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Any comments concerning the contents in *The University of Akron Chronicle*
may be directed to the Secretary, Mrs. Rose Marie Konet (x6510).

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Minutes of the Faculty Senate Meeting of December 2 2004

The regular meeting of the Faculty Senate was held Thursday, December 2, 2004 in Room 201 of the Buckingham Center for Continuing Education (BCCE). Senate Chair Rudy Fenwick called the meeting to order at 3:10 p.m.

Forty-three of the sixty-two Faculty Senators were in attendance. Senators Barrett, Brooks, Chlebek, Hanna, John, Kushner Benson, Linc, Qammar, and Wilkinson were absent with notice. Senators Braun, Cheung, Hixson, Huff, Kelly, Lowther, Pfouts, Slowiak, Soucek, and Stachowiak were absent without notice.

I. Approval of the Agenda – The Chair welcomed everyone and suggested we get started since we had a full agenda for the day’s meeting. He asked for a motion to approve the agenda for the meeting. Senator Yousey made the motion; it was seconded by Senator Steiner. The Chair asked if there were questions about the Agenda.

Senator Gerlach made an observation that, when he received his Agenda in the mail, he expected to see the proposed amendment to the By-Laws on it. The senator made it known that, in the future, when there is this type of business to bring before the body, providing the exact language of it would be helpful. Chair Fenwick said this could be done in the future. With no other discussion, he asked all those in favor of the Agenda, say, ‘aye.’ (*The body responded unanimously and the motion passed.*)

II. Approval of the Minutes – The second order of business was consideration of the Minutes of the previous meetings. The Chair asked for a motion to consider the Minutes of the September meeting. The motion was made and seconded. He asked if there were any corrections, additions, or deletions to the September *Chronicle*. The only corrections mentioned were those listed on the provided handout (**see Appendix A**). No other corrections were noted, so the Chair called for a motion to approve the September Minutes as corrected. The body responded unanimously to accept the September Minutes; none opposed.

The October Minutes were then considered. No corrections were noted, other than those provided on the handout, so a motion was made to approve the minutes as corrected. The body responded unanimously to accept the October Minutes; no one opposed.

The Chair then called for a motion to consider the November Minutes in the *Chronicle* that was sent out the week prior to the meeting. The motion was made and seconded. No discussion was raised about the November Minutes; the body voted unanimously to accept the November Minutes.

III. Special Announcements – Chair Fenwick made a few announcements. As noted at last month’s meeting, Evelyn Tovay passed away in September. To date, the Senate had received no further information on her or her position here; he stated that if somebody who knew her would pass along the information, we

could publish it in the Minutes. The Chair then asked the body to observe a moment of silence in memory of Dr. Tovay, which they did. Senator Gerlach then suggested to the Chair that calling the College of Nursing might provide us with information, since that was the department to which she belonged.

Chair Fenwick went on to announce a couple of recent honors and awards. He congratulated Dr. Vijayaraman and Dr. Osyk from Department of Management, College of Business Administration, who received a research grant of \$10,000 from Warehousing Education and Research Council (WERC) to study adoption of Radio Frequency Identification (RFID).

In addition, he congratulated Joe Morris, a senior in Chemical Engineering, who won first place in the national undergraduate student research poster competition at the American Institute of Chemical Engineers annual meeting in Austin, Texas. His poster was one of twenty-six entries in the Biotechnology, Pharmaceutical & Agriculture division; he also mentioned that Mr. Morris works in the research lab of Dr. Stephanie Lopina.

IV. Remarks of the Chair – Chair Fenwick mentioned that the final report of the Decision-Making Task Force would be available the next day and that he looked forward to receiving and reading it. He mentioned that he hoped the Executive Committee would, within the next few weeks, be able to meet with the Administration and the Chairperson of the Task Force Committee to discuss specific proposals or ideas that they had for change or reform of the Senate. Related to this, he added, “In lieu of that, I would think that any proposals that come forward from the Senate for reform or change in the way that the Senate does business should be consistent with the proposals that are developed in the Task Force for Decision Making and should be comprehensive rather than piecemeal. I would also recommend—just as I iterated in October from the point of the view as Chair of the Senate—that reforms to the Senate should be based on principles of electoral representation, elected representation, inclusiveness and openness.

His next remarks were in regard to the budget and the resolution that had been passed at the previous Senate meeting asking the Vice President for Business and Finance, Mr. Ray, to present a budget report and that we would also present budget spreadsheets that had been presented at the Board Meeting. Since the Administration demurred from having Mr. Ray present an oral report on the grounds that, first of all, these budget reports were public information and could be provided elsewhere. In light of this, the budget sheets were made available that afternoon in the form of a handout sheet (**Appendix B**). Additionally, with the new Operations Advisory Committee in place, there was not a desire by the Administration to return to a competing planning and budgeting committee process. The Executive Committee, therefore, respectfully accepted this decision.

The Chair then commented briefly on the provided budget sheets, which had been presented the previous day at the Board of Trustees meeting. After the first quarter, there was a \$15 million surplus. Half of this amount was listed under line-item “institutional” and \$3.4 million was shown under the line-item of “instructional.” When asked by Board members about the reason for the surplus, Mr. Ray had responded, “timing.” Chair Fenwick went on to say, “Budgets, as you know, are not spent on a consistent or continual basis; secondly, I think by ‘timing’ we’re anticipating cuts from Columbus.” Since the President was not present to address the body that afternoon, the Chair thought perhaps the Provost or Vice President Ray

might perhaps address the issues of the anticipated cuts coming from Columbus. He assured the body that in any case, he would search for acceptable ways to present the information and to summarize the budget information to the Senate in future meetings.

The Chair then introduced Senator Konet who gave the Executive Committee report.

V. REPORTS

a. Executive Committee

Secretary Konet mentioned that printouts of the Executive Committee report had been made available (**Appendix C**). Rather than read it, she instead touched on some of the highlights of the report, mentioning that the resolution approved at the November meeting—the one asking Vice President Ray to present the budget at each Senate meeting—was to be handled differently, as the Chair had indicated. The budget notes would, in future, be addressed in the Chair’s remarks or would appear in the Executive Committee Report.

The second item she pointed out was the November 22 meeting with the President and Provost, where they discussed a letter recently sent by the Governor to all two-year and four-year universities in the State. In the letter, the Governor warned all schools that any proposals for increasing tuition and fees in the coming year would not be viewed favorably by the Legislators or by him. Secretary Konet’s assessment of this was, though the Governor didn’t openly state it, the implication was that if we would consider an increase in tuition, then there was a chance that our budget would be cut in some fashion. She explained that the State was facing a deficit, but that it was still unclear what that meant in terms of budgeting for next year.

The remaining issue was the outstanding question about the laws and University policy concerning the community’s use of University resources; however, the Provost indicated that she would check with Mr. Mallo on that subject and would get back to the Committee in more detail at a later date.

No questions or discussions were raised over the report.

b. Remarks by the President – The President was unavailable to address the body at the December 2 meeting, as he was attending an Inter-University Council meeting in Columbus.

c. Remarks by the Provost

Provost Stroble related that the President sent his regrets for being unable to meet with the Senate that afternoon. She explained that he was attending an Inter-University Council meeting with Governor Taft. She was optimistic that he would gain some specifics related to the letter that had been received from the Governor regarding future budget cuts. However, the Provost stated that we couldn’t be optimistic that the specifics gained would be at all uplifting. “The budget picture from Columbus is not particularly optimistic these days. Revenues are not looking strong when we look at the competing priorities for limited budget dollars.” She explained that competing entities continue to draw more from the budget, meanwhile

“we are largely seen in the political climate as wasteful and duplicative and somewhat of an unnecessary expense. That’s not to say that any of us in this room believe that, I’m just telling you that is what I’m hearing in response to our call for additional dollars to do the things that we know we need to do.” She stated that if the President were present, this would be the message he would deliver to the body. The Provost was uncertain about how this would turn out in terms of real cuts for this year or in the future, because the situation remained uncertain and it was too early to predict.

In her meeting outline, the Provost addressed some issues raised in previous sessions (**Appendix D**). “I do try to take notes of the questions that you ask me and that the Senate Executive Committee asks me as I go from college to college and committee meeting to committee meeting. Sometimes it takes a little bit of time to close the loop, but I’m just trying to reassure you that I try not to lose things totally and do come back to them in some shape or form.” She began to address the specific bulleted-points on her list, as follows:

· ***Assessment needs***

This issue was raised initially by Senator Londrville. The Provost related that “we’re up to a lot of good work in assessment” but acknowledged that it’s difficult to sustain the work if no budgeted funds are attached to the technical assistance, time and effort required to actually implement it. She mentioned the recent issue of *Perspectives from the Provost* where the Institute for Teaching and Learning had committed to use some of its budget for the purposes of assessment. She added, “I will also make the commitment, that as I put together my part of the budget requests for the December 15 deadline, I plan to devote some of the Provost’s Office budget to assessment activities as well.”

· ***Student Recreation and Wellness Center related to future healthcare options; also reviewing of the Center’s budget in anticipation of budget requests and hearings***

This issue was raised two meetings ago. Since then the Provost learned that April 2005 will be the next time that the University will seek bids for the future for healthcare plans. “Mr. Ray and the Committee that he works with will certainly look at various opportunities to build in a health and wellness component to our healthcare benefits and plan so that we can build some synergies there; I know that’s something the Committee has cared greatly about and we are exploring options to do that.” She added that the timing should be coincidental with the next time we go out for bid for healthcare plans and that they would try to make those two come together. “We do understand the request that choice dollars be available for dedication to this.” However, she said that whether it would turn out to be that way must still be determined. Since the request initially came from the floor of Faculty Senate, they looked into the issue. “I would say that I don’t think that’s *all* that we need to look at, but it is the one question I was asked specifically about.”

· ***Disbursement of Center for Career Management fees***

The Provost was also asked to look into fees for the Center for Career Management. She mentioned that Senator Qammar asked about this at the last meeting and how the fees are actually used. Provost Stroble explained that she has begun to look at those numbers with Dr. Johnson, but that they are not yet finished and that it was too early to give us a specific report today. “I’ll hope to do that at the next meeting.”

· Policy Review Process

Finally, the question was asked that day about our specific policy regarding community use of University facilities. Provost Stroble stated that her office is currently working on development of a template to be used as a guide in policy development areas, where no policies exist and also as a means to review policies that may be outdated or otherwise out of line with current practice in the higher education community. “We’re starting to create a list of the kinds of policies that we think need some tweaking or at least development from the ground up, so I’m in the process of working with Mr. Mallo and others to see what policies we currently have, not only about this particular narrow area, but a variety of other issues. In conjunction with this, they will create timelines to keep track of the process.” In this way, if a question would be raised about a particular issue, the Provost could tell us where it was on the list and how quickly they could move it along. “I see the policy issue as a rather large issue, one of those process issues, that we, in Buchtel Hall, need to get a handle on and we’re working very aggressively to do that.”

Related to the second item in her report was clarification of successful approaches to budget requests and was a response to a Council of Deans meeting. In this she addressed a question that arose from their meeting last week regarding how best to think about the budget proposals as the December 15 deadline approaches. The Provost addressed the question of: “is it true that the larger the proposal we put in, the more likely we are to get rewarded for it?” She explained that, given the fact that we’re hearing rumors of twenty percent budget cuts, it’s hard to think that this would be a successful strategy. “But I thought more about it, conferred with Mr. Ray, then decided that we needed to put something more thoughtful back in writing to the Deans, asking them to share it also with VPs and with Chairs and Directors.” She pasted the text of that document into the body of her report for the Senate so that the actual wording of the memo to the Deans could be read; in the document she tried to guide them to successful budget proposals—ones that were strategic, ones that actually established priorities. “Whatever we’re able to do and if, indeed, the only new money we can put on the table are the remaining dollars of academic investment fund—and that really might be it—and what we’re really about is doing some reallocations or even managing cuts, it will be very important to have people’s requests in strategic priority order.” Once the actual budget allocations are made, funds would be dispersed in the most strategic way as opposed to incremental kinds of decision-making that we have lived with so long and have been terribly unhappy with. The Provost stated that this was her attempt to be factual, thoughtful, and reflective about why it’s important to have budget hearings even though we were not in very flush times and don’t really know what the results will be.

“In answer to the question of: what are we going to get from Columbus? We’re not likely to know that at the point that we complete the hearings. But what we can do out of the hearings is to say, here are the priorities from the units, here are the priorities for the University, here is how we will fund things, and then allocate the dollars as they are available to fund. As we’ve known for years, we’ve done budgeting, but we haven’t done planning. This budget hearing process is as much about planning as it is budgeting. It will be very important for colleges and VPs’ units to give us their plans in priority order showing that they’ve done careful thought about what is most strategic to do and then we’ll put the dollars to them as successfully as we can.”

Finally, she ended with a note of thanks and celebration in this holiday season. Provost Stroble thanked all of the people who have worked with her for the eighteen months that she had been Senior Vice President and Provost and Chief Operating Officer. She related that as she traveled around the country to attend higher education conferences, she now understood how innovative a model this was to combine Chief Operating Officer with Chief Academic Officer and that it was virtually unheard of. “What I hope that you’ll begin to see is that this model gives us opportunities for the Provost to truly be a member of a team among the Vice Presidents and to be a member of a team that can tackle both sides of what needs to be really strong here at the University of Akron. The Academic Mission and those academic pieces that, of course, the colleges care greatly about, but as I’ve learned as Chief Operating Officer, the operational processes that have to be strong to buttress the academic pieces.” She emphasized that colleges cannot be strong if you don’t have a budget planning process; colleges cannot be strong if you don’t have enrollment management processes. Colleges cannot be strong if you don’t have student assessment processes, program review, and a strong institutional research office and all those other pieces. She related how, in the past the Provost could influence the *college* side of things, but the Provost was not viewed as a person who interacted in a team-like way with the operations. “I’ve really tried to bridge that and the fact that I have these two titles makes it possible for me to and the fact that I have a great team of VPs with whom to work—and I’m grateful to them—we really do work as a team to make things work out well—I think is a point to celebrate and I just wanted to say that today.”

She related a few examples, such as the budget hearing process; this is the first time we have had one in five years. The program review will take place this year; she would be presenting the draft of that program at the next Board of Trustees meeting. She explained that the Board would review it and provide feedback. After approval of the revised version at the January Board meeting, she will explain more about how the program will work. The Provost addressed Student Learning Assessments. As mentioned in *Perspectives from the Provost*, one hundred assessment plans had been handed in and reviewed by a faculty work group, a phenomenal success. She went on to mention that many of the faculty had been working on Transfer Assurance Guides—TAGs, for short—designed to create pathways from, not just two-year institutions to four-year institutions, but four-year to four-year institutions across the state in such a way to make transfers much more transparent and predictable and not just dependent upon the largesse of an advisor in a particular institution.

