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Faculty Senate Chronicle April 7, 1994

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1993-94, No. 8

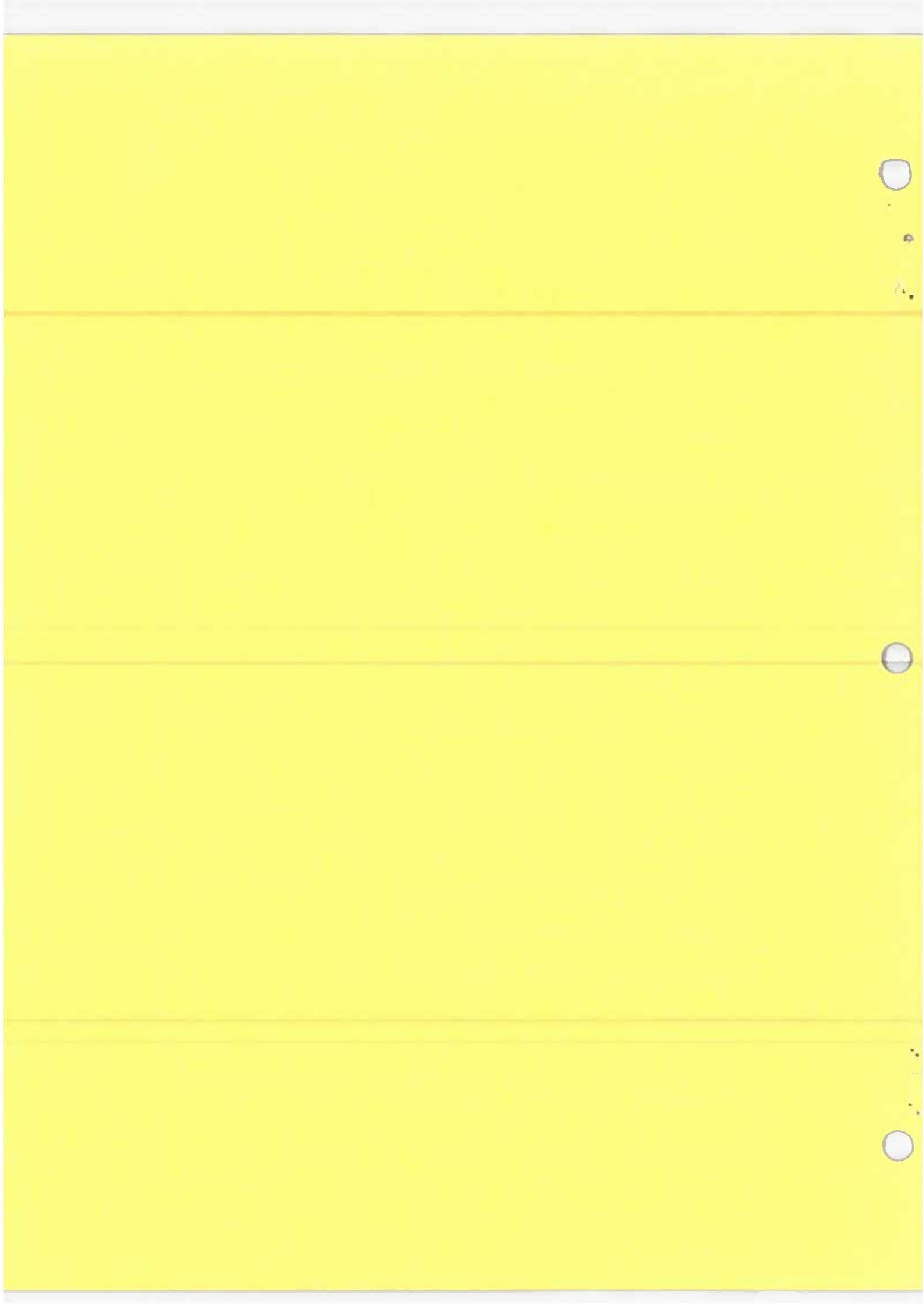
April 7, 1994

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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).



**THE UNIVERSITY OF AKRON FACULTY SENATE
MINUTES OF THE MEETING OF APRIL 7, 1994**

The regular meeting of the Faculty Senate was called to order by Chairman Gerlach at 3:00 p.m. on Thursday, April 7, 1994, in the Goodyear Lecture Hall in the College of Business Administration.

Forty-two of the fifty-five members of the Faculty Senate were in attendance. Senators Cohen, Edwards, Fleming, Frank, Glaser, Guegold, Jalbert, John, Laconi, Newman, Perry, Ranson and Stafford were absent with notice.

SENATE ACTION

- **APPROVED DEGREE CANDIDATES**
- **APPROVED PROPOSAL FOR DOCTORAL PROGRAM IN NURSING**
- **APPROVED CURRICULUM CHANGES**
- **APPROVED 32-CREDIT RESIDENCY REQUIREMENT FOR NURSING**
- **APPROVED REVISION OF EMERITUS SECTION IN THE FACULTY MANUAL**
- **APPROVED GRIEVANCE PROCEDURE FOR GRADUATE STUDENTS**
- **ENDORSED REPORT OF BPCC ON 1994-95 BUDGET**
- **POSTPONED INDEFINITELY PROPOSAL TO DELETE SENATE BYLAW VII, B, 4**

ITEM NUMBER 1 - APPROVAL OF THE AGENDA - On behalf of the Executive Committee, Secretary Brink moved the adoption of the agenda.

Senator Clay moved that item A, 5, under New Business be stricken from the agenda. Seconded by Senator Halasa.

Senator Green called for a point of privilege because he did not think that Senate understood what the issue was. He asked the Chair to explain the matter. Chairman Gerlach asked if Senator Green wanted the Chair, the proposer of the motion, to explain. Senator Green requested the proposer of the motion to do so. Chairman Gerlach asked Senator Clay what his purpose was in making this motion to strike item A, 5. Senator Clay responded it was his understanding that the purpose of the item was to take students off Faculty Senate. Seeing that students were the lifeline

of the University, and seeing if there were no students there would be no reason for a Faculty Senate, he believed students should have equal representation. He did not see why this item of business was on the agenda. Chairman Gerlach observed this item of business was on the agenda last time and it had been kept on the agenda as unfinished business this time.

Senator Green spoke in favor of the motion to strike the item from the agenda. He said the student senators were better equipped than he to discuss the matter of the appropriateness of student representation to this body. The student senators were members of the Senate by the bylaws and as he understood, when the bylaws were constructed last year, a delicate set of compromises were reached to assure that the membership of the Senate would represent all the constituencies of the university as part of the shared governance arrangement. Speaking from the point of view of practicality as Senator Clay had pointed out, students were the lifeblood of this institution. They provided 95% of the money either directly through tuition or indirectly through subvention. Students were more popular with the state legislature than any of the faculty. It seemed a foolhardy gesture at this point in the politics of the state to consider this particular motion. The Senate could leave it on the agenda until a later date but it seemed to be expeditious to move ahead and support Senator Clay's motion to remove this from the agenda and move on to more important matters.

Senator Oller proffered that this was not the appropriate time to be discussing the merits pro or con of the motion. It was on the agenda. He thought there might be a large number of people on this body that supported Senator Clay and his desire to retain student representation on the Senate, but this was not the way to deal with the issue. He thought the Senate needed to come to this item of business on the agenda, have a full discussion of the problem, have a vote, and not try to deal with it by this backdoor tactic.

Senator Marquette stated he preferred the backdoor tactic simply to avoid having the discussion in the first place. He did not see why there needed to be a discussion. University Council agreed to this; student representation was supposed to be in the Senate. There was a major discussion on how students were to be represented as well as contract professionals and part-time faculty. There were a series of delicate compromises reached. He saw no point in having an extended discussion, and the idea of debating whether the students should be on the Senate after all the discussion last year would just make Senate look silly.

Senator Cheung noted this parliamentary maneuver placed individual senators in the rather peculiar position of supporting the tactic versus addressing the meat of the proposed bylaw change. He said that he would not support the tactic and hoped he would get a chance to speak to the meat of the bylaw change. He offered an amendment, friendly he hoped, that the agenda be changed to take up the present item VII, A, 5, immediately following special announcements. Senator Clay said he would rather deal with the situation now. Senator Cheung stated in this case he must oppose the proposed agenda change since it was an inappropriate way to address this issue.

Senator Green offered an unfriendly amendment to Senator Clay's motion that the item be moved as Senator Cheung had suggested, to be addressed during the regular part of the meeting but right after special announcements. Seconded by Senator Marquette. Motion carried.

Provost Walton reminded the Chair that the Senate needed to act on degree candidates at this meeting.

Chairman Gerlach stated that the motion before the Senate was to adopt Senator Green's amendment to move the item up on the agenda to follow special announcements. Motion carried.

The Chair noted there were items under Reports, which Dr. Walton had just reminded the Senate, from the Academic Policies Curriculum & Calendar Committee that concerned topics the Executive Committee was not aware of at the time the agenda was set that would have to be considered, including approval of candidates for degrees in course and the graduate student grievance procedure. Hearing no objection the Chair would simply declare those as part of the agenda to be introduced under the APCC Committee report.

Senator Green said that in view of the pressing business Provost Walton had brought up, he moved that section VI, Reports, be moved in its entirety up after section III, the Chairman's Remarks, so the Senate could deal with this important business before it got into the controversial bylaw changes. Seconded by Senator Marquette. Motion carried.

The amended agenda passed.

ITEM NUMBER 2 - CONSIDERATION OF THE MINUTES OF MARCH 3 - Secretary Brink said he had one correction on page 14, the large paragraph at the top, line no. 11. The last word on that line, "Those were not..." should be deleted. Not should be deleted.

Senator Cheung noted on page 6, first paragraph, last sentence, the raises referred to were for faculty and staff.

Chairman Gerlach added a couple of corrections. On the top of page 3, at the end of the Remarks of the President which were incorporated as Appendix A, there was an omission of a line that should read: "She proposed to answer Senator Ranson's question listed on the agenda under the Good of the Order." Chairman Gerlach ruled this was not allowed as it was out of the order of the agenda. Furthermore, in the President's remarks printed on page 17 of the Chronicle, the section beginning with the words, "While I am at this podium I would like to go ahead and address the question Senator Ranson raised..." to the bottom of the page should be stricken, because the President did not deliver those remarks to the Senate. Hearing no additional corrections, Chairman Gerlach ruled the minutes approved as corrected.

ITEM NUMBER 3 - CHAIRMAN'S REMARKS - Chairman Gerlach said the Executive Committee was puzzled about the handling of the General Studies curriculum. The item was placed here, and hearing no objection the Chair would refer this curriculum to the Academic Policies Calendar & Curriculum Committee. Any further matters must, of course, be referred through the Academic Policies Calendar & Curriculum Committee. He announced that Mrs. Quillin had to be absent from the office on April 29.

He recalled the revised or amended version of the Faculty Manual concerning department heads and chairs which Senate approved last month. At that time, Senator Marquette introduced an addition which was on page 48 of the Chronicle. He wondered whether the Senate would agree to some slight editorial changes in that paragraph which struck the Chairman as necessary. The

reference was: "This decision should be reconsidered at any time if requested,... A change in policy would not affect but would affect...", and so on. He thought those words ought to be changed to read: "This decision may be reconsidered at any time... A change in policy shall not affect the status of a current chair but shall affect the status of future chairs subject to approval by the collegiate dean." He thought that made it read more elegantly, and unless there were objections from the Senate, the Chair would assume the Senate approved these changes.

President Elliott stated that since she must discuss this with the Trustees in the hope of having their favorable vote upon it, there was a difference in her mind as to "should" and "may". Was it the intent of the body that it may, depending on the decision of the Executive Committee, come forward or was the intent of the body that at any time someone wanted to bring it forward it should come forward? She was not certain these two meant the same thing. They struck her as a substantive change rather than an editorial upgrade.

Chairman Gerlach stated that the word should, (this decision should be reconsidered at any time if requested), did not fit. The point there was to be permissive, that it may be considered if so requested. And the document should not be using the word would when it was intended to be commanding that the change in policy shall not affect the status of the current chair. Senator Marquette assured the President that the Chairman's proposals were acceptable as editorial changes.

The Chairman said he had received no news yet from the President as to the disposition of the legislation of the last meeting; namely, on curriculum changes and the Faculty Manual changes, though she acknowledged receipt of these matters and said they were under advisement. He noted that the Budget & Planning Coordination Committee was reporting the budget today. The Chair wondered, and left to the Senate to consider, whether or not this item should take up time not today but at a special meeting to be called in a week or two where it could be given a full airing. As to the May meeting, he alerted the Senate that a representative to the Advisory Committee to the Chancellor of the Ohio Board of Regents would have to be elected. He urged Senators to think of candidates to nominate and elect.

Finally, he said he had heard that he and certain others were declared to no longer have what was referred to as a community of interest in the University or a legitimate stake in the outcome of matters like the election on a collective bargaining campaign. He had wondered whether he should be in this Senate at all as he faced imminent retirement. But he had always assumed faculty members' rights and duties continued so long as they were in position. This rejection of some faculty in this kind of position was both saddening and annoying. As a Christian and as an historian, he was committed to believe in the power and the reality of continuity in life in general and continuity in various parts of one's life. He asked permission to indulge the Senate with a little sentiment of one of his favorite thinkers, Edmund Burke who, in his Reflections on the French Revolution, commented very aptly he thought: "Society is indeed a contract...a partnership... to be looked on with...reverence...a partnership in all science, a partnership in all art, a partnership in every virtue and in all perfection. As the ends of such a partnership cannot be obtained in many generations, it becomes a partnership not only between those who are living, but between those who are living, those who are dead, and those who are to be born." Perhaps he should have included, and with those who are retiring.

ITEM NUMBER 6 - REPORTS

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

Chairman Gerlach said he was sorry but that time had elapsed according to the rule. He asked the President if she would submit all of her report in writing. President Elliott said she would be happy to do so but wanted to distribute the first edition of "To Dance with Change" before she took her seat.

Chairman Gerlach recognized Professor Bruce Holland who wanted to request permission of the Senate to address the body.

Professor Holland said he was not sure what to do; he was at the meeting in place of Senator Ranson who was to have asked the following question during the Remarks of the President: "Will the President reconsider denying the right of retiring faculty and staff to have their names considered as possible members of a collective bargaining unit?" Chairman Gerlach inquired if he were asking whether the Senate wished to hear remarks of that sort from the President and Professor Holland said he was. He said the President's remarks were printed, but they had not been officially heard. He wanted to request permission to speak if they were heard.

Senator Marquette offered that the Senate had more important things to do.

Chairman Gerlach told Professor Holland he did not know whether that had answered his question or whether he wished to request the Senate's permission to speak on any further point here. Professor Holland said since the remarks had appeared in print, he requested permission to speak. Permission was granted.

Professor Holland said, as President Elliott had made clear, the argument in favor of excluding ERIP faculty of any proposed collective bargaining unit focused on the issue of community of interest. Since the phrase "community of interest" was one that not many faculty might clearly understand, he wanted to begin with a definition. Community of interest among faculty derived from such things as having common benefits, common duties and responsibilities, a common wage scale, a common retirement system, etc. If these things changed, then a community of interest changed or even ceased to exist. Heretofore, the faculty had assumed or taken for granted that these defining characteristics of a community of interest existed within two dates: the date of appointment and the date of retirement. The University was attempting to argue by implication at least, something new and something quite different, that the community of interest changed by mere virtue of an anticipated retirement date. Hence, on paper, all duties, benefits, wages, etc., stayed the same unaltered, but the mere prospect of retirement alone changed them and thus a community of interest ceased. He would not deny the obvious psychological changes that produced a new-found exuberance in the behavior of many of his ERIP colleagues. He would only deny that their duties and rights changed. The University was opening a real can of worms. Once the two dates, the appointment date and the retirement date, were dismissed and the mere prospect of retirement substituted as a means, anything became possible. A person could lose community of interest six months, one year or five years prior to retirement. Some faculty anticipated plans for retirement five to ten years in advance. Similarly, a new candidate, a person who was hired to begin work in the fall, could come to this group and say, "I have a community of interest with you, I'm going to teach a course in the fall that you are voting on today; I demand the right to vote." On

hand, one could argue that the community of interest never ended for certain faculty. It extended beyond the date of retirement and this reasoning formed at least part of the argument for including a retiree in this Faculty Senate. Professor Gerlach had eloquently quoted Burke making the case for community of interest among even our dead forbearers. But perhaps he was taking this line of reasoning more seriously than the administration intended. The very fact that they had not spelled out any of these explicit and detailed arguments caused one to wonder whether the whole issue was merely a strategy for delay than on the surface only, as some theoretical plausibility at best. There was yet another reason which made him consider this reasoning. The University administration wished to exclude only those ERIP faculty who were retiring in '94. Their stipulations of the unit made no mention of excluding faculty who anticipated retiring in '95, '96, '97, '98, etc. Would it not seem logical and consistent for the University to word their argument more generally to exclude from the present proposed unit and any other future unit, that all faculty who supposedly would lose their community of interest by virtue of an imminent retirement? That was not the case. Why was it that just ERIP '94 retirees lost their community of interest? Did the University intend to come back at some future date should collective bargaining be approved and then ask to exclude ERIP '96, ERIP '98, etc.? The fact that the University did not seem to consistently apply the community of interest argument to all retirees, just the '94 retirees, suggested not only discrimination but also the issue was intended more to delay than to create a coherent position and policy. He added the Senate had been very generous with its time and he would stop there with his comments.

