



75 pages

SENATE ACTIONS

Passed the following motions:

- To approve the name of the College of Education's Office of Student Affairs be changed to the College of Education Office of Student Services page 9
- To approve the name of the Department of Military Science be changed to the Department of Military Science and Leadership. page 9
- To send a proposal from APC on a policy for retroactive withdrawals back to the committee, after making one amendment. page 14
- To approve a policy change on the use of credits for second degrees (Rule 3359-60-03.6 section (C)(2). page 14
- To approve changes to the Academic Reassessment Policy (Rule 3359-60-03.4) sections A, B, C, and D. page 18
- To approve curriculum changes recommended by the Curriculum Review Committee. page 19
- To postpone to the April meeting deliberations of several changes to our Bylaws introduced by Senator Rich page 23

Received reports from:

- General Education Advisory Committee (GEAC)..... page 19
- University Council Exploratory Committee page 21

In addition, the Senate was informed on the progress of the changes in the student disciplinary code (page 23) and the Executive Committee agreed to investigate the concerns of the School of Music on announced changes to the allocation of graduate assistantships (page 26).

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 March 6, 2008

The regular meeting of the Faculty Senate took place Thursday, March 6, 2008 in Room 201 of the Buckingham Center for Continuing Education (BCCE). Senate Chair Harvey Sterns called the meeting to order at 3:07 p.m.

Of the current roster of fifty-three Senators, 34 were present for this meeting. Senators Bagatto, Broadway, Gandee, Gilliland, Hallett, Halter, Ida, Leigh, Lenavitt, Oswald, Sadler, Schantz, Sotnak and Vinnedge were absent with notice. Senators Carroll, Clark, Hamed and Wilburn were absent without notice.

I. Approval of the Agenda – Chair Sterns welcomed senators to the March 6th Faculty Senate meeting. He reminded everyone to sign in on the attendance sheet. This helps Heather record attendance accurately. He then asked that discussion of graduate assistantships by Senator Toliver be added to the agenda under New Business. Senator Bohland moved (second by Senator Bowman) the amended agenda be approved. It was approved.

II. Chairman's Remarks & Special Announcements – Chair Sterns asked for consideration of the minutes of the meeting of February 7th.

Senator Gerlach moved (Senator Matney seconded) the approval of the minutes of February 7th meeting be deferred until the next Senate meeting. **The motion passed.**

Chair Sterns noted that fortunately there were no obituaries to be presented today. He continued his remarks: "This meeting is an important one because one of the key discussion points today will be the report of the University Council Exploratory Committee. But in my opening remarks I want to make the entire Senate aware of a new document coming out of Ohio Jobs and Family Services called "Ohio's Graying Labor Force – Aging Through 2016". And I'd just like to remind everyone, of course this is the gerontologist in me speaking, that baby boomers make up forty percent of Ohio's population, nearly a quarter of the state's population is 55 or older and the number of Ohioans age 55 and older will increase by more than 540,000 between 2006 to 2016. So I just want to remind everyone that this resource is available from Ohio Jobs and Family Services and many of you in this room based on your work in various enterprises would find this a very interesting report to read, either from an educational perspective or lo and behold from a personal perspective." There were no special announcements so he asked the Secretary for the report from the Executive Committee.

III. Reports –

a. Executive Committee – Senator Stratton “Good afternoon. The Executive Committee met on February 19th to set the agenda for the meeting with the President and Provost the following day and to discuss the case studies that were being prepared for the Higher Learning Commission visit this spring.

On February 20th the Executive Committee met with the Provost and the President; we discussed issues including an update on the University System of Ohio and it’s implications for our campus. We talked about what responsibilities the university had with respect to the Northeast Ohio Study Commission recommendations. We reviewed the ones for which we are to provide leadership and the Provost indicated that the next step is to identify who on campus will provide our leadership. The reorganization of the College of Fine and Applied Arts was discussed. We informed the Provost that we had some concerns about the case studies for the Higher Learning Commission visit and indicated we would be meeting with Rex Ramsier to voice our concerns and discuss the issues. Finally Chair Sterns requested the Provost to find additional funds for research for the Graduate Research Committee.

The Executive Committee also met on February 28th with Provost Rex Ramsier, Jack Connell and Rudy Fenwick about the case studies for the Higher Learning Commission. We had a very fruitful and lengthy discussion which identified issues and provided possible improvements of those particular documents. That’s my report for today.”

Chair Sterns, seeing no questions for Senator Stratton, remarked that the Executive Committee had been really busy since our last meeting and thanked everyone for their contributions. The Senate has not seen all of that work yet. He agreed that the meeting on the revision of case studies was very productive and helpful at least from our viewpoint. Rex Ramsier also seemed to find it useful. Chair Sterns then invited the President to give his remarks.

b. Remarks from the President - President Proenza: “Thank you Mr. Chairman, good afternoon colleagues. Your comments, Mr. Chairman about the report reminds me of an exceptional article in Foreign Affairs just two or three years ago, I trust you saw that one as well, it’s very good. Well the past couple of weeks ladies and gentlemen have been quite exciting for The University of Akron, particularly as it pertains to our university’s engagement with the larger community. About ten days ago or so we had Stephen Covey on our campus for a full day of engagement. As I mentioned to you he has chosen to work with a select group of institutions on a new paradigm for generating citizenry participation and enhancing, strengthening communities. So for those of you who know his work, “Seven Habits of Highly Effective People” and other such things, that engagement will continue. On Sunday and Monday Ken Stapleton, Tom Strauss the CEO of Summa Health Systems and myself were in Macon, Georgia. The community there invited us to share with them how we’ve gone about forming the University Park Alliance and the activities that have emanated from that. So that is an exciting set of activities.

Your Secretary mentioned the discussion we had about the Northeast Ohio Collaborating Study Commission. I’m pleased to tell you that The University of Akron has the lead in putting together a

president's forum between not just the presidents of four-year universities but also the two-year colleges and we met for the first time on Tuesday of this week. I trust that many of you were not trying to get anywhere by plane yesterday. Dr. Stroble and I however did not have that luxury and we spent the better part of our day trying to get to Washington, D.C. and came back today. As you know the university organized and has continued to be the lead in an annual event that brings together our legislative delegation in Washington together with corporate and university leaders and members of the Ohio delegation, broadly defined in Washington for an annual gathering at the Library of Congress Annex, the James Madison building. This is an event that has grown every year. We're now up to a typical attendance of somewhere near 350 to 400 people. Last night seventeen of the twenty-one members of Ohio's congressional delegation were in attendance as well as both Senators George Voinovich and Senator Sherrod Brown. Well we're back and we're more or less unscathed and there were no delays getting here.

You asked about Senate Bill 315 and as you asked I will be presenting the review of that to our Board of Trustees when they meet later this month and I will report back to you then at our next meeting.

You're well aware that off campus safety has been an issue for us, and I hope that you've noticed the increased activity, not only of our own police department but of the Akron Police department who have been partnering with us. As a result of stepped up activities both departments announced in early January the arrest of two individuals who've been largely responsible for a disproportionate number of recent events. Since those two arrests the number of incidents has decreased significantly. I trust given the added importance that we're placing [on safety] that it will continue to decrease and give us back the sense of safety that we have long enjoyed. We will work very hard to ensure that it continues. Of course I hope that you will help; not only by your education of our students but of each and every one of us in regard to safety issues that are vitally important. Please do not walk alone late at night, please do not leave your belongings unattended if you don't absolutely have to or somebody else isn't watching out for them. And just use the most common sense precautionary approach to your safety and your property that you can and engage your students in good judgment about their own personal safety. Dr. Stroble, Candace Campbell-Jackson, Jim Sage and other members of our leadership team are very actively involved in addressing security issues and emergency response issues both on and off campus and we'll be keeping you informed about that.

I'm sure that you are more than aware of Mayor Plusquellic's bold plan to divest the cities' sewer system to private interests and under that proposal he would create a scholarship fund for every graduate of the Akron Public Schools to be able to attend The University of Akron or an appropriate technical school in the area. I know that last month I shared this with you and praised his initiative and certainly want you to know that we've continued conversations with the Mayor and will continue to work in the months ahead with he and his staff to support that approach and coming together with the city and the very best plan that we could making such opportunities available to our area students.

Let me comment just for a minute about the Chancellor's anticipated master plan which will be ready at least by the end of this month. You are aware of course that he's been called to do this by both the Governor and the legislature and to providing a ten-year master plan which will be finalized by March 31st. I of course don't have all of the details, but the discussions that have been taking place give us some sense of the high level themes that will appear therein. For example, the plan will certainly seek to increase education attainment across Ohio. As you know Ohio is below the national average in college going rates and graduation rates and overall educational attainment. Secondly in terms of quality, affordability, accountability and importantly for the kinds of things that The University of Akron has taken significant leadership in is the universities' [plural and possessive in regard to The University of Akron] role for all economic vitality. Further from the Governor's State of the State address I'm sure you will understand that the plan will include something about the Seniors to Sophomores idea. That is enabling students to take early college to enable them to get college credit in some form or other perhaps for their entire senior year, perhaps in other cases for more as we have some students who begin working with us even earlier. Secondly I do expect also that we'll see some expanded role of regional campuses and community colleges with the goal of providing every Ohioan with access to high quality degree program at a lower cost over a shorter period of time within thirty minutes of their home. And in that regard, obviously you could understand that both our Summit College, our Medina County University Center and our Wayne Campus will play important roles and we too in other ways by working with our community college partners can make some opportunities available here that have not perhaps been available previously.

Let me add just one thing, and I'll be happy to speak to any of your departments, I do not and I repeat I do not expect anything in the Chancellor's master plan to talk about mergers, to talk about anything that would combine our university with another. But I do expect some possibilities of increased collaborative opportunities and of course if you read the commission's report there is a sentence in there that I don't think has gotten enough attention and I hope that not only you might read it but call it to the attention of those you might talk to. Because the common assumption is that we do not collaborate or that we do not form alliances when in fact the review that we made suggested to our consultants that arguably Northeast Ohio universities have more collaborations going on than perhaps universities in any other region of the country or at least comparable to the best of the best across the country. As you know we reported to you that The University of Akron alone has in excess of 600 collaborative alliance opportunities in place at any given time. We're delighted that your University of Akron has been selected to participate in the Ohio Board of Regents sponsored program for summer academies. This clearly indicates that we are in a lead position in some of these regards and we are pleased to be participating.

Now I want to close my remarks by inviting you please to call one of our colleagues, Stephen Chang, the Dean of our College of Polymer Science and Polymer Engineering long term distinguished scientist, colleague and congratulate him please on his recent election to the National Academy of Engineering. As I think you know membership in the National Academy of Engineering, the National Academy of Sciences or the Institute of Medicine is one of the most prestigious honors that anyone in the academy can hope to attain during their career and we are most proud and delighted that Professor Chang, Dean Chang has been honored with this election to the National Academy of Engineering. Mr. Chairman I think that concludes my remarks I'm happy to answer any questions anyone may have."

Chair Sterns thanked the President and asked for questions.

Senator Gerlach: “Mr. Chairman, this is not a question at all and I don’t know whether the President would care to respond to my comment, but it occurred to me that I would like to caution him about this proposed support of the Mayor’s plan to sell the sewer system and use the proceeds for scholarships to The University of Akron. I think that may be putting the university administration in a rather difficult position because we have already heard that there are serious objections to this in terms of the financial ramifications. And I would not like to see the university put into a position where a sizable body of citizens who would be violently opposed to the Mayor’s proposal should blame the university. I think the university ought to stand aloof of this and see how it works out but as I said that’s my only other observation off hand and it’s a touchy question.”

President Proenza responded. “It is Senator Gerlach and I’m happy to comment briefly. Certainly our General Counsel is here and he would be the first to point out that we, The University of Akron, cannot take a position on an item like that. On the other hand, we are well aware that throughout the country the instrumentality of infrastructure financing, which this is an example of, is increasingly being utilized for very important revitalization and economic development programs. While there is always some concern, there is always some issues, the practice of infrastructure financing has now moved along to where virtually all of those concerns can be contractually put to rest. Now I certainly do not know who’s advising the Mayor, but he was at a meeting where I was where a practitioner, a legal practitioner of infrastructure financing, presented the latest approaches and I’m sure he’s well aware of those. But obviously this is not something that the average citizen is conversant with, aware of and I’m sure there will be more than a number of concerns that you’re already aware of as there always is to a new idea. Anything else colleagues?”

Chair Sterns invited the Provost to make her remarks, since there were no further questions of the President.

c. Remarks from the Provost – Provost Stroble: “I decided to focus on one topic tonight rather than several and that’s the upcoming NCA visit. This is an important Faculty Senate meeting today in that you will hear an update from the University Council Exploratory Committee and I’m sure that will be a good discussion. And it’s part of our getting ready. This focus visit is to revisit how governance has changed, what progress we’ve made since the visit in 2003. A lot has changed in that period of time. We decided to use case studies to capture that, not only structural changes, levels of participation; the kinds of things that we’ve moved as a university community. So just a reminder here’s who served on the self-study committee. [see appendix A] And those were appointed in some cases by Faculty Senate and some cases by me. And so it was designed to create a model of maximum participation and representation of constituencies and I think it did that. And then you see the actual topics with the eight case studies and this has all been communicated through Provost’s Perspectives and lots of other ways but just to give you one more handout that says in a big picture here’s who the committee was, here are the case studies. We’re in the process of doing final acceptance of your revisions and feedback and truly the fact that Faculty Senate Executive Committee met with the co-chairs both Rex and Rudy Fenwick was enormously helpful to us. The volume of feedback has picked up recently and we’re grateful for that, because part of what we

want to do as we prepare for this visit is to have as much participation as we can. That's how we'll tell our governance story. On the backside I just highlighted a few examples of how you can continue to help us shape preparation for that visit. First of all there still is opportunity to give us feedback about these case studies; Provost's Perspectives on January 21st provided a direct link to the sharing site were those are. If that needs to be refreshed for you let us know, we can do that. Secondly, clearly today's discussion about the progress of University Council Exploratory Committee and that participation and that conversation is an important one and as you can imagine in the document room all the kinds of electronic exhibits and documents that we will give to the visitors will include Faculty Senate minutes. So the conversations that happen here are part of what we talk about as evidence that governance is alive and well. We may not all like the bumps and twists and turns that particular deliberations take or how things turn out, but we certainly are having participative conversations about topics of substance and Faculty Senate minutes are evidence of that.

APC now will have the opportunity to look at the proposal about program alignments in the current College of Fine and Applied Arts and there are many committee meetings that are going to happen between now and the time that the visitors come and all of those minutes and all of those deliberations and those actions just as they have been for the past five years since 2003 are the body of evidence.

And then finally, we think we're closing in on the actual schedule for the visit on April 28th and 29th. There will be an open forum; we think the time right now is on April 28th from 1:45 to 2:45 anyone's welcome to come. And then there will be other times that are scheduled for example Faculty Senate Executive Committee has a designated time as do the people that were on the study and the people that were involved in the various studies, CPAC, SEAC, you know there are all the constituent bodies are built in Student Government. So we're really trying to give them opportunity to talk broadly and specifically about the way decisions get made, who participates in them and how they're communicated. And they will function as consultants who have read our documents, who have read the case studies, who will interview us. They'll learn things about us and they'll give us feedback not only from an evaluative viewpoint but from a consultative viewpoint, to help us continue to improve how we are governed. And so that's what I thought I would highlight today as what we're really focusing on in my office and many of our conversations over the next month or so. We want to do as well as we possibly can in being authentic and true to who we are on that visit. And I'll be glad to answer questions about this or anything else."

Senator Elbuluk asked for clarification. "I'm just trying to understand. This is a focus group not a general meeting, so that there are certain items they are coming to check on?"

Provost Stroble: "Yes, when they came in 2003 that was a general visit and they reaccredited us for an entire ten years."

Senator Elbuluk continued: "So that is how the committee was formed based on the NCA not by college?"

Provost Stroble: “No, it was not designed to be representative of the colleges because it is focused on governance. They actually had two topics they were interested in. [The second was] assessment of student learning. We’re participating in an assessment academy that they sponsor so that won’t be the focus of our visit; just the governance topic.”

Chair Sterns seeing no further questions thanked the Provost and turned to committee reports.

c. **Committee Reports** – There were no reports from Faculty Rights and Responsibilities or the Graduate Council.

Chair Sterns asked Provost Ramsier to deliver the report from the Academic Policies Committee.

