitted to the Secretary and that he had two items he wanted to mention today. First, the Campus Facilities Planning Committee wanted one of its members to sit on the next Utilities and Renovations Committee so that the Committee could have some input into the next biennial capital plan of the University. Also, a request was sent to the vice presidents and deans asking for copies of any college's or department's long and short range plans that would have an effect on campus facilities. The Committee hoped that it could become involved for the sake of the campus.

Chairman Gerlach asked if there had been any progress in finding a new Senate office. Senator Guegold said it had been discussed and that the Committee was continuing to seek a place for the offices.

J. University Libraries Committee (Appendix F)

K. Reference Committee - (No report)

L. Research (Faculty Projects) Committee (Appendix J)

M. Student Affairs Committee (Appendix G) - Senator Weber reported that the Student Affairs Committee had met on a number of occasions. The Committee wanted to move that Senate approve a change in procedure. That procedure would not change the bylaws of the committee and it would still fit within the oversight regulations, but it would streamline the process that was required to approve budget requests and to approve the registration of new student groups. This change in procedure would set up a peer review process that paralleled the one used for the undergraduate programs. The idea was to have four representatives from law, four representatives from the graduate school, two new majority students and two undergraduate students. The committee would be chaired by Sandra Emerick and that committee would then make recommendations to the Student Affairs Committee about contingency budget requests, budget requests, and the approval of new

student groups. It would streamline the process and get the graduate students and the law students working on the same level as the peer review process that functioned at the undergraduate level. She moved approval of that procedural change.

Senator Perry said it struck him as peculiar that the representation for law and for all other graduate students was equal; something like four to two or four to one would be more representative. With the number of students involved it did not seem to adequately represent the constituencies.

Senator Weber responded that part of the recommendation came from Sandra Emerick. It was her notion that this group was quite concerned about how this process worked and would be very active in it. Given that it was primarily law students and graduate school students that would be involved, it seemed like a reasonable proposition.

Senator Cheung moved to amend the motion such that the graduate student and professional representation totaled eight and was proportional to the size of the bodies involved with appropriate rounding. Seconded by Senator Perry. Amendment carried.

Amended motion carried.

N. Computing and Communications Technologies Committee - (No report)

O. Shared Governance Council and Subcommittees - (No report)

P. Long Range Planning Committee - (No report)

Q. Budget and Planning Coordination Committee (Appendix H) - Senator Cheung reported that the Budget and Planning Coordination Committee had met the past four Mondays. The document he had distributed summarizes the actions of the committee. First, he said he was elected vice-chairperson to represent the faculty. The bylaws required that a Faculty Senator be vice-chair while the Provost was the chair. The committee formed four subcommittees to look at critical cost issues to the university; salary, health benefits, campus physical plant and enrollment enhancement.

He said that the committee had agreed not to consider new budget proposals from individual units. That was less to shut the door to well thought-out proposals than to avoid a feeding frenzy that looked to be in danger of commencing. The committee discussed vigorously how it would fulfill its mandate, given the sort of broken play that existed between the planning part of the cycle envisioned by the 21st Century Task Force and the budgeting duties of the committee. It was the consensus of the committee that it would bring a proposed budget to this body hopefully at the next meeting for the body to consider, debate and make recommendations upon.

That said, he admitted the committee had been chewing around the margins of the budget, mostly worrying about allocation of funds that were projected to be in excess of the base budgeting for each unit. The committee had several recommendations, some from this body, that were approved, including library support and the Faculty Senate budget. Several items that were not from this body were to provide a maximum of \$300,000 of continuing funds to support the General Studies initiative. A motion was approved to recommend that course fees be applied 100% to their intended cause; that is, the student course fees that had been paid by the students were not being

returned to the departments to be spent on courses. There was a tax of sorts applied to them. The committee acted to end that tax. The cost of ending that tax was nearly \$100,000 per year in continuing funds. The last unscheduled item was to recommend that a minimum of \$3,042,000 of the apparent available funds from the preliminary 94 budget be set aside for faculty raises.

Senator Clinefelter asked if there would be any duplication between the health benefits subcommittee and the Faculty Well Being Committee which had always taken care of health benefits. Senator Cheung said the subcommittee had not met, so exactly how it intended to proceed was unclear. He expected there would need to be coordination. The Budget Committee was principally concerned with cost effectiveness that was to get more mileage out of the dollars the University spent on health benefits and to hold down the accelerating rate at which those expenditures grew.

Senator Clinefelter said there used to be an administration health benefits committee on which the Faculty Well Being Committee had a couple of members. This was done to coordinate so that everyone would have knowledge of what was going on. Was that committee taken care of anywhere? Did it exist this year?

President Elliott answered that when it was calculated how much would be available for the year, the benefits and costs were left exactly as they were. It is thought that by the end of this next congressional session there will be some change. How substantive was not known, but it was hoped that they would drive some insurance prices down. Interestingly enough, prices had stayed flat while the debate was on. Then this committee would be asked to monitor things very closely. It had been recommended that health benefits not even be touched this year because to re-bid with all the controversy and possibilities out there would not likely yield a lower dollar amount. So this number, 4 million 42, was based on continuing benefits with exactly the costs it would be next year. This committee would need to stay on top of the whole issue and go out for re-bids if in fact nothing happened in Congress.

Senator Green noted the first line on the page mentioned available funds from the 1994 preliminary model. What is the model and why is it preliminary? Senator Cheung replied it was preliminary because it had not been adopted by the Board of Trustees. It was a model provided to the committee that had projected revenues based on demographics and assuming a 5% tuition increase which was the anticipated state cap, minus the anticipated costs. There was an additional item that he said he should have pointed out. A substantial fraction, nearly three-quarters of this \$4 million, was due directly to the operating budget reductions that had been spoken of before on the floor.

Senator Newman asked how the committee came up with the 3 percent figure. Senator Cheung said there was no magic formula. He had proposed the figure; the committee debated and passed it. President Elliott added that it cost \$1 million per 1 percent of salary.

Senator Newman asked what that was based upon, what other universities were doing or just what was available. Senator Cheung replied it was basically what was available and what seemed like a reasonable figure. There was not an extensive study of what universities had done. He did not think it was out of line on the high side relative to what had gone on at other universities.

Senator Glaser admitted he might be among the mathematically impaired, but he had added up the figures. The amounts listed in the five items . . . Senator Cheung concluded they did not total yet. The committee was not finished.

Senator Glaser said the other \$350,000 was still unencumbered at this time; Senator Cheung said it is yet to be recommended. Senator Glaser asked if it was correct that no one was allowed to ask for any of that either.

Senator Cheung stated that was what the committee moved. As part of the discussion, however, the committee reserved to itself the right to be convinced. He thought the sense of the committee was that it did not want every unit on campus writing a proposal for \$400,000 for consideration at their next meeting. There were areas of which the committee was aware, such as needs related to the conditional/unconditional admit, that he suspected would come under consideration. But the committee did not want requests for new pencils for the Business College, no offense intended, new pencils for the College of Engineering, on its plate. The committee was to discourage frivolous requests against these funds.

Senator Fowler added that the committee wanted to see the entire picture. It did not want to piece-meal the rest of the \$350,000 to death and have \$.98 left and have a project for \$.98. The committee wanted to gather all the proposals together at once before considering any.

Senator Erickson said she had a question regarding the subcommittees. Supposedly there had been long-term study and recommendations. What was meant was not quite clear, but she noted a subcommittee on enrollment enhancement here and she also noted a previous question by Senator Green on projected revenues. As an economist, she had some real problems dealing with costs without revenue. She said revenue minus costs was profit and that was what the committee was looking at, not just costs. How did the committee plan to integrate the enrollment enhancement into its process here? Senator Cheung replied there was no definite flow chart in place to do what Senator Erickson was proposing. The goal of the enrollment enhancement subcommittee would be to look at such issues; what could be done to increase the income of the university. Naturally, increasing enrollment did that. Then the question would become, did the steps yield more income than their costs. There were things the committee had already considered that were difficult to apply that test to, the library being an excellent example. How could one measure the profits from keeping the periodicals collection from shrinking. The committee was cognizant of this issue and he thought it would be struggling with it.

President Elliott commended the committee for what it had done to this point. In the absence of the planning cycle, they had only the strategic directions adopted by the Trustees that came out of the year of faculty input and involvement. Each of these items met that test; that the library clearly was part of an enhanced undergraduate experience, those kinds of things. Next year, the Long Range Planning Committee would have looked at the strategic directions and brought recommendations in as well. The planning cycle had begun with the strategic directions. She said the numbers for enrollment came from asking the colleges what was anticipated in enrollment next year. That was always treacherous. It was known that the university was having limited success with retention and that enrollment enhancement clearly would have to look at that area; only 28.5% of all the students who enrolled here graduated. If retention was increased 10%, every college would have another \$1 million automatically. So there were some things that the enrollment enhancement committee would be working on with long range planning and strategic directions.

Senator Clay asked what the rationale was for 3% to be set aside for a raise for faculty and staff. Senator Cheung said he did not have a list of all the surrounding institutions and their raise history and plans. However, he knew that Toledo, which was unionized, was looking at 4% per year for the next three years. The 3% did not seem out of line with what surrounding institutions had been offering their faculty, and Akron was at the low end of faculty salaries ranked, state-wide. The committee acted now because it wanted to avoid a very embarrassing and unpleasant situation of spending all the money on very good projects and then having \$.98 at the end to offer the faculty for raises. The BPCC felt that it should go on record and place a faculty raise as a priority in the budget picture.

Senator Clay said that this did not exactly address his concerns. He wanted to know the rationale for The University of Akron raising the faculty's and staff's salary 3%, when it was his understanding students were the priority here. There was barely enough money to support the things that go on here now. New parking decks were needed; increased support for the students was needed. He could not justify raising the salary for faculty and staff when the university needed to be concentrating more on students' needs.

Senator Cheung said he would submit that having a fairly paid faculty was also in the interests of the students. Students paid to go to school here and they expected quality instruction. Part of the experience was having some place to park, no question about it. Part of it was having competent professors to teach the courses. If one did not pay those people, they would go elsewhere.

