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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 May 5, 2005

The regular meeting of the Faculty Senate took place Thursday, May 5, 2005, in Room 201 of the Buckingham Center for Continuing Education (BCCE). Senate Chair Rudy Fenwick called the meeting to order at 3:09 pm.

Forty-three of the current sixty-three Faculty Senators were in attendance for this meeting. The two newly-elected ASG representatives were present: Diana Kingsbury and Kyle Bohland. Senators Cheung, Huff, Linc, and Siebert were absent with notice. Senators Braun, Hanna, Hansen, Hixson, Jeantet, Kelly, Krovi, Lee, Lowther, Maringer, Slowiak, Svehla, Tomer, Vijayaraman, Wilkinson, and Yousey were absent without notice.

I. Approval of the Agenda – Chair Fenwick greeted everyone to the last Faculty Senate meeting of the semester and wished them all a “bueno Cinco de Mayo.” He asked for approval of the May Agenda; Senator Kreidler made the motion to approve it; Senator John seconded the motion. There were no comments or questions; the Agenda was voted upon and approved unanimously.

II. Approval of the Minutes – The Chair moved on to consideration of the Minutes of February 17, March 3 and April 7. The February 17 (Special Meeting) Minutes had been postponed because of some corrections. Senator Konet read the corrected version (**Appendix A**).

A motion to accept the correction was made by Senator Clark and seconded by Senator Pelz. The February 17 corrections were unanimously accepted.

Chair Fenwick asked for a motion to approve the March 3 Minutes. The motion was made by Senator Rich and seconded by Senator Stratton. The March 3 Minutes were accepted unanimously. The Chair then asked for a motion to approve the April 7 Minutes. Senator Steiner made the motion, which was seconded by Senator Kreidler. The April 7 issue of the Minutes was unanimously approved.

III. Special Announcements – The Chair offered a couple of comments. He mentioned the new microphone system and explained that it was quite sensitive. He admonished the Senators not to speak to their “neighbors” while another Senator had the floor and also to be careful of paper shuffling. “The old system was sensitive enough, but this one is, I think, even more sensitive. So, in order to pick up what we say correctly, we need to observe some courtesy when other Senators are speaking.”

He went on to introduce a new Senator, newly-elected President of ASG, Ms. Diana Kingsbury. The Senators welcomed her to the body. In addition, Chair Fenwick asked the members of the Executive Committee to remain after the meeting to have their photo taken for the record.

IV. Remarks of the Chair – Chair Fenwick offered a few brief remarks. He reflected back on the year, which he said had been fun. “It’s hard to say that this has been fun, but I’ve had fun with it and I certainly have appreciated this opportunity and appreciate the people I had to work with this past year, especially

the members of the Executive Committee, in particular Senator Konet and Linda Bussey, who have done a remarkably good job since we're all new to this and we're finally caught up on the Minutes. I also appreciate the other people that I have worked with, both on the Senate and the Administration and hope to continue to work with you over the summer and into the fall. There's a lot that needs to be done, a lot of initiatives from the University that are going to be worked on and the Senate itself is going to take up a couple of initiatives over the summer." He specifically addressed the Decision-Making Task Force and the *ad hoc* committee that the Senate Executive Committee had appointed, explaining that their organizational meeting had been held the day before. The D-MTF Committee would work toward improving the Senate, respecting the process and the institution, and would find ways to make the Senate more a part of what was referred to in the draft of the Academic Plan as the Culture of Assessment. "This pertains to our ability to have oversight and to have people oversee us, of accountability, of holding people accountable and to be accountable to our constituents and the University ourselves, so we want to respect the process and we want to move forward."

He concluded his remarks with some personal acknowledgments. "Within a month or six weeks, two people that I've worked with for a long time will be leaving the University: Roger Creel and Devinder Malhotra, the Dean and Associate Dean of the College of Arts and Sciences. Personally I would like to recognize their service to the University, the College and my Department. A motion will be made when it comes to the Good of the Order to recognize these individuals."

V. Reports

a. Executive Committee – Senator Konet reported that the Executive Committee met once on April 28, at which time the Chair raised two issues from a recent meeting of the Ohio Faculty Council. The first issue referenced a post-tenure review process brought forward by the Medical College of Ohio; questions were raised about whether or not proper procedures had been followed. "The Council will be monitoring the situation and keep members of the Council apprised of any developments."

The second issue was a suggestion from the Ohio Faculty Council that colleges look into the development of an administrator-review process and consider the feasibility of having the Senate body of the school sponsor those evaluations. The Executive Committee planned to develop a template over the summer for that purpose and to present it to the Senate for consideration in the Fall.

Also during the April 28 meeting, the Chair related that he had met with the President and the Provost to discuss what needed to happen next with the Decision-Making Task Force report. The Chair shared that both the President and Provost invited input from the Executive Committee on the action plans that were addressed in the recommendations of that report. In the meantime, the Chair and Vice Chair had been contacting senators and others about participating on the Senate *Ad hoc* Decision-Making Committee. This committee would study the restructuring of the Faculty Senate committees and its representation of various constituencies.

Senator Konet further related the recent discussion of the planned demolition of Carroll Hall and where the various offices would relocate. "The Faculty Senate office, currently located on the third floor of Carroll Hall, had requested space in Leigh Hall at some point last year, but the disposition of that request is unknown, so the EC will follow up on it."

The Senator concluded her report by reminding the committees to submit a final report for the year for inclusion in the next issue of *The Chronicle*. (see **Appendix B**). There were no questions or comments.

b. Remarks by the President – President Proenza thanked the Chair and colleagues, then greeted everyone. He began his remarks by welcoming the new President of Student Government.

He further commented on the remarks of the Senate Chair regarding the year in review. “I think they are in the same tradition of those that Elizabeth [Erickson] read to us from Devinder some months ago. I appreciate your sentiments and the recognition of the hard work that we all must make. Equally, let me also encourage all of us to recognize the service of Devinder and Roger, very fine colleagues. We will miss them.”

The President related that the Second Annual University Park Alliance Awards ceremony was held the previous day. He related that this project was moving forward successfully and had recognized students, staff and faculty as well as community members who had contributed to it. Details of the project include plans for a residence hall, movement of the bank across the street, the new McDonald’s and the announcement that Spicer Village will be constructed there. “A tremendous achievement to add to those we are making and in recognition of an important area where so many of our students choose to live and where, I hope, some of you will want to live. I remind you that we are in the midst of finalizing details for a plan to facilitate—to provide incentives—for those of you who may wish to purchase a home in that development. This type of program, hopefully, will continue into the future.”

The President reminded the body that the following week was ‘finals week,’ followed by Commencement on Saturday. He invited everyone to celebrate a total of 2,167 degrees would be conferred and six ROTC cadets commissioned. “We have, again, a wonderful group of student responders, among them the very humble and now very successful Charlie Frye, who will give one of the responses to the three commencements.”

The Board of Trustees met the previous week and one of the many actions they took was acceptance of a gift of property—a building located at the corner of Mill and College Streets, donated by Roadway Corporation. The President’s view was that this would continue to cement our position in the core of the University area. “We are please to have their continued support for the University of Akron.”

He offered a brief recap of happenings in Columbus, that we do not yet have a budget and “we continue to feel that the best likelihood is that of the Governor’s numbers.” The House came in with some caveats, took the second year of the biennium, placed all of the money for higher education into a single line item and said, ‘we need to sort it out and figure out how better to spend these resources.’ “We are concerned that it does not provide adequate time and, secondly, that this being such a complex effort, nevertheless it had been recognized as an important effort to reconsider how the funding for higher education ought to be distributed, particularly through the formula.” A committee was established to carefully examine the situation. “At this point, I’m not sure whether the Senate will reverse that, but fundamentally we moved from the House—after some very successful testimony that I believe I shared with you at our last meeting—to the Senate. Indeed higher education has spent several days over the last two weeks testifying on behalf of the importance of higher education. Once again, I am pleased to tell you that the

Board of Regents, the two-year colleges, the four-year universities—as well as the private universities which have joined the consortium—testified, together with members of the private sector. While the Senate was somewhat hostile to the Chancellor and to the Chairman of the Board of Regents, for the following period of testimony, they were particularly pleased with Dr. Roy Church and Nancy Zimpher’s testimony on the ROEI—Return on Educational Investment, which I trust everyone is now familiar with. We are given to understand that they are very supportive of that but are not likely to fund it in this biennium; at most they might give some money in the second year of the biennium.” The President expressed his opinion that the *concept* of funding for higher education as an investment was beginning to percolate, to penetrate and the ROEI effort had been a very important piece of that.

The President explained that he had testified, along with several other colleagues, and had explained to the Senate the ‘birds and the bees’ version of universities contributing to economic development in our State. “I don’t know if they know about the ‘birds and the bees,’ but they now know how new wealth is created and what role we play in that.” He shared that they heard good comments on their testimony but that deliberations in the Senate continued. He reiterated his early assessment that the funding would continue to be flat for this biennium and explained that, for the University, this translated into a modest decrease in State funding based on the formula and the growth in enrollment. He stated that this was probably not anything that couldn’t be managed. “I am not, at this point, anticipating the kind of potential devastation that had been foreshadowed when we had been asked to look at minus 10 and minus 20 percent potential decreases. At least as far as State funding is concerned, it appears that the leadership—that means the Executive, the House, the Senate—is together. They are moving forward a legislative package, which includes a significant reform of the tax structure of the State of Ohio, a modest restructuring with regard to Medicare and Medicaid, and a plan that supports long-term talent development, particularly in K-12, some assistance for college students, but at this time no new funding for higher education as best as we can tell. I wish I could tell you more, be more optimistic. Actually I *am* more optimistic and I see that probably by the next biennium we will be in a position to apply for some funds.” The President emphasized that this underscored our continued quest and the simple importance of enrollment and for us to continue to look at other sources of revenue.

The President shared that he was pleased to have been an invited speaker for the Summit of Regional Innovation, sponsored by the Council of Competitiveness in Washington. As a result of that, Northeast Ohio figured prominently. He has been invited back to testify before Congress and to teach people in Florida what it is that we’re doing to spur economic opportunities here.

He concluded his comments by briefly addressing two questions that Senator David Witt sent to him the previous evening. The Senator asked two things: (1) where are we in enrollment?; (2) what is the condition of our fiscal ratios in the way that universities are examined for integrity? Regarding enrollment, he stated that we were looking at figures that compared where students were relative to this time last year. “What we found over the last several years is that these figures vary widely and that there isn’t necessarily any forecasting capability in them.” By using this method, it would alert us to potential issues, such as a problem with summer enrollment. He added that students continued to be surveyed, revealing that many feel that they would need to work in the summer rather than go to school. He also added that they looked at the kinds of courses offered and that some students chose to defer payments. “Hence, we are not really comparing apples to apples. Hence, year-to-date numbers may or may not mean anything at this point.”

He added that numbers for Fall are likewise different, but that we had been in that situation before and we needed to pay careful attention to enrollment figures, although we are likely to be flat.

President Proenza added that, on the encouraging side, the number of applications continued to rise. “The yield over the past three years has not been in keeping with the rate at which applications has gone up, but it has gone up some. It’s gone up particularly in terms of new freshmen, in terms of new direct admits as well as in their quality and exceptionally well in our Honor’s Program.” He reiterated that we must pay attention to these figures, but that their forecasting integrity was anybody’s guess.

He continued that Senator Witt had asked about financial ratios used by the State Board of Regents. “Ours was the highest in 1998, I believe. It had dropped some and, in 2003, was towards the bottom of the pack. That does not reflect some other things where we are doing better than some other universities.” He expressed his wish that we were as healthy as Miami University that could charge \$20,000, licensed and brokered by the State of Ohio, while sharing his opinion that that “was a sham perpetuated on the citizens of the State of Ohio. Again, you wonder about it.” He expected that our ratios had improved, but this was the best information he could offer at the moment.

He thanked the Chair, “you’ve done a tremendous job in a number of areas. I echo your sentiments.” He welcomed questions.

Senator Gerlach had two questions for President Proenza. The first question addressed a recent meeting reference to the ‘Order of the Phoenix.’ The Senator asked if the President would explain when this originated, how, and what it was all about.

President Proenza replied that about two years ago, the Board of Trustees authorized his office to create two awards that would celebrate important personages in the life of the University. One was called the ‘Order of the Phoenix,’ the other was named the ‘Order of the Kangaroo,’ in honor of our great and lovely mascot we call “Zippy.” To date, there have been two such awards for the ‘Order of the Phoenix;’ one recipient was living. The second was Dr. Paul Daum, who was recently awarded posthumously.

Senator Gerlach continued with his second question, which he stated was a more difficult one. He made reference to a request made some time ago regarding the subject of preserving the Simmons name on one of the new buildings; this was accomplished with the naming of the Hezzleton Simmons Student Services Building. The other request, made at that time, was that the name of Donfred Gardner be preserved in like manner. The Senator asked about the status of that request. The President offered his apologies as he should have known that the Senator would want to know that. At the last meeting of the Board of Trustees, they had voted to name the theater in the Student Union as the ‘Donfred Gardner Theater.’

Senator Gerlach responded by expressing his terrible disappointment; he believed “the name on a building should have gone to a *building*. It seems to me that this action of the Board is tantamount to downgrading, demoting a man who was honored more prominently.” The Senator stated that this did not meet the Senate’s request that the name be preserved on a building.

Senator Gerlach continued his remarks regarding the “temper of things.” He specifically made mention of a recent (April 21) commercial for the University shown on local television, one in which President

Proenza was extending an invitation to “visit us on campus” because “you’ll like what you see.” The Senator stated that, no doubt, everyone would because of the vast improvements on campus—the buildings. “But my immediate response to that, if I had been able to say something back to him at the time, is this: ‘will you like what you find underneath the surface?’” He referred to the workings of the University, especially in terms of the Administration, because “whereas buildings have gotten a lot of attention, and deservedly so, the faculty have not. I think I can refer to the difficulties of negotiating a contract with the AAUP. It seems to me if the faculty are to be well treated, that is an important ingredient of what people will see and how they will react to the internal workings of the University.” He wondered what might be done in the near future, if anything, to hasten the process because his former colleagues—the active faculty on campus—“have been mightily disturbed and disappointed, too, in the long, drawn-out proceedings. Thank you.” (*The Senate body applauded Dr. Gerlach’s comments.*)

The President responded to the Senator’s remarks with assurance that he would relay his sentiments to the Board. As to the other issue, he relayed that students are reacting in a positive way. One particular incident involved a young student who had recently transferred from another institution and claimed that this was the best place she could possibly be and offered me a very warm sense of well-being. “That’s happening frequently. As to the other, I invite you to be better informed.”