Senator Green moved that the Senate thank Professor Holland for his remarks and move on to the next item of business. Seconded by Senator Marquette. Motion carried.

B. Report of the Representative to the Faculty Advisory Committee to the Chancellor, Ohio Board of Regents - No report.

C. Executive Committee (Appendix B)

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 - Associate Provost Walton said there were several items to be brought before the Senate.

1. Degree candidates. First, he said, was approval of degree candidates. A note from the Registrar requested that Senate approve this list as applicable for May and for August as there were two commencements, and there would be a separate list again next month for the summer as well. There were some people on this list who might be carried forward for approval. Senator Clinefelter moved approval of the list. Seconded by Senator Oller. Motion carried. (On file in the office of the Provost and in the Faculty Senate office.)

2. Joint Ph.D. Program in Nursing. Associate Provost Walton said the next item for consideration was curriculum change NU-94-06. This proposal had been given very thorough and rigorous review by both APCC and Graduate Council. The Dean of the College of Nursing and the Director of the

Doctoral program were present today and had some remarks. He said they sought permission of the Senate to speak.

Senator Clinefelter moved approval of NU-94-06, a joint doctoral program in nursing. Seconded by Senator Oller. Chairman Gerlach asked if the Senate granted Dean Gray and Dr. Wineman permission to speak. The Senate responded affirmatively. (The prepared remarks of Dean Ruth Gray and Dr. Margaret Winemen are printed in Appendix C.)

Senator Hariharan said that Senator Perry was out of town but he had a concern he wanted to pass on in regard to the nursing program. He liked the proposal very much but in terms of the course work requirement, the degree required a master's degree for 60 credit hrs. beyond, and there was only one year that was basically allowed for research. He felt this was not sufficient time for research and his suggestion was to cut down the course work requirement.

Dr. Wineman said the program was modeled after some of the top programs in the country in terms of program design, course work and research. The proposal did say one year of research, but the first graduates were anticipated in the year '04, so they might be doing research a little bit longer into the fourth year. The program was modeled after what was traditional and the trend in nursing doctoral education at this time.

Senator Hariharan asked how long the master's program took presently. Dr. Wineman replied it was two years for a full-time student. Senator Hariharan said Senator Perry's concern was essentially that research was started in the fifth year and then further research in the sixth. A student would be in graduate school forever. This was his observation. Dr. Wineman said many students would be getting research before that year.

Senator Aupperle opined that the Senate needed to get more consistent in its time allocation if it did not allow the President or committee reports to take more than five minutes. He did not understand how the Senate could allocate this kind of time when what was said could certainly have been mailed to Senators. As for the merits of the program, there were two sides to the equation. It looked like there was a need and the program could be justified in terms of this need. The question that must be posed to the Senate was whether the University could afford this program and that issue had not been addressed. He did not know if it needed to be addressed today, but what needed to come out to the bottom line was the cost to the University to support this program. Typically, Ph.D. programs were very expensive. Undergraduate students could not suffer in the process; several undergraduate students were present today who were concerned perhaps about budgeting realities. The bottom line really was, would this cost the University money beyond what was typically allocated to the College of Nursing over the next ten years?

Senator Clay asked the Chair if he would entertain a point of privilege to let one of the esteemed Board of Trustees members speak on this issue. Chairman Gerlach replied that it was not necessary to make it a point of privilege. The Chair was willing to do that in due course anyway; he was just trying to give members of the Senate the first chance and then turn to non-members of the Senate. But first, he noted that the Provost requested permission to speak and the Senate granted its permission.

Provost Jamison said he wanted to reply specifically to Professor Aupperle's comments about the resource question on this proposal. There had been a great deal of discussion about that

on the campus; there had been a lengthy analysis by APCC and it had been discussed thoroughly with Kent State University. It was believed there were an adequate number of doctorally prepared nurses on the faculty at present, and no new hires needed to be made. Full assurance had been given from the Librarian that library resources were adequate. This was not a particularly equipment-intensive program. In short, as a joint program with Kent with the sharing of resources and the sharing of faculty talents, the program could be offered without an additional investment at this time.

Chairman Gerlach recognized a visitor who sought permission to speak. He said he was David Timms, a member of The University of Akron Board of Trustees. He asked to speak and asked also for permission for his guest, Mr. Brian Wilkerson, Chairman of the Ohio Student Association, to speak. Senate voted its approval. Chairman Gerlach asked if their comments were on the question of nursing. Mr. Timms replied negatively. The Chair said they would have to wait, and that if they wanted to speak on another issue, Senate would have to grant permission for them to do that as this vote held only for the motion on the floor.

Senator Kimmell thought the joint program had a lot of merit and he congratulated the School of Nursing for the amount of time it had expended in preparing all the materials. But he wanted to echo Professor Aupperle's comments and propose that if this was approved, a close monitoring of the cost of the program be conducted and reported back to the Faculty Senate so the Senate could determine whether or not the program was self-sustaining.

Senator Cheung observed it was the normal path for the Budget & Planning Coordination Committee to watch the dollars. He also observed that the Nursing College did not ask BPCC for any additional funds to run the program. It could only be assumed that they could handle it with the budget they had and watch to see whether that assumption had in fact panned out for them.

Chairman Gerlach requested Secretary Brink take the Chair, as he had a few comments. This program as proposed did indeed seem to be a well-done job. Therefore, what he said would perhaps be regarded as silly, a waste of time, foolhardy, and so on. But the changes that were rung here reminded him of the changes that were rung for the adoption of a Ph.D. program in history. Recently he heard rumblings that this program might have to be put on hold for various considerations, perhaps because not enough degree candidates turned out. The Senate had been told by representatives of the College of Nursing that the potential market for students was great; that was what was said in the case of history. It was even said there were good chances for graduates' employment, but when the history program was initiated, the market fell out. Perhaps that would not be true of nursing, perhaps they were much more important than historians anyway. But he wondered whether this program was truly necessary. He admitted that nurses were needed, but he was not altogether certain about Ph.D.'s in nursing.

He said his first objection, which was filed, was that he believed the Ph.D. degree ought to include not only a dissertation but foreign language competency. Otherwise, the degree ought to be labeled something else. Every kind of Ph.D. degree that had been approved at this University without those requirements had debased the currency. It made those doctorates the equivalent of his doctorate, and he resented it. Then it was stated incidentally that nurses must have knowledge and research skills; one of the things foreign language study provided was research skill. It seemed to him that that would be as appropriate for nurses as for historians or for anyone else.

Senator Gerlach echoed the questions, the doubts, the uncertainties about the cost. The Senate was assured they would be taken care of. Quite frankly, he did not believe it. He wondered, too, with no disrespect intended, whether the College of Nursing had the appropriate record of faculty stability because as he understood it, in the last few years there had been considerable turnover. He said he went down the list to note all the professors; there are two professors of nursing, 21 associate professors and 11 assistant professors. Of that number, two he could not find anywhere in the directory to see what the degrees were, eight had master's degrees, five had Doctor of Education degrees and the other 19 were Ph.D.'s. His only question was what those Ph.D.'s are in. Were they indeed all in nursing, or were they in some other subject? He wondered how many of the faculty were Akron graduates compared to those from Kent and other universities of reputable standing and so on. He wanted to make sure the doctors who were on the faculty of the College of Nursing were the right sort of doctors to teach doctors of nursing. But back to his original comment; no doubt nurses were needed but he was not altogether sold on the argument that doctors of nursing were needed.

Senator Webb noted that Senator Gerlach had brought up several points and she wanted to address a couple of them. One, the proposal and the presentations by Dr. Wineman and Dr. Gray clearly documented the need. She did not know what happened in history. The needs in health care were clear; that was in the media without reading the proposal. She said there was a demand for nurses, and especially those who were educated with a Ph.D. Regarding the foreign language requirement, Dr. Wineman said the program was modeled after the other 54 existing programs, none of which had a foreign language requirement. All of the needs that had been documented as essential for nurses prepared with a Ph.D. had been addressed, and that did not include a foreign language requirement. Regarding the cost, it was clear in the proposal that over a short period of time the program would be self-sustaining and the college had not gone to the budget committee for any more money. As far as the number of faculty with Ph.D.'s in nursing, she thought that number was shared across the two institutions. She believed it to be 48, perhaps 40 to 48, between the two universities.

Dean Gray said there were 18 Ph.D.'s in nursing in the College of Nursing. She asked Senators to remember that the College had followed the guidelines of the accrediting body. It had only been in the last decade that the Ph.D. in nursing was determined to be the terminal degree in nursing. The college faculty had a lot of respect for those persons who did not have the Ph.D. in nursing and who brought to the program a good deal of experience, because they had no program available to obtain a Ph.D. in nursing. But the faculty felt that in the future anyone going into a program should go into a Ph.D. program in nursing. She told Senator Gerlach the faculty appreciated his suggestion to require a foreign language in nursing and they understood where he was coming from. She said nurses had soothed the brows of persons from the multicultural, pluralistic society for hundreds of years. Nurses had served in the military from the time of Florence Nightingale and the Crimean War, across all nations up to this present time. They had worked with persons of different ethnic and cultural backgrounds, and they had done it effectively even though they did not in all cases have a foreign language.

Senator Aupperle said that Senator Gerlach had raised an issue that went beyond nursing. Too often people described themselves as Ph.D.'s and perhaps they in fact had a Ph.D., but there was no language that had been required in their program of study. Personally, he found it disturbing that he had colleagues in business who had Ph.D.'s and had never taken a foreign language. He found it disturbing when anyone who described himself as a Ph.D. had not had a

foreign language. But the reality was that it had not been required here for many programs, so it would be inconsistent to require it of nursing. But he thought the point made by Senator Gerlach was good, and his idea of what a Ph.D. was should be revisited. As for the issue of having a language required in nursing, and he was in favor of the program, he thought there were many situations where nurses needed a foreign language on the job. In the emergency room and in other aspects to perform their jobs, another language would often come in handy.

Senator Webb wanted to address this issue specifically and said she worked in the emergency room at Children's Hospital. As a nurse who did not have foreign language capabilities and had not taken any language in her college career, she said interpreters were available 24 hours a day, both sign language and all languages. She thought that was the standard for most hospitals across the country.

Senator Gerlach moved the previous question. Seconded by Senator Clinefelter. Motion carried.

The motion to approve curriculum proposal NU-94-06 carried. **(Proposal on file in the office of the Provost and in the Faculty Senate office.)**

3. Curriculum change. Senator Oller moved to approve curriculum change BA-94-08. Seconded by Senator Clinefelter. Motion carried. **(Appendix D)**

4. Curriculum changes. Senator Clinefelter moved to approve the curriculum changes listed under Roman Numeral III en masse. Seconded by Senator Oller. Motion carried. **(Appendix D)**

5. 32-credit residency requirement in nursing. Senator Oller moved to approve the 32-credit residency requirement from the College of Nursing. Seconded by Senator Clinefelter. Motion carried. **(Appendix D)**

6. Emeritus faculty. Senator Oller moved to revise section 3359-20-30, A, 1, b of the Faculty Manual, regarding emeritus faculty. Seconded by Senator Clinefelter.

Chairman Gerlach asked Secretary Brink to take the chair. He said he rose to support the proposal with an amendment. He moved to amend the language so that it would read: "Faculty and contract professionals who have served at least five years at The University of Akron are eligible for emeritus status." The import of his motion was to put a minimum time of service to qualify for this designation. Seconded by Senator Clinefelter.

Senator Gerlach thought it made sense because even though faculty members talked sometimes of inviting very notable personages to join the faculty who would qualify for such a distinction anywhere, the faculty was not dealing with those people for the most part, but rather with the ordinary rank and file. And the idea of at least a minimum time service struck him as reasonable, because for one thing, when students graduated with degrees from this university they must have earned at least 32 credits here, which was the equivalent of about one year's work. This meant they had a residency requirement. Certainly for faculty there were various time requirements to qualify for promotion and tenure. So, he asked, why not put this in as a modest but universal requirement for all departments and all divisions, leaving them obviously the freedom to accept whatever other criteria they felt were necessary to propose this distinction.

Senator Marquette said the process for approval should consist of nomination with consent of the individual, the faculty, the department, the contract professional. Five years? Did that mean if a department managed to recruit persons with excellent qualifications and they arrived and spent the last four years doing a good job, they could not get emeritus status no matter where they built their careers? If a department brought someone here who was good and deserving of emeritus status in the eyes of the department, the dean and the Provost - what this was saying was, "You can't end your career here". Was this the new definition of community of interest, a person had to hang around long enough? He thought this was wrong. Let the departments make a decision regarding the quality of their own people in keeping with the college and the rest of the academic community.

Senator Green said Senator Gerlach had spoken earlier about communities of interest that extend in the great words of Edmund Burke to those not yet born and those long dead. It seemed to him illogical to limit community in such an arbitrary fashion. He said he should have occasion for the rest of the day and perhaps the rest of the year to remind Chairman Gerlach of his remarks about community. He seemed to have an excessively narrow conception of community, to only exclude certain sorts of folk. How one could argue that retired faculty felt somehow excluded by certain things that had come to pass at the University, and then exclude faculty who had served in good standing here, who could then pass all the hurdles for emeritus status was beyond him. It was a point which Edmund Burke, by the way, would find very difficult to swallow. He strongly thought the Senate should oppose this amendment and leave the emeritus proposal as it was because there were more than enough safeguards to recognize emeritus status.

Senator Clinefelter called for the question.

The amendment to add the words, .."who have served a minimum of five years" to the proposal was defeated.

The original motion to amend section 3359-20-30 A,1,b of the Faculty Manual carried.
(Appendix D)

7. Grievance procedures for graduate students. Senator Marquette moved the approval of the grievance procedure as recommended by the APCC. Seconded by Senator Oller. Motion carried.
(Appendix D)

8. Conditional/unconditional admissions. Dr. Karla Mugler submitted her full written report (Appendix E) and wanted to call attention to two points. First, all students with 1 to 31-1/2 credits would receive mid-term grades. Presently, only freshmen in specified courses received mid-term grades sent to their home addresses. This change might require faculty not usually needing to submit mid-term grades to do so. However, mid-term grades need only be reported for those students earning C-'s, D's or F's. She said that was a change from the present system. Consideration was also being given to computing grades in developmental courses in which students were required to enroll. This would give the students an accurate view of their academic progress. Language, defining the developmental course work, would be included on the grade report not on the permanent record, but it would indicate that the courses did not count toward graduation. She said that high school grades were the most accurate predictor of academic success in college. Research at The University of Akron had shown that grades earned in the developmental courses were a good indicator of whether the student had a chance to be successful in baccalaureate-level

courses. The Prescriptive Activities Committee would continue to work to make the conditionally admitted students' first semesters at the University ones in which they received the necessary support to reach their full academic potential.

9. Workload policy. Chairman Gerlach said the workload policy was an item the committee was still laboring on and they had nothing yet to report.

