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Faculty Senate Chronicle May 4, 2000

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

Students
missed
classes/
Ath. events
policy

**MINUTES OF THE FACULTY SENATE MEETING
OF MAY 4, 2000**

The regular meeting of the Faculty Senate was called to order by Chair Barbara Heinzerling at 3:02 p.m. on Thursday, May 4, 2000, in Room 201 of the Buckingham Center for Continuing Education.

Forty-two of the sixty-three members of the Faculty Senate were in attendance. Senators Baldwin, Frank, Gelfand, Hanlon, Isayev, and Rich were absent with notice. Senators Binienda, Braun, Clark, Dhinojwala, Kendra, Kim, Lee, Louscher, Malek, Ofobike, Purdy, Redle, Stinner, and Turning were absent without notice.

SENATE ACTIONS

- * **APPROVED THE SUMMER 2000 GRADUATION LIST.**
- * **APPROVED EXAMINATION BY THE APCC OF A POSSIBLE ACADEMIC CALENDAR CHANGE TO ALLOW THREE 15-WEEK SESSIONS DURING THE YEAR.**
- * **APPROVED ADDITIONS TO THE 2000-2001 ACADEMIC CALENDAR.**
- * **APPROVED A NEW ADMISSIONS POLICY FOR HOME-SCHOOLED STUDENTS.**
- * **APPROVED AN ADDITION TO THE FACULTY MANUAL REGARDING DISSEMINATION OF GRADED WORK.**
- * **APPROVED AN AMENDMENT TO THE FACULTY MANUAL REGARDING VOTING AND ABSTENTIONS IN RTP DECISIONS.**
- * **APPROVED A NAME CHANGE OF THE DEPARTMENT OF PHYSICAL AND HEALTH EDUCATION TO THE DEPARTMENT OF SPORTS SCIENCE AND WELLNESS EDUCATION.**
- * **APPROVED THE ADDITION OF A SECTION OF THE FACULTY MANUAL ON JOINT TITLES.**
- * **APPROVED A MOTION FOR THE EXECUTIVE COMMITTEE TO DEAL WITH SOME REMAINING CURRICULUM PROPOSALS FROM 2000-2001.**
- * **APPROVED A RECOMMENDATION FROM BOTH THE ATHLETICS COMMITTEE AND THE APCC REGARDING A SCHEDULING POLICY FOR ATHLETES MISSING CLASSES BECAUSE OF ATHLETIC EVENTS.**
- * **APPROVED A REQUEST FROM THE UNIVERSITY LIBRARIES COMMITTEE TO CONSIDER AN ISSUE RELATING TO THE DISSEMINATION OF INFORMATION REGARDING CHANGING RESOURCES AND TECHNOLOGY.**

I. APPROVAL OF AGENDA - The Chair asked whether there were any amendments to the agenda. Since there were none, she asked for a motion for approval, which was moved by Senator Peggy Richards and seconded by Senator Deborah Marino. The body then voted its approval.

II. CONSIDERATION OF THE MINUTES OF APRIL 6, 2000 - The Chair asked Secretary Gary H. Oller whether he had any corrections. He did not, but Mr. Robert Huff noted that on page 24, fourth paragraph, second sentence, it should begin either with "He" or "The Chancellor." Since there were no further corrections, Senator Richards moved approval of the amended minutes, and this was seconded by Senator Bonnie Filer-Tubaugh. The Senate voted its approval.

III. CHAIR'S REMARKS - The Chair thought that the first order of business ought to be welcoming the new Provost. The last time Dr. Terry Hickey had been here he had been a candidate for the position. Under very different circumstances, she now wanted to welcome him to this campus. He had survived four days and the start of a good journey.

The matter that the Chair wanted to make a comment on was one concerning next September. In September, Dr. Gary Oller, who had served as Secretary to the Senate since 1995, and who had served on the Executive Committee since 1993, would be leaving the Senate. He would be taking a new position as Department Chair for the new Department of Classical Studies, Anthropology, and Archaeology. So we were going to be losing a valuable asset to the Senate because if one looked at those minutes, time after time they were simply approved as circulated or there were only very few minor changes in them. In fact, Dr. Oller had been so efficient and effective, just like ice skaters we'd watch and say they made it look easy, that you might be deceived about how easy the Secretary's job was. She wanted anyone who might have an interest in running for the Secretary's position next September to think about it and be aware of the time commitment and time deadlines that taking the position would require. This was not to discourage anyone, but she wanted to give candidates a chance to make a realistic assessment about the job. The Secretary served on the Executive Committee and had all those kinds of commitments for meetings and other things. The Secretary also served ex officio on the Reference Committee, and then perhaps the single biggest responsibility was the preparation of the minutes for the Chronicle and all correspondence that went out of the Senate. So she encouraged any of the members to think about it; Dr. Oller would be happy to answer any questions, and he would also be here in September. On behalf of the body, she wanted to thank him for a job really well done and to wish him luck in that new position. The Senate gave Secretary Oller a round of applause.

Secretary Oller added as an element of enticement that the Secretary did get three load credit hours for holding the position.

The Chair next stated that Mrs. Marilyn Quillin had asked her to call to the body's attention that as always we would be publishing an attendance summary at the end of the school year. She suggested that if you were thinking about nominating anybody for a position, a review of that attendance summary might be very helpful to you.

Before she turned to Special Announcements, the Chair, just in case things got rushed at the end, said that she hoped everyone had a wonderful end to the school year and survived final exams. She also hoped that whatever they might be doing or wherever they might travel, everybody would have a good summer and at least get caught up on their sleep.

IV. SPECIAL ANNOUNCEMENTS - The Chair stated that, unfortunately, there had been two deaths of former University colleagues in the month of April. The first was Dr. Aloysius E. Misko, who had died early in April at his home in North Carolina. Dr. Misko had served the University from 1962 until his retirement in 1984. Originally, he had served with the College of Education until the founding of the Community and Technical College in 1964, and he was in fact the original Chair of the Department of Business Technology in the C&T College. He had received his Bachelor degree from Central Michigan, and both of his advanced degrees from the University of Michigan. When she had talked to a couple of his colleagues following this news, they said that he had been a really strong advocate of C&T, and they remembered him taking career fairs to malls and doing presentations there.

The second deceased colleague was Dr. Samuel Mueller, who died on April 15 at Valparaiso, Indiana. He had made his home recently in Mesa, Arizona, and had retired from the Department of Sociology here at UA in 1996. Dr. Mueller had received his Bachelor degree at Northwestern University, his Masters at Roosevelt University, and his Ph.D. at Northwestern University. Before coming to The University of Akron, he had taught Sociology of Religion in Chicago, and then he had taught at Indiana before coming to our University and its Sociology Department.

She asked the body to rise for a moment of silence in honor of both of these gentlemen, and the Senate did so.

The Chair then asked the Senate to approve the proposed Summer 2000 commencement graduation list, even though we did not even know whether all these people would go to summer school. Mrs. Quillin had the list here today for anyone who wished to see it. Senator Richards moved that the Senate approve the list of the proposed Summer 2000 commencement candidates assuming completion of their graduation requirements. This was seconded by Senator Dolli Markovich, and the Senate voted its approval.

V. REPORTS

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

"Thank you very much, Madame Chair, and good afternoon ladies and gentlemen. I would first like to join Mrs. Heinzerling in recognizing our new Provost, Dr. Terry Hickey, and I ask that you please join me in welcoming him here.

Secondly, I would like to recognize the great leadership and support we've had from your Chair. Barbara Heinzerling has been deeply appreciated, and she'll be missed. Indeed, we may have to call you back to train your successor in some fashion. I equally want to recognize the leadership and support of your Executive Committee that has met with me on a regular basis each month, and that has been exceptionally helpful in maintaining a steady flow of communication and interchange of ideas and issues, and I want to thank all of you in the Senate of the University. So many of you have taken special pains to focus on individual issues - Senator Lillie, Senator Kennedy, Senator Lee on the conflict of interest issue; Senator Sterns and those in Campus Facilities; those of you who participated in the Planning & Budgeting Committee; Mr. Huff, who informs us of the Board of Regents efforts;

and indeed, all of you. That's deeply appreciated, and we want to continue that form of communication exchange in the years to come.

Let me take a few moments to update you on a few things. I think you are certainly familiar with the actions taken by the Board of Trustees at the last meeting; specifically, that is enabling the 4 percent salary pool to be created, and the guidelines have been sent to the deans and unit heads, and that's in the process of being implemented. Very specifically, we have asked that all of the monies be allocated to salary increases based on merit. So that will be an important key instruction that no unit can hold money out for anything other than merit increases. If you have some questions, I hope you would call both Provost Hickey and Hank Netting, who can help you work through those issues.

Attached to that budget are all of the recommendations of the Planning & Budgeting Committee which were passed, and I appreciate the work of the PBC together with Vice President Netting to enable all of the recommendations to come forward and to be funded. There's an \$800,000 increase in the group insurance budget. There is a reserve we are allocating pending what we hope will be the first success of our enrollment management program, and we thank Dr. Vukovich for getting that process started. We are indeed showing an increase in our applications and acceptances, but again, because the process is early we don't want to bank them literally until they are there, so we've set aside a budget category that's on reserve should these enrollment increases come to be.

In addition, we were able to put in place a \$650,000 increase in scholarship support that is needed to keep pace with improved tuition and fee increases. In order to enable this, the Board approved our recommendation of the 6 percent tuition increase. The students will also see this year the first third of a multi-year increase of facilities fees on retiring the debt for the bond issue we completed last year. Despite the increases, you need to be aware that our tuition is still below the average for Ohio universities, and our fee structure is still substantially below the average; in fact, I believe we're tenth in fees. So we're slightly below the average in tuition and below in fees, so we should still be competitive and with our new facilities we should continue to be very competitive. I'll come back to the tuition issue in a moment.

The other updates involve the continuing searches for vice presidents and deans. We've completed the interview process for the Vice President for Student Affairs and we've invited Dr. Marlesa Roney to pay a second visit, and she will be here tomorrow and over the weekend. If that visit goes well, she will be recommended for appointment as Vice President. The candidates for Vice President for Research and Dean of the Graduate School are continuing. The second candidate visited this week - Dr. Suzanne Ortega. The final candidate, Dr. Larry Lemanski, will be here the week of the 15th, and following that I meet immediately with the search committee and Dr. Hickey. I certainly would ask that any of you who have input on any of those candidates provide us your input and consideration. The three dean searches are proceeding; two of them have gone to the point of selecting semi-finalists; and in fact, they'll be interviewing those semi-finalists at off-campus interviews beginning this weekend. The Dean of Engineering search committee is completing their identification of a semi-final list, and so as Joe (Walton) has indicated, he hopes to have that process completed before July 1, and we do thank him and Peggy Lemmon for the effort they made.

There is an array of wonderful student and faculty achievements and I wish I had time to enumerate each and every one of them, but let me just highlight two or three. First, our University

Press has just completed a spectacular publication on Stan Hywet - you know Stan Hywet, I assume. It is so good that in two weeks it has already sold 50 percent of the first printing issue - 2,000 copies have already been sold in this period of time. Our music faculty have just issued two special cd's by Mr. Roland Paolucci, a wonderful cd in jazz, and Mr. Philip Thomson, the first recordings ever of Felix Blumenfield's Preludes, and if you've not heard Philip, I urge you to take advantage of any opportunity to hear him. He is a virtuoso, and we are lucky to have him with us - it's just superb. Our Dean of the School of Law was recently an invited participant in a constitutional law symposium which took place at the Library of Congress. That symposium was taped by C-Span, and you can see Dean Richard Aynes on C-Span if you didn't get to travel to Washington with him.