Dr. Ramsier: “APC brings forth five motions today for your consideration. I’ll just go down the list because everybody has the handout (see appendix B). The first is the College of Education’s Office of Student Affairs wishes to change their name to the College of Education Office of Student Services to better reflect their role and purpose.”

APC **moved** the name of the College of Education’s Office of Student Affairs be changed to the College of Education Office of Student Services. **The motion passed.**

APC **moved** the name of the Department of Military Science be changed to the Department of Military Science and Leadership. **The motion passed.**

Dr. Ramsier: “Number three, in order to provide a more uniform policy by which students can request retroactive changes in grades or retroactive withdrawals from classes APC presents item three for your approval and discussion. There is no current rule by the way; this would be an insertion into present rule Section F, there actually is no written policy for students to follow in order to get retroactive changes.”

Academic Policies Committee **moved** the following language be inserted into Board of Trustees rule 3359-20-05.1 as section (F) and subsequent sections of the present rule be renamed (lettered) appropriately (shifted down one letter of the alphabet).

(F) Retroactive Withdrawal and Change of Grade Requests

- (1) All retroactive withdrawal and change of grade requests must be submitted by the end of the academic year semester following the grade assignment, excluding summer sessions.
- (2) A retroactive withdrawal may be granted only when a student has experienced unforeseen, documented extenuating medical or legal circumstances that he/she could not have reasonably expected.

(3) The student must initiate the withdrawal and change of grade request by providing written documentation of the circumstances, a current official UA transcript, current contact information (email and phone), and a cover letter of explanation addressed and directed to all department chairs involved in the request.

(4) Upon receipt of required materials from the student, department chairs will review and discuss the request with the instructor(s) of record if at all possible. A coordinated joint response regarding the request will be forwarded to the dean(s) of the respective college(s) for consideration. If approval of the request is recommended by the dean(s), the university registrar will initiate the change of grade once all appropriate paperwork has been received. The university registrar will notify the student, via the email address provided, of the action(s) taken.

(5) Petitions that have been denied by the college(s) can be appealed to the Office of the Provost located in Buchtel Hall, Room 102. Copies of all documents previously submitted to the college(s), along with any written responses from the college(s), should be included with requests for appeals to the Office of Provost.

(6) This process addresses the academic change to a student's record only. Once the academic record change has been made, the student has the right to submit an appeal for tuition and/or fee changes via the Fee Appeal form located on The University of Akron website.

Senator Rich asked “Under F-1 I think there's a typo, it says that request must be submitted by the end of the academic year semester.”

Dr. Ramsier replied that “it means the semester of the academic year is fall and spring, academic year semester I guess what we're trying to do is avoid summer.”

Discussion followed to clarify the intent of the wording and the committee. The consensus seemed to be that APC wants to give students one semester after the end of the course to apply for the retroactive withdrawal. So if they needed a retroactive withdrawal for the fall semester, the request would need to be made by the end of the spring; if they needed it for spring semester, the request must be made end of the next fall semester. Summer terms are ignored.

Senator Moritz moved to delete the words “academic year” from section F (1). It would now read “All retroactive withdrawal and change of grade requests must be submitted by the end of the semester following the grade assignment, excluding summer sessions.” (Second by Senator Lillie)

Chair Sterns asked for discussion of the amendment. There being none, the **motion to amend passed** and the discussion returned to the main motion.

Senator Lillie: “I simply have a question to make sure I'm clear on this. It's indicated on F-4 “department chairs will review and discuss the request with the instructor(s) of record if at all

possible.” Could you explain what the committee meant by that? It seems to me if it’s by the semester following almost in every case it should be possible to find the instructor of record. So I’m asking if you could explain why you thought it to be a conditional discussion with the instructor instead of a mandatory discussion.”

Dr. Ramsier: “Well we thought if we made it mandatory, that if someone was simply unavailable, a part-time instructor who no longer teaches here, someone who left the university for whatever reason, if we were to require that discussion we felt it might be a case where it was impossible to happen then what’s the student do? So we qualified it by the instructor needs to be contacted if at all possible.”

Senator Lillie: “So if I can follow up, in every case where the instructor can be found the instructor must give his or her consent before this can occur?”

Dr. Ramsier: “Well it says to discuss with the instructor if at all possible.”

Senator Lillie: “So it would be possible for the department chair to discuss it and the instructor to say well I really don’t agree with that I think the grade should stay and the department chair could say well we think you had a good reason we’ll change it. I’m not saying that’s necessarily bad. I’m just saying that if that’s the logic of how it would go, it seems to me that it takes the authority and puts it with the department chairs and others as well. The instructor could conceivably have a good reason for why this needs to be maintained. I’m always hoping we’ll be cautious when we’re looking at ways in which the instructor’s actual grade might have to be changed.”

Dr. Ramsier: “Certainly I think our intention here is to effectively guarantee that the instructor would be consulted. If there is a case and we recognize here that it’s been qualified at least I feel by the documented extenuating medical or legal circumstances that the student could not have reasonably expected so that puts the burden on the student to really have a serious situation that the faculty weren’t aware of and just stopped showing up for class they were assigned an F because they earned an F and then after the fact the student comes back looking to make amends. There’s no recourse for them to do that at the moment. Primarily the students come back because they want to change their Fs to W so they don’t have to pay the bill. But there’s no way for them to officially get their record changed in order to then go with the financial piece.”

Senator Tabatcher: “I have a couple of items; under item three [F (3)] where it requires the student to provide current official UA transcript, I don’t see the purpose of that. Being in the position that I’m in, I deal with these issues frequently and that seems like an additional burden when we could get an unofficial transcript just a mouse click away. Most of the time the departments are already familiar with cases of students that have had incidents; it comes to our attention in the main office so I question that. And then also item four [F (4)] where the instructor of record needs to sign, sometimes the instructor of record is not available if that instructor leaves the university then they’re not going to be available and may not have the records. We’ve actually had that situation come up. So there should be some way of excluding that signature if they’re not available or not at the university any longer.”

Dr. Ramsier: “As for the first piece, the current official UA transcript I guess the committee was actually thinking put the burden of proof on the student, rather than the people to whom they come.”

Senator Tabatcher: “Well isn’t the providing written documentation of circumstances and letter all of that providing the burden of proof?”

Dr. Ramsier: “Yes in some sense except that where students are looking for a retroactive change of five Fs to Ws there may be five different chairs involved and five colleges and five administrative assistants and our feeling was that the student simply had their up to date, current official transcript to present in a package to all five people at the same time it would be a lot easier than each of the five departments having to go and find the student’s transcript.”

Senator Tabatcher: “Yeah, looking at it that way that makes sense.”

Dr. Ramsier: “With respect to the item four I don’t see that there’s a requirement or a form here for signature. I don’t see where you’re seeing that.”

Senator Tabatcher: “At some point there’s not going to be a form? We won’t be using the retroactive drop form?”

Dr. Ramsier: “I would defer to Registrar Deb Hayes, she’s on the committee and understands a little more about this. The retroactive drop form, this was a process to which...”

Chair Sterns: “Permission for Deb Hayes to speak, yes? Please go ahead.”

Deb Hayes: “I think the thought was that the retroactive drop form was to be replaced with the grade change form. It would be modified in some way but the retroactive drop form would then be eventually be faded out and be replaced for those retroactive drops because it then becomes a grade change where you’re changing from the F to the WD. So they’re both switching it to that avenue rather than the retroactive drop. Right now the drop form that comes through actually addresses both the change to the academic record and in some way the financial piece and this separates it out then and makes this avenue clearly for the changes to the student’s academic record and then in the last part they have to go another route if they want to adjust the tuition.”

Senator Vollmer: “I wonder in paragraph 5 if the location of the Provost’s office needs to be identified? You don’t identify the Registrar’s office location. And it could change.”

Senator Lillie: “One other question was raised by Provost Ramsier’s explanation, to the fact that there might be a student with five Fs by five different departments, five different colleges, five different administrative assistants, would that student have to get five different official transcripts? That seems to me to be something that could be construed by this, I don’t think that’s what is intended but I’m wondering if there might not be a way to make sure that there would be one set of materials that would be suitable for any of these grade changes that the student wants to do in a particular semester.”

Discussion continued to clarify what would be required of the student. In particular would the student in the described situation need five different official transcripts? There seemed to be some understanding that one copy would need to be official, while others might be copies.

Senator Hajjafar: “If the withdrawal is signed only by the college that the student belongs to they belong to only one college although there may have been other colleges for other courses, there’s only one form and it’s only in one college. So it’s only one transcript.”

Dr. Ramsier: “Well actually this motion and proposed policy is putting the burden on the student simultaneously to go to the five chairs in particular because what we find is that students have a different story for different people and there needs to be a coordination between them. If a student really had a serious medical situation then we’d like to know that all five for example chairs, recognize yes this is a certain issue but they all need to know about it.”

Senator Hajjafar: “Sure that’s why every instructor has to sign the form although it would be executed in the college but the student goes to every instructor and gets the signature from the instructor. That’s why the signature of the instructors are needed. And then after they get signatures from everybody then take it to the college.”

A guest, **Evonn Welton** from the College of Education dean’s office, was given permission to ask how this policy would impact IPs (in progress) grades. She indicated that some of their doctoral students might have an IP well beyond one year.

Dr. Ramsier indicated this policy doesn’t affect IPs.

Senator Tabatcher: “It just seems like such an involved process for a relatively simple thing. I don’t understand why one set of documentation along with maybe a modified retroactive drop form that allows for chair signatures and instructor signatures [would not suffice.] That way it indicates that the chair’s reviewed it, has seen the documentation, agrees with the instructor that the withdrawal is appropriate and instead of putting all this burden on a student that’s probably burdened already. If it’s a legitimate situation then it would be documented and everybody would understand that it’s a legitimate situation. If somebody that’s trying to scam us in some way and they don’t have documentation then obviously it’s not gonna get through first base. But it just seems pretty complex for what we’re trying to accomplish here. I’m just saying that from the department level and what we experience with students it just seems very difficult.”

Chair Sterns: “The problem is here we’re beginning to cross that magic line of doing committee work in the Faculty Senate so unless we can agree with this language. Senator Erickson was next.”

Senator Erickson suggested the there may be legitimate situations where we might want to grant a student a retroactive withdrawal even after the time frame presented in this motion. She cited an adult student in her department who had a bout with cancer. Should such a student be denied this process just because the major medical condition left her incapacitated so long that the time limit was exceeded? She thought allowances should be incorporated in some way.

Senator Erickson then **moved** to refer the main motion (the policy for retroactive withdrawals) back to the committee. (Second Senator Gerlach) **The motion passed.**

Chair Sterns asked if there was any other guidance for the committee for the committee.

Senator Bohland asked for clarification of paragraph four, second sentence, which says “a coordinated joint response”. That is singular. Thus if a student requests retroactive withdrawals for five courses would they get five decisions from the five different department chairs or would all the chairs come together and make one decision and then the student get one decision?

Senator Matney who is on the committee, wondered if the Senate’s objection was the requirement of an official transcript? Would it satisfy the objection to drop the word “official”? In other words, would saying just a transcript is need be okay?

Senator Tabatcher indicated that would make sense to her.

Chair Sterns thanked the Senators for their suggestions and asked Provost Ramsier to continue.

Dr. Ramsier: “Number four is the suggested change to requirements for second bachelor’s or associate’s degree. The change actually is on page 5 letter (C) which refers to the story I told at the last Senate meeting about the student who had graduated with 60 extra credits for the first degree and then could not obtain the second degree because none of the extra credits were allowed to roll for a second degree.

APC **moved** that section (C) (2) of rule 3359-60-03.6 be changed as follows:

“(2) Earn a minimum of:

(a) Thirty-two credits ~~after the awarding of which have not counted toward a~~ the first baccalaureate degree, for an additional baccalaureate degree. or

(b) Sixteen credits ~~after the awarding of which have not counted toward an~~ the first associate degree for an additional associate degree.”

Chair Sterns asked for discussion.

Senator Lillie indicated that in sub paragraph (a) a comma after the first “baccalaureate degree” would greatly clarify its meaning. The body agreed to the modification. [It has been inserted in the motion above.] **The motion passed.**

Dr. Ramsier: “Number 5 page 7. This would entail some significant revisions to our academic reassessment policy. The discussions have led us to make changes that are what we, the committee, feels is a best case scenario compromise between what the prior rules were and what the present rules are after experiencing how the current rules operate. The committee’s decided to go back and use both models and make a best of both worlds with these changes represented.”

Chair Sterns noted these changes are found on pages 7, 8, and 9. Changes on page 10 only are to correct the numbering of the paragraphs and no changes are on page 11.

APC moved to modify Rule 3359-60-03.4, sections A, B, C, and D as indicated below:

Delete (A) (2)

Change (A) (3) to (A) (2) and change “2.00” to “2.50”

Delete (A) (4)

Change (A) (5) to (A) (3)

Change (A) (6) to (A) (4)

Delete (C) (1) (b)

Change (C) (1) (c) to (C) (1) (b) and “below “C” “ to “with a “ “C-” or lower”

Change (C) (1) (d) to (C) (1) (c)

Change (C) (1) (e) to (C) (1) (d)

Delete (C) (1) (f)

Delete the word “policy” at the end of (C) (4)

Delete (C) (5), (C) (6), and (C) (7)

Delete the last line of (D) (1) and sub paragraphs (a), (b), and (c)

Delete (D) (2)

Change (D) (3) to (D) (2)

Change (D) (4) to (D) (3)

Change (D) (5) to (D) (4)

Change (D) (6) to (D) (5)

Change (D) (7) to (D) (6)

Chair Sterns asked if everyone was clear on this motion and asked for discussion.

Senator Erickson asked Provost Ramsier to clarify the issues involved and how the motion would change current procedures.

Dr. Ramsier, with the Chair’s permission, wanted Deb Hayes, the Registrar, and Gail Tankersley from Academic Advising to help with the explanation.

Permission was granted for all of these individuals to speak.

Gail Tankersley: “My name is Gail Tankersley, I’m an academic advisor in University College. Just in the spirit of what this change has been meant to serve, changes to the academic reassessment process in the rule below to better serve our returning students. First of all I’d like to make the comment that we were very happy to see this whole issue addressed again because University College academic advisement center is often the first place that the students come when they want to seek an academic reassessment. We’ve been wholly unhappy with the new policy. So some of these changes have been very welcomed but we have one concern. And that is in section C, “The office of university Registrar shall confirm eligibility and make the adjustments to the student’s

academic record” and then it will be the number one and the new B; our concern is only grades with “a C- or lower may be reassessed”. While on the surface this sounds like a good policy [that grades of] C- or lower should be reassessed, our concern is that a high hour student in returning to The University of Akron who wants to pursue a degree in Business, in Education, in Nursing, will be denied that degree. Because if the student has high hours and most of the grades, the greater percentage of the grades at C or C+ because of the high requirements demanded by those majors those students will never be able to get a degree using this policy because none of the C’s, or C+s may be reassessed. So the grade point average stays below the 2.3, the 2.5 or the 3.0 required by those particular colleges.”

Deb Hayes: “I would just like to explain in summary the old policy was pretty basic: you had to be away from the university for three years and reenroll and for twenty-four hours and maintain a grade point average of 2.5 or better. And that was it. But then when you applied for reassessment and got approved all of the courses from that time backwards were affected, so you could have had Ds, Fs, As, Bs whatever it was but all of those courses were taken out of your GPA.

Then the new policy had many more rules, and it said when you came back you still had to be gone for three years and when you came back you had those twenty-four hours it said you had to maintain a 2.0 GPA so the GPA was a little different. But then when you came back you had to have a GPA of less than 2.0 when you left. So when you left and came back and you did well if your GPA was not 2.0 or below you weren’t eligible to get reassessed. In the current policy you could reassess courses with C- or below and you could pick those courses for a total of 30 credits for baccalaureate degree 15 for an associate.

So what the committee was thinking was taking the parts from each one to come up with something that in the end would serve the students best. So one of the issues that was discussed was the 2.0 GPA when you left and then came back. And they thought that that was restrictive so they wanted to eliminate this; the new policy takes that out of the picture. They wanted to say that when you came back to the university you really showed some academic progress towards your degree so they in the current policy you maintain a GPA of 2.0 or higher for the first twenty-four in the new revision takes it to 2.5. In the new policy they eliminated a cap for the hours. So if there are more than thirty credit hours of courses that you needed to get rid of to get your GPA into an academic degree granting college, this would help in that regard. So the current proposal is a combination of what the committee felt is the best of the current policy and the previous policy.”

Senator Tabatcher: “I just have a question. I guess one is there data available on students who have been reassessed and the difference in their original GPAs versus when they’re reassessed and how they’ve actually brought their grades up. Do you know know what the span is on their original GPA before reassessment and then when they come back after three years?”