H. Athletics Committee - No report.

I. Campus Facilities Planning Committee (Appendix F)

J. University Libraries Committee (Appendix G)

K. Reference Committee (Appendix H)

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

M. Student Affairs Committee (Appendix J) Senator Weber said she would defer her report until submission of the bylaw amendment, which had been distributed.

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 - Senator Cheung said the report consisted of six pages, mostly of numbers. (Appendix K) The tentative budget for The University of Akron was presented by the Budget & Planning Coordination Committee for Faculty Senate's consideration. The budget did not reflect the recommendations of the committee regarding the \$4,042,042, which was money the committee had to work with. The sums recommended for those dollars were in the box on the first page in the table.

He noted the first item was "up to \$300,000 to fund the initial phases of the General Studies program", additional expenses concerned with that. "Up to" because the committee still must consider detailed explanations of how those funds would be spent. Second, \$92,100 to return 100 percent of course fees to departments; this was to end a 10 percent tax on course fees that was assessed some three years ago and that the committee felt was inappropriate. Third, \$200,000 for library periodicals and electronic equipment, which was initiated in this body: \$150,000 to prevent further periodicals cuts, and \$50,000 to replace aging electronic equipment. The largest piece was \$3,394,022 for salary increases for faculty and staff. This amounted to an average salary increase of 3.345%. And then \$55,920 for the Faculty Senate budget, totaling \$4,042,042.

He said the Budget & Planning Coordination Committee transmitted this report to the Senate and hereby to the President as well to discharge its responsibilities. He moved that the BPCC's recommendations be endorsed by this body. He pointed out that the Board would be considering the budget at its April 27 meeting and material would be forwarded to them two weeks before that date. Unfortunately, that caught the Senate short.

Provost Jamison said it used to be the pattern to take the budget to the April Board. Now the budget was taken to the June meeting so there was a little more time. President Elliott further clarified the issue, saying that the budget going to the Board in June was the one that had individual salaries calculated. The Board wished to have their committee meet before the April meeting and to have these numbers. The final one, the one with everybody's name and a dollar amount, was the later one. This was not a salary increase; it was a salary pool which then had to be distributed, and that was what took the time between the two dates. But the Board had to approve the pool now so that raises could be calculated by the June adoption date.

Chairman Gerlach asked what was the wish of the Senate. It had been moved that the report be approved. Was it wise to do that all of a sudden? He said he had raised this question earlier as to whether or not there should be a second meeting this month to devote attention to the budget first and any unfinished business from this meeting.

Senator Marquette spoke in favor of adopting the budget as recommended by BPCC now. He did not believe that the Senate was in a position to second-guess the committee in one meeting this late in the year and did not think anything constructive could be done. He did think there were major changes as to how the institution allocated resources. But he did not think the body should do it in this meeting nor before an effective planning process was engaged. That process was to begin this summer. He thought the Senate should commend the BPCC for the work it had done to this point and support the effort they had made to make what amounted to marginal allocation decisions. He knew they were marginal but the body was not prepared to act responsibly beyond that and start mucking about in the innards of this budget. He would love to be able to do that. That was one of the reasons why he fought for a Senate because he thought there were some allocation decisions that needed to be changed. But it would not be responsible to do that now or even in one other meeting; therefore, he saw no reason for another meeting to consider this.

Senator Clinefelter asked if the body was to adopt or endorse, and she said she concurred with Senator Marquette. Senator Cheung said he had used the language "endorse." He believed Senate's responsibility in this matter was to review the yearly plan and budget formulated by the BPCC and transmit to the President of the University the comments and recommendations of the Senate.

Chairman Gerlach asked Secretary Brink to take the Chair. He said the Senate had been fighting to get its teeth into matters. Now it was said, "never mind, we can't do it this year." Why not? Why couldn't the body give a little time for some consideration, a week or two, and come back with some thoughts. He did not want to drag this out indefinitely. After all, he would no longer have a community of interest here except in the overall principle. He would like to discuss whether the Senate might wish in endorsing this to strongly urge, request, or demand that the salary increase for faculty be across-the-board for everyone, equally. There might be other issues the body ought well to consider when it endorsed a budget. And yet that cannot be done all of a sudden. He said he echoed the comments of other people who had repeatedly pointed out in other business that items were presented today and now they were supposed to act. He said no. He advised Senate to sit on it a week or two and then act. So saying, he moved to postpone this item to a subsequent meeting to be called this month.

The motion died for lack of a second.

Senator Green called for the question. The motion to close the debate carried.

The motion to endorse the budget report of the BPC and transmit it to the President carried.

Senator Cheung reported that regarding salary inequity, the committee would meet on Monday to begin consideration. There was no report at this time.

ITEM NUMBER 4 - SPECIAL ANNOUNCEMENTS - There were none.

ITEM NUMBER 7, A, 5 - PROPOSAL TO DELETE BYLAW VII, B, 4 - Chairman Gerlach said the next order of business according to the amended agenda was a proposal to amend the bylaws of the Senate to delete Bylaw VII, B, 4. The Chair noted that no vote could be taken at this session, because it must lay over at least 30 days before a vote was taken. The Chair observed that given the lateness of the hour and other business to be conducted, the debate might very well hold over until the time came to actually vote on it.

Senator Clay said that being the undergraduate representation for 28,000+ students at the University, he saw student representation on this body particularly important. Students were the lifeline of this University. He thought students should have input on everything that came to this body. Students were students first, meaning academics came first. He said that he formally apologized to the Faculty Senate for missing some of the meetings early in the semester, but it was because he had a class at the time. He dropped that class and took independent study so that he could be at these meetings. He thought that from the support from Brian Wilkerson of the Ohio Student Association and our student trustee and also representation from the University of Cincinnati's Student Board of Trustees, the Senate could see that students had a concern for the proposed bylaw. He urged the Senate to think carefully when it voted upon that proposed bylaw change.

Senator Clinefelter suggested since the Senate had approved that the two guests speak, they do that. Chairman Gerlach said no; they were granted permission to speak on another matter and that did not hold for this issue. Further, he said the Chair ruled that one of the guests was not entitled under the bylaws to speak because he was not a member of this university community. The bylaw simply said that members of this university community other than Senators were entitled to speak.

Senator Cheung moved to suspend the rules. Seconded by Senator Green. Chairman Gerlach noted that a suspension of the rules required a two-thirds vote and called for a show of hands. Motion carried.

Mr. Timms thanked the Senate for allowing him to speak. He said he had a letter written from Dr. Gerlach to Mr. Brian Wilkerson and he wanted to quote from it briefly: "Students have their voices on the Board of Trustees and their own government, which faculty do not have." The Board of Trustees delegated many important university powers and issues to the Faculty Senate. It was therefore his opinion, as well as the other students,' that student input was necessary on this

body. To expand on this he called Mr. Brian Wilkerson, the Chair of the Ohio Student Association, to the floor.

Mr. Wilkerson thanked the Senate for suspending the rules and allowing him to speak. He said he wanted to address two issues. The first was shared governance which he knew this university endorsed as a concept. Coming from an institution that had shared governance and dealing with the Faculty Senate as a former student body president, he understood this concept. He wanted to say that if students were not given the chance to give their input directly in the Faculty Senate, it turned the faculty-student relationship into a much more adversarial relationship than anyone would like it to be. He knew, as he came from an institution where students did not have that input. And what it came down to was: Faculty Senate put its comments out, Student Senate put its comments out, and the dialogue that should take place between these two most important constituencies in the University did not take place. For that first reason he highly encouraged the Senate to keep student representation, and specifically, student voting power. One thing learned in this country's history is when persons are relegated to the status of second-class citizens, their participation is minimized. Their willingness to participate and their desire to participate is minimized. If students were relegated to non-voting seats, making them kind of tangential representatives to the Faculty Senate, then people would be a little less willing to drop one class and take an independent study in order to be here for the Faculty Senate. Students are in a different era right now. They are much more mature, as he was sure faculty had found from dealing with Senator Clay, and he was sure faculty would find in dealing with the new Senator. For the second point, he would like to echo Senator Green's comment about the state legislature. The changing philosophy in higher education was to students as consumers. The legislature was believing that, the Ohio Board of Regents was believing that, and he really thought that in order to properly have shared governance procedure, input from the consumer was necessary. He again thanked the Senate for allowing him to speak.

Senator Clinefelter said that she was a member of the Adhoc Committee on University Governance that worked to set up this body and indeed the committee did work very hard to include different members of the university community. Therefore, she urged the students that if they found for whatever reason that they were unable to attend, to step down, allow another representative to be elected in their place so that students did not go unrepresented. Everyone had many different commitments. She understood that people were busy. But in order to be properly represented students did need to be here.

Senator Cheung spoke against the motion. He said he found that students made very responsible members of a body such as this, and he spoke from personal experience. He was the Faculty Senate member from the Case student government when he was an undergraduate. He did not know if it motivated him to end up where he was right now, but he found it fascinating and useful to be part of the Faculty Senate there. He was elected from that Faculty Senate to serve on the committee that decided whether students, based on their academic performance, would be placed on probation or separated from Case Institute of Technology. There were five members of that committee, two deans, himself as a representative to the Faculty Senate, and two representatives provided by the student government. The committee placed more Case undergraduates on probation that year than had ever been placed on probation in the history of Case Institute of Technology and the committee would have separated more, except that the Dean of Case coerced the committee into not doing so. In terms of taking a very serious academic responsibility seriously, he thought the three students were stricter than the Faculty Senate would have been or than the deans wished to be.

He thought it was inappropriate that these people be excluded; if they chose not to come, the Senate should perhaps deal with that in a manner that would apply to all and that matter would come up. But he spoke strongly against this. In the interest of the students' concerns, he requested that the proposer withdraw the motion.

Senator Harris said one thing that needed to be clarified in terms of this discussion was the underlying reason for the motion, so that Senators did not walk around with some misconceptions in terms of depriving certain segments of shared governance. She did not think it was a deprivation of shared governance. What it was was a deprivation of position because of lack of attendance... No? Then she requested clarification. Senator Marquette said this was a motion to take the kids off the Senate. It was not about disciplining somebody because they did not show up. They wanted to get rid of them.

Senator Harris continued, saying that in terms of shared governance she thought the students did have and were entitled to representation on this body. That was the purpose of originally drawing it up and that should be carried through. The only thing that basically upset her was the fact that when the Senate looked at a bylaw that was submitted under unfinished business, it gave itself the opportunity for discussion in terms of the reasons, and the body was not necessarily given an opportunity except for that which it was having now, which was perhaps under tense circumstances, for elimination of the position. She did not think it was a matter of proper respect to the persons who were responsible for faculty even being here in the first place. She concurred with Dr. Cheung as a Faculty Senate member and a Faculty Senate officer in graduate school and law school that students were a bit harder on themselves. But one of the things to understand was where the responsibilities were and to make a commitment, as Senator Clinefelter stated, in regard to that. She felt satisfied in terms of those students who had adjusted their schedules to be serious about what their directions should be. Therefore, she spoke against the amendment.

Senator Marquette said he would like to try his tactical maneuver again since the discussion had taken place. He moved that this item be removed from the agenda. He thought there had been enough of a discussion on the issue. He thought the sense of the Senate was clear that the students ought to remain here and saw no reason to allow this to lay over to another meeting and pursue this discussion any further. Seconded by Senator Green.

Chairman Gerlach said he was a little puzzled, as he was not certain whether this was a proper motion. Having been on the agenda, it seemed to him the only way it could be dealt with or rejected was to vote it down and this was not the meeting to do that. It would have to lay over until the next session. That was the ruling of the Chair.

Senator Cheung asked a point of information. In the absence of the parliamentarian, could the Chair tell him if the body could suspend the rules so that it might vote on this bylaw today? And if it could, he offered that as a friendly amendment.

Chairman Gerlach said the Chair thought the motion to suspend the rules referred to Robert's Rules of Order and not to the Bylaws of the Senate. The Chair also thought that to move in the directions that had been suggested was a way of infringing on a Senate member's right to present an item for the decision of the Senate and have it honestly voted up or down instead of killing it in this rather surreptitious fashion. He asked whether the Senate could proceed on to the other unfinished business.

Senator Green said absolutely not and raised a point of order. He said the Chairman was very careful at using rules to his advantage but not necessarily for the interest of the community. There was a clear sense that the community wished to act on this matter. Hiding behind this kind of proceduralism was inflicting abuse by one member upon the body as a whole. It seemed to him that if it was the will of the Senate to find a way to dispose of this matter now then it should be done. The Senate should not have to wait upon legal niceties and the splitting of hairs to proceed with its work.

Chairman Gerlach observed that the Senator was correct in that a Chairman ought always to seek to expedite the business of the Senate or of the body. But the Chairman also had a seriously felt obligation that all people were bound by rules. Otherwise, all were not free people. It was those rules that allowed the Senate to conduct its business properly. The Chairman was torn between the two poles - to do the will of the body over which the Chair presided, but also to insist that the body observe the rules. He begged the Senate's pardon if he had caused disappointment.

Senator Cheung moved to postpone this motion indefinitely. Seconded by Senator Marquette.

Chairman Gerlach said the Chair believed this would have to be dealt with next time when it was subject to a vote.

Senator Cheung asked if the ruling of the Chair should stand.

Chairman Gerlach said there was a call on the question to challenge the ruling of the Chair. It was not debatable. The decision of the Chair was reversed by a vote of 20 to 13.

Senator Green said he wanted the opportunity to do the will of the Senate, therefore he moved that Senator Cheung's motion that the item be postponed indefinitely, be adopted. Seconded by Senator Marquette.

Senator Aupperle opined that it was clear where most of the Senators were going with this, but it seemed to be an act of cowardice in that they did not want to put themselves on the line again. He thought the Senate was too often trying to escape its responsibilities. Most Senators were willing to keep students represented on the body, but Senators at the same time apparently did not want this issue to come to a vote. He did not think there was anyone who doubted this would come to pass. He found this to be a very strange procedure that the body must go through, since his esteemed colleague in the Senate Budget and Planning Committee felt so strongly about students on this campus. He thought perhaps the committee could have revisited the notion of money being allocated to faculty salaries. He thought there was a need to be consistent in the behavior toward students and how faculty wanted to approach them. He found this behavior now on the part of several Senators to delay something that was obvious did not serve students and it did not serve this body.

Chairman Gerlach asked Secretary Brink to again take the chair. He said he rose to oppose the motion to postpone indefinitely because he had hoped as the proposer to amend the bylaws, to have a chance to explain why he made that motion. He had no recourse now confronting this motion but to delay the body further and to speak to it. He had hoped the Senate could delay it until next week or next month and then vote it up or down. But he wanted to make these points.

He was a faculty member, first and foremost, and he wanted to ask whether the Senate wanted a Faculty Senate or not. Because so long as there were people in this body who were not faculty it was not a Faculty Senate. That was point one.

Point two, he said, was that the whole creation of the Senate came about when in the old University Council the discussion was raised about what proportion of students there should be in that Council. He remembered the Dean of the Business College said, "There ought to be ways and means that students were involved in governance affairs at the University but not in council or the Senate and that was now provided." Students were on the Board of Trustees; students had their own Associated Student Government, which faculty did not sit on; students were on the Shared Governance Council; and students were on the Diversity Council. Why couldn't the faculty have its own strictly, thoroughly, exclusively faculty body? If the Senate was to be inclusive, why were deans and other administrative officers removed from this body? It was with the idea of driving for a thoroughly Faculty Senate. He was honored to be elected to this body. He had been honored to serve as the Chairman of the Senate, struggling in every way to do its will and also adhering to the rules. But he felt strongly that a Faculty Senate ought to be for faculty.