A few final things - first, I'm sure that many of you are asking what is the future of our strategic thinking process? Let me comment on that and follow that up with some critical strategic thinking comments. You're aware of where we've been - we started the year by asking our deans and vice presidents to do some homework. We appointed a strategic thinking steering committee; we followed that up with a facilitated retreat that encompassed about 170 of our colleagues and included a good many of you here in the Senate. We followed that up with the appointment of a number of working groups from within the steering committee, but in reaching out to the Senate and a good bit of the campus, those working groups have been going on in the 'Wild on Wednesdays' forums that Dr. Prough will tell you about later. They'll be making a report to the campus next Wed., May 10, and I urge all of you to please attend. Following that, the steering committee will be presenting us with a draft of what it is that we've learned this year. In essence, it will be the first draft of a strategic thinking, not strategic planning, working document. That document will be analyzed and will be followed this Fall by a series of events which will involve the leadership of the Senate and other groups to keep the process going. So what I would envision is that in the sense that we described and said that strategic thinking can never be a very precise process, it is inherently messy, we will probably have at least one retreat and maybe many other smaller retreats. We will empower some other working groups that will continue. I know that there is one that will need a real powerhouse behind it, on quality improvement. Mr. Nettling and several of our colleagues are going to Indianapolis in a week or two to learn more about responsibility-based budgeting, and they'll bring that back for a continuing process. But in short, what I want to assure you is that we will continue a process of appointing working groups, a continued steering committee, and a continued at regular interval holding of appropriate retreats for us to be engaged in the continuing improvement of our campus. We will therefore continue to sharpen the description of this University in terms of clusters of excellence, in special programs, in superlatives, all documented with supportable evidence. You will not have to imagine The University of Akron; you'll know exactly what it is.

We will continue to sharpen the strategies, and just for reminders you have a list. There are eight of them - the new landscape for learning, and let me remind you that in that one, Dr. Hickey will begin to assemble a team to, in addition to the physical new landscape for learning, ensure that we put the academic new landscape for learning in place to go along with it. Equally, we'll be continuing the process of building an enrollment strategy. We'll be continuing the process of differentiating our sources of revenue into federal and private areas. We'll be continuing the process of deciding what it is and how we're going to differentiate ourselves from other universities, and will continue the process of telling the story. We'll continue the process of engaging with our community; engagement is another strategy. We'll be continuing the process of shared leadership and building that strategy, and I'll come back to that again.

Finally, the process of using positioning of this institution to ensure an appropriate highlighting of its strengths and opportunities. I want to thank Secretary Oller at our last meeting for noting that at the last meeting a few things began to gel around that broad description of four clusters and eight strategies. I think if any of you have questions or want to add detail, please, you're invited to do so. That's what it's all about, and I'd appreciate your commenting on that because, obviously, the intent is for all of us to recognize the critical elements of our strategy and for us to then move ahead.

That is in essence the fundamentals of shared leadership, and although I know you have read it and heard it, let me take two minutes to remind you of what it is we're talking about. Shared leadership we've said is a process that derives its strength from a community working together toward a common vision and not from vested authority, a process that learns from mistakes and welcomes change as the challenge of opportunity and where communication is not from the top but throughout the organization and becomes disciplined by ambitious goals and aspirations. We've said that shared leadership is the process that is inclusive of all, because information is shared, and so that each person comes to know how their individual actions contribute to the whole, much like the individual threads of a tapestry weave a beautiful pattern. We've said that shared leadership is a process that values diversity, because, after all, two heads are better than one and because complex organizations such as The University of Akron require multiple sources of expertise and of creativity. We've said importantly that shared leadership is a process where there is no limit to what one can accomplish because there is no need to take personal credit, and the process wherein values are integral to the vision where commitment is eagerly advocated because shared dreams do challenge and inspire.

Now I used those terms in speaking recently at a community event, and at another event where a good fraction of the legislature was present, and I used it because I firmly believe that the process of building not only a university but the process of building a government is a process of making a covenant with ourselves. In that covenant we effectively pledge to advance the common good, and I said to the legislators as I said to the community, that I believe that over the years as we have advanced the knowledge of our society, we have come to understand that fundamentally three things advance the common good, and those things are investments in education, investments in research, and investments in infrastructure.

In saying that, I went on to point out that, regrettably, that covenant that this state made with itself years ago to advance the common good has made a promise that has not been fulfilled. Twenty years ago Governor James Rhodes pledged with the support of the Ohio Legislature and the Ohio Board of Regents that no student in Ohio should ever pay more than 30 percent of their education. The national average today in public universities, by the way, is less than 20 percent. Ironically, over the years our good state of Ohio has eroded its investment in higher education, failed to continue making it to the point that today our students are paying more than 50 percent of the cost of their education, and that, ladies and gentlemen, is a promise that needs to be re-established because our students are being put at a tremendous disadvantage. As you heard me say earlier, regrettably that has led to major erosion in the annual per capita income of the state having gone from being above average to now being below average.

You heard me earlier on the topic of the language that the state uses, subsidy language, and I'm pleased to tell you that members of our legislative team from this part of the region have pledged that when the next legislature meets they would assist us in introducing legislation to change that

language to investment, because as I pointed out to you at that time, I think it is ironic that a state that suggested it values education would use such a pejorative term as subsidy. In today's competitive environment, subsidy is not a good thing, and in so doing, the state regrettably exhibits its own ignorance of the facts.

With that, let me just end by thanking you and suggesting to you that this fall we will need to come together in a process of deciding how we are going to use all of the wonderful energy and ideas and creativity that we've begun to put on the table during this past year and begin in short to focus our attention and focus our energies in advancing great promise that is The University of Akron. Thank you."

The Chair asked whether there were any questions for President Proenza.

On behalf of a colleague, Secretary Oller asked about the status of the smoking policy which the Senate had passed last December and which had been in Legal Affairs.

The President asked Vice President Ted Mallo, who responded that it should come up at the next Board meeting.

REMARKS OF THE PROVOST - The Chair asked Provost Hickey whether he would like to address the group.

Provost Hickey said that his comments would be very brief. First, he promised that the Provost and the President would not dress alike every day. He wanted very much for an opportunity in the fall to address the body with a first 100-day report. The Senate might not find a first 4-day report all that interesting. He could tell the body that he had hit the ground running, and he felt extremely welcome here. We would be moving on a lot of fronts very quickly, and he very much looked forward to working with the Senate to do all of the things he knew we wanted to do. He wanted to thank all of those who had supported him during the recruitment process, and if there were people out there who had not, he hoped to have the opportunity to prove to them that he was a good choice for the position.

The Chair thought that since he had only been here four days, it would not be fair to ask the Provost questions. Did anyone have a burning one that could not wait for 100 days? There were none.

EXECUTIVE COMMITTEE - Secretary Oller said there was no oral report. (Senate annual budget report and attendance record - Appendix A.)

The Chair did want to note that Mrs. Quillin had informed her that many of the committees had turned in their written reports as requested. There were still one or two missing, but hopefully those would be in before the next Chronicle came out.

FACULTY RIGHTS & RESPONSIBILITIES COMMITTEE - See (Appendix B).

GRADUATE COUNCIL - See (Appendix C).

ACADEMIC POLICIES AND CALENDAR COMMITTEE - Mrs. Nancy Stokes, the Chair, began her report by apologizing for cutting down so many trees with all the emails that Senators had been receiving from her Committee, but there were a lot of items. She began with a proposal from CBA regarding the calendar (**Appendix D**), which was a concept item only. This was a proposal that by changing the academic calendar slightly would allow for a full 15-week summer session with a one week break at either end. The Committee wanted Senate guidance on this issue. If the body wanted the Committee to review this and bring it recommendations, it would be glad to do that, but it did not want to do it without asking the Senate first.

Senator Filer-Tubaugh moved that the APCC take a look at this policy and see what they think needs to be done and then bring it back to Faculty Senate. This was seconded by Senator Lucinda Lavelli. Since there was no discussion, the Senate voted its approval.

Mrs. Stokes then presented additions of calendar dates to the 2000-2001 calendar (**Appendix E**). The additions appeared in capital letters, and simply were payment schedules, midterm grade schedules, etc.- things that in the past had been omitted from the calendar but now were believed should be included. It also noted the correct day for the Veterans Day observance as a staff holiday. She moved all of these on behalf of the Committee.

Since there was no discussion, the Senate approved the calendar items.

The next item was the admissions policy for home-schooled students (**Appendix F**). Mrs. Stokes noted that there had been two friendly amendments to this policy. In the second paragraph the first sentence now read, "An admissions committee will review each APPLICATION FROM A home-schooled applicant." We did not review the student; we reviewed the application. The beginning of the third paragraph now read, "the academic PREPAREDNESS of a home-schooled student, etc." The original had "preparativeness" which is not a real word. She added that this had been approved by Provost Leathers in January and that Dr. Vukovich had brought it to the APCC. With the two editorial changes, she moved that the Senate approve this.

Senator Tim Lillie wondered whether this was the same kind of process that was done for other candidates for admission or was this different?

Mrs. Stokes replied that the Committee's understanding was that it was the same. The Chair asked Dr. Vukovich whether he could answer that question. He answered that it was the same process except that we had more standards that the clerks looked at and made sure they were there. Because these credentials were so different than what was normally used, they would be looked at individually by admission officers instead of clerks.

Senator Ali Hajjafar thought that all of these criteria were legitimate means of assessing readiness of students for college work, but he wanted to make a comment about bullet five which read, "Documentation that the student was exempt from compulsory public school attendance for the purpose of home education (signed by school district superintendent)." He thought that the Ohio Revised Code did not authorize superintendents to grant permission for home school. It recognized that the parents had the right to home school and report their intention to the Board of Education of their local school. Asking for the superintendent to sign something that he was not authorized by law to do was not legitimate. His second comment was that attending school was required until age 16,

and some of the students who were applying to the University were 18. So, again, we were asking for something that they were not required to have.

Mrs. Stokes asked Dr. Vukovich to address this.

Dr. Vukovich answered that the whole idea of home schooling kept changing practically as we were speaking. There had been a different policy before this one had come up. They had had help from Legal Counsel, had talked to proponents of schooling and had looked at what the city of Akron did. There was a form which was permission or acknowledgement, and there was a form in the public schools in Akron to sign in order to show that there had been a review, or the request had been made for the student to be home schooled and they had been following other laws to make sure the curriculum was correct. The reason that the first policy had been changed was because the federal government, in order to establish financial aid for students, had to have some mechanism to show that there had been an educational process that went on in order to have them attend school here. So for the federal government to permit us to have a student fully admitted here and eligible for financial aid, there had to be some documentation of home schooling. They allowed the fact that the superintendents had given some permission or authority to have reviewed the curriculum as a means to be eligible for financial aid. This had been our hang-up the first time when this statement was not in the policy. Some time in the fall term, Doug McNutt's financial aid officers and the federal government had worked out a way to produce the ability to have us grant financial aid. That was the reason for this.