Senator Lenavitt asked the President, related to his testimony for the Legislature, if he could tell us what gave him the impression that they were more positive toward education as an investment. The President responded by explaining that late last Fall there had been hostility, but that it was now largely gone, although it had not disappeared entirely. “I had been—and I think all of us were expecting—quite a bit of bitterness, hostility, questioning of a critical nature. That was virtually absent this time. In part, I think, it may have been in part by design. For example, in the House testimony, several questions—almost leading toward a positive response—were asked by both sides of the aisle, Democrat and Republican alike.” He related that in the Senate Committee where he testified—one that included Senator Mumper, among others—the questions were positive when asking about the value [of higher education], about research programs and how they related to industry, and about the cultural impact of higher education on our communities. He related his belief that these are their concerns: that we serve all aspects of our citizenry and that we lead toward better solutions rather than simply making allegations.

Senator Lillie asked for clarification regarding the response to Senator Witt’s inquiry about enrollment figures. He wanted to verify that the enrollment figures appeared to be lower for this summer. He asked the President if he had any indication of what that meant in terms of a percentage in comparison with last year. The Senator also asked about the President’s assessment that enrollment would remain flat for fall and if that might result in a decrease in State funding. The President explained that, the formula used in the State of Ohio meant that if any other university grew faster than ours, we would lose money because the Board of Regents divides the amount of the appropriation by the total number of enrolled students, which meant less money *per* student. “So unless we’re growing faster than everybody else, even if we grow, we’ll get less money.” The Senator again sought clarification, thinking that he heard that while our enrollment was flat, other universities were growing; the President explained, “We don’t know which ones are growing. We know enrollment as a whole is growing, particularly in the two-year sector. So if you are talking about universities, I haven’t said that. We don’t know that at the moment.”

The President asked Provost Stroble to address the issue. The Provost stated that, “We’re looking at point-to-point comparison right now for graduate students and returning undergrads versus where they were a year ago for registering for fall. And if you just do that, it’s down ten percent for Fall. If you look at incoming students, that’s flat right now.” She went on to clarify that this involved two different student populations and that they were cautious about the reliability of the data. President Proenza added, “Even if our enrollment is *exactly*—in every respect—what it was last year, and the two-year sector grows disproportionately, and other universities are also flat or down, we’ll wind up with less money.” The Provost indicated that the reason the point-to-point comparison was unreliable was because economic circumstances may have changed for our students since this point a year ago, “so their behavior may not be a good predictor of whether they will return in the Fall or not. All we can say about it is that pre-registration right now for returning undergrads and grad students compared to a year ago is down ten percent. What that means in terms of what it will actually turn out to be in the Fall, that’s less certain to forecast.” The President added that they had never been able to use those projections to get an accurate figure.

There were no other comments or questions for the President, so the Chair thanked him for his remarks.

c. Remarks by the Provost – Provost Stroble presented a year-end report to summarize the activities in which her office had been involved. (**Appendix C**) She added that she would soon prepare another, slightly shorter version of the report for *Perspectives from the Provost* as well as a longer version of it for the June meeting of the Board of Trustees. “I want to say that I think that the opportunity to communicate with you in the form of these reports as well as *Perspectives from the Provost* and other communication tools really is a great opportunity for the Provost’s Office and for me, personally, to bring focus to our activities.” She went on to explain that the list was just a summary, without all the detail underneath it. “There’s a lot going on, just as there is in your life, in your faculty role or role as a contract professional, staff member or student. There is a lot going on at any one time and if we look over the whole academic year it’s hard to capture that in ways that bring it into focus. So causing me to give you monthly reports and to do this end-of-the-academic-year summary I hope will give you a sense that all that activity is going toward some purpose.”

She recalled that, when appointed in June 2003, the Board of Trustees and the President gave her what she calls the *List of Ten*. The list is posted on her website and available for review. The *List of Ten* was used as the basis for the following, larger, categories:

- Assessment, Accreditation, Accountability
- Teaching and Learning for Student Success
- Engaging the Campus and Community
- Additional operational and leadership goals

“You always have to have a ‘miscellaneous’ category, so at the end you get ‘Additional operational and leadership goals’ because there are some things that just come along that need to be done that don’t naturally fit into one of those categories.”

Provost Stroble explained that the topic of focus was an important one for the Provost’s Office to have, that she tried to serve that function in the work done and led by her office. She feels that it is

important to focus on the good work of this institution for the benefit of our community and ourselves, whether the work is done by faculty, contract professionals, staff or students since all those individuals make up the campus community.

The Provost said that part of what the Provost's Office did was to work to try to gain more resources, not necessarily entirely through enrollment, although enrollment is part of it, but also through strengthening of academic programs, through grant requests, and through appropriations from the State of Ohio and from the Federal Government. Part of that success in garnering additional resources involves focusing people's attention on the good that we do, which is a portion of what was presented in this year-end report.

She added that, for all of us, "we bring our own good work into focus for ourselves when we are actually able to look at it in the context of what the data say to us." All efforts currently underway relate to operational support—Program Review, Balanced Scorecard, Assessment of Learning Outcomes, budget and planning cycle—have provided data essential to a professional assessment of what meaning might be gained in order to make the wisest possible use of resources available to us.

The Provost ended her comments with an invitation to attend the next forum about the Academic Plan, scheduled for the following Wednesday. She emphasized that they had listened to feedback following each of the thirty-some forums held with various academic departments, colleges, VP units, and student government—a variety of audiences they had met with, "not to defend the plan, but to listen to what people felt they needed to tell us about what to make the plan improved."

One issue she addressed was that the whole idea of writing the Academic Plan was to have a 'back-and-forth' process—a collaborative effort. The plan really came from focusing on a strict and rigid content analysis of what the campus community had been saying about itself. "If you recall, we had a campus-wide forum about a year ago, and we did a lot of conversation around some very focused questions: 'what should this university be in the future?,' 'what are our strengths?,' 'what are the things that we need to work on?'" An analysis of that feedback as well as consideration of the 1998 document containing similar information (a review of what the colleges and VPs had to say about the institution then) compared with what has been said since then, resulted in the data that has been gathered and translated into the drafts that we've looked at. The purpose of all this is to spotlight all that good work into some explicit common nomenclature that can be discussed and properly characterized as the good work that we do. Further, she addressed the perception that the plan is more a 'Buchtel Hall document' rather than it is a 'campus document.' Her feeling was if that is the perception, it must be turned around. Related to that, the Provost preferred to slow down the process for a greater collaborative effort and that her office would not write the next draft. The next forum would address that as well as questions such as: 'what do you call this document?' and 'are these really true principles that describe what we're about?' If they are not, then 'what are those principles?' She hoped to then return to the back-and-forth-process with the broad campus community, since that was where the process began. Provost Stroble reiterated that the document had been raised to a level of generality that she had hoped would bring focus to the issue of *who we are as a campus community*, yet she stated that, "I think we've lost our focus." She plans to revisit the issues "because we really need to have more ownership, more drafting, more processing of the feedback by more people than have processed it up to this point." She emphasized that the next forum was about that specifically. "We're slowing down the whole process because the only value of this plan will be if it brings

into focus—for ourselves and external communities—what really is true about ourselves. We don't need to write a fiction in this document; we need to write about ourselves in ways that compel us and compel others that really tell our story. So if we're not there yet, we need to slow it down and take a different tact that gets us there." She invited everyone to take part in the following week's forum in an effort to get the process back on track in the way it needed to be.

Senator John asked a question related to the College self-studies, due June 15. He asked her to elaborate on the timeline that would be used from then until the feedback from her office. The Provost stated that she was less well able to address that issue than Dr. Midha, since he chaired the Program Review workgroup. "We obviously need to figure this out as we go along, but what is the Program Review workgroup's timeline? [*question directed to Dr. Midha*] At that point, Chair Fenwick asked the Senate to allow Dr. Midha permission to address the Senate body. Dr. Midha explained that, once the self-studies were turned in, between June and August 1, the Committee would choose twenty percent of the programs to look at more closely and, from that—in collaboration with the Deans and the Provost—would develop a five-year cycle. "That's the plan right now, but a lot will depend upon what comes from the colleges."

Senator Davis asked the Provost about her report on fees presented at the previous month's Senate meeting regarding distribution figures for course fees, tech fees, sales and others. When sharing the information with his constituency, a question arose about how the course fees were handled by the departments. "In the past it seems that there was a practice that units having some surplus in their course fee accounts were able to use those fees to replace hardware such as computers in computer labs as that surplus slowly accumulated over a period of several years." He explained that his perception now was that those fees could and should only be used for consumables, such as toner, ink cartridges, and paper—items consumed during the course of the semester. The Senator's concern was that this would now negatively impact the departments needing to replace hardware on an ongoing basis because of extensive use of computer labs.

The Provost spoke about both topics—fees and hardware replacement. She mentioned that when the Operations Advisory Committee met after last month's Faculty Senate, they dealt with a number of key issues, such as a review of policies surrounding how fees are distributed and used. "My sense is that we've had disparate policies around campus. Some units have been very clear that this is what we requested the Board of Trustees to approve the use of the fees, so this is what the fees will be used for. That's a truth in advertising issue. And so, other units obviously had used it as a way to deal with their shortage of funds in other areas, "banked" the course fees and used it for things that truly the Board of Trustees would have never authorized its use for. So you can see that there is a dilemma for me, as Provost, to allow the funds to be used in a way that they were never asked to be used for. When I discover those kinds of things, I have a couple of responses. One is, first, you really have to stop that practice because we cannot go beyond what we're authorized to do. Second, I need to find a way to help deal with the shortfall it's causing because past procedures were predicated on something that now I'm not going to permit."

With the second allocation of technology fees to be distributed to the academic units before the end of the Spring semester, this might offset some of the shortfall to some extent. The Provost shared that they recently discovered some House Bill monies available for which to compete; this would provide another source of funding that colleges could apply for in order to deal with their technology expenses. Additionally, Stoller Funds were available for some units, as an added source of funds for the summer. Last year

and continuing into this year, there was a dedicated percentage of tuition dollars available, above the permitted cap that were used for two purposes: high-need financial aid and technology. All of the new tech-enhanced classrooms that we have are attributable to those tuition dollars. She also mentioned two federal ‘earmark’ dollars to come through this year for technology funding. Though she did not have the exact figures at hand that showed the net amount of expenditures for technologies, there had been an increase in the resources available this year for the colleges. Provost Stroble also indicated that she would be glad to work with the deans or the department chairs to find ways to close the gaps in funding where they have been created since she asked everyone to strictly adhere to the course fee policy.

Senator Qammar addressed the President’s earlier comments about unpredictability in terms of budgeting, which she cited as an unfortunately common occurrence in the State of Ohio. The Senator’s concern was that, in terms of budgetary policies or predictions, this unpredictability would adversely affect complete academic planning and, ultimately, affect accreditation.

“We’ve heard an awful lot this year about all this task force for assessment and student learning, but we hear almost nothing about what’s going to happen in terms of how are we going to link budget and planning so that we also meet accreditation in that.” The Provost remarked that this required a rather complex answer, but that she had already addressed the concepts primarily through *Perspectives from the Provost*; she assured the Senator that she would go back through those and either send the related individual issues to her or else to the entire list serve. “If the question and concern is more—does the current fiscal climate cause us to be concerned about our ability to make the commitments that we know we need to make?—then the answer is, ‘yes.’” Since the budget plan had not yet been finished, the Provost stated that she was not prepared to deal with the issue that day.

Senator Qammar asked the Provost to comment on how she envisioned the Balanced Scorecard being operationalized in a climate of unpredictable budgets? Provost Stroble deferred that until the Academic Plan forum to be held the following week.

Senator Londraville focused his remarks on the concern of his colleagues about the Dean’s search in Arts and Sciences in light of only two candidates being invited on campus. The Senator asked the Provost if she would comment on that. The Provost responded that there were four finalists, but that two withdrew. “We certainly were prepared to invite four and, at the last moment, two took other positions. So we went forward with the two—the Search Committee—based on feedback from many people in your college, strongly recommended both and said they would welcome either candidate. We’re at the point now of trying to complete that; EEO had no difficulties with that and neither did the Search Committee.” Senator Londraville thanked her for her comments.

Senator Stratton inquired about the status of the interim leadership which the Provost had appointed in ITL last year. In particular, he wondered if this interim position would continue or if more permanent leadership would be put in place. The Provost replied that an announcement would be made, but not at the present time. “I am not prepared to make a public statement about what the future is because there is some uncertainty around a number of issues there. You may have heard that AAAG, which was the organization with which we have been most closely associated around the Carnegie Cluster status—has decided to disband and they are going out of business in three to six months.” She reassured him that her uncertainty and inability to give a definitive answer in no way reflected a lack of commitment to the issue of scholarship,

teaching and learning or faculty development; she merely needed time to digest the news. Although a search committee had been formed, the search was delayed in favor of a slower approach given the timeframe, what happened with AAAG, uncertainties around the budget and other things. The search was delayed until Fall.

Senator Covrig expressed his concern over use of the term “slow down.” In his nine years full-time in higher education, he had observed “that things go awfully slow anyway in higher education.” He mentioned that, as a result, we are “very constipated.” He expressed his belief that the academic plan should not be viewed “as a blueprint that you build together” but more as a fluid document. He wanted to encourage those heading up the process not to be discouraged by what he viewed as a systemic problem. The Provost replied that she understood and that this was not discouragement as much as “just realizing that sometimes to move quickly, you must move more slowly.” She hoped to have a definitive document by the beginning of the Fall semester or soon after and thought the slow-down would be imperceptible and that “the glacial pace that we make change at the University will be meaningful.”

Senator Gerlach remarked that the Provost should take comfort in reference to a little slow-down. “The great Lord Melbourne, who was Queen Victoria’s first Prime Minister followed a central model: ‘when in doubt, do nothing.’” The Provost replied that this was a slogan that she had heard many times from her own mother. The Chair thanked her for her remarks.

d. Academic Policies Committee – Chair Fenwick announced that there were a number of motions from the APC and turned the meeting over to Associate Provost Stokes to introduce them.

Associate Provost Stokes thanked all of the members of the Academic Policies Committee for all of their work during the year. “It has been a very productive year, I believe and they have done a lot of thinking on a lot of different fronts.”

She introduced the first of seven motions that represented the culmination of the year’s thought process. The first was the Honor’s College:

The Academic Policies strongly recommends and endorses the attached plan (Appendices D-1 and D-2) for the creation of an Honors College. The Provost has committed new and continued funding in support of this proposed change.

Chair Fenwick explained that this motion came from Committee so it did not need a second. He invited discussion on the Honors College proposal prior to Senator Erickson’s offering of an amendment to the proposal.