Senator Clay in various of his comments pointed out how he could be expected to appear here because he was a student with other obligations. And he was right. His obligation here as a student was to be a student, do his studies and participate in the student side of the university, just as it was the business of faculty to do their duties as teachers and as mentors and to discharge their business here. He said he still resented the fact that faculty were not allowed on the Board of Trustees but students were. Why were they given this advantage? Quite frankly, he resented it and therefore, yes, he was partly motivated to exclude students to make the lesson. He did not care what the Board of Regents said; he did not care what the legislators said; to believe the students were consumers was silly and stupid. The students were not consumers; they were students. They were not to be treated as if the customer was always right. Faculty determined what was right and wrong when they wrote their examinations. And so he had made this effort. He supposed once again he was fighting a losing battle. But as he had always done in 32 years here, he had fought for what he believed to be right. Others might disagree with him. All were entitled to do that, as he was entitled to disagree with others. But he wanted to explain this as his motivation for the motion. He was not hostile to students; they were the reason why faculty were here. Faculty were obligated to serve them, but not as consumers. Faculty were obligated to do things for fellow faculty members. Given the whole structure of the university system, he thought a body was needed that was exclusively faculty. With that he thought he should end the diatribe. But he wanted all to understand that this was a heartfelt conviction on his part. He did not intend to make mischief but he did want brought to the body's attention that there was reasonable cause for doing this.

Senator Clay said that he was sorry Senator Gerlach felt that way. But he should know that students were consumers and if the students decided to walk out tomorrow every one of the faculty members here would be out of a job. Secondly, students knew that Senator Gerlach was against students because in the November 1 meeting of the University Council in 1990 the Senator had referred to students as "animals." "The keepers of the zoo do not need the animals telling them how to manage the zoo." The Council then called for the Senator to write a written apology to the students of this university; students were still waiting for that apology after three years. Associated Student Government had listed its mission and every one of its accomplishments throughout this year starting from every one that was in Associated Student Government, the different committees

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they were involved in, the extracurricular activities they were involved in, the credit hours they were involved in. So, he said, he was very disturbed with Senator Gerlach's style of leadership...

Senator Cheung raised a point of personal privilege and instructed Senator Clay to speak to the issue at hand and to leave Chairman Gerlach's personal characteristics out of this. This was not a forum to attack an individual.

Senator Clay said he was sorry. Students should have privileges to vote. Students were consumers at this University and he thought he should end his comments there because he was getting quite upset.

President Elliott said that while reasonable people could disagree, she thought this debate had been taken as far as it would go this afternoon. It seemed to her the will of the body to include students as it had in voting for this body last year. She did want to say for the record that she was certain Professor Gerlach spoke only for himself in his reference to the legislators. She believed their wisdom in providing this campus and the support that was now being considered in their respective houses was well regarded by most of the members of the body and gratefully acknowledged.

Senator Green moved the question. The motion to close debate carried.

The motion to postpone indefinitely consideration of the proposal to delete Senate Bylaw VII, B, 4, carried.

ITEM NUMBER 9 - ADJOURNMENT - Senator Green made and Senator Sterling seconded a motion to adjourn, which carried. The meeting was adjourned at 5:18 p.m.

Respectfully Submitted by
David R. Brink, Secretary

Transcript prepared by Marilyn Quillin

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.

Distinguished Speakers: I would like to thank all of you who attended the presentations yesterday by Professor Robert Zemsky. (The session was videotaped for those who were in class or would like to share it with colleagues. You may call the BOT office to schedule the tape.)

Professor Zemsky aptly described many of the forces with which higher education must contend in these new times. We know these trends well: rapid change, increasing technological advances, and diminished resources. He stressed our need to end the dissipation of energies in pointless fault finding. Generally, there are no villains; the environment has just become radically different. He urges the use of our energies and fundamental conversation on every campus in this country about how we can purposefully, collegially, productively, openly, and specifically discuss what we need to do.

We have already started these crucial conversations on our campus through the Twenty-first Century Task Force, LRPC, and BPCC. And our work will accelerate even more when we join the PEW Roundtable next January. We will be in good company with the likes of Michigan, Purdue, Illinois and Others.

To keep stimulating your thinking, I have brought copies of the Policy Perspectives' newest article, "To Dance with Change." (Handout)

Also on our campus this week is Akron's own Professor Rita Dove, U.S. Poet Laureate. You all are invited to attend a community-wide reception in Dr. Dove's honor this evening from 6:30 to 8:00 p.m. in the Summit Lounge of the Student Center.

On Monday, we will host Pulitzer-Prize winning journalist and author, David Halberstam, for the 1994 Knight Lectureship. He will speak at 8:00 p.m. in E.J. Thomas Hall. We are proud to continue the Knight legacy in Akron through this distinguished lecture series. I am also happy to announce that we have been notified that the lectureship will be permanently endowed with a \$600,000 gift from the Knight Foundation.

Library Acquisitions: Since this body is deeply interested in the vitality of our library, I am pleased to announce three significant new gifts to our collection.

An alumnus of our class of 1934 (Charles Jahant), who was an opera critic in Washington, D.C., at the time of his death, bequeathed his collection of approximately 1,000 books to the University Library. About half of the books are about opera and the other half are devoted to art. Dean Williams tells me that they are first-rate volumes, which will be added to the stacks for circulation.

University Archivist, John Miller, has secured two major additions to our collection of materials documenting the history of the rubber industry. The Goodyear Tire & Rubber Company is preparing

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to transfer its archives to our campus, and Loral has agreed in principle to transfer to UA its files relating to the development of lighter-and heavier-than-air aircraft dated prior to 1960. The Loral files (from the old Goodyear Aerospace days) contain a large collection of photographs and technical reports relating to the history of dirigibles and blimps.

Progress of our Senate Committees: While the chairs will present their reports later on this agenda, I would like to take this opportunity to commend our Senate committees for the wonderful progress you are making.

Vision Piece for OBR: We are in the process of preparing - at the request of the Board of Regents - a "Keepsake Booklet" about our planning directions. Having adopted a truly bottom-up, participatory process built into a continuing shared governance process, we have broken the mold of many of our sister universities who, it appears once again, replicated the coffee table version plans of yesteryear. Our report to the Regents will echo the Twenty-first Century Task Force directions. Instead of giving the Regents volumes, we hope to portray a clear sense of our vision for The University of Akron as Ohio's 21st Century University: continuing, connecting, and creating for tomorrow.

Washington Internships: I am pleased to report that two students (Rebecca Wright and Patricia Reed) have been selected to participate in the prestigious 1994 Women as Leaders Conference. Only 200 students nationally (and 6 from Ohio) have been chosen for this program, sponsored by the Washington Center for Internships and Academic Seminars. Ms. Wright (a Biology Major) and Ms. Reed (a Political Science Major) will engage in critical dialogue with women from all over the country.

Searches and Reorganizations: I also would like to update you on the administrative searches that are underway.

The Provost Search Committee has identified four finalists for campus interviews that will begin April 14. The finalists are: Dean Robert Altenkirch of Engineering at Mississippi State; Dr. Barbara Burch, Dean of the School of Education and Human Development at Cal-State, Fresno; Interim Provost David Jamison; and, Dr. John Yost, Special Assistant to the President at University of Alabama, Huntsville.

A search committee for the new position of Vice-President for Research and University Development, as described in my March memo to the campus, has been formed. The deadline for applications and nominations for this internal search is April 18, and the chairpersons report a good number of applications and nominations have already been received.

We are also making good progress in our planning for new leadership of the Office of Minority Affairs. Dr. Wendell Rayburn, President of Lincoln University and National President of the American Association of State Colleges and Universities, visited us a few weeks ago and is giving us his advice for how we organize our minority support operations for the 21st Century.

The search committees for Campus Advocate, Government Relations, and Alumni Affairs are meeting and considering many strong candidates to serve in these advocacy roles.

April Board Meeting: At the April 27 meeting of the Board of Trustees, we will take steps toward solidifying our resource base for 1994-95 and beyond.

Under personnel actions, Trustees will be asked to approve the hiring of Dr. Greg Stewart to lead our admissions effort. We also will be renaming the Division of Student Support Services as Student Affairs to more adequately represent the full range of activities that now fall under this area.

Another highlight of the meeting will be the approval of tuition and fees for 1994-95. We are asking for a 5% increase in Ohio undergraduate tuition, which is the recommended amount permitted by the legislature's fee cap. In the next few weeks, the deans and vice-presidents will receive work sheets for preparing their recommendations for 1994-95 salary increases.

I am committed to providing a raise pool of at least the 3.35%, which has been recommended by BPCC, and I am asking the deans to consider adding whatever funds they have available to increase the raise pool for their colleges. The complete 1994-95 budget recommendations will go to the Trustees in June.

I have forwarded the Senate's department chair proposal to the Board's Educational Policy Committee for its review and consideration.

Communications Efforts: In our 20 months together, I have been continually impressed by the quality of commitment and ideas that members of this campus community have so thoughtfully shared with me. Before the end of this semester, I again will visit with faculty of each college, and over the summer months, I would very much like to continue the faculty sessions at my home. I have sent an invitation to all faculty and hope to schedule as many sessions as necessary to accommodate those who are interested.

Finally, I hope all of you had the opportunity to read the lengthy list of our accomplishments so far this year, which was attached to my March campus memo. In these hectic times as we approach the end of the academic year, it is not always easy to recall all that we have done.

Your contributions to this impressive list, as Faculty Senators and as individual members of our academic community, are greatly appreciated.

APPENDIX B

Report of the Executive Committee

The Executive Committee met on March 17, 1994.

The Committee decided to send letters to remind Deans of elections for the Senate; set a tentative time for its next meeting (April 14 at 3:00 p.m.); and set the agenda for today's meeting.

Respectfully submitted by David R. Brink

APPENDIX C

Ph.D. in Nursing Proposal Senate Presentation

Chairman Gerlach and members of the Senate, I am pleased to attend this meeting and I thank you for the opportunity to speak in support of the Joint Ph.D. in Nursing proposal. Before I do that I would like to introduce key players in the College of Nursing. Dr. Margaret Wineman who is the Director of the Ph.D. Program Development and in the future will be the Program Director; Dr. Dolores Bower who is the Associate Dean for Graduate Education; and Dr. Elaine Nichols who is the Associate Dean for Undergraduate Education.

I will now give you a brief overview of the historical development of the proposal Joint Ph.D. in Nursing Program. The first meeting between the nursing programs of UA and KSU took place in the Fall, 1985. Two outstanding consultants, one from Ohio State University and one from Wayne State, reviewed the documents from the two programs. At the close of the session, it was determined that the programs were excellent but three areas needed to be developed before work on a Ph.D. proposal could begin: a cadre of Ph.D. prepared nurses with backgrounds rich in research and scholarship needed to be brought on board; the amount of external funding needed to be increased; and an indepth needs assessment to determine if such a program was needed in northeast Ohio and if the market place would be ready for new graduates from the program needed to be completed.

By 1990 considerable work on these three areas had been done. There were 48 Ph.D. prepared faculty with 40 holding Graduate Faculty Status between the two institutions. Of the 40, 20 percent were nationally known through their research, their publications in refereed journals, and their presentations at national and international forums. Faculty in the two programs had been funded for over 2 million dollars by the federal government and other organizations for research in areas related to nursing and health. Just last week we learned we have received additional funding from the National Institute for Nursing Research for over \$100,000. The needs assessment revealed there was indeed a need in northeast Ohio for this program and that new graduates would be marketable. Dr. Wineman will give additional information to you on this.

The Program Development Plan was developed and circulated to the northeast Ohio Provost and to state universities in Ohio with Ph.D. Programs over a year ago. The reviews were excellent. Many good suggestions were received, but none changed the substantive nature of the proposal. As you are aware, about that time the Ohio Board of Regents placed a moratorium on the development of new doctoral programs. However, a letter to the Provosts of each university from Vice Chancellor Garrison Walters gave us permission to proceed with the full proposal which you have in your hands. He indicated that it is a proposal that reflects true jointness, one that could be used as a prototype for other colleges in our two universities and throughout the state of Ohio.

The proposal we are asking your approval of today is a timely one. It is necessary for the development of nursing scientific knowledge base which is the foundation for nursing practice and the promotion of health care. It was developed on the belief that strength can be achieved by pooling the resources of the two universities. It is a program with one curriculum and one faculty supported by The University of Akron and Kent State University.

Chairman Gerlach, with your permission I will now ask Dr. Wineman to share her remarks.

**Ph.D. in Nursing Proposal
Presentation to the Faculty Senate, 4/7/94**

**N. M. Wineman, Ph.D., R.N.
Associate Professor of Nursing and
Director of the Doctoral Program**

Mr. Chairman, Senators, and Colleagues: I appreciate the opportunity to discuss the Ph.D. in Nursing Program Proposal.

In my comments, I want to briefly address three areas: first, the need for Ph.D. prepared nurses; second, the main purposes of the program; and third, the potential student and employer markets.

- **Need for more nurses prepared at the doctoral level:**

In 1992, there were 54 doctoral programs in the U.S. and one in Canada. Despite the number of programs, the supply of doctorally-prepared nurses has not kept up with the demand. A national survey of nursing graduate programs found that most doctoral programs had more qualified applicants than could be admitted. By the turn of the century, American Association of Colleges of Nursing has predicted that there will be 53% too few graduate nurses. In Ohio, there is a 40% shortage. Since 1989, there have only been 25 graduates with Ph.D.s in Nursing from the three Ohio universities with schools of nursing

In order to fill this shortage, Ph.D.-prepared nurses are needed in academic settings to educate nurses at baccalaureate, masters, and doctoral levels. There are now more qualified applicants than there are student slots.

Ph.D.-prepared nurses, however, are not only needed in academic settings. There is also a growing national market for Ph.D.-prepared nurses in health-care settings. Ph.D.-prepared nurses are employed as Chief Executive Officers of health care agencies--as researchers in service settings, and as policy makers. As an example of this national market in Northeast Ohio, SUMMA Health Systems recently created and funded a position for a Director of Nursing Research which was filled by a nurse with a Ph.D.; Akron General Medical Center hired a Ph.D.-prepared nurse as Administrative Director of its Center for Psychiatry and Behavioral Sciences; and, within the past four months, The Cleveland Clinic Foundation employed its second Ph.D.-prepared nurse with primary responsibilities for writing grants and conducting research.

To assume leadership roles in academic and health-care settings, nurses must have the knowledge and research skills necessary for developing and refining the knowledge, the ability to integrate and apply that knowledge in teaching and clinical practice settings, and the skills necessary for conducting their work across disciplines and across organizations.

Society charges nurses with the special responsibility for care of those individuals and families who are ill or at risk for health care problems. Nurses with Ph.D.s in nursing are best prepared to ask the questions and design the research studies upon which other nurses may ground their clinical practice. These nurses with Ph.D.s are best prepared to build, test, and refine knowledge about health, illness, and nursing care. The importance of nursing research conducted by nurses has been underscored during this decade by the transition of the National Center for Nursing Research to the National Institute for Nursing Research.

- **The primary purpose of the proposed program is to:**

prepare nurse scholars who have the knowledge and research skills necessary for the development and refinement of knowledge and the skills necessary for the dissemination of research findings in teaching and practice arenas.

- **The two secondary purposes are to:**

demonstrate the processes and outcomes possible through innovative successful collaboration. Collaboration is defined as working together; supporting each other as teachers, researchers, and colleagues for the enrichment of program participants. And, acting on each others knowledge, skills, expertise, and professional developmental needs.

demonstrate the feasibility of incorporating a farsighted model of scholarship, which focuses on the connections and overlaps between theory, research and teaching, and their applications in educational and service settings.

- **Last, I want to address whether there is a potential student market and whether there are employment opportunities for the graduates:**

To determine the student interest and local need for a Ph.D. in Nursing Program, a needs assessment was conducted during the fall of 1993. The needs assessment was contracted with Cleveland State University, College of Urban Affairs, an independent and objective agency. Two surveys were designed: the first surveyed potential students and the second surveyed potential employers. The student survey requested information about future plans for doctoral study, while the employer survey inquired about potential jobs for doctorally-prepared nurses.

The list from which the respondents were selected was comprised of 5,594 members of the nursing honorary society, Sigma Theta Tau International. Nurses on this list held a master's degree but not a doctorate, and they resided in Ohio or a selected area of a contiguous state. From the Sigma Theta Tau membership, 841 individuals (15%) were selected randomly to participate in the survey. This sampling technique helped ensure the

representativeness of the sample and the generalizability of findings. The response rate to the survey was 64% ($N = 537$).