Provost Stroble recognized and thanked Dr. Karla Mugler, present at the Senate meeting, who was recognized at the Ohio Faculty Council for the leadership that she has provided for us there.

Regarding the IT strategic plan, hundreds of people—faculty, staff and students—participated in the web-based survey, focus groups and interviews that formed the plan that the Board of Trustees approved. Provost Stroble is now in the process of assembling the search committee; later this month the search for a VP of Information Technology will begin. “I think that the real common message here about the elements of success: it really works when you involve as broad a constituency as possible in a process, when you bring in the academics with the operations, when you take the time to say what’s most important to work on and get started on multiple fronts—don’t start one thing and wait for it to get finished before you start the rest, you’ve just got to get it all rolling—and then try to bring it together, get it to closure.” She shared that last year in this position was her time to survey the landscape and ask, “what do we most need to work on?,” then to get the project rolling, involving as many people as possible in the process. “It’s a huge

success story at the University of Akron that, in the midst of very uncertain times for all of us, that we're still getting good work done and doing the right thing for students and for ourselves. It's a great success story and it shows the quality of the people that work here."

She explained that as we move toward completion of a number of things begun last year, it will be a good feeling, because then you can start working on a few new topics. She reiterated that the Office of the Provost depends on the work, engagement, participation and ownership by a number of the people—in this room as well as across campus and that she is personally grateful for that.

Chair Fenwick opened the floor for questions to the Provost. Senator Londraville expressed his appreciation to the Provost for following up on these items. Senator Erickson offered a comment related to the Wellness Center and on behalf of the Wellbeing Committee, on which she serves. She was glad that a health and wellness component would be considered as part of the healthcare options. Where choice dollars were concerned, she wondered if Vice President Mallo would comment as well on the problem with the IRS ruling in regard to actual use of Wellness facilities and how this could be done.

With respect to the budget hearings, Senator Erickson asked if they would be to the OAC or another group. The Provost responded that on her website, the actual template and flowchart for this process could be found. She went on to explain that three individuals—the President, the Chief Financial Officer, the Chief Operating Officer—and a sub-committee of the OAC would be involved. The complete list of the sub-committee members from the OAC has not yet been determined.

Senator Stratton also thanked the Provost for the follow-up on these issues and added that it was very useful. He asked her to comment on one of the upcoming events listed in her outline, one scheduled to take place on February 3. Provost Stroble thanked him for reminding her. This date relates to a forum about the Academic Plan to be held the morning of February 3. She said that she needed a deadline to work toward in order to create a draft in good enough shape for people to react to and revise. She will continue to work on this over the break along with reviewing the budget hearing documents. "It will be good to get those two things off the list."

Senator Witt raised the subject of the budget hearings in these troubled economic times. "I would like for the faculty to have some opportunity to at least be apprised along the way." He used the analogy of receiving bad then worse news in an emergency room. "I would hate for the faculty to get bad news in a great big bunch, rather than, along the way, having some way to at least know what the conversation has been." Provost Stroble responded and said that she understood and totally agreed. She related the content of the conversation to this point, and assured him that, if it moves along beyond that, she would share that information. Senator Witt then asked about the \$18 million savings in revenues over the past year that Vice President Ray had mentioned. "Unless we spend a whole lot of money this year because we got giddy with all the savings, we should have about that much money for this year as well. If the shortfall would result in \$15 to \$20 million over the next two years, we should come pretty close to having that money in savings." He asked if there was a way to communicate to the faculty that perhaps things are not as bad as we thought.

Regarding Vice President Ray's comment, Provost Stroble said, "Let me tell you what I think his reaction would be. Some of what we have in reserve is partly there because the hires just haven't been

made in searches yet that are going to draw on that. It's a cushion, but it's not a cushion that doesn't have some commitments made against it. Some of it is one-time dollars and it doesn't help you if the State says we've got a cut in continuing dollars, so there are two cautions right there. And so I think we don't want to hold ourselves out as being safe by knowing that we've got some reserves right now. While reserves help, they're probably not the whole answer." She then asked Vice President Ray if that was a fair assessment. He said that it was. Vice President Ray went on to add, "We've been telling everybody that it's not good. The State is facing a \$4.2 billion deficit and they are reluctant to put the one-cent sales tax back on. The picture is not pretty; we hope it improves. The Provost agreed that, to some degree, the message they have given us every month is comparable to the first message out of the "emergency room"—information with no specifics.

Provost Stroble went on to mention the news about Toledo that had come out that day. "Their enrollment was drastically reduced this year and, as a result, they are facing a \$15 million deficit and they have enacted a hiring freeze." Senator Witt asked if that was before the budget cut; the Provost confirmed that. She emphasized that this was not just our situation and that she understood his concern.

Chair Fenwick asked Vice President Ray to clarify that the State was, in fact, not planning to renew the one-cent sales tax that will expire June 30, 2005. Vice President Ray confirmed that this was true. The Chair then asked if that loss of revenue would then add to the projected deficit. Vice President Ray confirmed that this was included in the projected \$4.2 billion deficit.

Senator Matney made a comment related to the budget report and the situation in Toledo regarding our own enrollment and tuition. "I realize that this is an ongoing process, but I see that we have less than expected revenues in terms of undergraduate tuition and graduate tuition fees. Does this reflect a real decline in our enrollments and do we have any sense of what's going to happen next semester given that enrollments have started already?" The Provost said that it was too early to know about next semester, although typically university enrollment in the Fall is bigger than Spring enrollments and that those figures reflect real declines. "Enrollment was not as healthy this Fall as we had projected in the budget."

When no additional questions were raised, Chair Fenwick thanked the Provost for her comments. She replied, "I'll tell the President that he missed a good meeting."

d. University Well-Being Committee Report

Senator Erickson presented the report of the University Well-Being Committee, which met throughout the Fall (**Appendix E**). She remarked that the committee had not felt it necessary to give a regular report, but that they now had information to share.

Over the course of several meetings, and when meeting with Brian Lewis of the Recreation Center, the main topic of discussion had been the whole issue of wellness. Since the Well-being Committee was elected, committee members collected questions from their constituents. She emphasized that this was not a full list of answers to those questions, but that it provided important information that should be publicized. The Natatorium facilities—the swimming facilities—are available to faculty and staff as before, free of charge. The Recreation and Wellness Center sent out that information in a recent Email Digest and it can also be found on their website: <http://www.uakron.edu/studentaff/onat/>. For those using the ONAT, we are reminded that we have to enter through the main door of the Natatorium.

Some new information is that the Natatorium Weight Room has had some renovation. New exercise bikes and other fitness equipment are located in the corridors of the Natatorium facility; those are also available for faculty and staff, free of charge. The Racquet Ball courts are available by reservation and often without prior reservation. Senator Erickson also mentioned continued use of the JAR by faculty and staff, and indicated that she checked into it and that the walking/running track was available as before and the various kinds of courts were available by reservation.

She further commented, “We have talked about the need to have facilities for faculty and staff and these are ones that are available free of charge. I don’t think everybody realizes how many of them there are and that they are available free of charge for faculty and staff. If you need to change, there are changing rooms in the ONAT as well.”

Available Services at the Recreation and Wellness Center—things like fitness evaluation, metabolic testing, osteoporosis screens—are available and membership at the Rec Center is not required to utilize those services; they involve a nominal charge—but only for the cost of the service. Senator Erickson listed the services in the body of the Well-being Committee report; there was no change, she just wanted to provide the information to everyone. At the time of their last meeting, Mr. Lewis reported that 93 persons—faculty, staff, retirees and/or their spouses—had become members of the Rec Center. This number represented about half of the ten percent expected membership from that portion of the campus community.

Senator Erickson related that the Committee wanted to emphasize that there were a significant number of free wellness facilities available and urged everyone to utilize them. “Non-active lifestyle is one of the major reasons given for many later health problems and, therefore, higher health insurance costs, so as a Committee, we are urging you to use those facilities.” Mr. Lewis told the Committee at their last meeting that the ONAT staff would be happy to offer advice and assistance in the use of the facilities.

She emphasized that, in the meantime, the Committee would continue their work on obtaining free services and activities for faculty and staff use at the Recreation and Wellness Center.

The Well-being Committee has been investigating the highly successful wellness programs at Duke University. “Duke involves *half* of their 24,000 students, faculty and staff in their wellness programs, which is pretty impressive. We’re trying to find out more about it. We plan to provide a report and recommendations early next semester, which will go with what the Provost was saying.”

At this point, Provost Stroble asked to clarify one point of the Well-Being Committee report. The Provost met that morning with Vice President Johnson, who provided her with updated membership data. In Item number six on the report, the figure should have been 172 [memberships] rather than the 93 that had been previously reported. “I know that seems a huge jump, but she told me that she knew that the data she gave me this morning was more accurate than the 93.”

e. **Academic Policies Committee**

Prior to the meeting, Associate Provost Nancy Stokes presented three motions to the Senate (via email) on behalf of the Academic Policies Committee (**Appendix F-1**). The first motion was related to transient credit and changes to the transient policy; she noted that there were actually a couple of versions of that because recommendations were made from the Senators for changes to that policy. She explained, “The biggest reason for working on the transient credit policy is that there has been gross misuse of this policy in recent years. For example, since 2000 and 2001 until present, a total of \$2,138,353.68 in tuition money had been lost because of students taking transient credit somewhere else. So, over \$2 million has been lost since the beginning of academic year 2000. In an effort to curb that loss of revenue, the transient policy has been rewritten to talk about the purpose of transient credit, in case there is a class that is not offered here.” She clarified that, if a student was at a summer employment site and needed to take coursework somewhere outside of the University at a distant location, that would certainly be a good reason for transient credit. The Committee also proposed putting a limit on transient credit, which would be consistent with other universities in the state. The Academic Policy Committee presented this to the body as a motion.

Chair Fenwick added that since this came from the Committee as a motion, it needed no second. He invited discussion of the motion. Senator Covrig raised the question of how much it costs us for other students that come to UA for transient credit; the Associate Provost replied that she had not asked that. Senator Covrig mentioned the agreement between Youngstown, Kent State, Cleveland State and the University of Akron where, if a student needs a course offered at another campus, they register here for independent study; the student would receive a letter from the instructor at the other facility, they pay *here* for the independent study and then the letter grade would be sent from the instructor there to here. Associate Provost Stokes explained that she was unaware of that practice. Senator Covrig related that he had done this several times for his students and he was only relating the information of the practice.

Chair Fenwick then asked the Senate if they would recognize Dr. Midha; there were no objections to him addressing the Senate. Dr. Midha then asked the Associate Provost if the motion holds for graduate programs only. She replied that this was an undergraduate policy.

Senator Steiner commented that he believed this transfer credit policy [mentioned by Senator Covrig] was a separate issue. Associate Provost Stokes replied that the transfer credit policy applied to graduate students but that the motion was only for undergraduates.

When no other questions were raised, Chair Fenwick called for a vote and asked that all in favor of the motion from APC say ‘aye.’ The majority of the body responded in favor of the motion; there was one dissenting vote; the motion passed.

Associate Provost Stokes introduced the second motion on transfer credit (**Appendix F-2**). The proposed change would clarify what credit would be accepted from other institutions. She explained, “Currently the policy shows that we accept credit from institutions designated in the Accredited Institutions of Post-Secondary Education Programs and Candidates. That document contains institutions that have *programs* that are accredited but that are not totally accredited. Only regional accreditation accredits a whole institution. So there has been confusion—on the students’ part—about coming from a school where

there was a certain program that was accredited, and they thought all of their credits should transfer, but they do not; only the ones in the accredited program would transfer. So to avoid that confusion, we are changing the policy to read that we are accepting “only credits from regionally accredited institutions.”

Chair Fenwick again explained that since this came from the Committee as a motion, it required no second. He then opened the floor to discussion and questions. Senator Lillie asked if this meant that if an individual came from an institution that did not have full regional accreditation, they might have to retake all their credits? The Associate Provost replied, “Yes.”

Senator Lillie addressed this further, asking that if the student had earned a Bachelor’s degree from an institution with partial accreditation but not full accreditation, then we wouldn’t accept any of their credits? Associate Provost Stokes explained that we would accept credits from the accredited *program*. He then asked, “But then we would then probably not accept if they had a Bachelor’s degree?” She replied, “Correct. This is also consistent with every university in Ohio and every other state.” Senator Steiner requested clarification on this and asked, “Just so I’m clear, I think partly what Senator Lillie is saying that if someone transferred from an institution where the institution was not regionally accredited, even their credits then for an accredited program would not transfer?” The Associate Provost replied that, “no, the credits in the accredited program *would* transfer.” Senator Steiner then asked if that, “would still be used as a substitution for that, in which case we wouldn’t accept anything from them and that’s not what we’re saying.” Associate Provost Stokes said that was correct.

Senator Riley talked about the length of time required for a program to become accredited in relation to innovative programs that may not have initial accreditation. “There’s a process where that program is refined and eventually becomes accredited. But the students that would attend that innovative program in the beginning then would not have anything with value?” Associate Provost Stokes answered that, if their institution was accredited, then everything would transfer. She clarified this by stating that there are some disciplines that do not accredit programs, but where the institution itself was accredited, then everything would transfer.

Senator Jeantet posed a question for his Chair, who runs a program in Spain where the students get credit. The Senator added that this was “a Spanish university that’s been around for 900 years, and I don’t know whether it’s regionally accredited or not.” The Associate Provost answered that the Study Abroad credits are taken care of through agreements made between universities.

No other comments or questions were raised, so Chair Fenwick instructed that those in favor of the motion should say, ‘aye.’ The majority of the body responded in favor of the motion; there were two negative votes. The motion carried.

Associate Provost Stokes then presented the third motion from the Academic Policies Committee, one for reorganization of the College of Nursing. She stated that a letter from the Dean of the College had been sent out (via email) and that Dean Capers was in attendance in order to answer any questions the body might have (**Appendix G-1**).

Chair Fenwick reminded the body that this was a motion from the Committee and asked if there were any questions or discussion. Senator Stratton responded by asking for clarification about the significance of the title change. Permission was given for Dr. Capers to address the body; she responded by replying that the title was being changed from Director to Assistant Dean. “We have other Directors in the College of Nursing and sometimes there is lack of clarification that Directors are, indeed, part of central administration and how it is that the term is being used.” She stated that the intent here is to use language that is appropriate across the University. Their intent is to change the title from ‘Director’ to ‘Assistant Dean’ for those individuals who are part of the central administrative team within the College. Dean Capers further explained that there would be three individuals but that there were actually four other directors in the College: Director of the Gerontological Health Nursing and Advocacy, Director of the Anesthesia Program, Director of the Learning Resource Center and Director of the Office of Student Affairs/Contract Professionals. “We had a number of Directors and we didn’t have a good differentiation in title as to who was doing what type of work, so that’s part of it.” Associate Provost Stokes added to this that, in the discussion within the Academic Policies Committee, it appeared that the people in directors’ positions had responsibilities and duties that were very similar to what an Assistant or Associate Dean would do in the other colleges and that the committee believed that a title change would then provide consistency of title between and among the colleges.