Senator Lillie asked for clarification that the ‘Amendment to Motion on the Honors College’ handout was what Senator Erickson was talking about; Senator Erickson confirmed this.

Associate Provost Stokes mentioned that Drs. Dale Mugler and Karyn Katz were present at the gathering in order to respond to questions. The Chair asked if anyone had objections to Dr. Mugler addressing the body; no one objected.

He then invited additional comments before Dr. Erickson offered her amendment. Senator Covrig mentioned that, as a representative of the College of Education, one of his colleagues had pricked his conscience about the way the Honors College relates to the overall sense of diversity at the University and especially this ‘inclusiveness’ which is still yet to unfold. The Senator asked Dr. Mugler how he saw the Honors College fitting in with the overall celebration of diversity on campus.

Dr. Dale Mugler first thanked the Senate for an opportunity to address them. He explained that they had been working on this proposal since 2002 and that it was nice to have progressed to this point. Dr. Mugler explained that diversity was an important issue for them and a goal to work toward. The Honors Program had worked closely with Dr. Janice Taylor, Director of Multi-cultural Diversity, to accomplish a number of things, including a new scholarship proposal from a private foundation that was interested in supporting African Americans and Native Americans. He reported that they had asked for over \$200,000 in funding for a number of students that qualified. In collaboration with Dr. Taylor, they looked at students who had done well in school at the end of each semester. Dr. Taylor was able to pinpoint members of under-represented groups to invite those students—those already enrolled here and doing well—to become part of the program. He explained that a number of factors such as building relations through participation; additionally, post-secondary Honors Academy advisor, Wadzi Mushangazhiki, identified high school students for us, trying to route them in the right direction. Dr. Mugler stated that they are committed to working with Dr. Taylor and others to help increase diversity.

Dr. Gerlach then asked about the statement in the motion, “the Provost has committed new and continued funding in support of this proposed change.” He asked how much that might be.

Provost Stroble addressed the question. “The continuing funding, if we look at the 2004 budget—I think this is accurate—is \$367,625.” Senator Erickson confirmed that this was the figure “at the moment.” The Provost confirmed that, but stated that the additional funding she had proposed to provide was \$149,000, a significant percentage increase compared to what most could anticipate as a change in their budgets. Senator Erickson asked if this was for next year. The Provost confirmed that and explained that she understood that APC wanted to see a serious commitment to realize their vision and that more will need to be forthcoming over time. She added that, “This is as far as I can take the dollars that I have available to me right now in one year.”

Senator Gerlach asked the Provost to identify how the \$149,000 would principally be used. “Is it for administrative costs and so on, the salaries of deans and assistants and all that sort of stuff?” The Provost replied that this amount was provided in response to what the APC had asked for. “They said they would not recommend this proposal without a full-time director and associate director.” She went on to explain that Dr. Mugler had been on $\frac{3}{4}$ support from the Honors Program and $\frac{1}{4}$ support from the Department of Mathematics. Since they already had a line in Mathematics, she made available one whole position to the College of Arts and Sciences so that it was no longer divided into the two places. In addition, Dr. Katz’s line was in Speech, Language and Pathology, so in order to buy her out required giving the College of Fine and Applied Arts an entire full position so they would not lose a line. The Provost also agreed to continue funding for Dan Buie, an advisor for the students; additionally, she will permanently fund two graduate assistants and increase the operating budget by \$20,000 that will enable the kind of curriculum coordination and other kinds of aspects of the proposal that require operational support.

Senator Erickson asked if everyone had a copy of the amendment. (see **Appendix E**) She pointed out a couple of errors that needed to be corrected. In the third paragraph, the word *taught* was removed and replaced in favor of the word *primarily* because the courses are primarily *provided* by part-timers and under the proposal possibly by some on Faculty Improvement Leave. She expressed her hope that all had a chance to read the proposed amendment. She explained that she brought the motion as someone with a long history of concern for the Honors College and also as someone who was an advisor. “I’ve done projects and been in charge of projects for the Honors College. We have Honor students in my department and I care deeply about this program.” She went on to explain that she had been involved because she has been here so long and had witnessed how they had to “skimp and save and somehow pull it together. At various times along the way, then-President Reubel provided extra scholarships; at that point, the program was taken seriously. She added, “Now we want it to be really serious and to be a College.”

The Senator continued that, “It seems to me that you need to meet necessary and sufficient conditions to become a College. A lot of those conditions have been met, as we’ve said here, on this [proposed motion], we’ve got appropriate facilities and APC has said they need administrative resources.” Her main concern was that the issue of *faculty* resources had not been addressed in a serious way. “I’m not suggesting that we can meet the faculty resource needs this next year, but it seems to me in a plan that *dreams* of what needs to be put in for the next few years, the one big gap that has always been there in the Honors Program needs to be addressed and this is why this amendment is presented. The designation requires an administrative guarantee that we *do* have—maybe not this year, maybe not \$300,000, I wanted to put numbers in there so you would all think about it—to be added to the resources, to provide resources to the departments to replace faculty credit hours for top faculty choosing to do honors seminars or honors sections.”

Senator Erickson directed the body to think for a moment about setting up a College in light of the idea that those teaching the seminar courses were *part-time* faculty. She expressed concern over being able to get faculty from a department with extra resources—someone who would not mind teaching two hours and thus not be able to teach somewhere else—unless otherwise by means of Faculty Improvement Leave. She saw this as an act of philanthropy for departments and was the reason she spoke to the motion.

Chair Fenwick asked if there was a second to the motion; Senator Lillie seconded it. Senator Erickson continued her remarks by citing Chair Fenwick’s remarks about his wonderful experience as an honors student at the University of Oklahoma; this experience led him to become a faculty member, as a direct result of the fantastic faculty that institution was able to use in the seminars to develop “innovative and exciting discussions that you really need.” She went on to comment that the university must think about having summer grant programs to enable the faculty to develop courses. “You need to be able to say, ‘boy, we’d really would like an honors section in this area because there seems to be a lot of honors students interested and we can help out in providing resources for it.’” She stressed the need for that level of commitment to have an Honors College.

Senator Hebert, for the purpose of clarification, asked if someone could speak to the issue of the percentage of full- and part-time faculty and their level of involvement at this time. He thought this would clarify the situation a bit more. Dr. Mugler explained that there were different ways in which the faculty participated in teaching in the Honors Program, this is explained in the ‘Faculty Participation’ section of the proposal. One way is teaching honors sections of courses—within the departments—and funding for those courses comes from the department.

The other method for their participation is teaching honors colloquia seminars organized and sponsored by the Honors Program. Dr. Mugler reported that this semester there were about fifteen sections of different honors colloquia seminars. “There are three full-time faculty that participate; the other twelve are part-time. You shouldn’t see those part-time people as being bad teachers, though. The teachers we’ve had are actually terrific.” He went on to say that the classes they offered were wonderful and that the program would like to have more full-time faculty to participate.

He went on to emphasize that they had a policy where, in the past, the Provost provided the Program with money to reimburse the departments for providing full-time faculty members. He stated that for every two-credit hour course presented, funding for two-credit hours was returned to the department. Chair Fenwick asked him if it was, “Two for two.” Dr. Mugler confirmed this.

Senator Riley asked for an explanation of the meaning of ‘top faculty’ as used in the amendment document presented by Senator Erickson. She clarified her question, stating that she did not mean to be disrespectful, but did not see that as a designation used in their college and she did not know what was meant by it. Senator Erickson replied that she did not mind changes to the wording of the amendment and offered her definition of ‘top faculty’ as the “best and most innovative teaching and research faculty having the options of being able to do that.” She went on to explain that it was simply the notion that there should be enough resources available that full-time faculty would want to participate; she likewise considered that enough resources should be available for advising also.

Senator Soucek stated his belief that no college had enough resources. He commented that in order to raise resources—once a college designation was attained—endowments could be made and funding raised in order to fund the whole operation. He saw nothing wrong with moving forward with such an idea. “Hopefully the honors students will make more money and feel better toward the University and give us more back. I would hope so, because we are giving them so much. That’s my comment.”

Senator Covrig expressed his concern over “creeping elitism” and cautioned the body to remember that an open-access university with developmental programs was equally valuable to the *diversity* that we have on our campus. The Senator also spoke against the amendment “for the very reason that the Senator just noted and also the Provost’s Office has, obviously, a plan that has some substance to funding this. Like everybody else, the phrase ‘skimp and save’ and I can think of individuals in my College who advise close to this many students—I know I have 100 graduate students and I teach three graduate classes. So, I think ‘skimping and saving’ with the Provost’s plan should give a good start on the Honors College, so I would like to speak against this amendment for extra funds.”

Senator John suggested that, if Senator Erickson was agreeable, to remove the word ‘top’ from the amendment text, with the assumption that a faculty member would want to teach an honors course, that there would be an application process, a review process, and that the credentials of those teaching would be considered. Senator Erickson stated that she considered that as a ‘friendly amendment.’ Senator John made the motion that ‘top’ be removed so that the clause would read: *to provide resources to departments to replace faculty credit hours of faculty choosing to do Honors seminars or Honors sections.* Chair Fenwick asked if there was a second; Senator Riley seconded the motion. The Chair invited discussion of the amendment to the amendment, which is simply to remove the word ‘top.’ No specific

remarks were made, so Chair Fenwick clarified that the vote would be taken on the motion to remove ‘top’ from the amendment text. He directed all those in favor of the motion to say ‘aye.’ (*The body responded unanimously in favor of removing the word ‘top.’*) The Chair announced that the amendment to the amendment carried; the word ‘top’ is out. Discussion returned to the amendment.

Provost Stroble asked for clarification about ‘Honors seminars’ and ‘Honors sections.’ “Where are the prefixes for Honors seminars and are they the same as where the course prefixes are for Honors sections?” Dr. Mugler answered that in the bulletin, Honors seminars and the colloquia were listed under #1870, the Honors designation while the Honors sections of the courses resided in the departments. The Provost raised the question: if the Honors sections already had department prefixes, was the proposal asking that the department receive money *twice*? Senator Erickson replied that, no, that is not what it says. “First of all, we must understand the situation with respect to the seminars.” The Provost interjected that the two things were together [in the document] yet not comparable. Senator Erickson explained that when she spoke to department chairs about the whole issue, they understood the problem of the seminars and that it was very difficult to spare full-time faculty who wanted to teach in Honors seminars. The chairs also said they would like to offer Honors sections, but often the courses were too small to be able to do it. The Senator said it would help if there could be extra resources to provide for this and suggested this as an alternative use of resources, where departments could apply for funding to add an Honors section or as an incentive for departments who have not had Honors sections because they lacked the necessary resources to provide them. The Provost understood the Senator’s concern.

Senator Qammar directed a question to either Dr. Mugler or Dr. Katz to address: after a decade of tight resources and reduced number of faculty members, have the numbers of Honors sections declined, with departments removing special sections of honors designation? The Senator saw this occur in her own department at the sophomore level, and wondered if it was a general trend. Dr. Mugler replied that honors sections of courses taught in the department vary by specialty; as an example, in the Mathematics area they have added sections of Honors courses, with four full semesters of Honors Calculus in a number of sections. He did state that some departments have drawn back, so it was about even at present but should be able to pull ahead since we had more students, but emphasized, again, that it would vary by department.

Senator Matney spoke in favor of the amendment, which he thought was important. “My program, which is very small—and we would love to have Honors sections—needs something in order to cover our bases because we are barely covering them as it is.” He mentioned the clause in the amendment that spoke of ‘not less than \$300,000,’ appreciating Senator Erickson’s desire to present a specific figure to consider, but that it needed to be removed since it had been considered. He made the motion that that phrase—“not less than \$300,000 per year”—be removed since “I don’t really think it’s our charge to tell the Provost how much money it is. I tried to do that when we were negotiating salaries at one point.” He moved that the amendment now read as:

The Faculty Senate resolves that the designation of Honors College requires that the administration guarantee that sufficient extra resources be added to the resources available to the college.

Senator Steiner seconded the motion. The Chair asked if there was any discussion on the removal of that particular clause from the amendment. Hearing none, he instructed those in favor of the amendment to say, ‘aye.’ (*The body responded unanimously to remove the phrase, “not less than \$300,000 per year” from the amendment.*)

Senator Stachowiach spoke against the amendment simply he felt we need to consider taking ‘baby steps.’ “We need to get started, but need to walk before we can run and I think the amendment stands in front of that.”

Senator Brooks stated that he was torn since we were dealing with two different issues here. “One is a financial issue and, on that issue, I understand that it is difficult to find resources and especially to tell people to micromanage the budget. The other one is that this seems to be a policy issue, resulting from financial issues. I think if we vote *against* this amendment—and this is where I’m really torn—we are essentially advocating that it’s okay to have policies in place that really reduce the interest in involving full-time faculty in the Honors College.” The Senator was hopeful that the discussion would help to convince him to either vote *for* or *against*. “In a sense, I’m very much against the amendment because we are reallocating resources and micromanaging the budget. I’m very much for it because if we reject this amendment we are basically saying it’s okay that full-time faculty are involved.”

Associate Provost Stokes commented that her understanding of the whole proposal was that it *did not* cut back on faculty, but in fact supported full-time faculty being able to teach in the Honors colloquia and the Honors sections. “So I don’t understand how you’re reading this. If you could help me with that, please.”

Senator Brooks answered that he did not see evidence that addressed how to change the current situation. The Associate Provost explained that the proposal addresses that they want an Honors Faculty designation, which is full-time faculty. “If you’re going to have an Honors Faculty status—similar to Graduate Faculty Status, which is for full-time faculty—by extension you are encouraging full-time faculty to participate.” Senator Brooks said his sense was that there was no policy shift that would, in reality, make it happen, to which the Associate Provost responded that the promise of financial support from the Provost’s Office does—at least partially—address that.

Senator Qammar cautioned the Senators to keep in mind that the Honors College needs to be successful. “The University community needs the Honors College to be a success. It has shown that it does have a ‘magnet effect.’ It has that ability to give you those ‘golden nuggets’ for PR so we do need to make certain that there is enough investment in high quality—wherever that’s going to happen—so that, in fact, we can have alumni donations, so we can have foundation donations. I think whatever money, additional funds have to go in on the faculty side, in order to make sure we have high quality offerings on the instructional side for these students. We have to envision, university-wide, that investment as coming back to us. I believe that to be the case.”

Senator Erickson addressed the issue and emphasized that honors faculty status was an honor. She stated, “I’m a graduate faculty member and also teach graduate courses in my department. The Graduate College is not a college that requires the use of faculty for the specific courses that it teaches, but that’s not true of the Honors College.” She raised the topic of using faculty improvement leave and felt this would be

a definite issue whereby the person taking that improvement leave would be giving up their potential for research so that they could do the teaching in the Honors College. “Again, this is the way that we have done it and it worked as a program because of the dedication of a lot of faculty.”