Deb Hayes responded that while the data are available she did not have them with her. However, under the current policy to qualify for reassessment a student’s GPA had to be less than a 2.0. Returning students generally do well, gaining averages after reassessment of above 2.5; often in the 3.0 to 3.5 range.

Senator Elliott asked if a student comes back and takes the same course in which he earned a “C” and now gets an “A”, does that make a “B”? He wondered how the averages were calculated.

Gail Tankersley responded that the more recent grade (the “A”) would replace the earlier grade (the “C”).

Senator Elliott: “I thought it only replaces a C- or worse.”

Gail Tankersley: “But that’s why we have that small objection to the policy. The only legal repeat is to repeat a class in which the student earned a C- or less. Now if they come back and they’re pursuing the same degree that they were pursuing when they left, and they have Cs or better and it’s in a degree program that doesn’t have a high GPA expectation the situation is different but if the student comes back after having pursued a different degree during his misspent youth and has a number of Cs and C+s that are dragging down the overall GPA necessary for acceptance to a major with higher grade point average requirements, repeating the class would have to be accepted by the degree granting college on a wink wink basis because there would be no legal repeat of that class. To my knowledge we have never averaged grades; in that case A and C equals B. So the concern is a student who comes back under a 2.0, the poor student is rewarded for having been a poorer student than the 2.1.”

Dr. Ramsier: “If I may speak, the committee discussed this issue and we felt in the new policy having the C- or lower was therefore consistent with the fact that you cannot retake for a change in grade of a C. We wanted it to stay C- or lower tends to be the bar; you need a C- or lower in this prerequisite to advance if you take for a change of grade so we want to keep it the same. The issue from the advisors is that the committee discussed that and we specifically wanted to keep it C- or lower.”

Senator Erickson: “So you prefer that they do not go into these kind of colleges that require higher GPAs.”

Dr. Ramsier: “No, we prefer that they do whatever college that they can make it into, but we want to keep C- or lower.” This issue was discussed by the committee and they want to keep this policy consistent with other policies. Being allowed to apply this to a C was discussed by the committee and rejected. They specifically wanted to keep this C- or lower.

Chair Sterns: “While I think this is excellent discussion but I also feel that we’re verging on again committee work, so any other comments?”

Senator Hajjafar: “Can a student with a GPA of 2.1 petition for reassessment? Because I see am considering a person with 1.9 comes and you reassess the courses then they start taking courses they get the GPA of B at the end and they can go to graduate school they can further their education. A person with 2.1 gets a lot of Bs but stays, still stays below B cannot continue for a graduate school.”

Dr. Ramsier responded that is the current situation. The proposal under consideration would remove anomaly. To reassess specific courses the course grade must be “C- or lower”, but there is no GPA limitation.

Deb Hayes further clarified the point. Under the current rules in affect, if the student’s total cum GPA is not below 2.0 at the time he or she left the university, the student cannot petition for academic reassessment. In the proposed policy that qualifier is eliminated. The student could have had a 2.1, 2.3 whatever at the time he or she left and would still be allowed to use academic reassessment.

Senator Bohland: “My question is: what is the rationale for having two different policies? The last policy we just approved was retroactive withdrawal/change of grade. Is the only difference between the two areas where policy would apply is that the other one was extenuating circumstances and this one is more of a you more or less chose to get these C, Ds and Fs and you’re coming back and you realized you were wronged I guess.”

Deb Hayes: “I would say the difference is the reassessment policy does not change your academic record; the grades remain on the academic record. Your Ds Fs will all be there. At the time we go to graduation and we award the honors and all of that that rolls back in so your honors are based on your total academic record. So your academic record is there with a notation of reassessment. But the retroactive grade process is actually changing your academic record so you’re actually changing a grade in your record.”

Senator Lillie: “A very quick question, do I understand now that if I had done this and I had one course that I wanted to reassess I could then do the petition for one course that was C- or below if I wanted to?”

Deb Hayes: “Yes if you met all your other qualifiers, if you’ve been gone for more than three years and everything else yes.”

Senator Lillie: “So I have a 3.8, drop out, be gone for three years whatever this is, and I come back and say I’ve got one course I want to have fixed.”

Deb Hayes indicated that is correct, if the grade is C- or lower.

Senator Tabatcher: “What would be the difference between what he just talked about and a general repeat for change of grade?”

In the discussion that followed, it appeared that the primary difference is that a current student could request a repeat for a change of grade, while to access academic reassessment the student must be out of school for three years.

Chair Sterns: “I would like to fully explore this because the ramifications are really important, anything else? If not are we ready for a vote?” **The motion passed.**

The Senate then moved on to the Curriculum Review Committee.

Dr. Ramsier: “Curriculum Review Committee brings forward the following proposals for Senate approval.” (See appendix C) **The motion passed.**

There were no reports from Athletics Committee, the NCA faculty representative, the Ad hoc Committee on Facilities Planning, the University Libraries Committee or the Reference Committee.

Chair Sterns noted the written report from the Faculty Research Committee and commented on the fine work done by this committee. He highlighted that portion of the report that stated the Dean of the Graduate School George Newcombe added \$2,000 to supplement the budget.

There were no reports from Student Affairs, Computing and Communications Technology Committee, the ad hoc Committee on University Planning, or the Budgeting Committee. So Chair Sterns asked that the report of General Education Advisory Committee be presented.

Dr. Ramsier: “GEAC has a written report (see appendix E). I’d be happy to answer any questions if there are any. We have four main issues that we’ve been working on I’ve summarized them with as much information as we could and keep it as short as possible. This is this is informational only. No motion.”

Senator Erickson: “In the second one, [by the Department of History] when you’ve actually moved up, the second paragraph states that the “suggestions from the Program Review process have encouraged the Department of History to re-think this curriculum proposal and their course offerings in general.” As many of us are involved in GenEd courses I hope you might be able to provide us with more information as to what is the kind of issues you considered and what we should be thinking about. Are you going to be giving us more information on that at a later date?”

Dr. Ramsier: “Certainly, actually I had the details of all that communication in the minutes and the committee decided not to give all that to the Senate because it was voluminous. But I’d be happy to share anything.”

Senator Erickson: “It just seems to me that if there’s an issue that GEAC is bringing up on curriculum proposals for GenEd and many of us will be likely to do proposals for GenEd and we would like to have a notion in advance of what the major issues that are involved in. Perhaps for next time you could summarize the minutes in some way so that we could know what to expect.”

Dr. Ramsier: “I can tell you exactly what the concerns were in this proposal. This proposal as I mentioned at the last Senate meeting was to simply change all the world Civ 300 courses to 200 level with no academic rationale, no change to curriculum, nothing. GEAC had many concerns with that and we voiced them back to the department with respect to how can a 300 level course become a 200 overnight level course. Where’s the change in the curriculum to go along with it? Things like that. And so if your department were to propose an across the board change of your course numbers, GEAC would say why? And at the same time we would be asking things like what

are the learning outcomes? What's the assessment metrics, what are you going to be looking for for the students to learn in the class and how are you going to measure that? So in today's environment of accountability, new course proposals are going to have to provide more information about what is the goal of the course, so those were the main concerns in a summary fashion."

Chair Sterns: "And so by providing this information you're preparing us for when any policy changes are coming. Our new curriculum revision will be in this content."

Dr. Ramsier: "Maybe in the future, that's not on the committee's agenda right now. We're responding to proposals but..."

Senator Lillie: "I just had a question about the proposal policy statement under number four on page two. It says here "Changes from the current Policy Statement as approved December 8, 2005 are underlined" and then at the bottom of number one there are some changes. I'm not clear on what this policy statement is."

Dr. Ramsier: "This is a policy statement from the Ohio Board of Regents that governs the transfer/articulation for GenEd courses."

Senator Lillie: "And so we're being given this with this new thing added from the Ohio Board of Regents."

Dr. Ramsier: "We wanted to make everyone aware that these are the hard natural science guidelines for GenEd courses and there's an additional underlined piece in number one that is being proposed statewide."

Senator Lillie: "And it comes from the Regents?"

Dr. Ramsier: "Yes, this is coming from the Board of Regents."

Chair Sterns: "Thank you for having that clarification; it's an important addition. Anything else, any other questions? Thank you very much. I will just comment for Rudy Fenwick our representative to Ohio Faculty Council since I went with him on the last trip. There will be a meeting of the Ohio Faculty Council next Friday. Among the problems is that Rudy has not wanted to share the minutes until they were approved by the body. So what I think I'm going to propose doing is as soon as those minutes are approved we can send them to you in electronic form and you'll be able to see them. But I do want to make one comment with respect to Dr. Gerlach's request; that is I personally brought to the table the discussion of House Bill 315. It turns out that before I joined the group that there had been a discussion earlier of House Bill 315 and that the Ohio Faculty Council has made the decision not to support at this point House Bill 315. I did make them fully discuss it again however Dr. Gerlach but we could not prevail on this one. So I just want to tell you that."

Senator Gerlach: "Well Mr. Chairman may I ask a question. Was their view not to support it that they wanted to stand aloof and neither one side or the other or are they opposed to it?"

Chair Sterns: “I think there’s a mixed set of reasons, and I don’t think that I can really answer your question. And you know I usually like to answer questions. I’ll tell you we will have the minutes and then we will be able to see it. Now I’d like to take us to the UC Exploratory Committee report. Co chairs Senator Lillie and Provost Ramsier. Of course this was the meeting that we designated for the discussion of the report so can we go ahead.”

Senator Gerlach: “Well Mr. Chairman may I interrupt by asking first of all, are the reporters going to suggest that there is any action for us to take today? To approve something or not or what?”

Senator Lillie: “At this point I would say in response to your question, if I may, that this is a report that was prepared at the direction and it’s our understanding of the resolution that was passed by the Senate in November that asked us to report on substantive progress to make report as to what we felt was substantive progress. And so what we have done to this point and in this report is to say here is where we’ve gotten, this is why we think it meets the requirement of the Senate resolution. So this is a report to that effect from the University Council Exploratory Committee.”

Senator Gerlach: “I understand that Mr. Chairman, but the point is unless we are expected to act with a yeah or nay on this I hardly think that there’s any point for us to spend a lot of time on it, we’ve got a written report let’s have it to digest. I have to ask my colleagues here have you all got this report before today unlike me? Why cannot we simply move to receive it so we can study it and later if we’re asked any particular questions about it or finally when you’re asked to put a stamp of approval or disapproval of it we do so. The reason I particularly emphasis this is this, in the next to the last paragraph of the cover sheet it says the document in it’s present is not for detailed review or comment since the feedback from several constituencies has not been received or addressed at this time. However it does say that most of the Faculty Senate and Vice Presidents’ and Deans’ concerns are addressed. Well this is gratifying. The committee has done as the Senate asked, give us a substantive report at this date and I don’t see that there’s any need for us to spend any more time now on this. I think we need to take it home or to the office and study it and then have some other meeting whether the next Senate meeting or a special meeting to do any further action on it. I think we’re just spinning more wheels here unnecessarily because you’ve got the report for which we thank you I guess and I think that that’s enough for today. We could go on to some other business. If it’s in order I will **move** that we thank the committee for the report and that we take it under consideration for future action.” (Senator Vollmer seconded)

Dr. Ramsier: “I would add if I may, the reason that the committee has specifically put [that this is not for] “detail review and comment” is that we actually have feedback now, more substantive feedback from the staff, from the contract professionals, from student government that we need to incorporate so it wouldn’t be proper to ask for action from the Senate when we haven’t really incorporated the feedback that we’ve received in the last two weeks.”

Chair Sterns: “I’d like to also make a comment as the Chair having been attending these meetings ex-officio that I really think the characterization of substantial progress is indeed a correct assessment and the representative diagram here in terms of the various constituencies does represent a movement forward. The fact of the matter is that we have many other bodies that have to approve

but I think we're really moving in the right direction. And so I think that one of the reasons why we need to continue to monitor this as a Faculty Senate is we want to move to make progress as much as possible."

Senator Erickson: "I think I agree with Senator Gerlach that this one for you look at at this stage because this is in process. I agree with everyone else here so far that this is something positive, positive progress. There're still some issues. In the document when I looked at it I thought well you're sure that the Vice President and Deans are really agreeing and they aren't finding a way out of it then we should have this kind of wording, this hasn't come up yet. It's going to come up at the next meeting. I'll be more comfortable if we put that word in, other we'll just have to do it. May I remind people, as the Provost has, of the NCA meeting and we as a Senate need to make comment for that NCA meeting as a group but I don't think we need to do that until at the very least the next meeting and if necessary it's just that far away and a little bit more time will do it and a special meeting where we should be able to make a statement. At this point I think it is too early to do it now."

Senator Lillie: "This is a document in my view that represents sort of a hybrid as those of you who have had a chance to look at it can recognize pretty clearly. It includes however and I think in difference to Senator Gerlach's thoughts on this which he's expressed in the past as well, it would be most helpful for this particular body when it comes to the Senate constituency to have a charter and bylaws that would implement what the principles are in this particular document. I would echo what others have said and I think it's important to do so, that there has been progress towards making this body substantive from the perspective of the administration. I think that's very positive and I think we need to be clear about that. But I do believe the devils' in the details and until we have bylaws that actually say this is how people are going to be elected and this is how the body's organized, I think it would be frankly from my perspective as a senator, not as the chair of this committee, it would be premature to approve this. Now much of what it is in this I think will end up in an eventual charter or bylaws but I think that we need to be clear that actually what is approved is an official implementation of what the principles that we've worked very hard to get here. Thank you."

Senator Bohland: "I just wanted to add that we have to start again on Monday for the review of this document, add changes and that I believe that once I bring ASG's feedback on Monday that will be the last constituency group; is that correct? On Monday we'll have all the feedback so by our April meeting we could essentially have a final version from the committee of this report maybe not including the bylaws but including the what do you call it, the recommendations to this document."

Senator Elliott: "I hope this isn't picking nits but for the next time around could we clarify on page 2, third paragraph the line that says democratic and in the fourth paragraph something about a vote on the final recommendations among the eight campus constituencies and lists who they are. So democratic vote does that mean one man one vote or one constituency one vote?"

Senator Lillie: "It means one member of the university council one vote."

Senator Elliott: “So one constituency vote.”

Dr. Ramsier: “We don’t know how many council members will be per constituency.”

Senator Lillie: “It’s sort of a semi-federal system; it’s got the particular constituency which will elect its representatives to university council, those people will then be representatives of the constituency but will be acting as individuals within the council.”

Senator Elliott: “So that goes into the nitty gritty details you were talking about.”

Senator Lillie: “We did go into the nitty gritty details but don’t have a charter and bylaws and until then it’s there’s some changes that could be made that could change the thrust of this particular body.”

Senator Erickson: “Just another one to Senator Elliott. The point of democratic was the next bit to be addressed and that’s a huge big deal because it was required in the points that we passed and were brought back and six points that the Senate required and one was all constituents would be included and that their representatives all be elected. And originally the vice presidents and deans so oh my gosh, no no no. So that has now been withdrawn. That election, that’s what democratic would mean, each constituency will elect representatives.”

Senator Lillie: “If I may say, the Provost is a member of the University Council that’s different than being a representative elected by constituency.”

Chair Sterns: “Okay now I will take the prerogative of the chair I think we’ve had a good discussion of this, I wanted to thank you, we have a motion. So all in favor of Dr. Gerlach’s motion please say aye (aye) those opposed nay (none).” **The motion passed.**

IV. Unfinished Business - Senator Gerlach: “What do we know about the progress about revisions in the Student Disciplinary Code and when and whether this body is going to be asked to put a stamp of approval on any changes that have been made? We were told that this was in the hands of the administration’s legal advisors so we ...”

Chair Sterns: “Yes, and I have attended at least one meeting that addressed some of those changes and Bill Rich went with me. So Bill and I had a chance to meet with the Vice President of Student Services and legal counsel and they had promised us the document if I remember correctly, but we have not yet seen it. So yes, progress has been made but we have not yet scored the points. Bill do you want to comment, Senator Rich?”

Senator Rich: “We are reassured however that it is understood that this document will be submitted to us, we will of course submit it to the Student Affairs committee. It’s acknowledged by the administration that this is something that must go through the Faculty Senate in order for these changes to be made.”

Chair Sterns: “I know failure is no excuse but we have been moving in the right direction.” It was also noted that there is an ad hoc committee on Student Disciplinary Codes chaired by Senator Bove.