Senator Aupperle opined that Senator Clay had raised a good issue. He said the budget committee had worked diligently. He had suggested that the budget committee think about a 2% salary raise and return the remaining dollars to the colleges on the campus who had perhaps been subjected to a significant budget reduction. This would have amounted to about \$1.5 million being returned. Since \$3 million had been pulled out of the colleges, he thought that what Senator Clay was asking here was: would the university be able to service students as well as it had in the past; would the university be able to service the students as well in the future. His position was not taken, but there was a significant reason. Vice-Chair Cheung was right that the committee felt if they did not move for the 3%, all the money would evaporate down tunnels no one really fully understood. That was the dilemma. If the committee could have recognized that the reductions to the colleges had been significant and moved in that direction, perhaps there would have been a compromise. But the money would not even be there to be returned to the colleges. It would be funneled off into different directions before the deans would have the money back in their hands to restore some of the budget that had been pulled out.

Dr. Cheung had discussed with several of the members the fact that the committee was working with \$4,042,000, but that was not necessarily all. There were other areas to take a look at; for instance, the athletic budget, whether in fact that budget should stand as it was. The university pumped \$4 million into auxiliary at this point in time and the question was, did this body want to continue pumping \$4 million. The budget committee had not fully understood whether athletics had shared in the pain that President Clinton had emphasized nationwide. There were a lot of issues the committee had not fully explored.

Senator Harris commented about one thing that came up yesterday which she found very interesting was that out of all the institutions that had increased their tuition, The University of

Akron was one of the institutions that had increased it almost the least as far as costs to the students. As a result of that, perhaps, the university was toward the bottom of what it paid faculty. She thought it was a little embarrassing to argue with somebody about money when the university was at the bottom of the heap and was trying to get more for everybody. There were a lot of concessions that faculty had made.

President Elliott added that facilities could not come out of operating money. They had to come from capital money. If the university had \$40 million in this account, it still could not build parking decks with it. Second, one of her concerns with the Trustees was that the future of an institution was in its faculty. She did not want to lose the faculty that were here. The Trustees had directed her to do everything possible to move the university to at least the median of salaries in the state.

Senator Newman offered that what the committee had done was extremely important. There were one or two committees in recent years that indicated a priority of faculty. They recognized faculty as a major resource instead of just property, and that felt good to him. Secondly, he thought that one of the ways of recruiting students was being able to hire effective faculty and keep effective faculty. He did not see how one could not consider salary increases when trying also to enhance the effectiveness of the university's students.

Chairman Gerlach observed that when the budget was subject to the Senate's scrutiny, a special session might have to be scheduled.

R. General Studies Advisory Committee (Appendix D) - Professor Collier reported that what was being distributed was a copy of the core curriculum that had been reviewed and recommended by General Studies Advisory Council. Most of the courses in that package were part of the original proposal that was passed by University Council in May of 1992. Any new or revised courses not identified in that package had been forwarded through the regular university approval mechanism. The major features of the program were enhanced science and humanities offerings.

The Committee had worked very closely with faculty, administrators of various departments and colleges, University College academic advisement, transferred articulation with the Registrar, Dr. Walton, APCC and curricular approval mechanism, Provost Jamison and others to ensure a smooth transition to these programs. It was in effect for freshman students who would begin at the university fall of 1994 and it needed to be taken back to the colleges. For students who were admitted prior to fall of 1994, the present program would stay. So continuing students would be held to the requirements that were in effect when they were admitted.

She said where there had been course changes, a course number change, for example, equivalencies had been designated so that students could be informed about what it was they needed to take. We did recommend course number changes to show the location of course administration and some of those changes in fact would go down today. It was important to dispel any misconception that any revenues would follow this artificial increase in departmental credit hour generation. That was not the case. Academic advising played a key role in informing incoming students about the new programs. Faculty also had a large responsibility because of the direct admission which was going to take effect in some programs and because of the changes effecting continuing students. Faculty would be informed very quickly through printed material and there

would be informational sessions in cooperation with academic advising so that faculty were well informed about how to talk with students about the program changes.

In order for this new program to be implemented, obviously a lot of people, departments, and resources had to operate together, and that had taken place. She thanked everyone for their coordination and cooperation.

Senator Clinefelter said there were several proposals for diversity courses and she saw only one, the cultural diversity course in the Geography Department. Where were all those proposals? Were they pending? Was the unit complete now? Professor Collier asked if she were asking about that particular course. Senator Clinefelter said she wondered if Women's Studies had put forth a proposal. Professor Collier said the committee had not reviewed a proposal from Women's Studies.

Senator Oller had a question for the Reference Committee relating to the University Council procedure stating that at the March meeting changes to the Faculty Manual would be voted on. He thought the Senate should be doing that along with getting a final copy of the bylaws that will go into the next edition of the Faculty Manual. He was wondering what the Reference Committee was doing about that.

Senator Green replied that the future chairman of the Reference Committee would, he was sure, be happy to address the question. He would no longer be the chairman of the committee after the end of this meeting. However, the committee did consult with the people who published the Faculty Manual and there was no set date for that. It seemed appropriate that some such policy be established, but none had been established to date.

ITEM NUMBER 6 - UNFINISHED BUSINESS

A. Revision of Faculty Manual re. Heads/Chairs - Senator Glaser said he had two amendments and a couple of questions. First, on page 2, item v, proposed substitute. At the last meeting it was noted there had been a change in the term of office from three years to four years. President Elliott explained there was one college for whom that 4-year term was very important. No specific college was mentioned so he was not sure who or what was involved. In the original discussion, there was an amendment to set a term limit; two 3-year terms was proposed. That was voted down. He said he had voted against it partly because there was a 3-year term of office involved. He wanted to see a return to a 3-year term of office with the exception made for whatever college it was that needed a 4-year term. He said his amendment would be complete if he could find out which college that was.

President Elliott said perhaps it was Fine & Applied Arts. On second thought, she said she really did not remember. She suggested making it three for now, since no one was speaking up at this time.

Senator Glaser moved to change it to read every three years, instead of every four years. Seconded by Senator Sterling.

Senator McGucken said that in the original proposal adopted by the Senate it read, "A chair shall be appointed for a three-year term, which may be renewed." If the wording was changed back to "three years", it was implicit in the document that no terms were talked about. He thought it

would be helpful to be explicit so he wanted to propose adding what he hoped would be accepted as a friendly amendment by Senator Glaser. He wanted to add on the first page, in item (5)(a), at the end of the first sentence in that paragraph, the following sentence: "Chairs shall be appointed for a three year term, which may be renewed."

Chairman Gerlach said it was a difficult question because although it was consistent with the amendment on the floor, it was located in a different place in the text. Senator Glaser said he had no problem accepting it, if the Chair ruled it part of the same amendment. Hearing no objections, Chairman Gerlach so ruled.

Senator Wright said she thought the issue was that chairs were elected for three years as opposed to their being appointed. Chairman Gerlach said he understood they were elected on one level and then appointed on another. There was due process here in that the faculty do the choosing, subject to certain approvals of the dean, ultimately to the President and the Board of Trustees. So he thought the word "appointed" fit that. It said further on that the faculty had a say in this.

Amendment carried.

Senator Glaser said the faculty reviewed the chair as an option of the chair being continued, continued with recommendations, or not continued as chair. He asked for clarification. Did continued mean continued for another 3-year term in office? President Elliott said since that was the term, that was the intent.

Senator Glaser then asked if the chair was not continued, did the search process begin again? That was not spelled out here. Chairman Gerlach said it must be understood in the context of the whole process. It could not be delineated and repeated over and over again. Senator McGucken added that the sentence he had introduced may be renewed, renewed for another term. He did not see any difficulty with it.

Senator Glaser moved to amend page 3(c) starting with, "The chair coordinates the process by which the department recommends books, journals and other materials for purchase by the library; then put a period after library. He moved to strike out, "... and ensures that library resources and services meet the needs of the faculty and their students." He thought this did not make sense because the chair did not control the allocations to the library. Seconded by Senator Brink.

Amendment carried.

Senator McGucken said it was music to the ears of most faculty to hear the President saying she was supporting the idea of shared governance. He thanked the President for her prompt response to the Senate's proposal in regard to chairs. On the whole, he liked the response, but there were a couple of things he was not happy with. One was taken care of when the term limits were restored. The other was the requirement that each year a chair draw up a list of goals against which the dean will assess the chair.

He said that to the best of his knowledge, no individual in the history of this institution had ever had to produce a list of goals for that purpose. Certainly no department head had ever had to

do so. Why start now, and if started now, where would it stop? Did Senators want deans to meet with department chairs to draw up a list of goals that would be handed to the Provost so the Provost then would assess the dean? He really did not think the university wanted to start down that road, and really, there was no reason to do so. He thought the administration needed to view the faculty as faculty viewed themselves; that faculty was a mature, talented, responsible group of professionals. It should be remembered that any chair would have to have the confidence of two-thirds of the members of his or her department, and then also have the confidence of the Dean, the Provost, the President and the Board.

The document before the body made clear what was required of a chair. Chairs were representatives of the departmental faculty and the academic leaders of the faculty. They were administrative heads of their departments charged with the general supervision of all departmental interests with special obligations to build departments strong in teaching, scholarship, research and service, etc., etc. And then the final item c, as the department's representative and its academic leader, the chair articulated and implemented University College and departmental policy and goals. And we could add an "and" in there: "... and communicates on behalf of the department." The functions, duties and responsibilities of chairs were well spelled out and the faculty, he thought, and deans could be trusted to select only people who they believed would carry out all of those various duties, people who could do the job. Once these people were appointed, faculty and the dean would begin to watch their performances. He thought that was the crucial element - performance not only in the routine matters mentioned in the parts he read, but performance in connection with all those unforeseen difficulties and unanticipated opportunities that arose during the course of the year. One was not likely to find such things on a list of goals. It seemed to him the requirement of having a chair draw up a list of goals was quite unnecessary. Therefore, he hoped it could be dropped so that deans and chairs and faculty could attend to truly essential matters. Consequently, he moved that on page 2, upper right-hand column, section (5)(b)(iv), the entire first sentence be deleted. It read: "In consultation with the dean and the faculty of the department, the chair will establish annual goals." Then three words from the next sentence be deleted, so that it would read: "The dean shall assess annually the performance of the chair measured against the standards set forth herein." Seconded by Senator Oller.