Senator Erickson agreed with what Senator Qammar had said about the importance of showing that, in the future if we were to ask and try to obtain more resources, possibly from outside, that this was not just service, but in fact, a serious commitment; in this way we could “put some actual dollars and cents behind the resources of our faculty.” She emphasized that this was not denigration toward the faculty, but should make a statement that it’s about more than teaching. The Senator addressed Senator Brooks’ comments that, as an economist, she did not suggest “taking resources that they already have and reallocating them—no, I’m saying that for this to happen, we have to have a commitment from the University.” She emphasized that she wanted people to think about amounts because trying to get resources was an important part of the process of running a good Honors College.

Senator Lillie asked the Chair to clarify whether the discussion was debating the *amendment* or the *motion* itself, mentioning a comment made by the Associate Provost when answering Senator Brooks’ comment earlier. “I think we may be at risk of confusing the issue and not knowing what we need to do first. I would ask if you would let me know where we are on that and perhaps how we can continue to move forward.” Chair Fenwick explained that the debate was currently on the amendment and that his reading of it was that resources were to go to the College to facilitate providing faculty for the Honors College. The Chair further explained that the amendment dealt specifically with a guarantee that resources would be provided to the College for that purpose. He asked Senator Erickson if that was a correct reading; the Senator confirmed that this was correct. Senator Lillie said that this explanation helped, but asked if the debate could be restricted. “Should the debate be primarily about what’s on here or should it be about what’s on here *and* on this other larger one?” The Chair said that, technically, the debate was on the amendment, unless a question could be answered by addressing the main motion.

Senator Konet mentioned one of the ‘whereas’ clauses that made mention of obtaining Phi Beta Kappa status. Her question was: would the proposal and the structure, which seems to be primarily based on part-time faculty, meet the requirements of obtaining Phi Beta Kappa status?

Associate Provost Stokes commented if the question spoke to the amendment; however, Senator Erickson pointed out that it was not in the amendment, but was the ‘whereas’ in paragraph six of the motion. Senator Konet restated her question, namely if the requirements for meeting Phi Beta Kappa status could be met with part-time faculty. Dr. Mugler explained that there was a difference between Honors Sections and Honors colloquia/seminars. “It’s the seminars that have mostly part-time; the sections have mostly full-time. And we’re fine on that. I think Phi Beta Kappa will see this whole thing as a giant boost.”

Senator Covrig ‘called the question’ on the amendment and Senator Gerlach seconded it, with a “let’s get on with it.” Chair Fenwick explained that a two-thirds vote was necessary. It was a unanimous vote by the Senators to call the question. The Chair then instructed those in favor of Senator Erickson’s amendment to say ‘aye.’ (*Some of the body responded with, ‘aye;’ other opposed, which necessitated a vote by hand-count, both for and against the amendment.*)

The amendment passed with a final count of:

In favor = 27 ***Opposed = 7***

Discussion returned to the main motion.

New ASG Senator, Kyle Bohland, asked the Chair for permission to address the body. No one objected. Senator Bohland, a freshman, offered a few remarks about his experience as a student in the Honors Program. The Senator stated that Dr. Erickson was his Honors Advisor and that he had worked with her in the past and it was a good experience. He thanked Drs. Mugler and Katz for presenting the information about the program and for working on the proposal for the past three years; he felt that having an Honors College was a big step for the University.

“My first semester—last semester—as a freshman, I did take one of the colloquiums with a part-time faculty member, Dr. Harvey Rosenthal, who is in the History Department. The class was entitled, ‘Islam versus the West.’” The Senator shared that throughout the class and afterwards, his interest in the Middle East has continued to grow.

Senator Bohland shared that Dr. Rosenthal, even as a part-time faculty member, has been sharing his library with him. “I now have 25 or 30 books of his and these are thick 300-page books on Middle East issues and Vietnam issues. I get to read these this summer. These are the types of things that even the part-time faculty members can provide and one thing that I’ve gotten out of the Honors Program.”

The Senator added that one of his best friends—also in the Honors Program—works on the Chem-E car project. Two of the leaders in the project are both Honors students. “I just want to comment on the fact that when you have such a great program like we do and even further in the future, the Honors College, you’re bringing in students like these that I’m talking about.” He credits his interest in the Middle East to being part of the Honors Program. “Next year I’m planning to go to Egypt and learning Arabic and doing all of these cool things, but I see that with all of these students. I think it just needs to be talked about how the Honors Program turning into an Honors College would not only affect Honors students, but the campus as a whole.”

He briefly touched on the issue of funding as it related to having a full-time faculty advisor. The Honors students advisor, Dan Buie—“who does a great job”—saw a lot of freshman last year and there had been quite a bit of interest this year as well. The Senator felt that by having more funding, perhaps another full-time advisor could be hired so that Mr. Buie was not so overwhelmed. “I know our faculty advisors like Dr. Erickson do a great job with us, too, but having Dan Buie right there on the first floor to help us out is a good thing, too.”

Senator Bohland also mentioned that the Honors Program brings in revenue from alumni. In particular, he mentioned that his friend who works on the Chem-E car, had an opportunity to work this summer. “He’s a freshman this year and this summer he has a co-op already with First Energy and he’s making \$16 an hour after one year of college. If you see these people all the time in the Honors Program that are going to be very successful some day—I’m not saying that you have to be in the Honors Program to be successful—there are going to be a lot of people and 20 years from now, 30 years from now, they are going to be coming back to this campus and donating more money and continually supporting not only the Honors College, but the University as well. That’s why I like it.” He thanked the body for the opportunity to speak.

Senator John mentioned a correction that needed to be made on the proposal; on page sixteen—the pie chart—the designation of the C&T College should be changed to Summit College.

Senator Steiner spoke in favor of the motion, and expressed his belief that it was a well thought-out and well-crafted proposal, something that would be of definite benefit to the University; additionally he felt that the amendment just passed emphasized the need for a commitment of resources to ensure its success and that he was happy to support that. The Senator saw the commitment of the Provost's Office as a positive indicator of the willingness to support the proposal by providing funds necessary to hire full-time staff and administration for the College when it begins and for additional needs that would arise. "I certainly see that in the spirit of committing additional resources as needed to make this college a success in terms of faculty that will be needed and other resources that will be required. So I hope this body will unanimously support this proposal as something that will be good for this University."

Senator Norfolk also spoke in favor of the Honors College because it would make our programs stronger through the "magnet effect." On a practical level, he mentioned that every student that they brought in would generate, at a rough guess, another \$15–\$20,000 from the State above that of our typical student. Provost Stroble asked that he help her understand where he got that number. The Senator replied that there was higher state subvention for higher level courses. The Provost replied that "that assumes that we get our fair share of the subsidy, which we already talked about." Senator Norfolk stated that we do get a fair share, but the problem was how the totality was distributed. The Provost said that, "we cannot guarantee that we will get what the formula would cause us to get." The Senator added that the more of our students who took higher level courses, the more money the university would get. The Provost agreed, "That is absolutely true, but on a relative basis. Higher courses are better than lower courses, it's absolutely true. People that finish in four years also cause certain funds to flow to us as opposed to individuals that can't finish in four years for a variety of reasons." However, she mentioned that while this was true, she did not want the President "to hear that I guaranteed that we would get more money."

Senator Kreidler called the question and the Chair called for a second. Senator Gerlach asked if there was a question on the main motion without a chance to make a slight amendment, so the Chair reminded him that the amendment was made and passed.

A lively discussion ensued among the senators. Finally the Chair asked Senator Gerlach if he had a motion? (*He did not.*) The Chair again asked for a second on the motion to call the question; Senator Soucek seconded it. Chair Fenwick reminded the body that the vote on calling the question required a two-thirds vote. The final count of the vote was:

All in favor = 24 Opposed = 11

The Chair announced that the motion to call the question passed 24:11. A vote was taken on the main motion of the Honors College. The motion passed without opposition.

Senator Gerlach raised a point of personal privilege: "I would like to move to reconsider this motion so that I might make a small motion dealing with nomenclature in the plan. I move to reconsider the motion

that you have passed.” The Chair asked if he voted in opposition to the motion; however, Senator Norfolk stated that Senator Gerlach had voted *for* the motion (*it had passed unanimously*). Senator Qammar seconded the motion to reconsider and the Chair invited him to introduce it.

First, Senator Gerlach asked if the motion to reconsider required a majority vote of the Senate to do so; the Provost interjected that she thought it did. The Senator explained that what he wished to propose was a matter of changing the nomenclature. Chair Fenwick directed all of those in favor of voting to reconsider the motion, to please say, ‘aye.’ (*Some of the body responded with ‘aye.’ Still more responded in opposition.*) The Chair directed the vote through hand-count. The final count was:

All in favor = 10 Opposed = 20

The Chair announced that the motion failed 10:20.

Senator Gerlach stated that he would have to get at the issue some other way.

The Associate Provost announced another motion from the APC:

The APC recommends changing the name of the department of Chemical Engineering to the Department of Chemical and Biomolecular Engineering. (see Appendices F-1 and F-2)

The Chair stated that the motion came from Committee so required no second. He then asked if there was any discussion.

Senator Londraville explained that he was from Biology and that of all of his Biology colleagues, only one was vehemently opposed to this change. “The Biology Department supports this change because we are trying to establish a Ph.D. in integrated biosciences, which uses the same rationale as the one for this amendment. I would encourage the Senate to consider that when our change comes along, that you don’t say, ‘oh, we’ve already got one of those.’ So we support the change and you will see something similar from us.”

Senator Soucek asked for clarification about what relationship biomolecular engineering had with biomedical engineering. Senator Qammar explained that biomedical engineering was primarily on the macro scale and did not deal with molecular processes in using a molecule or cells in terms of the mechanistic process to make a desired product. “Instead they view the signal’s instrumentations of the equipment side for biomedical imaging and the structure of the human body as a mechanics sort of mechanism. Currently, our department and biomedical engineering do not deal with molecules, so that’s really the emphasis in Chemical Engineering is you see the molecule as an agent by which you produce goods and products.”

Senator Drummond asked her if Biomedical Engineering approved of this change; she confirmed that this was approved in their College. Chair Fenwick asked if there was any further discussion of the motion. Hearing none, he asked that all in favor of the change to please say ‘aye.’ The majority of the body responded in favor of the change; there was one opposed. The Chair announced that, with one exception, the motion carried.

Associate Provost Stokes presented another motion from the Academic Policies Committee, one to change rule 3359-60-2 for undergraduate admissions.

All students must submit an official high school transcript or G.E.D. score. This official record must be received and evaluated before admission action can be taken. If, due to extenuating circumstances, official records cannot be obtained, the student may petition the Director of Admissions for consideration. (see Appendix G)

The Chair explained that the motion came from Committee with no need for a second. He invited discussion of it. Hearing none, a vote was taken. The body unanimously approved the motion.

The Associate Provost introduced a recommendation from the APC regarding creation of a Center for Biosciences:

Given that the vision of the University of Akron is to be a public research institution in Northern Ohio, Academic Policies considers the Center for Integrated Biosciences to have excellent potential. An integrated biosciences center could provide an environment for interdisciplinary faculty and student scholarship, but APC feels that it should be managed within the academic side of the house (there's more rationale). Therefore, APC cannot recommend the creation of a Center for Integrated Biosciences at this time. (see Appendix H)

This was not presented as a motion, merely as a recommendation against formation of a Center. Senator Lillie asked if this was a recommendation to *do nothing at this time* or a recommendation *against the idea*. Associate Provost Stokes explained that it was a recommendation *to do nothing at this time*.

Senator Londraville offered some history about the issue. “The Biology Department put together a Ph.D. proposal which went through a pre-proposal stage. Our original pre-proposal to the State was for Integrated Biology which is within Biology itself. We then got advice from our Graduate Dean that we need to incorporate more disciplines in our proposal. That generated the idea for the Center for Integrated Biosciences so that any discipline that is doing biology-related research could sponsor Ph.D. students to the Center. The Center proposal went to the APC with recommendations for positions to administer the Center and the mention of those were taken out at the advice of the Graduate Dean’s office with the explanations that we would find out an answer as to why later. We are out of the loop; we don’t know why that happened and APC could not recommend putting this forward without funding. We don’t know the rationale behind it.” The Associate Provost explained that the Committee could not recommend it because it was being housed under the Graduate School and not as part of Biology.

In response, Senator Londraville stated that they would like to think of this as *not being dead*, yet recognized that it could not go forward unless they had a commitment from the administration for additional money.

Regarding this ‘undead’ motion, the Chair conferred with the Parliamentarian and related the general rule, that there is no need for a motion when making a recommendation of this kind.

Associate Provost Stokes acknowledged this ruling and remarked it was presented as a point of information.

The Associate Provost brought forward a motion to clarify the intent of the transient permission policy passed in December [2004] by Senate and approved by the Board of Trustees in January (see **Appendix D**). There is no prior reference to the transient credit approved for Associate Degrees, so the Academic Policies Committee recommended that:

No more than nine credit hours of transient work be approved prior to the granting of the Associate Degree.

She added that, “Subsequently, if you get a Baccalaureate degree, you still have the eighteen credit hours to go forward.” Chair Fenwick remarked that this motion came from Committee. He invited discussion, and, hearing none, asked those in favor of the motion to say, ‘aye.’ The motion passed.

The Associate Provost further introduced a motion related to graduate prerequisites:

To accommodate students who received their undergraduate degree at academic institutions other than the University of Akron. Academic Policies recommends that University of Akron graduate courses not specifically reference University of Akron undergraduate courses as prerequisites. (see Appendix J)

Chair Fenwick mentioned that this came from Committee and opened the floor for its discussion. Senator Steiner asked how this would be enforced. “If we would pass this, would all the departments then be required to rewrite their prerequisites deleting specific references? If so, is there some suggestion as to how the departments should proceed to generalize their prerequisites?” The Associate Provost replied, “yes.” She went on to explain that the largest percentage of these courses—ninety-five percent of them—are ‘slash’ courses, the 400/500-level courses. Departments could submit a blanket curriculum proposal to remove the 400-level prerequisite, yet leaving the 500-level prereq that would solve the problem. “The recommendation is in the rationale, that blanket curriculum proposals be allowed and that Academic Policies has a listing of all these affected courses to share with the departments and to assist them to do this.”

Senator Soucek asked if the wording would be ‘prerequisite or equivalent.’ “When somebody transfers in, isn’t there any equivalency in there anyway?”