Senator Erickson asked about the flow chart that had been provided (**Appendix G-2**) and asked if the tenured faculty had been left out because she only saw a listing for non-tenured faculty and teaching contract professionals. Dean Capers pointed out that tenured faculty, listed on the chart to the left of the Dean of the College of Nursing, report directly to her.

Senator Matney asked if there would be any budgetary impact for this proposed change. Dean Capers replied that there would be no budgetary impact. Senator Covrig asked *why* the Senate received this information and if it was typically something about which the Senate would make a decision. The Associate Provost explained that the Senate By-Laws stated that the Senate makes recommendations on reorganizations/creations/deletions of departments/colleges and so on. “This is a reorganization within a College so that is why we brought it forward, as we did the library last month.” Dean Capers added, “Every year, as Dean, I do look at the organizational chart and I do reflect on iterations that would better explain how it is that the chart needs to be modified. So I think that we are moving to be more specific in how it is that we make those decisions and that these are guidelines that are there; this is the time in which it needs to come forward.”

Senator Lillie raised a question about the organizational chart to clarify that all tenured faculty would report to Dean Capers and that these administrators would only be administering non-tenured people; he asked why, in that case, there would need to be an academic title. Dean Capers explained that their work extended beyond their faculty supervisory responsibilities. She cited the printed description of what their roles encompass. “They have within their responsibility faculty who are reporting directly to them and I, then, also have faculty reporting directly to me. We are organized differently from other academic units; there is no *Associate* Dean that goes directly from the Dean to an Associate Dean and then other departments. We have no departments in the College of Nursing. We have, as you see here, an administrator who oversees the practice arm, an administrator that oversee the academic teaching arm, an administrator that oversees the research arm. And so, in order to share in the responsibility of evaluation of faculty, we

have identified different groups of faculty who will report to those various administrators given their primary responsibility or the nature of their appointment within the College of Nursing.” Senator Lillie asked for further clarification on the particular issue of whether the tenured faculty only reported to Dean Capers or sometimes to others: the Assistant Dean for Nursing Research and Scholarly Activity, the Assistant Dean for Academic Nursing Programs, and the Assistant Dean for Professional Practice as proposed. “Are you saying that they may sometimes report to them for some issues and sometimes report to you for others?”

Dean Capers responded, “Sometimes to me and sometimes to other folks, according to the nature of their responsibilities.” She went on to explain that the directors may have to interface with the tenured faculty, especially on research proposals. “At the time in which we do evaluation, those individuals may provide input about how they are moving forward on certain goals that they may have established, but I would still be—for the tenured individuals—the person that would be designated as—we use the term primary evaluator—in the College.”

Chair Fenwick asked if there were any other questions, comments or discussion of the motion. None were raised, so he asked that all those in favor of this motion signify by saying, ‘aye.’ The body responded unanimously in favor of the motion; no one opposed. The motion carried.

Associate Provost Stokes mentioned, as a point of information from the Academic Policies Committee, that one of the items that they would work on and address in the Spring was Experiential Learning. She related that Wayne College had requested the ability to award credit for technical work experience, just as Summit College does now. She explained that Summit College developed an articulation between work experience and courses, particularly in computer areas. The Academic Policies Committee therefore recommended to Wayne College that they consult with Summit College and do that same kind of awarding of “alternative credit” while the Committee looks into the Experiential Learning piece. She pointed out that this information was in the minutes of their last meeting and that both the minutes and the agenda were available on the website for review.

Chair Fenwick thanked her for presenting the motions from Academic Policies and invited her to remain in order to present the report of the Curriculum Review Committee in a motion.

f. Curriculum Review Committee Report

Chair Fenwick explained that the motion arrived late—according to the University rules, it must be distributed to the email list seven days before the Senate meeting. (A printed text of this motion is included in **Appendix H**.) Since it arrived later than that, he stated that it could still be brought to the floor with a vote of the majority of Senators. So a motion was made by Senator Norfolk to present the Curriculum Review motion to the Senate; Senator Hajjafar seconded the motion. There was no further discussion about bringing the motion to the floor, so Chair Fenwick directed those in favor of this to say, ‘aye.’ No one opposed and the motion passed. “So we have a motion on the floor which comes from the Committee.”

The Associate Provost explained the premise for this motion and that it resulted from the Curriculum Review Committee's discussion of changing the default setting for checking prerequisites. Currently in the system, the default setting is *do not check* prerequisites. She commented that this seemed to be "pretty foolish because why would you have prerequisites if they would not be checked during the process of registration?" Therefore, the Committee made the motion to change the global default for all courses in the system to *check* prerequisites.

Chair Fenwick invited discussion of the motion. Senator Konet asked about what it would take to accomplish that and if it had to be done by hand or if it could be changed system-wide. Associate Provost Stokes explained that it would be a system-wide thing—"just a flip of the switch." Senator Konet then asked, if it only required "a flip of the switch," why it had not been done up to that point. The Associate Provost replied, "Because the current policy was to *not* check them."

Senator Norfolk asked about the necessity of preparing a separate curriculum change in order to get prerequisites checked for each individual course. "We're in the process of doing curriculum changes in our college and we have to put up a separate curriculum change to get prerequisites checked on each individual course, because the default is not that way." Senator Matney, a member of the Committee, stated that they had discussed this now for quite awhile. "The reason I think the default has been set at 'no' in the past is that there were problems—long ago in the Dark Ages—with students not being able to enroll in a subsequent course within a series if the prerequisites were set to be checked, so a student enrolled in third semester Spanish couldn't enroll in semester four, because they hadn't finished that prereq. But those problems are technical and they've been solved, so it makes sense to move us into the next century."

Senator Londraville asked about how easily a problem might be fixed during the next registration if, for example, there is a prerequisite and the students would be unable to enroll. "Is there an easy way for us to fix it or are we stuck for the semester? Do we have to go through all the committees?" Associate Provost Stokes replied that it would take a curriculum proposal process to change it back. The Senator then rephrased the question slightly: "...next semester if, all of the sudden our students cannot enroll—and that's not our intention—can we fix it right away or are we going to be stuck?"

Chair Fenwick then asked the Senate for permission to have Dr. Karla Mugler address this question. No one objected. Dr. Mugler answered, "There are some things that they can do with regards to PeopleSoft for the prerequisite checks to be fixed, if you find a problem with registration. Right now PeopleSoft—if prerequisites checks are 'on'—does not address all the new students coming in who are supposedly being placed because of ACT or SAT scores or the compass placement test." In a case like that, every advisor would have to register the students individually.

Senator Norfolk then spoke to Senator Londraville's question. He explained that the prerequisite functions to check direct course prerequisites. "If you've already given a grade to them or if they're currently enrolled in the course, the system will let you enroll in the next course. The problem comes when there are multiple ways to get into a given course. There's not just one way to do it; that's the freshman problem, which is what most directly impacts us."

The Associate Provost responded to Senator Londraville's inquiry by explaining that normally it would take a curriculum proposal and going through that process, but that, if he would discover a difficulty with checking prerequisites, "we could make arrangements to make a change to expedite it in the process."

Senator Hajjafar added to this, "I think one other reason that 'no' was set as a default was because PeopleSoft could not check multiple prerequisites, but now we are told that it is possible to do that."

In addition, Senator Garn-Nunn addressed Dr. Mugler's comments from her personal experience. She related how transfer students encounter registration problems because of the delay in getting the information input into the system. Her concern was that every advisor would encounter this problem if the global default was changed too soon. "I think you need to think carefully about that, in terms of the impact. I would like to see it that way, but I hate to see it go that way this quickly before departments have a chance to look at what they've got and what they're saying and make sure that they want those prerequisites." Associate Provost Stokes explained that this change in the global default was not scheduled to go live until February 15. Senator Garn-Nunn again commented that this was too soon. The Associate Provost responded that the February date was chosen in order to avoid problems with Spring registration.

Dr. Midha addressed comments to Senator Hajjafar regarding the changing of names of courses. "The Math Department has changed the name of Prep Math to Intermediate Algebra now. That was the prereq for many courses, like Basic Statistics. Now there is no way of checking Intermediate College Algebra because we were not told to change our prereq for the Prep Math and students are just getting into the classes without any prereq now." Both Associate Provost Stokes and Senator Norfolk explained that the prerequisites use number identification, not title, so that this should not be an issue. However, Dr. Midha commented that he had at least five students who had managed to enroll in their courses without the prerequisites. Associate Provost Stokes clarified this by stating that the system currently *does not check* prerequisites and that the change to the global default would change this. Senator Norfolk commented that the system checks them in his department.

Senator Pelz raised an issue related to this. "For graduate students, most of whom or at least a substantial number of whom do not come from the University of Akron, if we institute prerequisite checking, then we will have no mechanism for determining whether, in fact, they have taken equivalent courses elsewhere." The Associate Provost replied that the default for graduate coursework is set to "off" and that "you can still say, 'I want it to be 'off.'" Senator Pelz asked if that would require curriculum changes; in the case of his department it would mean thirty-five curriculum changes. Associate Provost Stokes said, "No, I think we can expedite it if you send it through as a blanket request."

Senator Stratton then spoke in favor of the motion, "...because in our department, faculty on a regular basis have to survey students who are in their courses to try and find out whether they've had the prerequisite or not and there's no way to force them out of the course if they haven't had it. It causes problems in our departments in that way. There will be cost on the other side, but we're already incurring some of those costs in other departments and I would speak in favor of the motion." To this comment, Associate Provost Stokes added that one of the concerns of the Committee was: why have a prerequisite if it won't be checked? It would be better, then, to remove it.

Senator Hajjafar inquired if this would affect undergraduate courses only. The Associate Provost told him that, no, the system default would affect *all* courses. Senator Erickson asked if PeopleSoft had the ability to check prerequisites for graduates. She gave as an example, “you have this level of Economics before you can take graduate work in Economics.” Associate Provost Stokes explained that the default would then need to be set to “off.” Senator Erickson then raised the issue of it being a very different thing of checking prerequisites for undergraduates and graduates and that, it seemed to her that, for graduates at least, most of their prerequisites had been taken before even getting into the program here. The Associate Provost replied that checking prerequisites could certainly be limited to undergraduate courses only and that one of the items checked was “for [department] permission.”

Senator Lillie also spoke in favor of the motion. Regarding some of the programs that he was familiar with, “we have spent a lot of time setting them up and saying this one needs to go first so they’ll have some content, some basic knowledge, then we go to the next one and the next one.” He had found, from time to time, a problem when someone got into a class without the prerequisites and found that they were able to simply sign up. “That really defeats—in my mind at least—the whole purpose of having prerequisites.” He further commented that if people were afraid that having prerequisites would hurt students, then they should drop the prerequisites so that there would not be anything to check or pardon.

Senator Garn-Nunn again raised the issue of transfer students experiencing a delay between the time they get here and when their credits come through. She has run into problems like this in the past and would be concerned that a ‘blanket’ change in the global default would hurt as many people as it would help. “And I don’t want to hurt students. This way the transfer students already feel somewhat uneasy...it’s not easy to transfer. My freshmen are not sure exactly what’s going on.”

Senator Lillie remarked that his comments were predicated on the understanding that “the PeopleSoft folks have assured us that this stuff can be done—again—in an effective way. If that’s not your experience, I understand where you’re coming from and I’m not questioning that. I’m just telling you that, it’s our understanding that this—at least at committee level—can be done in an effective, efficient way. That’s where I’m coming from.”

Senator Matney expressed the same sentiments and commented that the problem did not seem to be with the proposal that was put forward but rather with the inordinate delay in getting information into the system. “That doesn’t, in itself, speak against the proposal, which I think will, in general, help students.” Senator Hajjafar agreed with this and said that it would be better to check the prerequisites at the beginning, during registration.

Senator Riley shared the same concerns about PeopleSoft. She wondered about utilizing a program roll-out and perhaps choosing one or two places to start, rather than a campus-wide adoption. Senator Siebert was likewise in favor of the proposal. However, he was also concerned about the proximity of the February target date. “If this goes in effect in February, people who enroll in Spring for Fall will be looking at the old prerequisites for courses. Do we want to use this as an incentive to modify our prerequisites and can we be assured that our requests will go through the whole curriculum system and be in the catalog by Fall?” The Associate Provost assured him that it could be, if done in a timely fashion. The deadline for this would have to be April 1.

Senator Gerlach addressed the Chair, “Senator Garn-Nunn suggests certain opposition here. Does she have a motion or is she suggesting that we vote against it or perhaps delay consideration of it to a later time?” Senator Garn-Nunn answered that she would prefer delaying consideration of it and would so move. Chair Fenwick asked for a second to the motion to delay consideration of the APC recommendation until the February meeting; Senator Gerlach seconded it.

At this point, Associate Provost Stokes asked if we would continue the same discussion then or make changes before the next meeting. She was unclear about the reason for the delay.

Senator Garn-Nunn suggested that the faculty talk to their constituents, advisors and instructors about this, how it might affect them, and the possible positive and negative aspects. “My biggest concern is the timing; I think there should—ultimately a default to check prerequisites is a good idea—but to talk about implementing that February 15 when it’s already December 2, I think is pushing awfully quickly. I’d rather see it looked at more carefully, PeopleSoft checked to make sure that we hurt the fewest number of people and help the biggest number of people.” Associate Provost Stokes expressed her belief that the Committee would be open to a change in the implementation date. She did share that the Committee members had already spoken to constituents within their own colleges, had checked with PeopleSoft and knew that it was capable of checking on multiple prerequisites for those who requested that. “It just means that *more* will be checked, so we do know that the system works.”

At this point Chair Fenwick clarified that the primary motion on the floor was to postpone implementation; that was the issue at debate.

Senator Siebert asked if it would be possible to have a department default set instead of a university default for checking prerequisites. The Associate Provost replied that, yes, the curriculum proposals would then have to indicate “check prerequisites.”

Senator Norfolk called the question. Chair Fenwick asked for a second; Senator Riley seconded the motion. The Chair explained that to call the question, a two-thirds vote was required. All those in favor of calling the question on the motion to postpone should signify by a raise of hands. [The motion to close the debate passed 28:7.] The Chair then called for the vote on the motion to postpone implementation of the global default to check prerequisites; he directed all of those in favor of postponing should say, ‘aye.’ Those opposed, say, ‘nay.’

Because of the large response, the Chair called for a hand count. [Results of hand count: 10 in favor; 26 opposed.] The motion to postpone failed by a vote of 10:26, back to the original motion.