Senator Hajjafar went on to ask whether we were certain that Akron Public Schools did sign such a thing. How about other institutions?

Dr. Vukovich replied that because of the problems which he had encountered as he researched all of this, he wished that the state of Ohio would have made it clearer as to how it wanted public schools and state universities to handle these students, who were of all ages. The University had received emails from Hawaii where there were 13-yr. old twins who wanted to come to school here, and they had been home schooled. How were we supposed to handle these people who were underage and out-of-state? There were guidelines and legislation that provided information regarding policies of other states. However, we had our state to worry about, and the majority of students would probably be from the Akron School system, and possibly from other places, too. What we had here was a whole different setup that we were trying to either accommodate or fit in with the policy and admissions criteria which we already had. This was the best policy we could come up with compared to newspaper reports and the concern we had when we had people take the ACT and have a score of 14 or 15 to have benefits. They had thought that was wrong and we had agreed because at that time when we put that policy in place, that was the only choice we had. Then when the federal government had come up with these other guidelines, we had chosen to write it in that way. He thought the policy was still working and would work for now and would continue to evolve as we got greater guidelines and support from the State Department of Education and the Legislature.

Senator Hajjafar said that he was comfortable with Dr. Vukovich's response.

Since there was no further discussion, the Senate approved the policy.

The next item was 3359-20-04(H)(1)(a) (**Appendix G**), which had do with grades, graded work, and posting of grades. The Committee had checked with the Office of General Counsel and had been advised that although the Family Education and Right to Privacy Act did not specifically prohibit the posting of grades or making available tests and records, it did address the issues of privacy of educational records, which grades and papers were, and it did curtail the use of a personal or student identifier. This had been brought to the Committee by faculty who had students who were concerned that boxes were being placed outside their offices with test papers in them. Students could come and dig through them to find their papers, and that was an obvious violation of educational privacy. The motion then was to add the following item (iv) to 3359-20-04(H)(1)(a): **"ALL GRADES AND GRADED WORK WILL BE PRIVATELY DISTRIBUTED TO THE INDIVIDUAL STUDENT. GRADES CANNOT BE PUBLICLY POSTED. GRADED WORK CANNOT BE PUBLICLY DISSEMINATED."**

This did not mean that one could not hand it out in class. It just meant that you could not leave it somewhere for the students to pick up. The problem of posting by the last four digits of a social security number was that those numbers were in alphabetical order, and it was very easy for any student to figure this out according to the number of students in the class. She did not think, however, it would prohibit posting of the range of grades if there were no identification at all - no social security number, no name, etc. Then students could know that there were 6-A's, 4-B's and so on. The Committee also recommended that this item be included on the 1st and 14th-day class lists when they were distributed so that the faculty would be reminded of the policy.

Senator Harvey Sterns noted that it would not be prohibited to scramble such numbers. That would maintain privacy and allow the communication with the students.

Mrs. Stokes said that this situation had been brought up. The concern which the General Counsel had about the scrambling of such numbers was that the possibility existed for an error. Numbers could be transposed, and a student could think the grade was a C when in actuality it was an A.

Senator Sterns replied that this possibility always existed. He thought that now the Committee was crossing into the private relationship between student and teacher. He thought that posting of grades for immediate feedback had much merit. So unless it was prohibited, he did not see why it should not be allowed, especially if protections were put in place.

Senator Helen Qammar had a question about whether or not one would consider individual mailboxes to be individually distributed. A student might have an individual mailbox, but it would be in a public place. For example, in Engineering they did a lot of homework distributions by mailbox, but now they would have to put them all in envelopes.

Senator Lillie had a question about the last sentence, "Graded work cannot be publicly disseminated." Sometimes he would find a particularly good assignment that had been done, and he would want to use it in future times as a model. He would ask the student if that could be done and he would white-out the student's name. Since he had graded the work, was this saying that he could no longer do that?

Mrs. Stokes did not know the legality of it, but she suspected that one would have to have permission to do that, even with the name whited-out, because the work did belong to the student.

Senator Lillie repeated that he would ask for permission before he would do it. Should the permission then be in writing?

Vice President Mallo responded that it was always best to have something in writing.

Senator C. Frank Griffin asked whether anyone had considered the effect that this was going to have on classes that had 100-200 students, and the exorbitant amount of class time that was going to be spent collecting and distributing homework, quizzes, exams, etc.?

Mrs. Stokes answered that we were under the constraints of the privacy act.

Senator Lindgren Chyi wanted to provide a solution because he thought that everyone had the same concern. He handled courses with very low attendance rates where the students were poorly prepared; some could barely write their names. But in his case he really did not have that problem because they used computer-based education. Putting the grades on the computer would allow the students to access their grades with their passwords, and this problem could be solved for everyone.

Since there was no further discussion, the Senate approved the motion.

Mrs. Stokes said that the next item was the return of 3359-20-037-A-6 (**Appendix H1**). Because it had been sent back to the Committee, the body no longer had to be concerned about what the original #6 had been. The new version had been reworked and passed by the Committee, **and she moved its acceptance.**

Senator Lillie wanted to thank the members of the APCC and Mrs. Stokes for their work on this. They had been very gracious about taking it back and had really made some tremendous strides by recognizing that abstentions were not votes and were not to be construed as non-positive votes. The concern that he had was in the very last sentence; other than that it was fine with him. It appeared that even though it was stated very clearly that abstentions were not votes and that those who did not vote were willing to go along with whatever the majority who did vote said, it was still going to report the abstentions as if they were votes. He was concerned about that and would reserve the right to suggest an amendment to this after some other discussion.

Senator Shelley Baranowski believed that you had to record these abstentions just to acknowledge that there had been a quorum at the meeting. If you did not have a quorum, a vote of any kind was invalid.

Senator John Edgerton wanted to offer a friendly amendment to perhaps strengthen what was said here in the third sentence. He suggested dropping the phrase, "who has an opinion on the question" and replacing it with, "to participate in these important deliberations to arrive at an informed opinion, etc." **He moved that the third sentence now read as follows: "While it is the duty of every member to participate in these important deliberations, to arrive at an informed opinion, and to express it by his or her vote, he or she cannot be compelled to do so."** This was seconded by Sendor Sheryl Stevenson.

There was no discussion, and the body voted its approval.

Senator Lillie thanked Senator Baranowski for her point about the need to make sure that a quorum was present. He thought that we could restate it by saying that a quorum had been present rather than counting the number of abstentions. Therefore, he moved to **strike the last sentence and to replace it with the following: "In the report it will be stated whether a quorum was present and the count of the number of positive and negative votes cast."** This was seconded.

Senator Markovich wondered whether there would be a legal reason why you would want to know the total number of people in attendance, so that the number of abstentions would be important perhaps if there were a negative decision.

Mrs. Stokes replied that a quorum was defined as two-thirds of the eligible voters. So if there were 15 eligible voters, then at least 10 people had to be present, and if there were only 4 votes, we would know that at least 6 people had abstained.

With the Senate's approval, the Chair asked Vice President Mallo to speak to that. He said that if he understood the amendment correctly and it would not be possible to identify the people who had abstained, it could create a problem under our conflict policy. It might be necessary to identify who had abstained to avoid a conflict problem.

Senator Lillie thought that this had been covered in an earlier item which had said that people with a conflict would specifically excuse themselves from voting entirely, which would be different from abstention.

Senator Hajjafar thought that, according to Robert's Rules, if at the time of the deliberation nobody asked for a quorum, the committee could deliberate, and that could be with four people. If somebody asked whether there was a quorum, then you had to have the two-thirds vote.

Senator Lillie said that following the amendment he was suggesting somebody would have to ask for a quorum for reporting purposes.

Senator John Hebert wanted to speak against the proposal. He thought that we were jumping through extraordinary hoops here just to do something that was relatively simple. When you reported the number of positive votes, negative votes and abstentions, it was very clear; otherwise we had to write a lot of language and do some things that were very cumbersome and not really necessary.

A brief discussion ensued between Senator Robert Pope and Mrs. Stokes regarding whether or not abstentions appeared to be "no" votes. Senator Pope thought that if you had ten people voting and five voted yes, three voted no, and two abstained, then the positive vote was 50% and the abstentions counted as "no's." Mrs. Stokes said that you only counted eight, not ten votes. The abstentions would not be counted, only reported. An abstention meant that you had no opinion.

Senator Lillie wondered what the reaction of this body would be if we changed the wording to suggest that an abstention should be construed as a positive vote. One of the things that he had heard in discussions with people on this issue was the concern that individuals would abstain as basically a means of being able to say that I did not vote against it. He thought that if you were going to have a

vote on somebody's tenure, promotion or retention, you ought to stand up and vote. If you were not going to vote and use it as a way of avoiding the question, then your vote should not count and should not be recorded. It did not exist because you had shirked your responsibility.

Senator Annabel Foos thought that the report should be an accurate documentation of what had gone on at the meeting and that should include the number of abstentions. It was very clear in this document what an abstention meant. It meant that the person had no opinion, and that should go on the report. Otherwise, you were not reporting all of the details of the proceedings.

Senator Qammar believed that in the College of Engineering they did not allow abstentions by their college documentation. She assumed that this would supersede that, and they would have to allow abstentions.

Senator Hajjafar thought that this created another problem, because in the minutes we had the names of people who were attending, and the minutes were available to anyone to make further decisions. Now if somebody left after deliberations started and had not voted, that was a blank vote. If we did not mention abstentions, then from the number attending of positive and negative, everybody else was an abstention or a blank vote. This was confusing; it was not clear what was going on in that meeting.

Senator Pope noted that what we were saying was that an abstention was the same as not voting. If an abstention was the same as not voting, somebody who left would be abstaining. There was no difference.

Senator Mary Konkel replied that in the library if you had participated in the deliberations but had to leave before the vote was cast, you could cast your vote and leave it. However, this might differ from college to college.

Senator Lillie said that in this body we did not have abstentions; we counted yes and no votes. According to some of the rationale that he had been hearing, we should count abstentions as non-positive, positive votes. Should we not have that complete information there, too? He thought that only those people who voted were the ones who decided. If you had ten people and nine abstained, that one person decided, period. That was the way we did things in this body, and it should be the way that it should be done in other bodies as well. He understood that people were saying that we needed to know what the situation was and there might be some problem in that particular department. However, that was not something that should be borne by the person who was going up for promotion, tenure or reappointment. It should be addressed separately.

Secretary Oller, for the record, pointed out that abstentions were counted in this body, and when people abstained, he recorded it as a part of the vote. Senator Lillie thanked him for the correction and apologized.

Senator Richards called the question. Since there was no dissent, the Senate voted on Senator Lillie's amendment. The Chair thought that the nays had it. Senator Lillie asked for a division of the house which gave a vote of 12-25, and the motion to amend failed.

The Chair then said that they were back to the motion as amended by Senator Edgerton. Senator Brian Mormino called the question, and this was seconded. The body voted its approval with one nay vote and one abstention. After Mrs. Stokes read the motion as amended one more time (**Appendix H2**), the Senate voted its approval with two voting nay.

Senator Lillie wanted to say how much he had appreciated the way the body had gone through this. He thought that it had been a good, straightforward kind of thing, and he thanked the Senate very much.

Mrs. Stokes stated that the next item was a motion presented by the Department of Physical and Health Education in the College of Education **that the name be changed from Physical and Health Education to the Department of Sports Science and Wellness Education.** (See **Appendix D**). This had been passed by the APCC and was now open for discussion by the body.