The Associate Provost clarified this by explaining that not all of the prerequisites are worded that way. “They say that you have to have this 400/500 ‘slash’ course. It doesn’t say ‘or equivalent’ or ‘permission.’ That would solve it, if you had ‘permission.’” If the 400-level course was left in there, every graduate student would need to obtain permission.

Senator Erickson stated that the 400-level students needed to know that, for them, the prerequisite was required; Associate Provost Stokes clarified that only the *graduate* courses were affected. Senator Erickson countered that the 400/500 course affected undergraduates as well.

The Associate Provost explained that the prereq was related to another course, requiring the ‘slash’ course as a prerequisite.

Senator Brooks posed a question regarding the graduate course. “If you have a student who *was* an undergraduate who took it as 400, and if we now say that 500 is required, are we then saying that they need to take it again as 500?” Associate Provost Stokes answered, “no.”

Senator Qammar wished to clarify this a bit. “Forget about the 400-level classes. You have a 500-level class, the 500-level class says right there in the prereq list, it requires some 4200-260 class. Sitting in our graduate bulletin are all of these classes that say ‘we require this specific undergraduate class’ and the motion asks us to ask every department who has this kind of graduate class prerequisite, to go through the curriculum proposal change in the most expedient way to remove that specific undergraduate designation in their prereqs.” The APC has a complete list of those that it will share with each department. The Senator added that the APC was not suggesting that Faculty Senate take any “broad stroke” action, but instead every curriculum change had to be done within the department. Senator Qammar believed the problem with this arose at the time when a 400-level course—such as a 450 and 550 class—was created at the same time. “They just *copied* the prereqs for the 400-level class directly into the 500-level and that is what is meant by this ‘slash’ class. They just copied the wording—word for word—in both bulletins and now it doesn’t make any sense in the graduate bulletin.”

[At this point, there was some discussion on the presence of a quorum; however, since no member of the Senate had formally noted that to the Chair, he continued on.]

Discussion of the motion continued, when Senator Lillie asked about one particular element of the rationale. “It says that “the prereq motion passed by Senate in December 2004 globally changed the prereq default checking for undergraduate prereqs.” He pointed out that that was not what had been recorded in *Chronicle*. The *Chronicle* reported that there was a motion that was brought up to change the undergraduate courses and that was defeated. So the motion that came before and was passed by the Senate said that “the Curriculum Review Committee recommends that the global default for all courses in the system that require prereqs to be checked for prereqs at the time of registration.”

Senator Norfolk asked what would happen, assuming this passed. He wanted to know if the Provost’s Office would go to the deans, who would go to the department chairs to somehow “get their houses in order.” The Associate Provost stated that a memo would go out to the department chairs.

The Chair asked if there was any other discussion of the matter; none was forthcoming. He asked that all those in favor of the motion, say ‘aye.’ (*The body responded unanimously in favor of the motion.*)

Associate Provost Stokes introduced one final motion on two success policies (**Appendix K**):

To better serve our first-year students by helping them acquire the necessary competencies and to focus their studies so they can progress toward their degree. We recommend that the following two student success policies be established.

The first one (Policy 1):

Students who fail to complete their General Education English, mathematics and oral communication requirements during the first 48 credit hours attempted, (including withdrawals) at The University of Akron, shall have their registration restricted.

The Chair invited discussion of the motion. Senator Sugarman commented that she had trouble with what was meant by 'restricted' and so would assume that the students would also.

"I know we want to keep our students; I can see a student saying, 'well, my registration is restricted so I'm out of the college and I'm leaving.'" The Associate Provost explained that, in terms of the whole document, a hold would be placed on their records so that they would need to see an advisor before they could register.

Senator Sugarman moved to make an amendment, to read: "shall have their registration restricted until they see an advisor." Senator Gerlach seconded it.

Senator Lillie suggested that there was an absence of a quorum. The Chair responded that since this was observed by a Senator, he acknowledged that there was no longer a quorum. Senator Lillie added that he was normally opposed to that kind of thing.

Chair Fenwick stated that he would see everyone back here in September and to have a good summer.

In the absence of a quorum, the meeting was dismissed by the Chair at 5:10 p.m.

Transcript prepared by Linda Bussey

APPENDICES TO MINUTES

FACULTY SENATE MEETING

FOR

MAY 5, 2005

APPENDIX A

Corrections from February 17, 2005, issue of *The Chronicle*

(last updated 5-05-2005; the final, approved text will replace that which appears in the April 7 *Chronicle*)

Final note: These corrections were unanimously approved May 5, 2005, by the Faculty Senate.

The following corrections were requested for the February 17, 2005, issue of *The Chronicle*. (Amended text is shown in **bold**; replaced text [in brackets].)

p. 5 – Executive Committee Report:

(in paragraph 2): Corrected sentence should read: *Senator Rich expressed his support for the proposed amendment **but said** [saying] that he was actually going to make the point that Senator Gerlach just made, that it was a misleading characterization of that provision and that we needed to be careful not to be guilty of the same sort of thing that we're criticizing here.*

p. 8 – (paragraph 3): Due to discrepancies between the verbatim transcript and final paraphrased version, we are printing the entire paragraph, as follows. Words in **bold** were added for clarity and accuracy at the request of the speaker.

As much as I like concision, I think as it is written it is rather long-winded and that is unfortunate. I'm afraid that just saying this is already covered is not quite enough because the obvious response to that is: **then** what's the harm of adding this to the law? There are responses to that, but there are, in fact, some other problems with this. I agree that this is a cleverly-constructed bill, but **I don't think we should say, and** I don't think it's true, **that apart from the fact** that it has an enforcement mechanism, it's just fine. That's not quite true. What troubles me about it, actually, is that it attempts to require a balance of viewpoints in individual reading lists if given.

That is often present, but we individually make decisions about how to construct reading lists. I, for example, am sort of fond of teaching against the text, so I often include an imbalance of viewpoints that favors viewpoints opposed to my own. I think we all need to make those kinds of judgments on the basis of our professional expertise and pedagogical theories. There are a few other things in here that are similarly problematic even though it is clever enough to put us in a position **of** seeming to argue against things that nobody should argue against. For these reasons I can't agree to eliminating all of the 'WHEREAS' clauses except for the one that would be left by this amendment, though I would be receptive to something that would pare it down.

APPENDIX B-1

Executive Committee Report
May 5, 2005 Faculty Senate Meeting

The Executive Committee met April 28.

During this meeting, the Chair reviewed two issues raised at a recent meeting of the Ohio Faculty Council. The first was in reference to a post tenure review process that was brought forward by the Medical College of Ohio. Questions have been raised about whether or not proper procedures were followed. The Council will be monitoring the situation and keep members of the council apprised of developments.

The second issue was a suggestion from the Ohio Faculty Council that colleges should look into the development of an Administrator Review process and look into the feasibility of having the senate body of the school sponsor the evaluations. The Executive Committee will discuss and develop a template over the summer for this purpose which it then plans to bring back to Senate in the fall for consideration.

The Chair then relayed that he had met with the President and Provost to discuss what happens next with the Decision Making Task Force Report. Both the President and Provost have indicated that they would like to have input from the Executive Committee on the action plans addressed in the recommendations of that report.

The Chair and Vice Chair have also been contacting senators and others about participating on the Senate Ad Hoc Decision Making Committee. This committee will study the restructuring of senate committees and the representation of various constituents. The first organizational meeting was held Wednesday, May 4.

Recently there has been discussion about the demolition of Carroll Hall and where various offices will be relocated. The Faculty Senate office, currently located on the third floor of Carroll Hall, requested space in Leigh Hall at some point last year, but the disposition of that request is unknown. The EC will follow up.

And, finally, in conclusion, a reminder to all committees that each committee is required to submit a final report for the year to Linda Bussey for inclusion in the next issue of the Chronicle.

respectfully submitted by
Rose Marie Konet
Secretary, Faculty Senate

APPENDIX B-2

Executive Committee Summary Report
2004-2005

Faculty Senate Budget Statement for fiscal period ending 6/30/2005

Approved budget for 2004-2005 Fiscal Year:	\$60,003.24
YTD Actual Activities:	<u>59,305.20</u>
Carryover Surplus:	\$ 698.04

Senators	Excused Absences	Non-excused Absences	Meetings attended	Notes
Linda Barrett	2	0	7	
John Boal	2	1	6	
Jack Braun	0	8	1	
Stephen Brooks	3	1	5	
Michael Cheung	3	3	3	
Diana Chlebek	1	0	7	appointed after September meeting
Kathleen Clark	0	0	9	
Duane Covrig	1	0	8	
Russ Davis III	0	0	9	
Jerry Drummond	0	1	8	
Elizabeth Erickson	0	0	9	
Rudy Fenwick	0	0	9	
Pamela Garn-Nunn	1	2	6	
Don Gerlach	2	0	7	
Ali Hajjafar	2	0	7	
Judith Hanna	1	4	4	
Mr. James Hansen	2	4	3	
John Hebert	1	1	7	
Walter Hixson	0	9	0	
Mr. Robert Huff	5*	1	3	*Senator on Sabbatical in Fall 2004
Robert Jeantet	0	1	8	
Debra Johanyak	2	1	6	
Mr. Paul John	5	0	4	
Anne Jorgensen	1	0	8	
Sarah Kelly	0	9	0	
Rose Marie Konet	0	0	9	

Senators	Excused Absences	Non-excused Absences	Meetings attended	Notes
Maryhelen Kreidler	2	1	6	
Ravindra Krovi	0	6	3	
Stephen Kushner	0	1	7*	*term ended; new ASG Pres. attended 9th mtg.
Susan Kushner Benson	3	0	6	
Brant Lee	2	3	4	
James Lenavitt	0	0	9	
Tim Lillie	2	0	7	
Linda Linc	4	1	4	
Richard Londraville	2	0	7	
Nola Lowther	0	8	1	
Richard Maringer	0	7	2	
Tim Matney	1	2	6	
Tim Norfolk	0	0	9	
Wolfgang Pelz	1	0	8	
Anita Pfouts	1	1	3*	appointed mid-October
Jason Pirock	0	1	7*	*term ended; new ASG Chair attended 9th mtg.
Helen Qammar	1	1	7	
William Rich	1	0	8	
Tracy Riley	1	2	4*	*appointed mid-October
Bennie Robinson	1	0	8	
Jeffry Schantz	2	0	7	
Richard Shanklin	3	0	6	
Loren Siebert	3	0	6	
James Slowiak	7*	1	1	*Senator on Sabbatical in Fall 2004
Mark Soucek	0	7	2	
Robert Stachowiak	0	5	4	
Richard Steiner	0	0	9	
Richard Stratton	1	0	8	
Linda Sugarman	1	0	8	
Lance Svehla	1	5	4	
Vivek Tomer	0	1	1*	*Newly-elected GSG President as of April 2005
Bindiganavale Vijayaraman	0	6	3	
John Vollmer	1	1	7	
Timothy Wilkinson	2	4	3	
David Witt	0	1	8	
Walter Yoder Jr.	1	1	7	
LaVerne Yousey	0	2	7	

APPENDIX C

**REPORT OF THE SENIOR VICE PRESIDENT AND PROVOST
FACULTY SENATE
MAY 5, 2005**

THE YEAR IN REVIEW

ASSESSMENT, ACCREDITATION, ACCOUNTABILITY:

Complete successful NCA focus visit on assessment.

- Reviewed nearly 100 academic program assessment plans.
- Second stage of program assessment process due May 21, 2005 (Summary of Results and Actions).
- Began discussions of means of bringing greater uniformity of practice to the evaluation of classroom teaching.
- Continued discussion of means for assessing general education learning; Reviewed plans for communication and reading/writing.

Move NCA accreditation to AQIP process.

- Served as an NCA consultant-evaluator for AQIP reaccreditation reviews to learn more about this process.
- Attended meetings and seminars to learn more about this process.

Refine ROI and adopt quality measures for implementation.

- Reviewed components of ROI ratio (without fixed ratio) and quality measures and incorporated as components of a proposed Balanced ScoreCard.
- Continuing to create alignment of the drafted targets and indicators with academic plan by re-engaging original workgroups.

Complete Balanced ScoreCard development and use in academic strategic planning.

- Inviting representatives of campus constituencies to review drafted targets and indicators for alignment with academic plan and for measurability through qualitative and quantitative means.

Institute campus-wide program review.

- Workgroup proposed program review process which was subsequently approved by BOT.
- College self-studies due June 15th.
- Completing OBOR-required review of all doctoral programs.
- Expanded workgroup now completing requirements for review of administrative programs, services, and operations.

TEACHING AND LEARNING FOR STUDENT SUCCESS:

Complete development and implementation of first year experience to enhance student success.

- Evaluated current first year experience efforts to make recommendations about most strategic uses of funding from Success Challenge and other sources to support students in the first year for purposes of increasing retention/graduation rates. So far, documented success of Learning Communities and Learning Assistants.
- Expanded key features of first year experience: Learning communities, living/ learning communities, learning assistants, service learning, student success seminars, IT tool orientation, and tutoring.

Support the Institute of Teaching and Learning's work on faculty development, the scholarship of teaching and learning, and assessment of student learning. Also supported faculty/staff development initiatives by other campus units including but not limited to IT, Office of Student Affairs, and University College.

- Led Carnegie Cluster initiative about critical thinking in the content areas.
- Provided development sessions, technical assistance, and funding support for the campus community on these topics: assessment of student learning and integration of technology to more fully support and enhance teaching.
- Provided orientation sessions for new faculty and graduate students.
- Offered Terrific Teachers for Today and Tomorrow series.
- Planned and hosted Celebration of Teaching and Learning.
- Hosted FYE Summit for the State of Ohio.
- Hosted Dr. Walter Gmelch's presentation on academic leadership.
- Hosted Dr. Ed. Zlotkowski for program on service learning.
- Sponsored teleconferences: Excellence in FYE, service learning, facilitating transfer students, and learning communities.

Strengthen program development and instruction that supports student success.

- Collaborated with campus community to draft academic plan.
- Developed and proposed academic investment plan that provides for strategic academic hires for the next five years.
- Implemented planning and budgeting process in 2004-05.
- Provided support for integration and alignment of IT within campus community.
- Participated in collective bargaining contract negotiations with AAUP with purpose of representing academic administrative leadership in discussions and final contract language. Met regularly with COD about topics of collective bargaining.
- Responded to APC request for more fully developed Honors College proposal which will be reviewed by Faculty Senate on May 5, 2005.
- Reviewed self-studies and results of external reviews for five programmatic accreditors.
- Provided funding for academic technology initiatives through technology fees (increased from previous years), Stoller Funds, House Bill monies, dedicated tuition dollars, grant funds, and federal appropriations.
- Reviewed curriculum proposals for 13 new programs and 324 other proposals.

