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Faculty Senate Chronicle March 2, 2000

Heather M. Loughney

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Corrected
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in typos

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TABLE OF CONTENTS

	<u>Page</u>
Minutes for Faculty Senate Meeting of March 2, 2000	1
Appendices to Minutes for Faculty Senate Meeting of March 2, 2000	
A. Full-Time Compensation Analysis	19
B. Report of <i>Academic Policies & Calendar Committee</i>	20
C. Report of <i>Curriculum Review Committee</i>	28
D. Report of <i>Faculty Research Committee</i>	36
E. Ohio Faculty Council Resolution	38
F. Report of <i>Campus Facilities Planning Committee</i>	39
G. Strategic Enrollment Management Presentation	40

Any comments concerning the contents in The University of Akron Chronicle may be directed to the Secretary, Dr. Gary Oller (+1910).
FacultySenate@UAkron.Edu

MINUTES OF THE FACULTY SENATE MEETING OF MARCH 2, 2000

The regular meeting of the Faculty Senate was called to order by Chair Barbara Heinzerling at 3:01 p.m. on Thursday, March 2, 2000, in Room 201 of the Buckingham Center for Continuing Education.

Forty-four of the sixty-three members of the Faculty Senate were in attendance. Senators Clark, Foos, Gilpatric, Lavelli, Lillie, Lyons, and Ozanich were absent with notice. Senators Baldwin, Binienda, Braun, Dhinojwala, Hebert, Kim, Lee, Li, Malek, Ofobike, Schwarz, and Turek were absent without notice.

SENATE ACTIONS

- * APPROVED A MOTION FROM APCC FOR A MERGER OF THE INTERDISCIPLINARY ANTHROPOLOGY PROGRAM AND THE DEPARTMENT OF CLASSICS.**
- * REMOVED FROM THE TABLE AND APPROVED AN AMENDED RESOLUTION FROM THE OHIO FACULTY COUNCIL ON DOMESTIC PARTNERS.**
- * APPROVED A SPACE RECOMMENDATION FROM CFPC REGARDING THE COMPUTER STORE.**

I. APPROVAL OF THE AGENDA - The Chair called for a motion to approve the agenda. Senator Peggy Richards so moved, and it was seconded by Senator Lindgren Chyi. The Senate then voted its approval.

II. CONSIDERATION OF THE MINUTES OF FEBRUARY 3, 2000 - The Chair asked Secretary Gary Oller whether he knew of any corrections. He said that he did not. Since there were no corrections from the floor, the Chair called for a motion to approve the minutes. Senator Richards so moved, and it was seconded by Senator Ali Hajjafar. The body then voted its approval.

III. CHAIR'S REMARKS - The Chair wanted to alert the body that the Planning and Budgeting Committee intended to have a suggested budget to the Senate members by the end of March. The body would need to take action at the Senate meeting on April 6. This room would also be available on April 13 if we should need another meeting to deal with the proposal. She asked members to leave that afternoon free just in case and to try to review the proposal before the Senate meeting of April 6. The PBC wanted the report to go to the Board for its April 26 meeting. To do that it had to be sent out with the Board notices prior to the April 26 meeting. She wanted members to know that we were working on a very short time line.

IV. SPECIAL ANNOUNCEMENTS - There were none.

V. REPORTS

REMARKS OF THE PRESIDENT OF THE UNIVERSITY - The Chair recognized President Luis Proenza, who made the following remarks:

"Thank you very kindly. Let me see if I can move through my comments fairly rapidly, as I do know you have a long agenda. On the other hand, I do have a long agenda myself. First, let me thank two of your colleagues here, Scott Hubble and Brian Mormino. They are truly engaged; they were quite willing to get home rather late last night after we visited with the congressional delegation in Washington, and I see that they are awake, more or less. Thank you, both of you.

Ladies and gentlemen, I would like to introduce a new member of the University family - Dr. Thomas Gaylord, Vice President for Information Technologies, etc. Please welcome Tom. (applause) Let me say he's been hard at work by the internet, by telephone, and in a number of other ways, and we welcome him very sincerely and also hope for the quick recovery of his young son who picked up a bit of a cold, so to speak. So we're delighted to have you, Dr. Gaylord.

Let me also bring you up to date with regard to other searches, and we'll be meeting with the deans tomorrow. Our other colleague, Dr. Hickey, is actually in town, and he and his wife are searching for the house that they hope to purchase. So we look forward to welcome him hopefully no later than May 1. He hopes to make a couple of other working visits to the campus between now and then.

The Committee for the Vice President for Research, Dean of the Graduate School, has identified four candidates that will be invited to the campus within the next few weeks. I invite you to make plans to visit with those candidates and provide me your input. The search committee with regard to the Vice President for Student Affairs is interviewing the semifinalists as we speak. Hopefully, we'll have a short list then to recommend and to bring to campus by the end of March. We look forward to it, and your long list looks splendid; I hope your short list is equally splendid.

The searches for the three deans who are currently interim have been launched, and let me make a few comments. First of all, we are taking particular interest in all of them because of their significance for the major clusters of the University's excellence. The search for the Dean of Engineering has a special person assigned as the external dean, and that is the Dean of Engineering from Case Western Reserve University. We wanted to build in that process an opportunity for additional partnering with Case Western at the same time we send a very strong signal about the kind of person that we're looking for. An equally strong signal is being sent with regard to the Dean of Education, where we've invited to serve as the external members of the search committee the Chancellor of the Board of Regents of Ohio and the State Superintendent, Dr. Susan Zelman. As a means to send an additional signal, I've decided to chair the search committee myself and I have to play a little bit of interesting chairs, because what I have to do is get the committee going, get them the nominations in place with all due process that I have while they do the evaluation, and then they

can recommend to me. But I felt it's so important for this University at this time and place to send a very strong signal about our commitment to the education of teachers and the young people of Ohio that I took that step on our behalf.

Switching horses, so to speak, the Mercer study is now complete. The Board approved the components of the plan on Feb. 23. The majority of the rules by law are now in effect, but three rules were modified as a result of the hearing we held in December. The input that all of you had resulted in the identification of three changes we should make. We made those changes and the Board approved them, but as a result of those changes the law now requires that for those three rules we provide a 30-day waiting period. We've notified the state, and as soon as that comes back we'll be then in a position to finally implement the Mercer plan, and that should occur on or about April 15. Employees will be notified of changes to titles, grades, and salaries after that effective date.

I have a number of good news items and want to highlight them very rapidly. Obviously, you've noted the demolition that is proceeding of Simmons Hall. We're saving some of the bricks and are inquiring about saving the entrance that perhaps can be memorialized in other ways. So those of you who spent time in Simmons Hall, be aware that our Office of Development will have some bricks for you to consider if you'd like.

Stephanie Lopina, Assistant Professor of Chemical Engineering, has received a career award from the National Science Foundation; please congratulate Stephanie. The Goodyear Intellectual Law Chair, Dr. Jay Dratler, has completed yet another of his series of updates, two important treaties that serve as the foundation of intellectual property law nationally, and those have been published and we congratulate Professor Dratler. Just a few days ago, Dean Frank Kelley, Dean of our College of Polymer Science and Polymer Engineering, was honored with a distinguished sales and marketing award by the Sales and Marketing Executives Association. That association also honored three University alumni, Norma Rist, Paul Weirtz and Phil Maynard. I think many of you know each of them, and I ask that you extend your personal greetings to Frank and the others as time permits. Robert Jorgensen, Professor of Music and Director of Bands, has been named this year's outstanding band master by Phi Beta Nu, the international honorary band master fraternity. Again, our congratulations to Professor Jorgensen. In our School of Nursing, the 1999 graduates had 100 percent pass rate in the certification examination compared to a national class rate of less than 85 percent, and nine of our graduates earned a perfect score in that certification examination. Students in the University College of Business Administration are people you may want to know. As you may know, Jim Oeschlager, of Oak Associates, had given our College of Business \$50,000 to start an investment club. That club has been operating. He has given similar awards to 15 other universities, and this year our student chapter won that competition with a return-on-investment-rate of 203 percent. The next nearest university was at 70 percent. Not too bad, not too shabby, but I think you know where you want to put your money if you're interested. Melissa Hays, a senior majoring in Interdisciplinary Anthropology, was named in the honorable mention category for this year's All-USA College Academic Team, and our congratulations to Melissa. She was one of only five Ohio college students to be so honored, so again, we continue a very special recognition of students' success.

Now let me thank your Executive Committee, who has been meeting with me on a very regular basis. They keep me informed on a lot of issues, and I want to address just a few things that we discussed and they've asked me to visit with you on. So the first thing is that it is important for us to continue to recognize that the average person in our community knows that the University exists

but knows next to nothing about it. So we are having to and we want to continue to tell that story, and we ask that you join us in that enterprise because, very simply, people need to know what we're all about. We have plenty of challenges. At no point do we want to gloss over the challenges that we have; \$60 million in deferred maintenance, a lot of issues internally that we are dealing with in our strategic thinking and that you've been dealing with in the Senate and so on. But frankly, we've got to get the word out if we're going to move ahead. Our first priority is to regain some of our enrollment so that we can increase our budget, so that we can increase our salaries.

Ladies and gentlemen, I have only two mandates that have been given me officially by the Board of Trustees, and let me tell you what they are. First, it is that I protect the tenure retention and promotion criteria under which each of our faculty are hired. In other words, if you are hired under one set of criteria, that you be evaluated under that set of criteria, not a new one, etc. Obviously, they are as encouraging as I am that if you can rise to any new standards that you do so, but that we evaluate each and every one of you under the expectations that you were hired and that you anticipated to be evaluated. That's number one.

The second mandate that I have from the Board of Trustees is that we do everything in our power to position this University as second only to Ohio State and Cincinnati. That we try to move as rapidly as possible to position the University, particularly in faculty salaries, above average in Ohio. We cannot do that, of course, without new revenues and that's part of the strategy.

I've been going around again this year to all colleges and schools of the University reviewing what we've done this past year getting reacquainted and basically telling all about where we've been, how we're describing the University and the strategies that we are finding emerging to move us forward. In case you've forgotten, I'll list them very briefly - the strategy for enhancing our campus; the strategy for enrollment management that you'll hear about from Dr. Vukovich today; the strategy for enhancing other sources of revenue besides those derived from enrollment and enrollment-related appropriations; the strategy to create a differentiating focus for what we do and to develop synergies and leveraging opportunities from them; and of course the strategy to enhance our image and tell the story as we move forward because we have a lot more to be proud of than most people know about. Again, this is not glossing over anything, but these things we're saying, ladies and gentlemen, are documentable. We're not saying anything that we cannot document, whether from a U.S. News and World Report ranking, from the ranking in a professional organization or whatever, and what we're finding is that we have a lot more documentable points of excellence than any other university in northern Ohio.

Now in keeping with what your colleagues and the Executive Committee have done, we are striving to enhance open communication, and we simply ask for you to in a sense participate in that process by asking questions, by making suggestions, and in short time and again, please send me email, ask a question, and don't assume a rumor to be true. I certainly thank all of you who've brought the rumors to mind so that we can quickly dispel them. Rumor number one: Faculty Senate is about to be abolished - nonsense. There are no plans now or never have been, certainly not in my tenure. I don't know about anyone else's tenure, to have a hidden agenda in regard to this good Faculty Senate. We are starting a lot of things that will need coordination, and that's why I've asked the Chair and several members of the Senate to participate in these other groups so we can retain the appropriate liaisons and ensure that those things you should review according to your bylaws get

reviewed. But if I don't think about it, please just volunteer. I'm not trying to keep you away from anything; I'm not trying to do anything without you, nor am I trying to abolish the Senate. So just get up and join us and get the job done.

Secondly, there are no massive layoffs of personnel planned. We're not anticipating a 20 percent decrease in personnel or a 50 percent or even a 10 percent. As long as our budget holds, we have pledged that as a result of anything we do, nobody will lose their jobs. Obviously, barring a fiscal exigency that might require that, what we want to do is in fact improve our position in life, improve the salaries, improve our opportunity to hire new colleagues as we are able to. But no massive layoffs, no layoffs are planned, period.

Thirdly, rumor suggests that we are all of a sudden hiring an innumerable number of administrative positions. Let me tell you what has happened. In my own office when I arrived there were three budgeted positions. There are three budgeted positions still - Dr. Walton's and two others which have been filled by respectively, Ms. Herrnstein and Mr. Chambers. The third position, which will be vacated when Joe retires, and at this point I have not determined where I will place it but will transfer it out of my office. In regard to other administrative positions that we are filling, Dr. Gaylord has replaced Steve Myers. We are going to combine the positions currently held by Ed Wilson and Charlie Dye into one vice presidency, not two separate positions. And, obviously, the new Vice President for Student Services will be replacing Dr. Vukovich and responding to what I am told is not only something I proposed, but something that had been recommended by many of you; namely, that we should elevate that position to a vice presidency, and we will do that. The other rumors have to do with faculty salaries and staff benefits, so this is information that I gave you several months ago already, but we need to reiterate so we will do so as soon as you have received that.