Senator Newman asked if this would also hold for faculty where faculty members sometimes were asked to write out specific goals by which department heads or chairs would then assess the faculty. Was it the same philosophy, or was it a different philosophy for department heads than it was for faculty? If it was true for department heads, it also should be true for faculty. If the Senator was saying it was identical, he agreed, but if he was saying it was only true for department chairs and not for faculty, then he disagreed.

Senator McGucken said he was surprised that this was required of any faculty. He had never heard of this before.

Chairman Gerlach observed that this section did not deal with the faculty as such; it dealt with the faculty's department chair people or division heads. If the Senator wanted to put that in as a requirement of the faculty, he would have to work up another position.

Senator Newman replied what he was saying was that he believed in academic respect. He agreed with what was said, but he thought it was a two-way street or a three-way street.

Senator Marquette said as a former department head he thought given the changes that were made, it behooved chairs to abide by more direction than what had been available in the past. There were all kinds of goals that were held to, but they had to be interpreted in the context of each department. Representing a department could mean very, very different things in different departments. He thought that what this was calling for was better communication between the department dean and the department head about what was going to be specifically expected. If it turned out that this became an onerous burden, the Senate could delete it later. But given that departments were going to have these elections every three years and were going to look a lot more closely at department heads, it seemed that departments were trying to have their cake and eat it too. He thought the initial impetus for this was to "control rampaging department heads." If that was the goal, he thought that the department heads needed clarity on what they were going to be reviewed on. Then when departments vote on a person, they would have some sense of what was supposed to have been going on for the last three years.

Senator Aupperle said he agreed with Dr. Marquette. The amendment would be a very bad choice in an era where accountability had become very important. It would be a step backwards. He thought that department heads needed to establish goals. This would not only facilitate and be consistent with what faculty expect of students, but it would protect faculty. Faculty could be put under considerable duress if a department head simply chose to behave in a fairly arbitrary manner. Goals were intended to create a reasonable structure and from that, agendas could be established and performance measured. Accountability was very important, particularly in light of declining resources.

Senator Fleming said as a school director, one of the things she had found most helpful working with faculty was the goals and agendas they had, not only for a year but five years. It helped give her direction in terms of knowing some of the directions for where our school might be going or where it might be able to go. She understood this was done all the way across campus. Her school had used goals and objectives to meet with the dean and to show kinds of direction he wanted. She did not know how a dean could work with a whole group of departments or schools without these objectives because they had to make decisions regarding budgets and money and faculty and on and on. She said her dean could look around and say, here were things to consider because this area was doing this, this school was doing that, which helped all to work together. She thought the amendment would be a mistake. Goals were a key to working together and moving ahead and focusing on where the unit was going.

Senator Newman added that as a person who was being evaluated, he would rather have goals he had input into. He thought it was to his advantage to have them identified and to discuss those goals and even rank them.

Senator Harris commented that she thought everything said prior should be remembered by the Senators. Another thing was that the setting of goals was probably the best way for departments or divisions or even a college or university to work on one cause. That was why so many years were devoted to developing a mission statement and a strategic plan. If there were no goals to measure individual and collective performance, there would be no way to assess progress. She said she was surprised when she came to this institution and probably about 90% of the people she met had never heard of management by objective. And she could very well understand why everybody was going off in different directions.

Chairman Gerlach asked Vice-Chair Fleming to take the chair since he had something to say. He said that he rose to speak in support of the proposed amendment. He did not believe that in 32-33 years of teaching he had ever been subjected to a lot of claptrap as this, setting goals. Some might have experienced this and found it valuable, not him. He thought that what Senate was doing was creating a lot of paperwork and folderol to go through the motions of setting goals, whether they were realistic or not. The goals for example, in teaching history, should be obvious to everyone. He said a couple of years ago faculty were required to set goals and objectives for each of their courses. He could do that, of course, but he felt they were self-evident, like self-evident truths. He wanted to simply reinforce what Senator McGucken said earlier. There was already in this document by the description of the duties and responsibilities of the head, chairman of the department, division or school, all the duties that person was expected to perform. Those were ~~not~~ criteria to judge that person by. Why did Senators need to pile on more and more ways to require impossible things of themselves and the people who choose to lead them. He did not think this was necessary. He therefore wanted to ask Senators to vote in favor of the amendment to strike those words.

Senator Green said that he rose in opposition to this amendment. He found the comments of his distinguished colleagues from history to be puzzling. Faculty routinely set standards for evaluating students, themselves and administrators because they do not want to be arbitrary. The whole point of the change from faculty heads to chairs was to reduce arbitrariness. He was puzzled that his colleagues who originated this marvelous change in policy to prevent arbitrariness now feel they need to leave the door open for arbitrariness. That was the big problem this motion was trying to solve, and so he would urge all to vote against this amendment.

Senator McGucken said some of the comments seemed to be suggesting he thought there ought to be no goals within a department. But the motion did say in paragraph (c) that the department chair articulated and implemented university, college, and departmental policy and goals, so the department would be drawing up policies and goals. It seemed to him that what was referred to in the earlier paragraph, 5(b)(4) were some sort of personal goals for the department chair, that he or she would be in the office from 9 to 5; that he or she would increase everyone's salary, and so on. The chair was to sit down with the department and they would create goals and policy and then the chairperson would be judged according to his or her performance. And that was exactly what was done at the moment. No department head currently drew up a personal set of goals, but faculty could judge whether the head was functioning as required by this Faculty Manual.

Senator Sterling moved to close the debate. Seconded by Senator Newman. Motion carried.

Amendment defeated.

Senator Marquette said he was in favor of term limits but there were some departments interested in the possibility of having a rotating chair. The motion did not make that possible at this moment. So he moved to amend as follows: "Nothing in the above section is intended to prevent a department from choosing a rotating chair with a fixed term of office. The decision to have a rotating chair must be made by a majority, secret ballot of all tenure-track faculty in the department, allowing for absentee votes. This decision should be reconsidered at any time if requested by one-third of the departmental faculty. A change in policy would not affect the status of current chairs, but would affect the status of future chairs, subject to approval by the collegiate dean." This would become section 5(d). Seconded by Senator Newman.

Senator Sterling said that it read, "Nothing in this section ..." He suggested it should be, "Nothing in the above section ..." Chairman Gerlach said that would be accepted as sort of an editorial amendment.

Amendment carried.

Senator Sterling said he wanted to raise a question of those who worked on the evolution of this document. Initially, this administrator would be recommended by two-thirds vote. Now in paragraph 2 of (a), page 2, it was continuation by majority vote. He wondered why the committee did not recommend two-thirds vote. President Elliott said she had no recollection at all, but thought that two-thirds would be considered friendly.

Senator Sterling moved to amend paragraph 2 of 5(a) to read: "...shall adopt by a two-thirds vote." Seconded by Senator Newman.

Amendment carried.

The amended motion carried, with one no and no abstentions. (Appendix K)

ITEM NUMBER 7 - NEW BUSINESS

Senator Marquette moved to adjourn.

Chairman Gerlach stated the Chair did not recognize any motions at this time. He wished to observe that under new business, bylaw amendments could be proposed by getting them on the agenda. They did not require any specific motions; they were before the Senate. They were here for possible discussion today but a vote could not be taken until next month. He asked Senator Marquette if he was sure he wanted to proceed to adjourn at this point.

ITEM NUMBER 8 - GOOD OF THE ORDER - Omitted.

ITEM NUMBER 9 - ADJOURNMENT - Senator Marquette moved to adjourn. Seconded by Senator Sibberson. Motion carried, 22 to 15. Chairman Gerlach announced that the unfinished business would appear on the next agenda and adjourned the meeting at 5:00 p.m.

Respectfully Submitted by
David R. Brink, Secretary

APPENDIX A

Remarks of the President of the University

Thank you, Dr. Gerlach. It is good to be here with all of you once again.

February Board Actions: I bring you good news from the board meeting last week. Trustees unanimously approved the Sexual Harassment Policy as recommended by the Senate, and they commended this body for its conviction in ensuring a comfortable working and learning environment for all persons. Taking this concept a step further, the Board has asked us to consider expanding the policy beyond gender alone to prohibit other types of harassment (e.g., based on race, religion, sexual preference). We expect to receive some guidelines very soon from the EEOC, which I will bring back to this body at a later time.

Trustees also approved several changes you requested in the Faculty Senate Bylaws regarding election procedures.

You also will be pleased to learn that the Board supported several academic improvements, consistent with our strategic planning directions, using the modest amount of dollars we had available for reallocation at mid-year.

Transitions: We are making good progress in the transition from the Twenty-First Century Task Force to the Long Range Planning Committee and from IBAC to BPCC. Professor Michael Cheung, who was elected Vice-Chair of BPCC, will give you a fuller report on this body's activities to date.

The Long Range Planning Committee will meet for the first time tomorrow. I look forward to receiving the advice and counsel of these important bodies of colleagues.

Summer Commencement: In order to be more responsive to the needs of our students, I would like to proceed with an item that normally would be considered in the establishment of the annual academic calendar: the scheduling of a summer commencement ceremony this year.

The Council of Deans has recommended and I support the idea of holding a graduation ceremony on Saturday, August 20, for those students who will complete their academic requirements during the summer sessions. The need for a summer commencement came to our attention last fall when we learned that graduates in social work and other fields cannot be licensed until their degrees have been formally conferred. Even an official letter of completion is not acceptable to their state boards, which essentially keeps them from getting jobs in their fields until the fall commencement. This ceremony also will be beneficial to those students who will leave our area before December.

If our experience this summer is positive, we will ask the Senate to make this occasion part of the regular academic calendar.

Searches and Reorganizations: I also would like to update you on a few administrative searches and other matters. The Provost Search Committee has made two cuts of candidates for the position. About ten applicants are still on the list being reviewed by the committee.

We are making good progress in our planning for new leadership of the Office of Minority Affairs.

In my January letter to the campus, I noted that Interim Provost Jamison and I had received the report of the Ad Hoc Research and Graduate School Review Committee. I also noted we felt that reorganizational efforts should be delayed until a permanent Provost was in place.

