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Any comments concerning the contents in The University of Akron Chronicle may be directed to the Acting Secretary, Mrs. Peggy Richards (+1906).
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Revenue Assumptions

1. State of Ohio institutional subsidies will increase 1 % from previous year.
2. Tuition increase of 6 % for undergraduate, graduate and law students.
3. Student enrollment will not decline for more than 1 % from 1997-98 actual numbers (514,000 SCH projected).
4. Establish a matriculation fee based on student status.

Expenditure Assumptions

1. Establishment of Research Development Fund of \$1.5 million.
2. Establish a merit-based salary pool of up to 5 % overall for continuing faculty, part-time faculty, contract professionals and all staff. Consider "set-aside" of some funds for implementation of completion of new Salary/Compensation Study in January, 1999.
3. Increase institution scholarship budget to reflect tuition increases.
4. Due to budgetary uncertainties regarding state subsidy, all expenditures other than 1 to 3 immediately above, will be treated as one-time increases.
5. Funding for initiatives other than 1 to 3 will be achieved through re-allocation of operational and reserve accounts

Budget Procedures 1998-99

1. Due to adoption of the major initiatives during the budget cycle, P.B.C. concluded that many of the unit plans would probably need to be revised. A decision was reached to create three pools of funds to be held by the Provost in support of the general initiatives of increasing college operating budgets for appropriate activities, funding support unit initiatives, and supporting new technology acquisitions.
2. Benchmark reports of activities and expenditures will be provided by all units on December 18, 1998 and May 14, 1999. These reports will allow P.B.C. and the administration to gauge the progress of the units on initiatives identified in the Master Academic Plan.
3. CCTC will examine the use of the technology reserve and develop recommendations for procedures to permit cascading of high quality equipment that is not of sufficient power for a current unit to other campus units, rather than transferring equipment to Central Stores for auction.
4. P.B.C. will review the Master Academic Plan upon completion of the draft by the Provost.
5. The planning process employed this year will be reviewed by P.B.C. the Council of Deans and central administration and modified as appropriate, to begin the process earlier in the next budget cycle and deal with any other problems identified. The final revised planning process will be submitted to the Board for their endorsement.
6. P.B.C. will begin to model the budget for the 1999 - 2000 fiscal year as part of an ongoing budgeting process, in keeping with the general intention of stabilizing the planning and budgeting process.
7. P.B.C. will conduct a semi-annual review of progress on the implementation of the two components of the over-arching goal: achievement of Carnegie Research II status and improvement of under-graduate education.

He had found those interviews to be extremely useful. The Representative had also had a chance to go on some NCA certifications at other universities. The last one had been at an unnamed university in the southern part of the United States. The exit interviews he had read of the student-athletes revealed a clear pattern of what had looked like lack of attention to welfare of some of the female student-athletes for their physical well-being. Those things were important and that university should have to take action on them. At Akron, when issues had been identified, we had taken them seriously.

The final thing was NCAA compliance - to stay a good member of the NCAA we had to comply with the rules of the manual. At Akron we had appointed an Associate Athletic Director, Rich Franchak, who was our main compliance officer; the Faculty Athletics Representative was simply backup and support for Mr. Franchak on interpretations and issues. Another matter addressed over the years, was coaches who had not necessarily abided by the rules, not in Akron hopefully, but at other institutions. There was now a coaches' certification test - a coach must have passed the test before being allowed to leave the campus to recruit. The Faculty Athletics Representative had given that test; it was not given in the Athletic Dept. The Representative also graded the test, and if they (the coaches) had not passed it, they could not leave the campus for recruiting.

The final thing, of course, and he wanted to compliment President Ruebel on the fact that when Athletics had reported to Dr. Ruebel when Bill Muse had been President of the University, one of the steps they had worked on very hard had been getting us into the Mid-American Conference. We had been connected to other state universities with similar academic philosophy, and it had been a major help to us. The Representative currently sat on the faculty athletics group in the Mid-American Conference, also chairing the Infractions Committee of the Mid-American Conference, consisting of one representative from each university.

Finally, the Representative wanted to update the faculty on some academic highlights of the last two semesters. Spring 97 - the student-athletes competing for The University of Akron achieved an overall grade point average of 2.638; women 2.93, men 2.54. Top achievers were men's and women's cross country program, both over 3.3. Football had been the lowest, but football had improved significantly under the coach we had at present - it was now 2.32; men's basketball 2.4; women's basketball 2.77. Fall 97 had been the high-water mark. The student-athletes had achieved the highest overall student GPA we had had since we had been keeping records, which was a 2.717 for student-athletes. Again, the women had led the way at 2.97; the men at 2.62. Tennis programs had been the highest; football had shown a dramatic improvement - 2.47, a .15 improvement for football. Men's basketball was 2.55; women's basketball was 3.06. Those who had met the new women's basketball coach, Roxanne Allen, and had seen the program she had put in place, would recognize this was testimonial both on and off the court that she was getting the job done. In Fall 1997, 77 student-athletes achieved Dean's List recognition in the colleges of their majors.

Another thing the Representative had had the pleasure to do was nominate and vote for our students for the All-Academic awards in our Mid-American Conference. He was proud to say that we had 5 First Team All Academic- All MAC recognition, 4 of them in the sport of football, and another 9 made second team. Fourteen students had achieved All Academic All American status; that was a record since he had been Representative. Joe Pukansky from the baseball team had been nominated for Academic All American this year. The NCAA had a post-graduate scholarship program for those student-athletes who wanted to go on to grad school. Four UA student-athletes who had completed their eligibility had been nominated for the prestigious NCAA Post-Graduate Scholarship program, to assist in

their earning graduate or professional degrees: Joe Pukansky, Des Johnston from the soccer program, Bill Wahl from the soccer program, and Vanessa Williams, who would be pitching for the Zips in the softball championship for the Mid-American Conference. In Spring, 1998, 19 UA athletes became the charter class of a new local chapter of Chi Alpha Sigma, a national honorary for student-athletes. Also, Jawanza Moore from the men's basketball, and Brooke Santek from volleyball would attend the NCAA National Leadership Conference later this month. This was a major accomplishment for these two youngsters to be selected for that highly prestigious program. They would bring a lot of things back to us for use in our Student Athlete Advisory Council.

What was responsible for the improved academic success of the student-athletes, Jamison opined was a philosophy that the Athletic Director, President Ruebel, and Dr. Leathers had encouraged tremendously. Mike Bobinski had taken the lead by hiring coaches who would not take shortcuts, but coaches who would respond in a solid academic way. Deanna Parks, the softball coach, had raised the morale of the young women playing on that team. Men's and women's basketball had done the same; football was on the way back. The Representative and other faculty colleagues had been involved on a number of the search committees, and it was important that we continued to do that.

Second, a strong academic support program, as well as careful liaison with faculty through the athletics academic advisor, had added materially to these positive outcomes. We had good support for the student-athletes by providing counsel and by providing advice, but students still had to get the job done. Frankly, the coach had a great role, and that's why we had put so much stock in who we had hired as a coach; the students were going to be with their coach during the season 20 hrs. a week for five years, and that was a lot of influence. Finally, there had been a careful liaison with administrators, registrar, colleagues in the colleges. Many faculty had been involved in that process with the coaches to try to make sure we were doing it right at The University of Akron. The results on the field or court were sometimes frustrating, although this year we had enjoyed some remarkable success. Jamison welcomed questions or comments at any time: phone ext. 5752, e-mail david34@uakron.edu

Senator Chyi stated he was not "trying to be a devil," but he wanted to know if the reported GPA's were on averages.

Mr. Jamison said that that was correct.

Senator Chyi stated that he taught earth science and he had students involved in sports just about every year. He thought those students had very low scores; to his memory at least two students who played football had been less than 1.0. So he wanted to know what kind of range was being looked at.