Let me first speak about something else. The Mercer study completed a process of salary analysis, market valuation, and equity issues for our staff and will be implemented, as we said, in April. As you know, we need to walk through a comparable process related to faculty salaries. That process began last year when Dr. Midha and several of your colleagues were asked to begin to pool some data together. We recognized then in the appointment of the President's Commission on Equity that there was some needed added expertise that we wanted to avail ourselves of. That expertise has been sought, and we're consulting with it and Dr. Midha can report to you on that. But we're walking through that process, and why is that process important? Consider the following: We simply do not have the kind of information that is required to make an assessment as to where in effect truly our salaries are in relationship to any other university in Ohio; we just don't have the data. Consider just this simple fact, for example - this University has gone through several early retirement opportunities since 1989. In fact, so many retirement opportunities that 571 people have retired during that period - 97 contract professionals, and 474 faculty. Just the fact that we replaced or are replacing that many means that we got a lot more junior colleagues than probably any other university. We don't have the data to make the exact comparison so I can't tell you where we stack up at the moment, but suffice it to say that it should follow that we probably are below average because we've lost more senior faculty colleagues perhaps than any other university. But until we get the data, we can't answer the question. We're going to get the data and are going to walk through the process systematically and get that done.

In regard to the allocation of salary pool monies, irrespective of what one of our colleagues would have you believe, the data you have in front of you is correct. (See Appendix A.) Please see

Hank Nettling and have him show you in the book if you like, but the University was allocated 3 percent to the salary pool. That salary pool was not diminished by anything - my office received 3 percent to its salary base just as every other unit did as well. Moreover, we added the \$475,000 to the Mercer study, which is an additional .64 percent to the salary pool overall. Obviously, that's impacting the contract professionals and staff only, but that did not diminish the faculty salary pool. Similarly, we added an additional .20 percent, a small amount of money, \$150,000 to make available opportunities for your supervisors, your deans to address special merit above the average. I only know that some got some wonderful adjustments; many people got more than 6, 8, 9, 12 percent. We in my office did not tap that amount of money; we simply used the 3 percent that was allotted to us, and any of your deans had the opportunity to work within their budgets to make whatever adjustments. That meant that the University allocated in a year when our enrollment actually went down, 3.84 percent as an increment to the salary base. The Trustees made no policies about doing anything else; this was our recommendation to them and it was important and we hope to do even more this year if our success with the enrollment campaign allows us to. The basic monies we anticipate, 2.3 percent from the subsidy, and we're going to change that language, plus the hopeful tuition increase that our Trustees will approve, will give us the opportunity to do no less than 4 percent. And if we are able to get more monies, we may be able to address some of the other recommendations that are emerging and perhaps even increase the salary pool. But again, the Trustees' mandate is for us to as quickly as our revenues permit, elevate our salary levels to the most competitive levels that we can.

Finally, if you follow down to 4 and 5 not to belabor things, we did not reduce the University's contribution to health benefits. And this Senate knows even better than I the process that you all followed to ultimately recommend to us the process that we followed. Yes, there was a charge made against each of our staff and faculty, but the University itself in addition deposited, budgeted \$484,600, \$497,617, and \$70,031; thus, the net sum of compensatory-related increases that we were able to allocate last year amounts to 4.72 percent of our salary base. So again, please understand the salary pool was 3 percent. It was not reduced by anything; in fact, it was enhanced. Please ask questions, verify them if you don't believe me, but do not take biases and prejudices for granted just because you read it in the newspaper.

Finally, your colleagues have raised a number of other issues, and I'll just hit on them very quickly. Polsky's security - we recognize that that needs to be enhanced and addressed, and we will do so. Parking issues - you mentioned them here and heard them mentioned in other colleges - we're walking through a series of issues. Again, we can't invent parking places; we can't miraculously create them, but we're building a new parking deck this year and are going to build two others over the next couple of years. We are asking for that whole array to be reevaluated to be sure that we're proceeding at the maximum speed we can commensurate with our anticipated resources to build additional parking spaces. Finally, you are aware of the smoking policy that you proposed which has now been referred to the Board and the General Counsel for recommendations on enforcement provisions, and we'll have a report back to you on that. I'd be happy to answer any brief questions, as I know you have a full agenda."

There were no questions for the President.

EXECUTIVE COMMITTEE - Secretary Oller reported that the Committee had met once and discussed a variety of issues including setting the agenda for today's meeting. The Committee had sent one item to the University Well-Being Committee. This related to what had come up at last

month's Senate meeting regarding domestic partners. It had been mentioned that back in 1995 this body had passed a change in health benefits related to one aspect of domestic partners, namely adding them in the section of the bylaws that discussed sick care and sick leave. That had been sent to President Peggy Elliott, and she had returned it to the body with advice from Legal Affairs that domestic partners had to be further defined. We could just not insert them into the bylaws that way. There had to be some sense of what was meant by domestic partners, and work had to be done on a description of health benefits for that area as well. It was recommended that the Senate do something about it. For a variety of reasons the Senate never did, and now the Executive Committee had sent this to the University Well-Being Committee to begin discussions on that issue. Perhaps this would help us to get back into this, since the Ohio Faculty Council resolution had been tabled last month. People had been concerned that we had not had an opportunity to discuss that resolution. The referral to UWB would bring the issue back and, after UWB had some time to consider it and make some recommendations, the Senate could discuss it. He had been told by Dr. Elizabeth Erickson, a member of the UWB, that the UWB had created a subcommittee which would begin to work on this issue.

As the President had mentioned earlier, the Committee had also met with him, Ms. Herrnstein and Dr. Walton last Monday to discuss a variety of issues, most of which the President had presented to the body in his remarks.

ACADEMIC POLICIES AND CALENDAR COMMITTEE - Secretary Oller reported on behalf of the Chair, Mrs. Nancy Stokes. He began by saying that he was a little uncomfortable about presenting this recommendation from APCC, since he was going to be directly affected by it. It was a resolution that requested the following: **a merger of the Department of Classics and the Interdisciplinary Anthropology Program currently housed in the Department of Sociology and the creation of a new Department to be called the Department of Classical Studies, Anthropology and Archaeology (Appendix B).** This came as a motion from the Committee so it required no second. It came to the Senate having the unanimous support of the faculties in the Department of Classics, Interdisciplinary Anthropology, and the Department of Sociology. The third page of the handout contained a letter from John Zipp, the Chair of Sociology, attesting to their agreement. It also had been unanimously approved by the Buchtel College Council and had the support of the Dean of Arts and Sciences, Roger Creel.

Secretary Oller said that he would briefly speak to this recommendation and then would be happy to answer questions. This was a merger that had been initiated by the faculty of the two programs (Interdisciplinary Anthropology and Classics). The second page of the handout contained a mission statement and rationale for the merger. The first paragraph read as follows: "The rationale for creating the new Department from the existing Department of Classics and the Interdisciplinary Anthropology Program (currently housed in Sociology) is both intellectual and practical. Intellectually, the new Department recognizes and will build upon the overlapping scholarly and disciplinary interests of Classical Studies and Anthropology. They are united under the umbrella of the investigation of humanity with strong interdisciplinary and historical dimensions that are especially prominent in archaeology." The next paragraphs dealt with the backgrounds of the two disciplines and the relationship between the two areas. Then there was a description of what we hoped the new department would be able to accomplish. Senators could look those sections over themselves.

Both of these units, the Classics Department and the Anthropology program, were small but very vibrant programs in the College of Arts and Sciences. They were two of the three programs or

departments that had been consistently increasing their numbers over the past five years. At the end of the handout there was a summary of achievements for Anthropology and Classics. Members could see that when the new Interdisciplinary Anthropology Program was initiated in Fall of 96 it had 690 credit hours; this spring it had 2,051. Classics in roughly the same period had 1,064 student credit hours in 96-97; this year it had 1,745. So they were doing very well in terms of enrollment, and they thought that they would be able to do even better joined together as a department. There were a variety of reasons why this merger would benefit both areas. Anthropology at the moment was an undergraduate program housed in a department that had Ph.D and Masters programs. This meant that even though the full-time anthropologists were teaching undergraduate courses, they came under RTP requirements expected for people in a Ph.D program. Also since all of the anthropologists were required to be involved in the sociology Ph.D program, this had affected the kinds of anthropologists that they could actually hire so that this had given them some difficulties to expand into such areas as archaeology. By moving into this new department with Classics, both programs would be undergraduate.

The integrity of both programs, Classics and Anthropology, would be maintained. They were not requesting any course changes; the two programs and their majors would continue to exist as they were. Archaeology was going to be the bridge between them, and that was one reason why having archaeology in the name of the department was a useful thing. It helped to explain to some people how and why the two fields could be merged. Archaeology made it clear to people that this was a subdiscipline which both areas shared.

Since there were no questions for Secretary Oller, the Senate then voted on the recommendation and gave its approval.

CURRICULUM REVIEW COMMITTEE - Associate Provost Jean Blosser, the Chair, stated that she had submitted a written report (**Appendix C**). She believed that all of the proposals that had been submitted in November would be through the system by the April meeting. Those that needed to go forward to the Board of Trustees would do so for its April meeting. The people working on the Bulletin were already gearing up and getting ready to put things in writing. Things had been very busy this year with lots of proposals, which demonstrated that we had a very dynamic curriculum.

REFERENCE COMMITTEE - Senator Charlene Reed, the Chair, reported that the Committee had met that morning and had figured out that they had the best job of all the committees, because most of the items which came to their attention actually wound up being the job of another committee. There were a few items which the Committee would be referring to the Executive Committee for other committees to take up, and they also would be seeking guidance from the Executive Committee on how to handle a couple of housekeeping-type matters.

FACULTY RESEARCH COMMITTEE - See (**Appendix D**).

PLANNING AND BUDGETING COMMITTEE - Senator David Louscher, the Vice Chair, reported that the Committee was now reviewing the budget and planned to spend the next three weeks looking at the budget and discussing six initiatives that it would like to have the Faculty Senate consider. It had heard from the President and Chairs concerning the Committee's proposal to move the budgeting schedule forward. Both had been very positive about doing so. The Committee had not yet heard

from the Council of Deans, but it was sure that they would find this a useful device. The Committee's plan was to have the budget to the Senate by the 27th of March. Chair Heinzerling could speak to the body more precisely as to what this meant.

The Chair said that March 27 would be the last Monday that the PBC would have the proposal. It would then come to the Senators as soon as PBC could get it over to Mrs. Quillin to mail out. This was why she had warned the body earlier to be prepared to receive this the week before the April 6 meeting where this would be discussed.

Senator Richards wanted to make a report on behalf of Dr. Blosser, who she had not expected to be here today, regarding the Part-time Faculty Compensation Committee. This was a subcommittee that had been put together as a result of a motion made before the Senate last year to include both the part-time faculty and emeriti salary compensation. It was formed at the request of PBC, and Associate Provost Blosser had called upon members from colleges who employed the greatest amount of part-time faculty and members of the part-time faculty, as well as members from Human Resources to sit in on this subcommittee. So far it had expanded its charge a little bit beyond the compensation area and was looking at all of the ways that colleges had determined where part-time faculty fit in the new position areas. The subcommittee was going to try to simplify that and make it into something that was understandable from which the whole University could benefit. The second part of the charge had been to look at professor emeriti salaries, and that was the next item on their agenda. The subcommittee would be meeting on Tuesday afternoons at 2:00, and these meetings were open to anyone. The primary purpose of her report was to let the Senate know that the subcommittee was working on the motion which it had passed. It was basically a work in progress.

GENERAL EDUCATION ADVISORY COUNCIL - Associate Provost Blosser, reporting for Dr. Eric Birdsall, the Chair, stated that the Council was meeting to review some courses that were requested to be included in the general education curriculum. Some had been accepted, and others had been sent back to the departments for answers to raised questions. The Council would continue to meet.

REPRESENTATIVE TO THE OHIO FACULTY COUNCIL - Mr. Robert Huff made the following report:

"Yes, I have five items I'd like to report on from our meeting on February 3. The first concerns the full-time faculty survey that was conducted last year. We were first promised the results of this back in October, but we were notified at the meeting on Feb. 11 that the information had finally been compiled and reported to the Ohio Board of Regents at a meeting last week. I'm not sure when it was posted on the web, but the results of that survey are now on the Ohio Board of Regents website. If you're interested, you might see what the results of that survey were. This will be a biennial survey, if I understand correctly, and there will be a part-time faculty survey that will occur in the intervening years.

The next item is definition of academic terms. This is a memo that was forwarded to us by Richard Petrick, the Vice Chancellor for Finance, and this is a document which sets out definitions for our terms of study for semesters, quarters, weeks, days, hours. It formalizes what happens throughout the state. These were sent to the Provost and Chief Financial Officer of each university, and I assume they've been on our campus for some time, but I was going to forward this to our Academic Policies & Calendar Committee. (This document can be viewed at the Faculty Senate office.)