Student survey results addressed two basic issues: 1) whether respondents plan to obtain another graduate degree, and if so, the type of graduate degree, and 2) the program characteristics and their relative importance that respondents identified as important to their choice of a doctoral program. Findings related to these two issues are presented next.

Twenty percent ($n = 107$) of all those surveyed plan to obtain a doctoral degree in nursing. Generalizing this finding to the larger sample suggests that up to 1,118 individuals (20% of 5,594) from the geographic area sampled are potential applicants to the Ph.D. in Nursing Program. Despite this large number of potential doctoral students and the benefits of a (relatively) low-cost program with high appeal to an applicant pool, no state-supported doctoral program in nursing currently exists in the highly populated northern half of Ohio.

Survey results and the proposed program site, taken together, suggest that the proposed program will tap a new market of doctoral students, rather than simply shift market resources away from existing programs. This new market has the ability to sustain a critical mass of students in the proposed joint doctoral program.

Potential applicants were also asked to identify program characteristics important to their choice of a doctoral program. The four most frequently selected characteristics, chosen by over 400 of the respondents, were:

1. flexibility in program/curriculum design,
2. distance from home,
3. flexibility in program scheduling, and
4. availability of specialty areas.

The collaborative nature of the proposed doctoral program responds to these needs by offering an accessible program with flexible part-time and full-time scheduling (days, evenings, and weekends) and by ensuring a faculty with diverse specialty area and research expertise. Approval of the program would respond to these potential students' desire for a program within reasonable distance from their homes.

Potential employers were surveyed using the same strategy as was used for potential applicants, with the exception that all deans of schools of nursing in the total geographical area were surveyed. Among the 136 potential employers, 95 were the Chief Executive Nurses (CNEs) in service (hospitals and other agencies) and 41 were Deans of Schools/Colleges of Nursing. Surveys were returned by 64 CNEs and 23 deans (a 64% response rate).

Results indicated that 38% of the CNEs would hire nurse doctorates if they were currently available, and 75% of the service CNEs reported that they would hire such nurses

if they were available within five years. If even one doctorally-prepared nurse were hired by each of these 75% ($n = 48$), the proposed program alone could not sufficiently meet the demand.

Eighty-seven percent ($n = 20$) of the deans anticipated hiring doctorally-prepared nurses within five years. If all deans hired even one doctorally-prepared faculty, then that number, added to those needed by the CNEs, means that at least 68 doctorally-prepared nurses must be found to fulfill some of Ohio's and the region's need within the next five years.

These findings regarding employment opportunities reflect national trends in nursing. The need for doctorally-prepared nurses exists in academia and is expanding into nursing service. Already existing are several positions in state and national governmental agencies, and these are likely to increase as national health-care reform unfolds. Currently, other employers, such as businesses (for example, drug and hospital supply companies) and consulting firms, are placing doctorally-prepared nurses at top and mid-level positions. These positions all require that the doctorally-prepared nurse work independently or in collaboration with other health-care professionals in education, program administration or evaluation, clinically-oriented research, or in health-care operations.

Thank you Mr. Chairman for the opportunity to address the Faculty Senate. I would be happy to answer questions if you desire.

APPENDIX D

Report of Academic Policies, Curriculum and Calendar Committee

MINUTES OF TUESDAY, MARCH 29, 1994

Present: Barbara Clements, Ruth Clinefelter, Patricia Edwards, Lawrence Focht, Elton Glaser, Michael Jalbert, Marlene Huff, Dennis Kimmell, Robert McElwee, Joyce Mirman, Gary Oller, Peggy Richards and Phillip Stuyvesant. Absent with notice: Dan Buie and Chand Midha. Not Present: Kathleen Endres, William Lewis, and Amy Spooner. Guests: Dolores Bower, Ruth Gray, Jim Inman, Kathleen Ross-Alaolmolki, N. Margaret Wineman. Interim Provost David Jamison was also present to respond to questions on various curriculum changes, policies and procedures.

The meeting was called to order at 3:00 p.m. by Joseph Walton, Chair.

I. The minutes of the meeting of Tuesday, 3/15/94, were approved as previously circulated.

II. There was extended discussion and presentation on proposal NU-94-06 (Joint Ph.D. in Nursing). Following the presentation and discussion, APCC approved the proposal by majority vote. The proposal, which was also approved by Graduate Council the previous day, will be forwarded to the Faculty Senate for its consideration on Thursday, April 7, 1994. There is one outstanding objection from Professor Don Gerlach.

III. BA-94-08 (change in CBA undergraduate admission requirements) was considered and approved by majority vote. It will also be forwarded for Senate consideration on April 7, 1994.

IV. The proposal for Part-Time faculty was considered. Action on the proposal was postponed pending a review of the outcome of BPCC consideration, as well as review by University legal counsel.

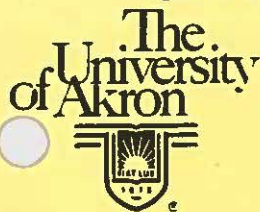
V. The draft policy for Faculty Workload was discussed at length, and some guidance was given to the Policy and Calendar efforts in shaping this document. **A SPECIAL MEETING OF APCC IS CALLED FOR TUESDAY, APRIL 12, 1994, TO CONSIDER A FINAL DRAFT OF THE FACULTY WORKLOAD POLICY.**

There being no further business, the meeting was adjourned at 4:52 p.m.

Respectfully submitted by Joseph M. Walton, Chair

April 7, 1994

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Office of the Senior Vice President and Provost
Akron, OH 44325-4703
216-972-7593 216-972-6290 Fax

March 31, 1993

TO: Members of the Faculty Senate
FROM: Joseph M. Walton, ^{JMW}Chair of APCC
(Academic Policies, Curriculum and Calendar Committee)
RE: APCC Report to the Faculty Senate for the
Meeting of April 7, 1994

The Academic Policies, Curriculum and Calendar Committee met on Tuesday, March 15, 1994 and Tuesday, March 29, 1994 at 3:00 P.M. in the Board of Trustees Room of the Gardner Student Center. As a result of those meetings, the following items are presented to the Faculty Senate with recommendations for approval:

- I. Curriculum Change NU-94-06 (a proposal for a joint Ph.D. in Nursing)
A full copy of this proposal was forwarded to Senators on March 24, 1994. This proposal has been approved by Graduate Council, and by majority vote of APCC. It is forwarded to the Faculty Senate with an outstanding objection from Professor Don Gerlach. (A copy of that objection was attached to the full copy of the proposal.)
- II. Curriculum Change BA-94-08 (proposed change in undergraduate admission requirements for the College of Business Administration)
This proposal was also approved by majority vote of APCC.
- III. Additional Curriculum Changes
AS-94-08
EN-94-30
EN-94-32
FAA-94-15
WC-94-03 (Revised)
WC-94-04 (Revised)

All proposals in Item III were approved unanimously, and there are no outstanding objections.

- IV. 32-Credit Residency Requirement from the College of Nursing - Attachment 1
- V. Emeritus Faculty (Revision in Section 3359-20-30 A1b of the Faculty Manual - Attachment 2)
- VI. Grievance Procedures for Graduate Students - Attachment 3

Attachments

c: Peggy Gordon Elliott, President
David L. Jamison, Interim Senior Vice President and Provost

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April 7, 1994

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ATTACHMENT # 1



Graduate School
Akron, OH 44325-2101
216-972-7663

INTEROFFICE CORRESPONDENCE
Charles M. Dye
Interim Dean

02 March 1994

✓
DR. JOSEPH WALTON, Associate Provost

cmdye

GRADUATE COUNCIL APPROVAL, RESIDENCY PROPOSAL, NURSING

Please be advised that the attached proposal from the College of Nursing regarding a change in the "32 Credit Residency Requirement" was unanimously approved by the Graduate Council, on the recommendation of its Curriculum Committee, at the scheduled meeting of Monday, 28 February 1994.

cc: Dean Gray
Dr. Hardin
Mrs. Caldwell
GC9394file





April 7, 1994

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Office of the Senior Vice President and Provost
Akron, OH 44325-4703
216-972-7593 216-972-6293 Fax

February 8, 1994

TO: Dr. Charles M. Dye
Interim Dean of the Graduate School

Members of APCC

FROM: Joseph M. Walton *JMW*
Associate Provost for Academic and Faculty Affairs

RE: 32 Credit Residency Requirement
College of Nursing

This is to refer the attached proposed change in the undergraduate residency requirement for the College of Nursing (which combines undergraduate and graduate credit) to: (A) Graduate Council and (B) The Curriculum Subcommittee of APCC for consideration.

Att.

c: David L. Jamison, Interim Senior Vice President and Provost
Don R. Gerlach, Chairman of the Faculty Senate
V. Ruth Gray, Dean of the College of Nursing

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DR. CHARLES M. DYE
Interim Dean
The Graduate School
The University of Akron

April 7, 1994

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THE UNIVERSITY OF AKRON
COLLEGE OF NURSING
INTEROFFICE CORRESPONDENCE

RECEIVED
JAN 14 1994
SR. VP & PROVOST

Date: January 13, 1994

To: Mr. David Jamison
Interim Senior Vice President and Provost

From: Dr. V. Ruth Gray, Dean *VRG*

Subject: Modification of 32 hour Residency Requirement

The College of Nursing is requesting that a combination of baccalaureate and masters' credits be used to fulfill the 32 hour baccalaureate residency required for students enrolled in the RN/MSN Sequence.

Currently the residency requirement is 32 hours of baccalaureate credit at The University of Akron in order to receive a bachelor's degree.

Students enrolled in the RN/MSN Sequence are admitted as graduate students to the University and complete a combination of baccalaureate and masters' courses and receive the BSN degree at the same time they receive the MSN degree. For some students in the RN/MSN Sequence namely post-baccalaureate and transfer students, baccalaureate credits alone at the University do not total 32 hours but when the baccalaureate credits and the masters' credits taken at Akron are combined, these same students exceed the minimum residency requirement.

I am requesting your review and approval of the request. There are approximately 5 students for May 1994 graduation that would benefit from the requested modification.

If you have any questions, please contact me at Ext. 7552.

VRG:jam
2004_jan

DR. CHARLES M. DYE
Interim Dean
The Graduate School



April 7, 1994

Office of the Senior Vice President and Provost
3100 N. Hill Rd. 44325-5003
216-725-7300 216-725-7300 Fax

INTEROFFICE CORRESPONDENCE

January 21, 1994



TO: V. Ruth Gray
Dean, College of Nursing

FROM: David L. Jamison *D. Jamison*
Interim Sr. Vice President and Provost

SUBJECT: 32 Credit Residency Requirement

I support the interpretation you are seeking for satisfaction of the undergraduate residency requirement by a combination of undergraduate and graduate credit.

By a copy of this memo, I will ask Dr. Walton to place the matter before APCC to seek their concurrence.

cc: Joseph Walton ✓

beal@uakron.edu/residency

DR. CHARLES M. DYE
Interim Dean
The Graduate School

April 7, 1994

THE UNIVERSITY OF AKRON
COLLEGE OF NURSING
INTEROFFICE CORRESPONDENCE

DR. CHARLES M. DYE
Interim Dean
The Graduate School

Date: January 25, 1994

To: Mr. David Jamison, Interim Senior Vice President & Provost

From: Dr. V. Ruth Gray, Dean

Subject: RN/MSN Course List

Prerequisites for the RN/MSN Sequence:

1100:111, 112	English Composition	8 credits
1100:106	Effective Oral Communication	3 credits
3150:129, 130	Introduction to General, Organic & Biochemistry	8 credits
3100:130	Principles of Microbiology	3 credits
3100:208, 209	Human Anatomy and Physiology	8 credits
3850:100	Introduction to Sociology	4 credits
	OR	
3870:150	Cultural Anthropology	4 credits
3750:100	Introduction to Psychology	3 credits
3600:120	Introduction to Ethics	3 credits
3250:100	Introduction to Economics	3 credits
3750:230	Developmental Psychology	4 credits
3470:260	Basic Statistics	3 credits
1100:320:321	Western Cultural Traditions	8 credits
1100:330-336	World Civilization	4 credits
Electives		<u>5 credits</u>
	Total	67

Bridge Courses - BSN Component

8200:225	Health Assessment	3 credits
8200:460	Issues & Roles of Professional Nursing	3 credits
8200:465	Concepts & Theories of Professional Nursing	3 credits
8200:470	Community Health Nursing	4 credits
8200:485	Leadership Roles of Professional Nursing	5 credits
8200:435	Nursing Research	<u>3 credits</u>
	Total	21

Core Courses - MSN Program

Theoretical Basis for Nursing	3 credits
Policy Issues in Nursing	2 credits
Inquiry I	3 credits
Computer Applications in Nursing	2 credits
Thesis OR Inquiry II	4 credits
Physiology	<u>3 credits</u>
Total	17

April 7, 1994

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Mr. David Jamison
January 25, 1994
Page 2

Clinical Specialist/Practitioner - MSN Program

Electives (varies by specialization, check with advisor)

Advanced Nursing I	3 credits
Advanced Nursing II	4 credits
Advanced Nursing III	4 credits
Advanced Clinical Practice Seminar	2 credits
Practicum	<u>3 credits</u>

Total

16

Prerequisite courses may be taken on other campuses but the Bridge courses and all Masters' courses are taken at The University of Akron. If you have any further questions please do not hesitate to contact me.

VRO:jaw
jam

DR. CHARLES M. DYE
Interim Dean

ATTACHMENT # 2

1. Emeritus Faculty - Amendment to Section 3359-20-30 Alb of Faculty Manual:

"The emeritus faculty is composed of all persons with the title of emeritus conferred by the Board of Trustees. Faculty AND CONTRACT PROFESSIONALS are eligible for emeritus status upon retirement. THE PROCESS FOR APPROVAL SHALL CONSIST OF NOMINATION, WITH THE CONSENT OF THE INDIVIDUAL, APPROVAL OF THE REGULAR FACULTY OF THE DEPARTMENT OF PRINCIPAL APPOINTMENT OR THE CONTRACT PROFESSIONAL GROUP OF THE APPROPRIATE UNIT, AND RECOMMENDATION OF THE DEAN OF THE COLLEGE OR ADMINISTRATOR OF THE CONTRACT PROFESSIONAL UNIT, THE PROVOST, AND THE PRESIDENT."

*Approved by Student Policy Committee, 2/2/93
Approved by Graduate Council, 3/29/93
Approved by Graduate Faculty, 4/22/93*

Approved by the Academic Policies, Curriculum
and Calendar Committee, 3/15/94

GRIEVANCE PROCEDURES FOR GRADUATE STUDENTS THE UNIVERSITY OF AKRON

PURPOSE

The procedures set forth in this document are intended to provide graduate students with a formal channel of appeal and redress of grievances arising out of their academic and/or employment relationship with the University.

PROCEDURES

1. Any graduate student who believes that he or she has valid grounds for a complaint shall attempt to resolve the problem through a conference with the faculty member involved, the department head, and/or the graduate advisor. Following that, the student may attempt to resolve the problem with the assistance of the academic dean. When or if the problem has not been adequately solved at that level or the student wishes to appeal that decision, the student shall prepare a written statement of the complaint setting forth clearly and specifically the allegations and shall hand deliver the written complaint to the Dean of the Graduate School. The Dean of the Graduate School shall notify the complainant confirming the receipt of the complaint.
2. Within one week of receipt of the complaint, the Dean of the Graduate School shall communicate with all parties in an attempt to informally resolve the problem. The result of this process will be a decision by the Dean of the Graduate School which will be communicated in writing to all parties, including the Senior Vice President for Academic Affairs and Provost.
3. The complaint shall become a grievance to be filed with the Senior Vice President for Academic Affairs and Provost if: (1) the Dean of the Graduate School wishes to have a Hearing Committee render a decision on the grievance; or (2) the student wishes to appeal the decision of the Dean of the Graduate School. The student must notify the Senior Vice President of Academic Affairs and Provost in writing within one week of notification of the Dean of the Graduate School's decision on the complaint.
4. Upon receipt of the grievance, the Senior Vice President of Academic Affairs and Provost shall notify in writing the President of Graduate Student Government that a Hearing Committee should be constituted. The Hearing Committee shall be organized in no more than two weeks.
5. When the grievance has been filed with the Chairperson of the Hearing Committee, it shall be the responsibility of that Chairperson to notify in writing all parties involved in the grievance within two working days. This notification shall include the

following information: that a grievance has been filed; the nature of the grievance; and the parties involved.