- Proposed expanded framework for diversity plan which focuses on inclusive excellence. Activated Inclusive Excellence website. Recognized by AAC&U with Ford Foundation funding for participation in Summer Institute.
- Drafted diversity scorecard.
- Cosponsored programs with Office of Student Affairs, such as Akron Traditions, LCs in the Residence Halls, dedication of Simmons Hall and the Honors Complex.

ENGAGING THE CAMPUS AND THE COMMUNITY:

Complete development and launch of Summit College and University of Akron Medina County University Center.

- Summit College plans approved by APC, Faculty Senate, and BOT for launch in Fall 2005.
- Completed fund development necessary to develop plans for breaking ground at University of Akron Medina County University Center.
- Collaborating with campus units and community partners to develop academic programs, services, and business plan for operation of University of Akron Medina County University Center in academic year 2006-07.

Develop and strengthen interdisciplinary collaborations with campus and external partners.

- Provided support for strengthening of partnerships and interdisciplinary initiatives by: Women's Studies, Honors Program, ROTC, Institutional Research, Adult Focus, and Office of Multicultural Development.
- With Office of Student Affairs, formed International Program Advisory Council with representation from colleges and other units to create more opportunities for strategic international partnerships.
- Developed action plan for future Phi Beta Kappa application process.
- Supported, strengthened, and expanded articulation agreements with secondary and postsecondary institutions. UA has more than 115,000 course equivalencies entered into the Course Applicability System.
- Provided leadership (15-20 reps of faculty and administration) in TAG panels this year.
- Supported and strengthened statewide collaborations, such as the proposed National Academy for Emergency Responders at the Ravenna Regional Training Center, Voices & Choices, Hard Choices-Budget Exercise, DHS Intelligence Grant, City Club of Cleveland-Web Casting, First Lady Museum, Participation in NOCHE VP Debate, Ohio Resource Center, and OBR Centers of Excellence in Science and Mathematics.
- Supported and strengthened community collaborations, such as University Park Alliance; proposed Academy for Math, Science, and Technology; This City Reads, etc. through strategic utilization of campus resources and through acquisition of new resources.
- Collaborated with the Office of Development in coordination and advocacy for federal and state appropriations.
- In partnership with IT Learning Technologies, provided oversight and direction for outreach (DL Postsecondary Options, additional DL classrooms in area high schools, fiber network development) utilizing information technology tools.
- Achieved recognition from ACE for exemplary service to low income adult students.

- Convened meetings of the Interdisciplinary Advisory Committee for the B.A. in Interdisciplinary Studies.
- Recognized by Campus Compact for exemplary campus-community partnerships for University Park Alliance.

Additional operational and leadership goals:

- Made regular reports to Faculty Senate and met with Executive Committee.
- Met regularly with Provost's Advisory Committee, Council of Deans, VPS, Position Review Committee, Operations Advisory Committee, Provost's Office Diversity Council, International Program Advisory Committee, Deans, College Leadership Teams, Directors with Reports to Office of the Provost, Faculty Members, Contract Professionals, Staff, and Students to support shared leadership on campus.
- Met regularly with Medina Fiber Group Governing Board, Medina County University Task Force, and other work groups and task forces to support strategic initiatives.
- Established Provost's Perspectives as a weekly tool for communicating with University community about initiatives led by Office of the Senior Vice President and Provost.
- Revised Provost's Office website for improved communication and greater functional use by University community.
- Provided leadership and/or representation for AACTE Board of Directors, OhioLINK Board, OBR Teacher Education Articulation Committee, IUC Provosts, NOCHE Chief Academic Officers, Project GRAD board, and Ohio Learning Network Board.
- Launched academic leadership program for 2005-06.
- Reviewed requests related to RTP, FIPLs, and selection of Distinguished Professors.
- Provided oversight for budgets for Provost's Office and direct reports, including analysis of specific budget questions for policy purposes.
- Provided oversight for PAFS for reports to the Provost's Office.
- Met regularly with community leaders such as Superintendent Small, This City Reads Coordinating Committee, Akron 2025.
- Assisted with community engagement activities such as the Forums for Members of the African-American community.

APPENDIX D-1

**Motion from Academic Policies Committee
for presentation at the
May 5, 2005 Faculty Senate Meeting**

Motion:

APC strongly recommends and endorses the attached plan for the creation of an Honors College. The Provost has committed new and continued funding in support of this proposed change.

Rationale:

The current proposal for an Honors College revises the original request for a re-naming of the Honors Program as an Honors College to reflect the creation of new College. It addresses and alleviates all questions and concerns raised in earlier versions of the proposal.

History:

Since 2002, APC and Faculty Senate have been discussing the Honors Program request to become an Honors College. In September 2002, APC recommended, and Faculty Senate endorsed, the concept of an Honors College and asked that relevant Senate committees review the proposal and forward their recommendations to APC. In April 2003, APC requested a further information related to the projected growth and staffing of the proposed Honors College. More materials were presented and in October 2003, APC reported that it continued to support the concept of an honors college, but requested that a formal business plan be submitted to the Provost, "the Provost being the head of the unit in which the Honors Program resides, and then requested that the Provost forward her recommendation to APC. The APC requested that the recommendation include the business plan and be detailed enough to address questions of budget, infrastructure, organization programming, faculty and future growth." (Chronicle 10/2/2003, pg 28.) This motion was approved. The business plan was made available to APC spring 2004. Fall 2004, APC the Provost met with APC to discuss the progress of the proposed Honors College. APC believed that the proposed change to an Honors College was more than a name change. A sub-committee of APC was appointed to work with Director Mugler to redraft the proposal to address the creation of a college as opposed to a simple renaming.

APPENDIX D-2**The Notes on the Honors College Proposal
April 19, 2005****Submitted by: Dale Mugler and Karyn Katz**

Introduction This paper is a response to the APC from discussions and materials from APC member Dr. Helen Qammar. In particular, it is a response following recent discussions with Dr. Qammar and the notes she provided us from her further discussions with another APC member (Dr. Julia Spiker). Presented March 29, 2005.

This proposal is a response to the APC from discussions with APC member Dr. Helen Qammar. This follows recent discussions with Dr. Qammar and the notes she provided from her meeting with another APC member, Dr. Julia Spiker. Dr. Qammar and Dr. Spiker have asked us to describe a fully functional Honors College... to **dream** and **imagine** how the Honors College could look and function within the university.

Imagine the Honors College experience from a **student's** perspective-

Take a typical UA Honors student—we'll call her Jo (the number of women in Honors slightly outnumbers the number of men).

Jo is a first-generation college student- her parents weren't able to attend college, but they know the value of a good education. In high school, Jo had heard about the Philip & Phyllis Smith Honors College (HC) at UA, as she had received a number of mailings from the Honors College, even from the time that she first scored high on the PSAT. Later, she'd received a call from an HC alumnus after she'd sent her score on the ACT exam to UA. She'd thought about attending a summer program at UA for gifted and talented high school students, but her parents weren't sure about letting her go so far away from home at her age. Her high school, though far from Akron, had received a visit from both an admissions counselor and a representative of the HC. The admissions counselor told her about the main aspects of the University, but the HC Recruitment Specialist made a point to spend time talking to her, telling her about the research opportunities, study abroad possibilities, and the community spirit in the HC.

What had really sold Jo on attending Akron was a campus visit. In Jo's case, it wasn't one of the usual campus visitation days, although she had heard about the large numbers of current HC students called "Honors Delegates" that talked with prospects there. Rather, the HC Recruiter had helped Jo arrange for an overnight stay in the new Honors Complex, on the floor of that residence where the Honors Complex Emerging Leaders Community live. Jo had a lot of interests outside of academics, and was interested in being a part of the Emerging Leaders program. During her visit, one of the counselor-advisors in the Honors College office had had a chance to speak with her about putting together a double major, and it was comforting to know that the post-secondary work she had taken

would make it possible for her to complete a double major and still graduate in four years. Jo didn't initially understand all the advantages of the named Honors College, but because of this, the substantial scholarship she was offered at Akron made it possible for her to attend college, as well as be a point of prestige for her.

Four years later... Now that she was a senior at UA, Jo realized how much she appreciated being able to drop into the Honors office and speak with the various people who worked there. Her study abroad semester had been easy to arrange because of those connections. When the HC Scholarship Specialist had suggested that she apply for an internationally-recognized Marshall Fellowship, Jo was only a sophomore, but the preparation the specialist had given her over those years had really helped in the application process. That was especially true of the practice interviews that the specialist had put her through before the actual one. It had helped also that Jo had been inducted into Akron's prestigious new Phi Beta Kappa chapter as a junior.

Jo was able to draw on the experiences from her discussion-oriented Honors Colloquia courses, as well as the many late-night conversations she had had with other students in the Honors Complex. Being able to present an argument effectively was something she had really developed at college. Honors Faculty from each of her two academic majors had helped her in developing an outstanding Senior Honors Project. That she had presented this research at a state-wide academic conference, with funding from the Honors College for the travel, was also helpful for her Marshall application.

Jo wasn't sure where the immediate future would lead, but she had already spoken with the Alumni specialist about serving as an HC Alumni mentor to a current Honors student. The alumnus had also suggested some things that Jo would have never considered. Jo even agreed to be one of the alumni featured in an upcoming issue of the HC alumni newsletter. Her family was looking forward to coming to campus for the HC Recognition of Graduates Event, as it was a bit more personal than the large university graduation. Even if she was going to be attending graduate school far away, Jo was planning to keep in touch with the HC Alumni Specialist so she could eventually participate in some of the on-campus HC alumni events. Jo was convinced that Akron would be her future home. Being attached to the HC had made the difference.

Imagine next how the Honors College could look and function from a **faculty member's** perspective.

We'll imagine this story through the view of a hypothetical but typical UA faculty member, called Dr. D. Jones (D.J.).

D.J. had become involved with Honors education through the department, when D.J. taught an Honors section of a first-year course. D.J. enjoyed the interaction with the Honors students, as the group of students in D.J.'s class seemed particularly animated. After the Philip & Phyllis Smith Honors College (HC) of UA was created, D.J. was soon invited to submit an application to be an *Honors Faculty* member, similar to the Graduate Faculty status that D.J. already enjoyed. Certainly the dual citizenship was partly formal, but D.J. knew that it would also carry a little weight on the tenure/promotion committee in the department. D.J. also appreciated the invitations to special events related to Honors College activities, such as the special speakers, concerts and sessions with students in the Honors Complex Common Room. Having swipe card access to the academic facilities in the Honors Complex was helpful as an Honors Faculty member as well.

The Curricular Specialist of the Honors College (HC) contacted D.J. to ask about Honors classwork and undergraduate-related research activities that D.J. might want to do. D.J. didn't initially understand all the advantages of the named Honors College, but the idea of having funding to support Honors students giving presentations at state or national conferences seemed very helpful. There was even talk for summer funding for faculty and undergraduate research assistants. A few students approached D.J. about serving as a sponsor/reader for their Senior Honors Projects, something that D.J. liked to do. The HC Curricular Specialist helped formalize the agreements about these honors projects, and arranged for D.J. to receive compensation, based on the number of projects sponsored, in the form of travel expenses/equipment, similar to the situation for faculty teaching Student Success Seminars.

One of D.J.'s responsibilities in the department was to help determine awards of departmental scholarships to prospective majors in the field. The new on-campus event that replaced the Scholarship Interview Days for high school applicants was still an opportunity for D.J. to interact with prospective majors. The HC made all the arrangements for the event, and D.J. could spend time interacting with these academically strong, potential majors.

When it came time for D.J. to take a Faculty Improvement Leave, it turned out that it was going to be difficult to leave the area. The HC Curricular Specialist helped arrange for D.J. to simply have the Faculty Improvement Leave as a member of the Honors College, interacting with students in the HC and teaching a discussion-oriented Honors Colloquium course, so that D.J. had the complete academic year for the Faculty Improvement Leave.

Even for the usual upper division classes that D.J. taught, D.J. realized that having a mix of HC students and non-HC students raised the class to an entirely different level. D.J.'s dual citizenship in the Honors College opened up some new avenues for student interaction and research, as well as opportunities for D.J.'s professional growth.

Our Honors College dream impacts students and faculty. The university is changed by the creation of the Honors College. The dream is big. It includes special attention to Honors alumni, strong and individualized advising, targeted recruitment -with recruiting as a magnet for non-honors students as well, a curricular specialist in the college who works with the departmental representatives of Honors=~~with that not just left to the department~~, recognition of Honors Faculty participants in the College, availability of Faculty Improvement Leaves for university faculty to teach/research in the Honors College, use of our wonderful facilities for many functions for the honors community, and more.

That UA needs an Honors College has also been championed by a prominent consultant. On January 27 and 28, 2005, Stanley E. Henderson, Associate Provost for Enrollment Management at the University of Illinois, Urbana-Champaign provided consultation to UA on the topic of Enrollment Management. In his report entitled, "Enrollment Management at The University of Akron, A Report and Recommendations," (March 11, 2005) he stated:

Akron should give the highest priority to elevating its honors program to college status. The sense that Kent State is a major competitor lends credibility to the recommendation: KSU already has an honors college and will open a new honors center in 2006. Akron has done a superb job of positioning its honors center in marketing materials, but it will lose the advantage in another year. The college designation would help to maintain the momentum the honors center has given Akron. . . .

The Honors College structure provides support to the most able students of the University. The time is ripe to extend the college designation in support of the success of these special students. The Honors College, along with University College, would give balance and equity to the range of students we serve.

This discussion follows the list of discussion points as raised by Dr. Qammar and Dr. Spiker.:

1. **Philosophy of the Proposal.**
2. **Details of the Proposal**
3. **Comparisons with Other University Honors Colleges**
4. **Organizational Chart.**
5. **Facilities.**
6. **Alumni.**
7. **Recruitment.**
8. **Student Advising.**
9. **Faculty.**
10. **Assessment.**

Section 1. Philosophy of the Honors College Proposal, including documents previously submitted to the APCC.

The philosophy for an Honors College includes four main points: (1) better recruitment, retention, and impact of high academic-achieving students, (2) stronger identity and greater visibility, (3) enhanced fundraising for the Honors College and The University of Akron, and (4) improved sense of community among this special group of students and associated faculty at UA.

To describe this further,

1. Better recruitment, retention, and impact of high academic achieving students Having an Honors College structure puts the university in a better stance to compete for top students, both regionally and beyond the state of Ohio. Students understand the support from the university associated with an honors experience within an Honors College and want to be a part of a stimulating community of learners. Strong students remain in school, enhance the campus through their committed involvement, and participate in research partnerships. Students will impact both the university and Akron area through collaborations with community mentors. For example, we have submitted a federal appropriation request for a partnership involving business/industry/community researchers as mentors for senior honors projects. This interaction improves the likelihood that Honors College students will remain in our northern Ohio community.

