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SENATE ACTIONS

- Passed a motion to name the new nutrition center “The Nutrition Center of The University of Akron.” page 9
- Approved the list of graduates for spring 2007. page 12
- Was informed and entertained by a presentation by Student Success and Retention Committee. page12

Any comments concerning the contents in *The University of Akron Chronicle* may be directed to the Secretary, Richard Stratton (x7440).

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Minutes of the Faculty Senate Meeting of April 5, 2007

The regular meeting of the Faculty Senate took place Thursday, April 5, 2007, in Room 201 of the Buckingham Center for Continuing Education (BCCE). Senate Chair Rudy Fenwick called the meeting to order at 3:07 p.m.

Of the current roster of fifty-five Senators, 37 were present for this meeting. Senators Cheung, Gehani, Goodson-Beal, Keltyka, Kushner-Benson, Lillie, Matney, Norfolk, Plummer, Schantz, Stachowiak, Toliver, Vihayaraman, Vierheller, Vinnedge and Wilburn were absent with notice. Senators Bramlett and Davis were absent without notice.

I. Approval of the Agenda – Chair Fenwick welcomed senators to the April meeting of the Faculty Senate and asked for approval of today’s agenda. Senator Sterns made the motion to approve the agenda; Senator Gandee provided the second and the agenda was approved.

II. Approval of the Minutes – Chair Fenwick asked for consideration of the minutes of the February 1st, 2007 meeting. Senator Lenavitt moved to approve the minutes of the February 1st, 2007 Faculty Senate meeting and Senator Kreidler provided the second.

Senator Zingale asked that he be removed from the list of senators absent with notice. He was present.

Senator Gerlach asked that the page numbering be corrected for the list of Senate actions on the cover of the Chronicle. Receipt of the Wellbeing Committee (item 2) should reference page 18 and the motion to declare a seat vacated (item 3) should reference page 20.

The minutes were approved as amended.

III. Chairman's Remarks & Special Announcements – Chair Fenwick began his remarks with several obituaries. “I have a few rather sad announcements to make today in terms of our colleagues having passed away. First of all Lillian DeYoung passed away February 19th of this year at the age of 80. She received her Ph.D. in 1975, then moved to Akron to become Dean and professor of Nursing at The University of Akron. She published a number of articles and five editions of Fundamentals of Nursing. She retired from nursing school in July of 1988. Porky Dudich passed away on March 4th. He was a long time employee of The University of Akron's athletic department, he was the equipment manager for 1957 to 1976 and as many people know, he was the founder of Porky's Place and truly loved donating all the profits and his time to help the athletic program. Jeffrey A. Markey passed away March 17. He was a master's degree candidate and graduate assistant in the Department of Geography and Planning. Corky Calderone passed away March 26 at the age of 62. She had worked for The University of Akron for a long time and was the Director of Environmental Health and Occupational Safety Department. Jean Gott passed away on March 29 at the Cleveland Clinic. She taught courses at the Wayne College. Mary Kay Balas passed away on March 28. She had taught courses in IT and also in sociology at the Wayne College campus. And more recently she was the full-time manager of Café Momus. And then finally, just this morning, we learned of the passing of Dr. Paul Merrix. Dr. Merrix the professor of English and former department chair of English. He died early this morning at his home in North Carolina. Paul was a Shakespeare scholar and chair of the department during the 1980's. He was enthusiastic supporter of the Shakespeare in the Spring event and Shakespeare Ohio Conference. There are tentative plans for a memorial service here in Akron in May. So if you would please rise for a moment of tribute to our past colleagues. (the senate observed a moment of silence) “Thank you.

I feel today a little bit like Bill Murray in “Groundhog Day”. Time is definitely not linear, it feels more like this is the February meeting rather than the April meeting. I looked back at my notes from last April and we were celebrating the arrival of spring. And today I think we're mourning the departure, at least temporarily, of spring. I also feel a little bit like Bill Murray in the fact that things keep coming back to the Senate. Today for example we will have an update from the Student Success and Retention Committee on their report to the Provost. It was sent in December of last year and as you remember Senator Qammar presented a tentative report in December, before the final report was sent to the Provost. This is a good time to present the report since the committee presented it to the Council of Deans and Chairs last week. So we're all still together and fairly familiar with that report. Likewise next month we will return to the proposal for the University Council. We will return with the hope of regaining the momentum on governance reform that we tried to push throughout this year, before the hiatus of summer occurs. We had hoped that senators would have had a chance by now to discuss the proposal with their constituents. But from the lack of feedback I've received so far this doesn't look like this has happened. And I have to plead that I am as guilty as any of you all for not bringing this to my constituents. Again I think we're at a point that we, the Senate Executive Committee and the exploratory committee for the University Council proposal, need some suggestions of how best to do this. If you remember from our discussion in March, we originally thought of doing this directly, simply sending out the proposal to all members of the faculty through our e-mail list of faculty. And then we backed off of that plan because we didn't feel that faculty have enough context for this proposal, that most of them had not even heard of the proposal. So we suggested that senators talk to our constituents in our colleges. And I would

still encourage that to be the case. Some colleges it's harder than others. So again the Chair would ask people if they have suggestions for a way to communicate and initiate discussion with our colleagues before the May meeting. We really need to have some informed feedback before we go forward with the proposal. So again I'm encouraging you to let me know, to e-mail me, to give me some suggestions about how to go forward with this.

One other point and something that will be here for the May meeting is that we have asked John Allison, the university's new legislative liaison, to visit the Senate and talk about statewide issues and ways in which the Faculty Senate can be more informed and informative of state leaders. And finally, we're beginning the process of college Senate elections. You probably saw the e-mail from Heather earlier this week. Please encourage your colleagues to run. We need good people to occupy this body, to continue its good works in the name of governance. So please do that. And with that I will turn the meeting over to Senator Stratton."

IV. Reports –

a. Executive Committee – Senator Stratton also requested senators to encourage colleagues to be involved in the Senate and to run for a senate seat or at least vote in the election. He then reported that "On March 22nd, the Executive Committee met with the President and the Provost and the following issues were discussed. Changes in the structure and level of fees: as you may know the Provost has appointed a committee recently been convened by Chuck Monroe to discuss a proposal to centralize and to simplify the fee structure including the technology fee and the course fees. President Proenza also indicated that there's an ongoing discussion on the impact that the Governor's proposal will have on our tuition and fee structure. You may know that the Governor has proposed a five percent increase and subsidy to the universities if they refrain from increasing tuition and fees. So there's an ongoing discussion on what that would mean for The University of Akron. We also were informed that the non-academic program reviews are under way; the review of Center for Career management is almost complete and we should have some information from that shortly.

There were also several state issues that were discussed at the EC meeting. Rudy briefly discussed the conversation that the Ohio Faculty Council had with Rep. Redfern, those were relatively general discussions because neither the State of the State address nor the budget had been completed at that time. Kyle Bohland who is the President of the Student Government discussed a meeting that he and other student leaders had with Eric Fingerhut who is the Governor's appointment to be the new Chancellor. He was trying to mobilize support for Governor's initiative in higher education on behalf of students. House Bill 2 to make Chancellor's position a cabinet appointment had passed the house at that time but at that time there had been no action on the senate. The President might have an update on that today. And finally, the Commission to look into the collaboration of North-east Ohio for the universities had first organizational meeting on March 12. Later on, on March 29 the Executive Committee met again to generate the agenda for today's meeting. So with that I conclude my report."

There being no questions for Senator Stratton, Chair Fenwick invited the President to address the Senate.

b. Remarks by the President – “Good afternoon colleagues, I can indeed elaborate a little more of what has been happening statewide. Since we last met indeed the Governor made his State of the State address and introduced his budget and as Dr. Stratton indicated, the basic proposal that’s on the table from the Governor’s position is that the state would provide a five percent increase in SII as it is being called, the State Investment Instruction, for the first fiscal year and a two percent increase in the second year of the biennium provided that institutions did not increase their tuition at all in the first year of the biennium and by no more than three percent in the second year and in addition if they agreed to a one percent increase in efficiency the first and a three percent increase in efficiency the second year of the biennium. The way it was stated in the speech it was a take it or leave it proposition, without any added details. Between the Wednesday that he articulated the speech and Friday of that week when we met with him, he had moderated his tone a little bit and understood by then the following; that five percent increase if put through the formula may translate into four percent, three percent, depending on the institution, or somewhere around five percent if we’re in pretty decent shape. And again in the second year a two percent may translate into less than that. So at issue already is whether he would say five percent to every college and university wherever their budget or their last appropriation was. Equally of course it’s not clear what is meant by one percent or three percent in efficiency since that was simply stated that way with no guidelines and since of course all of you know the considerable improvements and budget cuts that we have already effected over the last five or so years. In addition however, he did understand by then that five percent increase in State Investment in Instruction really is about a one and half percent increase relative to our total budget and that at least for most institutions a five percent in SII would not cover all the fixed costs increases that we’re facing. Dr. Case may wish to correct me, but if I’m remembering correctly, we are anticipating the need for roughly ten million dollars in additional revenues for next year in order to balance our budget. As it is, a five percent in SII translates into approximately four million dollars from the state, that leaves us about six million short or about about four to six million short assuming no increases in enrollment or increases in tuition. So in short the Governor began to understand that his wonderful idea, and believe me I think we all feel that it was an important articulation of an understanding that depending on what the state does we should have a reciprocal relationship with the state to make tuition affordable for students in the state.