6. If the charged party in that grievance admits the validity of the grievance, the Chairperson of the Hearing Committee shall waive the hearing and shall direct an appropriate resolution in consultation with the Hearing Committee.
7. If the party charged in the grievance denies the validity of the grievance, the Hearing Committee shall conduct the hearing.

HEARING COMMITTEE

A Hearing Committee shall be established as follows:

1. **Chairperson** - The Chairperson shall be a member of the graduate faculty with full membership, but not from a department involved in the proceedings. This Chairperson shall be selected by the Senior Vice President for Academic Affairs and Provost and shall serve for only one grievance proceeding. The Chairperson shall conduct the hearing and shall vote only in the case of a tie.
2. **Members** - Four members shall be selected as follows:
 - a. From the complainant's department - a graduate student not directly involved, selected jointly by the Department Head and the President of the Graduate Student Government. If the grievance is filed against the Department Head, the Academic Dean shall substitute for the Department Head. If the grievance is filed against the department, the Senior Vice President for Academic Affairs and Provost shall substitute for the Department Head.
 - b. From the complainant's department - a faculty member not directly involved, selected jointly by the Department Head and the President of the Graduate Student Government. If the grievance is filed against the Department Head, the Academic Dean shall substitute for the Department Head. If the grievance is filed against the department, the Senior Vice President for Academic Affairs and Provost shall substitute for the Department Head.
 - c. A graduate student not involved with the complainant and not from the complainant's department, selected by the Vice Chairperson of the Graduate Council.
 - d. A member of the graduate faculty with full membership not involved in the complaint nor from the complainant's department, selected by the Senior Vice President for Academic Affairs and Provost.
3. A Hearing Committee shall be organized anew each and every time a grievance is brought forth. A Hearing Committee shall serve through the adjudication and resolution of the complaint.

HEARING PROCEDURE

1. The hearing must take place within two weeks of the Hearing Committee's formation.
2. At least three working days prior to the hearing, the Hearing Committee Chairperson shall provide the Hearing Committee and the Parties involved with:
 - a. The student's written statement of the grievance.
 - b. Written notification of when and where the Hearing Committee shall meet.
 - c. A copy of *Grievance Procedures for Graduate Students* and all relevant documents.
3. Each party shall be required to appear in person before the Hearing Committee to present his/her case. Each party may have an advisor/colleague present to protect his/her rights if so desired. However, the parties shall speak and act on their own behalf. Witnesses may be called to present evidence on behalf of the complainant or the charged person. The use of tape recorders is prohibited.
4. All parties shall be entitled to an expeditious hearing. In urgent cases in which it is alleged that a regulation, administration decision, or action threatens immediate and irreparable harm to any of the parties involved, the Hearing Committee shall expedite the hearing and disposition of the case. The Hearing Committee is empowered to recommend to the Dean of the Graduate School that an individual, department, or college discontinue or postpone any action which threatens to cause irreparable harm, pending the final disposition of the case.
5. The burden of proof shall be on the complainant and the standards of justice and fair play shall prevail in the adjudication of violations and grievances.
6. If necessary, the Hearing Committee may consult with the University's Office of General Counsel for advice at any time throughout this process.

DECISIONS AND ACTIONS

1. The Hearing Committee shall decide as follows: there has been a violation of the complainant's rights, or there has been no violation of the complainant's rights.
2. Should the Hearing Committee determine that a violation of the complainant's rights occurred, the Committee shall, if practical, recommend a resolution to the Senior Vice President for Academic Affairs and Provost.
3. The Senior Vice President for Academic Affairs and Provost, exercising his/her judgment, shall act on the implementation of the resolution recommended by the Hearing Committee.

RECORD KEEPING

The Chairperson of the Hearing Committee shall be responsible for keeping a summarized, written record of all the proceedings.

1. Records of all proceedings shall be prepared by the secretarial personnel of the Graduate School. Copies of all proceedings shall be distributed as follows:
 - a. To all parties involved in the proceedings.
 - b. To the Hearing Committee members.
 - c. To the President of the Graduate Student Government.
 - d. To the Dean of the Graduate School.
 - e. To the Senior Vice President ~~for Academic Affairs~~ and Provost.
2. A copy of all proceedings shall be kept in the office of the Dean of the Graduate School pursuant to the University's record retention proposal.

APPEAL

An appeal may be made to the President of the University after all of the above procedures have been followed. The President of the University shall assess each case on an individual basis and his/her decision shall be considered final.

###

APPENDIX E

**Report to the Faculty Senate from the
Prescriptive Activities Committee**

This report highlights the initiatives which are being implemented to prepare for the students who will enter The University of Akron under the new admission policy. As you will recall, in August 1992, the Board of Trustees passed the policy which places conditions on students who have low high school grade point averages and standardized test scores. In addition, those students who have excellent grades and test scores are being admitted directly to the degree-granting colleges. Dan Buie and I are working with various departments and colleges in planning workshops for faculty advisers which highlight the advisement of freshmen, as well as the new General Education Program.

As of April 4, 1994, 2,117 students have been admitted without conditions to University College, the Community and Technical College, or Wayne College; and 578 had been admitted conditionally.

A committee of faculty and administrators has met with an Admissions Officer to consider students with borderline test scores or grades. If the committee felt the student had the potential to be admitted directly to the colleges, the file was forwarded to the faculty committees within the colleges charged with considering special cases.

For the past two years, the Prescriptive Activities Committee has been meeting to create the support structure for the students who have been conditionally admitted. The committee is composed of faculty, advisers from the Community and Technical College, University College and Wayne College, and representatives of the Computer Center, Registrar's Office, Transfer and Articulation Office, Minority Student Retention Office and Developmental Programs.

Computer programs and screens for the Student Master File have been designed for accurate record keeping and advising. Prerequisite test scores and courses have been determined and entered into the computer so that a student will be barred from enrolling in courses without having met the requirements as determined by the faculty. Extra sections of Basic Writing, College Reading, Basic Mathematics I and II, Developmental Chemistry, and Career Planning courses are planned for the fall and spring to meet the potential need. Wayne College faculty and staff are expected to follow the guidelines and activities planned for the Akron campus.

The Prescriptive Activities Committee determined that the program for conditionally admitted students needed to be explained to the applicants' parents. Within a week after the student has been conditionally admitted, a letter is sent to the parents explaining the program designed to assist their son or daughter during the first year on campus.

**Report to the Faculty Senate from the Prescriptive Activities Committee
Page 2**

The P.L.U.S. Program stands for Prescribed Learning for Undergraduate Success and provides required courses and activities to help develop the skills and support the student needs to succeed at the University level. Some parents who have received the letter have called for further information and have indicated they are pleased to know that the University has a structured program to help their son or daughter.

You received a copy of the P.L.U.S. Agreement in the March issue of the Chronicle. This four-part form will be used by the academic adviser in talking with the student during New Student Orientation. Academic performance workshops offered by the Counseling and Testing Department, tutorial assistance, work in the reading, writing and math labs, as well as scheduled meetings with the academic adviser may be required of the conditionally admitted student.

There are two changes which may be of interest to faculty in the degree-granting colleges:

All students having completed between one and 31.5 credits will receive midterm grades. Presently, only freshmen in specified classes receive midterm grades which are sent to the student's home address. This change may require faculty who have not usually had to submit midterm grades to do so. However, midterm grades need only be reported for students earning C-, D, or F grades, as in the present system.

Consideration is being given to computing grades earned in Developmental Courses in which the students will be required to enroll. This will afford students an accurate view of their academic progress. Language-defining developmental course work would be included on the grade report indicating that the courses do not count towards graduation. Our research has shown that grades earned in Developmental Courses are a good indicator of whether the student has the chance to be successful in baccalaureate level courses.

The Prescriptive Activities Committee will continue to work to make the conditionally admitted students' first semester at the University one in which they receive the necessary support in order to reach their full academic potential. The new initiatives which will be in place for the fall help to support three of the strategic directions of the Twenty-First Century Task Force:

- to attract and retain a higher quality and more diverse student body.
- to increase student retention and progress toward completion of their academic programs.
- to improve the quality of the undergraduate experience.

Respectfully submitted by Karla Mugler

APPENDIX F

Report of Campus Facilities Planning Committee

The following members were in attendance at the meeting of Thursday, March 17, 1994:
Guegold, Peeples, Dye, Kline, Fowler, Keller, Dunning, Coons, Bartlett, Ryan, Sterns, Clay, Trouard.

The minutes of the February 17 meeting were approved with one correction.

The committee then considered the following requests for space in Gallucci Hall:

- * Honors - will be shared with Hospitality Management (Room 100)
- * 164 PT Office for Hsp Management + Switchboard room.
Telecom would like to install more switching in the room.
Will exchange with them Room 153 temporarily until Hospitality moves to Polsky's fifth floor (1-2 years hence).
Telecom will install a special module. Motion Coons, 2nd Peeples. Approved.

The committee next heard from Mr. Roger Ryan concerning the University Park Neighborhood Association Development Plan. Maps were distributed to the members. The University is a dues-paying member of the group which has been patterned after the University Circle Association in Cleveland. He mentioned that the old "2000" plan of the University is being rehashed at this time and would likely be coordinated with the UPNAD group. No new planner has been chosen yet although David Hart has been hired by the UPNAD group to look at the whole picture in the area. Perhaps the University will hire him after his report is adopted by this Association to look at our needs as well. The North part of campus expansion and south (Spicer Town area) are possible directions we might move. It was mentioned that we might tie this with City Hospital plans. He also mentioned the need for an increase in quality and quantity of student housing. By fall we may have a better plan to look at and it was recommended that we may want to bring David Hart in at that time to talk with us as we look at the University expansion.

The need for additional signage on campus was discussed and it was decided to ask Randy Richardson, University Architect, to a future meeting to discuss past plans developed to increase the user friendliness of the campus.

Some discussion ensued concerning the expansion of private dorms.

A concern was expressed about speeding on Carroll Street. What is the possibility of closing this and portions of Union? Mr. Ryan mentioned that this would require a service road along the freeway to divert traffic between Exchange and Market Streets.

Mr. Bartlett mentioned that there are now fewer people working in the University shops now than ten years ago and the campus has doubled in this time making requests for carpenters, painters, and

electricians difficult to honor in a timely manner. During some weeks there are 4-500 requests for maintenance. Currently the University employs only eight electricians and six painters to handle these requests as well as the numerous remodeling projects going on. He gave the committee members a copy of the Coordinators' Handbook that is in the hands of each building maintenance coordinator.

Mr. Ryan spoke concerning the event of the possible closing of the city recycling generation plant. The University can change over and use either gas or oil. This would increase our fuel cost by \$150,000 per year. The new water tank will save up to \$350-400,000 per year.

There was more discussion concerning new possibilities for the Senate offices. Members were to come to the next meeting with some concrete suggestions.

The meeting ended with discussion of the need for a truly strategic facilities plan for the campus. The Chair mentioned that no department, school or college had responded to the committee's request for copies of their individual facilities plans.

The meeting was adjourned at 5:00 p.m. The next meeting will be held on Thursday, April 21 at 3:30 p.m. in GSC Chestnut B.

APPENDIX G

Report of University Libraries Committee

The University Libraries Committee last met on March 11, 1994, at Bierce Library. Present were: R. Schneider, J. Patton, W. Sterling, M. Cheung, P. O'Connor and D. Williams. Absent with notice were V.J. Fleming and F. Canda.

Dean Williams briefed the committee on the effects of the new planning initiatives on the libraries. University Libraries representatives will apparently be included on departmental planning committees. These will most likely be the bibliographers for those departments. The dean sought the guidance of the committee in two respects: (1) What sort of information should the Library be prepared to provide the departments to help in planning? and (2) What role does the committee feel the Library personnel should play in departmental planning? The committee took these questions under advisement and will attempt to provide guidance on these issues before departmental planning gets started.

The committee returned to its ongoing discussion of electronic information delivery issues. Apparently, there is at present no "short course" offered in the use of Ziplink and/or OhioLINK beyond the tutorial sessions that the Library has been running. The committee felt that a short course similar to those conducted by the Computer Center on electronic mail, the use of VM, etc. would be very helpful. Also, an online tutorial or context-sensitive help facility would be desirable. Professor Sterling indicated that he would bring this issue up at the March 24 OhioLINK users meeting in Columbus. Professor Cheung indicated that as Chair, he would again attempt to persuade Network Services to send a representative to one of the committee's meetings to discuss the overlap between the Library and the Network and how the needs described earlier might be met.

Respectfully submitted by H. Michael Cheung, Chairman.

APPENDIX H

Report of the Reference Committee

Minutes of the meeting of April 6, 1994

Members present: John Green, Jean Galan, Don Gerlach, Jo Ann Harris, Daniel Mack, LaVerne Yousey. Member absent: Barbara Moss

John Green resigned as chair of the committee. The committee nominated and elected Jo Ann Harris as chair to fill the remainder of Senator's Green's term (until 9/94).

Terms for committee participation were determined. Members' terms are as follows:

Green	-	1 year
Galan	-	1 year
Gerlach	-	1 year
Harris	-	2 years
Mack	-	2 years
Moss	-	3 years
Yousey	-	3 years

One-year terms expire 9/94; two-year terms expire 9/95; and three-year terms expire 9/96.

There was some discussion about changes to be made to the Faculty Manual. Currently, the Faculty Senate Bylaws and the Sexual Harassment Policy have been approved by the appropriate parties. The only item brought to the committee which lacks Board approval is the Amendment to the Faculty Manual regarding department chairs.

The committee is requesting from Faith Helmick copies of the current Faculty Manual.

The meeting was adjourned at 3:55 p.m.


Respectfully submitted by Jo Ann Harris, Chair

APPENDIX I

Report of Research (Faculty Projects) Committee

April 15, 1994

To: Faculty Senate

From: Dan Sheffer, Co-Chair, Research Faculty Projects Committee 

Subject: Research (Faculty Projects) Committee, Minutes of March 30, 1994

Please include the following information into the next edition of the Chronicle.

The meeting began at 9:05 a.m. in the Chestnut B Room of Gardner Student Center. Members present: Dr. Dale Borowiak, Dr. Dolores Bower, Dr. Jeffrey Dilts, Dr. Clayton Fant, Dr. Gary Frank, Dr. Alan Gent, Dr. Peter Henriksen, Dr. Thein Kyu, Dr. Brian Leonard, Dr. Robert Liang, Dr. Lazarus Macior, Dr. William McGucken, Dr. Nick Ranson, Dr. Dan Sheffer, Dr. Nancy Somerick, Dr. Claire Tessier, Dr. Gerald Young. Members absent with notice: Miss Virginia Berringer, Ms. Eleanor Klosterman, Ms. Christina DePaul (Sabbatical), Dr. Isadore Newman (Sabbatical), Mrs. Charmaine Streharsky, and Dr. G. Edwin Wilson.

This meeting was called to order to evaluate 17 proposals submitted for the Spring 1994. All seventeen proposals were reviewed and ranked. Also to be reviewed are four requests for no-cost time extension.

Dr. Sheffer reminded the Committee the scoring is done by secret ballot with number one ranking the highest through number four, and a vote of number five is considered ineligible. There would need to be three votes of number five before the proposal would be considered ineligible.

Dr. Sheffer reminded the Committee that he would like the primary reviewer for the funded and unfunded proposals, if contacted by the principal investigator, to give additional information to help them achieve future successful proposal funding.

Dr. Sheffer explained that Dr. Ed Wilson, Acting Vice Provost for Research, called him and stated there were monies available from the Ohio Board of Regents via Research Challenge. Any science and engineering proposal funded by this Committee would fit the criteria/guidelines established by the OBR, Research Challenge. The procedures would be the same for the distribution of OBR funds as that which took place last year. Therefore, the original budget request from the PI would be funded through OBR. An additional \$500 would be awarded through this Committee. By a formal letter, the PI would be so advised. If the PI agreed, he/she would sign the letter indicating a willingness to be responsible for all reports as required by OBR and to the final report for the Faculty Research Grant.