Senator Gerlach: “Mr. Chairman, perhaps it is that special committee that needs to consume the document once it is presented but if I may make another observation in passing that’s germane. When we get these agendas there all very very general, now the next agenda that you publish for this body under Old Business itemize this thing of the Student Disciplinary Code, every time it’s unfinished, so that we never lose track of that sort of thing. Just as when you get an item under New Business you put that in there so as to inform the body. At least please give us a little more specific agenda items when it’s possible to get them out.”

Chair Sterns: “Thank you for that helpful suggestion. I think it’s an excellent idea and we’ll try to accommodate that into our new schema. I’d like to now turn to New Business and we have at least two items, I think I’ll turn to Senator Rich.”

V. New Business - Senator Rich: “I’m going to move in a moment to amend the Faculty Senate bylaws in various respects. As you’re probably all aware such amendments need to wait over a month before they can be approved so this is not for deliberation. [It is a first reading.] And I had sent these to everyone via the senate-I discussion list everyone except Senator Gerlach of course. There are hard copies as well that were over on the table there except that one of the pages was omitted so there is one amendment that I will just need to read to you because it’s not there. I will be moving amend paragraph C-1, C-2, F-9b, H-5c, and H-6a 3 and 4. So first C-1....” (see appendix G)

Chair Sterns: “Do you wish these to be taken together or separately?”

Senator Rich: “I wish the motion to include all of them, so that it can be moved to postpone them all with one motion postponed, but we can divide the questions for the next meeting.

I move to amend paragraph C-1 the last sentence so that it reads “the election shall be by majority vote using a secret ballot”. This replaces the language “election shall require a majority vote of the membership of the Senate election of the officers of the Senate shall be by normal democratic procedures utilizing the secret ballot.”

C-2: I move to insert at the end of the paragraph “upon the expiration of the chair’s term of office, the ex-chair shall for one year be a voting member ex officio of the senate if he or she otherwise would not be a member. During that period, the ex-chair shall also be a voting member ex officio of the executive committee.”

Then D-9b, I move to amend by deleting the sentence fragment “recommends to the senate the extension of official recognition of student organizations.”

And then H-5c, I move to delete the entirety of H-5c which is the term limits. It now provides “Senators are limited to two consecutive complete and one partial term of office. Former senators may again stand for office after a hiatus of one year.” I move to delete that language and then renumber or reletter those paragraphs.

And then finally H-6a 3 and 4; these are the ones that are omitted from the hard copy. [In H-6a 3] I move to insert at the beginning of the first sentence “In elections with only one seat at stake,” And in [H-6a] 4 after the words at the beginning of the sentence “In elections with more than one seat at stake” delete “the winning candidate shall be decided in order of total votes cast for each candidate until all seats are filled” and insert “each winning candidate must receive a number of votes exceeding half of the total number of ballots cast.” And in the next sentence delete the words “majority of votes” and insert “sufficient number of votes.” That’s the motion.”

Senator Gerlach asked and Senator Rich confirmed that there are a total of five amendments and that the senate did not have hard copy of the last one. He then seconded the motion to amend.

Senator Gerlach: “I would like to say with particular reference to the fourth proposed amendment that I think ladies and gentlemen it is time that we learned from state politics and otherwise that term limits are not altogether salutary. I think the voters ought to be able to set the limits and terms of their representatives if they like them they can run on forever, if they don’t like them they can kick them out at any time. But to absolutely deprive a body of an institutional member by requiring people to retire and stay out for a certain length of time even it’s only one year, I think does nobody very good service. Conditionally when it was brought up in state politics I wondered is this a good idea, I know the founding fathers thought in terms of the congress they originally felt that it would be a good idea to have a turnover but they didn’t set term limits even so they generally thought it was possible for people to do their citizen duty. And I think that it is true in academic life too. I’ve been on at this university since 1962 and I think some people would be glad to see me go entirely, but I was Chairman of the Senate when it was first established one year and then I retired so my term was ended. Those of you who remember may know I then served as parliamentarian for the Chairman of the Senate until six years ago when the Senate provided for retirees to sit on Senate and so here I’m back again. If need be, I can offer my services as parliamentarian again, if they’re considered to be helpful but so it goes. I think those people who have a proven willingness to serve ought to be able to continue to serve without these arbitrary interruptions. I remember that case with most recently with Dr. Erickson I think she had to step down for a year before she could come back here and I think in that period we deprived the Senate of a year’s help that she has been given for years and years so that’s why I support especially that amendment.”

Chair Sterns: “I came back this fall after a year’s absence and I’m glad to be here as well.”

Senator Rich: “I did include some information in the e-mail that I sent to everyone but Senator Gerlach that explains what I’m trying to accomplish with these other amendments but let me just briefly mention what the point of them is so you’ll understand. And then I’ll have a motion. The amendment to C-1 is simply designed to deal with a problem issue that hasn’t occurred but it seems to me it could occur sometime where we might be unable to elect an officer simply because of the

number of people at a meeting in a close contest so that we would elect officers simply by majority vote, not by majority of the entire membership of the Senate, whether present or absent. C-2 is an amendment which I'm offering with a strong encouragement of our present chair to essentially allow for some continuity by continuing the person who was chair serving on the Senate if she or he otherwise would not be. F-9b is self-explanatory; it would eliminate the provision that it calls upon the Student Affairs committee to pass on individual applications for recognition by proposed student organizations, something that the Student Affairs committee has never done and this body has never decided on either. H-5c Senator Gerlach has explained and then finally and this I think is the one that has the most urgency to it, H-6a 3 and 4 corrects an incoherency in the existing bylaws. If you have an election in with multiple offices where the Senate seats are being filled, since the bylaws don't contemplate individuals running for a specific seat it isn't possible for one person to get the majority of the votes cast. It's been an issue in the past and there's been some confusion with colleges about just what is required and this would clarify that. What you would need to get is a number of those that exceeds half of the votes for number of ballots cast. So you think of ballots as the number of people voting. Which I think what was intended but it didn't come out right. With that in mind I **move** to postpone consideration of these proposed bylaws amendments until the April meeting." (Second by Senator Lillie) **The motion to postpone passed.**

Senator Toliver: "Hi I'm from the School of Music and my faculty asked me to present something and I'm going to be very fast. We got a document and maybe everyone got it, it was a draft of February 11th to the college Deans from the Program Review Committee and it states the Ohio Board of Regents requires that the university reallocate resources to STEM related programs and specifically about graduate assistants and GTA allocation. (see appendix H) It states that the changes will start in Fall of 2008. This got an immediate rise out of our faculty. They made an ad hoc committee; they met with the director and the dean; they drafted a letter on behalf of the faculty to be sent to the higher administration and that we speak briefly about it. I think all they're asking me to do is record their alarm. I'm basically paraphrasing their letter and just adding a couple things that they mentioned to me. For several years we've had about thirty-four assistanceships in the school of music, we have around 55 graduate assistants and these grad assistants do practically everything; administrative, pedagogical duties, associated with maintaining programs and equipment in the computer center, the music librarianship things, proctoring exams, etcetera. There's a list of all the performance organizations that can't survive without them; three concert bands and marching band, symphony orchestra, brass choir and I won't read the whole list but there's several of them. The letter states that they're not only highly visible on campus but they represent the university as well throughout the state. It states that some of them would not exist at all without graduate assistantships and they all would suffer because the graduate assistantships are instructors for the undergraduates who are there also. Without their contributions several of our finest performing organizations would simply cease to exist and the letter raises fears that the discontinuation of the entire program. I don't think it's just hyperbole; the conductor of the symphony orchestra told me that they'd probably have to close up shop if a significant number of assistanceships were lost. I'm almost done. The document that we received from the program review committee says that graduate assistanceships should affect enrollment and our graduate enrollments at an all time high. And finally just in sum the faculty wanted me to be clear they're not just whining that

they're thinking of the impact on the community and they're thinking of the impact of the university's standing within the community if the arts die like this. And they also say they greatly support STEM they just don't think it should be on the backs of the arts."

Chair Sterns: "I think it's a very important piece of information for all of us to receive because we know we hardly have enough graduate assistantships presently and a major move of any graduate assistantships from current assignments would be problematic for anyone in the university. And so I think this is very important."

Senator Lillie: "I wonder if it would be appropriate for the Executive Committee to take this under consideration and perhaps refer somebody if that seems right, but to make sure that we follow through on the action. I'm asking if that would be appropriate."

VI. Good of the Order - Chair Sterns: "I believe so. So I think if everyone concurs on that we will take it forward. Do we have any Good of the Order? Dr. Gerlach has already given me instructions on how to improve in terms of unfinished business.

I want to thank sincerely Heather for all the work that she does day in and day out in making it possible for us to be here and do our business and I really want to give a special thanks to the Executive Committee you've seen throughout the afternoon various individuals on the Executive Committee who have worked extremely hard in terms of special meetings and other activities that really have furthered the idea of shared governance and I especially want to thank Bill Rich for his [help] on many different policy issues we depend on him greatly for his interpretations of bylaws and other issues so that we can try to stay in the realm of legitimacy. Although some of us it doesn't bother to be illegitimate on occasion. Nothing else I guess the Chair is good to accept a motion for adjournment."

VII. Adjournment - Senator Gerlach **moved** to adjourn and was seconded by Senator Bohland. The meeting adjourned at 5:00 p.m.

Verbatim transcript prepared by Heather Loughney

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

APPENDICES TO MINUTES

FACULTY SENATE MEETING OF MARCH 6, 2008

APPENDIX A

REPORT OF THE SENIOR VICE PRESIDENT AND PROVOST, COO
FACULTY SENATE
March 6, 2008

PREPARING FOR THE FOCUSED VISIT BY THE HIGHER LEARNING COMMISSION OF
THE NORTH CENTRAL ASSOCIATION
APRIL 28, 29, 2008

Self-Study Committee:

- Stephen Aby
- Kyle Bohland
- Candace Campbell Jackson
- Jason Drum
- Thomas Dukes
- Rudy Fenwick (co-chair)
- Margaret Halter
- Gordon Holly
- Cheryl Kern-Simirenko
- Robert Kropff
- Joy LiCause
- Timothy Lillie
- Cynthia Mako-Robinson
- Kent Marsden
- E. Stewart Moritz
- Rex Ramsier (co-chair)
- Vicki Rostedt
- James Sage
- Joseph Wilder
- David Witt

Eight Case Studies Illustrating Governance in Action

- The creation of the integrated biosciences program
- The discussions about joining some programs in the College of Fine and Applied Arts and the College of Nursing
- The University Council Exploratory Committee
- The development of the Academic Plan
- The implementation of the AAUP-Akron contract
- The First Year Experience Task Force and Student Success and Retention Committee
- The Operations Advisory Committee
- The Academic Alignment Teams, which were formed to respond to the creation of the University System of Ohio

Opportunities for Your Thoughts and Reactions

Provide comments about case studies: Provost's Perspectives January 21st issue provided Sharepoint links.

Assist in ongoing governance conversations such as today's presentation from the University Council Exploratory Committee, APC's consideration of new program alignments for the College of Fine and Applied Arts, and in the meetings of many committees on which Faculty Senators serve.

Attend Open Forum with Focus Visit Team Members: 1:45-2:45 on April 28th as well as other times for specific constituencies, such as Faculty Senate Executive Committee.

APPENDIX B

Academic Policies Committee Report March 2008

APC brings forward five recommendations and requests Faculty Senate approval:

1. In order to stay abreast of its contemporaries and maintain a level of consistency with other universities the College of Education Office of Student Affairs wishes to change its name to:

College of Education Office of Student Services

The College feels that the new title better reflects the mission of the office which has a strong emphasis on student success and services, and that students will have a better understanding of its role and purpose. This proposal is for a name change only.

2. In order to stay abreast of its contemporaries and maintain a level of consistency with other universities that offer the Reserve Officer Training Corp (ROTC) program, the Department of Military Science wishes to change its name to:

The Department of Military Science and Leadership

The Department feels that this change will provide the opportunity to better market its programs to prospective students, and that the new title better reflects its mission. This proposal is for a name change only.

3. In order to provide a uniform policy by which students can request retroactive changes of grades and retroactive withdrawal from classes, the Academic Policies Committee brings forth this proposed addition to Board of Trustees rule 3359-20-05.1, to be inserted as section (F). Subsequent sections of the present rule would need to be shifted down one letter of the alphabet. No other alterations of the current rule are proposed.

(F) Retroactive Withdrawal and Change of Grade Requests

- (1) All retroactive withdrawal and change of grade requests must be submitted by the end of the academic year semester following the grade assignment, excluding summer sessions.
- (2) A retroactive withdrawal may be granted only when a student has experienced unforeseen, documented extenuating medical or legal circumstances that he/she could not have reasonably expected.

(3) The student must initiate the withdrawal and change of grade request by providing written documentation of the circumstances, a current official UA transcript, current contact information (email and phone), and a cover letter of explanation addressed and directed to all department chairs involved in the request.

(4) Upon receipt of required materials from the student, department chairs will review and discuss the request with the instructor(s) of record if at all possible. A coordinated joint response regarding the request will be forwarded to the dean(s) of the respective college(s) for consideration. If approval of the request is recommended by the dean(s), the university registrar will initiate the change of grade once all appropriate paperwork has been received. The university registrar will notify the student, via the email address provided, of the action(s) taken.

(5) Petitions that have been denied by the college(s) can be appealed to the Office of the Provost located in Buchtel Hall, Room 102. Copies of all documents previously submitted to the college(s), along with any written responses from the college(s), should be included with requests for appeals to the Office of Provost.

(6) This process addresses the academic change to a student's record only. Once the academic record change has been made, the student has the right to submit an appeal for tuition and/or fee changes via the Fee Appeal form located on The University of Akron website.

4. Changing section (C) Requirements for additional baccalaureate and associate degrees in the following rule. This will permit students to apply "extra" credits not needed for their first degree toward a second degree.

3359-60-03.6 Graduation.

(A) Graduation with honors.

(1) For a student who is being awarded a baccalaureate degree and who has completed sixty-four or more credits at the university of Akron, the degree

will be designated	if the overall grade-point average is
cum laude	between 3.40 and 3.59
magna cum laude	between 3.60 and 3.79
summa cum laude	3.80 or higher

The number of credit hours used to determine graduation with honors for the commencement ceremony includes the total number of credit hours completed at the university of Akron plus the number of credit hours in progress at the university of Akron.

(2) For a student who is being awarded an associate degree and who has completed thirty-two or more credits at the university, the degree

will be designated if the overall grade-point average is
with distinction between 3.40 and 3.59
with high distinction between 3.60 and 3.79
with highest distinction 3.80 and higher

(3) Where deemed necessary, the Senior Vice President and Provost and Chief Operating Officer may waive these requirements for rare and unique circumstances and report such waivers to the Board of Trustees for its information.

(B) Requirements for baccalaureate and associate degrees. A candidate for the baccalaureate or the associate degree must:

(1) File an application for graduation with the office of the university registrar.

(a) If the undergraduate or law candidate plans to complete degree requirements at the end of fall semester, submit an application by or before May fifteenth.

(b) If the undergraduate or law candidate plans to complete degree requirements at the end of spring semester, submit an application by or before September fifteenth.

(c) If the undergraduate candidate plans to complete degree requirements at the end of summer semester, submit an application by or before February fifteenth.

(d) If the graduate candidate plans to complete degree requirements by the end of spring, fall or summer semesters, submit an application by dates established by the graduate school.

(2) Earn a minimum 2.00 grade-point average as computed by the office of the university registrar for work attempted at the university of Akron consistent with the repeating courses policy. Some of the colleges may have by action of their faculties, adopted a higher grade-point average for graduation with a degree from that college. The grade-point average achieved at the time of completion of requirements for a degree will be used to calculate rank in class and if applicable honors.

(3) Meet all degree requirements including grade point requirements which are in force at the time a transfer is made to a degree-granting college. If the student should transfer to another major, then the requirements should be those in effect at the time of the transfer. For a student enrolled in an associate degree program in Summit college, the requirements shall be those in effect upon entrance into the program.

(4) For purposes of meeting foreign language requirements, all foreign languages and “American Sign Language” can fulfill the foreign language requirement for those programs that have a non-specific foreign language requirement. However, for those majors or programs that specify specific language requirements, the applicable specific language requirement must be met to satisfy graduation requirements for that major or program.

(5) Be approved for graduation by the appropriate college faculty, faculty senate, and board of trustees.

(6) Complete the requirements for a degree in not more than five calendar years from the date of transfer, as defined below. In the event the student fails to complete the degree requirements within five calendar years from the date of transfer, the university reserves the right to make changes in the number of credits and/or courses required for a degree.