So I think the long and short of it is that the dialogue is beginning, obviously the Governor proposes, the legislature appropriates, and at the very least we would hope that the Governor’s position is not the highwater mark and from there on we start going down with the legislature, but that hopefully in fact, the legislature which is beginning to understand this problem as well would wish to vote some increase to funding in this context or provide us a modest authority to increase tuition if needed.

Now mind you I’ve said to the Governor and I’ve said to the newspaper industry in Ohio that my own personal hope is that Ohio would find a way to in fact enable the state to provide adequate resources so that we the universities could actually roll back tuition to a figure that is closer to the national average. That’s a tall order my friends because the national average for tuition at institutions like ours is somewhere about forty-five hundred dollars. Ours is as you know about eighty-five hundred dollars. So that means that the state would have to make up that amount of money in

some fashion or another and needless to say that's a lot of money which is not available in the revenue pictures that are forecast for the foreseeable future. Nevertheless, that's the kind of understanding that they need to have, that we all need to have, if hopefully we're going to make some progress. Of course, we're working with our colleagues throughout the state, both in the four-year and the two-year institutions as well as the independent sector, to see what can be done. The independent sector by the way is not particularly happy because the Governor would take some of the money that he would give us from the Ohio Opportunity Grant Fund, which typically are accessed by students going to private schools for part of their tuition payments there, and make them available to families with income of less than \$75,000 dollars. So the independents are very upset because they would potentially lose some of the revenue from the families that access them even though they make more than \$75,000 dollars a year. In short, the Governor is moving towards a more need-based support for other schools and increasing the support to public higher education, suggesting also that he would work with the private sector to make fundraising available to decrease cost for needy families in public schools as well. Bruce Johnson, our new president for the Interuniversity Council, is being very very helpful. You will recall we hired Bruce as President of the IUC earlier this year, he's the former Lieutenant Governor and needless to say by virtue of his previous position and his knowledge of Columbus, of the legislature, of politics in general, he is able to have access that was previously unavailable to higher education.

Please understand that although the Governor said take it or leave it, no university has actually quote signed onto his proposal per se, although Toledo had announced earlier that they would not raise tuition, it is not clear what they will do precisely. Ohio State earlier this week in testimony by President Holbrook in some respects signaled that Ohio State was almost ready to sign on. Our hope throughout the higher education community is that we can hopefully begin to make some other compromises.

As you noted from Dr. Stratton's comments indeed, Ohio has a new Chancellor. The Board of Regents, independent of the legislation that is moving through the legislature appointed Eric Fingerhut as their Chancellor. The Governor is embracing him as if he were already a member of the Cabinet although there has been no further move on that beyond what I reported to your Executive Committee and which was highlighted by Dr. Stratton. In short it has past the House, it is still in the Senate the legislature quite simply is moving on with some other things and basically sees this as a done deal anyway. However, obviously for statutory reasons I think it is important that it move forward. The new Chancellor was appointed just in fact on the very day of the Governor's speech and met with the Governor and began to work really very closely with him. By Friday of that week, we met with the Governor as I indicated, he was present and met with the four-year university presidents right after that. I think we will have a lot of very positive support. If you can access the testimony before the legislature this week his testimony, I think it is very positive, very strong, and that we should be thankful that we have a good friend there. In short colleagues, what I think I signaled to you at our last meeting is that things were lining up where we had a Governor that seemed to have some understanding of the issues, his articulation of the sense of the college compact clearly signals this, the appointment of Eric Fingerhut very closely aligned with the Governor with experience in the legislature, with experience in Congress, with deep passionate interest in higher education at the same time that we have a President of the Senate and a the Speaker of the House who are also

interested at least speaks well for the level of interest if not necessarily yet the result. As Steve and others were commenting, I think it's a law of politics that things never align perfectly in politics so we'll see what that means. We have extended an invitation to Chancellor Fingerhut to visit the campus and I'm sure he will be here before you know it.

Dr. Stratton also mentioned the Northeast Ohio Universities Commission for Collaboration and Effectiveness. It had its second meeting yesterday. It is still very much in the organizational phase, nothing much to report other than they have selected a facilitator, a consultant and that person is Stephen Portch, who you may recall also facilitated the Governor's Commission on Higher Education and the Economy, former Chancellor of the University System of Georgia, former vice president for academic affairs at Wisconsin System. So I think that will be helpful.

Mr. Chairman, would you remind me I think it would be fun to share with this group maybe at the next meeting an interesting very short video that sort of tells a point about where all of us are in this business because of the changing dynamics of everything. A little humor will help us think of our next steps. So remind I'll be sure to bring it next time.

A couple of final things, then I'll be happy to entertain questions. You may have noted although it was covered very poorly, that last week on Monday of last week the University of Akron together with Lorain Community College announced an unprecedented alliance called The Innovation Alliance, to align our resources towards innovation both in terms of our internal effectiveness and efficiencies, bringing our common resources and experience to bear, lining up activities to business and industry from discovery to application but more importantly enabling us to work together to offer new kinds of degrees that would be available to adult students who are being displaced or needing of retraining in one fourth less time and forty percent less cost and in addition working together to enhance STEM education or as some of you would have it STEM squared. You may have noted if you read The Plain Dealer that they thought it was a very good idea, our local newspaper has yet to say anything about it. I'll be happy to address that.

I can also tell you that Baldwin Wallace has talked about joining that alliance and that I've talked with president of Stark State College, John O'Donnell and he too is interested. Interesting for all us we had the press conference announcing this at the headquarters of RPM International, a Fortune 500 type company, and in attendance were both the Lieutenant Governor and the new Chancellor both of them when we had briefed them on it a few weeks ago said they absolutely wanted to be there and the Chancellor in turn covered the alliance, the innovation alliance as part of his testimony in Columbus yesterday.

Finally colleagues, lots of things, but your university continues to shine proudly in the association of university and technology managers. Their most recent data suggests for the year 2005 and 2006 The University of Akron was second in Ohio in licensing revenue. Not behind Ohio State which was I believe third or fourth, but only behind Ohio University which has a couple of very high performing patents. So it looks good in that domain. Happy to entertain any questions you may have. Thank you very much."

There were no questions for the President and the Provost was absent, so the Senate moved on to committee reports. At the same time, the graduation list for this spring was circulating so all senators could review it, if they had not done so earlier.

Chair Fenwick asked Associate Provost Dukes to report on the Academic Policies Committee.

c. Academic Policies Committee report

Dr. Dukes began his report “with a motion from the Academic Policies Committee. At the Faculty Senate meeting on March 1, 2007, the Senate approved the establishing of a nutrition center but asked that the name be changed. Considering a request from the proposers of the center, the Academic Policies Committee approved unanimously the request that the center be named The Nutrition Center of The University of Akron. Therefore,

Be it resolved that this nutrition center be named The Nutrition Center of The University of Akron.

The motion from the committee required no second and there was no discussion of the motion. The **motion passed** without dissent.

Dr. Dukes thanked the senate and continued the report. “The Academic Policies Committee suggested changes to several proposals and is waiting to hear back from the authors of those proposals. The Committee unanimously approved a new name for the nutrition center: The Nutrition Center of The University of Akron. That will have to go to the Senate floor for a vote. The Committee will continue to revise suggested guidelines for student absences for university-sponsored events and will present that to the Senate when it has finished deliberations on the policy.”

There were no questions pertaining to the Academic Policies Committee report, so Dr. Dukes continued. “As expected, the Curriculum Review Committee has spent most of this semester in its incarnation as the Distance Learning Review Committee. Simultaneously, the committee has worked on revising questions and instructions for course proposals for distance-learning courses (web-enhanced, web-based, etc.), while also reviewing course proposals to which these questions and instructions might apply. At this writing, there appears to be at least one objection filed to a course proposal that will require the CRC’s mediation and judgment, possibly more. Since this was written it’s back down to one.”