Senator Chand Midha was not very comfortable with the name of "Sports Science" in the College of Education. How many hours did students get in science?

Mrs. Stokes replied that she had looked it up in the General Bulletin, and it depended on which of the tracks they were in for Phys. Ed. The student in physical education as an education major had, she thought, only 8 hrs. of physical science, which were general studies credits. The students in the track for sports science took many more hours for that, but they all came out of the physical science college, not from the College of Education.

Senator Midha added that he had been curious about the hourly basis because we were naming it sports science, and that was not a very common name for a science.

Senator Charlene Reed did not have the data with her, but she had been told by the department that it was a common name in this area. They were moving in terms of the identity of that whole area to one that was more based on exercise physiology, athletic training, and this was the type of language that was used for these types of departments now.

Senator Midha went on to say his idea was that he would like students to become real scientists, and he had not come across sports scientists.

Senator James Lynn wanted to ask Senator Midha whether there was a prohibition against scientists in the College of Education. Senator Reed did not think there were sports science statistics.

Mrs. Stokes said that when this had been presented to APCC, the following information had been presented: OSU had the School of Physical Activity and Education Services; YSU had the School of Human Performance and Exercise Science; Ohio University had the School of Recreation and Sports Science; Ashland and Dayton had Departments of Sports Science; and Kent had Exercise Science.

Senator Lillie wondered whether there was any concern about what we called Social Science.

Since there was no further discussion, the Senate voted its approval.

Mrs. Stokes said that the last item was a proposal concerning joint title (**Appendix J**). There was nothing in the Faculty Manual now that addressed the issue of joint title, and that was why there was no number at the end of the 20 extension. This joint title proposal followed very closely the joint appointment description which was in the Faculty Manual. She said that it had been passed by APCC and moved its acceptance.

The Chair stated that if it turned out that there was going to be considerable discussion about this item, she wanted to suggest that we take it by subcategories. She opened it up for general discussion to see whether or not there were concerns.

Senator Lynn thought that section (D)(2) was unclear and could be construed as prohibiting people with joint appointments from participating in retention, tenure, and promotion processes in any department.

Mrs. Stokes asked for other language. Could we say "**any other affairs of the academic unit in which the joint title is held**"? Senator Lynn accepted that, and it was added to the language as a friendly amendment.

Senator Sterns wanted to point out that there was some precedent for other types of appointments which overlapped with this legislation. For instance, the Institute for Lifespan Development and Gerontology had fellows, senior fellows and adjunct fellows, and those were appointments by the Board of Trustees. He thought that we did not want to create a situation where being at an institute you had to go through all these deliberations. They had been basically allowed by the department chair's and dean's signatures only. He assumed that these were for full departmental appointments, and he just wanted to point out that it would interfere with the process of multidisciplinary institutes and centers.

Mrs. Stokes answered that these were intended if the PAF that was processed to award the joint title read "joint title" - not if it read "fellow." She and Senator Lynn emphasized that this applied to joint titles in academic units.

Senator Sterns replied that institutes and centers by our definition were academic units with their own courses and programs. He did not object to this legislation; he was just seeking a way to clarify. He did not think that we wanted to do something that made existing structures that worked well problematic.

Senator Foos, being Director of Environmental Studies, wanted to see some joint titles. Regarding participation, the document said that they could not be involved in curriculum matters. However, there were cases where in some of these interdisciplinary units, it would be nice for faculty with joint titles to participate in curriculum matters like developmental programs and scheduling classes. Their activities regarding promotion and tenure would go with their home departments. Therefore, in (D)(2) she moved to delete "**curricular matters**," and this was seconded. Since there was no discussion, the body passed Senator Foos' amendment. It then went on to approve the entire amended proposal with one abstention vote.

That concluded the APCC report, and the Chair thanked Mrs. Stokes for her efforts.

CURRICULUM REVIEW COMMITTEE - Associate Provost Jean Blosser, the Chair, presented the body with a handout (**Appendix K**) and said that the Committee had finished its work. She noted that the first several pages contained curriculum proposals approved by the Senate last month, and at the bottom of the next to last page, there was a list of proposals that had been approved by the Provost and were ready to be voted upon by the Faculty Senate today.

The Chair pointed out that since there had been no one present last month to give the CRC report, the proposals at the beginning of the handout had not been presented to the Senate for questions or reaction. Therefore, all of the proposals contained in the document entitled May 4, 2000, were those that were here last time as well as the new ones which Associate Provost Blosser was bringing forward for informational purposes today.

Senator Markovich asked whether the proposals approved for university-wide review were to be voted on today.

Associate Provost Blosser requested special circumstances for those curriculum proposals that were listed on the last page - curriculum proposals approved for university-wide review, which had been reviewed by all of the institutional review processes that they had needed to go through.

Senator Markovich noted that ED-00-02 was currently being edited, and they were waiting for approval from the dean's office. Should that approval come from the dean's office, they expected it to go through the process. EN-00-01 had not been reconciled yet with the college; that might not be coming forward, and she was concerned about it appearing on this list as being approved for university-wide review.

Associate Provost Blosser had been going to suggest, since this was the last Senate meeting for the year, that in order to allow these five proposals to be approved for offering in Fall 2000, the body treat them as having been accepted by all of the institutional review processes. Apparently, though, the Graduate Council had identified problems and had requested that the units take a second look and revise them.

Senator Markovich added that in the education proposal, a resolution was expected, but in the engineering proposal, a resolution was not expected by the close of this academic year. Finally, EN-00-14 and 15 had just been released by the Graduate Council today.

Senator Foos was concerned about AS-00-38, an Environmental Studies proposal. She did not see it anywhere on this list, and she had been under the impression that it had been approved for university-wide review.

After some discussion, Associate Provost Blosser suggested that it be added to the section of the list which said approved by Provost rather than approved by Faculty Senate. Once the Senate had taken action today, one could go back into the web-based system and update it to say approved by the Faculty Senate. Since the Senate was not going to meet again this academic year, we still needed to decide what to do about any of those which were still in process but would go through.

Senator Qammar, a member of the Engineering College who had taken part in the discussion and follow up regarding EN-00-01, wanted to withdraw it from the list.

After a brief discussion about this, Associate Provost Blosser said that EN-00-01 would be moved to the 2001 data base. Any editing or changing would go on that so that the review process would begin in the fall on that particular one.

Senator Qammar said that was fine but also was concerned about EN-00-04, their biotechnology specialization. It did not sit on any of these lists.

Associate Provost Blosser noted that there seemed to be some problems here. However, if we pulled too many off which had gone through the entire review process, they would not get into the Bulletin and be able to be offered. She was seeking advice. The way that this list had been constructed had been to go through the data base, seek out any of those proposals that had not yet completed the process and put them on the list for university-wide review. Any one that had been through the whole process she had put on the Provost's approved list to bring to the Senate. She was familiar with some of the numbers and names which had been raised here because she had worked on the list. They probably had been slipped from the list but had gone through the process. She wondered whether there could be some sort of flexibility or subcommittee of the CRC to see if they could possibly take it to the final step on behalf of the Senate - in other words, to speak for the Senate. After the list had been cleaned up and those which had slipped through had been found, the CRC could give the final approval on behalf of the Faculty Senate. Otherwise, these courses would end up not being offered this fall.

Senator Markovich moved that **the CRC have the authority to approve for Faculty Senate those curriculum proposals that are still in the process at the end of the school year.** This was seconded.

Associate Provost Blosser explained why this had happened. The process was web-based, and each evaluation stage it went through required somebody to click on the status of the proposal, thus enabling it to go to the next review step. There was a period of time when the proposals were not getting out of the colleges, and they sat in the colleges for a month or two. In other words, they did not do the clicking. Now at the end where there was a real rush to get a lot of proposals through the final three or four steps of the review process, they were fixing into the 2001 data base the clicking process so that this did not happen again.

Secretary Oller offered a friendly amendment to Senator Markovich's motion to substitute the Executive Committee for the Curriculum Review Committee. By the bylaws of the Senate, it was the Executive Committee that was responsible for handling the business of the body in the summer or at times when the Faculty Senate did not meet.

Senator Markovich agreed to the substitution.

Senator Lillie wondered whether this required a suspension of the rules. Dr. Don Gerlach, the Parliamentarian, said that it did not. Senator Lillie also wondered whether the motion ought to be more specific about the particular courses which the Executive Committee would be looking at rather than dealing with anything that might be floating around in the system.

Senator Markovich, having worked with the system for a number of years, was uncomfortable providing specificity. You just did not know what might pop up between now and tomorrow. The

intent was to resolve all of the curriculum proposal issues that one could, keeping in mind that we had an undergraduate bulletin and a graduate bulletin which were now in production.

Associate Provost Blosser said that they were ready to go into production as soon as her office told them everything had been passed. She thought that she could put the responsibility back on the colleges and ask them to review this list and note any proposals that should appear but did not. The colleges were quite familiar with their proposals, and that would probably give us the answers we needed. There were only two proposals that she knew of which were having problems right now.

Senator Lillie said that he was still confused over the scope of what the Executive Committee could do. What about other curriculum proposals that might be submitted between now and then?

Associate Provost Blosser replied that there would be no new ones submitted. She would be reviewing the entire list of curriculum proposals that were on the web-based system totaling about 300 or so. She would ensure that they were in the appropriate category on the list that was presented to the Senate so that if they had been approved by the Provost, they would be noted under that area. If they were to be withdrawn, they would be noted under that area. A clean list would be presented to the Senate which would address any questions that were asked by any of the colleges.

Senator Lillie said that sounded like a good idea. Senator Markovich added that the Committee would only look at those curriculum proposals that had been approved by the colleges. There were still some on the list that were under development and had not been released by the colleges. The Committee would not be addressing those.

Since the Executive Committee would be meeting next Tuesday afternoon, Secretary Oller stated that it would be helpful if the information could be available by then.

There being no further discussion, the Senate voted its approval of the amended motion.

ATHLETICS COMMITTEE - Mr. Don Canary, the Chair, presented a recommendation from the Committee regarding a proposal for the Athletic Department regarding academic considerations relating to a scheduling policy (**Appendix L**). This came as a proposal approved not only by his Committee, but also APCC. **He moved its acceptance.**

As a member of the Committee, Senator Filer-Tubaugh wanted to speak to this proposal. It had come from the Athletic Department in an attempt to give some guidelines to faculty regarding what was happening when students were asked to be out of class for athletic events. It was a work in progress, and it would be in effect for the fall.

Since there was no further discussion, the body voted its approval.

Mr. Canary ended his report by thanking the members of the Committee for their efforts in working with our student athletes, especially with their commitment toward academics, and also doing some of the student services that we might not see, especially in outreach programs.

NCAA FACULTY REPRESENTATIVE - See (**Appendix M**).