If a student who has transferred from another institution wishes to present for the student's major fewer than fourteen credits earned at the university of Akron written permission of both the dean and head of the department concerned is required.

The date of transfer for a student into a baccalaureate program will be the date that the student is accepted by the degree-granting college. For a student enrolled in an associate degree program in Summit college, the date of transfer refers to the date of entrance into the program.

(7) Credit hour minimums.

(a) Earn the last thirty-two credits in the baccalaureate degree total or sixteen credits in the associate degree total in residence at the university of Akron unless excused in writing by the dean of the college in which the student is enrolled.

(b) Earn a minimum of thirty-two credits in the baccalaureate degree total or sixteen credits in the associate degree total in residence at the university of Akron.

(8) Discharge of all other obligations to the university of Akron.

(C) Requirements for additional baccalaureate and associate degrees.

(1) Meet all the requirements listed in paragraph (B) of this rule.

(2) Earn a minimum of:

(a) ~~Thirty-two credits after the awarding of~~ which have not counted toward a ~~the first~~ baccalaureate degree for an additional baccalaureate degree, or

(b) ~~Sixteen credits after the awarding of~~ which have not counted toward an ~~the first~~ associate degree for an additional associate degree.

(3) These credits shall be earned in residence at the university of Akron.

(D) Change of requirements.

(1) To better accomplish its objectives, the university reserves the right to alter, amend or revoke any rule or regulation. The policy of the university is to give advance notice of such change, whenever feasible.

(2) Unless the change in a rule or regulation specifies otherwise, it shall become effective immediately with respect to the student who subsequently enters the university, whatever the date of matriculation.

(3) Without limiting the generality of its power to alter, amend or revoke rules and regulations, the university reserves the right to make changes in degree requirements of the student enrolled prior to the change by:

- (a) Altering the number of credits and/or courses required in a major field of study.
- (b) Deleting courses.
- (c) Amending courses by increasing or decreasing the credits of specific courses, or by varying the content of specific courses.
- (d) Offering substitute courses in the same or in cognate fields.

(4) The dean of the college, in consultation with the department or division head of the student's major field of study, may grant waivers in writing if a change in rules affecting degree requirements is unduly hard upon a student enrolled before the change was effective. The action of the dean of the college in the granting or refusing a waiver must be reviewed by the senior vice president and provost on motion by the dean concerned, or at the request of the dean of the college of the student affected or at the request of the student affected.

(E) Credit and grade point requirements for graduation as adopted by the college faculties are listed in the university's "Undergraduate Bulletin".

(F) When deemed necessary and only in rare and unique circumstances that do not undermine the overall integrity of the various graduation requirements, the senior vice president and provost and chief operating officer, in consultation with the president, may waive specific requirements contained in this rule and report such waivers to the board of trustees for its information.

Effective: February 11, 2008

Certification: _____
Secretary
Board of Trustees

Prom. Under: 111.15

Rule Amp.: 3359.01

Stat. Auth.: 3359.01

Prior Effective Dates: Prior to 11/4/77, 8/30/79, 1/30/81, 5/15/82, 1/30/87, 5/22/91, 10/28/02, 02/22/03, and 01/30/06, 6/25/07

5. Changes to the academic reassessment process in the rule below to better serve our returning students.

(A) To be eligible for academic reassessment, a student shall:

(1) Have not attended the university of Akron for at least three calendar years. A semester or summer session in which the student received all “WD” grades cannot be counted as part of the separation period; and

(2) Have had a cumulative grade point average of less than 2.00 during the previous enrollment period at the university of Akron; and

~~(3)~~ (2) Have reenrolled and maintained a grade point average of ~~2.00~~ 2.50 or higher for the first twenty-four letter-graded (“A” through “F”) hours attempted at the university of Akron; and

(4) Have a minimum of fifty percent of the total hours required for their degree program remaining. Fifty percent remaining is defined as:

(a) Have at least sixty-four credits remaining for a baccalaureate degree; or

~~(b) Have at least thirty-two credits remaining for an associate degree; and~~

~~(5)~~ (3) Have not used academic reassessment before at the university of Akron; and

~~(6)~~ (4) Submit a written request for academic reassessment to the student’s college dean’s office.

(B) To apply for academic reassessment, the student shall complete the appropriate form in consultation with his/her academic adviser.

(C) The office of the university registrar shall confirm eligibility and make the adjustments to the student’s academic record.

(1) The student begins with a new cumulative grade point average and adjusted credit hour totals.

(a) Credit hours are defined as semester hours.

~~(b) A maximum of thirty credit hours in a baccalaureate program and fifteen credit hours in an associate program may be reassessed.~~

~~(c)~~ (b) Only grades below “C” with a “C-” or lower may be reassessed.

~~(d)~~ (c) The student, in consultation with his/her academic adviser, shall identify the courses to be reassessed.

~~(e)~~ (d) Grades to be reassessed shall come from the time period prior to the student’s reenrollment following the three-year absence.

(f) Should the student have fewer than thirty credit hours in a baccalaureate degree (fifteen hours for an associate degree) at the time of reenrollment, only eligible courses may be reassessed, thus resulting in a reassessment of fewer than thirty credit hours for a baccalaureate degree or fewer than fifteen credit hours for an associate degree.

(2) Grades earned for the courses that are reassessed at the university of Akron are excluded from the calculation of the cumulative “GPA,” but will remain on the student’s official transcript.

(3) Credit hours earned for courses at the university of Akron during the previous enrollment with a grade of “C” or better, including “CR,” are retained.

(4) Credit hours from all reassessed courses taken during the previous enrollment at the university of Akron with a grade of “C-” or lower are removed from the calculation of the cumulative “GPA” (although the grades are retained on the academic transcript with the notation “academic reassessment policy”).

(5) The grade and credit hours associated with any reassessed course with a grade of “C-” or lower earned during the previous enrollment at the university of Akron are forfeited and may not be used to satisfy any degree requirement.

(6) To satisfy the degree requirements in the student’s major:

(a) The student may either retake the course; or

(b) The dean of the degree-granting college may approve a suitable substitution; or

(c) The dean of the degree-granting college may waive the requirement.

(7) To satisfy general education degree requirements:

(a) The student may either retake the course; or

(b) The student may choose a suitable substitution from the same category in the university of Akron approved general education list.

(D) The office of the university registrar will apply the following provisions of the academic reassessment policy.

(1) When counting the first twenty-four credits attempted, if the twenty-fourth credit is part of other credits earned during a semester, the entire number of credits earned for that semester will be calculated into the grade-point average. ~~Repeat for change of grade will apply as long as the repeat process occurs and is counted within the first twenty-four hours of completed credits.~~

(a) The student may repeat for change of grade any course during the previous enrollment that has not been reassessed and that meets the requirement of the change of grade.

(b) The student may repeat any course that has been reassessed and meets the requirements of the repeat policy.

(c) The student may not repeat for change of grade any course that has been reassessed.

(2) The first twenty-four credits completion rule begins with the student's reenrollment after the first three-year absence period and continues regardless of the number or length of additional stop-outs that may occur.

~~(3) (2) An undergraduate student may utilize this academic reassessment policy only one time in his/her career at the university of Akron for a specific degree objective, and academic reassessment must be prior to the award of the degree for which the hours and grades involved will be applicable. (For example, a student who is pursuing a baccalaureate degree and has earned an associate degree from the university of Akron cannot apply the policy to any credit earned prior to the completion of the associate degree.)~~

~~(4) (3) This policy applies to undergraduate course work taken at the university of Akron and only for undergraduate students earning a first undergraduate degree. (The graduate school has adopted its own academic reassessment policy, rule 3359-60-03.4(E) of the Administrative Code.)~~

~~(5) (4) Grades from all courses ever taken at the university of Akron and the resulting "GPA" (unadjusted by the academic reassessment policy) will be used for purposes of determining eligibility for university, departmental or professional honors or other recognition based upon the student's undergraduate academic career and record of academic performance.~~

~~(6) (5) Any academic probations, suspensions or dismissals from reassessed semesters shall not be forgiven. They will count when the probation-dismissal policy is applied to the student's record after readmission.~~

~~(7) (6) A student may seek an exception to this policy through an appeal to the senior vice president and provost and chief operating officer whose decision will be final.~~

(E) Academic reassessment: graduate.

(1) A student who meets all the criteria described below may petition the vice president for research and dean of the graduate school to remove from her/his graduate cumulative grade point average all those grades earned under the student's prior enrollment at the university of Akron.

(a) Degree-seeking graduate student,

(b) Previous graduate enrollment at the university of Akron,

- (c) Not enrolled at the university of Akron for at least five years prior to current enrollment, and
 - (d) Maintain a current graduate grade point average of at least 3.00 or better for the first fifteen hours of re-enrollment credit.
- (2) If the student's petition is granted, the following will apply to the reassessment policy:
- (a) This policy only applies to the student's graduate grade point average.
 - (b) All university of Akron grades will remain on the student's official, permanent academic record (transcript); this process will affect the cumulative grade point average only. It will not remove evidence/documentation of the student's overall academic history at the university.
 - (c) No grades/credits from the student's prior graduate enrollment at the university may be counted toward the subsequent degree program requirements. Degree requirements may only be met by courses included in the calculation of the student's cumulative graduate grade point average at the university of Akron. Thus, the student who successfully petitions for cumulative graduate grade point average recalculation under this policy automatically forfeits the right to use any of the excluded course work toward the current degree requirements.
- (2) A student may exercise this graduate reassessment option only once, regardless of the number of times the student enters/attends a graduate degree program at the university of Akron.
- (F) Discipline. Continuation as a student of the university is dependent on the maintenance of satisfactory grades and conformity to the rules of the institution.

Replaces: 3359-60-03.4

Effective: June 25, 2007

Certification: _____
Ted A. Mallo
Secretary
Board of Trustees

Prom. Under: 111.15

Rule Amp.: R.C. 3359.01

Statutory Authority: R.C. 3359.01

Prior Effective Dates: Prior to 11/4/77, 8/30/79, 1/30/81, 5/15/82, 12/31/86, 11/24/01, 06/30/03

Respectfully submitted by Rex Ramsier.

APPENDIX C**Curriculum Review Committee Report
March 2008**

The CRC brings forward the following proposals and requests approval by Faculty Senate:

AS-08-001	Change in the physical chemistry requirements and deletion of three elective courses for the BA in chemistry degree
AS-08-003	Human Rights in World Politics
AS-08-004	Human Rights in World Politics
AS-08-006	Graduate Program in Sociology
AS-08-007	3520:301, 302, 309, 310, 312, 403— Change name /number/description
AS-08-009	Statistical Computer Science Option to M.S. Statistics Degree
AS-08-010	Change 3470:667 Factor Analysis from Laboratory to Lecture
AS-08-013	Course addition: 3520:308 Internship in French
AS-08-014	Course addition: 3520:430 Contemporary Quebec
AS-08-015	Course addition: 3520:530 Contemporary Quebec
AS-08-016	Course addition: 3520:431 Francophone Literature
AS-08-017	Course addition: 3520:531 Francophone Literature
AS-08-018	Course addition: 3520: 300
AS-08-019	Environmental and Engineering Geophysics
AS-08-020	Environmental and Engineering Geophysics
AS-08-021	Remove grad level
AS-08-022	Course change: 3400:392 Internships in History
AS-08-024	New course: 3100:618 Experimental Approaches in Field Ecology
AS-08-025	New course: 3100:617 Graduate Ecology
AS-08-026	BS Biology, Ecology/Evolution Specialization changes
AS-08-027	Community/Ecosystem Ecology, 3100:530 credit hour change
AS-08-028	New course: 3100:475 Comparative Biomechanics
AS-08-029	3100:316 Evolutionary Biology prereq change
AS-08-030	B.S. Biology, Botany Specialization
AS-08-031	Graduate Internship in Geology
AS-08-032	New Course: 3100:676 Integrative Physiology
AS-08-033	New Course: 3100:677 Systems Physiology
AS-08-034	3400:371 Selected Topics: North American history
AS-08-035	3400:372 Selected Topics: European History
AS-08-036	3400:373 Selected Topics: Other
AS-08-037	Course Title Change of 3400:493 to Special Studies: North American History
AS-08-038	Course Title Change of 3400:593 to Special Studies: North American History
AS-08-039	New Course, Special Studies: European History
AS-08-040	Special Studies: European History
AS-08-041	Special Studies in History: Other
AS-08-042	Special Studies in History: Other
AS-08-043	3300:630 Literature of the 1930s
AS-08-044	3300:677 Science Writing
AS-08-045	3300:646 Whitman & Dickinson
AS-08-046	3300:468 International Poetry
AS-08-047	3300:568 International Poetry

AS-08-048	M.A. Graduation Requirement
AS-08-051	Field Internship
AS-08-052	3600:327 Law and Morality
AS-08-053	3600:365 Environmental Ethics
AS-08-054	Pre-Law Philosophy Minor
AS-08-055	3600:329 Philosophies of International Law
AS-08-056	3600:461 Neuroethics
AS-08-057	Inorganic Polymers
AS-08-059	Addition of Econometrics Requirement: MA Program
AS-08-064	new course: Ottoman State and Society (3400:489)
AS-08-065	Course addition: Ottoman State and Society (graduate level), 3400:589
AS-08-068	Course addition: Iraq in Historical Perspective 3400:396
AS-08-072	Change Course Title of 3370-462 Advanced Paleontology (change to Macroevolution)
AS-08-073	Change Course Title of 3370-562 Advanced Paleontology (change to Macroevolution)
AS-08-074	Change Course Title of 3370-360 from current title "Introductory Invertebrate Paleontology" to new title "Paleobiology"
AS-08-075	3370: 463 Change name and description
AS-08-076	Change Course Name for 3370-563 Micropaleontology to Environmental
AS-08-092	Removal of Prerequisite for Analysis of Algorithms
AS-08-093	Changes to Master of Science - Computer Science
AS-08-096	Course Name change: 3400:651 to Reading Seminar: The Modern British Empire
AS-08-097	Course Name change: 3400:652 to Writing Seminar: The Modern British Empire
AS-08-098	Rename Crystallography and non-silicate mineralogy
AS-08-099	Rename Mineral Science
AS-08-100	Course addition of 3460:641
AS-08-103	Title Change: 3400:453 The Early American Republic
AS-08-104	Title Change: 3400:553 The Early American Republic
AS-08-106	Deletion of ELI courses
ED-08-04	Remove UG pre-reqs from 5610:568 – Advanced Behavior Management
ED-08-05	Remove UG pre-reqs from 5610:559, Collaboration & Consultation in Schools and Community
ED-08-06	Change course title for 5500:617
ED-08-07	B.S. Technical Education
ED-08-08	Program Change: M.S. Postsecondary Technical Education
ED-08-09	Technical and Skills Training Certificate
ED-08-12	Certificate in Postsecondary Teaching
ED-08-15	Athletic Training Program Course Name Changes
ED-08-16	Instructional Technology Master's Program
ED-08-17	Remove MS Education in Special Education program
ED-08-18	Changes to PhD Admission Procedures
EN 8-41	Switching and Logic
EN 8-42	Changes to 4400:470 Microprocessor Interfacing
EN 8-44	4400:489 Design of Electric and Hybrid Vehicles
EN 8-53	VLSI Design
EN 8-54	VLSI Circuits and Systems
EN-08-80	BME-Instrumentation, Signals and Imaging
FAA-08-001	Delete 7750:664 Direct Practice Research require existing course
FAA-08-002	Require completion of existing course 7750:675 Program Evaluation by all MSW students in micro concentration

FAA-08-006	BA Family and Consumer Sciences Education
FAA-08-007	BA Family and Consumer Sciences Education
FAA-08-008	BA Family and Child Development: Child Life Specialist
FAA-08-009	BA Family and Child Development: Child Life Specialist
FAA-08-013	Change prerequisite for Ballet IV 7900:225 and allow for repeat of course for up to 12 credits
FAA-08-014	Change prerequisite for 7900:125 Ballet II
FAA-08-015	Change prerequisite for Modern II 7900:120
FAA-08-017	7915:117 World Dance: Spanish prerequisites
FAA-08-018	Delete prerequisite from 7600:417
FAA-08-020	Change title of 7100:304 Art in Europe During the 19th Century
FAA-08-023	7400:514 Food Systems Management II Clinical
FAA-08-024	MS Nutrition and Dietetics
FAA-08-027	7400:544 Nutrition in Medical Science Long Term Care – Clinical
FAA-08-064	7920:471 Senior Seminar prerequisite change
FAA-08-071	Delete 7920:431 Dance History: Prehistory-1661
FAA-08-072	Rename 7920:432 1661-Diaghilev to History of Ballet
FAA-08-074	Changes to 7920:445 Dance Philosophy & Criticism I
FAA-08-075	Clarify prerequisites for 7915:101 Dance Somatics: Yoga
FAA-08-076	7915:102 Dance Somatics: Pilates prerequisites
FAA-08-077	Prerequisites for 7915:103 Dance Somatics: Alexander Technique
FAA-08-078	Prerequisites for 7915:104 Dance Somatics: Gyrokinesis
FAA-08-080	7915:112 World Dance: Asia
FAA-08-081	7915:112 World Dance: Europe
FAA-08-082	7915:114 World Dance: Pacific Rim prerequisites
FAA-08-083	7915:115 World Dance prerequisites
FAA-08-084	7915:116 World Dance: Baroque
FAA-08-086	7915:403 Special Topics in World Dance or Dance Somatic
FAA-08-087	7920:333 Partnering prerequisite
FAA-08-79	7915:111 World Dance: Africa prerequisites
PS-08-01	Revise Prerequisites for Graduate Courses
SC-07-37	Offering 2230:202 on the web
SC-08-01	Name Change of 2230:204 to Fire and Life Safety Education
SC-08-02	Name Change of 2230:254 to Fire Prevention
SC-08-03	Emergency Medical Services: Fire Medic Option Changes
SC-08-25	Delete Office Administration Medical Transcriptionist Certificate
SC-08-26	Course changes for Office Administration courses
SC-08-32	Criminal Justice Technology
WC-08-02	Social Services Practicum and Seminar changes
WC-08-03	Program modifications to Social Services Tech. Step-Up program reflecting practicum modifications outlined in WC-08-02
WC-08-04	Program changes to the Gerontological Social Services Certificate reflecting practicum modifications in WC-08-02
WC-08-05	Program modifications to the Therapeutic Activities Certificate reflecting practicum modifications in WC-08-02

Respectfully submitted by Rex Ramsier.