There being no questions, the Senate moved on to the ad hoc Facilities Planning Committee report.

d. Ad hoc Facilities Planning Committee report

Dr. Sterns reported for the committee. “You have a rather detailed report of the meeting on February 19th where the main focus was a presentation by Dr. Case. As you know, the parking task force is now doing its work and has started the process. So many of the concerns that people had are being addressed. I tried to capture in this one page summary all the issues that were covered on the 19th which overlap considerably with what the parking task force is dealing with. I want to assure you that all of your concerns and issues that have been given to us are being taken very seriously. However I have conclude my e-mails of interviews and would like as much information and ideas

as I can get from everyone. My biggest concern is I'm representing the Faculty Senate as one person; there are many other constituencies that are at the table, I want to do the best job possible representing you. So any comments, Dr. Case did I report correctly on your presentation?"

Dr. Case indicated a correction to the report. About half way down the page, the correct figure is 9,000 spaces not 10,000.

There being no questions for Senator Sterns, Chair Fenwick asked Senator Bove to address concerns that Senator Gerlach raised at the March meeting of the Senate, about the ad hoc Judicial Affairs Committee and ongoing progress where.

Senator Bove reported that "there have been a lot of things going on in Student Affairs actually. Of course, the Fowler commission put out its final report and recommendations in the middle of September. I spoke with Denine Rocco just a couple of weeks ago and she said by and large that most of the recommendations that have either been implemented or are in the process of being implemented. One of the best examples of that is the burden of proof that has been already kind of implemented into the student judicial hearing process. The old standard of proof was substantial evidence; the new standard of proof for the minor cases is preponderance of the evidence. So that's actually underway as we go.

But she's going off to a conference and didn't have a whole lot of time. So I'm going to work with her over the next month and get exactly down what has been implemented, how so and out of all the recommendations. Hopefully what I intend is that at the next meeting in May I'll have pretty detailed report for you, exactly what has happened, what is going to happen.

Currently there is a search committee that's formed for the Vice President of Student Affairs. I'm on that search committee so I'll be able report the progress on that. It's a pretty aggressive timeline for it, and actually we hope to have the VP in place by August I believe.

There's also a committee that just formed just a couple of weeks ago, the committee to review the student code of conduct and I also sit on that committee, so we had our first meeting just about a week and a half ago and next week we're going to have our second meeting and that's a lot of meat and potatoes of this whole process. So we're going to be looking at the student book of conduct; at the language, and at the hearing process to make sure everything is consistent.

Last semester the director of student judicial affairs resigned. Many people know her I'm sure, Michelle Campbell. She left a wonderful wonderful legacy in student judicial affairs. So that position is vacant and they're going to be putting a search committee together for that one also. Currently, Bill Adams is the assistant director of student judicial affairs and he mentored under Michelle Campbell. So he has done a marvelous job actually of putting some consistency into the hearing board process. And I also, I also serve in the hearing court pool as several of us do, and just this past year I have served on several of those and the consistency is much much better than last year. Are there any questions?"

Senator Qammar acknowledged that “some of the details of the Vice President’s search were in today’s Provost Perspective.” She then asked: “Are we going to look for somebody who also knows something about assessment? The curricular and co-curricular sides of the world have got to come together when it comes to deciding whether or not our students actually are learning something of value here at the university.”

Senator Bove responded “That’s our intention. I’ll make sure at our meeting tomorrow that I bring that point home and flesh that out. This is the first search committee that I’ve served on that has incorporated an outside search firm so it’s really an interesting process. There’s confidentiality agreements that I had to sign and so forth, but I have been impressed with the process and the methods implemented so far. So I have a much better feeling than I had going into it, I’ll say kind of personally, of what the process will be. It still has to play out but there’s been a lot of thought behind this and the search firm that they have has a lot of experience in obtaining personnel such as the student affairs folk. So we have a lot of good experience and methods behind us.”

Senator Gerlach asked: “Yes, Mr. Chair, the question I have is simply: When does is the Senate going to be presented with the textual changes that we’ve been hearing about being made by some other authority in the student disciplinary code? For example, and this reference qualities of proof? Is it my understanding when this erupted that we were all reminded that the Senate has the delegated authority from the Board of Trustees to make rules and regulations in such matters. Now if because of the President’s committee and the advisory commission’s work we have some proposals that are made, it would seem to me that those have to finally be brought to this Senate for its stamp of approval before anything further is done. I wish the persons concerned, including the Executive Committee, would make certain of that and get that before the Senate so we know exactly what is being proposed and whether we’re going to approve it.”

Chair Fenwick responded. “The Chair would concur absolutely with Senator Gerlach and I assume that’s what we’ll learn in May.”

Senator Bove agreed. “Yes sir. One thing that concerned me when we met for the student code of conduct review is the aggressive timeline; the final recommendations from the committee are due to the Board of Trustees the week after we meet in May on May 10th. I raised that as a concern to Denine Rocco and said we have to bring this before the Faculty Senate before it goes to the Board of Trustees. It was quick conversation and she was almost out the door to a conference. So next week I will get in contact with her and see what arrangements we can make, possibly for her to come in and make a presentation or whatever we can have at that point. I would like to get something before that May Faculty Senate meeting; if not then we’ll work with the Executive Committee afterwards.”

Chair Fenwick noted “one other thing to be communicated is that by-laws changes have to sit a month. They have to be brought to this body and then sit a month. So we need to convey that to Denine and other people.”

Senator Sterns suggested that given the aggressive timeline, it might be possible to convene a special Senate meeting to consider the proposals, if need be. Such a special session could be convened either before or after the regular May meeting, depending on the circumstances.

There was some discussion on whether the student code of conduct is part of the by-laws. Chair Fenwick suggested a need to review the by-laws regarding the student code of conduct and judicial affairs to be sure the Senate exercises the authority and legislative oversight on that part of the student code of conduct and judicial affairs for which it is responsible. He will contact some appropriate members (including Senators Rich and Bove) to help him conduct the review.

VIII. New Business

Chair Fenwick, as the first item under New Business, move to the consideration of the Spring Graduation list. He asked if everyone had the list that was circulating and if there was a motion to approve the list.

Senator Zingale asked if the circulating list is the same list that gets approved in the individual colleges.

Chair Fenwick indicated that it is an aggregation of those college approved lists.

Senator Qammar **moved approval of the Spring Graduation**. Senators Davis and Elman provided the second. **The motion passed** without further discussion.

Chair Fenwick continued. “The second order of new business is the report of the Student Success and Retention Committee so if members of the committee would please come to the front of the room. What a distinguished looking group of people. Welcome. I have served as co-chair along with Dean Karla Mugler on this. I would say it is an outstanding group and very dedicated group of people because all our meetings were at 7:30 in the morning. So you have to be dedicated I believe to wake up and come here at 7:30 in the morning, even though Starbucks was always on my way.” (A copy of the presentation can be found in appendix G).

Chair Fenwick introduced the members of the committee. In addition to those listed in the presentation, Rex Ramsier joined the committee when he became Director of ITL.

Chair Fenwick explained the committee was appointed jointly by the Provost’s office and the Office of Faculty Senate Chair last May and met on regularly during the summer and fall. Senator Qammar presented an interim report to the Senate in December, before the committee presented the official report to the Provost later in December.

The final report is available on the Provost’s website at <http://www.uakron.edu/provost/whatsnew.php>. Hard copies are also available. The committee presented highlights of the recommendations of the committee that focus on the role of faculty. The report focuses on undergraduate, full-time students at The University of Akron. The committee recognized the diversity of students on campus, but argued this was the core students and was a good place to begin their study. The

committee also recognized that student success should address students' needs and be framed by their goals. The measures chosen in the report reflect more traditional measures of student success, again only as a place to begin; much more work needs to be done to expand the study to other student groups and other measures of student success.

Presentation of the Student Success and Retention Committee

After the completion of the presentation the committee asked for questions and comments.

Senator Sterns: "Thank you for a very fine report. One of the questions that I have is that we have uncovered as the facilities planning committee the issue of classroom utilization. And so, one of the issues is that when a class is created and entered into the system it is assigned a certain number, what we really need to do is move this system to where we later match enrollment in the class to room size, so one of the things that's happening is we're limiting ourselves because we're not considering physical facilities dimensions I hope you considered that or will consider that."

Senator Lenavitt: "Yes, again I'd like to thank you. It was very informative. In the several decades that I've been here we have attempted numerous times to deal with the GenEd requirements. In my particular discipline we very thoroughly cover the cultural history of the world but at the same time that would never substitute for western cultural traditions. But in the School of Art to follow the cultural traditions of dance, music, architecture and visual art certainly does that but it has always been kind of handed off. So I don't know how that would ever happen.