After the sessions with Shelly Steinbach of the ACE and a review of the organizations of other campuses (where research efforts and technology transfer are being accomplished with far less conflict and bureaucracy than we have), I have decided to move forward in this area. I have reviewed some versions of how we might proceed with the Trustees.

To provide greater support for student recruitment, we have made some major reassignments in University Communications. A team of publications specialists has joined Student Support Services to focus all of their talent and time on the materials we will use to recruit students.

Finally, I would like to share with you a recent report released by the Inter-University Council (IUC) showing the economic contributions of Ohio's public universities and medical colleges. This is part of our expanded public relations and lobbying effort to demonstrate the far-reaching impact higher education has on our state, beyond the benefits to individuals whose lives we touch. (hand out report)

While I am at this podium, I would like to go ahead and address the question Senator Ranson has raised for the good of the order.

On the issue of retirees' voting, the University's position is that only those who have a legitimate stake in the outcome of the election should be allowed to vote.

By law, once a faculty or staff member has retired, that individual is no longer a "public employee" eligible to participate in collective bargaining. Thus, a collective bargaining agreement can deal only with current employees of the University, and not retirees. It is our position that any election should be decided by those who stand to be directly affected by the outcome. All bargaining unit decisions - including the status of impending retirees - are solely within the province of the State Employment Relations Board. SERB has yet to make a decision on any of the bargaining unit issues raised by the United Rubber Workers/AAUP petition.

I would also note that there is nothing unusual about the time frame in which we are working. At Bowling Green, for example, which just voted for no representation three weeks ago, the union petition was filed in November of 1992. Given the potentially great consequences of a union election, the process with SERB moves slowly and deliberately. A "Collective Bargaining Update" newsletter with more information about this is being distributed this week.

I, too, hope that we can put this matter behind us very soon.

APPENDIX B

Report of the Representative to the Faculty Advisory Committee to the Chancellor, Ohio Board of Regents

A meeting was held on Wednesday, March 2, 1994, of members of the Faculty Advisory Committee to the Chancellor, Ohio Board of Regents, at Columbus, Ohio.

The Committee was addressed by Dr. Howard Gauthier, Assistant to Chancellor Hairston, for approximately 1-1/2 hours. Dr. Gauthier made general remarks in reference to:

- The public and media perception (negative) of higher education faculty
- Ohio being No. 43 in the U.S. receiving state support
- Ohio is 20% below the national norm of persons with post-secondary educations.
- K-12 funding (Perry County Court case). It is anticipated that the Court will rule against the State.
- Two problems facing higher education:
 1. Ill-prepared high school students needing remediation
 2. Adult learners needing remediation
- Faculty Workload: Universities are to submit their policies to OBOR by 6/30/94. The legislative mandate will become effective in the next academic year. A "single standard" will not be applicable to Ohio schools. We must show conclusive evidence of compliance by 3/95.
- Supplemental Appropriations Bill: There's an outside chance it will come. Current proposal is the creation of a program called "Students First," where a percentage of dollars will be used to support programs aimed at undergraduates. Proposal is for \$13 million. If not granted, OBOR may have to reinstitute the Academic Challenge grants.
- By 1996, OBOR will have the technical ability to monitor in-house student tracking and numbers pertaining to Workload through the Uniform Information System.

In other business, it was determined:

- The Committee will plan a retreat in Fall 1995 to determine issues, priorities, and responsibilities for next academic year.

- Election of officers will be held at the May 18, 1994, meeting.
- Ideas for the upcoming budget are to be submitted by early April.
- The Regents have required universities to submit their policies and procedures re faculty evaluations by June, 1994.

Respectfully submitted by Jo Ann Harris

APPENDIX C

Report of Executive Committee

The Executive Committee met on February 10.

The Committee considered budget reporting to the Senate; approved Bylaw amendments for Senate consideration; set a time for its next meeting (March 17 at 3:00 p.m.); and set the agenda for today's meeting.

Respectfully submitted by David R. Brink

Since budget statements are received about the 9th to the 12th day of the month, information presented represents the budget as of January 31, 1994.

From the office of the President a total of \$55,000 was deposited into the Faculty Senate account. This includes the \$10,260 for initial start-up of the Senate and the \$45,520 assessed the colleges.

To date, a total of \$23,433.89 has been spent. This includes initial start-up costs, and the budget lines of secretarial salary, officers' released time, communications, supplies and services, and movable equipment. The budget account summary at the end of January shows a total balance available of \$31,566.11.

Respectfully submitted by V. Joanne Fleming, Vice-Chair, Faculty Senate

APPENDIX D

Report of Academic Policies, Curriculum and Calendar Committee

The Academic Policies, Curriculum and Calendar Committee met on Tuesday, February 15, 1994, at 3:00 p.m. in the Board of Trustees Room of the Gardner Student Center. As a result of that meeting the following items are recommended for approval by the Faculty Senate:

- I. NU-94-04 - Approved without dissent; no outstanding objections
 WC-94-09 - Approved without dissent; no outstanding objections
 WC-94-11 - Approved without dissent; no outstanding objections
 CT-94-11 - Approved without dissent; no outstanding objections

- II. PS-94-01 - Approved without dissent; objection presumed to be withdrawn

- III. ED-94-03 - Approved by majority vote; no outstanding objections
 ED-94-04 - Approved by majority vote; no outstanding objections
 ED-94-05 - Approved by majority vote; no outstanding objections

- IV. AS-94-30 - Approved with outstanding objection from B. Arbuckle and with the provision that the proposed change in course number for Environmental Studies only (from 1830 to 3010) be deferred pending mediation efforts between the objector and the sponsoring unit. This is a "short-form" proposal which was referred to the "long-form" process because of the outstanding objection. (See attach. A.)

- V. A proposal to standardize the use of the 699 and 899 numbers for master's thesis and doctoral dissertation credit respectively, and to withhold the assignment of thesis or dissertation credit until the thesis or dissertation is completed was approved by APCC and is also recommended to the Faculty Senate for adoption. (See attach. B.)

Respectfully submitted by Joseph M. Walton, Chair

March 3, 1994

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THE UNIVERSITY OF AKRON
INTEROFFICE CORRESPONDENCE

ATTACHMENT A

CURRICULUM FORM 1 (SHORT)

OCT 1993
RECEIVED
SR VICE PRES. AND
PROVOST'S OFFICE

File No. AS-94-30

DATE: October 1, 1993

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

FROM: Dean Randy Moore
Buchtel College of Arts and Sciences

SUBJECT: Curriculum Change - Buchtel College of Arts and
Sciences/Interdisciplinary Programs

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

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

If there are objections to this proposal, such objections must be reported in writing to the Senior Vice President and Provost by October 22, 1993.

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

Senior Vice President and Provost:

As a member of the University faculty, I request that before approval is granted for curriculum change File No. AS-94-30, that the proposal be reviewed because:

Date _____

Signature _____ College/Division _____

**BUCHTEL COLLEGE OF ARTS AND SCIENCES
THE UNIVERSITY OF AKRON**

AS-94-30**COURSE CHANGE SUMMARY****(FORM C)**

COURSE INFORMATION	FROM	TO
DEPARTMENTAL COURSE NUMBER & TITLE	1810 Afro-American Studies 1830 Environmental Studies 1840 Women's Studies 1850 Inst. for Life-Span Dev. & Gerontology 1860 Peace Studies 3305 Interdisciplinary Studies: Canadian Studies	3002 Afro-American Studies 3010 Environmental Studies 3001 Women's Studies 3006 Inst. for Life-Span Dev. & Gerontology 3003 Peace Studies 3005 Canadian Studies

2. EFFECTIVE DATE SEMESTER: FALL YEAR: 1994

3. NEW BULLETIN DESCRIPTION (25 words or less):

NO CHANGE

4. RATIONALE

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

Change in departmental course numbers to reflect reassignment of these programs to the Buchtel College of Arts and Sciences.

5. PROGRAMS AFFECTED BY THIS CHANGE

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

pp. 128, 129, 132, 135, 139, 143, 150, 151, and 164.

6. STATEMENT OF ADDITIONAL RESOURCES

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

Senior Vice President and Provost:

As a member of the faculty, I request that curricular change File No. AS-44-30 be reviewed before approval, for the following reasons:

See attached memo -- I also mention objections in
my 11/10/93 Memo.

Date 12/10/93



Wm Brian Schubert
 Signature

ENGINEERING / CIVIL
 College/Division

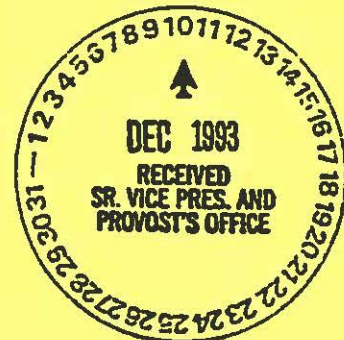
Reasons to review Proposal AS-94-30

I formally object to The Center for Environmental Studies being placed in the College of Arts and Sciences, as set forth in curriculum proposal AS-94-30, as I did in my letter of November 10 to Provost Jamison (which was passed on to the College of Arts & Sciences).

Reason #1: this is supposed to be an interdisciplinary program, basing it in a college may hinder inter-college cooperation. [This may also be true for other interdisciplinary programs such as Women's Studies, etc., the general philosophy of transferring them all to Arts & Sciences should be discussed.]

Reason #2: there is no effective environmental orientation in any Arts & Science Department as evidenced by the lack of formal, upper-level and/or graduate environmental courses which are offered on a regular basis in any department other than Biology. John Olive offers those Biology courses and is retiring (with little or no discussion of replacing his area of expertise).

Reason #3: if the Center for Environmental Studies were to be placed in a college, the College of Engineering seems more appropriate. Civil Engineering is currently searching for a second Environmental Engineering faculty member. I am the existing environmental engineer, all my teaching assignments and research have been in the environmental field. Couple this with the significant amount of research that the Chemical Engineering Department is doing, and the College of Engineering appears to be a more logical site for the Center. [Note: When the Center was first formed, it was formed in the College of Engineering, with Glen Atwood as the first Director.]