APPENDIX D

Faculty Senate Report
Faculty Research Committee
Laura Gelfand, Chair

March 2, 2008

This hard-working Committee met February 1, 8, 15 and 22 for three hours each time to review, discuss and vote on the 61 proposals we received for Summer Faculty Research Grants. We were able to fully fund 16 proposals for \$10,000 each thanks to the generosity of George Newkome who gave us a little over \$2,000.00 to supplement our budget.

I have assembled a sub-committee to explore ways to expedite this process and to improve our on-line submission process. This sub-committee will be meeting in a couple of weeks to prepare a report for the entire committee when it has its final meeting of the year on April 18.

Katie Watkins-Wendell, Mary Dingler and I are currently planning the November colloquium for faculty who received Summer Research Grants. This will be held in one of the Union Ballrooms on November 7 with a reception will follow. I invite all members of the Faculty Senate to attend and to hear about the exciting research in which our colleagues from across the University are engaged.

Respectfully submitted,

Laura Gelfand
Chair, Faculty Research Committee

2008 Summer Fellowships
Awarded 02/22/08

<u>ACCT.#</u>	<u>FRG#</u>	<u>NAME</u>	<u>TITLE OF PROJECT</u>	<u>AMOUNT</u>
2-07647	1684	Mr. Stephen Aron Music	The Mendelssohn <i>Lieder ohne Worte</i> (Songs without Words)	\$ 10,000
2-07648	1685	Dr. Kevin Cavicchi Polymer Engineering	Investigation of an Alternative Method for the Synthesis and Fabrication of Sulfonated Block Copolymer Membranes	\$ 10,000
2-07649	1686	Dr. James Diefendorff Psychology	Understanding Emotional Labor: A Multi- Level Investigation of the Event-Level and Person-Level Influences on Emotion	\$ 10,000
2-07650	1687	Dr. Robert Joel Duff Biology	Development of Microsatellites for Molecular Genetic Studies of Clamshrimp	\$ 10,000
2-07651	1688	Dr. Michael Ferrara, Theoretical & Applied Mathematics	New Approaches to Graph Linkage Problems	\$ 10,000
2-07652	1689	Dr. John Huss Philosophy	Of Microbes and Men: Metagenomics and Human Individuality	\$ 10,000
2-07653	1690	Dr. Li Jia Polymer Science	Fabrication of Antireflective Moth- Eye Structure	\$ 10,000
2-07654	1691	Dr. Edward Lim Chemistry	In Search of Molecules that Act as Electrical Wires, Rectifiers and Switches	\$ 10,000
2-07655	1692	Dr. Stephanie Lopina Chemical & Bio- Molecular Engr.	Polymer Scaffolds for Skin and Muscle Tissue Engineering	\$ 10,000
2-07656	1693	Dr. David Modarelli Chemistry	Using Single-Molecular Spectroscopy to Study Electron-Transfer Through Amino Acids	\$ 10,000
2-07657	1694	Dr. Rolando Ramirez Biology	Aortic Occlusion in the Pregnant Rat. A Model of Preeclampsia	\$ 10,000
2-07658	1695	Dr. Aaron Schmidt Psychology	Toward an Understanding of the Within- Person Effects of Self-Efficacy on Performance	\$ 10,000
2-07659	1696	Dr. Matthew Shawkey Biology	An Integrative Analysis of the Biophysics, Biochemistry and Evolution of Avian Plumage Color	\$ 10,000
2-07660	1697	Dr. Prashant Srivastava Marketing	New product Development, Organizational Learning, and Market Orientation	\$ 10,000
2-07661	1698	Dr. Igor Tsukerman Electrical & computer	Tunable Photonic Metamaterials and Structures	\$ 10,000
2-07662	1699	Dr. Jie Zheng Chemical and	Exploring Kinetics and Structures of Alzheimer's Amyloid Protein Formation: A Molecular Study	\$ 10,000

TOTAL FUNDED: \$160,000

APPENDIX E

General Education Advisory Committee Report
March 2008

Issues that GEAC has been addressing are:

1. General Education courses not offered within the past three years, and the response from the departments (*in italics*) based on GEAC's query:

3300:251 T: World Literature has not been offered for 5 years
Department will delete the course permanently

3370:122 Mass Extinctions & Geology has not been offered for 6 years
Department does not object to this course not being listed in the bulletin in the Gen. Ed. section as long as it can be resurrected in the future if staffing permits

3370:135 Geology of Energy Resources has not been offered for 3 years
Department does not object to this course not being listed in the bulletin in the Gen. Ed. section as long as it can be resurrected in the future if staffing permits

3580:350 Literature of Spanish-America in Translation has not been offered for 5 years
Department will resume teaching the course annually

5100:150 Democracy and Education has not been offered for 6 years
Department will offer this course in Fall 2008

5540:148 Swimming (Advanced) has not been offered for 6 years
No decision to-date

2. Curriculum proposal AS-08-105 from the Department of History involves possible changes to the World Civilization courses, 3400:385-391. GEAC is working with the department on suggestions to modify their proposal. Issues include pre-requisites impacted by the changes, transfer and articulation and identifying student learning outcomes.

A productive meeting with the department Chair and Dean was held. GEAC concerns as well as suggestions from the Program Review process have encouraged the Department of History to re-think this curriculum proposal and their course offerings in general. A revised proposal has not yet been received at the time of writing this report.

3. GEAC received curriculum proposal AS-08-128 from the Department of Geography and Planning. The proposal parallels changes proposed by the history department above.

GEAC will discuss this proposal at its next meeting which will occur on March 4, 2008.

4. GEAC sent out a questionnaire to the departments with General Education courses in the Natural Sciences which meet the laboratory requirements.

GEAC collected information from departments as part of a request from the Ohio Board of Regents concerning the Ohio Transfer Module Policy that follows:

“Proposed Policy Statement (Changes from the current Policy Statement as approved December 8, 2005 are underlined.)

A. Natural Sciences

In addition to the Common Guidelines described above, the courses in the Natural Sciences category are subject to the following guidelines and restrictions.

Courses of an introductory nature must make clear the importance of experimental inquiry in the sciences and the way in which such inquiry into the natural world leads scientists to formulate principles that provide universal explanations of diverse phenomena. These courses should have as a goal the development of an understanding of how scientific principles are built and used in the modern world and of the impact of science on society. Through these courses, students should develop an understanding of structured thinking involving induction and deduction. Courses may be selected from natural science disciplines such as astronomy, biology, chemistry, environmental science, geology, physical geography, and physics. At least one of the courses must have a laboratory component as follows:

1. The laboratory component of courses must carry at least one credit hour and must meet an average of no less than two hours per week. The laboratory component must include, as relevant to the subject, manipulation, observation and/or measurement of actual physical materials and phenomena, data collection and analysis. The Lab course should provide for effective supervision and interactive feedback by the science instructor.

2. All course descriptions must include a breakdown of lecture and laboratory hours per course.

Excluded: Remedial or developmental courses, special topics courses, upper division courses, and narrowly focused technical or pre-technical courses. Also excluded are courses that focus exclusively on content coverage, without addressing the learning outcomes for the Transfer Module.”

A summary of the data received from departments on courses at The University of Akron that, according to the Undergraduate Bulletin, meet the required one credit hour/two contact hour laboratory component of the General Education curriculum follows:

Course Title	Lecture Hrs./Week	Lab Hrs./Week	Credits
Basic Chemistry - 2820:105	2	3	3
Introductory Chemistry - 2820:111	2	3	3
Introductory & Analytical Chemistry - 2820:112		2	3 3
Technical Physics: Mechanics I - 2820:161	3	3	2
Technical Physics: Mechanics II - 2820:162	3	3	2
Technical Physics: Electricity & Magnetism - 2820:163		3	3 2
Technical Physics: Heat & Light - 2820:164	3	3	2
Introduction to Botany - 3100:100	No Response	No Response	4
Introduction to Zoology - 3100:101	No Response	No Response	4
Natural Science Biology - 3100:103	3	2	4
Introduction to Ecology Lab - 3100:104	N/A	No Response	1
Chemistry for Everyone - 3150:101	2.5	3	4
Human Evolution - 3230:151	100 min. for 12 weeks	plus 200 min. for 3 weeks	100
	4		
Introductory Physical Geology - 3370:101	3	2.5	4
Environmental Geology Laboratory 1 - 3370:201		N/A	2.5 1
Environmental Geology Laboratory 2 - 3370:203		N/A	2.5 1

Course Title	Lecture Hrs./Week	Lab Hrs./Week	Credits
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Descriptive Astronomy (Main) - 3650:130 **3.33** Labs are run several times each day for a total of approximately 2 hours and students attend sections as their class schedule allows. Students may complete the labs in under 2 hours. The students are not required to attend the labs if the lab activities can be performed at home (for example some are observations of stars, planets etc., which have to be done in the evening). **4**

Descriptive Astronomy (Wayne) - 3650:130 Students are in contact with the instructor three hours and twenty minutes a week during the 15 week fall and spring semesters for lecture and lab. This time is used in three ways: (a) lecture (75% of contact time), (b) in-class lab work, and (c) instructing students on the procedures they will use to complete lab assignments outside of class time (including such things as night sky and sunrise/sunset observations.) In addition, some class time is used to construct instruments (such as the cross-staff) which will be used by the students outside of class.

Students are in contact with the instructor three hours and twenty minutes a week during the 15 week fall and spring semesters for lecture and lab. This time is used in three ways: (a) lecture (75% of contact time), (b) in-class lab work, and (c) instructing students on the procedures they will use to complete lab assignments outside of class time (including such things as night sky and sunrise/sunset observations.) In addition, some class time is used to construct instruments (such as the cross-staff) which will be used by the students outside of class. **4**

Music, Sound, and Physics - 3650:133	3.33	50 min.	4
Light - 3650:137	3.33	50 min.	4

Respectfully submitted by Rex Ramsier

APPENDIX F

University Council Exploratory Committee Report to the Faculty Senate The University of Akron March 2008

This report is presented as the “evidence of substantive progress” that the Faculty Senate requested from the UCEC at its meeting of November 8, 2007. The attached document is that evidence, which resulted from a merging of the original December 2006 report with the presentation developed by Joe Wilder (Chair of Theoretical and Applied Math), at the request of the UCEC.

Recent agreements that have been reached by the committee include:

We came to agreement on the voting by University Council representatives: namely that votes by UC members shall represent each member’s best thinking on the issue at hand and shall not be interpreted as representing the consensus of their constituency.

We also agreed that the diagram within the merged document is representative of what we now consider as substantive input and lines of communication for all concerned, addresses the issue of having both planning and action/implementation committees.

We agreed that the merged document addresses all but one of the concerns of Faculty Senate: namely greater representation.

We agreed that the attached document contains “evidence of substantive progress” and will meet the charge by Faculty Senate as a deliverable this week. The document in its present form is not for detailed review or comment since the feedback from several constituencies has not been received or addressed at this time. However, it does address most of the Faculty Senate and VPs/Deans concerns.

While we believe that much forward progress has been made, a charter and bylaws, with specific rules for the proposed University Council business, remains to be created. However, now with a clear conceptual understanding of the role, structure and function of the proposed University Council, more specific details can be added.

Respectfully submitted

Timothy Lillie and Rex Ramsier
Co-Chairs, University Council Exploratory Committee

This is the language approved for distribution by the Committee.

UNIVERSITY COUNCIL

Proposed Principles and Structure

February, 2008

The University of Akron

(A) Mission:

The University Council of the University of Akron is a deliberative and broadly representative forum which exists to consider the activities of the University in a systemic environment, with particular attention to the educational objectives of the University and those matters that affect the well being and common interests of the University community. The purpose of the University Council is to provide open lines of communication between and among all components and members of the University community so that the University will have informed and inclusive decision-making on matters of policy and planning that affect all constituent groups.

Shared governance is carefully planned, instituted and evaluated. It is designed to lead to effective participation in decision making that unites constituencies, produces an improved university environment, drawing upon the strength of diversity and working within a covenant of mutual trust. Shared Governance includes the structures and processes for decision making that engage students, staff, faculty and administrators in reaching and implementing decisions that further the mission of the university.

Membership on The University Council is broad-based and is representative of the campus community. The Council's governance will strictly adhere to a democratic system of decision making with input from administrative, academic and student elected members. The Council actively participates in decision making regarding major university issues. Although the purpose of the Council is broad-based, it is not intended that the Council deal with all issues nor micro-manage individual constituent groups.

The Council shall receive reports or recommendations from eight campus constituencies (Faculty Senate, Council of Deans, Vice Presidents, Department Chairs, Contract Professional Advisory Committee, Staff Employee Advisory Committee, Graduate Student Government, Associated Student Government) Provost, President and the Council's standing committees. Upon review, the Council shall formulate, deliberate, and vote on final recommendation to the President of the University. It may recommend general policies and otherwise advise the president, the provost, and other officers of the University. It is authorized to initiate policy proposals as well as to express its judgment on those submitted to it by the administrative officers of the University and its various academic divisions. It is also empowered to request information through appropriate channels from any member of the University administration. The President, or designee, shall bring proposals of plans affecting the entire University community (except those statutory and legal issues reserved for the President and / or Board) to University Council to be reviewed or evaluated. The Council, after deliberation, shall send reports and/or recommendations back to the President. This two-way communication should enhance shared governance and leadership at the University.

(B) Proposed Principles

Given below is an overview of the principles that will guide the construction and eventually the implementation of the University Council at the University of Akron. First and foremost of these principles is that University Council must have a “substantive” role. Therefore, we begin this discussion of underlying principles by defining what is meant by “substantive”.

(B.1) Defining a “substantive” role

In order for the University Council (UC) concept to be successful, there must be a set of well-defined, substantive roles for it to play in the University community in general, and in the decision making process in particular. It is the view of the UC Exploratory Committee (UCEC) that there are two primary (substantive) roles that University Council would play. Before discussing these roles, it is relevant to discuss what is meant by the term “substantive” in the present context. *It is the opinion of the UCEC that in this context the desired characteristics of a “substantive” overall role for UC require that its individual roles be such that collectively they would guarantee an opportunity to:*

- provide input on specific important, community wide issues prior to the construction of plans designed to address such issues;
- bring forward additional issues for consideration by the UA Administration;
- make recommendations to the President on long-range plans to address such issues;
- receive feedback from the President specifying the final long-range plan(s) endorsed by the President’s Office, with said feedback to include specific reason’s for those portions of the final plan not in agreement with the plans proposed by the UC;
- participate (to a reasonable extent) in the implementation of the long-range plan(s); and,
- provide annual feedback concerning the progress towards achieving these goals; and
- make recommendations concerning potential “course corrections” designed to improve the potential to achieve the goal(s), or in response to the need for the goal(s) and/or plan(s) to evolve over time.