2. Stronger identity and greater visibility. Forming an Honors College sends a message of prestige and university support. It enhances the academic reputation of the University. It would serve as a center for excellence, a focus for student research support and innovation for the improved educational experience of students, with greater visibility and connection to our community. Having a college structure would be an asset in obtaining approval for a chapter of the prestigious Phi Beta Kappa honorary.

An Honors College Dean would be more effectively connected to other university deans and to the broad academic affairs and issues of the university. This connection would be useful in enhancing the experiences of honors students, who belong to other colleges and departments. The presence of an Honors College Dean at dean's gatherings would help orient other deans toward coordination with the short and long term goals of the Honors College.

3. Enhanced fundraising for the Honors College and The University of Akron. The Honors College structure would be an asset in attracting funds from private sources. The College-level designation becomes the unit of recognition within the university. The seeking of donor support, and potential naming, will be more successful with the university-recognized prestige of a College.

More successful fundraising will be directed towards scholarships, student and faculty research experiences, and study abroad opportunities. Increased scholarship will support students whose successful university experience will depend on the competitiveness of our scholarships. Increasing research experiences will span the academic year and the summer months. Funding will support not only Senior Honors Projects, but will give additional opportunities to support students working with faculty on their own research. A residential summer program for gifted and talented high school students will increase our visibility and potential for recruitment. Finally, our goal of producing graduates with a global perspective will succeed with additional support for study abroad experiences.

4. Improved sense of community among a special group of students and associated faculty at UA. The Honors College structure would help bolster the community of honors students, both as current students and as alumni. The College unit identifies an entity within the university that can encourage sustained community membership.

We will create a supportive campus environment for learning, while encouraging Honors students to extend their skill into the greater community of learners.

Similar to the case for students, many faculty will have dual citizenship in the Honors College. Teaching Honors sections or Honors colloquia, directing student research, and participating in Honors events will be bolstered with direct connections to the Honors College office. The Honors College and the new Honors Complex will be a focus, providing both students and faculty with the feeling of sustained community membership.

Section 2. Details of the Proposal

Awarding of Degrees

Comparisons:

~~Of universities in the MAC, four have committed to an Honors College. Those universities are Kent State University, Ohio University, Western Michigan University, and Ball State University. These universities attract a large number of honors students. For example, Western Michigan University with over 1,400 students, Ball State University with over 1,200, and Kent State University with over 1,300. By building the honors program into an Honors College, The University of Akron would show that it is committed to be competitive in attracting top students.~~

~~Since many of the APC members have not seen the original documents, we present the **Details of the Proposal**, from the document presented to the APCC in October, 2002:~~

“The Honors College will continue to provide dual academic citizenship for students. The student will be simultaneously in their degree-granting college and the Honors College. The student’s participation in the Honors College will be highlighted on the transcript and on the diploma.

Current Practice. The transcript of students completing the requirements of the Honors Program includes a phrase that either (i) designates them as University Honors Scholars or (ii) identifies them as having “completed University Honors Program requirements” if upon completion, their Commencement GPA is not at the required 3.4 level. There is currently no mention of the participation of the student in the honors program on the diploma of an Honors Program graduate.

Proposed Change. With the change to an Honors College, a student’s honors participation will be more effectively reflected both on the transcript and on the diploma. For the transcript, the special graduation award will be included, but also an indication of the student’s membership in the Honors College and the semester that the student began study as an Honors College student. For the diploma, a phrase will be included noting that the student graduated as a member of the Honors College although the degree would continue to be from the student’s degree-granting college.

Honors College Coursework

The Honors College will offer courses through several avenues. Full-time faculty involved with the Honors College will have their primary academic residence in their home college.

Current Practice for honors students course work. Honors students are required to take three types of course credits during their undergraduate studies. Students enroll in honors sections of courses sponsored by degree-granting colleges, e.g. Introduction to Psychology - Honors. They also have three seminar-type honors colloquia courses under the 1870 Honors Program number. Finally, honors students register for at least two credit hours in their major departments for the senior honors project

Proposed Change. In this College-level change, honors sections of courses will still be sponsored by the degree-granting colleges. However, the complete list of courses offered as honors courses, including honors sections of courses, would also be listed in the course catalog under the Honors College heading, with credit going to the college of the faculty member teaching the course. The honors colloquia courses that have been listed under the 1870 number would also be listed under an Honors College designation in the schedule of courses. The arrangement where honors students register for credit in their department when completing their senior honors project will only be affected in that the senior honors project course would also be listed in the Honors College in the course catalog.

Honors College Faculty Participation. UA faculty will participate in the Honors College through a wide range of connections. These will include serving as Honors Faculty Advisors for students in their major, teaching Honors sections of courses, honors colloquia, and guiding students in their research experiences.

Current Practice for faculty teaching in honors. Currently, there are three academic experiences in which the university faculty participate in honors education. Faculty teach **honors sections** of courses, such as honors chemistry or honors English. This assignment is made at the

departmental level with this considered as part of the departmental teaching load. The second experience is the honors **colloquia** seminars. These two-credit courses are taught by part-time university faculty (paid by Honors) and on occasion, full-time faculty. When taught by full-time faculty, the assignment is part of the departmental teaching load. Finally, faculty serve as advisors for students working on their **senior honors project**. Students register for these credits with a departmental number, although only in certain colleges does the faculty receive formal credit for this important service to students.

Proposed Change. Emphasizing the role of faculty in strengthening the identity of honors education is critical for success as the Honors Program becomes an Honors College. Recruitment of new students is influenced by the regard given to those faculty who participate in the educational experiences of Honors students. Faculty teaching honors sections of departmental courses would be eligible to be designated as *Honors Faculty*, similar to the designation of faculty as Graduate Faculty from the Graduate School. This designation would be an acknowledgement of the participation of these faculty in honors work. This designation would carry no monetary value but would carry prestige and consideration in personnel decisions, as well as contribute to the goal of enhancing honors experiences for students. The designation would be granted by the University Honors Council. Those eligible for this distinction would be faculty teaching honors sections of courses, honors colloquia, or guiding Senior Honors Projects.

Honors College Organizational Structure. As in the other colleges, the administrative structure of the Honors College will include a dean and an associate or assistant dean. The Honors Council will continue to be the advisory body.

Current Practice. The Honors Program directors report directly to the Senior Vice President and Provost of the university, although that has not been consistently the case over the years. Historically, this has depended on the will of the provost at the time. Additionally, the Honors Program is governed by the Honors Council, which consists of one faculty member appointed by each of the deans of the degree-granting colleges, two honors student members, and honors program staff who deal directly with honors issues.

Although there are no full-time faculty associated with the Honors Program, several of the instructors for the honors colloquia are part-time instructors with total available funding determined and provided by the provost. Student hour generation from these colloquia are currently given to an academic college, rather than returned to the Honors Program. The current Honors Program director and associate director are presently appointed with load time assigned as 75% administration, 25% departmental teaching.

Proposed Change The stronger identity and greater visibility of the Honors College would include a Dean and Associate or Assistant Dean who will be more effectively connected to the other university deans and to the broad academic issues and goals of the university. It would be a consistent University policy that the Dean report directly to the Senior Vice President and Provost. General policy governance of the Honors College by the Honors Council will not be changed.²² The present proposal for the Honors College requests a full-time dean and associate dean.

Section 3. Comparisons with Other University Honors Colleges

Of the universities in the MAC, four have formed an Honors College. Those universities are Kent State University, Ohio University, Western Michigan University, and Ball State University. These universities attract a large number of honors students. For example, Western Michigan University with over 1,400 students, Ball State University with over 1,200, and Kent State University with over 1,300. By building the honors program into an Honors College, The University of Akron would show that it is committed to be competitive in attracting top students.

APPENDIX E

Amendment to Motion on Honors College
May 5, 2005 Faculty Senate Meeting
(proposed by Senator Elizabeth Erickson)
(Amended text is shown in **bold**; deleted text [in brackets])

Whereas the Faculty Senate enthusiastically supports the goal of the proposed Honors College to be center of academic excellence at the University of Akron;

Whereas the proposal for the Honors College includes appropriate facilities and administrative resources;

Whereas teaching resources for the seminar courses of the proposed Honors College are [taught primarily] **provided** by part-timers and under the proposal possibly by some on Faculty Improvement Leave;

Whereas Departments have problems providing resources for Honors sections of their classes and for Honors seminars;

Whereas the proposed Honors College advising is carried out by one full-time equivalent advising staff (for 276 freshmen this year);

Whereas for the true academic excellence needed for College designation, and for obtaining Phi Beta Kappa status, the college needs access to the best and most innovative teaching and research faculty for its seminars and for Honors sections; and a lower student/advising ratio to provide sustained high quality advising to honors students;

Whereas meeting these needs requires more monetary resources for the proposed Honors College;

The Faculty Senate resolves that the designation of Honors College requires that the administration guarantee that sufficient extra resources [not less than \$300,000 per year] be added to the resources available to the college:

- a) to provide resources to departments to replace faculty credit hours of [top] faculty choosing to do Honors seminary or Honors sections
- b) to provide additional resources to reduce the student/advisor ratio for Honors students
- c) to provide summer grants to develop innovative Honors courses

APPENDIX F-1

**Motion from the Academic Policies Committee
for presentation to the Faculty Senate
May 5, 2005**

Motion:

APC recommends changing the name of the department of Chemical Engineering to the department of Chemical and Biomolecular Engineering

Rationale: (see attached memo from Chair Chuang to Dean Haritos and email from the Dean)

Changes in the focus of chemical science to include bioscience and bioengineering have resulted in the addition of bio-related names in more than 30% of Chemical Engineering departments across the United States in the last three years. Currently Chemical Engineering offers a certificate in biotechnology and has three tenured faculty members working in the area of biomolecular engineering. The Dean and the department of Chemical Engineering unanimously support this recommendation.

APPENDIX F-2

A handwritten signature in black ink that reads 'Steven S. Chuang'.

Date: April 6, 2005

To: Dean Haritos
From: Steven S. Chuang
Chair of Chemical Engineering

Subject: Changing the name of the department from Chemical Engineering to **Chemical and Biomolecular Engineering**

Rationale Chemical Engineering has been a discipline built on the applications of chemical science. The central theme of chemical science as well as the practice and research of chemical engineering has been expanded from the traditional areas into the emerging bioscience and bioengineering. These changes have resulted in the addition of bio-related names into more than 30% of Chemical Engineering departments in the last three years in the United States.

After careful considerations, Chemical Engineering faculty unanimously voted for the change in the department name from Chemical to Chemical and Biomolecular. Currently the Chemical Engineering Department has a biotechnology certificate program and has three faculty members who are working in the area of biomolecular engineering. Our program in this area is expected to be further enhanced by the addition of a highly productive senior faculty member, Iredell Chair Professor, in the biomaterials area.

The potential benefits of the new name, Chemical and Biomolecular Engineering

- *An increase in enrollment by attracting those high school students who are interested in biology/biochemistry and their engineering applications.* Students who are interested in biochemistry/biology and their application in the medical area usually go to biomedical engineering while students who are interested in a broader biochemical and biological engineering application may join Chemical and Biomolecular Engineering.
- *An increase in funding in the bioscience and bioengineering area.* The added name, biomolecular, could bring the attention of funding agencies and industry on our department/college emphasis and strengths on the bio-related research.

I would like to request the change in the department name from Chemical to **Chemical and Bio molecular Engineering**.

APPENDIX G

**Motion from the Academic Policies Committee
for presentation at the Faculty Senate
May 5, 2005**

Motion:

APC recommends the following change to rule 3359-60-2-B-2-b Undergraduate Admissions.

~~If the student is under twenty-five years of age, the student must request a transcript from the student's high school.~~ All students must submit an official high school transcript or G.E.D. scores. This official record must be received and evaluated before admission action can be taken. **If, due to extenuating circumstances, official records cannot be obtained, the student may petition the Director of Admission for consideration.**

Rationale:

In recent years, it has been brought to the attention of admissions officials at The University of Akron, that there are students enrolled at the University who have not graduated from high school, nor earned a G.E.D.

Also, after surveying many other Ohio 4-year, public institutions – see attached comparison – it was found that The University of Akron was the only 4-year, public institution which does not require some proof of high school graduation.

This change in policy is also recommended by the Office of Admissions and the Academic and Student Services Committee.

APPENDIX H

Recommendation re proposal to create a Center for Integrated Biosciences

Given that the vision of The University of Akron is to be the public research institution in northern Ohio, we would welcome a new Center for Integrated Biosciences within the academic community of the University. Such a Center would provide an environment for interdisciplinary faculty and student scholarship.

However, the proposal lacks any current indication of continuing commitment or support for personnel or resources. While it is indicated that the Center should be able to stand on its own within five years, a plan for physical and financial resources during the interim is not delineated.

Therefore, APC cannot recommend the creation of a Center for Integrated Biosciences at this time.

APPENDIX I

**Academic Policies Committee Motion
for May 5, 2005 Faculty Senate**

Motion:

To clarify the intent of the transient permission policy passed by December Senate and approved at the January Board of Trustees meeting, Academic Policies Committee recommends that the following language (**bold**) be added.

No more than 18 total credit hours of transient work may be approved **prior to the granting of a baccalaureate degree. No more than 9 total credit hours of transient work may be approved prior to the granting of an associate degree.**

Rationale:

Advising raised the issue of total credits of transient work for the student who first pursues and completes an associate degree and then continues to pursue and complete a baccalaureate degree. The original thinking leading to the December motion was focused on the baccalaureate degree. APC proposes limiting transient permission to 9 credit hours to be consistent with other policies which reduce credit requirements by one-half for associate degrees. Transient limits would be finite within a degree program. Thus, a student would be allowed 9 transient credits within an associate degree, and then be allowed a further 18 credits within a baccalaureate degree. A baccalaureate student would be limited to 18 credits. This differentiation clarifies the limits and provides for the student who pursues only an associate degree (it was thought that 18 credits within an associate degree was excessive because it represents over 28% of the degree program); the student who pursues one and then the other; and the student who pursues the baccalaureate degree.

APPENDIX J**Academic Policies Committee
Motion for May 5, 2005 Faculty Senate****Motion:**

To accommodate students who received their undergraduate degree at academic institutions other than the University of Akron, APC recommends that University of Akron graduate courses not specifically reference University of Akron undergraduate course numbers as pre-requisites.

Affected departments shall address necessary changes through the Curriculum Proposal System before 1 December 2005.