Mr. Jamison replied that before a student could be certified to compete in the football program, they had to have an overall GPA of 2.0, so if they had been making a low score in Senator Chyi's class, it was to be balanced. If it was not being balanced, they would then be off the team. Five young men had not been certified last fall because of low GPA's. Students must also have met the completion rule - they must have completed x number of hours at a certain

level, plus they must have been registered for 12 credits, a full load during the semester in which they would compete. That was a rule again that the MAC observed very carefully. Dr. Jamison had knowledge of some other institutions where students had registered for 12 credits and then had never completed any of them but had played the whole season. That was unfortunate, and was not permitted in the MAC.

UNIVERSITY LIBRARIES COMMITTEE - (Appendix G)

RESEARCH FACULTY PROJECTS COMMITTEE - Internal Grants Spring 98. (Appendix H)

STUDENT AFFAIRS COMMITTEE - (Appendix I)

EVALUATION SUBCOMMITTEE OF THE PLANNING & BUDGETING COMMITTEE - (Appendix J) Senator Cheung reported that the Subcommittee has been active this semester. The committee consisted of members of the Planning & Budgeting Committee, and nine additional members who had been added by the Provost to provide input from mainly non-academic units that did not have much representation on the Planning & Budgeting Committee. They had been charged with almost an unmanageable task but they had been taking their best cut at it, and that was to recommend a set of things that could be measured, quantitative performance measures, that would be used in evaluating unit performance and would be used as part of the planning and budgeting process. Motivation really had come from two sources - one was that the Planning & Budgeting Committee had recognized and this body had recognized this need for some time, and it had been reinforced after NCA's visit when they had pointed out to us that that was an area where we had to show progress. Up to this point, input had been solicited from the non-academic and academic units on campus as to their suggestions for things that should be taken into consideration. The committee had also asked for any documentation units that they had used internally for deciding merit raises and those kinds of things.

The timetable was to have a set of recommendations ready for PBC by the time it reconvenes in the fall. At this point, two types of recommendations had been envisaged - one would be a set of measures that we could put into place fairly quickly, primarily based on things we had already measured that we had rather extensive data on. In fact, examples of that data could be accessed through Institutional Research's home page back at least 5 years and a little further than that in some cases - things like credit hour production, number of graduates, operating budgets, etc. Beyond that, the committee had envisaged recommending a set of additional things we should begin to measure. The committee had been aided, if that was the correct term, but coincidentally the Ohio Board of Regents was compelling all state universities to begin reporting more information back to OBOR so there would be additional measures collected as far as that reporting effort, and with any luck some of those measures could be used for comparisons between ourselves and the other state institutions.

Senator Braun asked how the information regarding unit performance, people's performance, etc., had been collected.

Senator Cheung stated that an enormous amount of information was just captured in the regular operation of the University, things like credit hour production, number of graduates, etc., and the committee had not been responsible for collecting this information; it had already been done for us via Institutional Research. What the committee had done on their own was to request the units to suggest additional measures. Units had been made aware of the things that the institution was already gathering, and had been asked whether they had additional suggestions for things the committee might use.

Senator Braun wanted to know who in the unit had been asked for information.

Senator Cheung said the committee had asked department chairs, deans, and directors. The starting point for the mailing list had been derived from the NCA report circulation list which had gone through essentially the same group.

GENERAL EDUCATION ADVISORY COMMITTEE - The Chairman asked Mrs. Pamela Hollinger as Chair of GEAC to address the body.

Mrs. Hollinger noted that the GEAC report that the body had before it (**Appendix K**) consisted of pages 1, 2, and 3. Page 4 had been omitted, as it was the signature page and one of the members of the committee who wanted to be on record had not yet been able to sign the final report. The highlights would be reviewed; there would be very few low lights to leave out.

First, three courses had been accepted that had already been approved by the Senate for inclusion in the General Education Program to begin this fall - Democracy in Education, Human Evolution, and Human Diversity.

A number of people had mentioned that they had not heard from GEAC very often. Part of the reason was from 94-96 they had been implementing the program, and then between 96-98 they had spent countless hours talking about assessment. The body was probably all very aware of all the instruments out there and trying to find the one that would give the information that was needed for all the courses that were in this huge curriculum of 42 credits was a tedious job. During 1996 she had been interviewed by the NCA two different times while they were on campus in October. GEAC had approved points 1 through 6 for assessment and submitted them to the NCA. (See **Appendix K**.)

As the footnote to point 1 shows, GEAC sent out a letter from the Provost's office dated December 12, 1997, not 1998 as noted on the report, to all deans, department chairs, course/program coordinators, and directors. The committee requested that the information be in the Provost's office by January 22, 1998. Quite a bit of money had been spent on implementing the General Education Program. GEAC wanted to make sure that those funds had gone for the projects as they had been approved. It was to the committee's satisfaction that they had been at this time. GEAC had also requested copies of actual syllabi tests and written assignments from each person who taught courses that were in the General Education curriculum seeking

confirmation that they were implemented in the manner that they had been passed by both GEAC and this body.

Based on interviews completed with the deans this year (that's as far as GEAC had gotten), GEAC had sent a letter dated May 6, 1988, to the Interim Senior VP & Provost Noel Leathers, points 1 through 9 exactly as they appeared on pages 2 and 3 of the attached report. (Appendix K)

Mrs. Hollinger said the faculty and staff members who had supported the General Education curriculum were to be commended for their efforts. For the most part, GEAC had been pleased with the quality of the instruction in the General Education courses which had been reviewed. There was a concerted effort among most faculty to incorporate writing across the curriculum so that students had opportunities to continue to improve their writing skills. In addition, most faculty had been including critical thinking and higher-level reasoning skills in the General Education courses which they taught. During the interviews, but only through the deans, a number of issues had been raised which had caused GEAC to believe that there may need to be further modifications in the General Education Program which may require Faculty Senate approval. GEAC appreciated the body's ongoing attention and most certainly the body's support.

Senator Smith wanted to confirm what he had read concerning the Human Evolution course that counts as a Biology Natural Science versus Physics; in other words it was not going to be a separate Anthropology.

Mrs. Hollinger responded that Human Evolution would be Natural Science Biology. Human Evolution people had been asked to work with the Biology Dept.

Senator Smith responded that he had worked on that also. But he was not sure the Anthropology group knew that was the case. There was still a thought that it might be considered separate from Biology so if someone wanted to take Zoology plus Human Evolution, they could. But given this, that would not be the case, so GEAC might want to check on that. The second question he had was on page 2: "1) Recommend that Students complete their English Comp... during their first two years at the University." Would it make sense, and he was sensitive to this issue from Wayne because Wayne's students take approximately 7-1/2 hrs. typically during the semester, that it might be good to add to that, "or during their first x number of hours" indicating freshman, sophomore, whether that is 48 hrs. or whatever? In some cases a part-time student who would see this might become confused.

Mrs. Hollinger noted his comment.

Senator Midha, on behalf of the Student Assessment Task Force, commended Mrs. Hollinger, Laura Johnson, and other members of the General Education Advisory Committee for

working very hard during this past year, and he wanted to recognize them for all the work they had done.

The Chairman noted for those who did not know, Senator Midha was the "Assessment Czar" of the University.

Senator Erickson observed that the recommendations had not come with rationale. In 2 and 3 - "Recommend that GEAC be consulted in the budgeting process concerning General Education," and "Commit the dollars necessary to retain visiting instructors who teach General Education courses," she wondered whether Mrs. Hollinger could present some idea of what the rationale had been. She thought that GEAC would have put in some kind of monetary assessment.

Mrs. Hollinger said GEAC had been asked by numerous deans to include that item. They had discussed it and had decided to put the monetary commitment request into the final report simply because when GEAC had interviewed them, the deans had asked about additional money that they needed. GEAC did not oversee any kind of budget, so all they could do was recommend commitment.

The Chairman suggested that Senator Erickson was pointing out that perhaps since GEAC did report to the Provost, the Provost had the oversight, that 2 and 3 could be handled within the Provost's office.

Mrs. Hollinger replied that that had been part of the letter to the Provost.