March 3, 1994

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

ATTACHMENT B

December 6, 1993

TO: Members of the Academic Policies, Curriculum and
Calendar Committee (APCC)

FROM: Joseph M. Walton *JM*
Associate Provost for Academic and Faculty Affairs and
Chair of APCC

RE: Attached Proposed Credit Policy

I am referring the attached proposed policy to the Curriculum Subcommittee of APCC for consideration. Please retain this copy for your future reference.

Att.

c: Don R. Gerlach, Chairman of Faculty Senate
David L. Jamison, Interim Senior Vice President and Provost
Dr. Charles Dye, Interim Dean of the Graduate School

ald\curr\poli9312.06



March 3, 1994

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Graduate School
Akron, OH 44325-1201
216-972-7663

INTEROFFICE CORRESPONDENCE
Charles M. Dye
Interim Dean

03 December 1993

DR. JOSEPH WALTON, Associate Provost for
Academic and Faculty Affairs

cmdye

699/899 CREDIT POLICY: THE GRADUATE SCHOOL

Please be advised that, on behalf of the Graduate Faculty, I communicate the following policy to you for your reference to the appropriate body for its review and approval:

699 will only be used for courses which indicate credit is being given for a master's thesis.

899 will only be used for courses which indicate credit is being given for a doctoral dissertation.

No credit for 699 or 899 will be given unless the thesis or dissertation is completed.

The above policy will have an effective date of Fall Semester 1994; we seek approval for its inclusion in the 1994-95 Graduate Bulletin.

The Student Policy Committee of the Graduate Council approved this policy by unanimous vote on 20 April 1993. The Graduate Council approved this policy by unanimous vote on 26 April 1993. The University's Graduate Faculty approved this policy by unanimous vote on 23 November 1993.

(The attached two pages identify current titles for 699 and 899.)

cc: Dr. Darr
Dr. Liang
Mrs. Markovich
file

Charles M. Dye



TITLES: 69% ENTRIES, 1991-92 GRADUATE BULLETIN

3100:699	Master's Research	Biology
3150:699	Master's Research Chemistry	Chemistry
3250:699	Research and Thesis	Economics
3300:699	Thesis	English
3350:699	Thesis Research	Geography
3370:699	Thesis Research	Geology
3400:699	Thesis Writing	History
3450:699	Thesis Research	Mathematics
3470:699	Thesis Research	Statistics
3520:699	Thesis Writing	French
3580:699	Thesis Writing	Spanish
3600:699	Seminar: Thesis Supervision	Philosophy
3650:699	Master's Thesis Research	Physics
3700:699	Thesis	Political Science
3750:699	Thesis Research	Psychology
3850:699	Thesis	Sociology
3980:699	Thesis	Urban Studies
4200:699	Master's Thesis	Chemical Engineering
4300:699	Master's Thesis	Civil Engineering
4400:699	Masters Thesis	Electrical Engineering
4600:699	Master's Thesis	Mechanical Engineering
4800:699	Master's Thesis	Biomedical Engineering
5100:699	Thesis Research	Educational Foundations
5200:699	Thesis Research	Elementary Education
5300:699	Thesis Research	Secondary Education
5400:699	Thesis Research	Technical Education
5550:699	Thesis Research	Physical Education
5560:699	Master's Thesis	Outdoor Education
5600:699	Thesis Research	Counseling
5610:699	Thesis Research	Special Education
5620:699	Thesis Research	School Psychology
5700:699	Thesis Research	Educational Administration
6200:699	Seminar in Accounting	Accounting
6400:699	Seminar in Finance	Finance
6500:699	Graduate Seminar in Management	Management
6600:699	Seminar in Marketing	Marketing
7400:699	Thesis	Home Economics/Family Economics
7500:699	Thesis Research/Recital Document	Music
7600:699	Master's Thesis/Project/Production	Communication
7700:699	Research and Thesis	Communicative Disorders
7800:699	Research or Creative Thesis	Theatre
8200:699	Thesis/Nonthesis Research	Nursing
9841:699	Master's Thesis	Polymer Engineering
9871:699	Master's Research	Polymer Science

TITLES: 899 ENTRIES, 1991-92 GRADUATE BULLETIN

150:899	Doctoral Research Chemistry	Chemistry
400:899	Dissertation Writing	History
750:899	Dissertation Research	Psychology
850:899	Dissertation	Sociology
980:899	Dissertation Research	Urban Studies
200:899	Doctoral Dissertation	Chemical Engineering
300:899	Doctoral Dissertation	Civil Engineering
400:899	Doctoral Dissertation	Electrical Engineering
600:899	Doctoral Dissertation	Mechanical Engineering
800:899	Doctoral Dissertation	Biomedical Engineering
200:899	Dissertation	Elementary Education
300:899	Dissertation	Secondary Education
600:899	Dissertation	Counseling
700:899	Dissertation	Educational Administration
841:899	Doctoral Dissertation	Polymer Engineering
871:899	Doctoral Research in Polymer Science	Polymer Science

cmdye/04 August 1992

Qus

APPENDIX E

Report of Campus Facilities Planning Committee

Members in attendance: Peeples, Bartlett, Seivert (for Keller), Gunn, Clay, Drummond, Sterns, Kline, Fowler, Dye, Dunning, Guegold.

The Senate Campus Facilities Planning Committee met on Thursday, February 17, 1994, in the GSC Chestnut B. The meeting was called to order at 3:30 p.m. by Dr. Guegold, Chair.

The minutes from the December 10 meeting were approved.

Discussion was held concerning both a meeting site and office space for the Senate in 1994-95. BCCE 201 is one possibility for meeting space. Space in Buckingham for offices will be discussed with the Provost's Office. Other suggestions are being solicited.

Dr. Sterns expressed gratitude that the committee's recommendation concerning the emergency roof replacement for Guzzetta Hall was given priority in the upcoming renovation budget.

It was mentioned that a pressing concern of the committee will be finding permanent space for classes and offices that now occupy "temporary" territory in various buildings scheduled for remodeling or being taken off line.

It was suggested that a member of the committee be permitted to sit on the Utilities and Renovations Committee to provide input in the next biennium Capital Plan.

We have received information from the School of Music that lights will be needed at Jackson Field if the University Marching Band is to be able to use the field for practice next fall. This is necessitated by the new class schedule which pushes the rehearsal time for the group well after dark, especially late in the fall. The question of cost was raised.

A great deal of discussion ensued as to the process that took place in deciding to take the Exchange Street Building off line. This building housed regularly scheduled class space and decisions concerning the space should have been routed through this committee. A question was raised about the Development Office and if it could operate outside of the structure of these Senate committees. It would seem that all offices on campus need to be aware of the proper routing of space requests effecting instructional space. The role of the Facilities Planning Committee is to review and make comment on such decisions.

It was reported that the new bus shuttle system seems to be working quite well.

Grave concerns were expressed that dealt with safety issues in Carroll Hall raised by Developmental Programs. The requests for action were seemingly ignored. Communications needs to be addressed and will continue to be a concern of this committee.

Requests were sent to all VP's and Deans asking for copies of each College's and Department's long and short range plans that had an effect on Facilities Planning. These were to be sent to the Chair in time for the next committee meeting. The committee would like to work closely with the entire university community to help coordinate facilities planning.

Phil Bartlett presented a prioritized list of space reallocation related to current capital plans. This was very helpful, especially for new committee members. Roger Ryan has been requested to bring the old slide presentation detailing future facilities plans to the next committee meeting.

The Senate Facilities Committee will meet next on Thursday, March 17 at 3:30 p.m. once again in GSC Chestnut B.

The meeting was adjourned at 4:45 p.m.

Respectfully submitted by Dr. William K. Guegold, Chair

APPENDIX F

Report of University Libraries Committee

The University Libraries Committee met on February 25, 1994, at Bierce Library. Present were R. Schneider, J. Patton, P. Richert, W. Sterling, M. Cheung, P. O'Connor, F. Canda, and D. Williams. Absent with notice were E. Erickson and V. Fleming.

Dean Williams and Mrs. O'Connor updated the committee on the increase in lending/borrowing traffic attributable to OhioLink. OhioLink borrowing and lending traffic is roughly balanced at 500 to 600 items per month. This is roughly three times the usual interlibrary loan traffic. The borrowing is nearly equally divided between undergraduate students, graduate and professional students, and faculty. Some personnel reassignments have been required to accommodate the increased interlibrary volume, but it has not presented a severe difficulty. Improvements planned for the OhioLink software will likely provide detailed usage patterns which may be useful in identifying weaknesses in specific collections.

Other items of interest relayed to the committee were:

- The libraries are operating with "dim" lighting in the stack areas (half of installed candlepower illuminated) to reduce utility costs; full lighting is being maintained in carrel and other working areas.
- The first shipment of material from The University of Akron to the Rootstown high density storage area has been made.
- It is anticipated that the Polsky's storage areas will be at nearly 100% capacity when first occupied due to the emptying of off-campus storage as well as transferral of material from S&T and Bierce Libraries.

One area of concern to the committee and the libraries is the problem of adequately educating the campus community about the availability and use of the increased information resources afforded by OhioLink. The committee plans to make this area a priority and hopes to work with other information providers on campus (Network Services for example), to devise a plan for addressing this need.

The next meeting of the University Libraries Committee is scheduled for March 11, 1994.

Respectfully submitted by H. Michael Cheung, Chairman

APPENDIX G

Report of Student Affairs Committee

The Student Affairs Committee met on Thursday, March 10, 1994, in Buchtel Hall. Members present: Senator K. Aupperle, Senator D. Weber, Senator D. Laconi, Senator R. Gigliotti, C. Clemons, L. Pachnowski, D. Vukovich, C. Smith (Ex Officio). Senator Gigliotti was welcomed as a new member of our committee.

Dr. Caryl Kelley Smith met briefly with the committee. She reported that the appointment of a new Director of Admissions would most likely be announced this month and that searches for a Director of Financial Aid and a Director of International Programs would soon begin. Dr. Smith discussed briefly the possibility of a new student services building.

Faculty Senators reported that the committee's proposal to establish an Extracurricular Activities Committee under the direction of Sandra Emerick was amended at the March 3, 1994, Senate meeting. The amendment proposed that Graduate students and Law students have a total of eight members on the new committee with proportional representation reflecting student enrollment in each school. Senate voted to approve the amended resolution from the Student Affairs Committee.