Rationale:

The pre-req motion passed by Senate in December 2004 globally changed the pre-req default checking for UNDERGRADUATE pre-reqs.

We now find there is a problem with the graduate course pre-reqs checking. Currently, graduate courses with pre-reqs can choose to have them checked or not. There are a considerable number of graduate courses that currently request pre-req checking that designate University of Akron undergraduate courses as the pre-req for the graduate course. This presents a considerable difficulty for any graduate student who did not graduate from The University of Akron. Most of these courses represent "400/500 slash" courses. By removing the 400 level pre-req and maintaining only the 500 level pre-req, the problem would be solved. As an alternative or additional solution, a pre-req of "or permission" could be substituted.

As a point of implementation, the 500 level portion of the slash course should be removed from the Undergraduate Bulletin since it is a graduate level course. An undergraduate student registering for a graduate course must be admitted to the graduate school prior to receiving graduate credit for a course. Two years ago, Curriculum Review Committee recommended that slash courses be entered separately into the proposal system. Adherence to this policy would greatly facilitate the differentiation of graduate and undergraduate requirements of a slash course as well as eliminate the pre-req graduate checking problem on an on-going basis.

APC has a listing of all courses affected and will be happy to provide the list to the affected departments to assist in the process for solution. In cases where the problem involves multiple slash courses, a blanket curriculum proposal most likely can be submitted.

APPENDIX K

Academic Policies Committee Revised Policy Motions for May 5, 2005 Faculty Senate

Motion:

To better serve our undergraduate first year students by helping them acquire the necessary competencies and to focus their studies so they can progress toward their degree, Academic Policy Committee recommends that the following two student success policies be established.

Rationale:

A few years ago the Academic Policies Committee considered a number of student success proposals; they forwarded on to Senate a proposal that required students to complete any developmental courses within the first 32 credit hours attempted. This policy was subsequently approved by the Board of Trustees. It helps set milestones for students; they must take care of any deficiencies during the first year so that they have the skills to succeed. These proposed policies also set milestones within the students' college career, to help them acquire the necessary competencies and to focus their studies so that they can make progress toward their degree. More detail and operational information is provided in the attached document from the First Year Experience Task Force.

Policy 1. Students who fail to complete their General Education English, mathematics, and oral communication requirements during the first 48 credit/load hours attempted (including withdrawals) at The University of Akron, shall have their registration restricted.

Rationale:

The University has a "writing across the curriculum" initiative so it is important for students to know how to convey their thoughts in an organized way, to construct and substantiate an argument, as well as to write in the appropriate manner for their various class assignments. Knowledge about mathematics and statistics helps students understand equations, graphs, and other symbolic materials in courses throughout their curriculum. It is critical for students to be able to make organized presentations, whether individually or in groups, in their classes. If students have not mastered these skills during their first year at UA, they are at a disadvantage. Students' grades in courses in which professors assume that they possess these skills will not be as great as they could be if the students had met the requirements within the first year or so.

Policy 2. Students who are not accepted by a degree-granting college by the time they have 48 credits completed, shall have their registration restricted.

Rationale:

The longer the student takes to decide on a course of study, the longer it will take them to complete degree requirements should the department or college have a number of courses that need to be taken in sequence. In order for the student to complete his/her requirements in a timely way, and thus not become discouraged at the length of time it is taking to earn the degree, a student should make a determination within the first few terms.

In the event that a transfer student with 48 or more credit hours completed is not admitted to a degree-granting college, but rather is admitted to University College, the student should work with the adviser to develop a contract or plan to take the necessary prerequisites and earn the necessary gpa in order to be admitted into the degree-granting college offering his/her intended degree.

APPENDIX L**Proposals Approved By Provost
New Programs To Faculty Senate May 2005 and Board of Trustees June 2005****College of Education**

Proposal No.	Department	Title
ED-05-20	Curric & Instr Studies	New program: AYA Chemistry Program with licensure (graduate)
ED-05-32	Curric & Instr Studies	News program: AYA Chemistry Program with licensure (undergraduate)
ED-05-35	Curric & Instr Studies	Two new options to MA Special Education. Option 1: Pervasive Developmental Disabilities/Autism; Option 2: Behavioral Supports

Summit College

Proposal No.	Department	Title
SC-05-33	Business Technology	News option: AAB Computer Information Systems: Web Development

**Proposals Approved By Provost
To Faculty Senate May 2005****Buchtel College of Arts and Sciences**

Proposal No.	Department	Title
AS-05-02	Philosophy	Change pre-reqs for 2600:424/524
AS-05-13	Math	Change title 3450:695
AS-05-27	English	Addition and deletion of required courses for MA Composition
AS-05-42	Modern Languages	New course 3580:503 Advanced Grammar (taught as slash course)
AS-05-83	CSAA	Change course number from 3240:250 to 3240:100
AS-05-92	CSAA	New course 3240:340 Paleodemography and Human Osteology
AS-05-93	CSAA	New course 3230:398 Anthropological Research Methods
AS-05-94	CSAA	Change bulletin description for 3240:400
AS-05-102	Modern Languages	New course 3580:507 Survey of Hispanic Literature : Spain (taught as a slash course)
AS-05-103	Modern Languages	New course 3580:508 Survey of Hispanic Literature; Spanish America (taught as a slash course)
AS-05-104	History	Reduction of credit hours for 3400:211 from 4 to 3
AS-05-109	History	New course 3400:351 Global History: Encounters and Conflicts
AS-05-111	Sociology	Change in course description 3850:639

College of Business Administration

Proposal No.	Department	Title
BA-05-04	Management	Change in course description 6500:471; add pre-req
BA-05-07	Accounting	Pre-req change 6200:570
BA-05-08	Accounting	Remove one pre-req from 6200:610
BA-05-09	Accounting	Change course description 6200:627
BA-05-19	Accounting	Change credits for 6200:628 from 2 to 3 and change elective credits from 19 to 18.

College of Education

Proposal No.	Department	Title
ED-05-41	Curric & Instr Studies	Blanket proposal to change pre-reqs in this department
ED-05-49	Curric & Instr Studies	Changes to electives and admission requirements for Ph.D. program
ED-05-50	Curric & Instr Studies	Changes to MA in Elementary or Secondary Ed to reflect OBR approved program
ED-0-51	Ed Foundations	Change in mode of delivery for 5400:405 and 5400:415; deletion of elective courses; addition of required courses
ED-05-53	Ed Foundations	Deletion of required courses in Postsecondary Teaching Certificate
ED-05-55	Ed Foundations	Deletion of required courses in Technical and Skills Training Certificate - undergraduate
ED-05-56	Ed Foundations	Deletion of required courses in Technical and Skills Training certificate - graduate
ED-05-61	Sports Science	Change in GPA to qualify for practicum placement in Exercise Science
ED-05-62	Sports Science	Change in GPA to qualify for practicum placement in Sport Science
ED-05-63	Sport Science	Require "C" or better in all 5550 courses for licensure
ED-05-65	Sport Science	Changes in pre-reqs for 11 courses

College of Engineering

Proposal No.	Department	Title
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College of Fine and Applied Arts

Proposal No.	Department	Title
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University Libraries

Proposal No.	Department	Title
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School of Law

Proposal No.	Department	Title
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College of Nursing

Proposal No.	Department	Title
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College of Polymer Science and Polymer Engineering

Proposal No.	Department	Title
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Summit College

Proposal No.	Department	Title
SC-05-31	Business Technology	Change course number and pre-reqs for 2520:103 Principles of Advertising
SC-05-32	Business Technology	Change pre-reqs for 2440:251
SC-05-39	Eng & Sci Technology	New course 2920:498 Independent Study
SC-05-40	Business Technology	Change in program required courses
SC-05-44	Business Technology	Delete CIS Microcomputer Specialist with Pre-Business Option
SC-05-45	Business Technology	Delete CIS Programming Specialist with Pre-Business Option
SC-05-49	Public Services Technology	Change in requirements and electives for Community Services Technology Program: General Option
SC-05-51	Associate Studies	Change in bypass credit for 2030:153
SC-05-52	Associate Studies	Change in bypass credit for 2030:154
SC-05-53	Associate Studies	Change in bypass credit for 2030:356
SC-05-54	Associate Studies	Change in bypass credit for 2030:161

University College

Proposal No.	Department	Title
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Wayne College

Proposal No.	Department	Title
WC-05-13	Wayne	New course 2600:262 Linux Networking

APPENDIX M

Athletics Committee Annual Report
CBA, Room 62
3/1/2005 Meeting

Chair: Anne Jorgensen
Recorder: Al Kornspan

Attendance: Jim Hamad, Dean Carro, Ken Lolla, Dan Scheffer, Kevin Klotz, Mike Thomas,
Jerry Drummond, Loren Siebert, Al Kornspan, Walt Yoder, Ann Jorgensen

Agenda

Ken Lolla – Ken discussed the academic success of the men’s soccer team at the University of Akron; thanked the student-athlete academic support services for their help. Discussed the athletic performance of the soccer team. Described goals of the team and also talked about the Westfield Cup which will be August 18th – August 21st.

Mike Thomas – Discussed some of the achievements of the athletic department over the last year; discussion of student-athlete absence policy.

Discussion of Student-Athlete Advisory Council Meeting – Discussion of participation issues and how to get more student-athletes involved on this council.

Adjournment

APPENDIX N

Final Report of the Faculty Research Committee 18 April 2005

The Faculty Research Committee met six times during the 2004-2005 academic year. Overall, it funded 26 faculty proposals totaling \$165,403.50, leaving a carryover budget of \$14,596.50. Additionally, the Committee is currently enhancing its webpage. The most important change is that the Committee is moving to electronic submission of proposals. Additional features include reformatting the existing webpage and adding more information about submission standards. Finally, the Committee has developed an orientation document for new Committee members.

Organizational Meeting: 10 September 2004

The Committee discussed a document generated by the IRB that is designed to help researchers decide if they need IRB approval when submitting proposals. The intention is for the Faculty Research Committee and the IRB to coordinate their efforts more effectively. Dr. Kevin Kreider of the Department of Theoretical and Applied Mathematics was elected as the new chair of the Committee for the academic year.

Fall Competition Meeting: 29 October 2004

The Committee assessed 6 proposals and funded 3 of them for a total of \$11,400.

Summer Competition Meetings: 3 December 2004 and 10 December 2004

The Committee assessed 27 proposals and funded 16 of them for a total of \$128,000.

Spring Competition Meeting: 25 February 2005

The Committee assessed 11 proposals and funded 7 of them for a total of \$26,003.50.

Business Meeting: 15 April 2005

The Committee met to receive the reports of 3 subcommittees. The **Webpage Subcommittee** presented a template for the new webpage, which includes electronic submission of proposals starting in Fall 2005 as well as including more information for faculty interested in submitting a proposal. The **Eligibility Subcommittee** recommended a change in wording in the list of eligibility conditions for submissions. The intention was to clarify the issue of the 'scholarship of teaching'; it is sometimes unclear whether proposals in this area should be funded by the Faculty Research Committee or the Institute for Teaching and Learning. The Faculty Research Committee will consider funding proposals in this area if the research results can be disseminated outside The University of Akron, and are applicable beyond the participants of the study. The **Welcome Subcommittee** presented an orientation document that outlines the operating procedures of the Committee for new members.

Submitted by Dr. Kevin Kreider
Chair, Faculty Research Committee

APPENDIX O

**Faculty Rights and Responsibilities Committee
Professor Lloyd C. Anderson, Chair**

**Summary of Activities
2004-2005 Academic Year**

Pursuant to Faculty grievance procedures section 3359-20-036 (D)(4), the following information was transmitted to the Faculty Senate by the Chair of the Faculty Rights and Responsibilities Committee.

April 27, 2005 – A grievance was received by the committee and assigned file number 04-01. The committee completed its consideration of the grievance and rejected the complaint.

May 13, 2005 – A grievance was received by the committee and assigned file number 05-01. The committee has completed its consideration of the grievance and assisted in resolution of the complaint by conciliation.

A grievance was received by the committee and assigned case number 05-02. The committee has completed its consideration of the grievance and has rejected the complaint.

A grievance was received by the committee and assigned case number 05-03. The committee has completed its consideration of the grievance and has rejected the complaint.

A grievance was received by the committee and assigned case number 05-04. The committee has completed its consideration of the grievance and has rejected part of the complaint and has assisted in resolution of the remainder of the complaint by conciliation.

A grievance was received by the committee and assigned case number 05-05. The committee has completed its consideration of the grievance and has rejected the complaint.

A grievance was received by the committee and assigned case number 05-06. The committee has completed its consideration of the grievance and has rejected the complaint.

A grievance was received by the committee and assigned case number 05-07. The committee has completed its consideration of the grievance and has rejected the complaint.

APPENDIX P**University Libraries Committee
Report for May Faculty Senate Meeting
May 5, 2005**

The University Libraries Committee met twice this spring to discuss the anticipated shortfall in State funds to support OhioLINK (<http://www.ohiolink.edu/supportohiolink/>). At the second meeting, Tom Sanville, Executive Director of OhioLINK, gave a presentation regarding the current state of costs and funding for OhioLINK. The outlook is bleak. The costs of the academic journals and other resources available through OhioLINK continue to increase at a much higher rate than does funding for OhioLINK.

Support for the University Libraries, and for OhioLINK, in particular is greatly in the interests of University of Akron faculty. OhioLINK has produced a significant increase in the number of scholarly journals, books, and other resources available to UA faculty. Available actions by UA faculty in response to the threat of cuts to OhioLINK are limited.

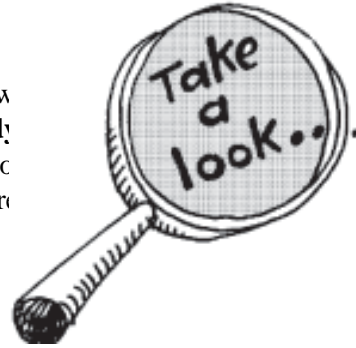
Perhaps the most obvious action available to UA faculty is to contact state representatives (<http://www.ohiolink.edu/supportohiolink/contactlegislators.html>) asking them to support OhioLINK. A second option is to take steps whatever steps are feasible to reduce the crucial dependence on the more high-priced journals and resources purchased through OhioLINK. One way of doing this is to promote more publishing in Open Access journals (see, for example, <http://www.doaj.org/articles/about>). Finally, the University Libraries Committee recommends that the UA Faculty Senate enact a resolution of support for a renewed commitment to OhioLINK and other library resources.

Very sincerely yours,

Eric Sotnak, Chair
University Libraries Committee

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***NOTE:** *The UA Chronicle* is always available online through the Faculty Senate web page: <http://www.uakron.edu/facultysenate>.

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