CAMPUS FACILITIES PLANNING COMMITTEE - Senator Sterns, the Chair, presented his report (Appendix N). He first wanted to discuss the plans for the Polsky parking deck renovation and other parking issues. President Proenza had created a task force to deal with these issues headed by Mr. Hank Nettling, and he had asked Senator Sterns to serve on that. There had been a meeting with all individuals and units in the Polsky building, and there had been discussion about the implementation of the deck repairs and renovations. At that meeting it had been agreed that we could start on May 5. Having police cars remain in the deck had also been discussed. He pointed out that there were concerns about student, faculty and staff reactions to the loss of 1,000 spaces. They were going to conduct focus groups to deal with student issues and reactions as well as others. He wanted to publicly thank Beth Sampsel, who had agreed to recruit focus group participants, and Dean Goumas, the Acting Director of University Dining Services, who arranged special zip cards at \$15 to give to each of the study participants. He himself had agreed to contribute as an experienced focus group leader to do the focus groups. There had already been three, and they had quite a bit of information. They would be doing some more in the next week if they could.

He also wanted to quickly mention that through the work of Phyllis Parker and Dr. Karen Reed an agreement had been reached regarding chemistry computer lab scheduling. This would allow for the implementation of the chemistry recitation computer lab starting in the fall. They were dotting the i's and crossing the t's right now, but this was an excellent example of cooperation and the use of the CFPC.

Senator Sterns went on to publicly thank Mr. Arshinkoff and President Proenza, who at the Board of Trustees meeting when the presentation on the student center building was being given, had raised the question about the faculty/staff dining room without any coaching. The Committee wanted to thank them publicly for continuing to support that particular issue.

Finally, he wanted to mention that a number of the Committee members, Robert Huff and Lucinda Lavelli among others, were concerned as the CFPC began to look at the plans for Guzzetta Hall that there would be enough space and the facilities were going to be to our needs. The Committee would be meeting on the 11th and Ramesh Vakamudi would be making a presentation, but because of budgeting and other factors, a number of our building projects were running into some limitations. He thought that this was just part of how it goes, but at the same time people on the academic side had to speak up if they thought it would infringe on their programs.

UNIVERSITY LIBRARIES COMMITTEE - Dr. Katherine Hinckley, the Chair, presented a handout (Appendix O). She thought that the only thing necessary was to raise the question of whether the Faculty Senate wished to charge the Libraries Committee for next year with the exploration of an effective liaison to improve information competence. She was asking the body's guidance on this.

Associate Provost Blosser said that this had come up in GEAC, but there had been no further discussion of it beyond the initial presentation.

Dr. Hinckley replied that Associate Provost Blosser was thinking of a different statement that the Committee had submitted in December. That had been in regard to the Library's document on information competence and its possible inclusion in the master academic plan. This item represented a more informal attempt to get the Libraries Committee to see how it could help the library establish

contacts with faculty and to find out how best to disseminate information about very rapidly changing resources and technologies.

The Chair suggested to Dr. Hinckley that in the last full sentence of the report, the Committee was asking that the ULC be charged with exploring how an effective liaison might be established. That could be accepted as the motion from the Committee, and then the body could see whether there were any questions or concerns before deciding on the issue. **That last sentence on page 3 of the ULC's report was treated as a motion from the Committee.** Since no one asked for clarification from Dr. Hinckley and there was no discussion, the Senate voted its agreement.

STUDENT AFFAIRS COMMITTEE - See (Appendix P).

REPRESENTATIVE TO THE OHIO FACULTY COUNCIL - Mr. Robert Huff reported that the OFC had not met in April; its next meeting was on May 19. He had been forwarded information from the OBR concerning the part-time faculty survey. They had sent a copy of the survey form that had been distributed state-wide. He had forwarded a copy of that to the Senate representatives from part-time faculty, and there was a copy on file in the Senate office.

STRATEGIC INITIATIVES COMMITTEE - Dr. George Prough, the Chair, wanted to restate some of what President Proenza had already said and simply reminded the Senate that on the 10th, next Wednesday, there would be a reporting session from the work groups. He invited everyone to be in attendance. He would be arranging for this to be held in the Summit Lounge at 3 o'clock and asked for a show of hands of those other than people currently in the groups who thought they might be there. He reminded the body that these would be interim reports and that this was an ongoing activity. It was not just another of those short-term efforts. More and more there was a strong commitment to make this thing work.

Dr. Prough wanted to close by saying bravo and thanking on behalf of everyone at the University the over 100 administrators, faculty, staff, and contract professionals who had devoted and had vowed to continue to devote so much of their time and talents to making this effort work.

CARNEGIE TEACHING ACADEMY - Associate Provost Blosser passed out two pages to the Senate (Appendix Q), and wanted to give a summary report of how the Carnegie Teaching Academy initiative had progressed. The handout with the colored pictures was a mini-version of a poster that a few individuals representing the University had taken to a session on the Carnegie Teaching Academy effort at an American Association for Higher Education conference in Anaheim, CA. In the poster they had tried to capture the enthusiasm, motivation, excitement and energy on campus around this initiative. The session had gone quite well; people were intrigued with our progress. They all thought that the picture in the middle was going to be our institute for teaching. It was actually Olin Hall, but they did not tell them that.

The chart contained a draft concept of the Institute for Teaching, Learning and Faculty Development. There had been literally 300 faculty members involved in all kinds of activities conceptualizing this institute. The PBC had allocated \$250,000 to support the initiative again next year, so she thought that she would help people understand what the concept was right now. There would be four centers within the Institute. The first center was the Center for Faculty Development, and it was going to be focused on providing seminars, training opportunities, work shops, web-site

development, etc., for faculty. The second center was the Center for Research on Teaching, Learning and Student Retention, and that was where we would be really unique in terms of evaluating effectiveness of teaching approaches. It was also where we thought we could get support and funding by trying to capture the funding that was available through many organizations right now like the NSF. The Center for Academic Assessment and Continuous Quality Improvement would try to get under one umbrella all of our assessment efforts and to determine how we could use the results to improve our programs and curriculum. Finally, the Center for Innovative Teaching Paradigms and Curriculum Development would capture all of our efforts that were not currently going now, but new ones that developed and prepared faculty to do technology across the curriculum, to consider diversity, retention efforts, etc., and to support them in that.

Associate Provost Blosser went on to note that if Senators were thinking that each center would have an administrator, they hoped to paint a different picture. Provost Hickey had supported their idea of having an Associate Provost for Teaching, Learning and Faculty Development who would work with faculty scholars who might share their assignment between teaching, research and the faculty development or research portion or whatever their interests were. That part of the concept had to be nurtured, and now we had to turn this into goals and determine funding implementation. People were pretty excited about the concept and colleagues from all over the campus had contributed to the idea.

VI. UNFINISHED BUSINESS - There was none.

VII. NEW BUSINESS - There was none.

VIII. GOOD OF THE ORDER - Senator Richards said that this year there were many people to thank for the business of the Senate that had been conducted and brought forward. The committee chairs had done an outstanding job in many areas. Mrs. Heinzerling had stepped into a position and carried the Senate forward quite well and had served as the Executive Committee Chair. Dr. Oller was always outstanding, so the body could just accept that as it was. We also needed to thank the other members of the Executive Committee for all the extra time, energy and effort that they had given. We also should thank President Proenza for keeping the doors of communication open all through the year. She also thanked Dr. Gerlach, the Parliamentarian, for serving on a voluntary basis and for entertaining the body with his ability to dress so exclusively. There also needed to be a special thanks to Marilyn Quillin, who kept Gary Oller in line, and who put the transcript of the minutes together so well for Dr. Oller to organize for the Chronicle. Thanks also to the sound crew who helped Mrs. Quillin get her part of the job done. She thanked all for an excellent year.

Secretary Oller told Senator Richards to include herself in that number as well. The Senate showed its appreciation to all with a round of applause.

IX. ADJOURNMENT - The Chair asked for a motion to adjourn. This was moved and seconded by many, and the body voted its approval. The meeting ended at 4:55 p.m.

APPENDIX A**Report of Executive Committee****FACULTY SENATE BUDGET STATEMENT****Period ending 4/30/00**

During the 1999-2000 school year the Senate was given an approved operating budget of \$42,852.07, exclusive of personnel costs. As of April 5, the YTD Budget was \$34,130.24, YTD Actual \$36,681.80. Prior to the 1998-1999 school year the carryover surplus of \$87,605.75 as reported in the Chronicle of 5/7/98 was swept by the Provost's Office. The Senate did not have a formal budget during the 1998-1999 school year.

Respectfully submitted,

Barbara Heinzerling
Faculty Senate Chair

FACULTY SENATE ATTENDANCE RECORD
1999-2000

<u>Name</u>	<u>Excused Absences</u>	<u>Non-Excused Absences</u>
Baldwin	3	3
Baranowski	2	0
Binienda	0	3
Braun	0	7
Clark	4	1
Chyi	1	1
Dhinojwala	2	5
Edgerton	0	0
Filer-Tubaugh	1	0
Fisher	1	2
Foos	3	1
Frank	3	2
Franks	0	1
Gelfand	4	0
Gilpatric	3	0
Griffin	1	2
Hajjafar	1	0
Hanlon	3	3
Hebert	0	6
Heinzerling	0	0
Holz	1	1
Hubble	1	0

<u>Senate Attendance (cont.)</u>	<u>Excused</u>	<u>Non-Excused</u>
Isayev	1	1
Kendra	0	4
Kennedy	0	0
Kim	4	2
Kinion	0	3
Konkel	0	0
Laipply	0	0
Lavelli	1	0
Lee	1	2
Li	0	3
Lillie	1	0
Louscher	1	2
Lynn	0	2
Lyons	2	0
Malek	2	5
Marino	0	1
Markovich	1	0
Midha	0	1
Monroe	2	0
Mormino	1	1
Norfolk	1	0
Ofobike	3	5
Oller	0	0
Ozanich	5	1
Pope	1	3
Purdy	6	1
Qammar	0	2
Redle	0	7
Reed	0	0
Rich	3	0
Richards	1	0
Ritchey	0	1
Sakezles	0	1
Schwarz	0	2
Sheffer	0	0
Sterns	1	0
Stevenson	0	1
Stinner	0	4
Turek	1	3
Turning	0	1
Weaver	0	2

Respectfully submitted,
Marilyn Quillin,
Administrative Assistant
Office of Faculty Senate

APPENDIX B

**Report of Faculty Rights & Responsibilities Committee
Spring 2000**

A grievance was received by the Committee and assigned file number 99-14. The Committee completed its consideration of the grievance and has rejected the complaint.

A grievance was received by the Committee and assigned file number 00-01. The Committee assisted in the resolution of the complaint by conciliation.

A grievance was received by the Committee and assigned file number 00-02. The Committee completed its consideration of the grievance and has rejected the complaint.

Respectfully submitted,

Nancy L. Stokes
Chair, Faculty Rights & Responsibilities Committee

APPENDIX C

Graduate Council
Report of the Vice Chair
Fall 1999

Graduate Faculty Meeting
Thursday, November 18, 1999

Since the Spring Graduate Faculty Meeting, Dr. Charles Dye has convened three meetings of the Graduate Council. Four new member were welcomed to the Graduate Council for the Fall 1999 semester, Dr. J. Thomas Dukes, Arts and Sciences (English), Dr. George Giakos, Biomedical Engineering, Dr. Evangeline Newton, Education (Curriculum Instruction), Dr. Kathleen Ross-Alaolmolki, Nursing. The representative from Graduate Student Government is Ms. Jacqueline Suppan, President of the organization.