At this point, Senator Hajjafar pointed out that, at present, about half of the courses were already checked for prerequisites, so if there was a problem with PeopleSoft, it would be for half anyway. Therefore, there should not be any problem with PeopleSoft.

Senator Londraville offered a friendly amendment to the motion, asking to change the date of implementation to the Fall semester. Associate Provost Stokes responded that this would then need to be changed to April, when students begin to register for Fall. The Senator agreed to that. Senator Norfolk

clarified the wording of the amendment, suggesting that we change the implementation to the beginning of Fall registration and asked Senator Londraville if that was what he wanted. Senator Londraville said, “Yes, that’s right.” Chair Fenwick announced the friendly amendment to change the implementation to the beginning of Fall registration. “It’s accepted. Now we are debating the motion as amended?” There was no discussion of the amendment, so the Chair asked those in favor of the accepting the friendly amendment to please say, “aye.” The body responded and the motion, as amended, passed unanimously.

Senator Pelz offered an amendment suggesting that the global default be used for only undergraduate courses. Chair Fenwick called for a second; Senator Norfolk said he would second it, subject to clarification. Senator Pelz replied that the global default be checked for all undergraduate courses in the system, leaving out graduate level courses. With clarification, Senator Norfolk seconded it. Chair Fenwick asked the body if everyone was clear on the new amendment pertaining only to undergraduates. He asked for discussion of the amendment.

Senator Lillie commented that, as a matter of principle, he thought it would be good for everybody—if we’re talking about the principle of prerequisites—that they be checked. “To me, it’s not an issue of whether or not it’s for undergraduates or graduates; it’s an issue of whether or not we have prerequisites that we check. If you don’t want to have to worry about having prereqs checked, get rid of them. That’s my only point. So I would argue that it should be all or nothing—rather than trying to go undergraduates or graduates.” Rather than move away from policy and into fragmentation, he felt that it was a matter of general principle.

Senator Matney also spoke against the motion and reminded Senators that this was not a mandate, it was simply a default. “You can always change your own system back to *do not check* prerequisites if there is a specific problem. I agree that this seems to be an issue of trying to create a general statement that prereqs are there for a reason and to say that it isn’t for graduate students, doesn’t make any sense.”

Senator Norfolk said, “The problem is most graduate students didn’t graduate from this institution. If you have graduate courses that require an undergraduate prerequisite, then you’re going to be individually checking each individual—I believe that’s what Senator Pelz sees as a problem.” Associate Provost Stokes asked him to clarify whether this was enrollment “with permission” or if it was only for undergraduates. The Senator replied that having to grant individual permission “takes you back to square one.” He went on to explain that all this would only prevent students from enrolling online unless they had the exact prerequisites specified. “They can go to an individual department, they can go to their advisor and that prerequisite can be overridden. In fact, we’ve had even more wonderful cases, where we’ve had advisors put students into classes that were closed or cancelled. You can override anything in the system. All this is doing is preventing students from getting into courses automatically. For graduate students, that should not be an issue.” The Associate Provost asked for clarification on this, “with department permission, don’t they have to come to you anyway?”

Senator Norfolk responded, “That’s correct, but with graduate work, it’s much easier, because you’ve got a double-check on all things. Most graduate programs, you check that students have had what you regard as the appropriate core material before you allow them in your program to begin with.” The Asso-

ciate Provost added that this is what the global default check would do. If it said, “with permission” it would not allow the student to enroll without departmental permission. “As it is now, if you need permission, then the student still has to come and get permission.”

Senator Witt interjected that Senator Norfolk just needed to advise the students. Senator Norfolk replied, “Oh, we advise them. In fact, I do a lot more than that...I tell them things.” Senator Witt continued, “Well, you’re just going to get to advise them. Either we’ve got to take care of the graduate program and let it run, free reign, or poor Senator Garn-Nunn over here is going to have a tougher job.”

Chair Fenwick called for any further discussion on the amendment; none was indicated, so he asked that all those in favor of the amendment (to make the default relevant only to undergraduates) should say, ‘aye.’ Those opposed, say, ‘nay.’ The amendment *to apply default prerequisite checking to undergraduates only* failed.

Returning to the original motion—to change the global default in *all* courses in the system that require prerequisites to be checked—the motion passed: 30 votes in favor and one opposing vote. Associate Provost Stokes thanked the Senators and reminded them that the minutes of the Curriculum Review Committee were available on the website.

g. NCAA Faculty Representative Report

Chair Fenwick introduced Senator Jorgensen, who presented a report from the NCAA. The Senator stated, “My report is not like hers! This is tiny.” She drew attention to the two handouts that had been provided—“one is fat and one is skinny” (**Appendix I**). The thicker, yellow one was the self-study report for the NCAA; the Executive Summary document went with it, but was printed and provided separately.

Senator Jorgensen explained that the purpose of the documents was to prepare The University of Akron Athletics for NCAA accreditation, which it has held since 1973. “It’s time again for us to have our peer review, which happens every five to ten years. The self-study, which is the yellow one, is in preparation for our next site visit, which will be in May [2005]. I call this to your attention so you can take it at your leisure and read through all forty-five pages or so; any questions or concerns as you go through should be addressed to Dr. Karla Mugler, who is with us today.” She explained that Dr. Mugler chaired the steering committee, set up by the President, which was divided into three subcommittees. Topics covered in the report: the Governance and Commitment to the Rules Compliance; Academic Integrity; Equity, Welfare and Sporting Conduct. Additional copies of these documents will be available in the Library and in the Deans’ and VP offices. Senator Jorgensen told the Senate that this report will be sent electronically to NCAA by the January deadline. She emphasized that the site visit will take place May 2–4, 2005. She reiterated that any concerns or questions about the report should be directed to Dr. Karla Mugler or Dean Carro.

Chair Fenwick asked if there were any questions for Senator Jorgensen about this. None were indicated. So, he then asked if there would be a final exam on it. She replied, “Yes, there sure is, but you don’t have the prereq.”

h. Ad hoc Facilities Planning Committee Report

The Senate gave permission to Dr. Harvey Sterns to address the body and present the committee report. “I have been voted in for another year as Chair; Elizabeth Erickson as Vice Chair.” He reported that the Committee spent its first meeting developing the classroom evaluation form, included with the printed report. Rather than summarizing, I’ve made copies available for everyone in the Senate” (see **Appendix J**). He asked everyone to look over the questionnaire and if there were additional suggestions or items, to please email them to him at: hsterns@uakron.edu. He explained that he felt having a large number of people look at the document would help enormously. Senator Sterns would look at the suggestions, make the changes, and then forward them to Provost Stroble for her review. After that, the questionnaire would be disseminated to the campus community.

Chair Fenwick asked if there were questions or comments. Senator Gerlach asked if Senator Sterns could look into an incident that happened that day and then explain the issues with our campus construction. “As I passed the new parking deck, just west of Simmons Hall, there was quite a to-do because one of these—I’m not sure if it was a stone or a concrete block—from the top edge of the building had fallen down, right out of the middle of things. I wonder how sound our construction is if our buildings are falling apart!” Senator Lillie responded that perhaps it was the “divine vengeance” that he called down on us at our September meeting.

Chair Fenwick said that this was the last of the committee reports.

VI. Unfinished Business – No unfinished business.

VII. New Business – Chair Fenwick announced one item of new business, involving a motion from the ASG (Associated Student Government). Senator Kushner made a motion to present it. Indicating the handout that had been provided, he stated, “I hate to say this, but unfortunately this is not what I submitted to be presented today” (**Appendix K-1 – handout text**). He explained the differences between the handout provided at the day’s meeting and the amended text which he emailed at the end of November (see **Appendix K-2 – correct [emailed] text**).

Senator Kushner explained that with the amended proposal, only the President would be an “official spot” and that the other three ASG positions would be elected by its membership, representing the three branches: Executive, Legislative and Judicial, with one representative from each area. All of those members were elected by the student population and a few were then appointed by various members and must have the approval of various branches. These positions would be for a period of one year. He mentioned that the student government body liked the idea of electing the additional representatives to the Senate from within their ranks since it was a more democratic process and provided more diversity, especially in light of the concern from the Senate body over having elected officials rather than appointed ones. He again reiterated that the present handout was not the amended one he had submitted. He invited the body to view a document closer in resemblance at www.uakron.edu/vote since the ASG would be voting on their new Constitution on December 7, when they would incorporate these changes in representation into their existing document.

At this point, Senator Gerlach asked Chairman Fenwick to have Senator Kushner explain, item by item, the differences between the actual proposal and what we had in print before us. Senator Gerlach asked Senator Kushner, “Is there a proposal that there now be *five* student representatives?” Senator Kushner confirmed that *five* was the proposed number. Senator Gerlach then asked if there was still a provision that one of those representatives be the President of the Associated Student Government serving congruent to the term and asked the Senator to confirm that there was no reference to his/her designee. Senator Kushner confirmed that this was correct and the reference to “his/her designee” would be taken out.

Senator Gerlach asked, “There’s no alternate? Alright, that’s improvement, if you ask me.” At the bottom of the handout, in Item Two, he asked about the phrase *three students then elected by...* Senator Kushner quickly responded by explaining, “this whole part...*elected by...the Associated Student Government...then shall serve a term congruent to the president.* The additional one will be—from just talking to a few members within the Faculty Senate—a recommendation that we may want to provide alternate seats just in case there was an absence, so that way we do have a voting member here present. The person who is elected to that position is expected to attend. Unforeseen circumstances do arise so that way there is a point person that is given to come here for which they are appointed.”

Senator Gerlach asked the Senate Chairman, “What are we supposed to do now with this material? Are we to accept it as being duly moved and now subject to a lay-over for one month and therefore subject to further amendment when we meet in February? Is that going to be the status or do we have to start over from scratch?” Chair Fenwick confirmed with Senator Kushner that the correct text had been sent out electronically (it had been) and that the only version that was *wrong* was the current handout (it was). Senator Erickson clarified that the information had been distributed at the time the Agenda was set (it had been).

Senator Kushner then asked the Chair to read the correct text of the proposed change. Chair Fenwick read:

[The proposed change involves H.3.d; the **highlighted** text indicates proposed changes.]

There shall be five student representatives as follows:

- (i) One student shall be **the** president of **the Associated Student Government**, congruent with his or her term;
- (ii) **Three** students **elected** by the **membership** of the Associated Student Government, congruent with the president’s term;
- (iii) **The president shall appoint four alternate student representatives from the Associated Student Government in case of the representative’s absence. These terms shall be congruent with the president’s term;**
- (iv) One graduate/professional student elected by that constituency.

The Chair then asked if there was a second to the motion; Senator Pirock seconded it. Senator Gerlach then commented that the motion was subject to amendment. “And my proposed amendment is

that proposed item, small Roman numerals (*iii*) be stricken. The reason for that is that *none* of the rest of our constituencies has a privilege or a right to appoint alternate members. It's very unwise because members have a duty to be here or else. They cannot simply pass along their information and expect to give knowledgeable and correct information to a subject that may lie-over from one meeting to another. And so it is unwise and, as I said, since no one else has alternate members, I do not think the students should have alternate members either."

Chair Fenwick restated that this amended was made by Dr. Gerlach; it was seconded by Senator Norfolk. He asked if there was further discussion of the amendment, then stated that for changes to Senate By-Laws, a sixty percent vote was required. "It's not clear in our By-Laws whether *amendments* to By-Law changes have to have a sixty percent vote or just a majority vote." Senator Lillie interjected, "I would think—subject to correction by the Parliamentarian—that, if there is not a requirement for a super majority vote in our By-Laws on the amendment, that we would look at the *Robert's Rules*, which does allow for a majority." Senator Norfolk reminded the body that it was not yet a By-Law change but still a motion.

Chair Fenwick directed that the ruling from the Chair was that "we'll take a majority vote." He directed that all those in favor of the amendment should say, 'aye.' The amendment to strike item (*iii*) was approved unanimously and passed. He restated that we were now back to the amended motion and asked if there was further discussion of it.

Senator Sugarman directed a question to Senator Kushner. "Are you saying that this new proposal—our Faculty By-Laws amendment—is already in your by-laws that you are going to approve next week? Senator Kushner indicated that this was not the case. Senator Sugarman stated that, in that case, she had misunderstood.

Senator Kushner clarified the process by explaining that once everything is passed by the Senate, it will automatically take place in their new Constitution. "If it does or does not pass, then we realize we have to keep it the same way it is." He explained that it would be updated as needed according to discussion he had held with General Counsel and other members. He anticipated that the transition to new governance for the ASG would take place in the Spring or Fall [2005]. Senator Lillie thanked him for considering some of the issues that were raised in previous meeting in regard to elected representation.

Senator Erickson offered a clarification of the process facing the amended By-Law change stating that it would need to "stand over for one month. It cannot be voted on today because it is a By-Law change and it has to lay-over for thirty days. It was only just put in this Agenda and that was the issue last time." After discussion with the Parliamentarian, it was determined that, because it had not been on the November Agenda and, therefore, not brought before the Senate in November, it had to be presented as an Agenda item for the current meeting. Then, after presented, it would have to lie over for thirty days. Since there will not be a meeting in January, the issue will be considered at the next meeting, in February.

Senator Gerlach asked the Chairman if this proposed change was still subject to amendment. He then proposed another amendment to the motion, saying, "I congratulate the student senators for providing an election for the membership of their senators rather than appointment. But on the other hand I think their

proposal should be changed to read this way: *there shall be three student representatives: one, the president* (as indicated), *one student elected by the student government* (not three), and finally, you've got the last of the three mentioned, *a graduate/professional student elected by that constituency.*" He therefore offered a slight amendment to the proposed numbers, as follows: three student representatives, one the president, one student elected by the membership of ASG, and one a graduate/professional. In other words, essentially, it meant retaining the numbers as they currently exist.

At this point Chair Fenwick inquired how this would then be a By-Law change. Senator Gerlach explained that the By-Law change provided for suitable election of one of the members that previously had been an appointed seat. Chair Fenwick confirmed that this proposed By-Law change would then change the *election* rather than *appointment* of just one member. Senator Gerlach replied, "So far as I know. Of course, goodness only knows this is subject to further proposed amendments right up to the time when we vote finally on passage or not. So you may turn your mind toward other considerations than what we have had today in the month or so before we meet again." Senator Gerlach offered this as a formal motion that, under Section Two of the By-Laws, *one student would be elected by the membership* [of ASG] and retaining the provision that there would be *three student representatives in total*, as follows: the president, one elected member, and a graduate/professional student. He went on to comment, "I don't know when we last saw a graduate or professional student representative in this body at all. Has that happened recently?" Senator Erickson replied that it had not happened recently.