We were addressed by the Ohio Board of Regents Vice Chancellor Earl Mackey. His primary responsibility seems to be in relations with the legislature, and he brought several issues to our attention. One was the bill that's now in the legislature that would provide \$500 million for the next capital budget. This is the same figure that was in the last budget with no increased allowance for inflation or growth of any kind, and he and the Board of Regents are concerned about this. They're also concerned about the tobacco bill. You may have read or heard about tobacco monies with two competing plans - one for 13 years of disbursement, the other for 26 years of disbursement of funds. Some analyses say there's no difference; others say there's a significant difference for higher education. Since our meeting on the 11th, apparently this issue has been resolved; I know it was reported in the Beacon Journal, and I read the article twice but still couldn't figure out which of the plans had been approved. I don't know whether anyone can help on that, but apparently one of the plans was adopted, so we'll find out in another 13 or 14 years.

The next item is something called the cold war initiative, and this is a draft document that we received. This is something that comes from the Council, and it's an outline for a proactive response by the presidents of universities in Ohio to the political reality of term limits, the idea that the full impact of the term limits are going to be felt in Columbus very shortly. I thought this was an amazing statistic - by the year 2002, 60 percent of the legislators that are currently working in Columbus will be out of office, so there is going to be a tremendous loss of institutional memory and a lot of fresh faces in Columbus. Presidents are trying to take a very proactive approach to making sure that people who are in Columbus know about the universities, know about their importance to Ohio's future, and know about the financial realities of the impact that universities have on the economy in Ohio. Some of the information, by the way, that's being used in what they've compiled comes from our University. Dr. Garafalo from the Dept. of Economics provided a report which is being used for information.

The next item would be the domestic partners issue, and there were reports from a number of schools about the status of this resolution that was sent out. Before doing any new information, I want to correct a few things from the last meeting that were not quite right. I reported that Ohio University had a policy in place that was actually operating, and the fact is the Senate at Ohio University passed a resolution to provide domestic partners with a sick leave benefit and established a definition of domestic partners and established a system for identifying and registering who domestic partners were. So there are definitions that surround this, but the policy is not in place, not actually operating. When I clarified this, it was volunteered by several of the other representatives that the policy is in effect on Ohio State's campus, but there was no representative from Ohio State to confirm that, so I hesitate to say that it actually is in place in one of the 4-year state-supported universities.

I also at the last meeting said that at the University of Cincinnati they had changed the language of the resolution. I presented the resolution as something that was basically not supposed to be changed, altered, amended, but that we were just supposed to vote support for it. The idea that the University of Cincinnati had changed it was something that bothered me, too. But that wasn't the case. What they passed at the University of Cincinnati was their own resolution. They voted what they felt was a much stronger measure that would provide full medical benefits for same-sex partners. So they made that specification about same-sex partners in their resolution, but they didn't change the Ohio Faculty Council's resolution that simply endorsed the concept. They thought that voting in the stronger policy automatically endorsed the other one.

The eight schools that reported on this issue have had their Senates pass and approve the resolution, although there were several schools that had a problem with some of the language. Just as was mentioned at our last meeting, the term 'basic human rights' is something a lot of people thought was inappropriate in how it was used in the resolution. There is a motion to simply strike those terms from the resolution, which was voted on and done at our meeting, so that the resolution which is on page 27 of the Chronicle, the fourth paragraph down, would end with 'throughout Ohio as a matter of basic decency,' leaving out any reference to human rights. Three schools did not have representatives at the meeting; the schools that passed the resolution said there were only a handful of dissenting votes anywhere in the state where this has been voted on. Youngstown State cannot discuss the issue because of a grievance they're currently dealing with, and I had to report an abstention from our University. The next meeting is next Friday."

President Proenza made the following remarks in response to Mr. Huff's report:

"If I may, first I want to thank Mr. Huff for keeping us very closely informed of the discussions at the Ohio Faculty Council. There are two items he referred to that I need for you to understand a little more about. First, in regard to the definition of terms. The definition of terms has to do with the appropriate allocation of time and therefore comparability and therefore transferability of credit and so forth. However, it is going to impact how universities do business, so we need to keep in mind some way to continue a dialogue so that we will be allowed to create appropriate subdivisions of that time in order to better offer our curriculum. For example, modules within standard lengths of terms, and there was some reallocation of time to compression of a week or two weeks, because that's important to maximize access and convenience for adults. Today, Mr. Nettling is not with us because he is in Columbus in a meeting of the Board of Regents related to the call by the Governor of the State of Ohio to institute a process of evaluating higher education institutions and a report card. I'm going to ask Mr. Nettling and Dr. Gaylord to work with all of you so that we can very explicitly define our criteria and our points of definition of our mission and of how we do our mission well, and we cannot allow somebody to define us by virtue of some reference to an archaic set of expectations or timelines or for that matter things they do not even understand because they may be a residential campus or whatever.

The second point had to do with the cold war document Mr. Huff reported on. I hope you will share it with your colleagues, particularly the new draft. There are two very important elements there that you should know about. First of all, it is very much the recognition that we're going to have almost an entirely new legislature that needs to be brought up to speed, not only on higher education matters, but all of the things that impact Ohio and its economy. The cold war event is reference to the fact that all of us in the Interuniversity Council, 14 university presidents, are very concerned that Ohio is being out-competed by other states; hence, the reference to a cold war. Indiana put in place a \$50 million initiative last year; Illinois has just announced another enhancement to their support of higher education. Michigan put in place a \$1 billion program just for the support of biomedical research and so on. I cited some statistics to you last month about these issues. It's very important for you to be aware of that, more importantly still in keeping with the contributions that your colleague Garafalo has already made to our understanding how the state actually receives a return on investment, not a subsidy, and for you to study that data and if you have some information that is being ignored by us, please bring it forward. You may have a fresh perspective; you may know of another bit of data or possible analysis that could help us make the case.

Finally, we're taking some other steps that The University of Akron is in fact in a leadership position. About this time last year Mr. Laguardia and I discussed the fact that other states have faced these issues and recognized the importance of educating the legislature and keeping them abreast of issues and even instructing them in the very legislative process itself. Ohio does not have such a process - we proposed it; Senator Ray funded it, and as we speak, our colleagues in the Bliss Institute in cooperation with others in The University of Akron family are working with the Glenn Institute at Ohio State, and another institute at Cincinnati, to put together a program to bring these new legislators up to speed. We are playing a role in that. We will be able to define some of the agenda in that regard, and again, your help is solicited."

Senator Richards had a question which might require the help of the Parliamentarian. Would it be appropriate at this time to make a motion to remove from the table the report that Mr. Huff had brought to the Senate last month from the OFC?

When the Chair said that it would, Senator Richards moved that the body un-table the motion on behalf of the Ohio Faculty Council regarding domestic partners which University Well-Being had presented to the Senate last month. This was seconded by Senator Tim Norfolk.

The Chair stated that this was not a debatable motion and called for a vote. The body voted its approval to remove from the table.

Senator Richards then moved that in the spirit of OFC that the Senate amend the resolution by removing the words "human rights and" from the end of the second line of the last whereas clause so that it would now read, ".....as a matter of basic decency." This was seconded by Senator Norfolk.

Senator Elizabeth Kennedy asked whether or not this had already been sent to a committee. The Chair replied that this particular resolution had not.

Senator Hajjafar wondered whether the Senate should find out how much this would affect the budget of the University.

Senator Richards answered that if the body approved this, all it would be doing is supporting the spirit of what the OFC says that we should be doing in the future. It was not going to change anything for us in any way, shape or form. In the minutes of the last meeting Mr. Huff had said, "Therefore, it was OFC's position that what it might be able to do as a body with representatives from all universities was draw some kind of consensus simply to say through a simple resolution in very general terms that this was an appropriate idea whose time had come and we should move forward." All the Senate would be doing with this motion was endorsing the concept that it was time to look at this issue and how it might apply to our University, which was simultaneously going on in UWB right now.

Senator Hajjafar replied that this was his point. If we backed this resolution now, would we want in two or three years to adopt this? If we wanted to support it, what would be the next step?

Mr. Huff stated that as far as OFC was concerned, it was going to report to the OBR and the Interuniversity Council the results of the resolution being voted on in all the faculty senates around the

state. The resolution actually asked for the Board of Regents and the presidents to help us move forward with this without specifying what that might be. OFC was hoping that the state would take a collaborative effort rather than asking all the universities to deal with the problem individually. That might not be possible, but since the OFC was the coordinating body with representatives from all of the schools, it had appeared that most campuses had already discussed and voted in favor of the concept that this was a way that OFC could help try to move it forward. OFC was not telling any campus to do it and it did not commit any campus to move ahead. What had happened on our campus was that back in 1995 the issue had already been discussed, voted on, and then lost. That proposal from 1995 was the one that had gone to the UWB which was a separate issue from this Ohio Faculty Council resolution.

Senator Susan Hanlon asked Mr. Huff whether the OFC had already voted on this. If that vote had already been taken, she did not see how our revote now would make any difference.

Mr. Huff replied that the results of that vote were not going forward. He had thought that it was inappropriate, but it had been the will of the Council to go ahead and take a vote. It had been assumed that when other schools reported or schools that were abstaining could report at some point in the future, their votes would be added, and they would wait to hear from all the schools. Senator Hanlon added, "until they get the vote they want."

Senator Helen Qammar reminded the body that last time a lot of the discussion had centered around the basic definition of domestic partners and what was meant by that. It really had not centered around the human rights issue, so she was not certain that, given the spirit of the discussion last month, the proposed amended language changed what had been the main concern at that meeting.

Senator Brant Lee said that definition of domestic partner benefit or domestic partner was vague and therefore subject to interpretation. That was usually the sign of a less controversial resolution. For example, if someone proposed a resolution which said that we should support civil rights, that was usually a compromise so that everybody could say yes. We might disagree on the details, but as far as the concept was concerned, we could all vote yes.

There was no further discussion, and the Senate voted in favor of the amended language. Senator Richards then moved the amended resolution for approval which was seconded. The body voted its approval. (For the amended resolution, see **Appendix E.**)

The Chair wanted to switch focus for a second and urged Senators to go to the OBR website and check the faculty report mentioned earlier by Mr. Huff. When this had been in the works last fall, OFC had tried very diligently to make sure that all measures of what we did were considered. This was to be used by the Board of Regents to attempt to educate legislators that we just did not teach classes for 50 minutes and flake off for the rest of the day. There had been an attempt to get additional ideas in, and one of the ideas for using a separate part-time one was in order to look specifically at what part-timers were involved with. It was a work in progress as far as a piece of research, and as Mr. Huff had indicated, it had to be revamped. She thought that if Senators looked at it, they could give her or Mr. Huff some good additional ideas which they would be happy to take down to Columbus. That was a very important piece in addition to the cold war piece.

Senator Mary Konkell thought that perhaps a link to the OBR website from our Senate website would be helpful in this regard. She was not sure what the mechanics of that would be, but to her it seemed a simple thing to do.

The Chair said that the Executive Committee would look into having that done.

STRATEGIC INITIATIVES COMMITTEE - Dr. George Prough, the Chair, reported as follows:

"Thank you. We've had so far four meetings of the WOW groups. As expected, the first few meetings spent a lot of time talking, and the groups have finally found themselves, I hope. We've begun to make significant progress, and I'd like to report quickly on some of that progress. The Competitive and Market Changes in Education Committee has been addressing issues of admissions, how we lose 50 percent of our students between the time they are accepted and are enrolled. Questions come up of how to close the gap and how can we ensure a smooth and quick admissions and enrollment process. We're trying to understand where our students come from, both undergraduate and graduate, and have begun to address the broader issues, such as benchmarking other universities.

The CQI group has been dealing with each of the specific charges that has been given to them and proposed a statement of philosophy and principles and I'd like to read it to you very quickly. It says, 'The University of Akron has a commitment to continuous quality improvement enhancing an environment in which everyone takes ownership of the improved educational experience.' CQI exists in order to lead the implementation of quality improvement principles and methods throughout the University. The aim is to enhance The University of Akron's stature by first meeting and exceeding the expectations of internal and external customers; secondly, constantly improving the links among internal processes, resources and institutional goals; and third, cultivating a participatory and inclusive campus culture. They have also begun to address the questions of the publics and constituencies of the University and ways in which CQI principles can be used to serve these different publics.

The development and assessment of the personnel group has split into two subgroups, one dealing with faculty and one dealing with staff and contract professionals. They've been looking at issues such as identifying what is being done on campus in order to clearly identify the best practices, determining how to incorporate the Disney orientation principles into our own development and orientation programs. The staff and contract professional group is also looking at developing an assessment tool that will focus more on coaching and counseling, allowing it to be more user friendly, and increasing its value as a management tool. They are looking into what is being done at other universities, the distinctive competencies beginning with a list of superlatives they've developed on campus. They've been soliciting from deans, vice presidents and others nominations of programs and efforts they believe to be distinctive and have begun to link those together into clusters of excellence.