Moreover, the most important thing that keeps coming to my mind again is what happens to the student who is coming here because they feel that it's a necessity within the culture versus a need to be educated or want to be educated to change. And secondly the ill-prepared student, the student one who might not have had the advantages and opportunities and the exposure but we certainly have all dealt with students who in my class right now, the last third of the class is about self assessment and dealing with the language structure of my discipline and I have to have my own writing clinic to have them write a thesis sentence, one thesis sentence and two supporting sentences of that thesis sentence. That's an ill-prepared student. And they don't understand why within the discipline that they need to read and write when they should be drawing pictures. And when you talk about visual literacy but how our language developed, the ability to look at, to assess, with the fundamental properties of organization or what literacy is about within my discipline gives them a tool to technically divorce themselves from the emotion of being in the class and the time that they had spent to objective information.

And when I speak to many of my colleagues across the campus it's the same thing, The University of Akron has matured at an incredible rate from a public institution to big boys and now we've got big boys and we've got big boy toys but I'm not so sure... I guess I want to keep going for the quality but we have a great amount of students who are ill-prepared, how do we help them? And I have noticed over the years that even the ill-prepared student who is self-motivated, who feels the need to be here, does adapt very very quickly.

And so, I like what I see but the question becomes do we continue to be service representatives or how do we help that process and how does the university deal with that? Because I think our Honors College is doing a wonderful job of bringing in that salt of the earth, good student who wants to learn by the fact that we treat the higher echelons student very well and their friends are the ones who see how wonderfully they're treated and they come, they want to come here. But the students that are at risk, how do we identify those want to be here, who might not be prepared but can fill that gap?"

Dean Mugler explained that the Honors Students are employed as tutors and as learning assistants. In those capacities they are helping the ill prepared students master the material for the specific courses.

Senator Qammar: "Jim my response to that of course would be advising, advising, advising. But how much advising can we afford to do? How much time can we invest in advising? And so I think that a lot of the recommendations that show up out of this committee are let's in the end study them a bit more carefully, do some of that forecast modeling, look at some of the effects of intervention (that data driven example that Rex talked about), then in the end really craft the interventions that will give you the biggest bang for the buck. Both dollars and time. But we're not there yet, we only worked from May to November, 7:30 in the morning, and we have yet to really craft what all the interventions, we need to have these kinds of responses back to say what are the real critical issues so that on the across campus we can understand where do we think we can have the biggest impact?"

Senator Lenavitt suggested that would require a behavior change.

Senator Qammar agreed. The information available indicates somebody needs to help the students map out their pathway of where they want to go. And we need to do that pretty early on.

Senator Brooks: "I just very quick follow up related to that, in all the study with all the recommendation I assume that for the different types of students, different types of interventions are more successful. Is there a sense that as you go down that chart that you had in terms of the ones that are not retained, are the ones that move up the top as important in terms of intervention?"

Dean Mugler indicated that the data on learning communities here shows a substantial (5 percentage points) increase in retention from the first year to second. So we have increased the number of options for students to participate in learning communities, with the support of the Provost and in collaboration various colleges and the faculty. These opportunities are varied: some are focused on students who need developmental classes, other for honors students, or engineering. There is a range throughout the university. Other interventions include tutoring and learning assistance, and the mentor programs. Studies are being conducted to determine which programs are more effective and with which students.

Senator Qammar emphasized that the committee very quickly changed its name of from the Retention Committee to the Student Success Committee. That reflects the members' focus. There's no

doubt one can find key at risk qualifiers and you can design interventions for those groups. Those interventions have been ongoing and as Karla mentioned. However, in the end, the committee wants everyone on campus to be involved with student success. The idea is to make sure that all students can succeed. So this is a very big, long term, and broad project. That is why one recommendation was for somebody to lead the effort. They do not want it focused just in the freshman and sophomore years, nor just on retention. They want “this beast to grow and be student success.”

Senator Zingale asked how the recommendations were developed. He wondered if they were primarily based on research done at other institutions. If so, what is the contextual structure used? Did the committee shoot for the middle category student, the student in bridge up classes, or the honor type student to work for the recommendation?

Dr. Steiner responded: “To answer kind of the first part of your question, we looked at the national data from other institutions, but we also examined thoroughly data from The University of Akron as well. Part of the task of what we did was try to identify where are students having problems? Where are we losing them? And try to get some information on them on why we’re losing them and try to develop a plan for pursuing that further. At this stage I don’t think we targeted a particular group to focus our efforts on. One thing that stood out from the data that we collected is that our greatest loss is after that first year, but we still lose a substantial chunk after they make it through that first year.” He suggested we lose a substantial number of students who are successful in negotiating the significant first hurdle. In his opinion, it would be worthwhile studying second year students, regardless of subgroups, to better understand why they do not return. He repeated Senator Qammar’s desire “to have this thing grow.”

Senator Zingale was not sure that his first question was completely answered, but asked if the next stage is getting leadership for student success? Is that the process by which the committee is getting the word out to the rest of the colleges? Where does it go from here?

Dr. Pinheiro: “One of the recommendations we have made is to go to each department to find out what other initiatives they have been doing: what has been working, what has not been working. Then provide them with a framework to make these things work. Can you do it? Can you do it well? Most of the time resources are a factor. So the question is what will it take for you to make it happen? We will give you all the things you need to do to provide maximum student success. So that’s where we are right now.”

Senator Qammar: “Plus there is a fair amount of success stories existing on campus. We don’t want to dismiss and say nothing good is going on campus, there’s a lot that’s good that’s going on on campus. I think the answer the answer to the first part of your prior question is that we looked at the literature to really get an idea of best practices...and if they come from a valid and reliable source include them in our recommendation.”

Dr. Pinheiro added that while most of the universities talked about in classroom performance, there are other factors outside the classroom that are more important to the institutions which we studied

that showed how the culture must change. Changing the culture was a really important factor to address student success. One reason for doing the student appreciation was to build up new tradition, new culture.

Senator Elman: “I agree that a lot of the outside factors are important and I would like to comment first of all that the boomlet is making its way through and next year is probably going to be one of the peak years or the year after. Then the student age group will rise probably so the idea that there will be many streams of students, even though you’re focusing on full-time students, a lot of the enrollment may rely on other students. And here’s where external factors are important. Issues outside of the questions, are students dropping out, are they transferring, maybe they didn’t particularly want to come in for degree, do we know why they’re here?”

Another point I also want to make is that in other areas you want to do an adjustment for people who come through the system. This would be like in the healthcare system. I would hate that we would be held by the standard ... of we do get here is where preparedness comes in and we get students that are problems in terms of being prepared and having other issues. In the healthcare system there’s an adjustment for kinds of people who come through. So let’s say a health care system is not penalized for taking people would need more resources and intensive resources. When I see that we’re comparing ourselves on the chart with Sweetbriar College and others when there’s often a high level of resources at this point of students coming in. I would like to see that there’s an adjustment there for the kinds of students we get and then that also they help in the kinds of extremes and the kinds of resources we targeted at students. So it’s a statement more than a question.”

Dr. Ramsier responded: “I would like to make a statement in response, to a degree I think that right now with all the pressures from the federal and state government and other constituencies about assessment and learning outcomes we have to think in our mind as a university what can we really expect students to get from their experiences here? How can we define student success for our students in our own context? We have students who come here just one time to take courses to get a pay raise, if they do that and get a pay raise to me that’s a success. We help them meet their goal. We need what Helen mentioned, this person that will help them map why they’re here, where they want to go, and then we can use those figures to talk about our own student success, not the retention data which is a bean count that someone in some government office might to use. If we can start to show that what we’re trying to attain, we attain, we have all these success stories to show to go with this and we seek to build on that I think we make a real good case for ourselves. I think we do a really good job with this, the business phrase is value added. Where do students come in and where do they leave? What have we given them in that experience? And it comes outside the classroom as Victor mentions, in the classroom, it comes from everything, every office they’ve visit. Everybody they interact with that can help.”

Senator Qammar agreed that the characteristics of the student can vary wildly. In the twenty years that she has been here the nontraditional student has become the majority. The committee recommended an annual student survey that reveals the characteristics of students. Hopefully we will use this in data modeling forecasting to design interventions based on those characteristics.