OHIO FACULTY COUNCIL - Senator Baranowski informed the body that the Ohio Faculty Council was sort of the reincarnation of FACCOBOR. The new body consisted of two representatives from each of the 4-year campuses. The 4-yr. and 2-yr. campuses had been split into two different bodies simply because their interests were so different. These representatives were elected representatives of the faculty, Chairman Malhotra being one and Senator Baranowski the other elected member from The University of Akron. The plan for the Council - when they had gotten together a couple of weeks ago was to decide how the committee should be constituted; that was where the name Ohio Faculty Council actually had arisen. An executive committee had been formed that would help to define an agenda during the course of the year, and this membership would be elected at the upcoming meeting of May 29.

At Chairman Malhotra's suggestion Senator Baranowski had entered her name as a candidate. Even though members were supposed to represent the interests of 4-yr. institutions in general, it was always helpful to have our interests represented as well. So she would be running. She could not promise a victory, but we would have to wait to see what happened.

OFC had also agreed to meet at least five times during the academic year with summer sessions if it was necessary and if pressing business had arisen. There was a retreat planned this

summer in order to get to know each other and to formulate an agenda for the coming year. Overall, the Chancellor envisioned this body as serving a very important function, and Senator Baranowski thought it was a vast improvement over FACCOBOR. They would not be expected to act as a lobby for higher education in the state and for faculty. One thing they were considering was meeting with representatives of the state legislature. In other words, they would no longer be a kind of sounding board who listened to the Board of Regents talk; rather, they would have what hopefully would be a valuable function. She thought all the members of the committee were interested in working together toward that goal.

On a somewhat lighter note - black humor might be a better way of putting it - they had voted to endorse Issues 1 and 2, which had increased the total vote on Issues 1 and 2 to about 20 throughout the state.

If any member of this body had thoughts about major issues that OFC ought to consider, they should see Senator Baranowski after the Senate meeting or e-mail her at: Shelley Baranowski <savant@ibm.net>. OFC would meet again in May and some time during the summer.

VI. NEW BUSINESS - Chairman Malhotra reminded the body that we needed to consider a **proposal for the Center for Life-Long Learning**. It was his pleasure to invite Prof. Harvey Sterns to present the proposal to the body.

Prof. Sterns thanked the body for the opportunity to appear before the Faculty Senate and presented a history of the proposal. A special committee had been appointed by the Provost in 1996 which consisted of 27 representatives: 9 administrators, 10 faculty, 7 retired faculty and 1 retired administrator. The charge of the committee had been to look at issues of creating opportunities for age 40+ individuals in terms of learning in broadly defined and other activities. The first focus of the committee had been to look at possibilities of enhancing opportunities for older students.

Members of the body should have received a one-page summary which had been sent regarding this matter. (**Appendix L**) There were two parts - one was the Emeriti College, which was really the association of retired full-time and part-time faculty, administrators, staff, spouses and family members. This group would then have its own council that would determine its policies. One of the major activities of the Emeriti College would be the provision of instructors and leadership for the Center for Life-Long Learning. The Center for the Life-Long Learning would be a mechanism to provide courses for older adults, retired faculty, and members of the community. This program would bring to The University of Akron a long-term, unmet area providing educational and cultural opportunities to a large number of older adults who were in our community and would also be serving our own retirees. There were close to 100,000 older adults in Summit County alone. We had many talented and able older residents in our

community, and we had many talented and able faculty who were interested in pursuing various types of intellectual activities.

What Prof. Stern found interesting was that almost 25 years ago he had been involved in creating a similar effort on this campus with the first chartered center in the American Assoc. of Retired Persons Center for Life-Long Learning, and for a number of years had carried out that activity. Due to some national policy changes that center had not continued, but the matter had been revisited because such a program would greatly benefit both the university's retirees and the community at large. That was the reason why it had been proposed.

The one-page writeup showed the process had been recognized by the Dean of the College of Arts & Sciences, then had been forwarded to the Provost's office where it had been endorsed, and then had been sent to the President's office. It was actually from the President's office that it had come before the body. Prof. Stern then thanked the Senate for its consideration.

The Chairman stated that the Executive Committee had received this proposal, had considered it and had recommended to the body that this proposal be approved. Since it had come from the committee it did not need a second. There was no discussion. **The proposal for the establishment of the Emeriti College and the Center for Life-Long Learning** was carried unanimously.

Senator Lasher expressed a concern over a change that was occurring now in graduate assistantship contracts. Two of the changes he had understood were: first, that graduate assistants upon getting a contract must declare how many hours they were going to take in the fall, the spring and the summer. If they had declared 9 hrs. in the fall but they ended up taking 12 hrs., they would have to pay for 3 of those hours and that would be over \$500 being billed to people who probably could least afford it. Perhaps worse than that, if they had declared taking 12 hrs. one of these semesters and they had taken only 9, the contract would be null and void. He wanted to know whether anyone had heard about this besides him. This was a nightmare.

Senator Gunn, as a graduate director, agreed that it was a nightmare.

Senator Lasher asked us as the Senate, if something could be done because this was nuts as far as he was concerned, and that could be put in the minutes.

The Chairman stated that under new business, actionable items were needed. We could consider a motion now if someone had one to propose or we could consider it at our next meeting.

Senator Braun wanted to know from where the action had originated.

Senator Lasher replied that it was from the Provost's office.

The Chairman said that as the chair of a department also, he had looked at this. It had come from the Graduate School, and the instructions at least to the chair's and the collegiate level had come from the Graduate School.

Senator Markovich stated that the Provost had dictated these changes to the Graduate Dean, who with the Provost had sent the message out to everyone.

Senator Lasher said it had originated in the Provost's office. He was concerned because this would be his last meeting as he would be retiring from the Senate.

The Chairman assured him that the Senate would carry on for him, but under new business we could only deal with action items. So if something would come up in the motion, we could consider this issue.

Senator Braun wanted to know whether anyone knew the thinking behind this requirement, what the Provost had been thinking.

The Chairman asked whether anyone present was aware of what the thinking was behind it. He really thought the persons who could answer these questions would be the Provost and the Dean of the Graduate School, but unfortunately neither person was present.

Senator Erickson noted that this was the last meeting for the summer. Unless we needed to meet on this particular issue, she would move that this issue be forwarded to the Executive Committee for the changes in the requirements for graduate student contracts, that problems with this issue be reviewed by the Executive Committee for analysis.

The Chairman asked whether he could rephrase the motion - the Executive Committee should analyze the graduate contract changes. There was a second and the matter was opened for discussion.

As a member of the Executive Committee, Senator Aby asked what would then be done with this analysis. Should the Executive Committee then contact the Provost and based on their judgment express support, reservations, or what?

Senator Erickson said usually it would come back to the Senate at the next meeting, but as this was the summer she was open to anyone else's comments as to whether we should ask the Executive Committee to bring it back to the first meeting in the fall. But that was a long time from now, and clearly there were a number of people who thought this was an immediate problem. She did not have a really good answer to that one.

The Chairman noted that the question had been asked earlier what the rationale might have been from the Provost, and it was his understanding that it was two-fold. One, that the Provost would like to see the faculty more involved with student advisement by specifying a

certain number of hours. That meant that the faculty would have to contact students, make some arrangements to advise them concerning the track they would be taking. The other was the perceived notion that the dollars that were being spent for tuition remission were spendable, real dollars and that those dollars had been wasted. When we had a graduate assistantship that carried with it tuition remission of 9 to 15 credit hours, we had reserved up to 15 credit hours for that particular student. We had some programs where the students only had used 9, 9 and 3, or none in the summer. So what the Provost would like, since we had been asked to reduce tuition remission dollars, was that we narrow the students down to a certain number of hours. We would tell them through advisement that they would be taking 12, 12, 3 and 3 in the summer.

The Provost then later was informed that there were some units that would have a problem with this because of canceled classes, unforeseen incidents for the students, and so he had agreed to a limited range. With the approval of the Graduate Dean, a department could say we have had x number of courses canceled over the last couple of years and we have no reason to believe this upcoming year would be any different. We needed to give our students some limited flexibility, and so the Graduate Dean could approve between one and three credit hrs. so there would be a range and we could tell the students they would take 9 to 12.

What was going to happen though, as had in the past, was that any graduate assistant who held spring assistantship, the summer course work was a given. They did not have to hold the assistantship, but it went along with the spring portion of the contract. Now that would have to be specified - the student would have to indicate yes, I would be here in the summer and I would be using those credit hours or no, I did not plan on it. Again, there would be a range from 0-6.