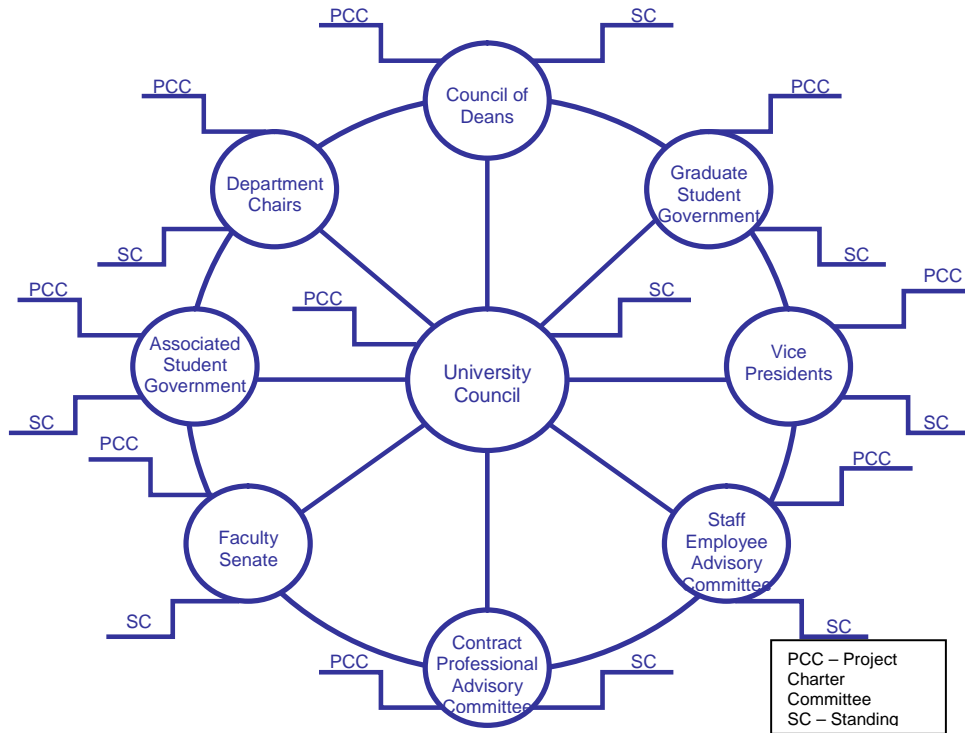
(B.2) Proposed, key, substantive roles of the UC

Given below is a brief description of the key roles of the UC as envisioned by the UCEC that will allow it to have a substantive role in the University “community”. These roles are divided under two sub-categories (“Communication” and “Decision Making”), even though they are intimately related, as shall be seen in the following discussion.

(B.2.1) Cross-Constituency Communication

As envisioned, the University Council would be made up of constituencies representing nearly every individual who is part of our University community (see figure below). By its very nature (having elected representatives from all core constituencies, etc) University Council will provide a forum that allows for the efficient distribution of information, allows for substantive interactions, and seeks feedback on emerging issues of importance across constituency boundaries. It is the UCEC’s expectation that University Council will provide a forum for the voice of each constituency to be heard on such issues, and provide an opportunity to obtain consensus across groups. Subsequent votes by UC members on these issues shall represent each member’s best thinking on the issue at hand and shall not be interpreted as representing the consensus of their constituency. Key to this vision is the inclusion of members from all of the constituencies in Figure 1. Each constituency plays a vital role in the University community. Were any of these core participants not to be full members (with respect to providing input on the broad-based issues considered by UC, or to not take ownership of their part of the unified voice [through the UC] speaking on these issues), the effort would not be meaningful.

Figure 1. The University of Akron Proposed Shared Governance Structure



(B.2.2) Direct Participation in Shared Governance

The second main role of the University Council is to formalize a substantive shared governance role for all of the constituencies. Clearly, this shared governance role will be constructed only for those broad issues that impact the university community as a whole (ie., it will not address issues that focus on just one or two constituencies). This document proposes that University Council efforts be focused on six key areas [Strategic Planning; University Benefits and Wellbeing; Recruitment, Retention, and Graduation; Information Technology; Financial and Budgeting; Campus Facilities Planning and Equipment; Communications], as discussed below. Each key area will be overseen by a University Council Committee (UCC). The specific Purpose and Charge for each of these Committees is discussed in detail below. While these Committees vary greatly with respect to the issues they address, the manner in which they will fulfill the goal of ensuring a substantive role of the UC in decision making is similar enough that it can be discussed in a general manner. Therefore, given below is a description of the communication and interaction structure underpinning each of the UC Committees that will both facilitate and ensure the desired substantive role with respect to shared governance.

(B.3) Communication and Interaction Involving UC, its Constituencies, and University Related Officials Involved in Decision Making

Before beginning the discussion of this important topic, it is absolutely essential that it be understood that a core principle of University Council is to add to those lines of communication that are already in place between various constituencies and/or other administrative units, not to replace them. Thus, for example, Student Associated Government would not be constrained from having its regular meetings with the President and others concerning issues of direct importance to students; rather, they would have an additional avenue (UC) whereby they could garner broad-based support for issues, and thereby demonstrate the relevance and importance of the issue to the University community in general, get input from all constituencies, and ultimately provide a proposal to the President that was constructed with input from all affected parties that had garnered wide-spread support. Those reporting lines that are already in place will not be removed, nor will any of the authorities of those constituencies be supplanted by University Council. The purpose of University Council is not to take anything away from any constituency, but rather to add to their influence through an additional forum for viewpoints to be shared, insight/understanding to be gained, and provide the opportunity for the University community to unite.

As a result of the fact that UC's members come from all the different constituencies shown in Figure 1, University Council is going to naturally represent a forum for discussion and exchange of ideas on key issues. Key to these interactions leading to a substantive role for UC is that these interactions must involve bidirectional communication and feedback at every level, regardless of where the issue under consideration initiated.

For each of the six key areas mentioned above (and discussed in detail below), University Council will maintain a separate long range planning committee charged with oversight of one of these key issues. Part of its mission will be to come up with a long range plan for how the university will meet its needs as well as the needs of UC's constituencies in those areas.

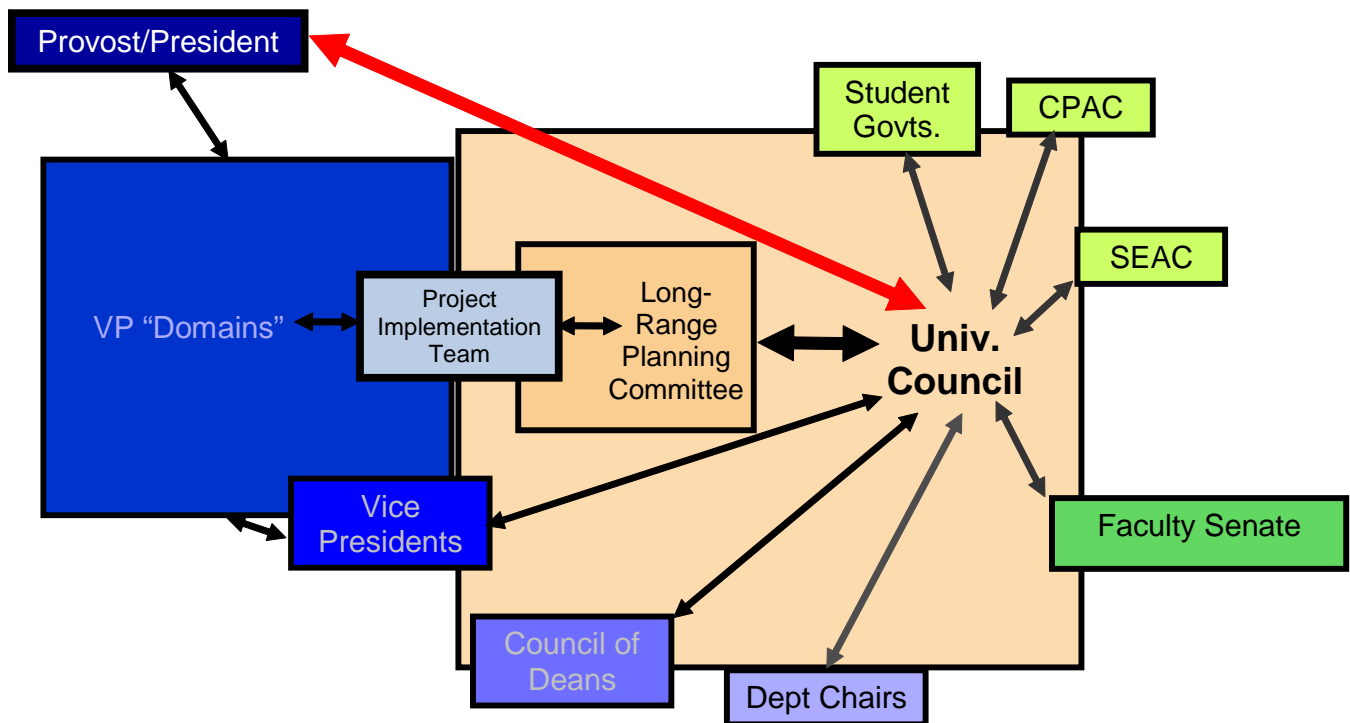
Constructing Long-range Plans

To envision how the structure and interaction would function, consider the case of some university-wide issue (we will call this "issue X" for this discussion). Because of the importance of issue X, individual constituencies have their own committees that are examining the issue from the perspective of that particular constituency. When the issue comes up for discussion within the University Council Committee (UCC) under which issue X falls, members from each constituency will utilize the expertise and/or information provided by their own committees to engage in a University-wide discussion of the issue. Based on these interactions in the UCC, feedback will be provided to the individual constituencies for their information/consideration. This back-and-forth interaction will take place (within a reasonable time frame set by the UCC) until a consensus on the issue is reached. The UCC will then prepare and present a document detailing the long-range plan that it feels would best address this issue. This plan would be presented to the full University Council for its approval. Once this approval is obtained, the plan is forwarded to the President. Note that because there are constituencies within UC that involve administrators (Department Chairs, Deans, and Vice-Presidents), there will already have been considerable discussion and feedback from administrative levels on the issue. In particular, there would have been input and/or feedback from the Vice-President charged with overseeing the area impacted by issue X. In keeping with the goal of timely, substantive input, the President would be obligated to respond to this plan within a specified time period. This response would detail any differences in his/her final plan from that recommended by the University Council, and would include the rationale behind any such differences.

Implementation of Long-range Plans

Once the final long-term plan has been approved, it must be implemented under the direction of the appropriate Vice-President or other designated entity. Each of the broad-based issues under consideration by University Council would have associated with them an "Implementation Team" under the auspices of the responsible Vice-President. This Team would be made up of individuals experienced in such matters, a specific number of which would be appointed by University Council. These individuals will be part of the process to implement the long range plan. It is important to note that this Team will have to function in a very efficient and timely manner. As a result, the members of the UC on the Team will not necessarily have the opportunity to seek input from the full Council on all items coming before the Team. Therefore, these members will be empowered to act on behalf of Council with respect to implementing the Plan, and will have the obligation of providing information back to Council on all such actions.

Figure 2 (below) graphically depicts some of the key levels of feedback/interaction between the constituencies/entities involved in this complex shared governance process.



Assessment of Progress on Long-range Plans

On an annual basis University Council will receive a joint report from the Vice-President and the UC long range planning committee associated with issue X as to what was done during the past year to address this specific issue. As part of its review, University Council will look at: were the relevant (current year) objectives of the plan achieved; how effective has the plan been to date; and, whether "course corrections" are needed in response to the need for the goal(s) and/or plan to evolve over time. Based on this report and its subsequent deliberations, University Council may chose to submit a recommendation for action or change in an action to the President for his consideration and comment.

(C) Representation

Critical to the mission of the University Council is representation of all of its constituencies by elected delegates on the UC. There are numerous possible models that could be considered for constructing the representation of the various constituencies. The selected model is a hybrid approach that allows equal representation of all constituencies with respect to critical administrative functions within UC, in addition to providing a different number of total representatives on UC depending on the size-class a particular constituency belongs to. Equal representation on key administrative functions is achieved by having the Executive Committee of UC (see D.1 below) consist of one member from each constituency (selected by the constituency from their total number of representatives). The different sizes of the various constituencies has been taken into consideration by classifying each as either “large” (CPAC, SEAC, Faculty, and Students) or “small” (Deans, Department Chairs, and Vice-Presidents). The former will have four representatives each on UC, while the latter will have two. Note that for representation purposes, “Students” groups together both undergraduate and graduate students (ie., their total representation will be four, not four each). This representation structure, along with the Executive and Standing Committees described in Section (D) will support the UC’s goal of having a substantive in the University of Akron’s shared governance process.

(D) Committee Structure

Given below is a brief description of the key purposes and charges of the main committees functioning with the University Council as being proposed in this document.

(D.1) Executive Committee

The Executive Committee shall consist of one member from each constituent body. The chair, vice chair, secretary, and other members of the Council will be elected from the members of the Executive Committee. The executive committee of the Council will have the following responsibilities:

- (a) Oversee the appointment of members to appropriate University Council committees.
- (b) Prepare the agenda for each meeting.
- (d) Ensure that the business of standing and project charter committees is completed in a timely fashion.

(e) Bring matters to the Council or assign matters to committees. The Executive Committee determines which matters rise to the threshold of cross-constituency functioning that requires the attention of the full University Council. Matters for Executive Committee consideration may be forwarded by any constituent body of the University Council or by the President or Senior Vice President and Provost. If the Executive Committee does not vote to bring the matter to the agenda of the University Council, it returns the proposal to the body which forwarded originally.

(f) Consider any questions and complaints regarding elections of members to the Council and make recommendations concerning these complaints to the Council. The executive committee shall further certify the validity of all Council elections. No Council member shall be seated until officially certified as duly elected by the executive committee.

(D.2) Standing Committees

The University Council shall maintain standing committees as it deems appropriate to the conduct of its business. The Executive Committee (see above) shall have oversight in naming the members and convener for each committee who shall be responsible for calling the first meeting of each committee created by the University Council. Each committee will then, from among its members, elect its own chair.

Among the standing committees of University Council will be the six long-range planning committees referenced above that will be intimately involved in the shared governance mission of the Council. The purpose and charges of these committees are discussed below.

(D.2.1) Strategic Planning Committee

Purpose: To study, monitor and make recommendations to the President and University Council regarding the university's planning policies and procedures.

Charge:

1. To assess and make recommendations regarding the University's planning priorities
2. To have input in developing and maintaining a systematic planning process for the University
3. To participate in and advise on the development and annual updating of the university's strategic and academic plans
4. To study and monitor the relationship between the planning process and the annual and long-range financial allocation process.

5. To review procedures and measures for evaluating institutional effectiveness in strategic planning based on university goals, priorities and strategic plans
6. To review and evaluate institutional effectiveness in strategic planning, based on the measures developed for that assessment.
7. To provide feedback into academic and strategic planning based on the assessment of institutional effectiveness in strategic planning
8. To ensure that there is effective communication on strategic planning both to and from constituent groups.

(D.2.2) University Benefits and Wellbeing Committee

Overall Purpose: To study, monitor and make recommendations to the President and University Council on matters relating to health and wellbeing of employees. These include, but are not limited to such items as fringe benefits, insurance, pensions and leaves.

Purpose with Respect to Insurance: To assist the University of Akron in securing a group insurance benefits program that provides insurance benefits to all University employees on a fair and consistent basis, utilizing a process that efficiently obtains input of the employee constituencies and that includes health benefits programs that maximize the opportunity of all employees to pursue healthy life styles.

Charge related to insurance:

1. Review current level of university health benefits provided, including medical, dental, vision, prescription drug, life insurance, Employee Assistance Program and disability insurance.
2. Review cost and usage data and trends in health insurance and health care costs to provide input to the Financial and Budget Committee.
3. Collect and analyze information on new models or options for such coverage as become available
4. Using the cost absorption requirement provided by the Financial and Budget Committee, develop alternatives for allocation of premiums across employees with differing characteristics and for deductibles, co-payments, co-insurance percentages, out-of-pocket maxima and extra services
5. Seek input from constituency groups concerning preferences relevant to the available options
6. Develop a consensus draft recommendation on the group insurance plan
7. Provide opportunity for feedback from employee constituency groups on the Committee's proposed recommendation
8. Make a final recommendation to the President and administration, including a summary of constituency feedback.
9. Provide members to the sub-committee that sends out the RFP and reviews and interviews vendors.