For the innovative budgeting group, one of the critical issues they have been discussing is responsibility-centered budgeting. Yesterday they met with Tom Gaylord, the new Vice President for Information Technologies, and talked to them about the possibilities for a more automated structure for information for planning and budgeting. This structure would enable easier and more timely access to information. The group is considering the possibility of a videoconference or other vehicle to allow them to understand the budgeting and planning at places such as Indiana University, where responsibility-centered budgeting is in place, and also the University of Michigan where responsibility-

centered budgeting was tried and later modified. They are also working on a set of guiding principles that could be used to drive the budgeting process. The opportunities group has looked at opportunities to improve student performance and student life by focusing on issues such as, first, improving the understanding of who the University students are and identifying programs and services to serve them; secondly, campus appearance, campus culture, school spirit; and third, improving work, employment and financial opportunities, including financial counseling for students in need. They are now expanding to address community opportunities, partnerships and alliances.

From the budgeting workgroup, they will also begin to look at opportunities to increase the portion of the University's revenue stream that is not related to enrollment revenues. That currently stands at 7 percent of our revenues. That's the summary of what's been going on in the workgroups.

In closing, I'd like to remind you of two things - first, as I said before and will say every time I talk to this group, our meetings are always open to anybody who's interested. If you cannot attend and you wish to still take part in the groups, please let me know by calling me, emailing me, and I'll see that you get the chance. The other thing is to join us at 3:00 on Wed., March 8, in the Gardner Student Center Theatre, not in the workgroup rooms but in the Theatre. At that time, President Proenza plans to join us and talk to us some more and update you in much more detail about what the workgroups have been doing. We'll have more opportunity for conversations and dialogue on what we are doing, and you'll also have an opportunity to hear a presentation by Dick Stratton, Associate Director of the Institute for Policy Studies, regarding the nature of students here at the University.

The second thing I want to remind you about is that we're not trying to duplicate the efforts of any workgroups already here on campus. Our job is to see to it that certain things get done no matter who does them. We're trying to crystallize the efforts on campus to be a sounding board, to be a catalyst if we can. If you believe that we're overlooking any activities, please bring this to our attention and get involved, make the liaison happen yourself, as the President said. Nobody should feel threatened at all; rather, I think existing workgroups should feel elated that the entire campus, give or take a few, is trying to help. Thank you."

Senator David Ritchey asked Dr. Prough whether he had said that he had been working with the freshman orientation classes. Dr. Prough replied that he had not. The orientation he had been talking about had to do with the orientation of employees. He was sure, however, that eventually they would get to freshman student orientation as well.

CAMPUS FACILITIES PLANNING COMMITTEE - Senator Harvey Sterns, the Chair, presented the Committee report (Appendix F). There was one action item, a resolution recommending the relocation of the Computer Store to a space in the Gardner Student Center which read as follows: "That the Faculty Senate recommends the relocation of the Computer Store to Gardner Student Center, former Ticketmaster and present Self-Copy Center location."

Senator Scott Hubble wondered whether the Committee had a location in mind for the Self-Copy Center. Senator Sterns answered that it was his understanding that it was going to be absorbed into another area.

Secretary Oller asked whether arrangements had been made for that store to have space in the new remodeled to-be-constructed Student Center. Senator Sterns replied that this was a question

which the Committee had asked as well. It was in discussion. He understood that part of the philosophy of the committee dealing with computer technology on the campus said that there was a recommendation to that effect, but he could not report it right now.

Senator Brian Mormino noted that a lot of students used the Self-Copy Center and bought stamps there. He would have a hard time voting for this if he did not know that it was going somewhere and that students would have a place where they could make their own copies.

Senator Sterns reiterated that it was his understanding that a self-copy location would be made available, but he had not been told where it would be.

Senator Konkell knew that it was not as convenient if you happened to be on that side of campus, but there was self-copy in the Library and there always had been, including a service copy center on the lower ground floor of the Library. They did not sell stamps though.

There was no further discussion, and the Senate voted its approval.

ENROLLMENT MANAGEMENT PRESENTATION - The Chair introduced Dr. Tom Vukovich, Associate Provost of Student Affairs, to make the enrollment management presentation.

Associate Provost Vukovich stated that he appreciated the opportunity to talk to the Senate about enrollment management. It was something into which he had been delving for some time, and it had come together a little bit in the last six or seven months. In his capacity at Student Affairs, he had attended several conferences run by the American Association of Collegiate Registrars and Admissions Officers and the National Association of Student Personnel Administrators involved with strategic enrollment management. They were well-attended with 300-400 people from around the country every year as they moved from the east coast to the west coast. He had put together this power point presentation for the body to go through some of the things that were being talked about and worked on by colleagues around the country. There were certain parts of enrollment management that we did not necessarily have a feel for, and he hoped that this presentation would give us an idea of how things were going on nationwide and why we should get into this.

(For the actual presentation, see the corresponding slides in **Appendix G.**)

After the presentation, the Chair asked whether there were any questions from Dr. Vukovich.

Senator Ritchey asked whether Senators could get copies of this. Dr. Vukovich said that they could. (Copies are also available at the Senate office.)

The Chair reminded members that from March 6 - 13 they could put a certain little sticker on the backs of their cars. Dr. Vukovich replied that only those people who had gone to the Disney presentation had gotten those "University of Akron" removable car stickers. The Chair said then that those who had received them should be putting them on the backs of their cars for free publicity.

Senator ~~John Weaver~~ ^{Tue Turning} congratulated Dr. Vukovich on a very nice presentation, and he wanted to say that Dr. Vukovich had been the king student advocate over the years and had done a wonderful job. (The Senate agreed with a round of applause.)

In answer to concerns raised by Senator C. Frank Griffin regarding possible problems with "growth" and "becoming more efficient," Dr. Vukovich agreed that if we were going to bring in more students, we had to have the faculty to teach them. Sometimes faculty and academic issues got buried with concerns about user friendliness, etc. His view was that you had to have the resources first. Before you could bring in more faculty, you had to have the students to support them. In regard to user friendliness and policies and changes, he was a firm believer that this did not mean that we would get rid of academic standards and policies. You could retain students by simply saying that you did not dismiss any, and a lot of schools had pretty lenient dismissal policies. They never dismissed them in their first semester, which meant that you had to wait a full year and now you were deep in the hole.

We spent a lot of time here looking at University problems that our students had - first generation students, etc. Making enrollment increases by changing our standards would be the worst way to do it. We needed to keep our standards up, continue to grade the way we did, and only graduate students who performed and should graduate. We could get better students here by not putting roadblocks in their paths and making it so unfriendly that no one could move forward. He reminded the body of when there had been a big backlog of students eight or nine years ago who were not able get out of University College. He thought that had been the beginning of our decline in enrollment. There had been no place for them to go. For example, a student with a 2.3 average could not be in the College of Business. However, wasn't that student with a 2.3 average still someone who could graduate? He thought so, and these were the kinds of things that needed to be looked at. He was sure that the President would look at that as a very important part of making sure everything worked. But what happened in the classroom and how satisfied they were for the thousands of dollars they spent for the instruction they got was the most important thing. Our facility had to be better. It might appear that we were trying to do too much too fast, but what were you supposed to do when you were behind? If we had had a building coming on line every four or five years since 1988, we would not be in such bad shape. But with work we would attract the newest and brightest students.

Senator Konkell said that we might not have the biggest and most beautiful campus right now, but as the mother of a daughter who was looking at college, she was aware of some of the choices that her daughter's friends were making in their selection of colleges, and prestigious colleges were not necessarily winning. One made a choice out of a myriad of things which she had been offered simply because she had gotten a personal phone call from somebody at UA saying thanks for coming to campus. The caller, a faculty member who was doing this as a part of the orientation, offered to answer any questions that she still might have. Another made her decision on the basis of having encountered a maintenance person while she was lost on our campus. He used his walkie-talkie to contact someone who came and got her to where she needed to go. She was impressed by this personal service and decided that this was where she wanted to go. All this reminded Senator Konkell of some of the stories that been presented at the Disney seminar.

VI. OLD BUSINESS - There was none.

VII. NEW BUSINESS - There was none.

IX. GOOD OF THE ORDER - Nothing was brought up.

March 2, 2000

Page 18

X. ADJOURNMENT - The Chair called for a motion to adjourn. This was made by Senator Chand Midha and seconded by many. The body voted its approval, and the meeting ended at 5:05.

Transcript prepared by Marilyn Quillin

THE UNIVERSITY OF AKRON
Full Time Compensation Increase Analysis
FY 1999/2000

Total Projected Full Time Wage Base - FY 1999/2000

\$74,186,200

Full Time Compensation Increases in FY 1999-00 budget:

		% of Wage Base
1. Salary increase pool	\$ 2,225,590	3.00%
2. Setaside for Mercer Compensation Study Implementation	\$ 475,000	0.64%
3. Merit/Equity Setaside	\$ 150,000	0.20%
4. "Variable" fringe benefit costs associated with (1), (2), and (3) above	\$ 484,600	0.65%
5. Budgeted increase in other fringe benefit categories:		
Central Group Insurance program	\$ 97,617	0.13%
Employee Fee Remission program	\$ 70,031	0.09%

Total Budgeted Full Time Compensation Adjustments- FY 1999/2000

\$ 3,502,838

4.72%

APPENDIX B

TO: Members of the Faculty Senate

**FROM: Nancy Stokes, Chair
 APCC**

This request for the merger of Classics and Anthropology and the creation of a new Department to be called the Department of Classical Studies, Anthropology and Archaeology comes, having been unanimously approved by the faculties of the Department of Classics, Interdisciplinary Anthropology Program, and the Department of Sociology. It also received unanimous approval from the Buchtel College Council and the Academic Policies & Calendar Committee.

DEPARTMENT OF CLASSICAL STUDIES, ANTHROPOLOGY AND ARCHAEOLOGY**Mission:**

The mission of the new Department is to foster high quality teaching, scholarly and applied funded research, publishing, community-based research and service, and service to the University community. As a Department committed to three undergraduate majors (Interdisciplinary Anthropology, Classical Civilization and Classical Languages), it provides a diverse curriculum of General Education and upper level courses to prepare students for the workplace and graduate school.

Rationale:

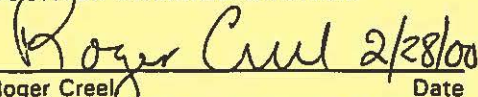
The rationale for creating the new Department from the existing Department of Classics and the Interdisciplinary Anthropology Program, (currently housed in Sociology) is both *intellectual* and *practical*. Intellectually the new Department recognizes and will build upon the overlapping scholarly and disciplinary interests of Classical Studies and Anthropology. They are united under the umbrella of the investigation of humanity with strong interdisciplinary and historical dimensions that are especially prominent in archaeology.

Classical Studies has been the heart of Western intellectual development. Its values guided the medieval period, sparked the Renaissance, and informed Enlightenment and post-Enlightenment thought. In the 20th century, the rise of new disciplines such as Anthropology has repositioned Classical Studies within the humanities, freeing it from the need to defend Western civilization, thereby reinvigorating its scholarly impact.

In the late 19th century, the discipline of Anthropology emerged with initial interests in non-Western cultures. It developed methodologies to analyze the internal structures of societies such as gender relations, family structures, status systems, and economic exchange patterns. As well, it borrowed from Classical Studies the techniques of archaeology. Subsequently, other humanities and social science disciplines have adopted these methodologies.

The synergy of a new Department, that of *Classical Studies, Anthropology and Archaeology* will enable both disciplines to better serve undergraduate majors, expanding their academic horizons in an interdisciplinary unit. It will provide high quality teaching, will be committed to research and scholarship that enhances the mission of undergraduate education, maintains the intellectual vitality of its faculty and contributes to the broader academic community. It will seek these goals through diverse means: broad reading and investigation that keeps courses in line with current scholarship; funded research that enhances undergraduate offerings and community well-being; use of cutting-edge technologies for classroom instruction; and research in the faculty's individual specialties.

APPROVED FOR REVIEW BY
BUCHTEL COLLEGE COUNCIL


Roger Creel Date
Dean, Buchtel College of Arts & Sciences

**DEPARTMENT OF SOCIOLOGY
UNIVERSITY OF AKRON
INTEROFFICE MEMORANDUM**

February 24, 2000

TO: Roger Creel, Dean
Buchtel College of Arts and Sciences

FROM: John Zipp, Chair *JZ*

RE: Proposed merger of IAP with the Department of Classics

The faculty of the Department of Sociology has voted unanimously to support the proposed move of the Interdisciplinary Anthropology Program from its current home in Sociology to a newly created Department of Classical Studies, Anthropology, and Archaeology.