Of the seventeen submitted proposals, the Committee voted eleven proposals to be funded, five proposals were voted not funded, and one proposal was voted ineligible. The total funded for Spring 1994 from FRG is \$10,690. Of those eleven funded proposals, eight proposals met the OBR-Research Challenge guidelines. The total funded from OBR is \$25,369. The 11 funded proposals are listed below:

Faculty Senate

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April 15, 1994

Subject: Research (Faculty Projects) Committee Minutes of March 30, 1994

<u>FRG #</u>	<u>NAME/DEPARTMENT</u>	<u>TITLE of PROJECT</u>	<u>FRG AMOUNT</u>	<u>Research Challenge Award</u>
1277	William Brittain, Polymer Science	"Synthesis of nonlinear optical polyesters"	\$ 500	\$3,000
1278	David McConnell, Geology	"Deformation within and adjacent to the Spread Eagle Peak thrust sheet, Sangre de Cristo range, Colorado"	\$ 500	\$3,584
1279	Celal Batur, Mech. Engr.	"Tuning fuzzy logic controllers"	\$ 500	\$3,000
1280	Fred Choy, Mech. Engr.	"An intelligent computer-based method for health monitoring of gas turbine engines"	\$ 500	\$2,869
1281	Kathy Liszka, Math. Sc.	"A performance study of bitonic sorting networks"	\$ 500	\$2,250
1282	David Ritchey, Comm. Tom Smith, Dance	"The ladies who brunch"	\$3,000	-----
1283	Barbara Evans Clements, History	"Bolshevik women: The first generations"	\$ 500	-----
1284	Wiley J. Youngs, Chemistry	"Synthesis of discotic liquid crystals"	\$ 500	\$4,420
1285	William Timmons, Biomedical Engr.	"Interactive BAT sonogram design and playback"	\$ 500	\$3,246
1286	Kyonsuku Min Cakmak, Polym. Engr.	"Studies of non-destructive in-line monitoring of reaction in a twin screw extruder with ultrasound waves"	\$ 500	\$3,000
1287	Robert J. Huff, Art	"Granite sculpture with diamond abrasive tools"	<u>\$3,190</u>	-----
			\$10,690	\$25,369

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Faculty Senate

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April 15, 1994

Subject: Research (Faculty Projects) Committee Minutes of March 30, 1994

The four requests for no-cost time extensions were approved. The time extension for these requests will be from March 30, 1994 through January 31, 1995.

The 1993-94 original budget was \$89,091.21. There were seven awards for the Fall 1993 competition for a total of \$21,595; \$308.75 was returned to the budget from an account closing; five awards for the Summer 1994 for a total of \$25,000; and a debt reduction of \$6,710. That left a balance of \$36,094.96 before this competition. The Spring competition funded eleven awards for a total of \$10,690. After this competition the 1993-94 balance is \$25,404.96. It is the Committee's hopes these funds will be carried over to 1994-95 fiscal year.

Meeting adjourned at 12:05 pm.

The R(FP) Committee will next meet on **TUESDAY, APRIL 19, 1994, 9 A.M., CHESTNUT B, GARDNER STUDENT CENTER.** Agenda: Discuss 1994-95 Guidelines, and wrap up the 1993-94 year's activities.

/ca

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APPENDIX J

**Student Affairs Committee
March 29, 1994
M I N U T E S**

Present: Senator Aupperle Senator Gigliotti Diane Vukovich Curtis Clemons	Senator Laconi Senator Weber Lynn Pachnowski Dr. C. Smith (ExOfficio)
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The Student Affairs Committee met on Tuesday, March 29, 1994. Committee members discussed how the committee's duties and responsibilities should be redefined to reflect the reorganization of Student Support Services at the University. Dr. Smith explained how the structure of the division has changed and noted that her title would change effective July 1, 1994 to Vice President of Student Affairs. The units in the Division of Student Affairs will be organized as follows:

Enrollment Services - Advising -	Admissions, Adult Resource Center, University Registrar, Financial Aid, Transfer and Articulation Academic Advisement, Counseling and Testing Center, Career Center, C.A.R.E., and Health Services
---	---

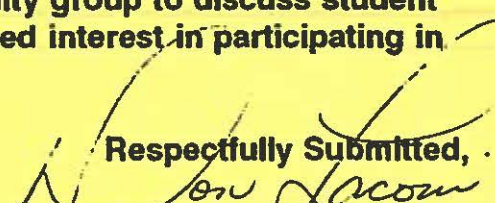
University College Student Support-	Pre-College Programs, University College except for Developmental Programs, Cooperative Education
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Student Life and Dean of Students -	Student Development, GSC, Residence Halls, Services for Students with Disabilities, Student Auxiliaries (Parking and Dining)
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Student Affairs Communications

Committee members drafted amendments to the Faculty Senate by-laws to present at the April 7 meeting of Senate. (See attachment)

Dr. Smith provided updates on the searches for a Director of Student Financial Aid and a Director of International Programs. She reported tha the student trustee is working to form a Student Affairs Committee on the Board of Trustees. She indicated that a task force will be formed to study the issue of replacing Spicer Hall. Dr. Smith also plans to convene a faculty group to discuss student classroom behavior. Committee members expressed interest in participating in this discussion.

Respectfully Submitted,

 Don V. Laconi, Chair, Student Affairs

**BYLAW AMENDMENTS
STUDENT AFFAIRS COMMITTEE**

1. **Bylaw V, Sec. C**
Existing language regarding ex officio member of permanent committees:
... and Student Affairs, the Vice President for Student Support Services or
said person's designee;

Proposed change:

... and Student Affairs, the Vice President of Student Affairs or said
designee, and the Director of Student Financial Aid;

Rationale: The title of the Vice President for Student Support Services will
change effective 7/1/94. To ensure the University is in compliance with
federal regulations related to grants, the Director of Student Financial Aid
should serve as an ex officio member of the committee.

2. **Bylaw V, Sec. K**
Existing language defining the duties and responsibilities of the Student
Affairs Committee:
 1. Makes policy, subject to approval of Faculty Senate, regarding
the granting of scholarships, awards, grants, and loans to
University students.
 2. Proposes regulations concerning all extracurricular activities
(except athletics) to Faculty Senate. Recommends to the
Senate the extension of official recognition of student
organizations.

Proposed Changes:

1. Provides advice and counsel to the Vice President of Student
Affairs concerning operations of the Division of Student
Affairs.
2. Reviews and recommends policy concerning student affairs to
Faculty Senate.
3. Reviews and recommends policy regarding the granting of
scholarships, awards, grants, and loans to University students
4. Recommends to the Senate the extension of official
registration of student organizations.

Rationale:

- (a) Issues of concern to students range far beyond extracurricular
activities and financial aid. In order to address such issues,
the duties and responsibilities of the Student Affairs
Committee must be broadened.
- (b) The proposed changes reflect the reorganization of student
support services.
- (c) The use of the term "registration" rather than "recognition," in
Sec. K, #4 is a more accurate description of the process which
new student groups complete.

APPENDIX K

Report of the Budget, Planning, and Coordination Committee

7 April 1994

Tentative Budget for The University of Akron

The tentative budget for The University of Akron is attached and presented by BPCC for Faculty Senate's consideration. The attached budget does not reflect BPCC's recommendations for the \$4,042,042 indicated as a surplus. Those recommendations are:

Item	Date(s) of BPCC action	Amount
General Studies Program (Initial phase)	2-14-94	\$300,000 ¹
Return 100% of Course Fees to Departments	2-21-94	\$92,100 ²
Library Periodicals and Electronic Equipment	2-28-94	\$200,000 ³
Salary Increases for Faculty & Staff (amount corresponds to a 3.345% average salary increase)	2-28-94 and 3-14-94	\$3,394,022
Faculty Senate Budget	2-28-94	\$55,920
Total cost of recommended expenditures		\$4,042,042

¹ BPCC has recommended that up to \$300,000 be spent next year finance changes necessitated by the new General Studies Program.

² This ends the current 10% "tax" on course fees which was imposed three years ago.

³ \$150,000 for periodicals and \$50,000 for electronic equipment maintenance and replacement. The \$150,000 for periodicals will just about meet the anticipated inflation in periodicals costs.

April 7, 1994

THE UNIVERSITY OF AKRON - AKRON CAMPUS
 UNRESTRICTED CURRENT FUND BUDGET -
 THE GENERAL FUND
 EXECUTIVE SUMMARY - FISCAL 1994-95 PROJECTION

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25-Feb-94

	1993-94 REVISED BUDGET	1994-95 PROPOSED BUDGET	DOLLAR DIFF. 1995 TO REV. 1994	PCT. DIFF. 1995 TO REV. 1994	PERCENT OF TOTAL
REVENUE					
Tuition & Fees	\$71,112,443	\$71,925,245	\$812,802	1.1%	46.0%
Endowment Income	161,000	161,000	0	0.0%	0.1%
Total Tuition & Endowment	\$71,273,443	\$72,086,245	\$812,802	1.1%	46.1%
State Appropriation:					
Base Subsidy	\$75,592,191	\$77,276,729	\$1,684,538	2.2%	49.4%
Academic Challenge Round III	681,707	719,201	37,494	5.5%	0.5%
Subtotal	\$76,273,898	\$77,995,930	\$1,722,032	2.3%	49.8%
Less Restricted Fund Use:					
Academic Challenge Round III	(\$681,707)	(\$719,201)	(\$37,494)	5.5%	-0.5%
Total Gen. Fd. State Approp.	\$75,592,191	\$77,276,729	\$1,684,538	2.2%	49.4%
Other Sources:					
Departmental Sales & Services	\$3,057,135	\$3,057,135	\$0	0.0%	2.0%
Investment Income	1,950,000	2,100,000	150,000	7.7%	1.3%
Indirect Cost Receipts	2,097,500	1,760,000	(337,500)	-16.1%	1.1%
Miscellaneous	50,000	50,000	0	0.0%	0.0%
Total Other Sources	\$7,154,635	\$6,967,135	(\$187,500)	-2.6%	4.5%
Transfers - In	\$3,083,162	\$132,309	(\$2,950,853)	-95.7%	0.1%
TOTAL REVENUE	\$157,103,431	\$156,462,418	(\$641,013)	-0.4%	100.0%
EXPENDITURES					
Compensation:					
Payroll	\$87,395,335	\$87,098,534	(\$296,801)	-0.3%	57.1%
Fringe Benefits	34,499,207	32,808,223	(1,690,984)	-4.9%	21.5%
Total Compensation	\$121,894,542	\$119,906,757	(\$1,987,785)	-1.6%	78.7%
Non-Personnel Costs	\$31,228,612	\$28,472,142	(\$2,756,470)	-8.8%	18.7%
Transfers - Out	\$3,980,277	\$4,041,477	\$61,200	1.5%	2.7%
TOTAL EXPENDITURES	\$157,103,431	\$152,420,376	(\$4,683,055)	-3.0%	100.0%
SURPLUS (DEFICIT) JUNE 30	\$0	\$4,042,042			

MAJOR ASSUMPTIONS:

Revenue:

Tuition & Fees:

Undergraduate: 4.5% Credit hour decline, 5% rate increase (the maximum allowed by The State).
 Graduate: 0% Credit hour change. 8% rate increase.

Expenditures:

A reduction totaling \$3,100,000 in operating units and central accounts.

Unit	1993-94 REVISED BUDGET	1994-95 PROPOSED BUDGET	1994-95 PERCENT OF TOTAL
Administrative/Non-College			
Office of the President			
Salaries	\$1,351,010	\$1,351,010	1.7%
Fringe Benefits	229,672	229,672	0.7%
Non-Personnel	489,075	489,075	1.7%
Budget Reduction	(30,265)	(60,530)	2.0%
Total	\$2,039,492	\$2,009,227	1.3%
VP Administrative Support Services			
Salaries	\$13,391,460	\$13,391,460	16.8%
Fringe Benefits	2,276,548	2,276,548	6.9%
Non-Personnel	4,419,510	4,419,510	14.9%
Other	600,000	600,000	4.3%
Budget Reduction	(291,663)	(583,326)	18.8%
Total	\$20,395,855	\$20,104,192	13.1%
VP Student Support Services			
Salaries	\$4,395,162	\$4,395,162	5.5%
Fringe Benefits	747,178	747,178	2.3%
Non-Personnel	1,159,989	1,159,989	3.9%
Other	225,000	225,000	1.6%
Budget Reduction	(44,564)	(89,128)	2.9%
Total	\$6,482,765	\$6,438,201	4.2%
VP Institutional Advancement			
Salaries	\$1,928,089	\$1,928,089	2.4%
Fringe Benefits	327,775	327,775	1.0%
Non-Personnel	882,956	882,956	3.0%
Budget Reduction	(45,897)	(91,794)	3.0%
Total	\$3,092,923	\$3,047,026	2.0%
Senior VP & Provost			
Salaries	\$1,205,453	\$1,205,453	1.5%
Fringe Benefits	204,927	204,927	0.6%
Non-Personnel	477,144	477,144	1.6%
Budget Reduction	(27,600)	(55,200)	1.8%
Total	\$1,859,924	\$1,832,324	1.2%
Associate Provost-CEPSO			
Salaries	\$353,290	\$353,290	0.4%
Fringe Benefits	60,059	60,059	0.2%
Non-Personnel	231,350	231,350	0.8%
Budget Reduction	(9,427)	(18,854)	0.6%
Total	\$635,272	\$625,845	0.4%
Associate Vice President-Reserarch			
Salaries	\$303,723	\$303,723	0.4%
Fringe Benefits	51,633	51,633	0.2%
Non-Personnel	103,486	103,486	0.3%
Budget Reduction	(6,710)	(13,419)	0.4%
Total	\$452,132	\$445,423	0.3%
Graduate School			
Salaries	\$214,966	\$214,966	0.3%
Fringe Benefits	36,544	36,544	0.1%
Non-Personnel	135,394	135,394	0.5%
Budget Reduction	(5,658)	(11,315)	0.4%
Total	\$381,246	\$375,589	0.2%

April 7, 1994

THE UNIVERSITY OF AKRON
DEPARTMENTAL & OTHER ALLOCATIONS

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Unit	1993-94 REVISED BUDGET	1994-95 PROPOSED BUDGET	1994-95 PERCENT OF TOTAL
<u>Administrative/Non-College (Continued)</u>			
General Campus Accounts			
Salaries	\$2,327,995	\$2,327,995	2.9%
Fringe Benefits	395,759	395,759	1.2%
Non-Personnel	16,988,237	13,287,381	44.9%
Other	2,309,530	2,318,800	16.6%
Budget Reduction	(289,155)	(578,309)	18.7%
Total	\$21,732,366	\$17,751,626	11.6%
Fringe Benefits			
Salaries	\$0	\$0	0.0%
Fringe Benefits	10,324,100	10,324,100	31.4%
Non-Personnel	0	0	0.0%
Budget Reduction	(10,008)	(20,016)	0.6%
Total	\$10,314,092	\$10,304,084	6.7%
Intercollegiate Athletics & Rubber Bowl			
Salaries	\$0	\$0	0.0%
Fringe Benefits	0	0	0.0%
Non-Personnel	0	0	0.0%
Other	4,567,400	4,674,200	33.5%
Budget Reduction	(66,155)	(132,309)	4.3%
Total	\$4,501,245	\$4,541,891	3.0%
Developmental Programs			
Salaries	\$527,063	\$527,063	0.7%
Fringe Benefits	89,601	89,601	0.3%
Non-Personnel	42,000	42,000	0.1%
Budget Reduction	0	0	0.0%
Total	\$658,664	\$658,664	0.4%
<u>Total Administrative/Non-Colleges</u>			
Salaries	\$25,998,211	\$25,998,211	32.6%
Fringe Benefits	14,743,796	14,743,796	44.9%
Non-Personnel	24,929,141	21,228,285	71.8%
Other	7,701,930	7,818,000	56.1%
Budget Reduction	(827,102)	(1,654,200)	53.4%
Total	\$72,545,976	\$68,134,092	44.6%
<u>Colleges and Libraries</u>			
Buchtel College of Arts & Science			
Salaries	\$16,797,092	\$16,797,092	21.1%
Fringe Benefits	2,855,506	2,855,506	8.7%
Non-Personnel	1,430,926	1,430,926	4.8%
Other	21,250	21,250	0.2%
Budget Reduction	(250,000)	(500,000)	16.1%
Total	\$20,854,774	\$20,604,774	13.5%
College of Business Administration			
Salaries	\$5,897,933	\$5,897,933	7.4%
Fringe Benefits	1,002,649	1,002,649	3.1%
Non-Personnel	299,578	299,578	1.0%
Budget Reduction	(163,550)	(327,100)	10.6%
Total	\$7,036,610	\$6,873,060	4.5%