Senator K. Clark: “I work with the general education speech courses as both the instructor and also the coordinator and as we’re talking here one thing that keeps coming up are the amount of time I spend with students who are not doing well. So sort of I’m not able to retain them. Sometimes their lives are in chaos, and I kind of pursue them quite a bit so I get a sense of what’s going on, sometimes they’re a transient student they have to take a speech course so they’re taking it here instead of Youngstown or something. But it ends up having an impact on how I deal with the whole class because if you’re doing a lot of collaborative learning we have people coming in and out, so I kind of beyond making my report about there’s attendance discrepancies you know the person who’s kind of showing up erratically you know mostly young and their lives are out of control some way or another. I as a faculty would like to know about more resources that I could use beyond strictly the academic, and this is beyond any other kind of preparedness, so I don’t know what my question is except to I didn’t hear that kind of coordinated approach directly addressed or the just the variability from the full-time and sometimes traditionally aged student but the impact that has cause you’re never dealing with just one student at time, you’re always dealing with those intersecting factors.”

Senator Qammar: “I would say most definitely. We have talked about either the interventions that eventually will have to be designed and even just sort of the legwork to make this culture shift. It has to be faculty, staff, and instructor driven. It can’t we are all now going to be doing this now go out and do it. It has grow from here, the part of our conversation here with you today is we need these ideas and we need these ideas to continue to come and be put in the pot and have some discussion about them and the end result from that analysis needs to be out there for discussion. I mean we have to have the faculty/staff lead this initiative, there’s no doubt about it. It’s what happens in the classroom and outside the classroom could be a major part that’s so critical.”

Dr. Ramsier: “I would also add that, while it went by quickly, a lot of work that this committee based its work on was the first-year experience book that was done the year prior and those recommendations, like having this one voice across campus really involved many people from student affairs; advising offices, there’s a lot of them, a hundred people involved in this work that was done prior to this committees. We have developed a new template with a lot of information for offices that you can contact or students can contact for help that you can’t provide as a faculty member. We in ITL can call the shots; we run the new faculty orientation as well as the new GA orientation you know trying to move that to sort of the next level for next year, so that we can do more with the new people that come on campus as our colleagues. So they see that as part of our culture so they start to grow up with it, we do these more on a regular basis more systematic. I honestly I think we’re on the right track, it’s a matter of getting enough input so we make sure we cover everything.”

Senator Lenavitt: Quickly, the other thing came up to me and I think is extremely important is I was in the last cohort in ITL three years ago and what it enabled me to do was to think a little bit differently and I think we have this wonderful facility where a repository of information and where we can communicate as professionals can reside. And what I was able to do is I was able to identify a problem and on my own because of that cohort the people who were able to do that with the students from Honors College. So what I did was ferret out students who were successful from Honors College, which ones of those were qualified and they’ve now become my student assistants

and peer-to-peer mentoring. And I don't grade the papers. They get put in the drop box and the student assistants who are being paid on the work study system are going to the drop box, they correct the student's paper, send it back to them through the drop box. It's begun to be a really fun thing for them to do, that active learning and participation. So the more that we can, there's lots of things that we can do, it's a drastic thing, the fact that the students not being prepared then we can come up with solutions that are somewhat innovative along the lines of what you were saying that if you ask the question and we have something like ITL where we can begin to discuss that and have the opportunity to do that from our deans and from our department heads and by what we legislate here then I think we have an opportunity. So I was able to start to work my way toward something that can really have an impact in the department next year so that's the case this term but the Honors students are the ones who are going to make it work. So it's very successful in that context. So I was able to learn, to identify and do something about it."

Senator Hajjafar: "How does The University of Akron compare to other universities for incoming students with comparable SATs? Because a lot of other universities they have a lower bound for SAT, but we don't. And so at least if we study to see how comparable students perform with other universities that would be interesting to see and also if we can maybe and Dr. Steiner if we increase the incoming students SAT by one unit how much our data will change. I think this a good way to see if really it's feasible for this university to have some kind of being selective in mind. Is it a good idea or not?"

Bill Kraus responded: "I think one of the challenges that first came out was because we are an open admissions institution, I think goes directly to your point, that when you compare ourselves to comparable institutions that have open admission standards that we are right there, better than some and not better than some. And so we really are right there and I think it kind of goes back to the other point that Karla made is we have to start looking at some of the key groups that are coming in and see how we can impact it and it all goes back to the student success. I think initially we all got wrapped up about retention but think it quickly evolved to more of a student success focus where we realized that students come in with various academic backgrounds and what we're trying to do is move those students forward to graduate or whatever the measure of success would be for the student."

Senator Qammar: "One of the things you have to find out, we put a big long list of schools that were in various classifications and had very in depth study of their practices and their successes and there are schools there who have much lower entry demographics than us and yet they are very successful. So it's possible."

Senator Sterns: "I know we're pushing the time limit but this is just one more comment. I'm very impressed with the progress we've made in the area of traditional admissions and traditional age students. I think our Honors Program has really facilitated a lot of things but you know, and Karla can verify this, twenty five years ago we were discussing this very point. We also had a great tradition of the adult student, back to what Cheryl was saying, that we serving other constituencies. One the things that The University of Akron did very well for many years was dealing with adult student populations and I think we need to regain that. Adult focus is not the same thing that we did

with the Adult Resource Center a number of years ago. There are many things that we can do to enhance our effectiveness and if we understand the current business world and what people are going to need for them to maintain professional competence and maintain skill levels then we have to do the other part as well.”

Dean Mugler: “Thank you for that and the point is that in the amount of time that the Provost gave us to do the report we had to focus on some subgroup of the population. As we move forward we will be looking the adult learner and other segments of who comes to The University of Akron.”

Dr. Ramsier, returning to comments by Senator Elman about the shifting demographics and the average student age increasing, mentioned that the times that some courses are offered has changed since he was a student. At that time many senior level courses were taught 3:30 to 5:00 which allowed many working students to finish the bachelor’s degree or begin their master’s degree. It was a different environment. From his perspective, many of those courses are now taught in the middle of the day. Thus, he sees the space and time issues raised by Senator Sterns to be very important.

Senator Qammar, on the other hand was in charge of contacting instructors for the evening student appreciation night and could testify that we have thousands (about 8,000) students here at night.

Senator Hallett: “I just want to say thank you because this was really a very informative and we appreciate you getting up early in the morning and all the work. I have a question, my department is especially interested in undergraduate research and I thought it was really an excellent point that you made that you said if you think of undergraduate research as pedagogy for learning engagement and that the one to one relationship with a faculty member is so important. But we have many faculty members who have now stepped forward this year who are willing to mentor honors students, I think we have like seven right now we’re considering. Our question right now in our department is is there a body on campus which has any suggestions for how we would facilitate the process in terms of topic deadlines and the tasks to have the students facing and kind of facilitate that whole process since we’re going into this process with many more students than we normally do. And you know I don’t know whether it would be in the Honors College or where there would be other faculty members who have suggestions?”

Dr. Ramsier: “Actually in ITL we have what we call the CASTLE which is the Carnegie Association for the Scholarship for Teaching and Learning that includes the Dean of the Honors College, that includes Dick Steiner and myself and I think Summit College and others we’d be happy to meet with you and talk about that, we’ll go through student affairs which is more research in addition on this campus and we’re all part of this team that’s what ITL is for.”

Senator Qammar added that “there are departments on campus that have a lot of information on researchers and a fairly large fraction of Honors students who’ve done that through the years. So there are some best practices out there to answer some of these operational questions.”

Chair Fenwick concluded the presentation: “Thank you very much. We’ve brought this report to you because we know these recommendations will have to be approved by this body at some point. This is obviously a very important issue to The University of Akron, not only financially, but it’s what we do. It’s an ethical moral consideration that we have to our students to make them successful. And also just as we knew there were a lot of good stories around campus that don’t get heard by the whole campus and we appreciate the senators who spoke and told us about the good work that you’re doing in your departments, that’s what needs to get out.”

VIII. Adjournment

Senator Elman made the motion to adjourn. Chair Fenwick thanked the body.

The meeting adjourned at 5:15 p.m.

Verbatim transcript prepared by Heather Loughney

*Transcript edited by Richard Stratton,
Secretary of the Senate*

APPENDICES TO MINUTES

FACULTY SENATE MEETING OF APRIL 5, 2007

APPENDIX A

Secretary Report for Faculty Senate Meeting

April 5, 2007

On **March 22, 2007** the Executive Committee met with the President and Provost. The following issues were discussed.

Changes in the structure and level of fees:

- **The provost** has appointed a committee to consider a proposal to and simplify centralize tech and course fees. Chuck Monroe will convene first meeting.
- **President Proenza** indicated there is ongoing discussion of what the Governor's proposal (increase state support 5% in exchange for no increase in tuition and fees) will mean of UA.
 - IF UA receives 5% increase in subsidies and does not raise tuitions, there would be a multi-million (approximately \$4m) dollar short fall.