The committee discussed the impact on students of the conditional/unconditional admissions policy. Committee members expressed concern that needed financial resources for advising and developmental programs would not be available in the next academic year. Committee members who also serve on BPCC indicated that they would follow up on this problem. Senators asked for additional information about the impact of developmental programs on student retention and for a sample of a "prescription" which academic advisors will use for conditionally admitted students.

The committee discussed how its charge could be expanded from the duties listed in the current Senate Bylaws. Members agreed that the duties and responsibilities of the committee should reflect the reorganization of Student Support Services and allow the committee to address issues beyond financial aid and extracurricular activities, which are critical to students.

Members asked Don Laconi, Chair, to contact Dr. Smith, Dr. Vukovich, and Mr. Buie in order to solicit their opinions about items which should be included in the committee's duties. The committee will then prepare an amendment to the Bylaws to present at the April 7 meeting of Senate.

Current responsibilities of the committee include approval of policy changes for scholarships and financial aid. Don Laconi will contact staff in the Office of Financial Aid before the next committee meeting to determine whether or not there are items the committee needs to consider before the end of the semester.

Find enclosed the "P.L.U.S." Agreement developed by Prescriptive Activities Committee developed for advisers' use with the "conditional admitted student." (per your request)

The next committee meeting has been scheduled for Tuesday, March 29, 1994, at 2:00 p.m. in Buchtel Hall, Room 52.

March 3, 1994



P. L. U. S. AGREEMENT

Page

Prescribed Learning for Undergraduate Success

The main goal of your conditional admission status is to assist you to be successful with college-level course work at The University of Akron. Your adviser's role is to help you identify appropriate courses and activities that will enhance your academic success. The following agreement details the course selections and other conditions that are part of your admission status.

(Last Name) _____ (First Name) _____ (M.I.) _____ (Social Security Number) _____ (Phone Number) _____

Date _____ Term _____ Year _____ Major _____

Required Study Skills Course(s)

You must enroll for and successfully complete at least one of the courses listed below during your first semester:

_____ 1020:060 College Reading I*
_____ 1020:062 College Reading & Study Skills*
_____ 1100:101 University Orientation

* A minimum grade of "C" in this course needed to enroll at the next level.

<u>Additional Courses</u>	<u>Activities Checklist</u>
<p><u>Course Enrollment</u></p> <p>_____ 1020:040 Basic Writing* _____ 1020:050 Basic Math* _____ 1020:052 Basic Math II* _____ 5600:110 Career Planning** _____ Other (specify) _____</p> <p>_____</p> <p>* A minimum grade of "C" in this course is needed to enroll at the next level.</p> <p>** Note that 5600:110 is a Credit/Non-Credit course in which a grade of Credit is required for successful completion.</p> <p>Additional Comments: _____</p> <p>_____</p>	<p><u>Additional Requirements</u></p> <p>_____ Workshops (specify) [Counseling & Testing Center, Simonson Hall, Room 163]</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____ Tutorial Assistance _____ Reading Lab _____ Writing Lab _____ Math Lab _____ Progress Checks (specify) _____</p> <p>_____</p> <p>_____ Other (specify) _____</p> <p>_____</p>

Terms of Agreement

I have reviewed the above conditions as determined with my academic adviser. I understand that changes to the above need the approval of my adviser. I further understand that failure to complete these conditions and failure to meet the University standards of academic progress could prohibit me from continuing with college-level course work at The University of Akron.

Student's Signature

Date

Adviser's Signature

Date

The Student Affairs Committee of Faculty Senate recommends that Senate approve a change in the procedures used by the Student Affairs Committee to carry out its duties. The proposed changes would not alter the charge of the committee or reduce its oversight/responsibility. The committee will continue to recommend policy regarding student scholarships, regulations and budgets related to extracurricular activities (except athletics) as stated in the Senate Bylaws. The recommended changes are procedural ones designed to streamline the process of approving new student groups and budget requests for the Extracurricular Activities Fund.

The proposed change would establish a peer review process for the approval of registration of new student groups and of budget requests for graduate, law, and new majority groups which parallels the structure currently used for undergraduate student groups.

The Extracurricular Activities Committee would consist of members selected on an annual basis by the Student Development Office. The following constituencies would be represented on the committee:

School of Law	4 Representatives
Graduate School	4 Representatives
New Majority Students	2 Representatives
Undergraduate Students	2 Representatives

The Assistant Dean of Students (Sandra Emerick) would serve as chair of this committee. Members of the Student Affairs Committee of Faculty Senate should be invited to attend meetings of the Extracurricular Activities Committee as non-voting members.

The Extracurricular Activities Committee would be responsible for the following:

- Recommending approval of registration status for new student groups to the Student Affairs Committee of Faculty Senate
- Recommending approval of annual budget requests for graduate, law, new majority groups and Associated Student Government to the Student Affairs Committee of Faculty Senate
- Recommending approval of contingency budget requests for graduate, law, new majority groups and Associated Student Government to the Student Affairs Committee of Faculty Senate.

Respectfully submitted by Don V. Laconi, Chair

APPENDIX H

Report of Budget and Planning Coordination Committee

Budget Recommendations for 1994-95

- Recommended that up to \$300,000 in continuing funds be set aside to support implementation of the revised General Studies Program in 1994-95, to be prorated between Buchtel College of Arts and Sciences and the Community and Technical College and allocated under the supervision of the Senior Vice President and Provost.
- Recommended that a minimum pool equal to an overall 3% raise be set aside for 1994-95 faculty and staff salary increases.
- Recommended that \$200,000 in new continuing funds be allocated to University Libraries consistent with the purposes identified in the Faculty Senate Resolution dated February 3, 1994.
- Recommended that \$56,000 be allocated to support the 1994-95 operating budget of the Faculty Senate.

Other Actions

- Elected Professor Michael Cheung as Vice Chairperson.
- Formed four subcommittees to provide long-term study and recommendations in these areas: Salary, Health Benefits, Campus Physical Plant, and Enrollment Enhancement.
- Agreed that BPCC will not consider any new budget proposals from individual units at this time.

Unrestricted Current Fund Budget

Available funds from 1994 Preliminary Model

\$4,042,042

Recommendations to date from BPCC:

	<u>BPCC Recommendation</u>	<u>Amount</u>
1. General Studies Support	2/14/94	\$ 300,000
2. Restore course fee to 100% return to departments	2/14/94	92,100
3. Library support (serials and software)	2/28/94	200,000
4. Faculty Senate operating budget	2/28/94	55,920
5. Minimum 3% campus salary pool for all UA employees (@ \$1,014,000/1% of increase)	2/28/94	3,042,000

APPENDIX I

Report of General Studies Advisory Committee

Revision of the General Education Curriculum

A new General Education Program will be in effect Fall 1994 for entering freshmen. This represents the culmination of efforts initiated many years ago. In 1985 Dr. John Watt, Acting Senior Vice President, convened a Task Force to Review the General Studies Program. The Task Force consisted of eight faculty members and was chaired by Dr. Arno Lepke. Their charge was to conduct a review of the existing general education program and to offer recommendations. This was the first broad review of the program conducted since 1972.

In its Final Report (often referred to as the Lepke Report), dated February 20, 1986, the Task Force summarized its review of the general education program and offered both general and specific recommendations. The recommendations pertained to the administration of the program, standards for consistency and minimal performance, as well as course or area-specific curriculum revisions.

The Task Force Report was reviewed within the university curricular structure (APCC, University Council). The General Studies Advisory Council was established, in accordance with the administrative structure proposed in the Lepke Report, to oversee the ongoing development, implementation, and revision of the general education program (see Chronicle, April 24, 1987).

After reviewing the recommendations of the Task Force and University Council and interviewing department heads and course directors about the recommended changes, the General Studies Advisory Council (GSAC), then chaired by Roger Creel, submitted a recommendation to Provost Marini in April of 1989 detailing the particulars of a revised general studies program. Many of the recommendations of GSAC were implemented over time, including moving course administration to "home" departments and appointment of course directors for several general studies courses. The recommendation for a new program was returned to GSAC for further deliberation. GSAC took under consideration the responses to proposed revisions and sought further input from faculty and departments. A recommendation for a new General Education Program was submitted to University Council March 29, 1991.

The New General Education Program

The new General Education Program was approved by University Council May 7, 1992, for implementation Fall 1994. The new program consists of a minimum of forty-two credits distributed in eight areas. A listing of the areas and approved courses is attached. The major changes in the new program are enhanced science and humanities offerings and increased options in some other areas. Since the approval of the new program, GSAC has developed and disseminated guidelines for courses within the general education curriculum. The guidelines ask how courses meet goals of the program, encourage reading and writing, and give examples of minimum requirements in different areas to assure reasonable commonality of experience across sets of courses or across sections in large, multi-sectioned courses. Courses have been reviewed using these guidelines. New or revised courses require approval through the regular university curricular approval mechanism in addition to GSAC.

Implementation

GSAC has worked closely with faculty and administrators of various departments and colleges, University College, Academic Advising, Transfer and Articulation, Registrar, Associate Provost Walton, Interim Provost Jamison, and others, to ensure a smooth transition to the new program. The new program is in effect for freshmen students entering the University Fall 1994. Continuing students are required to meet the general studies requirements, or the equivalent, in effect when they were admitted to the University. Where there are course credit changes, course number changes, or deletion of courses, equivalencies have been identified. GSAC recommended course number changes to show the location of course administration. This change was recommended because of changes in the structure of University College, changes in budgetary planning, and the objective of increased departmental accountability for quality of general education offerings. It is important to dispel any misconception that revenue will follow this artificial increase in departmental credit hour generation.

Academic Advising plays a key role in educating incoming students about the new program. Faculty have an enlarged responsibility because of changes affecting continuing students and the new policy of direct admission to some colleges. Printed materials explaining the current program and the new program have been developed and will be circulated soon. There will also be informational sessions provided to faculty this semester about the specifics of the new program. The General Bulletin is being revised to reflect the curriculum changes. The Fall Schedule will contain information about the requirements for both continuing students and incoming freshmen.