Unit	1993-94 REVISED BUDGET	1994-95 PROPOSED BUDGET	1994-95 PERCENT OF TOTAL
Colleges and Libraries (Continued)			
Community & Technical College			
Salaries	\$4,719,698	\$4,719,698	5.9%
Fringe Benefits	802,349	802,349	2.4%
Non-Personnel	463,703	463,703	1.6%
Budget Reduction	(38,850)	(77,700)	2.5%
Total	\$5,946,900	\$5,908,050	3.9%
College of Education			
Salaries	\$4,751,224	\$4,751,224	6.0%
Fringe Benefits	807,708	807,708	2.5%
Non-Personnel	550,632	550,632	1.9%
Budget Reduction	(100,000)	(200,000)	6.5%
Total	\$6,009,564	\$5,909,564	3.9%
College of Engineering			
Salaries	\$4,967,040	\$4,967,040	6.2%
Fringe Benefits	844,397	844,397	2.6%
Non-Personnel	716,572	716,572	2.4%
Budget Reduction	(13,400)	(26,800)	0.9%
Total	\$6,514,609	\$6,501,209	4.3%
College of Fine & Applied Arts			
Salaries	\$7,092,254	\$7,092,254	8.9%
Fringe Benefits	1,205,683	1,205,683	3.7%
Non-Personnel	799,821	799,821	2.7%
Other	611,027	611,027	4.4%
Budget Reduction	(30,650)	(61,300)	2.0%
Total	\$9,678,135	\$9,647,485	
School of Law-Operating			
Salaries	\$2,128,485	\$2,128,485	2.7%
Fringe Benefits	361,842	361,842	1.1%
Non-Personnel	363,268	363,268	1.2%
Budget Reduction	(40,150)	(80,300)	2.6%
Total	\$2,813,445	\$2,773,295	1.8%
School of Law-Library			
Salaries	\$311,788	\$311,788	0.4%
Fringe Benefits	53,004	53,004	0.2%
Non-Personnel	433,528	433,528	1.5%
Budget Reduction	0	0	0.0%
Total	\$798,320	\$798,320	0.5%
College of Nursing			
Salaries	\$2,726,890	\$2,726,890	3.4%
Fringe Benefits	463,571	463,571	1.4%
Non-Personnel	168,725	168,725	0.6%
Budget Reduction	(48,100)	(96,200)	3.1%
Total	\$3,311,086	\$3,262,986	2.1%

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THE UNIVERSITY OF AKRON
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Unit	1993-94 REVISED BUDGET	1994-95 PROPOSED BUDGET	1994-95 PERCENT OF TOTAL
<u>Colleges and Libraries (Continued)</u>			
Polymer Science & Polymer Engineering			
Salaries	\$2,550,949	\$2,550,949	3.2%
Fringe Benefits	433,661	433,661	1.3%
Non-Personnel	346,325	346,325	1.2%
Budget Reduction	(38,200)	(76,400)	2.5%
Total	<u>\$3,292,735</u>	<u>\$3,254,535</u>	2.1%
Bierce Library-Operating			
Salaries	\$1,706,949	\$1,706,949	2.1%
Fringe Benefits	290,181	290,181	0.9%
Non-Personnel	732,740	732,740	2.5%
Budget Reduction	0	0	0.0%
Total	<u>\$2,729,870</u>	<u>\$2,729,870</u>	1.8%
Bierce Library-Books			
Salaries	\$0	\$0	0.0%
Fringe Benefits	0	0	0.0%
Non-Personnel	1,991,542	1,991,542	6.7%
Budget Reduction	0	0	0.0%
Total	<u>\$1,991,542</u>	<u>\$1,991,542</u>	1.3%
Graduate Assistant Stipends & Remissions			
Salaries	\$0	\$0	0.0%
Fringe Benefits	8,404,827	8,963,358	27.3%
Non-Personnel	0	0	0.0%
Other	5,491,016	5,491,016	39.4%
Budget Reduction	0	0	0.0%
Total	<u>\$13,895,843</u>	<u>\$14,454,374</u>	9.5%
General Studies			
Salaries	\$0	\$0	0.0%
Fringe Benefits	0	0	0.0%
Non-Personnel	50,989	50,989	0.2%
Budget Reduction	0	0	0.0%
Total	<u>\$50,989</u>	<u>\$50,989</u>	0.03%
<u>Total Colleges and Libraries</u>			
Salaries	\$53,650,302	\$53,650,302	67.4%
Fringe Benefits	17,525,378	18,083,909	55.1%
Non-Personnel	8,348,349	8,348,349	28.2%
Other	6,123,293	6,123,293	43.9%
Budget Reduction	(722,900)	(1,445,800)	46.6%
Total	<u>\$84,924,422</u>	<u>\$84,760,053</u>	55.4%
<u>TOTAL ALL UNITS</u>			
Salaries	\$79,648,513	\$79,648,513	100.0%
Fringe Benefits	32,269,174	32,827,705	100.0%
Non-Personnel	33,277,490	29,576,634	100.0%
Other	13,825,223	13,941,293	100.0%
Budget Reduction	(1,550,000)	(3,100,000)	100.0%
Total	<u>\$157,470,400</u>	<u>\$152,894,145</u>	100.0%

Respectfully submitted by H. Michael Cheung, Vice-Chairman

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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-94-08

Geography &
Planning**Program Revision: New Course Addition: 3350:539 Development of American Planning (3)****Course Substitutions: (M.A. in Geography/Planning):****Replace: 3980:600, 3980:601, 3980:602, 3980:670, 3980:695 with 3350:583, 3350:680, 3350:539, 3350:581, 3350:685, 3350:533.**

AS-94-30

Interdisciplinary
Programs

(This revised version previously appeared in the March, 1994 Chronicle)

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: Peace Studies

to: 3003 Peace Studies

from: 3005 Interdisciplinary Studies: Canadian Studies

to: 3005 Canadian Studies

AS-94-36

Geology

(Summer I, 1994)

Course Change Summary: from: 1100:223 Natural Science-Geology (3) to: 3370:103 Natural Science-Geology (3)

AS-94-37

Modern Languages

Course Change Summary: from: 3580:350 Contemporary Latin American Fiction in Translation (3) to: 3580:350 The Literature of Spanish America in Translation (3)**New Bulletin Description: (May not be taken for credit toward the Spanish Major). Reading, discussion of novels, short stories of major Spanish American writers.**

AS-94-38

Physics

Course Change Summary: from: 3650:133 Music, Sound, and Physics, (3) to: 3650:133 Music, Sound, and Physics (4); from: 3650:137 Light (3) to: 3650:137 Light (4)**New Bulletin Description: Qualitative introduction to the physics of sound, its properties, perception, and reproduction, including acoustical principles of musical instruments. Laboratory and observational activities included.****Course Deletion: 3560:138 Properties of Light Laboratory (1)****New Bulletin Description: Introductory, qualitative course dealing with the nature of light and the interaction of light with various materials to produce common visual effects. Laboratory activities included that provide experience in scientific investigation.**

AS-94-39

English

Course Addition: 3300:250 Classic and Contemporary Literature (3), prerequisites: Completion of 3300:111 and 3300:112 or their equivalents.**Course Addition: 3300:252 Shakespeare and His World (3), prerequisites: Completion of 3300:111 and 3300:112 or their equivalents.**

AS-94-40

Modern Languages

Course Addition: 3520:350 Themes in French Literature in Translation (3)**Bulletin Description: (May not be taken for credit toward the French Major). Readings, discussion of novels and plays relating to selected themes of French literature. Texts and discussion in English.**

AS-94-41

Chemistry

Course Change Summary: from: 1100:222-001 Natural Science-Chemistry (3), Corequisites Or Placement At Higher Level: None to: 3150:100-001 Chemistry And Society (3), Corequisites Or Placement At Higher Level: 1100:111 Or 3300:111 (English), 3450:100 (Math)**New Bulletin Description: Qualitative introduction to chemistry using current world problems and commercial products, such as the ozone layer, nuclear fission, polymers and drugs, to introduce chemical principles.**

AS-94-42
Biology

(Spring, 1995)

Course Change Summary: from: 3100:103 Natural Science: Biology (3) to: 3100:103 Natural Science: Biology (4(New Laboratory)) **Bulletin Description:** Designed for non-science majors. Laboratory and class instruction illustrate concepts of living organisms with emphasis on mankind's position in, and influence on, the environment.

AS-94-43
Chemistry

Course Change Summary: from: 133 Principles of Chemistry II (3), prerequisites: 132 to: 153 Principles of Chemistry II (3), prerequisites: 151: Principles of Chemistry I (3) from: 134 Qualitative Analysis (2), Corequisites: 133 to: 154 Qualitative Analysis (2), Corequisites: 153 Principles of Chemistry II (3).

Course Change Summary: from: 3150:132 Principles of Chemistry I (4), prerequisites: None to: 3150:151 Principles of Chemistry I (3), prerequisites: None and 3150:152 Principles of Chemistry Laboratory (1), pre/corequisites: 151 Principles of Chemistry I (3) **New Bulletin Description:** 151 Principles of Chemistry I (3): Introduction to basic facts and principles of chemistry including atomic and molecular structure, states of matter and thermodynamics. For chemistry majors, pre-medical students and most other science majors. discussion (day sections). 152 Principles of Chemistry Laboratory (1): Pre/Corequisite: 151 Principles of Chemistry I (3). Laboratory course applying principles of thermodynamics, chemical analysis and laboratory practice.

AS-94-44
Mathematical
Sciences

Prerequisite Change: (3450:427/527 Intro to Numerical Analysis (3)) from: 3450:223 and 3460:330 or 201 or knowledge of Fortran to: 3450:223 and 3460:201 or knowledge of Fortran

Prerequisite Change: (3450:428/528 Numerical Linear Algebra (3)) from: 3450:223 and 3460:330 or 201 or knowledge of Fortran to: 3450:223 and 3460:201 or knowledge of Fortran

AS-94-45
Mathematical
Sciences

Course Change Summary: (3450:622 Measure Theory (3), prerequisites: 3450:621):

New Bulletin Description: Measure, Measurable function, Lebesgue integral, convergence theorems, Lp-spaces, Radon-Nikodym theorem

AS-94-46
Peace Studies

Course Change Summary: from: 1860:360 The Vietnam War (3) to: 3003:382 The Vietnam War (3)

AS-94-48
History

Course Change Summary: from: 1100:330 China to: 3400:385 China; from: 1100:331 Japan to: 3400:386 Japan; from: 1100:332 Southeast Asia to: 3400:387 Southeast Asia; from: 1100:333 India to: 3400:388 India; from: 1100:334 Near East to: 3400:389 Near East; from: 1100:335 Africa to: 3400:390 Africa; from: 1100:336 Latin America to: 3400:391 Latin America

COLLEGE OF BUSINESS ADMINISTRATION

BA-94-08
Business Admin.

Program Change: (Revision): College of Business Administration Undergraduate Programs:

1) Reduce CBA basic admissions standard from a 2.7 GPA to a 2.5 GPA. 2) Restate the other admission standards to emphasize a greater multicomponent evaluation of admission criteria for applicants whose GPA is below 2.5.

COLLEGE OF ENGINEERING

EN-94-30
Engineering

New Program: (Master of Science in Engineering; Engineering Management Specialization): This is an evening program which is intended primarily for practicing engineers who are working full-time and wish to upgrade their engineering and management skills.

EN-94-32
Engineering

New Program: (Engineering Applied Mathematics Program): The Engineering Applied Mathematics Program is a new Interdisciplinary Field of Study in the College of Engineering's interdisciplinary Doctor of Philosophy In Engineering Program. It is a cooperative program between the faculty in the Department of Mathematical Sciences and the Faculty in the College of Engineering.

COLLEGE OF FINE AND APPLIED ARTS

FAA-94-15
Home Economics
& Family Ecology

Course Change: (title) Course Number: 7400:496/596 from: Parenting Skills to: Parent Education, prerequisite change: from: 7400:265 or permission of instructor to: 7400:265, comparable course, or permission

New Bulletin Description: Prerequisite: 265 or permission. Practical application that reviews and analyzes various parenting techniques with major emphasis on the evaluation of parent education programs.

Course Addition Summary: (Existing Courses): 7400:607 (3) Family Dynamics

7400:610 (3) Child Development Theories

7400:651 (3) Family and Consumer Law

Total Required Credit Hour Change: from: 32.0 to: 33.0
 Total Elective Credit Hour Change: from: 8.0 to: 7.0

FAA-94-34
 Communication

Course Number Change: (Existing Course): from: 1100:105 Introduction To Public Speaking (3) to: 7600:105 Introduction To Public Speaking
 from: 1100:106 Effective Oral Communication (3) to: 7600:106 Effective Oral Communication (3)

FAA-94-36
 Music

Course Title Change: 7510:104 & 604 (1): from: University Band to: Symphonic Band
 New Bulletin Description: Membership by audition. The University Symphonic Band is the most select band at the University and performs the most demanding and challenging music available.
 Course Addition Summary: Add: 7510:128 & 628 University Band (1) (formerly 7510:104:081 & 7510:604:081)
 Bulletin Description: This ensemble is active during Spring Semester only. This concert band is open to all members of the University community. Add: 7500:127 & 627 Blue and Gold Brass (1) (formerly 7510:104:080 & 7510:604:080)
 Bulletin Description: The official band for Akron home basketball games. Add: 7510:126 & 626 Marching Band (1) (formerly 7510:104:002 & 7510:604:002)
 Bulletin Description: This organization is noted for its high energy performances at University football games. Enrollment is open to all members of the University student body. Add: 7510:125 & 625 Concert Band (1) (formerly 7510:104:003 & 7510:604:003)
 Bulletin Description: Membership by Audition. Performs the finest in concert band literature available for concert bands today.

COLLEGE OF NURSING

NU-94-06
 Nursing

New Program: Kent State University School of Nursing and The University of Akron College of Nursing are proposing the development of a joint program leading to the Doctor of Philosophy in nursing. The primary purpose of the proposed program is to prepare scholars in nursing, focusing on nursing research and the dissemination of research findings and their implications for nursing practice.

WAYNE COLLEGE

WC-94-3
 Wayne College

Course Addition Summary: (New Courses): 2440:155 Introduction to Windows (1); 2540:273 Computer-Based Graphic Presentation (3). (Existing Courses): 1100:106 Effective Oral Communication (3); 2420:103 Role of Supervision in Management (3); 2440:151 PC DOS Fundamentals (1); 2540:271 Desktop Publishing (3) Course Deletion Summary: (From Program): 2420:202 Personnel Practices (3); 2540:171 Shorthand Principles (4) or 2430:172 Shorthand Refresher (4); 2540:173 Shorthand & Transcription (4); 2540:287 Word Processing Applications (3)
 Course Changes: 2420:218 Automated Bookkeeping from: 1 to 2 credits; 2540:281 Machine Transcription from: 2 to 3 credits; 2540:286 "Keyboarding on Word Processing Equipment" to "Microsoft Word for Windows"

WC-94-4
 Wayne College

Course Addition Summary: (New Courses): 2440:155 Introduction to Windows (1); 2540:273 Computer-Based Graphic Presentation (3). (Existing Courses): 1100:106 Effective Oral Communication (3); 2440:151 PC DOS Fundamentals (1)
 Course Deletion Summary: (Delete from Program): 2540:171 Shorthand Principles (4); 2540:172 Shorthand Refresher (4); 2540:173 Shorthand and Transcription (4); 2540:287 Word Processing Applications (3)

CHANGES REPORTED BY PROVOST'S OFFICE.