Program Reviews of non-academic units are under way; review of Center for Career management is almost complete

State issues:

- **Rudy** briefly talked about OFC meeting with Rep. Redfern, house minority leader; the discussion was very general.
- **Kyle** discussed a meeting between student leaders from state universities and new chancellor, Eric Fingerhut. Fingerhut was seeking to mobilize student support for Governor's higher education budget
- **HB 2 to make Chancellor's** position a cabinet appointment passed house. At that time there had been no Senate action. President Proenza may have more current information on the bill and the fate of OBR.
- **Commission** to look into collaboration among NE Ohio universities had first, organizational meeting on March 12.

On **March 29, 2007** the Executive Committee met to set the agenda for today's meeting.

This week we sent letters to the colleges beginning the spring **Senate election** process. Please encourage your colleagues to become involved: run for the Senate and be sure to vote.

That concludes my report.

APPENDIX B

Report of the Academic Policies Committee

March 25, 2007

The Academic Policies Committee suggested changes to several proposals and is waiting to hear back from the authors of those proposals. The Committee unanimously approved a new name for the nutrition center: The Nutrition Center of The University of Akron. That will have to go to the Senate floor for a vote. The Committee will continue to revise suggested guidelines for student absences for university-sponsored events and will present that to the Senate when it has finished deliberations on the policy.

MOTION IN REGARD TO THE NAME OF THE NUTRITION CENTER

At the Faculty Senate meeting on March 1, 2007, the Senate approved the establishing of a nutrition center but asked that the name be changed. Considering a request from the proposers of the center, the Academic Policies Committee approved unanimously the request that the center be named The Nutrition Center of The University of Akron.

Therefore,

Be it resolved that this nutrition center be named The Nutrition Center of The University of Akron.

APPENDIX C

Proposals Approved By Provost
To Faculty Senate April 2007

Buchtel College of Arts and Sciences

Proposal No.	Department	Title
AS-07-001	Psychology	Reorganize Applied Cognitive Aging doctoral program at UA to a joint program in the Psychology of Adult Development and Aging to be offered by both UA and CSU.
AS-07-018	Geography	Change electives for MA in Geography
AS-07-019	Geography	Change electives for MA in Geography/Urban Planning
AS-07-020	Geography	Change course titles 3350:540, 3350:452; new courses 3350:451, 3350:545, 3350:546; delete course 3350:548; change electives for MS in Geography/Geographic Information Sciences
AS-07-021	Geography	Change certificate designation; add electives
AS-07-023	Geography	Add courses 3350:424/524 Military Geography
AS-07-024	Geography	Add course 3350:445/545 GIS Database Design
AS-07-026	Geography	Add course 3350:441/541 Global Positioning Systems (GPS)
AS-07-027	Geography	Change course number 3350:340 to 3350:440 and change course title 3350:540 to Cartography
AS-07-047	Economics	Add course 3250:436/536 Health Economics
AS-07-068	English	Add course 3300:651 The Pragmatists
AS-07-069	English	Add course 3300:650 The New Rhetorics
AS-07-070	English	Add course 3300:460/560 Film and Literature
AS-07-071	English	Add course 3300:479/579 Management Reports
AS-07-072	English	Change bulletin description to specify number of split-level course and number of transfer credits for NEOMFA
AS-07-080	Comp Sci	Add new course 3460:463/563 Pervasive Computing
AS-07-081	Comp Sci	Add new course 3460:453/553 Computer Security
AS-07-082	Comp Sci	Add new course 3460:468/568 Mobile Robotics

College of Business Administration

Proposal No.	Department	Title
BA-07-52	Marketing	Delete Global Sales Strategy concentration from MBA

College of Education

Proposal No.	Department	Title
ED-07-10	Phys & HE	Delete 5550:438/538 and 5550:418/518. Add 5550:630 and 5550:426/526

College of Engineering

Proposal No.	Department	Title
EN-07-41	Elect Eng	Change course number from 4400:400 to 4400:401; change title and description
EN-07-42	Elect Eng	Change title and credits of 4400:498

EN-07-51	Elect Eng	Change course number 4450:497 to 4450:498 and change number of credits
EN-07-87	Biomed Eng	Add course 4800:661 Advanced Biomaterials
EN-07-88	Biomed Eng	Add course 4800:627 Advances in Drug and Gene Delivery Systems

College of Fine and Applied Arts

Proposal No.	Department	Title
FAA-07-04	SLPA	Change course 7700:639 title and credits
FAA-07-76	SLPA	Delete course 7700:495 Internship in Speech Language Pathology and Audiology
FAA-07-77	SLPA	Delete course 7700:450 Assessment of Communicative Disorders
FAA-07-80	Fam & Cons Sci	Change electives for MS Nutrition/Dietetics
FAA-07-81	Fam & Cons Sci	Change prerequisite for 7400:551
FAA-07-82	Fam & Cons Sci	Change prerequisite for 7400:555
FAA-07-83	Fam & Cons Sci	Change prerequisite for 7400:562
FAA-07-84	Fam & Cons Sci	Change prerequisite for 7400:563
FAA-07-85	Fam & Cons Sci	Change prerequisite for 7400:584
FAA-07-86	Fam & Cons Sci	Delete prerequisite for 7400:590
FAA-07-87	Fam & Cons Sci	Change prerequisite for 7400:596
FAA-07-88	Fam & Cons Sci	Change prerequisite for 7400:605
FAA-07-89	Fam & Cons Sci	Change prerequisite for 7400:610
FAA-07-90	Fam & Cons Sci	Change course number from 7400:390 to 7400:441
FAA-07-91	Fam & Cons Sci	Change course number from 7400:603 to 7400:541
FAA-07-92	Fam & Cons Sci	Add course 7400:450 Families, Individuals and Environments
FAA-07-93	Fam & Cons Sci	Change course title 7400:219
FAA-07-94	Fam & Cons Sci	Change core requirements for BA Fashion Merchandising
FAA-07-95	Fam & Cons Sci	Add course 7400:450 to BA Interior Design core requirements
FAA-07-96	Fam & Cons Sci	Change course title 7400:333
FAA-07-97	Fam & Cons Sci	Change in requirements for BA Child Development
FAA-07-98	Fam & Cons Sci	Change in requirements for BS Dietetics – CP Program
FAA-07-99	Fam & Cons Sci	Change in requirements for MA Child and Family Development
FAA-07-100	Fam & Cons Sci	Change in requirement for BA Child Life Specialist program
FAA-07-101	Fam & Cons Sci	Add course 7400:452 Child, Illness and Loss
FAA-07-102	Fam & Cons Sci	Add course 7400:552 Child, Illness and Loss
FAA-07-103	Fam & Cons Sci	Add course 7400:453 Facilitating Support Groups
FAA-07-104	Fam & Cons Sci	Add course 7400:553 Facilitating Support Groups
FAA-07-105	Fam & Cons Sci	Change requirements for BS Dietetics – Didactic program
FAA-07-106	Fam & Cons Sci	Change requirements for BA Family Development
FAA-07-107	Communications	Change prerequisites for 7600:516
FAA-07-108	Communications	Change prerequisites for 7600:517
FAA-07-109	Communications	Change prerequisites for 7600:537
FAA-07-110	Communications	Change prerequisites for 7600:562
FAA-07-111	Communications	Change prerequisites for 7600:568
FAA-07-113	SLPA	Change course 7700:750 title, credit hours, and bulletin description

FAA-07-116	Fam & Cons Sci	Change prerequisites for 7400:500
FAA-07-117	Fam & Cons Sci	Change prerequisites for 7400:504
FAA-07-118	Fam & Cons Sci	Change prerequisites for 7400:524
FAA-07-119	Fam & Cons Sci	Change prerequisites for 7400:525
FAA-07-120	Fam & Cons Sci	Change prerequisites for 7400:527
FAA-07-121	Fam & Cons Sci	Change prerequisites for 7400:531
FAA-07-122	Fam & Cons Sci	Change prerequisites for 7400:536
FAA-07-123	Fam & Cons Sci	Change prerequisites for 7400:538
FAA-07-124	Fam & Cons Sci	Change prerequisites for 7400:542
FAA-07-125	Fam & Cons Sci	Change prerequisites for 7400:549
FAA-07-126	Fam & Cons Sci	Change prerequisites for 7400:575
FAA-07-127	Fam & Cons Sci	Change prerequisites for 7400:580
FAA-07-128	Fam & Cons Sci	Change prerequisites for 7400:581
FAA-07-129	Fam & Cons Sci	Change prerequisites for 7400:587
FAA-07-130	Fam & Cons Sci	Change prerequisites for 7400:5640
FAA-07-132	Art	Change required GPA for all Art Majors
FAA-07-133	Art	Change course title for 7100:303
FAA-07-134	Art	Change prerequisites for all graduate courses in Art
FAA-07-135	Art	Add course 7100:253 Ceramics for Non-Art majors
FAA-07-136	Art	Change prerequisites for 7100:497
FAA-07-137	Art	Change prerequisites for 7100:597
FAA-07-139	Art	Add course 7100:407 Methods of Art History
FAA-07-140	Art	Delete course 7100:305 Art in Europe form 1900-1945
FAA-07-142	Art	Delete course 7100:400 Art in the US before WWII