The standing committees of the Graduate Council continue their work:

- The Graduate Curriculum Committee, chaired by Dr. Evangeline Newton, has reviewed and acted upon three proposals thus far. The committee has many more proposals to review this year and the review process is continuing.
- The Graduate Faculty Membership Committee, chaired by Dr. Thomas Dukes, has taken action on several applications of which 34 were approved. The review process will continue as applications are submitted. Dr. Sadhan Jana will be replacing Dr. Prushottam das Gujrati on this committee for the Fall Semester only.
- The Student Policy Committee, chaired by Dr. Suzanne MacDonald, has not brought forward any issues for business at this time.

Graduate Council approved the list of degree candidates for Fall 1999 commencement at the meeting of September 27th.

Dr. Dye formed an Ad Hoc Committee chaired by Dr. Phil Schmidt to examine issues surrounding electronic applications. The committee has been charged with investigating current practices regionally and nationally, what currently are the practices of the University with regard to undergraduate applications, and identification of the pros and cons of electronic applications. The committee will bring recommendations to Graduate Council by the end of the Spring 2000 semester.

A second Ad Hoc Committee on Electronic Theses and Dissertations chaired by Dr. Richard Gigliotti was established and will forward recommendations to Graduate Council during this academic year.

Dean Dye continues to keep Graduate Council very well informed of activities at the University and state level related to graduate education.

Respectfully submitted,



Kathleen Ross-Alaolmolki, PhD, RN, Associate Professor
Vice-Chair, Graduate Council
Representative Nursing

APPENDIX D

College of Business Administration
The University of Akron

Calendar Proposal

Weeks 1-16 Fall Semester (16 weeks in duration with 15 actual weeks of instruction because of holidays)

Weeks 17-19 Christmas/Winter Break (3 weeks)

Weeks 20-29 Spring Semester (A) (10 weeks)

Week 30 Spring Break (1 week)

Weeks 31-35 Spring Semester (B) (5 weeks)

Week 36 Spring/Summer Break (1 week)

Weeks 37-51 Summer Session (15 weeks)

Week 52 Summer/Fall Break (1 week)

Rationale:

1.) As you can see, by reducing the Winter Break to three weeks and allocating 15 weeks of instructional time to both the Fall and Spring semesters we can attain a full 15 week summer session with a one week break on either end.

2.) Winter intercession classes would be eliminated, and the Spring intercession would be replaced by the first 5 weeks of the Summer Session.

3.) Finally, this calendar would allow for the modularization of the curriculum by accommodating both 5 week and 15 week sessions during any term and the possible inclusion of an "October Break" (two days) during the Fall term.

APPENDIX E

Addition of Calendar Dates to 2000-2001 Calendar
(additional dates in CAPS)

Fall Semester

FEE PAYMENT DUE	Fri. August 11, 2000
Day and Evening Classes Begin	Mon. August 28
Labor Day	Mon. September 4
SPRING GRADUATION APPLICATIONS DUE	Fri. September 15
FRESHMEN MIDTERM GRADES DUE	Tues. October 10
Veteran's Day	Sat. November 11
VETERAN'S DAY OBSERVED (STAFF HOLIDAY)	Mon. November 13
Thanksgiving Break	Thurs-Sat. November 23-25
Classes Resume	Mon. November 27
Final Instruction Day	Sat. December 9
Commencement	Sat. December 16
Final Examination Period	Mon-Sat December 11-16
FINAL GRADES DUE	Tues. December 19

Spring Semester

FEE PAYMENT DUE	Fri. December 22, 2000
Spring Intercession	Sat-Sat. December 30-January 13
Martin Luther King Day	Mon. January 15
Day and Evening Classes Begin	Tues. January 16, 2001
SUMMER GRADUATION APPLICATIONS DUE	Thurs. February 15
President's Day	Tues. February 20
FRESHMEN MIDTERM GRADES DUE	Tues. February 27
Spring Break	Mon-Sat. March 19-24
Final Instruction Day	Sat. May 5
Final Examination Period	Mon-Sat. May 7-12
Commencement	Sat-Sun. May 12-13
FINAL GRADES DUE	Tues. May 15
FALL GRADUATION APPLICATIONS DUE	Tues. May 15
Law School Commencement	Sun. May 20
Summer Intercession	Mon-Sat. May 14-June 19
FEE PAYMENT DUE FOR SUMMER I	Fri. May 25
Summer Session I	Mon-Sat. June 11-July 14
FEE PAYMENT DUE FOR SUMMER II	Fri. June 29
Summer Session II	Mon-Sat. July 16-August 18
Commencement	Sat. August 18

APPENDIX F**THE UNIVERSITY OF AKRON****Admissions Policy - Home-Schooled Students**

The University of Akron accepts a student's completion of home schooling as an alternative to a high school diploma. Home-schooled students should indicate "home-schooled" in the section of the admissions application for name of high school.

An admissions committee will review each home-schooled application from a student. The academic preparation review process will place home-schooled students, based on this assessment, in the appropriate category of direct, conditional, or unconditional admission will be applied.

The academic preparedness of a home-schooled student will be assessed on a case-by-case basis using the following criteria:

- * A transcript of studies
- * College preparation form
- * ACT or SAT test results
- * Documentation of any post-secondary coursework
- * Documentation that the student was exempt from compulsory public school attendance for the purpose of home education (signed by school district superintendent)
- * Other supporting documents (book lists, etc.).

Approved by
Dr. Noel Leathers
Senior VP and Provost
January 2000

APPENDIX G

3359-20-04 The faculty: personal matters and special instructions.

(H) Professional responsibilities.

(1) To the students.

(a) In-course grading.

- (i) In-course grading procedures and standards should be clearly formulated by the instructor and these procedures and standards, including class attendance, should be distributed to the students in writing and be explained to each class at the beginning of the course.
- (ii) All work performed by students in the course (including oral participation where appropriate) should be seriously considered and evaluated; written work should be returned promptly.
- (iii) The instructor should provide opportunities for review of grades in order that students may understand the reasons for particular grades and obtain guidance toward improvement.
- (iv) **ALL GRADES AND GRADED WORK WILL BE PRIVATELY DISTRIBUTED TO THE INDIVIDUAL STUDENT. GRADES CANNOT BE PUBLICLY POSTED. GRADED WORK CANNOT BE PUBLICLY DISSEMINATED.**

Effective: September 16, 1996

Certification: _____
Secretary
Board of Trustees

Prom. Under: 111.15

Rule Amp.: Ch. 3359

Prior Effective Date: 11/27/89, 7/20/90, and 5/22/91

APPENDIX H1

PROPOSED REVISION OF 3359-037-A-6

FOR THE PURPOSES OF RETENTION, TENURE AND PROMOTION OF THE REGULAR FACULTY, A MAJORITY VOTE IN THE AFFIRMATIVE IS NECESSARY FOR ADOPTION. WHEN THERE IS A TIE VOTE, THE MOTION IS REJECTED. WHILE IT IS THE DUTY OF EVERY MEMBER WHO HAS AN OPINION ON A QUESTION TO EXPRESS IT BY HIS OR HER VOTE, HE OR SHE CANNOT BE COMPELLED TO DO SO. HE OR SHE MAY PREFER TO ABSTAIN FROM VOTING, FULLY REALIZING THAT THE EFFECT IS THE SAME AS IF HE OR SHE VOTED ON THE PREVAILING SIDE. ABSTENTIONS ARE NOT COUNTED IN THE NUMBER OF VOTES CAST, AND ARE CONSIDERED BLANK BALLOTS. HOWEVER, THEY ARE INCLUDED IN THE REPORT. FOR EXAMPLE, A VOTE OF 3 POSITIVE, 1 NEGATIVE, AND 7 ABSTENTIONS REPRESENTS A 75% POSITIVE VOTE AND WOULD BE REPORTED: 3 POSITIVE, 1 NEGATIVE, 7 ABSTENTIONS.

. APPENDIX H2**PROPOSED REVISION OF 3359-20-037-A-6**

FOR THE PURPOSES OF RETENTION, TENURE, AND PROMOTION OF THE REGULAR FACULTY, A MAJORITY VOTE IN THE AFFIRMATIVE IS NECESSARY FOR ADOPTION. WHEN THERE IS A TIE VOTE, THE MOTION IS REJECTED. WHILE IT IS THE DUTY OF EVERYH MEMBER TO PARTICIPATE IN THESE IMPORTANT DELIBERATIONS, TO ARRIVE AT AN INFORMED OPINION AND TO EXPRESS IT BY HIS OR HER VOTE, HE OR SHE CANNOT BE COMPELLED TO DO SO. HE OR SHE MAY PREFER TO ABSTAIN FROM VOTING, FULLY REALIZING THAT THE EFFECT IS THE SAME AS IF HE OR SHE VOTED ON THE PREVAILING SIDE. ABSTENTIONS ARE NOT COUNTED IN THE NUMBER OF VOTES CAST, AND ARE CONSIDERED BLANK BALLOTS. HOWEVER, THEY ARE INCLUDED IN THE REPORT. FOR EXAMPLE, A VOTE OF 3 POSITIVE, 1 NEGATIVE, AND 7 ABSTENTIONS PRESENTS A 75% POSITIVE VOTE AND WOULD BE REPORTED: 3 POSITIVE, 1 NEGATIVE, 7 ABSTENTIONS.

APPENDIX I

Date: April 17, 2000

From: Dr. Philip J. Buckenmeyer
Department of Physical and Health Education

Re: Department Name Change

Motion: The Department moves that the current name - Physical and Health Education - be changed to the Department of Sport Science and Wellness Education.

Rationale: In conjunction with the Department's vision to move toward a greater sense of fitness and wellness, it is the intention that a more befitting name relative to the current nomenclature in our program offerings be instituted. Rationale for this name change would include:

1. An enhanced reflection of department academic offerings;
2. Greater marketability for the Department and the College relative to student enrollment;
3. A more current nomenclature that will reflect on attaining grants from federal sources.

***** This department name change has been approved at both the department and College of Education levels.

APPENDIX J

3359-20- Joint Titles.

(A) A joint title is defined as applying to regular faculty whose research and teaching competencies are better served through activities involving two or more academic units of the university, each of which offers academic programs leading to undergraduate or graduate degrees.

(B) A primary academic objective of The University of Akron is the search for and development of new knowledge which will enhance institutional programs and contribute to the university's research responsibilities. Recognizing the contribution of interdisciplinary studies in meeting this objective, the university seeks to encourage such effort by creating joint titles for faculty where appropriate.

(C) The joint title provides for greater program flexibility, the enhancement of intellectual stimulation, and broader insights into matters under faculty investigation and research.

(D) In order to recognize the status of faculty holding such titles, the following academic policies apply:

(1) The faculty of the academic unit to which the joint title is to be related must concur with the proposal to be affiliated with that academic unit. (The procedure used in making this decision is to be established by each academic unit concerned.) One of the academic units will be identified as the academic unit of principal appointment, since faculty responsibility to the academic unit to which the title is associated will involve teaching and/or research only. The title associated with academic units other than the academic unit of principal appointment will be for not more than three academic years. It may be renewed by means of the procedures used in making the original joint title. The joint title will be terminated automatically if the appointment in the academic unit of principal appointment is terminated.

(2) Participation in academic unit affairs will be limited to teaching and/or research. The degree of participation will be determined by faculty of the academic unit to which the title is associated. Participation in retention, tenure, promotion processes, or any other affairs of the academic unit in which the joint title is held shall not be expected or permitted.