Senator Markovich thought there was a 3-credit max.

Senator Braun thought that perhaps from a financial point of view it would make a lot of sense. However, from the human point of view and student management point of view it was going to create a lot of adversity from the students; it was going to create problems in the specific units, and he thought this was a decision on which this body should have some input. It was a major decision; it was not a legal decision. If a student said he was going to take 9 credits and he signed for 9 credits and then he changed his mind and said he could do better next semester, especially at graduate level, then he would find himself facing the possibility that he would have to pay for that. We were going to have a flight of students from this University. We would get the opposite effect than the one we wanted to get. We had problems as it was with retaining good students.

Senator Gunn added that there was a further problem because they had implemented it and you had to specify on the contract how many hours you would take fall semester, spring semester, summer I and summer II. Summer I and II offerings for next year had not even been planned yet. There was no way to plan the full summer; because both summer I and summer II were needed, and none of the offerings had been published or decided on, yet these contracts had to be signed right now. Karen Caldwell had said that the contract could flex between 0 and 6

summer I and summer II, but in fact that was not in writing at this point and the Asst. Dean in the College of Fine & Applied Arts would not allow that if it was not in writing. So there were major things, not to mention the fact that students could not change their minds, or if they dropped a 3-credit course, they could not pick up a 4-credit course with additional money. It was very trying as a graduate director to get all those contracts exactly right. Faculty would be gone for the next few months and course offerings were unknown.

Senator Braun said the point was that the students would change their minds so contracts could not be done correctly.

The Chairman asked if there was anybody who would like to speak against the motion that the Executive Committee analyze the changes in the graduate contract.

Senator Braun suggested that it should be best to inquire about this and then report to this body.

Senator Erickson decided that "analyze" was not a good word; "examine" would be better.

As the seconder, Senator Lasher agreed that "examine" was a wonderful word.

The Chairman stated that now the Executive Committee would be examining instead of analyzing.

Senator Marquette asked if could add some additions to the motion that if the examination would produce significant concerns about graduate enrollment that the Executive Committee would communicate those concerns to the Provost for action rather than waiting for the fall?

Senator Erickson said she would be very happy to accept that addition, and Senator Lasher agreed to the change.

The Chairman stated that the amended motion now read: **The Executive Committee will examine the changes in the graduate contracts, and if there are any significant implications for enrollments, those implications shall be communicated by the Executive Committee to the Provost immediately.**

The motion was carried.

VII. GOOD OF THE ORDER - Senator Rasor-Greenhalgh wanted to bring up another problem issue and alert the Senate to an issue that a number of faculty were very concerned about, and that was the canceled search for the Dean for the College of Fine & Applied Arts. Last Friday the search committee had been notified that the search was cancelled by the Provost, an interim dean had been appointed, and there had not been any explanation of why this had occurred. The

search committee felt they had actually searched and had found some viable candidates for the position and had made their recommendation and then the search was cancelled. Also, obviously the search committee was very upset because they had spent a great deal of time and energy on this, and it appeared that faculty input was not valued. And also a number of faculty had expressed concern about what message we were sending as a university to the academic community at large when we continued to offer positions, opened searches, brought people onto this campus and then canceled the searches. It was a very serious issue and the Senate should be made aware of it.

The Chairman had one other item that he wanted to address under good of the order. About 2-1/2 weeks ago there had been a lot of curiosity about the presidential search process. About 2 or 3 weeks ago he had come to know that there was a Board of Trustees meeting and they were going to interview the lead consultant of the new firm which they had hired to assist them in the presidential search. He was also told that there was a public meeting, so he had taken it upon himself to go and find out about the interaction between the Board and the lead consultant. He had also reached Senator Marquette, who was one of the 5 elected by this body to act as our faculty representative to the advisory committee. Without stealing Senator Marquette's thunder, he would ask him to present the report; however, he was pleasantly surprised by the tenor of the discussion.

He had been even more surprised about this whole issue when the Chair of the Board had asked the lead consultant how fast they could complete the search and they had said 90 days which would take them to July. The Chair of the Board turned to him and asked him what he thought about it, and he replied that it probably would be a disaster with so many people away from campus during the summer. The Board members had been very sympathetic, and they had decided that anything other than any preliminary searching or the substantive interviewing on campus would be done by the fall semester.

Senator Marquette added that he was pleasantly surprised as well. He and the Chair had been given the opportunity to address the Board and they had seemed to be paying attention. It was quite clear that when they had raised the concern about the speed of the search and that doing anything in the summer was a bad idea, the Board had absolutely no problem with the delay even though the consultant would have been able to move quicker and been able to collect a check faster. This would be done in the fall - all the constituencies had been identified, and there was still apparently open discussion as to the extent of faculty in terms of opportunities to see these candidates. This consultant, just like the last consultant, had expressed the same concern that they could not get good candidates in if they had to announce it too early, because people simply would not want it known that they were searching until they were finalists. So the people we would be looking at in the fall would be the last 3 or 4 candidates. The Board, he thought, had said there would be between 3 and 6 to look at.

The Chairman said he thought the consultants had said they usually start with 50 and then narrowed it down initially to 25. Then the search committee of the Board would meet with the

smaller group and narrow it down to 12, then 3 to 6. Then they would interview 3 to 6 and then maybe 3 or 4 would be called on campus. What was significant from our perspective was that it gave the 5 elected representatives of this body some leeway when the discussions did occur, that an effort would be made to convince the Board to open up the search process even further and to go beyond just this representative group, especially in the final stages of the preliminary screening and at the time of the campus visits. One thing which had become very clear in the meeting was that a specter of a failed residency would be as distasteful to the Board as it would be to us. The faculty/Senate should see this as an opening and perhaps it would help us open up the process.

Senator Braun stated that a clause seemed to have been removed from the "Faculty Manual" that was on the Web and that we did not have a recent copy of. That clause dealt with the hiring of higher management. It seemed that now deans may not be hired with tenure.

The Chairman stated he was not aware of this but could take the concern to General Counsel which overlooks the University Regulations to see whether they could give us an answer.

VIII. ADJOURNMENT - Following a motion to adjourn and a second to the motion, the meeting was adjourned at 4:30 p.m.

Transcript prepared by Marilyn Quinn

APPENDIX B**Report of Executive Committee****FACULTY SENATE BUDGET STATEMENT**

Period ending 4/30/98

<u>Approved Budget</u>	<u>YTD Budget Guideline</u>	<u>YTD Actual Activities</u>
\$32,941.25	\$28,614.39	\$28,698.47

<u>Carryover Surplus:</u>	\$87,605.75
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<u>1997-98 Approved Budget:</u>	500.00
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Respectfully submitted by
Barbara Heinzerling, Vice-Chair

FACULTY SENATE ATTENDANCE RECORD**1997-98**

NAME	EXCUSED ABSENCES	NON-EXCUSED ABSENCES
Aby	1	
Batur	5	2
Borowiec	1	5
Braun		6
C. Buchanan	3	2
J. Buchanan	2	3
Butler	2	
Cheung	1	
Clark	1	2
Deckler	3	
DePaul	1	6
Drummond	1	1
Dubick	1	3
Filer-Tubaugh	1	

SENATE ATTENDANCE (cont.)	EXCUSED	NON-EXCUSED
Frederick	1	
Gibson	3	
Gill		2
Griffin	1	2
Hammonds	1	3
Hebert		2
Heinzerling	1	
Hoover	2	1
Isayev	2	1
Jalbert	1	
Johnston		2
Kilgallin	1	
Kimmell	1	3
Konkel	2	
Lasher	1	1
Lynn		3
Marquette	1	
McGucken	6	
Mothes	1	1
Murray	1	
Oller	4	
Ozanich	2	1
Patankar	2	
Pelz	4	1
Pitchford	2	4
Rasor-Greenhalgh	3	
Redle		4
Reed	1	3
Reep	3	3
Rich	1	
Ross-Alaolmolki	3	1
Smith	2	1
Smolen	1	1
Stevenson	1	3
Stewart		1
Stinner		3
Turek	2	2
Woodley	4	1

APPENDIX C

Report of Academic Policies & Calendar Committee

RE: FACULTY RIGHTS AND RESPONSIBILITIES COMMITTEE

Currently University administrators of decanal rank are prohibited from serving on the committee, but administrators of higher rank are not. To avoid potential conflicts of interest the committee considered extending the prohibition to include other administrative personnel.