Senator Gerlach went on to comment that one of the reasons he made this motion was that he thought if the students were duly interested in participation, "they ought to seek to serve with the Senate by getting the Executive Committee to appoint various students to various committees. That way they can prove their abilities and their steadfastness in connection with the Senate. Perhaps then we would be—or I would be—more inclined to say perhaps you should have another member or two on the Senate. I've spoken, perhaps, out of turn, but that's the explanation to my amendment."

The Chair asked if there was a second to the amendment and Senator Sugarman seconded it and then asked if this vote on the amendment could be postponed until next time. Chair Fenwick explained that the motion and then an amendment had been presented and seconded, but that there would need to be a motion on the floor to then postpone the vote on the amendment until the February meeting. Senator Sugarman stated that she would like to make a motion to postpone the debate on the amendment. There was some confusion at this point about the wording of the motion, so the Chair clarified that her motion would be to "postpone the *debate* on the motion." The Chair then asked if there was a second to that; Senator Norfolk seconded it.

Senator Lillie raised a point of inquiry. "I heard the Senator propose that the debate and decision on the amendment should be postponed to a time certain—the February meeting. Is it the interpretation of the Chair that this cannot be done on the amendment since we already know that the debate on the motion itself has to be postponed until February. And, if it is, I'm left being very confused. If not, then what I'm hearing the Senator say is that she wants to postpone to a time certain this particular debate on the amendment." There was some discussion about this among the Senators, when one of the Senators asked for a quorum call.

Chair Fenwick asked for a quorum call to be made, explaining, “We need thirty-one (31), because there are sixty-two (62) [senators].” Senator Gerlach clarified this by stating that the number set by the By-Laws was exactly thirty (30) senators and not a majority. Senator Erickson suggested taking a quick head count, which the Chairman did. However, since several Senators had gone by this time, the Chair added, “Well, either way, there’s no longer a quorum, so we’re automatically adjourned.”

VII. Adjournment – The meeting adjourned at 5:05 p.m.

*Transcript prepared by Linda Bussey
Administrative Assistant, Faculty Senate*

APPENDICES TO MINUTES

FACULTY SENATE MEETING OF DECEMBER 2, 2004

APPENDIX A**Corrections to recent issues of *The Chronicle***

The following are corrections as reported to the September and October (2004) issues of *The Chronicle*.

September 2004 –

p. 3 – **Executive Committee Members:** Addition of Richard Steiner. (Reason: his name was omitted in error.)

Academic Policies Committee: Addition of Sajit Zachariah (term ending 2006). (Reason: his name was omitted in error.)

p. 4 – **Athletics Committee:** Removed Anthony LaSalvia's name from the list. (Reason: he has retired from the University.)

p. 5 – **Student Affairs Committee:** Addition of Anita Pfouts; replaces Lynn Luoma, term ending 2006.

p. 6 – **Faculty Research Committee:** Dr. Kevin Kreider has been named as the new Chair of the Committee. Michael Graham has been reappointed to the committee (term ending 2007). Correction to spelling of Ping Wang's first name (it was previously listed as *Pinshan*).

Faculty Rights & Responsibilities Committee: Additions of newly appointed committee members: William Brittain (Polymer Science & Polymer Engineering, term ending 2007); Dane Quinn (Mechanical Engineering, term ending 2007) Addition of previously omitted names: Susan Clark (Department of Education, term ending 2006); Hui-Chu Ying (term ending 2005).

Well-Being Committee: Addition of Pam Hoover (term ending 2007; replaces Ginger Golz). Addition of Paul Weinstein (term ending 2005; his name was previously omitted).

p. 20 – **Correction to text (paragraph 4, line 1):**
Corrected sentence should read: *Then finally in the summer, we sent a team to AAC&U in News Greater Expectations Conference.*

p. 30 – **Student Affairs Committee:** Addition of Anita Pfouts; replaces Lynn Luoma, term ending 2006.

p. 32 – **Correction to Computing & Communications Committee list:**
Russ Davis' name was omitted from the list, term ending 2007.

Correction to Faculty Research Committee:
Addition of Michael Graham, reappointed to the committee, term ending 2007.

Addition of Sheryl Stevenson, Jerry Stinner, and Mark Tausig (terms ending 2005); their names were omitted in error from the list of committee members.

Correction to spelling of Ping Wang's first name (it was previously listed as *Pinshan*).

Correction to Well-Being Committee list:

Paul Daum's name was omitted from the list of committee members, term ending 2005.

October 2004 –

p. 2 – **Correction to information:**

Corrected list of Senators absent with notice should include Senator Boal.

p. 12 – **Correction to text (paragraph 1, line 1):**

Corrected sentence should read: *You will also find my comments, which included the **fleshing** out of what I know now about how we'll move forward on Academic Primacy and Operational Excellence.*

Correction to text (paragraph 3, line 1):

Corrected sentence should read:

*I will not talk a great deal about the next ongoing campus initiatives. I am using the **Perspectives** from the Provost—a weekly email newsletter that is going out—to give detail about these items and the email exchanges back to me as a result of those postings are very energetic and healthy and we're having great conversations, so that seems to be working.*

*Submitted by Linda Bussey
Administrative Assistant, Faculty Senate Office*

APPENDIX B-1

EXHIBIT A-1

THE UNIVERSITY OF AKRON - Akron Campus
Statement of Unrestricted Current Fund
July 1, 2004 to September 30, 2004

	2004-05 Approved Budget	Budget July 1, 2004 Sept. 30, 2004	Actual July 1, 2004 Sept. 30, 2004	Comparison Actual to Budget
RESOURCES				
Revenues:				
Tuition and Fees:				
Undergraduate Tuition & Fees	\$ 104,557,240	\$ 62,770,000	\$ 61,230,056	\$ -1,539,944
Graduate Tuition & Fees	27,352,800	16,713,000	16,230,840	-482,160
Non-resident Surcharge	7,577,782	4,622,000	4,322,171	-299,829
Other Student Fees*	17,230,145	9,498,000	10,213,600	715,600
Total Tuition and Fees	\$ 156,717,967	\$ 93,603,000	\$ 91,996,668	\$ -1,606,332
State Appropriations	\$ 89,356,541	\$ 22,330,673	\$ 22,330,673	\$ 0
Other Sources:				
Earnings on Investments	\$ 1,600,000	\$ 133,333	\$ 417,506	\$ 284,173
Departmental Sales & Services	8,242,715	2,432,000	2,436,982	4,982
Continuing Education	661,147	169,000	170,463	1,463
Indirect Cost	4,675,000	1,370,979	1,182,112	-188,868
Miscellaneous	50,000	12,500	50,442	37,942
Total Other Sources	\$ 15,228,862	\$ 4,117,813	\$ 4,257,505	\$ 139,693
Endowment	\$ 250,000	\$ 62,500	\$ 55,328	\$ -7,172
Total Revenues	\$ 261,553,370	\$ 120,113,986	\$ 118,640,175	\$ -1,473,811
Transfers-In (For detail, see page 2)	\$ 19,379,215	\$ 4,870,645	\$ 4,870,645	\$ 0
Total Resources Available	\$ 280,932,585	\$ 124,984,631	\$ 123,510,819	\$ -1,473,811
* Major categories include Course Fees, Tech Fees and Facility Fees.				
EXPENDITURES & TRANSFERS-OUT				
Educational and General:				
Instruction	\$ 108,633,824	\$ 23,791,000	\$ 20,376,592	\$ 3,414,408
Research	6,622,117	1,861,000	1,430,472	430,528
Public Service:				
Continuing Education	652,647	184,000	183,544	456
Other	4,850,923	1,450,000	1,290,784	159,216
Academic Support:				
Libraries	7,524,756	3,575,000	3,503,383	71,617
Other	20,372,345	4,856,000	4,102,392	753,608
Student Services	10,146,969	2,385,000	2,031,616	353,384
Institutional Support	59,596,936	22,766,000	15,003,268	7,762,732
Operation and Maintenance of Plant				
Scholarships	21,983,127	5,034,000	3,906,622	1,127,378
Reserve for Bad Debt	21,736,993	12,586,000	11,634,876	951,124
Reserve for Bad Debt	1,000,000	0	0	0
Total Educational & General	\$ 263,120,637	\$ 78,488,000	\$ 63,463,549	\$ 15,024,451
Transfers-Out (For detail, see page 2):				
Mandatory	\$ 7,176,050	\$ 2,058,121	\$ 2,058,121	\$ 0
Non-Mandatory	10,635,898	4,887,757	4,887,757	0
Total Transfers-Out (detail on A-2)	\$ 17,811,948	\$ 6,945,878	\$ 6,945,878	\$ 0
Total Expend.& Transfers-Out	\$ 280,932,585	\$ 85,433,878	\$ 70,409,427	\$ 15,024,451
Net Incr (Decr) in Fund Balance	\$ 0	\$ 39,550,753	\$ 53,101,393	\$ 13,550,640
Beginning Balance, July 1	\$ 500,000	\$ 500,000	\$ 500,000	\$ 0
Ending Fund Balance	\$ 500,000	\$ 40,050,753	\$ 53,601,393	\$ 13,550,640

EXHIBIT A-2

**THE UNIVERSITY OF AKRON - Akron Campus
Statement of Unrestricted Current Fund
Detail of Transfer-In and Transfer-Out
July 1, 2004 to September 30, 2004**

	2004-05 Approved Budget	Budget July 1, 2004 Sept. 30, 2004	Actual July 1, 2004 Sept. 30, 2004	Comparison Actual to Budget
<u>Transfers-In</u>				
<u>2003-04 Carryovers and Reallocations:</u>				
Departmental Carryovers	\$ 18,557,726	\$ 4,639,432	\$ 4,639,432	\$ 0
Reserve for Encumbrances	<u>821,489</u>	<u>231,212</u>	<u>231,212</u>	<u>0</u>
Total Transfers-In	<u>\$ 19,379,215</u>	<u>\$ 4,870,645</u>	<u>\$ 4,870,645</u>	<u>\$ 0</u>
<u>Transfers-Out</u>				
Auxiliary Enterprises	\$ 5,876,283	\$ 1,469,071	\$ 1,469,071	\$ 0
Perkins Loan	78,500	19,595	19,595	0
Plant Funds	1,000,000	250,000	250,000	0
1997 Debt Repayment	267,331	66,833	66,833	0
1999 Debt Repayment	5,060,179	1,515,045	1,515,045	0
2003 Debt Repayment	1,648,040	446,456	446,456	0
City Assessments per Contract	87,000	1,442	1,442	0
Capital Component	2,528,761	2,528,761	2,528,761	0
Chilled Water Tank	250,000	62,500	62,500	0
Internal Loan Repayment	<u>1,015,854</u>	<u>586,176</u>	<u>586,176</u>	<u>0</u>
Total Transfers-Out	<u>\$ 17,811,948</u>	<u>\$ 6,945,878</u>	<u>\$ 6,945,878</u>	<u>\$ 0</u>

APPENDIX B-2**EXHIBIT B-1**

THE UNIVERSITY OF AKRON - Wayne College
Statement of Unrestricted Current Fund
July 1, 2004 to September 30, 2004

	2004-05 Approved Budget	Budget July 1, 2004 Sept. 30, 2004	Actual July 1, 2004 Sept. 30, 2004	Comparison Actual to Budget
RESOURCES				
Revenues:				
Tuition and Fees:				
Undergraduate Tuition & Fees	\$ 7,055,900	\$ 3,994,000	\$ 3,581,248	\$ -412,752
Non-resident Surcharge	15,000	14,000	13,555	-445
Other Fees	262,000	92,000	190,730	98,730
Total Tuition and Fees	<u>\$ 7,332,900</u>	<u>\$ 4,100,000</u>	<u>\$ 3,785,533</u>	<u>\$ -314,467</u>
State Appropriations	\$ 3,345,268	\$ 888,590	\$ 888,590	\$ 0
Other Sources				
Continuing Education	\$ 250,000	\$ 44,000	\$ 105,196	\$ 61,196
Departmental Sales	25,000	6,250	655	-5,595
Miscellaneous	2,500	0	1,405	1,405
Total Other Sources	<u>\$ 277,500</u>	<u>\$ 50,250</u>	<u>\$ 107,255</u>	<u>\$ 57,005</u>
Total Revenues	<u>\$ 10,955,668</u>	<u>\$ 5,038,840</u>	<u>\$ 4,781,378</u>	<u>\$ -257,462</u>
Transfers-In (For detail, see page 2)	<u>\$ 1,025,634</u>	<u>\$ 362,375</u>	<u>\$ 362,375</u>	<u>\$ 0</u>
Total Resources Available	<u>\$ 11,981,302</u>	<u>\$ 5,401,215</u>	<u>\$ 5,143,754</u>	<u>\$ -257,462</u>
EXPENDITURES & TRANSFERS-OUT				
Educational and General:				
Instruction	\$ 6,859,842	\$ 1,612,000	\$ 910,795	\$ 701,205
Research	3,000	1,000	0	1,000
Public Service:				
Continuing Education	273,600	72,000	105,001	-33,001
Other	0	0	6,025	-6,025
Academic Support:				
Libraries	237,433	56,000	81,271	-25,271
Other	425,198	114,000	74,621	39,379
Student Services	903,749	271,000	192,057	78,943
Institutional Support	1,714,082	555,000	477,625	77,375
Operation and Maintenance of Plant	1,085,893	302,000	279,380	22,620
Scholarships	90,000	-357	-357	0
Contingency	50,000	0	0	0
Total Educational & General	<u>\$ 11,642,799</u>	<u>\$ 2,982,644</u>	<u>\$ 2,126,418</u>	<u>\$ 856,226</u>
Transfers-Out (For detail, see page 2):				
Mandatory	\$ 0	\$ 0	\$ 0	\$ 0
Non-Mandatory	338,503	106,003	106,003	0
Total Transfers-Out	<u>\$ 338,503</u>	<u>\$ 106,003</u>	<u>\$ 106,003</u>	<u>\$ 0</u>
Total Expend.& Transfers-Out	<u>\$ 11,981,302</u>	<u>\$ 3,088,647</u>	<u>\$ 2,232,421</u>	<u>\$ 856,226</u>
Net Increase (Decrease) in Fund Balance	\$ 0	\$ 2,312,569	\$ 2,911,333	\$ 598,764
Beginning Balance, July 1	\$ 300,000	\$ 300,000	\$ 300,000	\$ 0
Ending Fund Balance	<u>\$ 300,000</u>	<u>\$ 2,612,569</u>	<u>\$ 3,211,333</u>	<u>\$ 598,764</u>

EXHIBIT B-2

THE UNIVERSITY OF AKRON - Wayne College
 Statement of Unrestricted Current Fund
 Detail of Transfer-In and Transfer-Out
July 1, 2004 to September 30, 2004

	<u>2004-05 Approved Budget</u>	<u>Budget July 1, 2004 Sept. 30, 2004</u>	<u>Actual July 1, 2004 Sept. 30, 2004</u>	<u>Comparison Actual to Budget</u>
<u>Transfers-In</u>				
<u>2003-04 Carryovers and Reallocations:</u>				
Departmental Carryover	\$ 900,105	\$ 225,026	\$ 225,026	\$ 0
Reserve for Encumbrances	35,529	114,849	114,849	0
From Auxiliary (Bookstore & Vending)	40,000	10,000	10,000	0
Contingency	<u>50,000</u>	<u>12,500</u>	<u>12,500</u>	<u>0</u>
Total Transfers-In	<u>\$ 1,025,634</u>	<u>\$ 362,375</u>	<u>\$ 362,375</u>	<u>\$ 0</u>
<u>Transfers-Out</u>				
Wayne College Founders Scholarship	\$ 110,000	\$ 27,500	\$ 27,500	\$ 0
Capital Component	28,503	28,503	28,503	0
Campus Master Plan	<u>200,000</u>	<u>50,000</u>	<u>50,000</u>	<u>0</u>
Total Transfers-Out	<u>\$ 338,503</u>	<u>\$ 106,003</u>	<u>\$ 106,003</u>	<u>\$ 0</u>

APPENDIX C

Executive Committee Report December 2, 2004 Faculty Senate Meeting

The Executive Committee met twice in November.