(3) The apportioning of teaching and/or research of a joint title will be reached through conferences in which the faculty member and appropriate academic unit chairs participate. Courses available for negotiation should be defined by the academic unit in which the courses are listed. To assure that there is complete understanding, a written statement will be prepared following each such conference, copies of which will be retained by the faculty member, the academic unit chairs, the deans, and the provost. The distribution of teaching and other responsibilities may be changed through subsequent conferences, with amended written statements to follow. (It is hoped that limits can be

stated broadly enough to avoid the necessity for frequent change.) On occasion, it may be appropriate for the dean or deans to participate with the faculty member and the academic unit chairs in these conferences.

(4) At the time of title conference, a faculty member's academic rank will be determined in the academic unit of principal appointment and the rank will be the same in the nonprincipal academic unit. Board notification will reflect this and will also indicate the academic unit(s) in which a nonprincipal title is applicable.

(5) Joint titles shall have no effect on granting of tenure.

(6) Joint titles shall have no effect on recommendation or nonrecommendation for promotion.

(7) Joint titles between academic units of a given college shall be reviewed by the dean and academic unit chairs of the involved units. Joint titles crossing college lines shall be reviewed by the appropriate deans and academic unit chairs to ascertain that the arrangements meet intended objectives.

(8) In all instances concerning college and/or university affairs, the faculty person shall be considered as a member of one academic unit only - the academic unit of principal appointment.

(E) This policy for joint titles will apply to all new appointments effective on or after July 1, 2000. For faculty members holding joint titles before this date, the concerned parties shall review previous commitments and construct written agreements through appropriate procedures.

Faculty Senate Meeting May, 4th 2000

Curriculum Proposals Approved by Faculty Senate

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-00-02	Ed Foun & L	Change in Degree Requirement
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-00-05	BE	BME Curriculum Changes
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

<u>EN-00-21</u>	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

FAA-00-40	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.

<u>PS-00-02</u>	Poly	Master of Science in Polymer Engineering
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Provost

<u>PR-00-02</u>	Women Stds.	Revision to Women's Studies Certificate Program
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University College

<u>UC-00-01</u>	Dev Prog	Tutor Training II
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Wayne College

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

Curriculum Proposals Approved By Provost**Education**

<u>ED-00-27A</u>	Phys & HE	Changes is School Nurse Program
<u>ED-00-27B</u>	Phys & HE	Changes is School Nurse Program- Option 2
<u>ED-00-27C</u>	Phys & HE	Changes is School Nurse Program- Option 3

Engineering

<u>EN-00-05</u>	BE	BME Curriculum Changes
<u>EN-00-24</u>	EngPHD	Admission Requirements for Engineering Doctoral Degree
<u>EN-00-25</u>	EngPHD	Degree Requirements for Engineering Doctoral Degree

Fine & Applied Arts

FAA-00-27a	Communi	Health Communication
FAA-00-29b	Communi	Magazine Writing (Grad)
FAA-00-29d	Communi	Commercial Electronic Publishing (grad)

Provost

PR-00-03	Womens Studies	Graduate Certificate in Women's Studies
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Curriculum Proposals Approved For University Wide Review**Community & Technical**

CT-00-36	Publ	Emergency Management
CT-00-39	Publ Svc Tech	Legal Assisting Program

Education

ED-00-02	Ed Foun & L	Change in Degree Requirement
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Engineering

EN-00-01	EE	Master of Science in computer Engineering
EN-00-14	CE	Course Addition: Aquatic Chemistry
EN-00-15	CE	Course Addition: Advanced Chemical Oxidation Processes

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 with Collegiate Status Approved and Proposals Under Development

Please refer to the Web Page:

www.uakron.edu/provost/proposal

D R A F T**SCHEDULING POLICY
ACADEMIC CONSIDERATIONS****Policy Statement**

Initial considerations for scheduling shall be the fulfillment of all obligations of the Mid-American Conference. Other contests shall be arranged, to the extent possible, to minimize lost academic class time for student-athletes in light of the goals of the University and the Athletics program.

Staff Responsibility

Director of Academic Advising

Procedures

1. Coaches shall provide student-athletes with a list of travel dates at the beginning of each semester. This list shall be shared with instructors during the first two weeks of the semester. A copy signed by the instructor shall be returned to the Director of Academic Advising.
2. Student-athlete shall also remind instructors approximately one week in advance of any classes that might be missed because of athletic competition or travel. This notification shall come in the form of an absence letter signed by the Director of Athletics, or his/her designated representative.
3. Every effort shall be made to schedule no athletics competition the day before finals begin and during the examination period unless it is competition due to or resulting from conference affiliation or NCAA Tournament play.
4. The Director of Academic Advising will track the amount of lost academic time by individual and athletic team.
5. The Director of Athletics shall provide the Athletics Committee with a yearly report on "missed class time for travel" by individual and by sport.

NCAA Bylaws

3.2.4.12 Missed Class Time Policies. Active members are obligated to establish policies in all sports concerning student-athletes' missed class time due to participation in intercollegiate athletics and athletics competition scheduled during final examination periods.

17.1.6.5.1 No Class Time Missed for Practice Activities. No class time shall be missed for practice activities except when a team is traveling to an away-from-home contest and the practice is in conjunction with the contest.

APPENDIX M

SPRING 2000 REPORT TO FACULTY SENATE
From David Jamison, Professor of Communication, NCAA
Faculty Athletics Representative

During this academic year, in my role as Faculty Athletics Representative, I carried out the following duties and activities:

- (1) Certified the playing eligibility of every UA varsity athlete by reviewing and attesting to each sport's squad list, reviewing Degree Progress Forms, and participating in eligibility appeals. No student-athlete represents the University of Akron in intercollegiate competition without faculty certification that the student-athlete meets all eligibility standards of the Mid-American Conference (MAC) and the National Collegiate Athletic Association (NCAA).
- (2) Administered a recruiting test and certified that every head and assistant coach and every athletics administrator is knowledgeable about NCAA rules regarding recruiting, financial aid, and other issues that affect student-athletes. No coach is permitted to recruit off-campus without this independent certification of their knowledge of NCAA rules.
- (3) Represented the MAC as our conference's sole member of the NCAA Championships and Competition Cabinet, its Playing and Practice Seasons Subcommittee, and its Football Events Subcommittee.
- (4) Represented the University of Akron on the MAC Joint Governance Committee, chaired the MAC Infractions Committee, and served on the MAC By-Laws Committee as well as its Faculty Athletics Representatives Committee.
- (5) Worked with the Director of Athletics and the Compliance Coordinator to maintain an ongoing program of effective rules compliance throughout the year. Assisted in processing rules infraction reports.
- (6) Monitored the academic work of our student-athletes by regular review of interim academic progress reports, and by review of the term academic reports.
- (7) Attended selected meetings of the Student Athlete Advisory Council (SAAC) to get a better sense of current concerns of the student-athletes, and to assure faculty representation in hearing those concerns.
- (8) Attended practices and competitions and reviewed practice logs compiled by the coaches as part of the University's commitment to the welfare of our student-athletes.
- (9) Kept the Athletics Director and the President informed of issues of concern to the faculty in the conduct of our intercollegiate athletics program.

Report of Campus Facilities Planning Committee May 4, 2000**Plans for Polsky Parking Deck Renovation and Other University of Akron Parking Issues**

Harvey Sterns was asked by President Proenza to serve on a parking task force headed by Mr. Hank Nettling, which had its first meeting on April 14. Mr. James Stafford held a meeting of all units involved in the Polsky deck renovation on April 15. Everyone present agreed that it was acceptable to begin the renovations on May 5th and that inter-session was the best time to close the deck for major repairs. It was also agreed that spaces for City of Akron Police cars was important and contributed to safety and security in the deck. Parking for the Fraternal Order of Police will have to be reviewed for Fall. At the April 15th meeting, it was suggested that focus groups be conducted to better understand student, faculty and staff reactions to proposed parking changes, campus loop bus, and possible use of Metro services five days a week. Director of University Communications, Beth Sampsel, agreed to recruit focus group participants; Dean Goumas, Acting Associate Director of University Dining Services, arranged for special Zip Cards as a gift to student participants; and Harvey Sterns agreed to conduct the focus groups.

Chemistry Computer Lab Scheduling

The subcommittee chaired by Dr. Chyi has worked with Dr. Julia Berge, Department of Chemistry, and Dr. Karen Reed, College of Nursing, to coordinate effective room usage. Phyllis Parker and Harvey Sterns have also been involved. It appears that because of excellent cooperation by all parties that an agreement on room usage has been reached. It is anticipated that the Department of Chemistry will be able to start their new computerized recitation classes beginning Fall 2000.

Faculty/Staff Dining Area in Student Center

At the April 26, 2000 Board of Trustees meeting, a presentation was made on the final plans for the Student Center Building. During the presentation both Alex Arshinkoff, Chair of the Board of Trustees and President Proenza asked for clarification regarding the designation of an area as a faculty/staff dining area. It appears that a formal designation has been made. The concern raised by Mr. Arshinkoff and President Proenza is greatly appreciated.

Guzzetta Hall Addition

Robert Huff and Linda Lavelli, committee members from the College of Fine and Applied Arts, raised concerns about the current proposals for the Guzzetta Hall addition. Issues include whether the space will be adequate to meet current and future needs. It was agreed that Ramesh Vakamudi would make a formal presentation to the committee at its next meeting.

A final meeting of the Campus Facilities Planning Committee will take place on May 11, 2000 at 3:00 p.m. in ASEC 105. The committee will continue to meet during the summer as necessary.

Respectfully submitted
Harvey L. Sterns, Chair

APPENDIX O

UNIVERSITY LIBRARIES COMMITTEE

Final Report
Spring, 2000

This report of the University Libraries Committee for the 1999-2000 academic year is divided into three sections, detailing: First, the committee's major activities; second, several recent noteworthy events related to the Libraries; and finally, emerging problems that need to be considered in 2000 and beyond.

I. Committee Activities:

The committee met approximately monthly throughout the academic year. During the fall it considered the Information Competence statement developed by the library faculty, with final transmission on Dec. 3, 1999, to the Faculty Senate. The committee recommended further review by that body or its committees and ultimately, inclusion of an information competence requirement in the Academic Master Plan.

In spring the committee turned its attention to several problems faced by the University Libraries in the immediate future, which will be detailed in section III. On Mar. 20 the committee met with Dr. Thomas Gaylord, newly appointed Vice-President of Information Services, Library and Institutional Research, for an exchange of views on both short- and long-term changes that might be expected in library collections and services. Of particular note are probable expansion of networking with broader band width, increased availability of electronic books, problems in supporting the "hard copy" collection, and the need to explore utilization patterns so as to build and market library services more effectively.

Finally, the letter to retiring faculty members was revised, encouraging them to donate unneeded books to the library, and offering boxing and moving assistance, along with advice on tax deductibility.

II. Recent and Noteworthy

The University of Akron Press continues to experience a gratifying reception to Wheels, the history of the Akron rubber industry. The Press sold a total of \$289,000 worth of books during 1999 (more than its total sales in the previous decade), and has grossed more than \$200,000 so far this year. In addition, the Press's new book, Stan Hywet Hall and Gardens, has now appeared, with a profit assured as of the Apr. 21 publication date, and a handsome write-up in the Akron Beacon-Journal Sunday magazine.