The Faculty Manual, Section 3359-10-02(e)(1)(d), currently states:

Deans, associate deans, assistant deans, and persons of similar decanal rank are ineligible to serve on the committee. Members shall serve overlapping three-year terms so that during two years, three are elected, while four are elected during the third year. The committee shall elect its own chair who, if not already a member of the Faculty Senate, shall become an ex-officio, non-voting member.

The Academic Policies and Calendar Committee recommends that the Faculty Senate approve the following motion:

The Faculty Manual Section 3359-10-02(E)(1)(d) should be amended to read:

Any person in an administrative position, including interim positions, at or above the decanal rank (deans, associate deans, and persons of similar rank) are ineligible to serve on the committee. Members shall serve overlapping three-year terms so that during two years, three are elected, while four are elected during the third year. the committee shall elect its own chair who, if not already a member of the Faculty Senate, shall become an ex-officio, non-voting member.

APPENDIX D

To: Council of Deans
University Webmaster, Eric Kreider
Director of Distance Learning, Larry Bradley

From: Steve Myers

Subject: Policy and Process for Distance Learning, Web-based and Web-enhanced
Courses

The University of Akron has no mechanism by which web-based courses or distance-learning courses are approved. These courses require a different support mechanism than traditional on-campus courses and involve elements not typically associated with traditional instruction. Moreover, some agency of the central administration must be assured that the NCA distance learning guidelines are met in every case.

After extensive discussion with the Provost, the following will be considered as a temporary policy until the appropriate bodies on campus have had an opportunity to review and pass on this policy.

Courses that already exist with university approval for teaching on campus in a traditional style, must be approved according to this policy before being offered on the world wide web, or in any other distance learning setting.

As of this memo, no courses are approved for delivery over the web and anyone that wishes courses to be offered must have their course proposals pass through the scrutiny as outlined below. Course proposals will be accepted through the on-line curriculum proposal system as of the first day of Summer I for University wide review. This is approximately a four-week process, but may extend slightly with the required review of the Distance Learning Steering Committee. Final approval will reside with the Senior Vice President and Provost.

I have today checked with Matt Filipic and as of now there are no Board of Regent's statements on web-based courses. Subvention will follow just as if offered on campus. This extends to the Distance Learning courses as well.

cc: Noel Leathers
Graham Kelly
Mark Auburn
Dennis Kimmell
Devinder Malhotra
Distance Learning Steering Committee

**A Policy for the Offering of Web-enhanced, Web-based and Distance Learning Courses
May 7, 1998**

I. Web-enhanced courses:

A web-enhanced course is a course, otherwise offered in a traditional manner, which uses the communicative power of the web or Internet to improve the course delivery, but does not supplant the traditional mode of delivery. This may range from a course that simply has the syllabus available on line to one where assignments are routinely offered online and student participation using the web or Internet is required. As a rule of thumb, less than half of the course content is delivered on-line.

Recommended procedure:

All departments and schools having instructors using the web in support of their course offerings are to notify the University Webmaster for informational purposes only. The department chair or school director must report the department, course and section numbers and associated web address to the Webmaster. This reporting requirement will allow us to know how much the web is used and to what advantage. It will help New Media personnel identify best practices for others to follow in using the web, and will identify, in part, web savvy faculty who might be called upon to assist others in a peer to peer manner. An inventory of such courses and instructors will be maintained in the New Media center.

All courses that use the web should have at least one "front" page or public page so that other students and faculty may see something about the course and know that the course is web enhanced. All remaining pages may be password or class-list restricted at the discretion of the faculty member. When ever possible, class resources should be offered on the central web server and not on departmental or personal page servers.

Web-based courses

A web-based course is one in which the primary mode of instruction is on the web or Internet. This course will as a rule of thumb have over half of the content delivered via electronic means and time and location of the student are typically unimportant. Typically, these courses will be exclusively on the web, or exclusively on the web except for a testing function. The term asynchronous distance learning is typically used to describe these courses.

Recommended procedure:

All courses intended for web delivery must have University approval. The process by which this approval is to be achieved will require the course to be approved by the curriculum review process. A new component will be added to the curriculum review process which will be the inclusion of a review by the Distance Learning Steering Committee. That steering committee currently is made up of 5 deans, three members of the provost office, 2 faculty and 2 heads of technical areas which will be expanded to involve more faculty and the University Webmaster. In each case the review by the steering committee will address both academic and technical issues and will report these issues with recommendations to the Provost for his or her approval.

Distance Learning Courses

These courses may involve elements of the above, but are taught from one location to another in a synchronous manner, primarily using some form of video conferencing process. Three examples exist on campus at this time. The Social Work program runs out of a distance learning room in the Polsky building, the College of Engineering has a room which was built for the OAI network and Bierce Library has the Medina Link room.

Recommended procedure:

All departments that seek to teach at a distance must plan for the course delivery through the Director of the Office of Distance Learning. The normal procedure will be to refer the course proposal to the Distance Learning Steering Committee to assure proper support and arrangements as well as making a recommendation to the Provost who will have the final approval for the course offerings.

APPENDIX E

Report of Graduate Council Spring 1998

Graduate Faculty Meeting April 9, 1998

Dr. Charles Dye, Dean of the Graduate School, has convened three meetings of the Graduate Council of The University of Akron during the Spring 1998 semester. The minutes of the March 23 meeting will be submitted for approval at the forthcoming April meeting.

The Graduate Council welcomed new members, J.Alex de Abreu-Garcia, Electrical Engineering; M. Kay Alderman, Education; Ted Conway, Mechanical Engineering, and Mike d'Amico, Business Administration, to Council this semester.

Council has considered a number of issues over the course of the semester. Among them , ongoing discussions of the Graduate Academic Reassessment policy, reassigned time for research and cross registration among Northeast Ohio Public Universities. Council has sought information from Chief Research Officer Mark Auburn on the issues of intellectual property and corporate funding of research, and from Director Jim Lynn, speech-language pathology, on a statewide consortium driven by distance learning.

Council clarified the policy on Graduate Assistantship/tuition Scholarships when a student falls out of "good standing." That student is put on probation and then has two semesters to reach a 3.0 GPA. Summer sessions are not included in this time frame. Although action will be left up to the department as to whether to continue an assistantship for a student whose grades fall, Council advises that assistants be told when they receive their positions that there is an expectation that they will remain in good academic standing.

The Student Policy Committee of Graduate Council is asking that graduate directors supply the admission guidelines for their units so these can be published in the *Graduate Bulletin*. This committee has also been charged with revisiting the student grievance procedure.

The Curriculum Committee of Graduate Council approved approximately 107 curriculum revisions from graduate units across the campus, which were acted on by Council.

The Graduate Faculty Membership Committee has reviewed approximately 69 applications for graduate faculty membership, which will be presented to Council at the April meeting for action.

No *ad hoc* temporary committees were constituted this semester.

At its March meeting, Council approved the Tentative List of Degree Candidates for Spring 1998 and the Tentative List of Degree Candidates for Summer 1998.

A nominating committee of the members retiring their positions on Council has been constituted, and this committee has not submitted its slate of nominees for these positions. Retiring members are Thomas Calderon, Business Administration, Therese Lueck, Fine & Applied Arts, Amy Milstead, Arts & Sciences, Phillip Schmidt, Arts & Sciences, and Susan Olson, Education. Ballots for the election of new Council members representing the colleges of Arts & Sciences, Business Administration, Education, and Fine & Applied Arts will be mailed out by Friday, April 17.