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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Provost Office

Proposal No.	Department	Title
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School of Law

Proposal No.	Department	Title
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Summit College

Proposal No.	Department	Title
SC-07-24	Assoc Studies	Change general education requirements
SC-07-31	Pub Svc Tech	Delete courses 2220:295 Criminal Justice Internship and 2220:294 Criminal Justice Internship Evaluation
SC-07-36	Allied Health	Change requirements for BS Respiratory Therapy
SC-07-45	Eng & Sci Tech	Change prerequisites for 2820:161 and 2820:162
SC-07-61	Assoc Studies	Change bulletin description for 2020:224 Writing for Advertising

University Libraries

Proposal No.	Department	Title
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University College

Proposal No.	Department	Title
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Proposals Approved By Provost
To Faculty Senate April 2007 (Revised)

Wayne College

Proposal No.	Department	Title
WC-07-10	Wayne	Closure of the Social Services Technology - General Option associate degree program
WC-07-17	Wayne	Change delivery of 2540:119 Business English to web-based
WC-07-21	Wayne	Closure of the Office Technology - Legal Administrative Assistant option associate degree program
WC-07-22	Wayne	Closure of the Legal Office Assistant certificate program
WC-07-23	Wayne	Closure of the Business Management Technology - Data Management Option: Software Emphasis associate degree program
WC-07-24	Wayne	Closure of the Business Management Technology - Data Management Option: Novell Networking Emphasis associate \ degree program
WC-07-25	Wayne	Closure of the Business Management Technology - Data Management Option: Microsoft Networking Emphasis associate degree program
WC-07-32	Wayne	Closure of the Personal Computer Repair certificate program
WC-07-33	Wayne	Closure of the Environmental Health and Safety Management certificate program
WC-07-34	Wayne	Closure of the Mental Health Social Services certificate program
WC-07-35	Wayne	Closure of the Environmental Health and Safety Technology minor
WC-07-36	Wayne	Closure of the Information Processing Specialist certificate program

APPENDIX D

Report of the Curriculum Review Committee

March 25, 2007

As expected, the CRC has spent most of this semester in its incarnation as the Distance Learning Review Committee. Simultaneously, the committee has worked on revising questions and instructions for course proposals for distance-learning courses (web-enhanced, web-based, etc.), while also reviewing course proposals to which these questions and instructions might apply. At this writing, there appears to be at least one objection filed to a course proposal that will require the CRC's mediation and judgment, possibly more.

APPENDIX E

Report of the Ad Hoc Campus Facilities Planning Committee Of the Faculty Senate April 5, 2007

The Ad Hoc Campus Facilities Planning Committee (AHCFCPC) met on at 9:30AM February 19, 2007. The focus of the meeting was a presentation by Dr. John Case, Vice President of Finance and Administration/CFO on the Marketing and Transportation Asset Management Strategy. Mr. James Haskell, Asst. Director Campus Planning and Space Utilization and Mr. David Pierson, Director of Architectural Services and Capital Planning joined members of the committee.

Vice President Case did not have a handout at the time of the meeting. He indicated that both a summary and the full study report would be made available on line. Since this is now available a summary of the presentation will not be included in this report. A parking task force is to be created with the goals of focusing on capacity, pricing, structure of permits, shuttle system and traffic flow recommendations.

A great deal of discussion focused on the change in parking allocation with the loss of 250 spaces with the closing of the Auburn Science Center deck. Discussion included changes from faculty/staff to all permit parking. Shrank (faculty/staff only) was reported to be full by 9AM and full from 11AM-1PM). It was reported that 27 decks and lots (representing 90% of campus parking representing 9,135 spaces out of 10,150) is being studied for the first 6 weeks of the semester. There were 10,400 spaces on campus – 250 ASC leaving 10,150. The parking study recommends the creation of at least a 1,200 space parking deck or a 1,600 parking deck to meet future needs. Discussion included possible sites for a new parking deck such as Wolf Ledges and Carroll or in the southeastern area of campus.

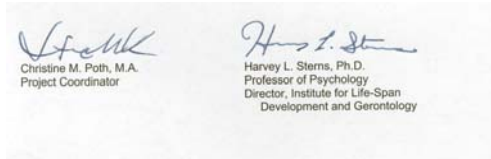
Another topic was that of safety of parking throughout the day and evening. This included discussion of campus shuttle system that would bring people near their cars. The issue of a campus shuttle system is very important. There was a more extensive shuttle service in past years. However, a new service is needed that really meets student, faculty and staff needs. Also discussed was the issue of cost structure of permits, parking fines, campus bus passes and possible approaches such as tiered parking. It was also noted that a joint traffic improvement committee was needed with the university and the City of Akron.

Another major concern expressed was the loss of parking at Gallucci and the new dorm area and the effects on parking at Folk Hall. A major concern is the current and future situation regarding students crossing E. Exchange Street – problem solving must take place immediately.

Further discussion included guest parking and special events parking. Programs being offered at the Student Union and in other areas of campus are being affected, and students and faculty/staff are displaced by these events.

[Please note that H. Sterns has been appointed to the Parking Task Force, and that he has had a number of discussions with the Executive Committee of the Faculty Senate on parking issues and welcomes ideas from all senators. Please contact him at hsterns@uakron.edu.]

Respectfully submitted,



Harvey L. Sterns, Chair

APPENDIX F

THE UNIVERSITY OF AKRON Friday, March 23, 2007
 AKRON, OHIO 44325
 Final 2007 Spring Graduation Statistics Report

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Marching		Marching				
Number of Degrees:		Number	In	Across	w/Other	Not
		Conferred	Absentia	Stage	Degree	
Graduating						
<u>The Graduate School</u>						
<u>Doctorate Candidates</u>						
2	12 Doctor of Philosophy	18	11	7	0	0
Total Buchtel College of Arts and Sciences		18	11	7	0	0
4	14 Doctor of Philosophy	10	8	2	0	0
Total College of Engineering		10	8	2	0	0
2	18 Doctor of Philosophy	7	5	2	0	0
2	19 Doctor of Education	3	2	1	0	0
Total College of Education		10	7	3	0	0
1	21 Doctor of Audiology	1	0	1	0	0
Total Fine and Applied Arts		1	0	1	0	0
1	23 Doctor of Philosophy	3	2	1	0	0
Total College of Nursing		3	2	1	0	0
1	25 Doctor of Philosophy	19	14	5	0	0
Total Polymer Science and Polymer Engineering		19	14	5	0	0
Total Doctorate		61	42	19	0	0

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Marching		Marching				
Number of Degrees:		Number	In	Across	w/Other	Not
		Conferred	Absentia	Stage	Degree	
Graduating						
<u>Masters Candidates</u>						
2	37 Master of Applied Politics	4	3	1	0	0
2	40 Master of Arts	38	26	12	0	0
2	50 Master of Public Administration	11	7	4	0	0
2	55 Master of Science	40	27	13	0	0
Total Buchtel College of Arts and Sciences		93	63	30	0	0
4	60 Master of Science in Chemical Engineering	6	5	1	0	0
4	70 Master of Science in Civil Engineering	2	2	0	0	0
4	80 Master of Science in Electrical Engineering	9	7	2	0	0
4	90 Master of Science in Engineering	13	10	3	0	0
4	100 Master of Science in Mechanical Engineering	9	8	1	0	0
Total College of Engineering		39	32	7	0	0
2	110 Master of Arts in Education	42	22	20	0	0