Based on this vote, my discussions with individual faculty members, and my own assessment of the rationale for this move, I too support it without reservation. I am very persuaded by both the intellectual and practical merits of this proposal. Intellectually, anthropology and classics have numerous overlapping scholarly interests, especially with regard to the historical and cross-cultural dimensions of Western civilization. In addition, anthropology's location in sociology, and our requirement that all anthropologists be able to participate in our doctoral program, have inhibited IAP's ability to hire faculty members in areas outside of social/cultural anthropology. On practical grounds, both the baccalaureate is the highest degree offered by both Classics and Anthropology, thus making Classics a better fit than Sociology.

Please let me know if you need any additional information.

APPROVED FOR REVIEW BY
BUCHTEL COLLEGE COUNCIL

Roger Creel 2/28/00

Roger Creel Date
Dean, Buchtel College of Arts & Sciences

**Interdisciplinary Anthropology Program
Summary of Achievements
1996-1999**

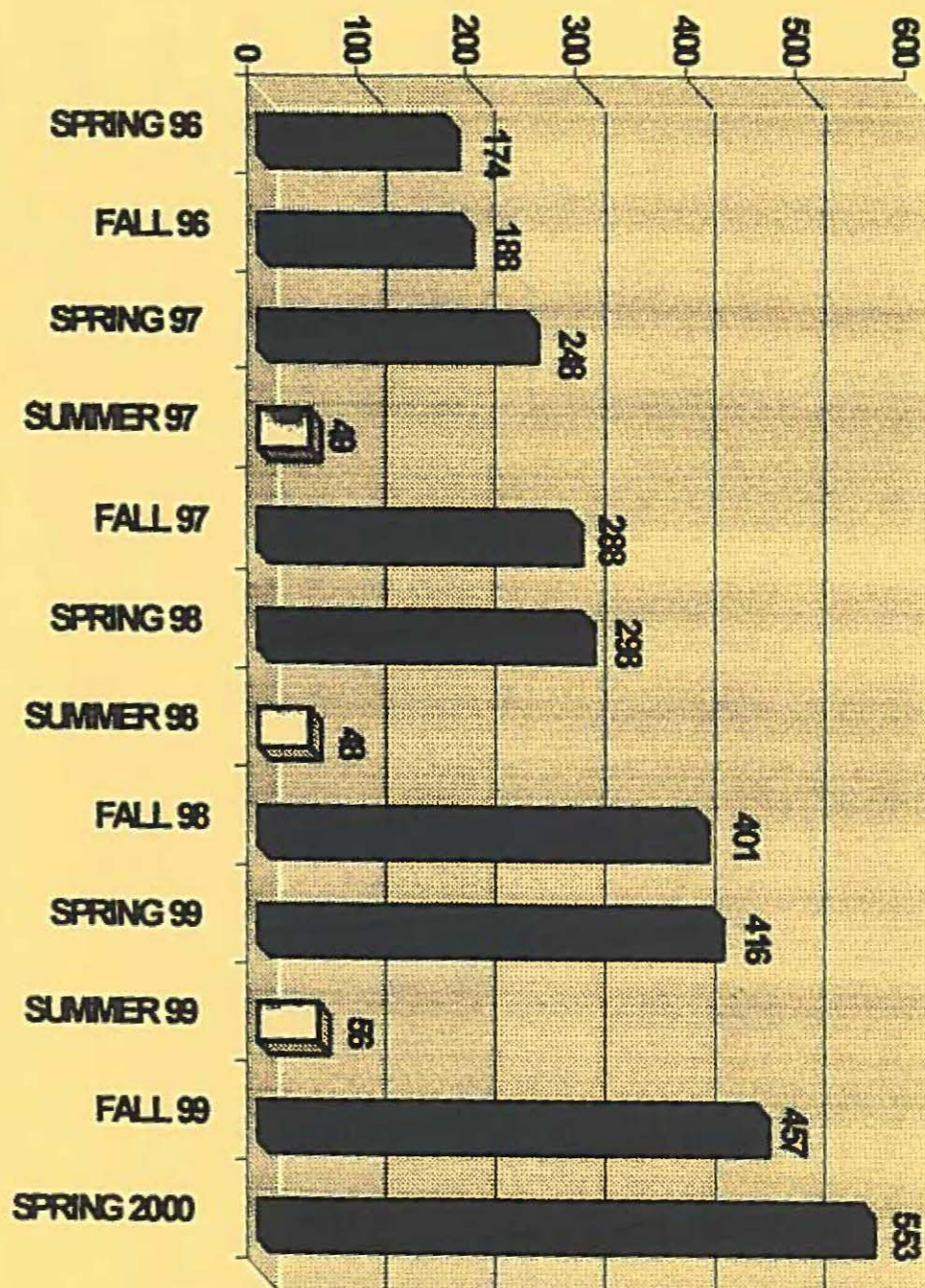
Summary:

In the fall semester, 1996, the Anthropology major at the University of Akron changed from a Sociology/Anthropology major and minor to an Interdisciplinary Anthropology degree. Although still housed in the Department of Sociology, the undergraduate Program developed more autonomy, expanded in both majors and minors. The goals of the Program are to develop a strong, applied, research and teaching undergraduate Program that includes specialties in three of the four major fields of Anthropology: cultural, physical and archaeology.

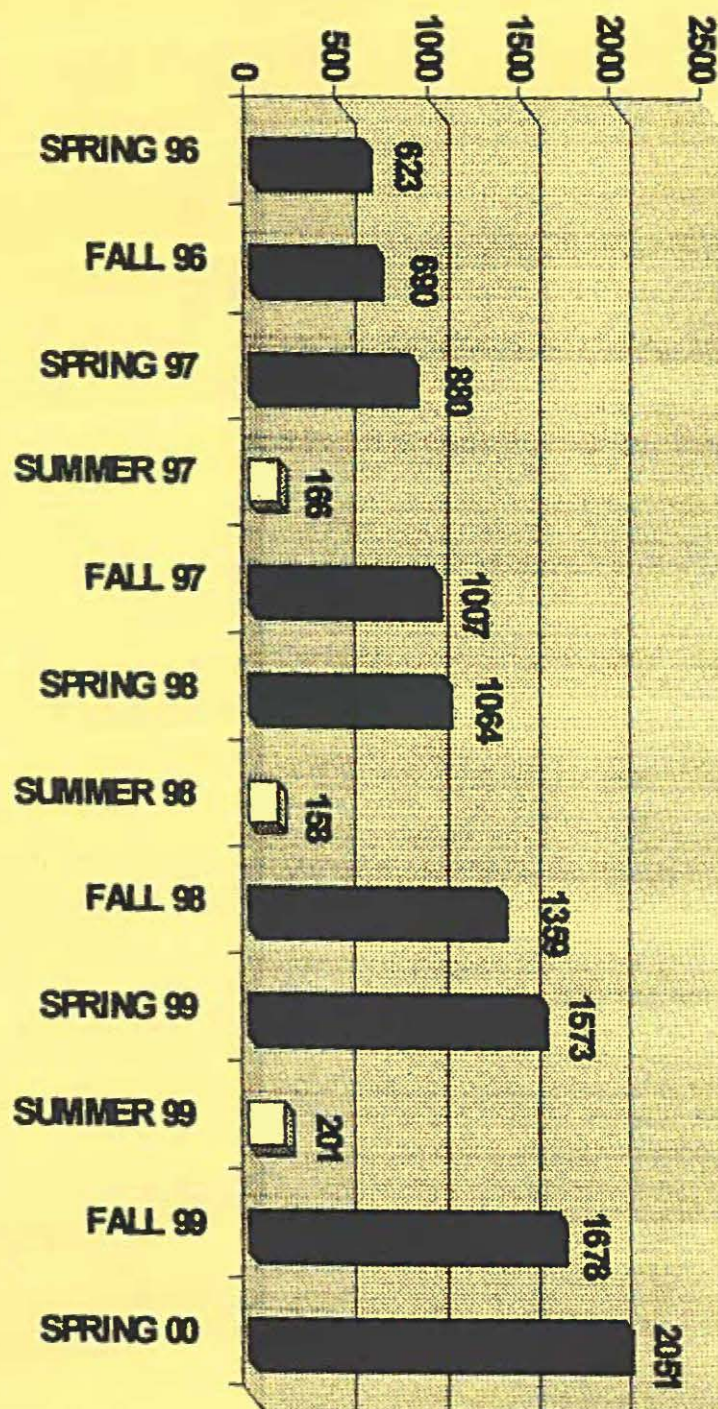
The Program has achieved steady growth in enrollment since inception. The faculty both regular and non-tenure track, have developed new courses, received research grants from both extramural and internal sources, published scholarly papers and technical reports, and given presentations at national conferences. A summary of these achievements follows.

- Student Enrollment: Fall 1996: 188 Spring 2000: 553
- Student Credit Hours: Fall 1996: 690 Spring 2000: 2051
(See attached chart).
- Two new courses designed or reorganized for the General Education curriculum: Human Evolution and Human Diversity. (Development supported by Provost Teaching Excellence grants, both use 60-80% multimedia, Human Evolution includes a laboratory).
- Research grants 1997-present totaling: \$186,959
- Papers published or accepted to date: 17
- Technical and Community Reports: 14
- Presentations at National Conferences: 18
(This includes 2 poster sessions by students).

IAP STUDENT ENROLLMENT



IAP STUDENT CREDIT HOURS



**Department of Classics
Non-Teaching Activities
Fall 1995-Spring 2000**

Articles:	2
Book Reviews:	5
Invited Lectures:	13 (Including Oxford and Leiden)
Papers:	5

Numerous trips to Europe and the Near East for scholarly and teaching purposes.

Two CD's published containing several thousand archaeological images for student use.

Arts and Sciences Chairs' Outstanding Teacher Award (Fant).

Arts and Sciences Dean's Faculty Service Award (Oller).

FIPL Sp. 98, Sp. 00

Annual lectures in honor of T. T. Duke and Emily Harpham supported by endowments in their names. Also used for student scholarships to encourage the study of Greek and Latin.

Providing support annually for high school Latin Certamen (academic contest) in collaboration with local high school Latin teachers.

Money Grants:

Two HBO grants totaling \$34,700
American Philosophical Society Grant: \$4400*
Stoller Grant: \$6800
University of Akron Summer Fellowship*
Teaching Excellence (Technology) Grant \$4500
General Studies Grants \$14,000

*For Work at Pompeii, Italy

**Department of Classics
Student Credit Hours
Fall 1996-Spring 2000**

Year	Classics SCH	Non-Classics SCH	Total SCH
96/97	748	316	1064
97/98	1093	215	1308
98/99	1388	443	1831
99/00	1538	207	1745

FIPL: Sp 98, Sp 00

APPENDIX C

Faculty Senate Meeting March, 2nd 2000

Curriculum Proposals Approved by Provost

Arts & Science

Proposal Number	Dept.	Proposal Title
<u>AS-00-01</u>	Sociology	Research Paper Option, Master's Program in Sociology
<u>AS-00-04</u>	Chemistry	B. S. in Chemistry with Polymer Option
<u>AS-00-05</u>	Sociology	Sociology Ph.D. Program Change
<u>AS-00-06</u>	Sociology	Sociology Ph.D. Program Change
<u>AS-00-07</u>	Sociology	Proseminar in Sociology
<u>AS-00-08</u>	History	Revolutionary China
<u>AS-00-09</u>	History	Imperialism in East Asia, 19 th and 20 th centuries
<u>AS-00-10</u>	History	3400:392, Internships in History
<u>AS-00-11</u>	Chemistry	Change in the Requirements for the Bachelor of Science and Bachelor of Arts Degree program
<u>AS-00-12</u>	Sociology	Sociology Ph.D Program Change
<u>AS-00-13</u>	Deans	Change department course number for Women's Studies Program
<u>AS-00-14</u>	Deans	Change department course number for Pan-African Studies Program
<u>AS-00-15</u>	Chemistry	Revision of the Requirements for the Bachelor of Arts Program in Chemistry
<u>AS-00-16</u>	Chemistry	Ph.D. in Chemistry: Interdisciplinary Option in Chemical Physics
<u>AS-00-17</u>	Biology	Biology-Ecology/Evolution specialization
<u>AS-00-18</u>	Biology	BA in Biology
<u>AS-00-19</u>	Biology	Freshwater Ecology, plus Laboratory
<u>AS-00-20</u>	Biology	Immunology 3100:437/537
<u>AS-00-21</u>	Biology	Applied Aquatic Ecology, 3100:426/526
<u>AS-00-22</u>	Biology	Advanced Ecology
<u>AS-00-23</u>	Biology	Aquatic Ecology
<u>AS-00-24</u>	Biology	Community/Ecosystem Ecology
<u>AS-00-25</u>	Biology	Advanced Immunology
<u>AS-00-26</u>	Biology	Herpetology
<u>AS-00-27</u>	Biology	Principles of Systematics
<u>AS-00-28</u>	Poli	Political Science MA Program Change
<u>AS-00-30</u>	Math	Program Change for Computer Science
<u>AS-00-31</u>	Math	Delete Business Option (Computer Science, Option II)
<u>AS-00-32</u>	Math	Computer Science Course Additions
<u>AS-00-33</u>	Math	Course Description Change - Applied Systems Programming
<u>AS-00-34</u>	Math	Applied Mathematics Master of Science Program
<u>AS-00-35</u>	Mod	Beginning and Intermediate modern foreign language courses.
<u>AS-00-36</u>	Mod Lang	German major
<u>AS-00-37</u>	Geology	Caves and Reefs
<u>AS-00-39</u>	Geography	Master of Arts in Geography (Thesis Option)