Respectfully submitted by
Therese L. Lueck, Vice-Chair
Graduate Council



APPENDIX F-1

Office of the Senior Vice President and Provost

Akron, OH 44325-4703

(330) 972-7593 Office

(330) 972-8699 Fax

Date: May 7, 1998

To: Faculty Senate

From: Dr. S. Graham Kelly, Associate Provost

Subject: Curriculum Proposals

The following proposals have matured without objection and have been approved by the provost. Unless Faculty Senate acts otherwise at its meeting of May 7, 1998 these proposals will be approved.

CT-98-22

ED-98-25

ED-98-26

ED-98-28

ED-98-30

ED-98-41

ED-98-43

ED-98-44

ED-98-48

PR-98-01

ald\curr98\fs857

APPENDIX F-2**Summary Page for Proposal # PR-98-01**

Submitting Dean: Dr. Noel Leathers
Submitting College: Senior VP & Provost
Objection Deadline: Apr 08, 1998
Proposal Status: Approved for University Wide Review
Departments Generating the Proposal: Honors
Effective Date: Fall 1998

Brief Summary of Proposal:

It is proposed that the university offer a new degree, the Bachelor of Arts in Interdisciplinary Studies. Students pursuing the degree will choose an emphasis area from one of the departments of Arts and Sciences, Fine and Applied Arts, or the Community and Technical College. Students also choose two cognates from any of the university's undergraduate degree granting colleges. Requirements include 14 credits of foreign culture, at least 21 hours in the area of emphasis and each of the two cognates, at least 12 credits of 300 or 400 level work in two of the three chosen areas, and a minimum of 47 credits of 300 and 400 level coursework.

Type of Proposal: New Program
Graduate School Endorsement Status: Not required
Endorsement Updated: Mar 11, 1998 by GS Dolli Markovich
Institutional Research Status: Approved
Status Updated: Mar 26, 1998 by Dolores Bezilla
Proposal Last Updated: Mar 11, 1998 by Graham Kelly

New Program Detail Page for Proposal #PR-98-01

Program Name: B.A. in Interdisciplinary Studies

Type of program: Baccalaureate Degree Program

The program will be offered at: Akron Campus

Existing courses required for completion of program

Current course offerings will be used to meet the degree requirements.

Courses new to university offering required for completion of program None

Existing courses which can be used as electives in program Refer to item no:8

Courses new to university offering which can be used as electives in program Refer to item no:8

Additional Program Requirements

1.A minimum of 128 semester credits, with a minimum grade point average of 2.0 at The University of Akron and a 2.0 average in all college-level work.

2.Completion of 42 credits in the General Education program, as required of all baccalaureate students.

3.A minimum of 47 credits in 300- and / or 400-level courses.

CORE REQUIREMENTS :

A minimum of 63 credits,divided among three areas of study selected by the student with the advice and approval of the appropriate academic advisors. The emphasis may be selected from participating degree-granting colleges: Buchtel College of Arts & Science, College of Fine and Applied Arts, Community & Technical College. The cognates may be selected from any of the university's undergraduate degree granting colleges with approval from collegiate dean's office.

EMPHASIS:

The student must select an area of emphasis in four-year program which will be the college "home". He/She must take 21-28 credits in an emphasis program.

COGNATES

5.The student must take at least 21 hours in two other areas in an individually structured, interdisciplinary program of study outside the student's emphasis field. The student proposes courses that focus on a common theme, which is a reasonable program of study to meet his/her unique educational goals.

the 63 credits will include 12 credits of 300 and /or 400 level courses in each of two of the student's emphasis or cognate areas.

6.A minimum of 14 credits of course work in a foreign culture.

7. The student must submit a proposal for his/her Interdisciplinary studies program to the adviser in the participating degree-granting college before he/she is within 32 semester credits of degree completion.

Admissions Requirements

1. Direct Admission : 2.5 high school grade point average

18 ACT or 740 SAT

Upper 50% of high school graduating class

College preparatory curriculum

2. Intercollege Transfer: 2.0 overall grade point average

3. Transfer Students: 2.0 overall grade point average

Other Information N/A

Resource Statement

The program can be implemented with existing resources; no additional resources are required. Should the program tax existing resources, an Interdisciplinary Studies Council with representatives of the college offering baccalaureate degrees could be constituted to address policies or procedures pertaining to the degree.

Rationale

This degree would meet the needs of students who have an interdisciplinary academic goal. This goal could have developed as a result of work experience or life experience. The degree would meet the needs of other students who have clear ideas of what they wish to study, but who may not find the degree currently at the University of Akron. Such self-directed students can develop a program in consultation with a faculty committee to ensure that the academic program meets both the student's objectives and the high educational standards of the University. The degree would allow students who wish to focus exclusively on a broad liberal arts education to do so; students could design a program which would cross three disciplines in the Buchtel College of Arts and Science or the College of Fine and Applied Arts, for example. Other students may elect areas of emphasis in three different colleges at the University. The degree would also expand opportunities for non-traditional students to complete their degrees at The University of Akron. Admission officers and advisers report that these students, frequently transfer students, are discouraged from completing their degrees by

the magnitude of courses and the layers of requirements which are found in many discipline-based programs. This flexibility should help advisers meet the needs of many such students.

Talented students who wish to develop a program of study which crosses traditional college boundaries would benefit from such a degree. Universities across the country offer interdisciplinary degrees; graduates from these programs who earn excellent grades are successful in securing graduate school or professional school fellowships. In fact, such students are often considered to be more desirable because they are independent thinkers who challenge the constraints of traditional degree programs.

Bulletin Description

BACHELOR OF ARTS IN INTERDISCIPLINARY STUDIES

Requirements for Degree:

1.A minimum of 128 semester credits, with a minimum grade point average of 2.0 at The University of Akron and a 2.0 average in all college-level work.

2.Completion of 42 credits in the General Education program, as required of all baccalureate students.

3.A minimum of 47 credits in 300- and / or 400-level courses.

4.CORE REQUIREMENTS :

A minimum of 63 credits,divided among three areas of study selected by the student with the advice and approval of the appropriate academic advisers. The emphasis may be selected from participating degree-granting colleges.

EMPHASIS:

The student must select an area of emphasis in four-year program which will be the college "home". He/She must take 21-28 credits in an emphasis program.

COGNATES

5.The student must take at least 21 hours in two other areas in an individually structured, interdisciplinary program of study outside the student's emphasis field. The proposes courses that focus on a common theme, which is a reasonable program of syudy to meet his/her unique educational goals.

the 63 credits will include 12 credits of 300 and /or 400 level courses in each of two of the student's emphasis or cognate areas.

6.A minimum of 14 credits of course work in a foreign culture.

Courses applicable to this area include:

Option A:

Completion of a second year of aforeign language on the University level or by demonstrating equivalent competency. The competency test is to be approved by the Department of Modern languages.

Option B:

Courses currently in the Undergraduate Bulletin which may be used to fulfill

the 14-credit minimum:

	Credits	
3250:461 Principles of International Economics	3	
3300:382 Contemporary Canadian Literature	3	
3350:353 Latin America	3	
3350:356 Europe	3	
3350:358 Russia and Associated States	3	
3350:360 Asia	3	
3350:363 Africa South of Sahara	3	
3400:301 Revolutionary China	3	
3400:303 Japan	3	
3400:325 Women in Modern Europe	3	
3400:336 Russia since 1801	3	
3400:337 France from Napoleon to DeGaulle	3	
3400:416 Modern India	3	
3400:473 Latin America: The Twentieth Century	3	
3400:475 Mexico	3	
3400:476 Central America and the Caribbean	3	
3400:481 History of Canada	3	
3700:320 Britain and the Commonwealth	3	
3700:321 Western Europe Politics	3	
3700:322 Politics of Post-Communist States	3	
3700:323 Politics of China and Japan	3	
3700:327 African Politics	3	
3700:330 Canadian Politics	3	
3700:405 Politics in the Middle East	3	
3700:425 Latin American Politics	3	
3870:358 Indians of North America	3	
6800:305 International Business	3	
7100:301 Medieval Art	3	
7100:302 Art in Europe during the 17th and 18th Centuries	3	
7100:303 Renaissance art in Italy	3	
7100:304 Art in Europe during the 19th Century	3	
7100:306 Renaissance art in Northern Europe	3	
7600:325 Intercultural Communication	3	

APPENDIX G

Report of University Libraries Committee

The Libraries Committee met on September 22, 1997. Dr. Jay Patankar was elected as the chairperson for the 97-98 academic year. Outgoing Chairperson, Dr. William Taggart, said the committee is charged to provide guidance to Dean Delmus Williams and serve as the Library's advocate to the Senate. Dean Williams reported that the overall budget for the Library increased by 10%. Dean Williams also reported that discussions were ongoing for cooperation between the Akron Art Museum and The University of Akron. Dean Williams reported that three classes were offered in the new multi-media center.