2	120	Master of Science in Education	66	40	26	0	0
2	130	Master of Science in Technical Education	1	1	0	0	0
		Total College of Education	109	63	46	0	0
4	139	Master of Science in Accountancy	5	4	1	0	0
4	150	Master of Business Administration	33	15	18	0	0
4	160	Master of Science in Management	2	1	1	0	0
4	170	Master of Taxation	6	6	0	0	0
		Total College of Business Administration	46	26	20	0	0
1	180	Master of Arts	17	13	4	0	0
1	192	Master of Arts in Family and Consumer Sciences	4	3	1	0	0
1	198	Master of Arts in Speech - Language Pathology	28	4	24	0	0
1	200	Master of Music	16	6	10	0	0
1	205	Master of Science in Nutrition and Dietetics	2	1	1	0	0
1	207	Master of Social Work	31	11	20	0	0
		Total Fine and Applied Arts	98	38	60	0	0
1	209	Master of Public Health	3	2	1	0	0
1	210	Master of Science in Nursing	26	7	19	0	0
		Total College of Nursing	29	9	20	0	0
1	211	Master of Science	1	1	0	0	0
1	212	Master of Science in Polymer Engineering	1	1	0	0	0
		Total Polymer Science and Polymer Engineering	2	2	0	0	0
		Total Masters	416	233	183	0	0
		Total Graduate	477	275	202	0	0

The School of Law

Juris Doctor Candidates

3	30	Master of Law	1	0	1	0	0
3	33	Juris Doctor	113	0	113	0	0
		Total School of Law	114	0	114	0	0
		Total Juris Doctor	114	0	114	0	0
		Total Law	114	0	114	0	0

				Marching	Marching
		Number	In	Across	w/Other
	Number of Degrees:	Conferred	Absentia	Stage	Degree
					Not
					Graduating

Undergraduate Degrees

Baccalaureate Candidates

Buchtel College of Arts and Sciences

2	220	Bachelor of Arts	146	49	94	3	0
2	227	Bachelor of Arts in Interdisciplinary Anthropology	11	8	3	0	0
2	228	Bachelor of Arts in Interdisciplinary Studies	1	0	1	0	0
2	230	Bachelor of Science	62	31	31	0	0
2	235	Bachelor of Science in Computer Science	9	6	3	0	0
2	243	Bachelor of Science in Geography - Geographic Information Sciences	1	0	1	0	0
2	250	Bachelor of Science in Labor Economics	5	3	2	0	0
2	270	Bachelor of Science in Political Science/Criminal Justice	28	14	14	0	0
		Total Buchtel College of Arts and Sciences	263	111	149	3	0

College of Engineering						
4	278 Bachelor of Science in Biomedical Engineering	11	2	9	0	0
4	280 Bachelor of Science in Chemical Engineering	20	5	15	0	0
4	290 Bachelor of Science in Civil Engineering	11	1	10	0	0
4	295 Bachelor of Science in Computer Engineering	12	4	8	0	0
4	300 Bachelor of Science in Electrical Engineering	25	8	17	0	0
4	310 Bachelor of Science in Engineering	2	2	0	0	0
4	320 Bachelor of Science in Mechanical Engineering	51	24	27	0	0
4	325 Bachelor of Science in Mechanical Polymer Engineering	6	1	5	0	0
	Total College of Engineering	138	47	91	0	0
College of Education						
2	340 Bachelor of Arts in Education	47	19	26	2	0
2	350 Bachelor of Science in Education	150	55	92	3	0
2	360 Bachelor of Science in Technical Education	9	4	5	0	0
	Total College of Education	206	78	123	5	0
College of Business Administration						
4	370 Bachelor of Science in Accounting	58	29	29	0	0
4	375 Bachelor of Science in Business Administration	16	9	7	0	0
4	378 Bachelor of Science in Business Administration/Advertising	8	1	7	0	0
4	380 Bachelor of Science in Business Administration/Finance	28	12	15	1	0
4	383 Bachelor of Science in Business Administration/International Business	10	6	4	0	0
4	390 Bachelor of Science in Business Administration/Marketing	48	27	20	1	0
4	405 Bachelor of Science in Management	39	10	28	1	0
	Total College of Business Administration	207	94	110	3	0
Fine and Applied Arts						
1	410 Bachelor of Arts	41	14	26	1	0
1	430 Bachelor of Arts in Business and Organizational Communication	37	13	24	0	0
1	480 Bachelor of Arts in Family and Child Development	20	7	13	0	0
1	482 Bachelor of Arts in Fashion Merchandising	13	2	11	0	0
1	506 Bachelor of Arts in Interior Design	10	4	6	0	0
1	507 Bachelor of Arts in Interpersonal and Public Communication	6	2	4	0	0
1	508 Bachelor of Arts in Interdisciplinary Studies	1	0	1	0	0
1	510 Bachelor of Arts in Mass Media - Communication	28	6	22	0	0
1	520 Bachelor of Arts/Social Work	22	7	15	0	0
1	531 Bachelor of Arts in Speech - Language Pathology and Audiology	10	4	6	0	0
1	550 Bachelor of Fine Arts	38	17	21	0	0
1	560 Bachelor of Music	16	3	13	0	0
1	565 Bachelor of Science in Dietetics	15	4	11	0	0
	Total Fine and Applied Arts	257	83	173	1	0

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		Number	In	Across	Marching	Marching
Number of Degrees:		Conferred	Absentia	Stage	w/Other Degree	Not Graduating
College of Nursing						
1	570 Bachelor of Science in Nursing	161	60	101	0	0
	Total College of Nursing	161	60	101	0	0
Summit College						
4	572 Bachelor of Arts in Interdisciplinary Studies	1	1	0	0	0

4	576 Bachelor of Science in Automated Manufacturing Engineering Technology	5	2	3
00				
4	577 Bachelor of Science in Computer Information Systems	8	2	6
0				0
4	578 Bachelor of Science in Construction Engineering Technology	16	5	10
0				1
4	581 Bachelor of Science in Electronic Engineering Technology	8	5	3
0				0
4	584 Bachelor of Science in Emergency Management	16	7	9
0				0
4	586 Bachelor of Science in Mechanical Engineering Technology	11	5	6
0				0
4	596 Bachelor of Science in Surveying and Mapping Technology	12	11	0
0				1
	Total Summit College	77	38	37
0				2
	Total Baccalaureate	1309	511	784
0				14

Associate Candidates

Summit College

4	600 Associate of Arts	18	12	3	3
0					
4	630 Associate of Applied Business in Business Management Technology	13	6	7	0
0					
4	642 Associate of Applied Business in Computer Information Systems	22	13	6	3
0					
4	670 Associate of Applied Business in Hospitality Management	6	1	5	0
0					
4	680 Associate of Applied Business in Marketing and Sales Technology	5	1	4	0
0					
4	685 Associate of Applied Business in Office Administration	1	1	0	0
0					
4	740 Associate of Applied Science in Community Services Technology	11	6	5	0
0					
4	745 Associate of Applied Science in Construction Engineering Technology	12	8	2	2
0					
4	750 Associate of Applied Science in Criminal Justice Technology	24	19	4	1
0					
4	771 Associate of Applied Science in Drafting and Computer Drafting	12	10	2	0
0					
4	775 Associate of Applied Science in Early Childhood Development	8	8	0	0
0					
4	791 Associate of Applied Science in Electronic Engineering Technology	3	3	0	0
0					
4	792 Associate of Applied Science in Emergency Medical Services Technology	1	1	1	0
00					
4	800 Associate of Applied Science in Fire Protection Technology	15	8	6	1
0					
4	809 Associate of Applied Science in Geographic and Land Information Systems	1	1	1	0
00					

4	831 Associate of Applied Science in Manufacturing Engineering Technology	3	1	2	0	0
4	841 Associate of Applied Science in Mechanical Engineering Technology	9	8	0	1	0
4	850 Associate of Applied Science in Medical Assisting Technology	8	2	6	0	0
4	854 Associate of Applied Science in Paralegal Studies	3	0	3	0	0
4	860 Associate of Applied Science in Radiologic Technology	1	1	0	0	0
4	865 Associate of Applied Science in Respiratory Care	20	12	8	0	0
4	891 Associate of Applied Science in Surveying and Construction Engineering	2	1	1	1	0
0						
4	893 Associate of Applied Science in Surveying Engineering Technology	3	3	0	0	0
	Total Summit College	201	126	64	11	0
	Wayne College					
2	900 Associate of Arts	3	3	0	0	0
2	910 Associate of Science	13	8	1	4	0
2	912 Associate of Applied Business in Business Management Technology	15	14	1	0	0
2	915 Associate of Applied Business in Health Care Office Management	3	2	1	0	0
2	919 Associate of Applied Business in Office Technology	3	1	1	1	0
2	925 Associate of Applied Science in Computer Network Engineering Technology	3	2	1	1	0
0						
2	940 Associate of Applied Science in Social Services Technology	5	3	2	0	0
	Total Wayne College	45	33	7	5	0
	Total Associate	246	159	71	16	0
	Total Undergraduate	1555	670	855	30	0
	Total Degrees for The University of Akron	2146	945	1171	30	0

APPENDIX G