In order for the new program to be implemented, it was essential that financial resources be allocated for that purpose. A specific budget allocation supporting the new program has been approved for the next fiscal year. Thanks to the coordination and cooperation of many - faculty, departments, colleges, administrative units, and many others - this new program will be implemented Fall 1994.

Respectfully submitted by Jo Ann Collier, Chairperson

General Education Program

Report to Faculty Senate from GSAC March 3, 1994

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 all 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

Recommended Core Curriculum

Students entering the University in the fall of 1994 must complete the General Education Program which consists of 42 credits distributed in eight categories. (Students with a Community and Technical College major should complete the appropriate course indicated by an asterisk.)

ENGLISH COMPOSITION: 7 Credits - 2 Courses

3300:111	English Composition I	4 credits
3300:112	English Composition II	3 credits
2020:121	English*	4 credits

ORAL COMMUNICATION: 3 Credits

7600:105	Introduction to Public Speaking	3 credits
	OR	
7600:106	Effective Oral Communication	3 credits

*Community & Technical College

NATURAL SCIENCE: 8 Credits - 2 Courses

Two different sciences, one with lab component

Biology

3100:103	Natural Science Biology	4 credits
3100:100	Introduction to Botany**	4 credits
3100:101	Introduction to Zoology**	4 credits
3100:108	Introduction to Biological Aging**	3 credits

Chemistry

3150:100	Chemistry and Society	3 credits
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Geology

3370:100	Earth Science	3 credits
3370:200	Environmental Geology	3 credits
3370:201	Exercises in Environmental Geology I	1 credit
3370:203	Exercises in Environmental Geology II	1 credit
3370:121-138	Concepts in Geology	1 credit
3370:103	Natural Science Geology	3 credits

Physics

3650:130	Descriptive Astronomy	4 credits
3650:133	Music, Sound and Physics	4 credits
3650:137	Light	4 credits

SOCIAL SCIENCES: 6 Credits - 2 Courses from Two Sets**Set 1 - Economics**

3250:100	Introduction to Economics	3 credits
3250:200	Principles of Microeconomics	3 credits
3250:244	Introduction to Economic Analysis	3 credits
2040:247	Survey of Basic Economics*	3 credits

Set 2 - Geography

3350:100	Introduction to Geography	3 credits
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Set 3 - U. S. Government/Politics

3700:100	Government and Politics in the U. S.	4 credits
2040:242	American Urban Society*	3 credits

Set 4 - Psychology

3750:100	Introduction to Psychology	3 credits
2040:240	Human Relations*	3 credits

Set 5 - Sociology/Anthropology

3850:100	Introduction to Sociology	4 credits
3870:150	Cultural Anthropology	4 credits

Set 6 - United States History

3400:250	U. S. History to 1877	4 credits
3400:251	U. S. History since 1877	4 credits

Set 7 - Science/Technology/Society

3600:125	Theory and Evidence	3 credits
2040:241	Technology and Human Values	2 credits

* Community & Technical College

** Wayne College

HUMANITIES: 10 Credits - 3 Courses

3400:210	The Humanities in the Western Tradition (I) + two courses (from 2 sets)	4 credits
Set 1 - Fine Arts		
7900:200	Viewing Dance	3 credits
7800:301	Introduction to Theatre and Film	3 credits
7500:201	Exploring Music	3 credits
7100:210	Visual Arts Awareness	3 credits
Set 2 - Philosophy/Classics		
3600:101	Introduction to Philosophy	3 credits
3600:120	Introduction to Ethics	3 credits
3600:170	Introduction to Logic	3 credits
3200:189	Mythology of Ancient Greece	3 credits
3200:220	Introduction to Ancient World	3 credits
Set 3 - Literature		
written in English		
3300:250	Classic and Contemporary Literature	3 credits
3300:252	Shakespeare and His World	3 credits
other literature in English translation		
3520:350	Themes in French Literature in Trans	3 credits
3580:350	Literature of Span-America in Trans	3 credits
3200:361	Literature of Greece	3 credits
Set 4		
3400:211	The Human in the WT II	4 credits

AREA STUDIES & CULTURAL DIVERSITY: 4 Credits - 2 Courses

3350:375	Geography of Cultural Diversity	2 credits
3400:385	World Civilization: China	2 credits
3400:386	World Civilization: Japan	2 credits
3400:387	World Civilization: SE Asia	2 credits
3400:388	World Civilization: India	2 credits
3400:389	World Civilization: Near East	2 credits
3400:390	World Civilization: Africa	2 credits
3400:391	World Civilization: Latin America	2 credits
2040:254	The Black American	2 credits

PHYSICAL EDUCATION: 1 Credit
choose from list

5540:120-190	1/2 to 1 credit
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MATHEMATICS: 3 Credits

3450:140	Math for Elementary Teachers	3 credits
3450:289	Math for Fine and Applied Arts	3 credits
3450:113	Combinatorics/Probability	1 credit
3450:114	Matrices	1 credit
3450:115	Linear Programming	1 credit
3450:127	Trigonometry	2 credits
3450:138	Math of Finance	1 credit
3450:145	College Algebra	4 credits
3470:260	Basic Statistics	3 credits
3470:261	Intro Statistics I	2 credits
3470:262	Intro Statistics II	2 credits
2030:152, 153	Elements of Math II, III*	4 credits
2030:161	Math for Modern Technology*	4 credits

* Community & Technical College

NOTE: THIS IS CORE CURRICULUM RECOMMENDED BY GSAC. SOME COURSE REVISIONS ARE IN CURRICULAR APPROVAL PROCESS AND HAVE NOT BEEN APPROVED BY FACULTY SENATE.

APPENDIX J

The University of Akron
Internal Grant Awarded by:
Research (Faculty Projects) Committee

Summer 1994

Research Faculty Fellowships

Effective: December 13, 1993, through January 31, 1995

<u>FRG#</u>	<u>NAME/DEPARTMENT</u>	<u>TITLE OF PROJECT</u>	<u>AMOUNT</u>
1271	Stephen Harp, History	"Learning to be German:Primary Schooling Alsace-Lorraine, 1870-1918"	\$5,000
1273	Mary Kirtz, English	"The intramodernist approach to reading Canadian literature"	\$5,000
1274	Glenn Heitman, Electrical Engr.	"Identifiability of casual input-output systems"	\$5,000
1275	Daniel Shea, Political Science	"How incumbents lose:A strategists guide to throwing out a bum"	\$5,000
1276	Amy Milsted, Biology	"Angiotensinogen gene regulation by angiotensin-(1-7)"	<u>\$5,000</u>
TOTAL 5 SUMMER 1994 RESEARCH FACULTY FELLOWSHIPS			\$25,000

The University of Akron
Internal Grant Awarded by:
Research (Faculty Projects) Committee

Fall 1993

Effective November 15, 1993, through January 31, 1995

<u>RFP#</u>	<u>NAME/DEPARTMENT</u>	<u>TITLE OF PROJECT</u>	<u>AMOUNT</u>
1265	Gabriel Giralt, Communication	"Oblivion"	\$4,692
1266	Lu-Kwang Ju, Chemical Engr.	"Biodegradation of hydrocarbons under microaerobic, nitrate-respiring conditions"	\$3,000
1267	Chrys Wesdemiotis, Chemistry	"The study of mono-and oligo-nucleotides by tandem mass spectrometry"	\$3,000
1268	William McGucken, History	"A history of the joint United States-Canada program to control the cultural eutrophication of the Great Lakes?"	\$1,953
1269	Claire Tessier, Chemistry	"New polycarbosilanes"	\$2,950
1270	Mark D. Foster, Polymer Science	"Optically active self-assembled monolayers containing polyglutamates"	\$3,000
1271	Darlene G. Walro, Biology	"Fate of cellular protein kinases following infection with herpes simplex virus type I"	<u>\$3,000</u>
TOTAL 7 FALL 1993 GRANTS			\$21,595

APPENDIX K

THE UNIVERSITY OF AKRON FACULTY MANUAL

3359-20-02 Organization of the University

(B) The Officers of Academic Administration (5) Department Heads Proposed Substitute Motion

- (5) Department chairs, division chairs in the Community and Technical College, and directors of schools in the College of Fine and Applied Arts and the College of Business Administration (hereinafter referred to as "department chairs").
 - (a) Department chairs are appointed by the Board upon recommendation of not less than two-thirds of the regular faculty members of the department or division, the dean of the college, the Provost, and the President; chairs shall be appointed for a three (3) year term, which may be renewed; they hold office at the discretion of the President; are responsible to the deans of their colleges; and are the representatives and academic leaders of the departmental faculty. They are the administrative heads of their respective departments, divisions, or schools (hereinafter referred to as "departments") and are charged with the general supervision of all departmental interests in accordance with policies established by the Board; the President, their dean, their faculty, and the Faculty Senate. Both the administration and the faculty will bear in mind that department chairs have special obligations to build departments strong in teaching, scholarship, research and service, and which are committed to the mission of the University.
 - (b) Department chairs are selected and shall hold office as follows:
 - (i) The Search Committee is elected by the regular full-time faculty of the department and may include members from outside the department. It may also include a student or students selected by the appropriate student body.
 - (ii) The Search Committee makes its recommendations to the regular department faculty who, with the

agreement of not less than two-thirds of the regular departmental faculty, in turn recommends a candidate or candidates to the dean of the college.

- (iii) If the recommended candidate is not available, the dean requests that the department recommend another candidate. If the nominee is not acceptable to the dean, the Provost, or the President, an explanation of the objection shall be reported by that administrative officer in a meeting with the search committee and the regular full-time faculty of the department, and the search process shall be resumed.
- (iv) In consultation with the dean and the faculty of the department, the chair will establish annual goals. The dean shall assess annually the performance of the chair measured against those goals and the standards set forth herein, and shall report the results of that assessment to the chair and to the departmental faculty.
- (v) Every three (3) years, or upon the specific request of a majority of the regular full-time faculty in the department, chairs shall be subject to a mandatory performance review. The review shall include:

(a) A faculty review:

- An evaluation of the chair's performance as chair shall be conducted by a committee of not less than three (3) members of the regular full-time faculty of the department, as elected by that faculty.
- The committee shall conclude its evaluation by presenting to the faculty a recommendation, and the faculty shall adopt by a two-thirds vote of the entire full-time faculty of the department, a resolution that the chair be continued, continued with



recommendations, or not continued
as chair.