The Libraries Committee met on October 27, 1997. The Committee met in the distance learning classroom, and Dean Williams gave a demonstration on how the system works. This was a very interesting experience for committee members.

The Committee met on January 27, 1998. Dean Williams informed the Committee about the pending agreement between the Akron Art Museum and The University of Akron. A grant from Ameritech will be used to digitize the art collection at the Akron Art Museum. Dean Williams informed the Committee about the expansion plans for the Science Library. Dean Williams also reported about new photocopy machines. A print management program will allow the work stations to be networked to new laser printers. These machines will accept debit cards.

The next Libraries Committee meeting will be held on April 21, 1998, in Folk Hall.

Respectfully submitted by
Dr. Jay Patankar, Chair
University Libraries Committee

APPENDIX H

**THE UNIVERSITY OF AKRON
INTERNAL GRANTS AWARDED BY
RESEARCH (FACULTY PROJECTS) COMMITTEE
SPRING, 1998**

ACCT. #	FRG#	NAME	TITLE OF PROJECT	AMOUNT
2-07379	1416	Dr. Shelley Baranowski History	Strength through Joy, Recreation, Tourism And Lebensraum in the Third Reich.	\$ 3,500.00
2-07380	1417	Dr. Celal Batur Mechanical Engineering	Measurement of Crystallinity by Neural Networks.	3,500.00
2-07381	1418	Dr. George C. Giakos Biomedical Engineering	Feasibility Study of a Digital Radiographic Detector.	3,500.00
2-07382	1419	Dr. Karen Kopera-Frye Psychology	The Role of Adaptive Functioning in Treat- ment Progress Among Older Adults with Substance Abuse and Schizophrenia.	3,498.00
2-07383	1420	Dr. Stephanie T. Lopina Chemical Engineering	Synthesis, Characterization and Properties Of PLA/PEO/PGA Tri Block Copolymers: A Potential Drug Carrier.	3,498.32
2-07384	1421	Dr. Christopher M. Miller Civil Engineering	Development of an Enhanced Ozone- Hydrogen Peroxide Advanced Oxidation Process.	3,500.00
2-07385	1422	Dr. Daniel Nelson History	Twilight of Liberalism: Alaska in the Politics of the 1970's.	3,500.00
2-07386	1423	Dr. Lisa E. Park Geology	Species Variations within the Genus Gomphocythere: A Proxy for Ostracods in Lake Tanganyika, East Africa.	3,164.00
2-07387	1424	Dr. Donald E. Stull Sociology	Heart Failure and Quality of Family Life.	3,493.40

TOTAL 9 SPRING FACULTY RESEARCH GRANT \$ 31,153.72

APPENDIX I

REPORT OF THE STUDENT AFFAIRS COMMITTEE

Meeting of April 29, 1998

PRESENT: T. Alexander, K. Butler, R. Gibson, M. Konkel, D. Laconi, D. McNutt,
P. Linberger, R McDonald, T. Vukovich
EXCUSED: J. Buchanan
ABSENT: B. Bucey, L. Pachnowski, M. Pitchford
GUESTS: Brian Mormino, Chair, ASG Senate

The meeting was convened at 5 PM in Buchtel Hall, Room 51, on April 29, 1998. Approval of the agenda was moved by D. Laconi and seconded by T. Alexander. The body then voted its approval.

Brian Mormino, the chair of ASG gave a brief presentation regarding increasing attendance at ASG house of representative meetings. This would be implemented by imposing a mandatory attendance at a majority of ASG house meetings for student organizations. The goal of ASG is to have 200 students in each house of representatives meeting conversing. The committee felt there were issues that needed to be further discussed by the students and advisors of ASG. These issues included:

- Evaluation of various forms of enforcing attendance at meetings
- Strategies for documentation of attendance
- Determination of majority
- Recommendations of advisors

Brian was invited to approach this committee in the fall after further evaluation of the issue.

Dr. Tom Vukovich, Associate Provost of Student Affairs presented his yearly report.

Topics included:

- Updating of residence halls
- Policy for freshman residency requirement
- Increasing retention of current students
- Evaluation of food plan for south quad housing
- Updating of Gardner Student Center
- Full service banking in Gardner Student Center. First Merit will not provide full service banking after June, 98.
- Copying center review of a proposal by University Printing Services for improved service
- Plans for a Student Recreational Facility. Faculty Senate has two representatives on this committee, Becky Gibson and Jerry Drummond.
- Improvement of health services
- Student Affairs department has several people retiring. Searches are in progress for open positions
- Wearing of honor cords, sashes, stoles, ribbons or medallions at commencements

Student Affairs Committee (4/29/98): Page 2

Doug Mc Nutt, Financial Aid Director reported that Excellence and Presidential scholarship offers have been extended and many letters of acceptance have been received. Federal awards (Pell, etc) were sent out the first of April and will continue to be sent as applications are received by his office. Continuing student awards will be sent after grades are posted for Spring semester. It is the goal of the financial aid office to have all collegiate awards completed as soon as possible.

The FAFSA form is now available on the Internet. Electronic applications provide more accurate completion of information. The financial aid office has seen an increase in the number of students applying for financial aid.

Ron McDonald, Student Development, was unable to provide the budget for the Graduate, Law, and Non-traditional student groups at this time. The report will be forwarded to the committee and the Faculty Senate office upon its completion.

Ron McDonald, Student Development, provided the committee with a current list of student organizations. A copy of the current list will be placed in the Faculty Senate office. A student organization must have 10 students in order to form a new group.

Ron McDonald, Student Development, invited the Student Affairs committee to consider placing a representative on the Extracurricular Sub-Committee (EASC) which receives the work of ASG and the funding requests for the law, undergraduate, and graduate groups.

No additional concerns were addressed and the meeting was adjourned at 6:30 PM.

Respectfully submitted by Senator Rebecca Gibson, Chair, Faculty Senate Student Affairs Committee

APPENDIX J

Report of PBC Evaluation Subcommittee

Composition of the subcommittee:

Mark Auburn, Irv Brandel, Mike Cheung, Subcommittee Chair, Roger Creel, Frank Falk, Kris Gill, Gerri Hill, Dan Newland, William Rich, Pat Roberts, Bill Seaton, Dick Stratton, David Stephen, James Taggart.

14 total: 5 PBC (names listed in bold print), 4 Senators

The subcommittee was originally constituted with the five PBC members listed above and then augmented by the Provost in December with the principal purpose of broadening its representation especially from the nonacademic units.

The subcommittee has been charged with recommending performance measures to be used in evaluating units, both academic and non-academic, for planning and budgeting purposes. the lack of objective, quantifiable performance measures in our budgeting mechanism has been identified by the NCA, as well as PBC, as an area where we must make progress.

Our first action was to request suggestions from the colleges, departments, and nonacademic units for appropriate performance measures. We're reviewing the suggestions received as well as the data IR already compiles, working on draft recommendations to be shared with the campus for feedback, and will recommend to PBC a set of measures to be used initially (based on data that is readily available) as well as a plan for adding additional "desirable" performance measures. OBOR has begun to request additional performance measures from the universities; this may be useful to our efforts by (2) causing us to compile more data than we now do and 92) possibly providing comparative data across the state system.

Our timetable is to have recommendations ready for PBC by the time it convenes in the Fall. We will be meeting over the summer to accomplish this.