<u>AS-00-40</u>	Geography	Master of Science in Geography (Nonthesis Option)
<u>AS-00-41</u>	Geography	Master of Arts in Geography/Urban Planning (Nonthesis Option)
<u>AS-00-42</u>	Geography	Environmental Planning (415/515)
<u>AS-00-43</u>	Geography	History of Urban Design and Planning
<u>AS-00-44</u>	Geography	Development of American Planning
<u>AS-00-45</u>	Geography	Methods of Planning Analysis I
<u>AS-00-46</u>	Geography	Methods of Planning Analysis II
<u>AS-00-47</u>	Biology	Field Ecology
<u>AS-00-48</u>	Poli Sci.	Addition of Law and Society Course to undergraduate contract
<u>AS-00-49</u>	Poli Sci	Addition to Certificate in Applied Politics Electives List
<u>AS-00-50</u>	Sociology	Change in requirement for social psychology specialty
<u>AS-00-51</u>	English	New Minor in Popular Literature and Film
<u>AS-00-52</u>	English	M.A. in English Composition
<u>AS-00-53</u>	English	Autobiography as Literature
<u>AS-00-54</u>	English	Autobiographical Writing
<u>AS-00-55</u>	Canad	Independent Study in Canadian Studies
<u>AS-00-56</u>	Geography	Introduction to Planning
<u>AS-00-58</u>	Geography	Master of Arts in Geography (Nonthesis Option)
<u>AS-00-59</u>	Geography	Master of Science in Geography (Thesis Option)
<u>AS-00-60</u>	Geography	Master of Arts in Geography/Urban Planning (Thesis Option)
<u>AS-00-61</u>	Biology	BS in Medical Technology
<u>AS-00-62</u>	Biology	BS in Cytotechnology

Business Administration

<u>BA-00-01</u>	Marketing	Certificate in Global Sales Management
<u>BA-00-02</u>	Marketing	Minor in Global Selling
<u>BA-00-03</u>	Marketing	Certificate in Global Sales Management
<u>BA-00-04</u>	Marketing	MBA Program change- Concentration in Global Sales Management
<u>BA-00-05</u>	Marketing	Change Sales Management Major- Add Global Selling as elective
<u>BA-00-06</u>	Marketing	Sales Management 6600-580 prerequisite change
<u>BA-00-07</u>	Marketing	Professional Selling Certificate - Add elective
<u>BA-00-08</u>	Marketing	Sales Management Minor - add elective
<u>BA-00-09</u>	Marketing	International Business Minor - Add elective
<u>BA-00-10</u>	Marketing	International Business Certificate - Add elective
<u>BA-00-11</u>	Marketing	Retail Marketing Certificate
<u>BA-00-12</u>	Marketing	Marketing Management Major
<u>BA-00-13</u>	Marketing	Consumer Marketing Minor
<u>BA-00-14</u>	Marketing	6600:390 - Principles of Supply Chain Mgmt (previously Marketing Channels)
<u>BA-00-15</u>	Marketing	6600:440 Product and Brand Mgmt (previously:

		Product Planning)
<u>BA-00-16</u>	Marketing	6600:350 Integrated Marketing Communications (old: Advertising)
<u>BA-00-17</u>	Marketing	6600:540 - Product and Brand Management (Old: Product planning)
<u>BA-00-18</u>	Management	6500:651 Productivity & Quality of Work Life
<u>BA-00-19</u>	Accounting	6200:250 Computer Applications
<u>BA-00-20</u>	Accounting	6200:301 Cost Accounting
<u>BA-00-21</u>	Accounting	6200:320 Accounting Cycles and Financial Statements
<u>BA-00-22</u>	Management	6300:301 Entrepreneurial Management and Operations
<u>BA-00-23</u>	Management	6300:330 Financing New Ventures
<u>BA-00-24</u>	Management	6300:450 Business Plan Development
<u>BA-00-26</u>	Finance	Corporate Financial Management Program - new course
<u>BA-00-27</u>	Finance	Financial Services Program - new course
<u>BA-00-28</u>	Finance	Minor in Financial Services for Non-Bus Major - new electives
<u>BA-00-29</u>	Management	6500:435 Quality Mgmt and Control
<u>BA-00-33</u>	Management	Graduate Certificate in E-Business
<u>BA-00-34</u>	Marketing	International Business Major Program Revision
<u>BA-00-35</u>	Finance	6400:633 Name Change: Mgmt of Financial Institutions
<u>BA-00-36</u>	Finance	6400:647 Name Change: Derivatives
<u>BA-00-37</u>	Management	Minor in Entrepreneurship - Program Change
<u>BA-00-38</u>	Accounting	6200:530 - Taxation I (course change)
<u>BA-00-39</u>	Accounting	6200:670 Cost Concepts & Control (course change)
<u>BA-00-41</u>	Management	6500:645 Adv. Mgmt. Info Systems
<u>BA-00-42</u>	Management	6500:644 Managerial Decision Support & Expert Systems
<u>BA-00-43</u>	Management	6500:641 Data Mgmt. & Comm.
<u>BA-00-46</u>	Management	BSIM (IS Mgmt) Program Change
<u>BA-00-47</u>	Management	BSIM (Production/Operations Mgmt) Program Change
<u>BA-00-48</u>	Management	BSIM (Materials Mgmt) Program Change
<u>BA-00-49</u>	Management	BSIM (Human Resources Mgmt) Program Change
<u>BA-00-50</u>	Management	BSIM (Industrial Accounting) Program Change
<u>BA-00-51</u>	Management	6500:302 Organizational Behavior
<u>BA-00-52</u>	Management	6500:412
<u>BA-00-53</u>	Management	6500:455
<u>BA-00-56</u>	Management	Management Minor - program change
<u>BA-00-57</u>	Management	Minors in Management - new program
<u>BA-00-58</u>	Management	Management Project
<u>BA-00-59</u>	Accounting	M. Tax Program Change
<u>BA-00-60</u>	Finance	MBA Concentration in International Finance

Community & Technical

<u>CT-00-01</u>	Bus Tech	Computer Information Systems Programming Specialist Option
<u>CT-00-02</u>	Bus Tech	Computer Information Systems Microcomputer Specialist Option
<u>CT-00-03</u>	Bus Tech	Computer Information Systems Programming Specialist with a Pre-Business Option
<u>CT-00-04</u>	Bus Tech	Computer Information Systems Microcomputer Specialist with a Pre-Business Option
<u>CT-00-05</u>	Bus Tech	Hospitality Management Restaurant Management Option
<u>CT-00-06</u>	Bus	Hospitality Management Hotel/Motel Management Option
<u>CT-00-07</u>	Bus Tech	Hospitality Management Culinary Arts Option
<u>CT-00-08</u>	Eng. & Sci.	Surv. & Cost. Engin. Tech. AAS (E&S Tech.)
<u>CT-00-09</u>	Eng. & Sci. Tech	B.S. Degree in Surveying & Mapping Technology (BSSMT)
<u>CT-00-10</u>	Eng. & Sci.	BS, Construction Engineering Technology ,Eng. & Sci. Tech. Dept
<u>CT-00-11</u>	Eng. & Sci.	Certificate in Surveying Technology (E&S Tech.)
<u>CT-00-12</u>	Eng. & Sci. Tech	General Technology (Eng. & Sci. Tech.)
<u>CT-00-13</u>	Eng. & Sci	AAS Electronic Engineering Technology
<u>CT-00-15</u>	Eng. & Sci. Tech	B.S. Automated Manufacturing Engineering Technology
<u>CT-00-16</u>	Bus	Office Administration – International Secretarial Option
<u>CT-00-17</u>	Bus Tech	Office Administration – Administrative Assistant Option
<u>CT-00-20</u>	Publ	Current Topics in Criminal Justice
<u>CT-00-22</u>	Publ Svc Tech	Educational Technology
<u>CT-00-23</u>	Publ Svc Tech	Community Services Technology: Alcohol Services Option
<u>CT-00-24</u>	Publ Svc Tech	NEW Certificate Program name: ADDICTION SERVICES
<u>CT-00-25</u>	Publ Svc Tech	In Minor Areas of Study, add Addiction Services
<u>CT-00-26</u>	Publ	General Option (Criminal Justice Technology)
<u>CT-00-27</u>	Publ Svc Tech	Security Administration Option (Criminal Justice Technology)
<u>CT-00-29</u>	Publ Svc Tech	Public Service Technology (Criminal Justice)
<u>CT-00-30</u>	Assc Studies	Introduction to Technical Math
<u>CT-00-31</u>	All	Surgical Technology Program
<u>CT-00-32</u>	Bus Tech	Office Administration - Medical Secretarial Option
<u>CT-00-33</u>	Bus Tech	Office Administration - General Office Assistant
<u>CT-00-34</u>	Bus	Certificate in Accounting Technology
<u>CT-00-35</u>	Bus Tech	Business Management Technology Certificate

Education

ED-00-01	Ed Foun & L	Change of 5100:801 Listing
ED-00-04	Curric	Create Undergraduate 5500: Curricular & Instructional Studies number
ED-00-05	Curric & IS	Early Childhood Program
ED-00-06	Curric & IS	Master's With Licensure
ED-00-07	Curric	Changes Graduate C&I Studies
ED-00-08	Curric & IS	Integrated Language Arts AYA
ED-00-10	Curric & IS	B.S. Technical Education
ED-00-11	Curric & IS	Middle Childhood Level Program Changes
ED-00-12	Phys & HE	Change in Admission Requirement
ED-00-13	Ed Foun & L	Early Adolescent Course
ED-00-14	Couns & SE	Course Addition 5600:725
ED-00-15	Phys & HE	Change in School Health Education Program
ED-00-21	Couns & SE	Special Education Programming: Early Child. Moderate/Intensive
ED-00-22	Couns	Special Ed Programming: Early Childhood Mod/Inten.
ED-00-23	Couns & SE	Special Education Assessment/Evaluation in Early Childhood
ED-00-24	Couns & SE	Special Educ Assessment/Evaluation in Early Childhood
ED-00-25	Couns & SE	Issues in Sexuality for Counselors
ED-00-26	Phys & HE	Exercise & Sport Science/Pedagogy Concentrations (26 hrs. ea)
ED-00-32	Phys & HE	5540:206, Orienteering
ED-00-33	Phys & HE	5540:207, Intro: Rock Climbing
ED-00-34	Phys & HE	5540:208, Backpacking
ED-00-35	Phys & HE	5540:209, Flatwater Canoe Tripping

Engineering

EN-00-02	EE	BS in Computer Engineering change in course numbers, titles & bulletin descriptions for two courses.
EN-00-04	Chem	Biotechnology Specialization Certificate
EN-00-06	Chem	Course Addition: Renewable Resources for Environmentally Benign ChE Production
EN-00-07	Chem	Course Addition: Advanced Biocatalysis and Biotransformations
EN-00-08	Chem	Program Change: Master of Science in Chemical Engineering
EN-00-10	BE	Special Topics in Biomedical Engineering
EN-00-12	EE	Prerequisite changes
EN-00-13	Chem	Course Addition: Physical Properties of Structural Biopolymers
EN-00-16	EE	Course Deletion: Fault Tolerant Computing
EN-00-18	Chem	Course Change: Process Design II (was Plant Design)
EN-00-19	Chem	Course Change: Process Design I (was Process Design)
EN-00-20	Chem	Master's of Science in Chemical Engineering
EN-00-21	ME	Change in Prerequisites & Corequisites/Intro to

		Finite Element
<u>EN-00-22</u>	ME	Prerequisite Change for Design of Mechanical Components
<u>EN-00-23</u>	ME	Change in Prerequisites for ME Measurements Lab