During the November 18 meeting several business items were addressed including establishing the December Senate agenda and updating the list of senators assigned to various Senate committees.

Following the business portion, the meeting moved to a discussion on the status of outstanding questions and to the preparation of a list of topics to be discussed with the President and Provost.

The Chair informed the Executive Committee that he had had a conversation with the Provost regarding the resolution to have the Vice President of Business and Finance regularly present an oral report on the University's budget to the Senate. The resolution was passed at the November meeting, however, it was decided that the Vice President would not be delivering the report. It was noted that the budget information distributed at the Board of Trustees meetings is public information and therefore an alternative method would be used to keep the Senate informed. Either the Chair's remarks or the Executive Committee Report will include a status of the budget.

This was followed by a discussion regarding the role of the Executive Committee with respect to the Curriculum Review process. Currently the committee is reviewing the proposals on behalf of the Senate, but two questions were raised: 1) When did the change from a full Senate review to the Executive Committee review occur? and 2) Why was the change made? The procedures will be reviewed for clarification.

During the meeting with the President and the Provost, held on November 22, one of the primary concerns discussed was the recent letter sent by Governor Taft to the Presidents of Two and Four-Year Colleges. In the letter, the Governor warned that any proposals for increasing tuition and fees in the coming year would not be viewed favorably by him or the legislators. Although not stated openly, the implication was that increasing the cost to students could have a detrimental impact on the state's contribution to that institution's budget. The state is facing a deficit but it is not yet clear what that means in terms of budgeting for the next year.

The conversation then turned to a request for an update on the Decision Making Task Force Report. The Provost announced that Dr. Virginia Gunn is now chairing the committee and that the committee planned to complete final revisions to the report before the Thanksgiving break. They were hopeful that a meeting would be scheduled with the executive committee before the end of the semester to discuss the outcomes of the report.

The Provost also informed the committee that a great deal of work has gone into developing the Transfer and Articulation policies. It is the desire of the State and the Board of Regents that students be able to move easily between institutions, but that they do it "appropriately." The policies should be completed by mid-April 2005.

Finally, a question was raised about the laws and the university's policies regarding the community's use of university resources. Although we all "know" that the university is open to the public as long as the public does not interfere with or disrupt the business of classes, it is unclear just what the boundaries are. The Provost stated that she would check with Mr. Mallo on this subject.

Submitted by Rose Marie Konet, Secretary of the Executive Committee

APPENDIX D

**Report from the Senior Vice President and Provost
Faculty Senate
December 2, 2004**

Follow-up from previous meetings:

- Assessment needs: Will address in my budget allocations
- Student Recreation and Wellness Center opportunity to use choice dollars for membership: Will pursue when future health care options are developed in April 2005
Also reviewing budget of Center in anticipation of budget requests and hearings
- Use of Center for Career Management fees: Have begun review with Dr. Johnson although not yet completed
- Policy reviews: Currently developing a template for policy review process that will include timelines, process for constituting policy development teams, benchmarking requirements, and review by Office of the Provost

Clarification of successful approaches to budget requests:

December 1, 2004

MEMORANDUM

TO: Vice Presidents and Deans
Associate/Assistant Deans
Department Chairs/School Directors

FROM: Elizabeth J. Stroble
Sr. Vice President, Provost and Chief Operating Officer

RE: Budget Requests for 2005-06

I would like to take this opportunity to clarify and expand upon the thought process that should be used in preparing your 2005-2006 budget requests for the upcoming Budget Hearings. As Vice President Ray and I have conferred about the upcoming hearings and questions from you, we offer this guidance for your proposal development.

In the uncertain economic times for the state and for higher education, we cannot assure the availability of a specific dollar figure to be allocated in these budget hearings. Projections and speculations range from cuts to higher education funding as deep as 25% to essentially flat funding for the future. To ensure our future success, we will need to continue to focus on student success, particularly in terms of enrollment and retention, as well as growing our revenues through grants, contracts, and sponsored research.

The preferred proposals should indicate the ability to prioritize strategic, entrepreneurial activities that grow and sustain enrollments as well as to increase partnerships for the purpose of enhancing the community's well-being and diversifying and strengthening our revenue sources. Note the questions provided in the budget template, particularly those we are asked by the Ohio Board of Regents about how we have made internal decisions to focus activity for the greatest benefit. Therefore, proposals should not simply request additional funding while showing no commitment to internal reallocation of resources to match high priority

strategic activities. Given the shortage of new dollars likely to be available in this process (with the exception of remaining dollars in the Academic Investment Fund), we will need to allocate carefully the dollars we have and to reallocate where advised. It is extremely important to prioritize your requests even for continued funding purposes; proposing across the board percentage increases to your budgets will not enhance the likelihood of additional funding.

Cc: President Luis Proenza
Vice President Roy Ray
Amy Gilliland, Director

A note of thanks and celebration

I have been privileged and humbled to serve as senior vice president and provost and chief operating officer for the past 18 months.

I am increasingly aware that it is an innovative model that brings together the roles of chief academic officer with chief operating officer. As a result, I can work with my colleagues on campus and in the community to build excellence in operational processes that buttress the primary of the academic mission of The University of Akron.

I thank the Board of Trustees and President Proenza for the opportunity to serve in this way and also thank the many individuals and constituencies who help design, own, and implement the work that is so necessary for us to complete.

A few examples. . .

- Budget hearing process
- Program review
- Student learning assessments
- Transfer assurance guides (TAGS)
- IT Strategic plan.

Upcoming event: February 3rd morning session for discussion of draft Academic Plan document.

Common Elements of Success:

—focus on primacy of the academic mission with attention to operational processes necessary to ensure use of data for decision-making, benchmarking against best practices at peer institutions, and inclusion of multiple voices and constituencies in building and executing plans and processes.

—Last year was a year to survey the landscape and determine the most strategic activities in which to engage—working simultaneously on many fronts.

—This year is the year to bring many plans to implementation—to put into operation the kinds of processes that enable our continued assessment of progress in serving students and in enhancing community well being through strategic partnerships that build a robust life and economy for northeast Ohio.

I extend my thanks to everyone for continued and robust engagement in significant work, even in the midst of uncertain and challenging times. Best wishes for the holiday season!

APPENDIX E

**UNIVERSITY WELLBEING COMMITTEE REPORT TO FACULTY SENATE
THURSDAY, DECEMBER 2ND, 2004**

The University Wellbeing Committee met twice during the month of November. In addition, some of us also took a tour of the Natatorium and the Recreation and Wellness Center.

The main topic of discussion was wellness and wellness facilities. On November 9th we met with Brian Lewis to discuss with him questions relating to use of the Natatorium and Recreation center facilities. Together with further information gathered during our tour the Committee wishes to pass on the following information about use of these facilities and would ask that they inform their constituents as well.

1. Natatorium facilities are available to faculty and staff as before, free of charge. Details of times were sent out in a recent E-mail Digest and can be found on the www.zipsrec.uakron.edu website. Faculty and staff should enter through the main door of the Natatorium.
2. The Natatorium weight room, new exercise bikes and other fitness equipment are available during Natatorium hours to faculty & staff free of charge.
3. Racquet ball courts are available also, by reservation though often walk-in is possible.
4. JAR facilities: the walking/running track is available as before and courts are available by reservation.
5. Recreation and Wellness Center – Wellness services: physical fitness evaluation, metabolic testing, osteoporosis screens, sholesterol screens, etc. are available to non-members of the Center at cost. Details can be obtained from the Center.
6. Membership fees for faculty and staff, retirees and spouses are at present \$125/semester, \$105/summer; and \$325 per year; couples: \$220/semester, \$190/summer and \$580 year. To this point 93* persons in these categories have joined. (**In her report, the Provost updated this figure to 172, based on information received 12/2/2004 from Dr. Johnson.*)

The Committee wishes to note that there are a significant number of free Wellness facilities available to faculty and staff on campus at this point. We urge everyone to use them as much as possible. Non-active lifestyle is one of the major reasons given for many later health problems and therefore higher health insurance costs.

At the same time the Committee is continuing to work on use of the Recreation and Wellness Center by faculty and staff for wellness activities free of charge. We are investigating the highly successful programs at Duke University which involve half of the 24,000 students, faculty and staff at that university. We plan to provide a report and recommendations early next semester.

Respectfully submitted



Elizabeth Erickson

Chair, University Wellbeing Committee

APPENDIX F-1**Academic Policies Committee****Motion #1: To make changes to the Transient Work at Another University Policy**

Rationale: Transient credit is being misused and the requests for transient credit are growing. Currently, there is no limit on how much transient credit will be accepted. Transient credit is different from transfer credit – the purpose is to provide the student with opportunity to take a class that is not offered at UA or, if the student is away in the summer, to take classes in a distant location. In rare cases, a student leaves UA for work or family reasons only a few credits shy of graduation. Consideration of policies from Kent State, Youngstown State, Bowling Green, Cleveland State, Toledo and Miami U.

Curriculum Review Committee proposed the policy changes to Academic Policy Committee. At their 17 November meeting, Academic Policy Committee voted unanimously to forward the proposed changes as a motion to the Faculty Senate. Proposed changes are in bold.

Proposed changes to the Undergraduate Bulletin

Transient Work at Another University
Undergraduate Bulletin, pg. 45

The purpose of transient credit is to provide the University of Akron student with opportunity to: 1) take a class that is not offered at The University of Akron; or, 2) if the student is away in the summer, to take classes in a distant location; or 3) in rare cases, a student who is only a few credits shy of graduation and must leave The University of Akron due to extenuating circumstances.

Any University of Akron student who wishes to take course work at another **regionally** accredited institution of higher education must receive prior approval by the academic dean of the appropriate unit if the student intends to apply this course work toward a degree at The University of Akron.

1. A student can make an official request for transient credit by submitting a Transient Permission form. If the course work taken at another institution is to be used to satisfy University of Akron General Education requirements, prior written permission to take the course must be received from the University College Dean unless the course has been previously approved as an equivalency by The University of Akron.
2. If the course work taken at another institution will be used to satisfy a **degree granting** college degree requirement or as elective credit, prior written permission to take the course must be received from the Dean of the student's degree granting college unless the course has been previously approved as an equivalency by The University of Akron.

3. A student must earn a grade of "C-" or better in the course at the other institution in order for the credits to apply towards the student's degree requirements at The University of Akron **unless otherwise specified by the degree granting college. The student must provide the official transcript for the course in order to receive credit.**
4. **No more than 18 total credit hours of transient work may be approved.**
5. **Approvals for transient attendance at other institutions are valid for only the requested term and are subject to all restrictions of the dean of the college approving the request for transient credit.**
6. **Students who are on probation or dismissed or in the last 32 hours of a baccalaureate degree or in the last 16 hours of an associate degree program are restricted or denied transient permission by either the dean of the degree-granting college or the dean of University College except in rare and compelling circumstances. **NOTE: Students nearing degree completion should review university graduation requirements.****
7. ~~If a student is within 32 credits of receiving a baccalaureate degree or within 16 units of receiving an associate degree, the student must receive prior written permission from the Dean of the student's degree-granting college.~~

Note: Course work taken at another institution cannot be considered for The University of Akron Repeat for Change of Grade policy or Academic Reassessment policy and will not be calculated into the UA grade-point average.

MOTION #2 Further, Academic Policy Committee puts forward the following motion.

Motion: Remove the following section from the Undergraduate Bulletin. It is redundant and can be included in the Transient Work section on page 45. Or simply refer the reader to the Transient Work section on page 45.

From Undergraduate Bulletin, pg. 43

A University of Akron student may take coursework at another institution of higher education as a guest student. For all courses other than general education requirements, students must obtain prior written permission from the dean of the college in which they are enrolled; for general education courses, prior written permission must be obtained from the dean of the University College. These courses will be listed on the University official academic record. Each course will reflect the course number, title and credit value; no grade-point value will appear on the record and no grade-point average will be calculated for the course work listed. The name of the institution will be listed on the University official academic record as well as the date that the coursework was taken.

Submitted by Nancy Stokes, Associate Provost

APPENDIX F-2**Academic Policies Committee Motion
Presented at December 2, 2004 Faculty Senate Meeting**

Academic Policy Committee voted unanimously at its 3 November meeting to recommend the following changes to the Transfer Credit Policy and rule.

Rationale: Change in Transfer Credit policy and rule to clarify what is accepted as it relates to regionally accredited institutions. There has been some confusion in that the Accredited Institutions of Postsecondary Education Programs/Certificates list includes discipline accrediting bodies. Students do not differentiate between regional and discipline accreditation thereby causing confusion about what will be accepted as transfer credit.

The changes to the policy that appears on page 48 of the Undergraduate Bulletin appear below. The same changes will be made to rule 3359-60-031. Changes appear as **bold** and ~~strikethrough~~.

Transfer Credit

The University of Akron awards transfer credit for **non-remedial, non-developmental** college-level course work completed **with earned grades of "C-" or better** at ~~an accredited institution an~~ **institution of higher learning in the United States which is fully accredited or has been granted candidacy status by one of the following regional institutional accrediting agencies: Middle States Association of Colleges and Schools, Commission on Higher Education; New England Association of Schools and Colleges, Commission on Institutions of Higher Education; North Central Association of Colleges and Schools, Higher Learning Commission; Northwest Commission on Colleges and Universities; Southern Association of Colleges and Schools, Commission on Colleges; Western Association of Schools and Colleges, Accrediting Commission for Community and Junior Colleges; Western Association of Schools and Colleges, Accrediting Commission for Senior Colleges and Universities.** ~~as designated in Accredited Institutions of Postsecondary Education Programs/Candidates with earned grades of "C-" or better.~~ A summary of the number of credits accepted will be listed on the official academic transcript along with the name of the institution and dates of attendance.