The Library is in the process of final packaging of the "Goodrich Girls" stationery cards, a set of eight pairs of prints from the full-size oil portraits of young women used in product promotion in the early twentieth century. The portraits themselves were donated

to the University in 1999 as part of the Goodrich corporate collection, and can be seen in the main library conference room and offices. Though the library originally thought of the cards as a unique gift for visitors to the University, it is now considering broader marketing to the public.

Finally, the April 7-8 festschrift honoring Dr. Marian McPherson and Dr. John Popplestone, founders of the University's History of Psychology Archives, drew more than 95 eminent scholars from across the country and Japan in recognition of their achievement.

III. Emerging Problems

Though satisfied with the current situation in many respects, the Library and the committee do see several problems emerging that could easily become critical in the next year or two. These fall into four general categories: Program budgeting, library faculty salaries, physical facilities, and faculty liaison with regard to information competence.

Program budgeting problems arise in two areas. First is the lack of an stable operating budget for Audio-Visual Services and particularly the New Media Center; to date funds have been provided largely through one-time money. The problem is complicated by some uncertainty regarding possible reorganization and/or relocation of the Center and various subdivisions such as distance learning. These uncertainties need to be resolved rapidly so that a steady source of operating funds can be established.

The other area of concern is the effect of even the currently slow rate of inflation on library acquisitions. In recent years, inflation has been offset by gains from OhioLink purchasing; however, as it continues, it gradually will outstrip potential OhioLink gains. The implications are not so severe for science and engineering journals, as most of these are now available electronically, and will get first call on funds; however, journals in the humanities, and more specialized ones in the social sciences, are likely to feel the impact quite strongly. Faculty need to insure that the regular rounds of journal cuts common a decade ago do not creep up on us again.

A second and most immediate problem area concerns library faculty salaries, which are on average the lowest of any on campus. This is of course part of a larger faculty salary problem, but in the case of the library it has gone beyond compression; there are instances of new degree-holders whose first salaries are greater than those who have held the same position for 10 to 15 years. Though this has yet not resulted in significant numbers of faculty departures, it certainly has not helped morale, either.

The third problem area concerns physical facilities, which are variously inadequate or shabby. The upgraded wiring necessary for telecommunications and networking has been proceeding at a glacial pace; carpeting on the second and third floor areas, and some

furnishings, are by now quite disreputable-looking. Even campus improvements such as the new Arts and Sciences building, with its attendant destruction of several major parking areas, promise to bring new problems in their train--in this case, reduced access to the library itself. As it is fairly clear the state of Ohio will not be expanding Bierce Library space, there needs to be more concentration on taking care of what we have now.

None of the problems delineated above really falls within the purview of the University Libraries Committee; they are discussed in this report in order to apprise the Senate of matters that sooner or later will have a significant impact on library quality. The fourth area, faculty liaison with regard to information competence, is a different matter. Information technology in all its facets--sources, linkages, equipment--has been changing too fast for most faculty members to keep pace. And what the faculty are unaware of, their students are not likely to utilize. The library very much wants to develop, in partnership with classroom instructors, programs of user instruction and dissemination of information on resource availability, and realizes that to be effective, these must be matched to the needs of faculty and students in existing course offerings. We therefore ask that the University Libraries Committee be charged with exploring how an effective liaison might be established so as to both maximize the use of current resources and better advise the library on additional instructional needs.

Katherine A. Hinckley
Chair, University Libraries
Committee
May 4, 2000

APPENDIX P**Interoffice Correspondence**

DATE: May 3, 2000
TO: Marilyn Quillin, Faculty Senate +4910
SUBJECT: Annual Report of Student Affairs Committee

The Student Affairs Committee met at the beginning of the academic year to discuss pending business and to propose to Faculty Senate certain revisions to the Student Code of Conduct. When these were introduced at Faculty Senate, an objection was raised from the floor to the language wording and content of these revisions. Accordingly, the document was sent back to Committee. In the interim, Heather Mattos has been working to incorporate revisions and corrections into the document, and Student Affairs waits for her to finish her work.

There has been no other business brought to our attention and no need for us, consequently, to call a meeting. And so at this point we stand adjourned until next academic year.

Respectfully submitted,

James H. Buchanan

JHB/sdj



300 Voices: One Mission Building a New Landscape For Learning

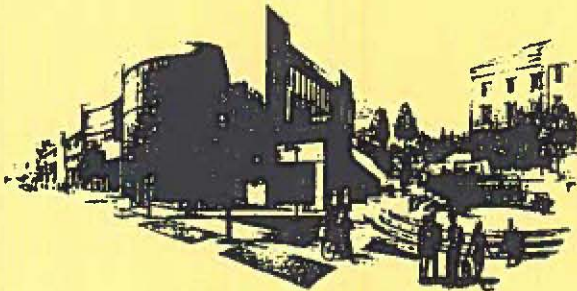


The University embarks upon an ambitious plan to build state-of-the-art physical facilities to nurture and sustain quality research and student centered learning.

Campus academic leaders adopt improved student learning through innovative instruction and enhanced research as university priorities.

Resources are committed to pursue an aggressive research agenda and build the infrastructure for the scholarship of teaching.

The campus is energized through these multiple activities.



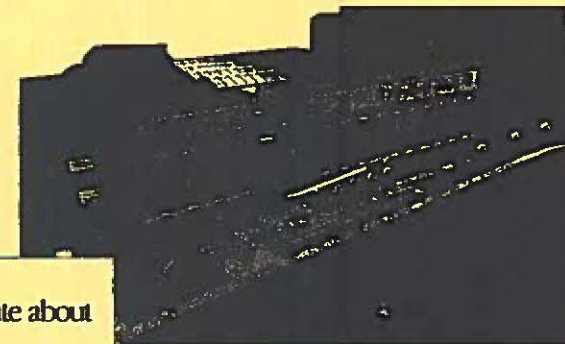
A process for engaging the campus community is devised by a 25 member Steering Team (during an ice storm)

Referred to as the Teaching Academy, initiative faculty and administrators learning register as Teaching Academy Ambassadors on a newly created website (www.uakron.edu/teaching)

To date, over 300 faculty members and administrators have volunteered.

The stage is set by ...

- Developing a structure for dialogue and debate about the scholarship of teaching
- Engaging the entire campus through a wide variety of focused activities
- Offering workshops, seminars, invited lectures, and videoconferences
- Funding faculty summer grants to develop and study innovations in teaching
- Conducting a 15 week training program for Graduate Teaching Assistants
- Creating support structure to identify and develop top performing students for national scholarships etc.
- Expanding learning communities



Blueprint for Teaching, Learning & Faculty Development
DRAFT CONCEPT

Function	Center for Faculty Development	Center for Research in Teaching, Learning and Student Success	Center for Graduate Advancement & Professional Development	Center for Innovative Teaching Practices & Pedagogical Development
Overall goal	Develop the capacity of teaching and learning faculty and staff to enhance the scholarship of teaching	Develop research and practice in teaching, learning, and student success	Develop and provide graduate, post-graduate, and continuing education for research and professional development	Develop a robust research and practice environment in teaching and learning
Priority	<ul style="list-style-type: none"> Faculty development activities Leadership Research & practice Teaching & learning Student success Support for faculty 	<ul style="list-style-type: none"> Faculty research in teaching, learning, and student success Teaching and learning research Leadership for research Research and practice in teaching & learning Teaching and learning research Teaching and learning research Teaching and learning research 	<ul style="list-style-type: none"> Developing graduate, post-graduate, and continuing education Teaching and learning research Teaching and learning research Teaching and learning research Teaching and learning research Teaching and learning research Teaching and learning research 	<ul style="list-style-type: none"> Developing a robust research and practice environment in teaching and learning Teaching and learning research Teaching and learning research Teaching and learning research Teaching and learning research Teaching and learning research Teaching and learning research

Blueprint for Teaching, Learning & Faculty Development
DRAFT CONCEPT

Ambassadors develop the blueprint of the academic environment for the new Landscape for Learning. The Campus Conversations result in the initial steps of the development of a new Institute for Teaching, Learning, and Faculty Development as the central keystone for improving student learning at The University of Akron.

For Additional Information Please Contact
Jean Blomer
 330-972-7017
jblomer@uakron.edu
Devinder Malhotra
 330-972-7957
malhot@uakron.edu

The University of Akron
INSTITUTE FOR TEACHING, LEARNING & FACULTY DEVELOPMENT

(This is not a final document; it is a working draft for discussion purposes only.)

Center	Center for Faculty Development	Center for Research in Teaching, Learning & Student Retention	Center for Academic Assessment & Continuous Quality Improvement	Center for Innovative Teaching Paradigms & Curriculum Development
Broad goals	Elevate the status of teaching and provide faculty with the knowledge and skills for excellence in the scholarship of teaching	Become nationally recognized for excellence in research in teaching, learning, and student retention	Champion and provide direction for assessment and continuous improvement, and become a premiere institution for assessment and continuous improvement activities	Promote a culture of innovation and continuous improvement in the curriculum
Function	<p>Offer faculty development activities:</p> <ul style="list-style-type: none"> • Incentives • Grants & Awards • Seminars & workshops • New faculty orientation & workshops • Resource base for campus • Website & web resources • Fellowship opportunities <p>Refine faculty evaluation processes:</p> <ul style="list-style-type: none"> • Campus faculty teaching portfolio project • Clarify roles and expectations <p>Facilitate preparation of future faculty and new faculty</p> <ul style="list-style-type: none"> • Teaching assistants • New faculty <p>Publicize and promote activities</p> <p>Acquire funding</p>	<p>Foster applied research in teaching, learning and student retention</p> <p>Analyze and formulate policies related to teaching, learning, student recruitment, & retention (campus, state, national)</p> <ul style="list-style-type: none"> • Link Students to prestigious awards <p>Sponsor research symposia and research conferences on teaching & learning</p> <p>Acquire funding for activities</p> <ul style="list-style-type: none"> • Federal gov't. • State gov't. • Local gov't. • Foundations • Business <p>Publicize and promote activities</p> <p>Acquire funding to support faculty research</p>	<p>Develop guidelines for assessment and continuous quality improvement</p> <p>Facilitate assessment activities in departments, colleges, and campus-wide</p> <p>Invest in assessment technologies</p> <p>Provide training in assessment</p> <p>Monitor, report, and publicize assessment and continuous quality improvement activities</p> <p>Acquire funding to support assessment of learning outcomes and teaching</p> <p>Coordinate campus-wide attention and activities related to student assessment; work with Student Assessment Task Force</p> <p>Locate quality learning experiences and link students to them</p> <p>Assess excellence and improve quality of experience</p>	<p>Identify, promote, and champion pedagogical innovation</p> <ul style="list-style-type: none"> • Integration of technology into instruction • Writing across the curriculum/campus • Integration of ethics and personal responsibility into the curriculum • Decision making & cost efficiency • P – 16 council • General education • Diversity issues • Women's studies • Student retention & motivation • Service learning & engagement • Distance Learning • Pan African studies <p>Develop a knowledge base for classroom innovation</p> <p>Provide opportunities sharing and using for this resource</p> <p>Foster access and retention</p>

For more information, contact: Jean Blosser 330-972-7017, Devinder Malhotra 330-972-7937

COMMITTEE: Baylen, Blosser, Calderon, Creel, Heinzerling, Hollinger, Jamison, Kruse, Malhotra, McLain, Newman, Pachnowski, Stinner, Wright