Fine & Applied Arts

<u>FAA-00-01</u>	Art	Printmaking
<u>FAA-00-02</u>	Art	Crafts Portfolio Review - Deletion
<u>FAA-00-03</u>	HEFE	Studies in Fiber Arts
<u>FAA-00-04</u>	Dance	Dance course title and description changes
<u>FAA-00-05</u>	Dance	Dance Title Changes
<u>FAA-00-06</u>	Dance	Dance Course Addition 7900:150
<u>FAA-00-07</u>	Dance	Theatre title and bulletin changes
<u>FAA-00-08</u>	Dance	Dance BFA changes in electives
<u>FAA-00-09</u>	Dance	Dance, BA, Change in electives
<u>FAA-00-10</u>	Dance	Dance, BFA Musical Theatre, change in electives
<u>FAA-00-11A</u>	Art	Deletions to restructure studio course offerings
<u>FAA-00-12</u>	Dance	Theatre, BA in Theatre Arts, core realignment
<u>FAA-00-13</u>	Communi	Media History Minor
<u>FAA-00-14</u>	Communi	News Minor
<u>FAA-00-15</u>	Communi	Mass Media Production Minor
<u>FAA-00-16</u>	Communi	Mass Communication Minor
<u>FAA-00-18</u>	Art	Introduction to Sculpture New Prereq to 7100:131
<u>FAA-00-20</u>	Communi	Interpersonal and Group Communication Minor
<u>FAA-00-21</u>	Communi	Organizational Communication Minor
<u>FAA-00-22</u>	Communi	Public Relations Minor
<u>FAA-00-23</u>	Communi	Public Communication Minor
<u>FAA-00-24</u>	Communi	Change in Entrance Requirements/School of Communication
<u>FAA-00-25</u>	Com	Title Changes for selected courses
<u>FAA-00-26</u>	Com	Revise Graduate Curriculum in Speech-Language Pathology
<u>FAA-00-27a</u>	Communi	Health Communication
<u>FAA-00-28</u>	Communi	Newsriting & Feature Writing
<u>FAA-00-28a</u>	Communi	Feature Writing
<u>FAA-00-29a</u>	Communi	Magazine Writing
<u>FAA-00-30</u>	Music	Change in Course Name
<u>FAA-00-31</u>	Music	Master of Music: Performance Op. in Voice, bulletin change
<u>FAA-00-33</u>	Dance	Dance Minor elective addition
<u>FAA-00-34</u>	Dance	BFA, change in admission
<u>FAA-00-35</u>	Dance	Dance BA, change in admission requirements
<u>FAA-00-36</u>	Dance	BFA - Musical Theatre, change in admission requirements
<u>FAA-00-38</u>	Music	Course Title Change
<u>FAA-00-39</u>	Music	Graduate Recital Credit Limitations
<u>FAA-00-40</u>	Music	Bulletin Description Change

FAA-00-41	Music	Bulletin Description Change
FAA-00-42	Music	Bulletin Description Change
FAA-00-43	Music	Bulletin Description Change
FAA-00-46	Music	Musical Theatre N.A.S.M.
FAA-00-47	HEFE	Additional prerequisite for an existing course
FAA-00-48	Soc Work	7750:664 Single System Design
FAA-00-49	Soc Work	7750:673 Introduction to Community Organization and Planning
FAA-00-54	HEFE	Modify course description of existing course.

Nursing

NU-0001	Nursing	International Nursing course name change
NU-0002	Nursing	International Nursing course name change
NU-0004	Nursing	Increase credit hours for 8200:671, Adult/Gerontological Health Nursing I
NU-0005	Nursing	New course number for Adult/Gerontological Health Nursing I NP track.
NU-0006	Nursing	New course number for Adult/Gerontological Health Nursing II NP track
NU-0007	Nursing	New course number for Adult/Gerontological Health Nursing III NP track
NU-0008	Nursing	New course number for Practicum: Adult/Gerontological Health Nursing NP
NU-0009	Nursing	Post-MSN Adult/Gerontological Nurse Practitioner Certificate Program
NU-0010	Nursing	8200:690 credit hour change
NU-0011	Nursing	8200:692 credit hour change
NU-0012	Nursing	8200:694 credit hour change
NU-0014	Nursing	Increase credit hours in Adv. Ped/Adolescent Assessment
NU-0015	Nursing	Increase credit hours in Child & Adolescent Health Nursing I
NU-0016	Nursing	Increase credit hours in Child & Adolescent Health Nursing II
NU-0017	Nursing	Increase credit hours in Child & Adolescent Health Nursing III
NU-0018	Nursing	Increase credit hours in Practicum: Child & Adolescent Health Nursing
NU-0019	Nursing	Add credit hours to 8200:637 Nurse Anesthesia Residency I
NU-0020	Nursing	Add credit hours to 8200:646 Nurse Anesthesia Residency II
NU-0021	Nursing	Add credit hours to 8200:648 Nurse Anesthesia Residency III
NU-0023	Nursing	Integrate 8200:445 into 8200:450
NU-0024	Nursing	Integrate 8200:445 into 8200:450

Polymer Sci. & Poly. Engg.

PS-00-02	Poly	Master of Science in Polymer Engineering
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University College

UC-00-01	Dev Prog	Tutor Training II
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Wayne College

WC-00-01	Wayne	Computer Service and Network Technology
WC-00-02	Wayne	Personal Computer Repair Certificate
WC-00-03	Wayne	Computer Service and Network Technology
WC-00-04	Wayne	Business Management Technology-Data Management Option: Networking Emphasis
WC-00-05	Wayne	Business Management Technology - Data Management Option: Software Emphasis
WC-00-06	Wayne	Network Management Specialist Certificate
WC-00-07	Wayne	Information Processing Specialist Certificate
WC-00-08	Wayne	Health Care Office Management
WC-00-09	Wayne	Business Management Technology – General Option
WC-00-10	Wayne	Business Management Technology – Accounting Option
WC-00-11	Wayne	Business Management Technology – Sales and Services Option
WC-00-12	Wayne	Office Administration - Health Care Administrative Assistant Option

Curriculum Proposals Withdrawn**Business Administration**

Proposal Number	Dept.	Proposal Title
BA-00-30	Marketing	Joint IB/Mechanical Engineering Program Change
BA-00-31	Marketing	Joint IB/Chemical Engineering Program Change

To view the Additional Proposals Available For University Wide Review and Collegiate Status Approved,

Please refer to the Web Page:

www.uakron.edu/provost/proposal

APPENDIX D

March, 2000

University of Akron
Senate Research Committee
Outcomes of the Faculty Research Grant Program (1994-1999)

The University of Akron has sponsored a Faculty Research Grant (FRG) Program for many years. The program is designed to provide University of Akron faculty investigators (especially younger investigators) with "seed" money to develop research ideas and to assist faculty with their professional development in disciplinary areas where external funding is relatively sparse or non-existent.

The Senate Research Committee conducted a survey of Faculty research recipients in the Fall of 1999 in order to learn the extent to which the program has fostered both additional external research funding and scholarly products. The committee does not expect all grant recipients to apply for external research funding, nor does it assume that all grants result in scholarly products. Rather, the committee seeks to reinforce and enable a climate of active research and scholarship through the provision of modest grants to faculty who present promising research proposals to the committee.

The Senate Research Committee is composed of approximately 20-24 University of Akron faculty drawn from each of the colleges on the University Campus. Members come from all ranks. Approximately one-half of the committee members are also University Faculty Senators.

The Senate Committee solicits applications for faculty research grants in two forms. Spring and Fall research grants are restricted to approximately \$3500 of support and cannot pay for faculty salary. Summer research grants can be for up to \$8000 and may be used to provide salary to the principal investigator. Summer grant recipients may not teach classes during the summer. In the past several years the committee has dispensed about \$250,000 per year (\$160,000 for summer grants).

A short survey was sent to all faculty who received grant support between the Fall, 1994 and the Spring of 1999. The survey asked recipients to describe grant applications made as a direct result of FRG support. It also asked faculty to list any books, papers, monographs, performances or shows, etc. that resulted from FRG funding.

Some of the more salient findings are presented below:

- The committee awarded 161 FRG grants between Fall, 1994 and Spring, 1999.
- To-date, 193 external grant proposals have been submitted by 92 FRG recipients based on the results of these FRGs.
- To-date, 101 of these grant applications have been funded.
- To-date, these grants have resulted in \$10,547,000 in external grant support to University investigators.
- Spring/Fall and Summer grants have returned almost equal amounts of external funding.
- To date, 200 papers, books, monographs, performances and shows have resulted from

these grants.

The highlights listed above must be viewed carefully. The survey is subject to two methodological problems that affect the results and their interpretations. The limitations and their possible affects on the results include:

University faculty returned only 95 surveys covering approximately 75% of all grants awarded. The main effect of this return rate is an underestimation of the scholarly work products that resulted from grant awards. There was no independent source of information about scholarly products. Thus, missing surveys result in under-reporting of scholarly work products. The Office of Research Services and Sponsored Programs was able to supply us with records of external grant applications and the results of applications for all FRG recipients so that the results regarding applications and external grant receipt are accurate.

The survey underestimates the number of external grants that will be received by investigators, the dollar amounts of these grants and the extent of scholarly productivity from investigators who completed the survey. This occurs because of the lag time between FRG grant receipt and subsequent external grant applications and work product. In many cases, grant applications were reported to be in process or pending but the results of these efforts cannot be reported because the result is in the future. Similarly, many investigators reported that papers, books, productions, etc. were in the preparation stage or under review. Such efforts cannot be counted because the result is uncertain. It is not possible to estimate the extent to which results described above are underestimated as a result of this reporting bias.

APPENDIX E

OHIO FACULTY COUNCIL RESOLUTION ON DOMESTIC PARTNERS

WHEREAS, the health of any system of higher education depends on its ability to attract and retain the most talented and dedicated faculty, and

WHEREAS, an important factor in decisions to apply for and remain in faculty positions is the availability of benefits to dependent household members, and

WHEREAS, members of the Ohio Faculty Council have been consistently informed by our constituents throughout the state that lack of benefits for unmarried domestic partners has often been an obstacle to recruiting and retaining the most distinguished and productive colleagues, and

WHEREAS, the extension of health and related benefits to unmarried domestic partners is viewed by faculty throughout Ohio as a matter of basic decency.

THEREFORE, BE IT RESOLVED THAT the Ohio Faculty Council calls upon the Ohio Board of Regents and the Inter-University Council to assist all universities in Ohio's state university system to join the hundreds of major companies, colleges, universities, and local and state governments that offer benefits to unmarried domestic partners.

BE IT FURTHER RESOLVED THAT the Ohio Faculty Council urges all state universities in the Ohio system to move expeditiously toward providing domestic partner benefits to their faculty.

APPENDIX F**Report of the Campus Facilities Planning Committee of the Faculty Senate**

The Campus Facilities Planning Committee met on February 17, 2000.

The Committee had extensive discussion regarding the plans for the Polsky's Parking deck repair program. It had been brought to the attention of the Committee that the parking deck was to be closed during finals week and intersession, and that parts of the deck would be closed during the next academic year. Faculty are concerned about student access during finals week and if a major change in parking access will affect the Community and Technical College and other departments in the building. The Committee felt that academic considerations need to be taken into account in the scheduling. The chair has contacted Mr. James Stafford, and he will brief the Committee at its next meeting on March 16, 2000.

The Committee would like to improve communication with the Board of trustees Facilities Oversight Committee. The Chair of Campus Facilities Planning Committee will formally request that the Chair of the Faculty Senate (Barbara Heinzerling) ask President Proenza if he would invite Dr. John Fink to a meeting of the Campus Facilities Planning Committee. Dr. Fink is being invited to discuss planning approaches and general concerns.

It was stated that the building in which the Computer Store had been located was part of the demolition in progress. Ticketmaster had moved to the Information Center and there was space available. Jean Blosser stated that a discussion of the goals of the Store could be necessary. Dave Buchthal stated that the CFPC/CCTC subcommittee had noted that the goals were to provide an information service for hardware and software on campus. The CFP Committee recommends that the Faculty Senate adopt a resolution in support of relocating the Computer Store to Gardner Student Center, former Ticketmaster and present Self-Copy Center location

Resolution: The Faculty Senate recommends the relocation of the Computer Store to Gardner Student Center, former Ticketmaster and present Self Copy Center location

In a follow-up discussion regarding the Student Center and the Student Recreation building, the Campus Facilities Planning Committee feels its discussions are being ignored, and that the Committee needs to have representation on the specific committees related to planning of these buildings. It had been agreed that Campus Facilities Planning Committee would be included in all phases of the planning process.

The Chemistry Department wishes to convert a lecture room in Knight Hall (Room 312) to a Chemistry computer lab and tutorial room. Phyllis Parker and Wendy Welday of the Registrar's office stated that 14 classes had met in that classroom in the fall and 16 in the spring. It was a multi-media classroom. Only 3 of the classes involved were in Chemistry. It was agreed to form a sub-committee to look at the room and review the needs and alternatives, including the possibility of Chemistry providing an alternative multi-media room. The following persons volunteered for this subcommittee: Lin Chyi, Chair, John Kline, Phyllis Parker (ex officio), Helen Qammar, Harvey Sterns.