Students who meet the requirements of the Transfer Module and receive an Associate of Arts or an Associate of Science degree with a cumulative grade point average of 2.00 or better will receive transfer credit for college-level course work passed with a grade of "D" or better. Any "D" work earned after the awarding of the associate degree will not be accepted for transfer credit.

No grade point value will appear on the record; and no grade point average will be calculated for the course work listed. Transfer students shall be accorded the same class standing and other privileges as all other students on the basis of the number of credits earned. All residency requirements must be completed successfully at the receiving institution prior to the granting of a degree.

CLEP or Advanced Placement credit posted on transcripts from previously attended regionally accredited Ohio colleges and universities is eligible for credit at The University of Akron.

CLEP or Advanced Placement credit posted on transcripts from previously **attended regionally accredited non-Ohio institutions colleges and universities** is not eligible for credit at The University of Akron. Students must present original documentation attesting to scores earned prior to receiving alternative credit considerations.

The University of Akron does not guarantee that a transfer student automatically will be admitted to all majors, minors, or fields of concentration at the institution. For courses that have been taken at an institution of higher education noted in the reference above, the dean of the college in which the student intends to obtain a degree will specify which courses, other than general courses, will apply toward the degree requirements at the University. University College will specify which courses listed will apply toward the General Education program requirements.

Transfer students must meet all University of Akron residency requirements.

For other types of transferable credit, please see the section on Alternative Credit Options in this Bulletin.

Note: Official transcripts and/or documentation for alternative credit can be obtained from the following Web sites:

www.acenet.edu

www.collegeboard.com

www.collegeboard.org/clep/

www.getcollegecredit.com

Submitted by Nancy Stokes, Associate Provost

APPENDIX G-1

**College of Nursing
Proposed Title and Organizational Changes
Presented to Faculty Senate December 2, 2004**

DATE: November 24, 2004

TO: Dr. Elizabeth Stroble, Senior VP & Provost

FROM: Cynthia F. Capers, Dean

SUBJECT: Title and organizational changes to reflect administrative responsibilities

The College of Nursing proposes to change the organizational structure and titles of members of the administrative team to more accurately reflect the administrative responsibilities held by three College administrators:

Current Title	Proposed Change
Director, Academic Nursing Programs	Assistant Dean, Academic Nursing Programs
Director, Nursing Research and Scholarly Activity	Assistant Dean, Nursing Research and Scholarly Activity
Director, Professional Practice	Assistant Dean, Professional Practice and Academic Nursing Center

The titles more specifically reflect the role of the administrators who hold faculty rank with primary responsibilities as central administrators for the College of Nursing in the advancing of the College's tripartite mission. Depending upon the needs of the College all administrators with faculty rank teach. A diagram of the proposed organizational chart is attached.

Assistant Dean of Academic Nursing Programs

The Assistant Dean of Academic Nursing Programs has central responsibility for curriculum development, program evaluation, faculty assignments, course management and scheduling and faculty evaluation of non-tenure track faculty (full-time & part-time) and teaching contract professionals. Assistant Dean of Academic Nursing Programs works with program coordinators and faculty for the purpose of planning, implementing and evaluating the undergraduate and graduate programs. The Coordinators have the responsibility of making and evaluating the arrangements for student placement and assignments and the daily operations of program implementation. The Coordinators include:

- Coordinator of Generic Baccalaureate Programs
- Coordinator of the BSN Accelerated Option
- Coordinator of Educational Progression Programs (RN-BSN, RN-MSN and Continuing Education programs)
- Coordinator of the Master's Programs and Post MSN certificate programs
- Director of the Joint PhD in Nursing Program

To comply with the criteria for accreditation set forth by American Association of Nurse Anesthesia the Nurse Anesthesia Program has a Director and Associate Director who also report to the Assistant Dean of Academic Programs.

Support Staff: Administrative Assistant for Academic Nursing Programs.

Assistant Dean of Nursing Research and Scholarly Activity

The Assistant Dean of Nursing Research and Scholarly Activity has the primary responsibility of facilitating scholarly productivity within the College of Nursing. Assistant Dean of Nursing Research and Scholarly Activity works directly with faculty and contract professionals (with teaching responsibility) in the development and implementation of research programs and development of grants for internal and external funding. Further, the Assistant Dean provides support and guidance in the dissemination of research findings. In this role the Assistant Dean has responsibilities of 1) facilitating research and grant procurement for individual and groups of faculty, 2) assisting with preparation of manuscripts for publication and 3) guiding the development of papers and posters for presentation. The Assistant Dean of Nursing Research and Scholarly Activity is primary evaluator of tenure track faculty.

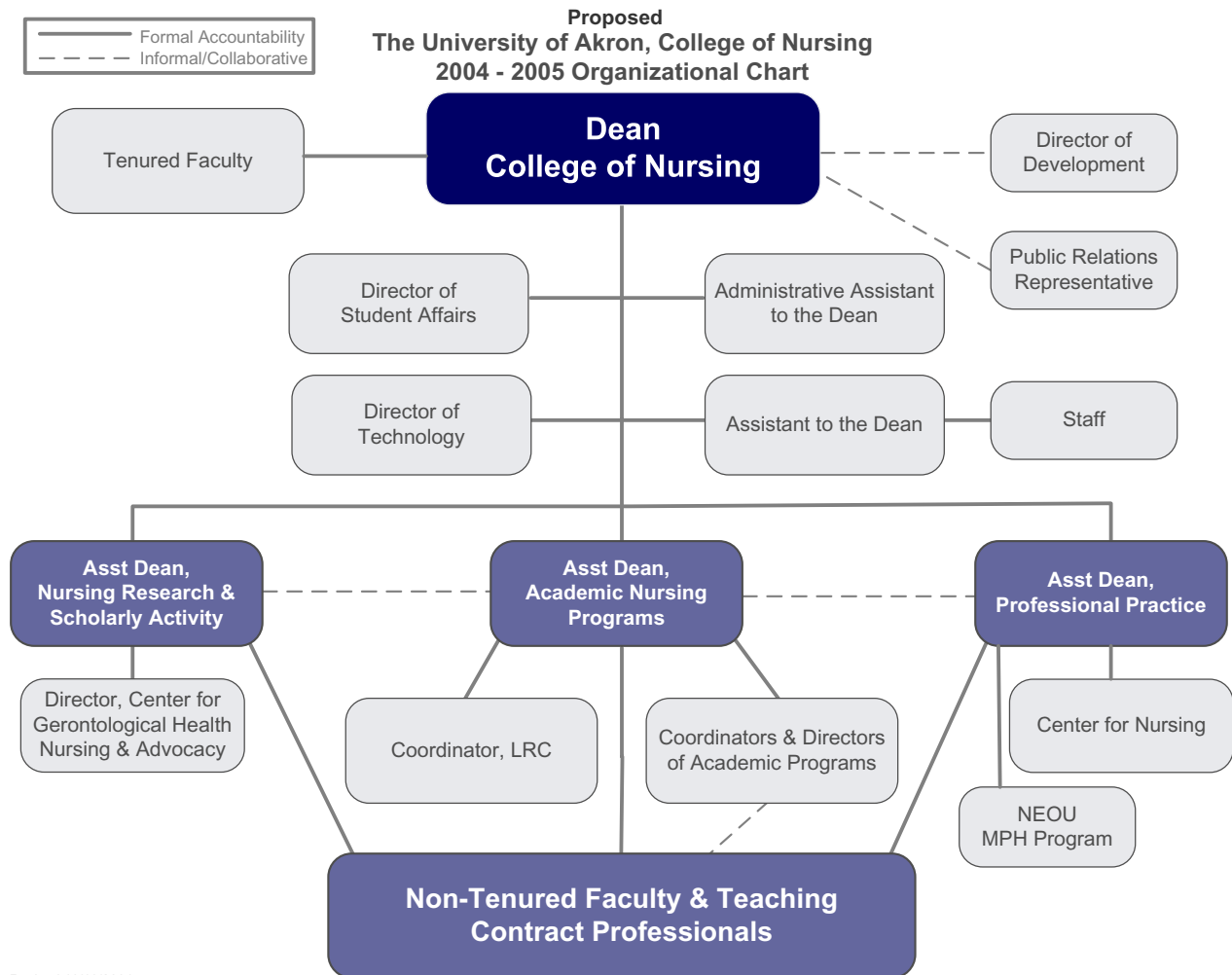
Support Staff: Administrative Assistant for Nursing Research and Scholarly Activity

Assistant Dean of Professional Practice and Academic Nursing Center

The Assistant Dean of Professional Practice has the primary responsibility of faculty practice and clinical scholarship in the College of Nursing. The Assistant Dean has oversight of services provided through the Center and maintenance of a clinical database that documents the College's service to the community through primary care, health promotion, faculty practice and clinical scholarship. The Assistant Dean has administrative responsibility for coordinating, monitoring, and evaluating faculty practice options for tenured and non-tenured faculty. In this role the Assistant Dean has responsibilities of 1) facilitating clinical scholarship, 2) assisting with the integration of clinical experiences in the Academic Nursing Center through out the curriculum, and 3) guiding the development of innovative clinical and service learning projects. The Assistant Dean of Professional Practice is primary evaluator of faculty in the faculty practice option and those engaged in clinical scholarship.

Support Staff: Secretary to Assistant Dean of Professional Practice

APPENDIX G-2



APPENDIX H

Curriculum Review Committee Motion – December 2, 2004
(received and distributed to the Senate List Serve on 11/30/04)

Senators:

Curriculum Review Committee wishes to present the following as a motion to the Faculty Senate. I understand and support the seven day notice rule from the Senate bylaws, but also note that this can be waived by a majority vote of the Senate.

- (a) Motions or resolutions which embody committee recommendations shall be posted on the Senate electronic discussion list at least seven days prior to a scheduled meeting at which a vote is to occur. All messages must include a statement of the rationale in support of the motion.
- (b) The Senate may, by a majority vote, override this provision to bring a motion to the floor.

It is with my sincere apology that you did not receive this motion in a timely manner. The committee voted on the motion at their November 8 meeting, and held over sending it to Senate until they could confer with their constituents. I did not send the motion on time.

In our meeting yesterday, I apologized to the committee and asked if I should send this forward now. On advice of the committee, I am sending and asking that Senate vote to override the notice provision and allow the motion to be brought to the floor at the December meeting.

Thank you.
Nancy Stokes

Motion: Curriculum Review Committee recommends that the global default for all courses in the system that require pre-reqs be to check for pre-reqs at time of registration. To smooth the transition process, the global change will not be made until 15 February 2005 so that departments can generate a curriculum proposal for any exceptions.

Rationale: If a course requires a pre-req, it should be checked – otherwise, why is there a pre-req. Setting the global system default to “check” will be more efficient and provide more consistency. It will provide a higher likelihood of student success in the course and help to increase retention. It will also enforce the academic reasons for establishing the pre-req in the first place.

APPENDIX I

NCAA Self-Study Report Summary

I. Introduction

The University of Akron has been a proud member of the National Collegiate Athletic Association (NCAA) since 1973-74. As part of their membership, the University is certified by a peer review team every five to ten years. In preparation for the visit by the peer review team, The University of Akron has embarked on a self-study process to review adherence to the NCAA's Principles for the Conduct of Intercollegiate Athletics. Over one year ago, President Proenza appointed a Steering Committee to oversee this process and three subcommittees. Each subcommittee is responsible for one of the main areas of the self-study: Governance and Commitment to Rules Compliance; Academic Integrity; and Equity, Welfare and Sporting Conduct. The subcommittees include experts based on the subcommittees' specific goals. All committees reflect functional diversity – faculty, administrators, staff, and students – and gender and ethnic diversity. The self study has been designed to involve the entire campus community.

Now, The University of Akron provides you, its stakeholders, the state of Intercollegiate Athletics since the last self study in 1997. This Executive Summary sets forth a summary of the progress The University of Akron has made since the last self-study and some of the areas for continued work. To read the report in full, please log on to www.uakron.edu/ncaaselfstudy or ask for a copy at one of the campus libraries.

II. Governance and Commitment to Rules Compliance

In addition to the 1977 NCAA self-study review which revealed that The University of Akron was in full compliance with the operating principles regarding Governance and Commitment to Rules Compliance, the Rules Compliance program was also evaluated in late 2003 by the Mid American Conference (MAC) personnel. Again, the University was found to be in compliance. However, for increased commitment to rules compliance, the University set forth an action plan and has worked to complete many of its goals and objectives. Some of the items accomplished include:

- The Faculty Athletics Representative (FAR) is a member of the Faculty Senate and serving as the liaison between the Department of Athletics and institutional staff.
- The President and the FAR are in contact on a regular basis.
- A Compliance Committee comprised of the Coordinator of Academic Support Services for Student-Athletes (CASSSA), a Student Financial Aid representative, a representative from the Office of the University Registrar and the Assistant Athletic Director for Compliance (AAD for Compliance) has been formed and meets regularly. The AAD for Compliance also meets routinely with the Assistant Athletic Director for Business regarding compliance issues.
- The Department of Athletics is audited twice each year: once by internal auditors and then by external auditors.
- An overall Rules Education program has been developed for student-athletes, clerical and administrative staff, and coaching staff.
- Student-athletes can evaluate their advising experience at three different opportunities: on-line after each academic advising appointment, through SAAC, and by completing an Exit Interview.
- The AAD for Compliance meets annually with the ticketing office and the external relations staff to review program administration of complimentary admissions.
- The AAD for Compliance developed a compliance orientation for all new staff and coaches.

- The AAD for Compliance is currently revising the Compliance Manual. The recruiting policies were reviewed and revised in 2004 pursuant to an NCAA mandate. A protocol for The University of Akron, MAC, and NCAA interpretations of rules relative to initial/continuing eligibility has been completed and reviewed. All Department of Athletics' policies and procedures are reviewed annually.

While not all of the objectives in this area have been accomplished, the University and the Department of Athletics have made significant progress in this area.

III. Academic Integrity

During its first-cycle certification process in 1997, The University of Akron was found to be in compliance with regards to the operating principles related to Academic Integrity. Since then, The University of Akron has further strengthened its commitment to Academic Integrity by setting three goals. First, it recruits academically strong students, who also have athletic talent. Second, both the University and the Department of Athletics will attest that the student-athlete's academic life comes first, and they have policies and procedures to ensure this. In the Student-Athlete Survey, approximately 83% of the student-athletes believe that the coaching staff places academics before athletics. Finally, the Department of Athletics and the Office of Academic Support Services for Student-Athletes aggressively address issues related to students' academic success.