Respectfully submitted by
Michael Cheung, Chair

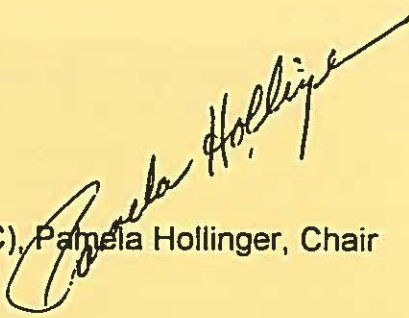
APPENDIX K

DATE: May 7, 1998

TO: Faculty Senate, Devinder Malhotra, Chair

FROM: General Education Advisory Committee (GEAC), Pamela Hollinger, Chair

SUBJECT: Interim report of our activities



- ▶ Accepted for inclusion in the General Education Program, beginning Fall 1998, as approved by Faculty Senate
 - 5100:150 Democracy in Education (3 credits) Social Science
(Set 5— Sociology/Anthropology)
 - 3870:151 Human Evolution (4 credits) Natural Science/Biology
 - 3870:251 Human Diversity (3 credits) Area Studies and Cultural Diversity
- ▶ Between 1994 and 1996, GEAC oversaw the implementation of the program. Beginning in 1996, GEAC became directly involved with the University's overall assessment, especially its preparation for the visit of the NCA in October, 1997. During that time numerous strategies were discussed which would give GEAC verifiable information that the change to the *General Education Program* has benefitted our students, and has been well-received by our faculty and staff. Since the visit of the NCA, the time-frame for internal assessment of the *General Education Program* has been accelerated. Pertaining to the *General Education Program*, GEAC is attempting to document the quality, depth, and value of the change.

Our plan for assessment, as submitted to the NCA, is as follows—

1. Solicitation of materials (**see below)
 2. Coordinating our assessment with the University Assessment team and the Student Assessment Task Force
 3. Interviews with Deans whose colleges house General Education courses
 4. Interviews with Department Chairs whose colleges house General Education courses
 5. Interviews with Course/Program Directors/Coordinators whose colleges offer General Education courses
 6. Interviews with student focus groups
- ▶ **To fulfill the charge of the NCA and to enable GEAC to re-approve all courses included in the *General Education Program* curriculum a memo from the Provost's office, dated 12 December 1998, was sent to all Deans, Department Chairs,

Course/Program Directors, requesting that the following information and materials be forwarded to the Provost's office by January 22, 1998.

1. An accounting of precisely which subject categories (1-8 of the *General Education Program*) received funds and for what purpose (e.g. faculty, staff, graduate assistants, computer equipment, lab materials, etc.). Keep in mind that GEAC is seeking verification that the funds were spent in the manner in which GEAC intended them to be spent.
2. Representative samples of actual syllabi, tests, and writing assignments from each person who teaches a course or section(s) of a course which is housed in your college/department/program and which is part of the *General Education Program*. In this part of the assessment, GEAC is seeking confirmation that all of the courses included in the *General Education Program* were implemented, and that they are being taught in the same fashion as they were passed by GEAC and University Council and/or Faculty Senate.

Inasmuch as GEAC has received no materials for review from English Composition, GEAC can make no recommendation.

Based upon our interviews to date, with the deans of all the colleges which house General Education courses, and numerous other directors, coordinators, and faculty involved in these courses, we have made the following recommendations to Interim Senior Vice President and Provost, Dr. Noel Leathers.

1. Recommend that students complete their English Comp, Natural Science, Math, Oral Communications, and HWT I classes during their first two years at the University
2. Recommend that GEAC be consulted in the budgeting process concerning General Education
3. Commit the dollars necessary to retain visiting instructors who teach General Education courses
4. Recommend that no graduate assistants be used as "instructors of record" in any General Education courses without extensive pedagogical training and supervision
5. Ensure that tenure track faculty hired with General Education funding continue to teach courses in General Education
6. Recommend that approved course proposals in the General Education Program be available to the faculty who teach the General Education courses
7. Recommend that the syllabus of each instructor of a General Education course include (at minimum) the following elements:

- a. How the course contributes to the goals of the General Education Program
 - b. Course Objectives
 - c. Bibliographic citation for all reading materials used in the course
 - d. The percentage each test, project, writing assignment, etc. counts toward the final grade in the course
 - e. Statement of the grading scale used in the course (including plus and minus grades)
 - f. Withdrawal deadline for the course (especially if different from the one published in the General Bulletin)
 - g. Attendance policy, if it affects the student's grade or completion of the course
 8. Suggest that departments follow the example of Fine and Applied Arts and have faculty take a one-credit "how to teach this course" program of instruction, or suggest that new faculty attend the General Education course that they plan to teach
 9. Further enhance the relationship between Wayne College and the Akron Campus to continue consistency and commonality of experience in the General Education courses taught on the two campuses
- The faculty and staff members who support the General Education curriculum are to be commended for their efforts. For the most part, GEAC was pleased with the quality of instruction in the General Education courses which were reviewed. There is a concerted effort among most faculty to incorporate writing across the curriculum so that students have opportunities to continue to improve their writing skills. In addition, most faculty are including critical thinking and higher level reasoning skills in the General Education courses which they teach.
- During our interviews, a number of issues were raised which have caused us to believe that there may need to be further modifications to the General Education Program which may require Faculty Senate approval.

Thank you for your ongoing attention and support.

cc. Provost, Deans, Department Chairs, Course/Program Directors/Coordinators

**Proposal for New Activities of the Institute for Life-Span Development and Gerontology:
Creation of the Emeriti College, an Association of The University of Akron Retirees,
and the Center for Life-Long Learning**

Over the last year, a careful and deliberate planning process has taken place regarding programs for people 40+. On December 1, 1997 the Adult Development Committee unanimously supported the creation of the Emeriti College and the Center for Life-Long Learning.

The Emeriti College will be an association of retired full and part-time faculty, administrators, staff, spouses, and family members. Instructors and participants in the Center for Life-Long Learning would be encouraged to come from the Emeriti College. The Emeriti College would have a leadership council drawn from The University of Akron retirees.

The Center for Life-Long Learning would coordinate non-credit courses for adults and older adults with instructors who would come from the Emeriti College and the community. Courses offered would be to the greater Akron community. Fees will be charged for the courses, and it is expected that fees would cover all expenses. The Center for Life-Long Learning would have an advisory board made up of faculty, retired faculty, community representatives and Institute for Life-Span Development and Gerontology representatives.

The Institute for Life-Span Development and Gerontology has coordinated the planning of these activities with Mr. John A. Laguardia, Vice President for Public Affairs and Development, and Mr. Timothy Dufore, Associate Vice President Research and University Development. The Adult Development Committee proposed that the Director of the Institute for Life-Span Development and Gerontology take the lead administrative role and that an Assistant Director/Coordinator (ideally a retired individual) be recruited to oversee these new programs. The Institute would provide secretarial support to the effort. The Director, Harvey L. Sterns, will work with Dr. William Beisel, Director of UA Service Consortium, to provide the publicity and registration for the Center for Life-Long Learning.

The Institute for Life-Span Development and Gerontology was created February 26, 1976 to serve as an interdisciplinary focal point in aging for the campus and to be responsible for academic programs at the undergraduate and graduate levels. It conducts research on life-span development and gerontology, and provides educational programs for adults and older adults. For close to two decades, the Institute has conducted an annual Elderhostel during the summers.

In the middle of November 1997 a survey, developed by the Committee, was sent to all retired faculty of The University of Akron. About 100 useable responses were received which have been used as part of the planning process.

The proposal for the Emeriti College, an Association of The University of Akron Retirees, and the Center for Life-Long Learning, was presented to Dean Creel, of the College of Arts and Sciences who endorsed it and forwarded it to the Senior Vice President and Provost, Dr. Noel Leathers. This in turn was endorsed by Dr. Leathers and forwarded to President Ruebel. President Ruebel has endorsed this proposal and forwarded it to the Faculty Senate for their consideration.

The final plan for these activities remains open because the Adult Development Committee recommends that participants in the Leadership Council and Advisory Council take an active role in shaping these activities. Dr. William Beisel and Dr. Harvey Sterns have been working on the planning for the Center for Life-Long Learning.