- The committee's evaluation and recommendations, and the faculty's resolution, shall be reported to the dean and communicated to the chair.

(b) A decanal review:

- The dean shall conduct an independent evaluation of the chair by a method appropriate to the unit, and including the annual evaluation result.
- The dean shall review and respond in writing and in a meeting with the faculty to the recommendation of the faculty.
- The results of the dean's review shall be communicated to the chair and to the departmental faculty and shall include the dean's decision to continue, continue with recommendations, or not continue the chair as chair.

- (c) As the department's representative and its academic leader, the chair articulates and implements university, college, and departmental policy and goals, communicates on behalf of the department within the college and, in consultation with the dean, within the University. The chair consults with the departmental faculty and meets regularly with them to shape the department's policies and goals. In consultation with the faculty and the dean, and in accordance with the appropriate guidelines established by the department or division and college concerned, the chair makes recommendations on appointments, reappointments, promotions, tenure, salaries, and leaves of absence for faculty members in accordance with the procedures outlined in section 3359-20-03. In making recommendations for dismissal, the chair shall follow the procedures outlined in Section 3359-20-0934(A)(3). The chair works with Student Support Services to register students

within the department, and in consultation with the faculty, arranges teaching schedules and curricular developments so as to ensure quality of instruction. The chair coordinates the process by which the department recommends books, journals, and other materials for purchase by the library. In consultation with the college and consistent with University policies, the chair coordinates the use of departmental laboratories and other facilities. The chair recommends to the dean those persons to be hired as part-time faculty in the department, and supervises the non-teaching departmental staff.

- (d) Nothing in the above section is intended to prevent a department from choosing a rotating chair with a fixed term of office. The decision to have a rotating chair must be made by a majority, secret ballot of all tenure-track faculty in the department allowing for absentee votes. This decision ~~should~~^{may} be reconsidered at any time if requested by one-third of the departmental faculty. A change in policy ~~would~~^{shall} not affect the status of a current chair, but would affect the status of future chairs, subject to approval by the collegiate dean.

CURRICULUM CHANGES

The following curriculum changes, in accordance with the Curricula process adopted by University Council on December 12, 1974, have had final approval by either the Senior Vice President and Provost or by Faculty Senate. All changes are effective Fall, 1994 (unless otherwise noted).

COLLEGE OF ARTS AND SCIENCES

AS-94-19

Chemistry

(Revision From December, 1993 Chronicle)

Program Change: (Revision): from: 3150:132 Principles of Chemistry I, (4) to: 3150:151 Principles of Chemistry I (3); 3150:152 Principles of Chemistry Laboratory (1)

New Bulletin Description: (1) 151 Principles of Chemistry I: Introduction to basic facts and principles of chemistry including atomic and molecular structure, state of matter and thermodynamics. For chemistry majors, pre-medical students and most other science majors. Discussion (day sessions); (2) 152 Principles of Chemistry Laboratory: Pre/Corequisite: 151. Laboratory course applying principles of thermodynamics, chemical analysis and laboratory practice.

Change In Requisite Hours: from: 3150:499 Research Problems (2) to: 3150:499 Research Problems (1-2)

AS-94-30

Interdisciplinary
Programs**Course Change Summary:**

from: 1810 Afro-American Studies

to: 3002 Afro-American Studies

from: 1830 Environmental Studies

to: 3010 Environmental Studies

from: 1840 Women's Studies

to: 3001 Women's Studies

from: 1850 Inst. for Life-Span Dev. & Gerontology

to: 3006 Inst. for Life-Span Dev. & Gerontology

from: 1860 Peace Studies

to: 3003 Peace Studies

from: 3305 Interdisciplinary Studies: Canadian Studies

to: 3005 Canadian Studies

COLLEGE OF BUSINESS ADMINISTRATION

BA-94-09

Marketing

Prerequisite Change: (6600:490 Marketing Strategy) from: Senior Standing and 460 to: Senior standing and 460 or 425

New Bulletin Description: (6160:307 Essentials of Buyer Behavior) Prerequisite: Junior standing. Study of the patronage behavior of final consumers within a retail and/or personal setting. Examines the issues of what, where, when, and why consumers buy.

New Bulletin Description: (6160:309 Essentials of Retail Merchandising) Prerequisite: Junior standing. Practical retail applications in the planning and control of merchandise assortments, merchandise budgets, inventory systems, buying procedures, vendor relationships, and buying practices.

COMMUNITY AND TECHNICAL COLLEGE

CT-94-11

Business Tech
Division**Existing Course Addition Summary: (Marketing And Sales Technology: Advertising Certificate Program):**

2520:103 Principles of Advertising (3)

2020:224 Writing for Advertising (4)

2520:215 Advertising Projects (2)

2520:221 AAF - I (2)

2520:234 Humor in Advertising (2)

Program Credit Hour Change: Total Program Credit Hours Required: from: 0 to: 15; Total Required Credit Hours: from: 0 to: 15

COLLEGE OF EDUCATION

ED-94-03

Physical Education **Credit Hour Change:** 1100:127 Beginning Golf from: .5 to: 1.0
New Bulletin Description: Individuals can acquire knowledge and skills in activities which may be of value and satisfaction throughout life.

ED-94-04

Physical Education **Credit Hour Change:** 1100:146 Beginning Swimming from: .5 to: 1.0
New Bulletin Description: Participation in individual and group sports. Individuals can acquire knowledge and skills in activities which may be of value and satisfaction throughout life.

ED-94-05

Physical Education **Course Number Change:** 1100:148 Advanced Swimming from: .5 to: 1.0
Course Number Change: 1100:147 Intermediate Swimming from: .5 to: 1.0
New Bulletin Description: Participation in individual and group sports. Individuals can acquire knowledge and skills in activities which may be of value and satisfaction throughout life.

ED-94-09

Physical Education **Course Change:** from: 1100:120 Archery (.5) to: 5540:120I Archery (.5)
Bulletin Change: It is a number change only for General Studies Physical Education. Listing of courses will change from pages 37-148 to 37-89.

COLLEGE OF NURSING

NU-94-04

Nursing **Course Deletion:** Delete: 8200:639 Practicum: Nursing Administration (10), prerequisites: 8200:630 Resource Management in Nursing Settings, 8200:635 Organizational Behavioral in Nursing Settings, 6200:601 Financial Accounting
Course Addition: (New): 8200:632 Financial Management for Nursing Administration (3), prerequisite: Admission to MSN program.
Bulletin Description: Examines management of fiscal resources in nursing service settings.
Course Addition: (New): 8200:638 Practicum: Nursing Administration I (5), prerequisites: Financial Management for Nursing Administration Resource Management in Nursing Settings, and Organizational Behavioral in Nursing Settings
Bulletin Description: Leadership and management theories are utilized to guide study of the role of nurse administrator.
Course Addition: (New): 8200:639 Practicum: Nursing Administration II (5), prerequisite: 8200:638 Practicum: Nursing Administration I
Bulletin Description: Leadership and management theories are utilized to guide practice of the role of nurse administrator.

COLLEGE OF POLYMER SCIENCE AND POLYMER ENGINEERING

PS-94-01

Polymer Science **Course Change:** 9871:303 from: Special Projects in Polymer Science (1-2) to: Special Projects in Polymer Science III (1-3 may be repeated)
Prerequisite Change: 9871:303 from: 302 to: Permission, based on an expected level of performance that would approximate the mathematical and scientific background of a third-year major in chemistry, physics, or engineering.
New Bulletin Description: Research projects of limited scope for students desiring experience in polymer science with a professor working in a specific field.
Course Addition: (New) 9871:130 Polymer Material Science (3), prerequisites: High school algebra and geometry.
New Bulletin Description: A polymer science lecture course (with demonstrations for non-science majors, with optional accompanying 1-cr. laboratory (9871:131)).
Course Addition: (New) Add: 9871:131 Polymer Material Science Laboratory (1), prerequisite: Concurrent or prior registration in 9871:130
Bulletin Description: A polymer science laboratory course which illustrates the topics covered in 9871:131.
Course Addition: (New) Add: 9871:103 Special Projects in Polymer Science I (1-3 may be repeated), prerequisites: Permission, based on an expected level of performance that would approximate the mathematical and scientific background of a first year science major in chemistry, physics, or engineering.
Bulletin Description: Research projects of limited scope for students desiring experience in polymer science with a professor working in a specific field.
Course Addition: (New) Add: 9871:203, Special Projects in Polymer Science II (1-3 may be repeated), prerequisites: Permission, based on an expected level of performance that would approximate the mathematical and scientific background of a second year major in chemistry, physics, or engineering.
Bulletin Description: Research projects of limited scope for students desiring experience in polymer science with a professor working in a specific field.

Course Addition: (New) Add: 9841:731, Stress Analysis of Polymers and Composites (2), prerequisite: 9841:631 Mechanical Properties of Solid Polymers.
Bulletin Description: The design of rubber mounts, bearings and sandwich components with demonstration of finite element methods. Classical plates and shells theories with applications to composite structures.

WAYNE COLLEGE

WC-94-09

Wayne College

Program Revision:

Course Addition: (Existing Courses): 2540:289 Career Development for Business Professionals (3)

Electives Change: (Delete from Program): 3 elective credits.

Course Change: 2420:218 Automated Bookkeeping from: 1 credit Corequisite: 2420:211 Basic Accounting I to: 2 credits
Corequisite: 2420:211 Basic Accounting I

Program Credit Hour Change: Total Program Credit Hours Required: from: 66 to: 67 Total Required Credit Hours: from: 62 to: 66 Total Elective Credit Hours: from: 4 to: 1.

WC-94-11

Wayne College

Course Change: 2420:218 Automated Bookkeeping from: 1 credit Corequisite: 2420:211 Basic Accounting I to: 2 credits
Corequisite: 2420:211 Basic Accounting I

Program Credit Hour Change: Total Required Credit Hours: from: 68 to: 68 (exception - the General Sales emphasis has a 1 credit hour elective)

CHANGES REPORTED BY PROVOST'S OFFICE.



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