The University of Akron has the same admissions policy for student-athletes as it does for all students. In fact, in the last three completed school years, student-athletes achieved higher ACTSUM scores on an average than their respective University cohorts. Each men's sport is above the general male population's average ACTSUM, except football, which is close, and one year of basketball. Each women's sport is above the general female population's average ACTSUM, except one year of basketball and track/cross country. Each men's sport has an average entrance GPA for core courses at or above a 2.44, and each women's sport has an average entrance GPA at or above 3.0

Furthermore, graduation rate reports show that student-athletes graduate at higher rates than the overall student population for the three most recent six-year cohorts starting with the entering freshman class of 1994-95. In all comparisons except one, male and female student-athletes graduated at significantly higher rates than their University cohorts who entered college at the same time. Only male student-athletes, who began their college education in 1996-97, achieved a 4% lower six-year graduation rate when compared to all male students entering the University in that year. Follow up to discern why this occurred revealed that student-athletes had left the University.

In their survey, the student-athletes still reported that it was difficult to balance their commitment to athletics and academics. The self-study report sets forth, in detail, the many different academic support mechanisms available for student-athletes and how athletic contests are scheduled to minimize interruption of academic pursuits.

IV. Equity Welfare and Sporting Conduct

During the first-cycle of the certification process in 1997, The University of Akron was found to be in compliance with all operating principles dealing with gender and minority equity, student-athlete welfare, and sporting conduct.

In each of the three previous completed school years, male student-athletes achieved higher ACTSUM scores than female students for the general University population, but female student-athletes outscored male student-athletes in ACT performance for all three years. ACTSUM scores can be shown for only two racial/ethnic groups (black and white) because of inadequate numbers of student-athletes in the four other categories of race/ethnicity. In all years and for both white and black subgroups, student-athletes entered the University with higher ACTSUM scores (on average) than the general student population.

In all reportable cohort groups, in both men and women's sports groups, the graduation for student-athletes is higher than for the general population in relation to the respective gender, except the men's basketball 1994-95 cohort. Graduation rates can be shown for only two racial/ethnic groups (black and white) because of inadequate numbers of student-athletes in the four other categories of race/ethnicity. For the three years studied, graduation rates for student-athletes exceed comparable rates for all University students in both racial/ethnic groups.

To increase commitment to gender and minority issues, student-athlete welfare, and sporting conduct, the University set forth an action plan after the 1997 review and has labored to complete many of its goals and objectives. Some of the goals accomplished include:

- Added women's swimming and diving and soccer as intercollegiate sports.
- Eliminated men's tennis as an intercollegiate sport and implemented the following roster caps on men's sports: baseball (30), basketball (15), cross country (12), football (95), soccer (28), and track (indoor & outdoor) (40).
- Created a full-time assistant women's volleyball coach position and added a part-time student coach position.
- Supplemented salaries of selected women's coaches to approach the MAC averages.
- Facilitated consistent and active participation of women and minorities on the Faculty Senate Athletics Committee.
- Ensured that all women's sports are at the NCAA maximum scholarship limit as of 2003-04.
- Enhanced recruiting, communications, travel, and equipment support for all women's and selected men's programs.
- Reviewed the overall usage of the athletes' weight room and designed a new schedule that ensures more equal use of the athletes' weight room for female student-athletes.
- Completed the Athletic Field House to provide a practice and competitive facility for men's and women's track and field; indoor practice opportunities for baseball, softball, and men's and women's soccer; and a new weight room and athletic training facility to be utilized by all programs.
- Hired a new head women's basketball coach at a competitive salary.
- Provided courtesy cars or car allowances to all head coaches of women's programs.
- Designed a more aggressive monitoring and intervention program to provide appropriate assistance where minority students' academic history or testing results indicated special needs.
- Revised the Exit Interview to include issues relevant to the minority student-athlete's experience.
- Developed a sexual harassment and discrimination policy and training module specifically for the Department of Athletics.
- Conducted a careful review of recruitment issues as part of every coach's annual review and evaluation with a special focus on the recruitment of minority student-athletes.

It is clear that there is still opportunity for continued improvement in the University's commitment to gender and minority issues, student-athlete welfare, and sporting conduct. There are many issues set forth in the self-study that The University of Akron continues to address, several of those issues are:

- There is difficulty in recruiting qualified minority and female candidates for new or replacement administrative and coaching positions. Active recruiting has been conducted by all members of the Department of Athletics, and competitive salaries have been offered, yet it is very difficult to secure a minority or female hire.
- 67% of the minority student-athletes felt that The University of Akron provides a safe environment for student-athletes from diverse racial, ethnic and cultural backgrounds; 94% of the white student-athletes found the University to be a safe environment for student-athletes of all cultures. 64% of the minority student-athletes felt that the University was the right choice for their athletic and academic career; 74% of white student-athletes believed the University was the right choice for them. However, the University must better understand and address the disparities between races.
- A training plan needs to be developed with the assistance of Human Resources Training and Development Services to cover topic areas that were suggested by the Department of Athletics staff from the staff survey. These areas would include diversity/sexual orientation, stress management, conflict resolution/ problem solving, budget management and planning, leadership development, customer service, marketing/fundraising, FERPA, and academic integrity.
- Proportional amounts of scholarships are not currently offered for men and women. Forty percent of the scholarships are offered to women, while women comprise 45% of the student-athletes at the University. Similarly, the amount of scholarships offered to men is not proportional to their total numbers; 60% of scholarship funding is offered to men, while only 55% of the student-athletes at the University are men. Currently, the total number of women's scholarships offered cannot be increased per NCAA regulations, as each team receives the maximum allotment. The only way, therefore, to change the proportions will be to add women's teams or to increase the number of out-of-state scholarships offered to women. Both alternatives will be evaluated and changes will be implemented to achieve proportionality.
- Participation of men and women in sports proportional to enrollment percentages has not yet occurred. Because women actually outnumber men in the general student population by 6%, achieving participation, proportionate to enrollment, would be a very challenging, and probably unattainable, goal. Therefore, the University has focused resources on a steady and sustained expansion and improvement of the women's programs. The University has eliminated three sports for men and added five sports for women since 1981, thus creating a continual expansion of opportunities for women's participation in intercollegiate athletics. The University of Akron plans to add another women's program within the next five years. This continued program expansion option remains the most viable goal for addressing the level of women's participation and gender equity at the University.
- A survey of coaches revealed that some choice in practice times is offered to some coaches. A more collaborative model, which considers all coaches' preferences, is the goal.
- 67% of the total coaching compensation is paid to coaches of men's teams; 55% of the coaches are men. 33% of the coaching compensation is paid to coaches of women's teams; 45% of the coaches are women. The institution's plan is to reach the MAC average for all coaching and administrative positions over the next five year period.
- It has been determined that the percentage of minority athletes in a non-degree granting college is higher than the number of white athletes in a non-degree granting college as of spring 2004. The Department of Athletics and the Office of Academic Support Services for Student-Athletes must develop a plan to increase academic achievement among minority student-athletes to ensure that they advance to degree granting colleges.
- While interactions between the Department of Athletics and the Office of Multicultural Development have increased in recent years, these connections will be enhanced by an official liaison between the two offices.

- The Student-Athlete Survey showed that the student-athletes felt they needed more information about grievances and appeals processes.
- 56% of the women and 28% of the men felt that men's and women's sports were not treated equally. The University must better understand and address the disparities between genders.

Both equity and minority issues plans for the future of the intercollegiate athletics program have been developed through a process involving broad-based participation representing all genders and ethnicities. Both plans were reviewed by the President and approved for implementation and are part of the complete self-study.

V. Conclusion

This executive summary has been prepared for the review and feedback from The University of Akron community. We, Dr. Mugler and Mr. Carro, welcome you to read the entire report available at campus libraries or on the University's official website at www.uakron.edu/ncaaselfstudy.pdf. The University of Akron would like you, your colleagues and friends to review the data presented and provide your input. You can respond by returning your copy of this document with notations or simply email your comments to us. We need all comments by January 1st.

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APPENDIX J-1

Report of the Ad Hoc Campus Facilities Planning Committee
of the Faculty Senate
December 2, 2004

The Ad Hoc Campus Facilities Planning Committee met on November 11, 2004. The first order of business was the election of the Chair and Vice Chair. Harvey Sterns was re-elected as Chair and Elizabeth Erickson as Vice Chair.

The meeting focused on the refinement of the Classroom Evaluation Survey Form that the AHCFPC plans to send to all full and part-time faculty at the end of the Fall Semester. The committee has agreed to have the survey reviewed by the Senior Vice President and Provost's Office before dissemination to the faculty. This survey will be carried out via e-mail.

Respectfully submitted,

Harvey L. Sterns, Chair

APPENDIX J-2

DRAFT

Classroom Evaluation Form
 Ad Hoc Facilities Planning Committee
 Faculty Senate of The University of Akron

Please fill out this form based on your current Fall 2004 experience. Please complete for each classroom that you use.

Please use the following 5 point scale:

- | | | | | |
|----------|-------|---------|----------|----------|
| 1. | 2. | 3. | 4. | 5. |
| Strongly | Agree | Neutral | Disagree | Strongly |
| Agree | | | | Disagree |
| (Yes) | | | | (No) |

Building: _____ Room: _____
 Class No. and Title: _____

General Evaluation

1. This classroom met my needs as an instructor.
2. I would be happy to be in this classroom again
3. I do not need a high level of technology.
4. I must rely on Audio Visual Services to meets my technology needs when necessary.
5. Noise from outside the classroom interferes with instruction in this room.
6. The size of this classroom was appropriate for my class.

Physical Aspects of the Classroom

1. Classroom is in good condition.
2. Classroom is clean.
3. The temperature in this classroom is conducive for teaching
4. Electric light levels in the classroom can be adjusted.
5. Light levels from windows can be controlled by drapes or shades.
6. Drapes or shades are in good condition.
7. This classroom needs to be repainted.
8. This classroom has physical configuration conducive to learning.

Classroom furniture

9. The desk and chair provided for the instructor meets my needs.
10. A lectern is available for my use.
11. Student desks and seats appear to meet student's needs.
12. The blackboard or whiteboard meets my needs.

Instructional Support and Technology

- 13..A permanent screen of appropriate size is available in this classroom.
 Yes ____ No ____ Is one needed? Yes ____ No ____ I use Yes ____ No ____
- 14.. There are an adequate number of working electrical outlets for equipment.
 Yes ____ No ____ Are more needed? Yes ____ No ____ I use Yes ____ No ____
- 15 I need a well maintained overhead projector in this room.
 Yes ____ No ____ Is there one in the room? Yes ____ No ____ I use Yes ____ -No ____
16. The room is equipped so that a microphone can be used.
 Yes ____ No ____ Is one needed? Yes ____ No ____ I use Yes ____ No ____

17. The room has a VCR that is in good working order.
Yes ___ No ___ Is one needed? Yes ___ No ___ I use Yes ___ No ___

18. The room has a LCD projector that produces a high quality images.
Yes ___ No ___ Is one needed? Yes ___ No ___ I use Yes ___ No ___

19. A laptop computer can be easily connected.
Yes ___ No ___ Is a connection needed? Yes ___ No ___
I use Yes ___ No ___

20. Wireless computer capability exists in this classroom.
Yes ___ No ___ Is this capability needed? Yes ___ No ___ I use Yes ___ No ___

21. A hard wired computer line is available in this classroom.
Yes ___ No ___ Is this capability needed? Yes ___ No ___ I use Yes ___ No ___

22. This room needs to have enhanced technology.
Yes ___ No ___ Is this capability needed? Yes ___ No ___ I use Yes ___ No ___

Lab/Studio (Please answer if applicable)

- 23. Space is adequate for lab/studio work.
- 24. Equipment is in good working order.
- 25. Equipment is appropriate (needed items and number) for instruction
- 26. Ventilation and/or hoods meet requirements.

Other Issues

- 27. A campus phone is available near your classroom to report problems or emergencies.
- 28. This classroom has poor ventilation.
- 29. This classroom should not be used until significant renovations are made.
- 30.. This classroom is ADA compliant.
- 31.. This classroom needs to be equipped with a clock.
- 32... This classroom should not be used in the future.

APPENDIX K-1

(Correct) Information received via email 11-12-2004 from ASG for distribution at December 2 Faculty Meeting:

CURRENT:

- (H) Membership.
 - (2) Apportionment.
 - (d) There shall be three student representatives as follows:
 - (i) One student shall be president of associated student government, congruent with his or her term;
 - (ii) One student appointed by the president of the associated government to run congruent with the president's term;
 - (iii) One graduate/professional student elected by that constituency.

PROPOSED:

- (H) Membership.
 - (3) Apportionment.
 - (d) There shall be five student representatives as follows:
 - (i) One student shall be the president of the Associated Student Government, congruent with his or her term;
 - (ii) ***Three*** students ***elected*** by the ***membership*** of the ***A***ssociated ***S***tudent ***G***overnment, congruent with the president's term;
 - (iii) ***The president shall appoint four alternate student representatives from the Associated Student Government in case of the representative's absence. These terms shall be congruent with the president's term;***
 - (iv) One graduate/professional student elected by that constituency.

APPENDIX K-2

Incorrect info (distributed in error) at the December 2 Faculty Meeting:

Faculty Senate:

As mentioned at the last meeting, Associated Student Government is in the process of presenting an entirely new constitution to the student body. Part of our restructure recommendations, is increasing the amount of student representative seats on the Faculty Senate from two to four seats. In order for consistency for both governing bodies, we are submitting the following recommended amendment (see below) to the Faculty Senate bylaws for the November 4th meeting.

Also, part of our restructuring is how our Senators represent the undergraduate constituents. We are looking to represent specific groups: 8 undergraduate colleges, International Students/Interest Groups, Residence Halls/Oncampus, Commuters/Offcampus, and Campus Life. On top of that there will be standing committees that will work on academic, facility, and student concerns. What ASG is seeking from faculty, is feedback on how you think we can best represent student needs in colleges since the idea is for Senators to closely work with department chairs, deans, and college organizations (i.e. Engineering - ASME, SWE, etc.). Any questions or ideas will be helpful at this point as we try to finish the constitution and bylaws, then seek approval from the students and administration. Thanks for your help!!!

Stephen Kushner
President, Associated Student Government
The University of Akron
Office - (330) 972-7003

Current Senate Bylaws:

- (H) Membership.
 - (2) Apportionment.
 - (d) There shall be three student representatives as follows:
 - (i) One student shall be president of associated student government, congruent with his or her term;
 - (ii) One student appointed by the president of the associated government to run congruent with the president's term;

Proposed Senate bylaw change:

- (H) Membership.
 - (2) Apportionment.
 - (d) There shall be five student representatives as follows:
 - (i) One student shall be the president, or his/her designee, of the Associated Student Government, congruent with his or her term;
 - (ii) Three students appointed by the president of the Associated Student Government to run congruent with the president's term;