It was reported that Military Science had asked to be made responsible for Schrank Hall Rm.1 due to it being in poor condition. After discussion, it was agreed that Maintenance would clean up the room at once and that the room continue in general use.

Jean Blosser reported that the newly created Evening Division wishes to have its offices in the center of campus and requested converting Carroll Hall classroom Rm. 55 into its office. This would locate it near Student Orientation. Concerns were expressed by Paul John about taking a classroom off line. Helen Qammar questioned the central campus location-since it would not be near parking. It was suggested that a "signature space" be found near parking such as in Schrank South. Others asked about alternative locations in Leigh Hall.

Jean Blosser suggested that the Evening Division give a presentation to the Committee related to these issues. The Committee recommended that the Evening Division proposal to move to Carroll Hall 55 be tabled.

A request had been made to build offices for women coaches to comply with Title IX regulations by converting space in the locker room at JAR. Questions were asked by several members of the Committee relating to what specific space was involved, how it was presently being used and what alternatives were possible to the site. It was agreed to form a subcommittee to tour the site and find answers to these questions. Those who volunteered for the committee were: John Kline, Chuck Monroe, Dave Ritchey, And Liz Erickson (if Lucinda Lavelli is not available).

The Chair reported that Ramesh Vakamudi would provide a report on the Biology & asbestos abatement issue at the next meeting. Biology was developing its physical facility priorities.

The next scheduled meeting will be Thursday, March 16th in ASC 105 at 3:15

Respectfully submitted,

Harvey L. Sterns, Chair

APPENDIX G

The Strategic Enrollment Management Pie:

Piece by Piece...

1

What Is Strategic Enrollment Management?

Strategic enrollment management is a comprehensive process designed to help an institution achieve and maintain the optimum recruitment, retention and graduation rates of students.

2

What Is Strategic Enrollment Management? (con't)

where "optimum" is defined within the academic process as an institutional-wide commitment that embraces virtually every aspect of an institution's function and culture.

(Adapted from Dolence 1993)

3

Definition of Enrollment Management

Enrollment management is an organizational concept and systematic set of activities designed to enable educational institutions to exert more influence over their student enrollments.

Hoseler & Bean, *The Strategic Management of College Enrollments*, 1990

4

Definition (con't.)

Organized by strategic planning and supported by institutional research, SEM activities concern student college choice, transition to college, student attrition and retention, and student outcomes. These processes are studied to guide institutional practices

5

Definition (con't.)

in the areas of new student recruitment and financial aid, student support services, curriculum development and other academic areas that affect enrollments, student persistence and student outcomes from college.

6

Essences of Hossler's Definition of SEM Institutional Initiatives

- ◆ Establish mission/vision
- ◆ Conduct strategic planning
- ◆ Engage in systematic set of activities
- ◆ Conduct institutional research

7

In the areas of:

- ◆ Student recruitment
- ◆ Financial Aid - scholarship availability and packaging policies
- ◆ Academic and social support systems for students
- ◆ Student attrition and retention
- ◆ Curriculum development
- ◆ Academic infrastructure needs

8

Some Other SEM Issues

- ◆ Campus atmosphere (faculty, staff, students, administration)
- ◆ Institutional image (internal and external)
- ◆ Marketing the institution
- ◆ Role of faculty in SEM
- ◆ Physical facilities and attractiveness of the campus
- ◆ User-friendliness

9

Why SEM?

- ◆ Makes good educational and fiscal sense
- ◆ Dr. Proenza has given us a mandate to increase enrollment to 26-28,000.
- ◆ More students = more resources.
- ◆ With only small increases in high school graduation rates and the college bound population, more emphasis should be placed on retaining those students already enrolled and attracting populations of students who have been under served (adults, evening and part-time, out-of-state students).

10

Why SEM? (con't)

- ◆ If we don't do it, we will not progress and meet our institutional goals.
- ◆ Other institutions are way ahead of us in SEM.
- ◆ A commitment to SEM will allow U.A. to obtain a better understanding of enrollment and marketing conditions.

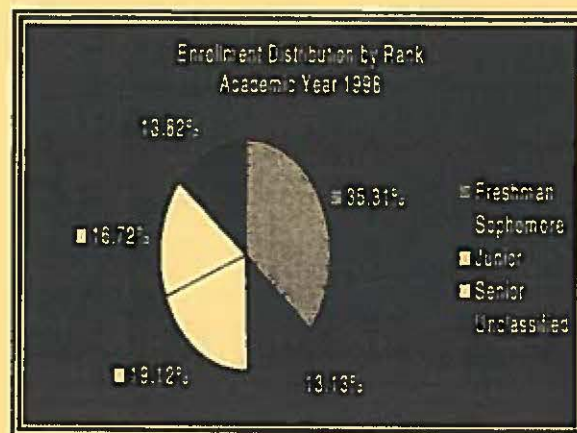
11

Enrollment Decline Comparison by Institution

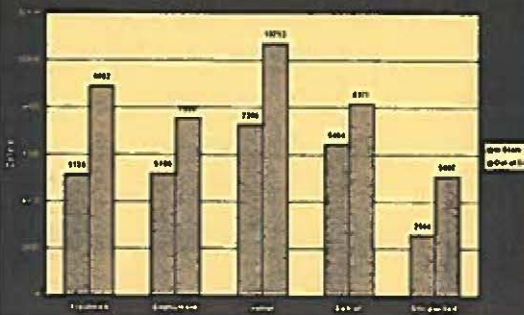
12

Institution	Fall 1990	Fall 1997	%Change
Bowling Green	18,657	17,328	-7.1%
Central State Univ.	2,886	1,051	-63.6%
Cleveland State	19,214	15,655	-18.5%
Kent State	24,434	20,743	-15.1%
OSU Newark Campus	1,567	1,676	7.0%
Shawnee State Univ.	3,180	3,223	1.4%
University of Akron	28,801	22,153	-23.1%
Wright State Univ.	16,393	14,994	-8.5%
Youngstown State	15,454	12,324	-20.3%

Source: Enrollment Trends Fall 1990-Fall 1997
AASCU & NASULGC Report 1999



Estimated Average Annual Revenue per Student
Given 1998 SCH Distribution and Rate Structure



Scenario

In-State Recruitment

- Add 50 Freshmen \$256,658

In-State Retention

- Keep 50 more Sophomores \$259,434
- Keep 50 more Juniors \$363,322
- Keep 50 more Seniors \$322,721

16

In-State Intensity - Induce 500 students to take 3 additional credits per year

- BAC I credits \$428,085 500 students @ \$856 ea.
- BAC II credits \$475,530 500 students @ \$951 ea.

Out-of-State Recruitment

- Add 50 Freshmen \$446,124

17

Who Does SEM?

- ◆ Every university employee should play a role
- ◆ The President's support and leadership is essential
- ◆ There should be someone responsible for SEM
- ◆ Committees—made up of a cross section of faculty and staff
- ◆ Student life units
- ◆ Individual faculty members

18

When Do We Do SEM?

- ◆ SEM is a continuous process requiring constant evaluation, fine tuning and revisions. It is never a one-shot deal.
- ◆ Practice preventative medicine retention strategies rather than after-cause surgery.

19

Where Do We Do SEM?

SEM should permeate:

- ◆ Every office
- ◆ Every unit
- ◆ Every activity on campus

Some of the key areas include....

20

Where Do We Do SEM? (con't)

Academic classrooms
 Professor/student--outside classroom contacts
 Financial policy decision makers
 Physical plant operation personnel
 Alumni relations staff
 University image builders

21

Where Do We Do SEM? (con't)

President's Office
 Academic Affairs Office
 Admissions
 Financial Aid
 Registrar
 Academic Assistance Centers
 Student Life Units
 Career Development

22

The SEM Pay Off



- ◆ Improved Quality of Learning
- ◆ Campus Seen as a Real Vital Entity
- ◆ Increased Enrollment
- ◆ Enriched Environment faculty/staff/students
- ◆ Improved Faculty/Staff Morale-Productivity
- ◆ Maximum Funding Base
- ◆ Increased Job Security
- ◆ Positive Public Image
- ◆ Better Public Relations in Community

23

Embedding SEM in the Academic Context:

Developing
 The
 University of Akron
 Model

24

U.A. SEM GOALS

- ◆ Increase Enrollment
- ◆ Link Academics and SEM
- ◆ Stabilize Finances
- ◆ Optimize Use of Resources
- ◆ Improve Services
- ◆ Facilitate Movement to and within The University of Akron

25

U.A. SEM GUIDING PRINCIPLES

- ◆ University-wide strategy with shared responsibility
- ◆ Integration into other university planning management, and evaluation processes
- ◆ Identification of KPI's - key performance indicators (targets)
- ◆ Long-term strategy, not crisis management

26

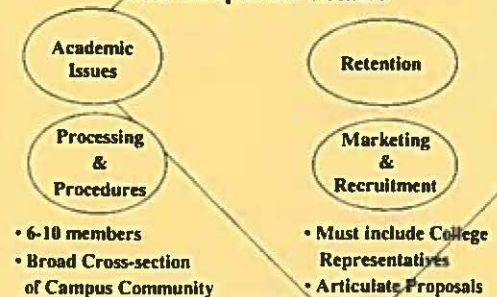
THE SEM BLUEPRINT

- ◆ New V.P. for Student Affairs
- ◆ Associate V.P. for Enrollment Mgmt.
- ◆ Attend SEM X Conference AACRAO, Fall 2000
- ◆ SEM Structure
 - Response Teams
 - Planning Task Force
 - Oversight Committee

27

THE U.A. SEM MODEL

The Response Teams



28

Suggested Retention Response Team "Charge"

- ◆ Representative from each college.
- ◆ Each member is liaison to college retention work group.
- ◆ Provides centralized development of standard retention activities, while providing individual college flexibility.

29

THE PLANNING TASK FORCE

CHARGE:

- ◆ Help units develop SEM plans
- ◆ Help develop strategies and specific objectives
- ◆ Help facilitate implementation of plans
- ◆ Facilitate information exchange
- ◆ Assist in communication with University community
- ◆ Engine that drives SEM

30

THE PLANNING TASK FORCE

Membership

Associate V.P. for Enrollment Management
(Chair)
Associate Provost
Associate V.P. for Budget & Resource Analysis
Associate V.P. and Dean of Students
University Registrar
Director of Undergraduate Admissions
Director of Student Financial Aid
Director of Counseling, Testing and Career Ctr.

31

THE PLANNING TASK FORCE

Membership (con't)

Dean, University College
Assoc. Director of Institute of
Policy Studies
Representatives from Faculty Senate
Response team co-chairs
2 Associate/Assistant Deans
2 Staff Personnel
2 Students

32

THE OVERSIGHT COMMITTEE

CHARGE:

- ◆ Set overall goals for SEM Program
- ◆ Provide general direction for SEM task force
- ◆ Approve policy
- ◆ Evaluate efforts
- ◆ Consult with Council of Deans on policy recommendations
- ◆ Refer broad policy recommendations to the President's Cabinet

33

Oversight Committee Membership

V.P. for Student Affairs (Chair)
Senior V.P. and Provost
V.P. for Business and Finance
V.P. of Public Affairs and Development
V.P. of Research/Dean of Graduate School
V.P. for Information Services
Associate V.P. for Enrollment Mgmt.
Associate Provost
1-2 Deans from Council of Deans
Chair or Vice Chair of Faculty Senate

34

SUMMARY

AN APPROACH TO

STRATEGIC ENROLLMENT MANAGEMENT

(SEM)

35

Strategic Enrollment Management (SEM) has been defined as:

- ◆ Process through which the University can achieve and maintain optimum recruitment, retention and graduation rates.
- ◆ The plan should contain proposed actions and recommendations to move U.A. toward this optimal condition.

36

The Mission of SEM is to:

- ◆ Sensitize our campus to enrollment management issues.
- ◆ Define the characteristics of optimum enrollment.
- ◆ Develop plans to reach optimum enrollment.
- ◆ Evaluate the effectiveness of reaching those goals.

37

SEM Will Provide

- ◆ Decision making framework
- ◆ Communications framework
- ◆ Process for managing "the process"
- ◆ Improvement of the knowledge base

38

KPI'S

Key performance indicators will be established and considered as goals and objectives are developed to address marketing and recruitment, retention, processing and procedures and academic issues.

39

KPI's (con't)

KPI's are the yardsticks which indicate how we are doing and help us frame our strategies and evaluations.

40

Summary

"True enrollment management is a holistic and synergistic approach that requires a paradigm shift."

Kuhn, 1970

41

SEM GOAL

The goal is for each of you to think of yourself as an enrollment manager, to encourage members of your department or unit to work together to develop ideas and strategies that will affect your operations and have you feel comfortable enough to offer strategies which will improve recruitment, retention and graduation rates at The University of Akron.

42

The final result is a
better place for us
to work and the
students to learn...