(D.2.3) Recruitment, Retention & Graduation Committee

Purpose: To study, monitor and make recommendations to the Provost and University Council regarding the University's recruitment, admissions and retention policies and practices.

Charge:

1. To provide continuing feedback to and from University College and other relevant university units on student success issues and problems
2. To review and provide input into university plans to develop appropriate interventions for student success.
3. To provide input into the assessment of university efforts on recruitment, retention and graduation
4. To study and monitor the relationship between the recruitment, retention and graduation and those in strategic and academic plans.
5. To review procedures and measures for evaluating institutional effectiveness in recruitment , retention and graduation, based on university goals, priorities and strategic plans
6. To review and evaluate institutional effectiveness in recruitment, retention and graduation, based on the measures developed for that assessment.
7. To provide feedback into recruitment, retention and graduation planning and their assessment based on the assessment of institutional effectiveness
8. To ensure that there is effective communication on recruitment, retention and graduation both to and from constituent groups

(D.2.4) Information Technology Committee

Purpose: To study, monitor and make recommendations on IT issues and plans to the VP for IT and to university Council

Charge:

1. To provide continuing feedback to and from IT on systemic and strategic planning issues.
2. To provide input into IT plans developed to deal with systemic and strategic planning issues and problems
3. To review, recommend and report on IT annual and long-range plans to the VP for IT and to University Council.
4. To provide direct support to the Communications Committee with respect to dissemination of information.
5. To review procedures and measures for evaluating institutional effectiveness in information technology based on university goals, priorities and strategic plans.
6. To review and evaluate institutional effectiveness in information technology, based on the measures developed for that assessment.

7. To provide feedback into academic and strategic planning based on the assessment of institutional effectiveness in information technology.
8. To ensure that there is effective communication on information technology both to and from constituent groups.

(D.2.5) Financial and Budgeting Committee

Purpose: To participate in and give advice on the development of the university budget.

Charge:

Long-term Issues

1. To provide input into the review and assessment of the University's long-term financial resource utilizations based on the university's strategic plan, goals and objectives
2. To review procedures and measures for evaluating budget effectiveness based on university long-term goals, priorities and strategic plans.

Short-term Issues

3. To provide input into annual tuition and budget models
4. To provide input into review of the annual base budget
5. To provide input into the annual budget review strategy
6. To participate in the annual budget review that results from long-range planning, and provide recommendations as input in that process through its appointment of representatives to the appropriate implementation team.

On-going Issues

7. To review and evaluate annual budget effectiveness, based on the measures developed for that assessment, including systematic review of planned and actual expenditures and revenues.
8. To provide feedback into further budget development based on the assessment of institutional effectiveness of the previous budget.
9. To ensure that there is effective communication on financial planning and budgeting both to and from constituent groups.

Note: participation in the budget committee will require time spent in training by members to become familiar with the financial and budgeting process and data.

(D.2.6) Campus Facilities Planning and Equipment Committee

Purpose: The purpose of this committee is to review issues related to overall campus planning and the use and assignment of university space, physical facilities and equipment.

Charge

1. To review and comment on proposed plans and projects for the campus and to recommend solutions, if alternative approaches are being considered.
2. To make formal recommendations, with explanation, to University Council on space use in relation to academic functions such as classroom availability and quality, faculty offices and laboratories, campus program space and related functions.
3. On an ongoing basis assess and monitor the quality, condition and maintenance of classrooms, labs, offices, service areas, public spaces, recreational facilities, parking and other relevant physical facilities.
4. To ensure that there is effective communication on facilities planning both to and from constituent groups.

(D.2.7) Communications Committee

In addition to the above six standing committees (detailed in C.2.1 thru C.2.6) that are part of the shared governance process, University Council will also have a standing committee dedicated to communication:

Purpose: To study, monitor and make recommendations to the President and University Council regarding the university's communications policies and practices.

Charge:

1. To assess and make recommendations regarding the University's communication priorities.
2. To have input in developing and maintaining an effective communication process for the University community.
3. To provide continuing feedback to and from the administration on systemic communication issues and problems.
4. To review procedures and measures for evaluating institutional effectiveness and efficiency of communications based on university goals, priorities and communication plans
5. To review and evaluate institutional effectiveness and efficiency in communication, based on the measures developed for that assessment.
6. To provide feedback into communication planning based on the assessment of institutional effectiveness
7. To ensure that there is effective communication on communication both to and from constituent groups.

APPENDIX G

3359-10-02 The university of Akron bylaws of the faculty senate.

- (A) Name. The name of this body is the faculty senate of the university of Akron.
- (B) Duties. As delegated by the board of trustees of the university, the faculty senate is the legislative body of the faculty regarding its academic mission and is empowered to:
 - (1) Formulate suitable rules, requirements, and procedures for the admission, government, management, and control of the students, courses of study, granting of degrees and certificates, and other internal affairs of the institution necessary to meet the objectives of the university, subject to the approval of the board of trustees, in accordance with the established policies of the board.
 - (2) Review and offer recommendations concerning proposals for the creation, abolition, or rearrangement of colleges, departments, schools, or divisions of instruction, proposals from university-wide committees, and such other matters as may be referred to the senate by the president of the university. Such proposals shall be forwarded to the executive committee for inclusion on the agenda of senate meetings.
 - (3) University-wide committees which are created by the senate, shall report to the senate unless otherwise indicated by the senate; other university-wide committees shall report to the parties or body creating them and shall file an information copy of such report with the executive committee, except that the president's advisory committee, the provost's advisory committee, appropriate grievance committee, committees dealing with personnel matters, and other committees where the president of the university determines sensitivity is required shall not file such information reports with the senate. The executive committee will include the report on the agenda of the senate meetings.
 - (a) Motions or resolutions which embody committee recommendations shall be posted on the Senate electronic discussion list at least seven days prior to a scheduled meeting at which a vote is to occur. All messages must include a statement of the rationale in support of the motion.
 - (b) The Senate may, by a majority vote, override this provision to bring a motion to the floor.
 - (4) All legislation introduced in the faculty senate shall be designated as such; and if passed, shall be forwarded to the president. Within forty-five days of receipt of the legislation, the president shall:
 - (a) Forward the legislation to the board of trustees, or
 - (b) Forward the legislation to the appropriate vice president; or
 - (c) Put the legislation into effect if the president deems it unnecessary to send the matter to the board, or

(d) Disapprove and return the legislation to the senate with explanation for the president's rejection; and:

(e) Notify the senate of the disposition of the legislation, indicating whether the legislation has been approved, referred to the board of trustees, referred to the appropriate vice president, or returned to the senate for reconsideration or amendment.

(5) The senate shall elect the senate representative to the Ohio faculty council, who serves in that capacity along with the chair of the senate.

(a) Senate members who are full-time teaching members of the faculties of the colleges are electors of the senate representative. Those eligible for election are full-time teaching members of the faculties of the colleges who may or may not be members of the senate.

(b) The election shall be by normal democratic procedures, utilizing the secret ballot.

(c) The representative shall be elected at the May meeting of the senate. The term of office shall be for two years. There shall be no limit on the number of terms a person may serve.

(d) The representative, if not already a member of the senate, shall become an ex-officio, non-voting member.

(C) Officers and executive committee.

(1) Officers. The faculty senate shall elect a chair, vice chair, and secretary biennially from among the membership of the faculty senate. Election shall be by majority vote using a secret ballot, ~~require a majority vote of the membership of the senate. The election of officers of the senate shall be by normal democratic procedures utilizing the secret ballot.~~

(2) Duties of the chair. The chair of the senate presides over regular meetings of the senate, calls special meetings of the faculty senate, acts as or designates the official spokesperson for the faculty senate in all of its external communications, serves on the Ohio faculty council, administers the budget of the senate, serves as chairperson of the executive committee of the senate, forwards to the president all legislation and recommendations passed by the senate, and undertakes such tasks as are directed by the senate. Upon the expiration of the chair's term of office, the ex-chair shall for one year be a voting member ex officio of the senate if he or she otherwise would not be a member. During that period, the ex-chair shall also be a voting member ex officio of the executive committee.

(3) Duties of the vice chair. Assists the chair in such ways as the latter may request; and in the absence of the chair, the vice chair presides over the meetings of the senate.

- (4) Duties of the secretary. The secretary of the senate records, transcribes, and distributes the proceedings of the senate to all departments and interested members of the university, assists the chair in such ways as the latter may request, has custody (jointly with the chair) of the books, records, physical facilities, and tangible property of the senate, supervises the clerical staff of the senate, and arranges for the orderly conduct of the business of the senate. In the absence of the chair and the vice chair, the secretary presides over meetings of the senate.
 - (5) Executive committee. The chair, vice chair, secretary, and four elected members of the senate will serve as the executive committee of the senate. The executive committee of the senate will have the following responsibilities:
 - (a) Appoint members to appropriate faculty senate committees.
 - (b) Prepare the agenda for each meeting.
 - (c) Serve as an advisory committee to the senior vice president and provost on governance matters affecting the academic mission of the university.
 - (d) Ensure that the business of permanent and ad hoc committees is completed in a timely fashion.
 - (e) Bring matters to the senate or assign matters to committees.
 - (f) Consider any questions and complaints regarding elections of members to the senate and make recommendations concerning these complaints to the senate. The executive committee shall further certify the validity of all senate elections.
- (D) Committee structure.
- (1) The faculty senate shall create such committees as it deems appropriate to the conduct of its business.
 - (2) The senate, at its discretion, may invite non-members of the senate to serve on senate committees.
 - (3) In special cases, the senate may choose to make part or all of the membership on a committee elective rather than appointed by the executive committee.
 - (4) The senate committees shall yearly elect their own chairs, who, if not already members of the faculty senate, shall become ex officio, non-voting members.
 - (5) For organizational purposes, the committees of the senate will have either of two forms:
 - (a) University committees, which shall have elected membership from specified constituencies, or

- (b) Permanent committees, whose membership will be drawn from the elected members of the senate and those invited members the senate deems appropriate.
- (E) University committees.
- (1) The faculty rights and responsibilities committee (“FRRC”).
 - (a) This committee shall concern itself with grievances relating to faculty assessment or evaluation, appointment, retention, tenure, and promotion. This committee shall be composed of one member from the tenured faculty of each degree-granting college, elected by its full-time faculty and one full-time faculty member from the university libraries, elected by its full-time faculty.
 - (b) For each grievance case submitted by a part-time faculty member three members of the part-time grievance pool shall be selected to be members of the faculty rights and responsibilities committee (“FRRC”) for the duration of that case. These members will only participate in “FRRC” business involving the grievance case in question. These members will be selected by lot by the chair of the “FRRC”, but part-time faculty members from the same department as the grievant shall not be eligible to serve.
 - (c) A part-time faculty grievance pool shall be established by each college every fall. The pool will consist of part-time faculty members who have taught at least four semesters at the university of Akron and who have been nominated by the part-time faculty members of that college and who have subsequently confirmed to the college dean their willingness to serve.
 - (d) Any persons in an administrative position, including interim positions, at or above the decanal rank (deans, associate deans, and persons of similar rank) are ineligible to serve on the committee. Members shall serve overlapping three-year terms so that during two years, three are elected, while four are elected during the third year. The committee shall elect its own chair who, if not already a member of the faculty senate, shall become an ex-officio, non-voting member.
 - (2) The university well-being committee.
 - (a) This committee shall concern itself with matters relating to health and well-being, such as fringe benefits, insurance, pensions, and leaves. The committee shall be composed of one member of the full-time faculty from each of the degree-granting colleges, elected by its full-time faculty; one full-time faculty member from the university libraries, elected by full-time faculty; one member of the contract professionals, elected by their members, one member of the non-bargaining unit staff, elected by a vote of staff employee advisory committee members, one member from the part-time faculty currently employed by the university, elected by members of the part-time faculty.

- (b) Deans, associate deans, assistant deans, and persons of similar decanal rank are ineligible to serve on the committee. Members shall serve overlapping three-year terms so that during two years, three are elected, while four are elected during the third year. The committee shall elect its own chair who, if not already a member of the faculty senate, shall become an ex-officio, non-voting member.
 - (3) Graduate council. The faculty senate delegates to the graduate council operational responsibility over all matters concerning graduate education, but reserves to itself the right to take up any matters it deems necessary. All action taken by graduate council shall be reported to the senate for final approval. Graduate council shall be composed of two members of the faculty senate who have category two graduate faculty status and the elected members of the graduate council.
- (F) Permanent committees.
- (1) Permanent committees of the senate shall be academic policies; curriculum review; athletics; university libraries; reference; research; student affairs; and computing and communication technologies.
 - (2) Members of the executive committee shall, in May, and after considering preferences of senate members and then non-senate members, appoint all permanent and ad hoc committees of the senate. To provide some continuity of membership for each committee, the executive committee shall appoint committee members so that, if possible, only one-third of the membership of any committee is terminated each year and members serve a three-year term. At the first meeting of each committee, the committee shall elect its chair, with the exception of the curriculum review committee, which shall be chaired by the senior vice president and provost or said designee.
 - (3) The following permanent committees shall have ex-officio members as indicated: athletics, the athletic director or said person's designee and the "NCAA" faculty athletics representative (appointed by the president); university libraries, the dean of university libraries or said person's designee; research, the vice president for research or said person's designee; student affairs the associated vice president and dean of student life and the associate vice president of enrollment services or said person's designee; financial aid, the director of student financial aid; computer and communications technologies, the vice president and chief information officer or said person's designee; and curriculum review, the senior vice president and provost; and reference, representatives from human resources, and office of provost. If not already a member of the senate, the chair shall become an ex-officio, non-voting member for reporting purposes only. Ex-officio members shall be non-voting unless they are members of the senate. Additional non-voting members may be appointed to any permanent committee by committee approval.
 - (4) Academic policies committee.
 - (a) Recommends and interprets academic policy on university-wide matters such as admission, retention, graduation, and dismissal requirements, etc.

- (b) Recommends changes for the improvement of the academic program of the university.
- (5) Athletics committee.
 - (a) Advises faculty senate on all university activities relating to intercollegiate athletics including, but not limited to, conference affiliations and the national collegiate athletic association.
 - (b) Coordinates with other faculty senate committees matters of joint concern relating to intercollegiate athletics.
 - (c) Provides advice and counsel to the director of athletics concerning individual player eligibility, interpretation of policy, and other matters relating to the athletic program.
- (d) The registrar decides questions of academic eligibility of student athletes. If conflicts arise between the registrar, student athlete, and/or athletic department, the following procedures shall be made by any of the grieved parties to the athletics committee:
 - (i) Upon reviewing the facts, the committee would make a recommendation to the senior vice president and provost.
 - (e) Promotes academic achievement among student athletes.
 - (f) Reviews team game schedules, seasonal game limitations, and participation in post-season events.
- (6) University libraries committee.
 - (a) Serves as an advisory group to the dean of university libraries to express the faculty will in the growth and development of the academic support which the libraries supply.
 - (b) Provides the dean of university libraries with guidelines and advice on acquisitions, budget, policy, and other matters affecting academic areas.
- (7) Reference committee.
 - Reviews legislation referred to it by faculty senate to ascertain if it is drafted properly and does not conflict with existing rules and regulations or practices.
- (8) Research committee (faculty projects).
 - (a) Reviews research proposals submitted by faculty members.
 - (b) Recommends the budgeting of sums of the university's support of faculty research proposals to be funded by this committee.

- (c) Establishes policies for funding proposals and guidelines for expenditures of those funded.
- (9) Student affairs committee.
 - (a) Recommends policy, subject to approval of faculty senate, regarding the granting of scholarships, awards, grants, and loans to university students.
 - (b) Proposes regulations concerning all extracurricular activities (except athletics) to faculty senate. ~~Recommends to the senate the extension of official recognition of student organizations.~~
- (10) Computer and communications technologies committee.
 - (a) Provides recommendations to the senate on policy matters concerning utilization of information technology and resources related to academic systems, computing data, and voice communication.
 - (b) Provides advice and counsel to the vice president and chief information officer concerning guidelines on electronic information acquisition, budget, processing, policies, and other matters affecting academic areas.
- (11) Curriculum review committee.
 - (a) Reviews curricula and course recommendations of the several colleges and divisions and, when necessary, submits them to faculty senate for action.
 - (b) Considers the mechanics of the academic programs of the several colleges and divisions, such as adjustments in admission, retention and dismissal requirements, and changes in general bulletin descriptions.
 - (a) Reviews course changes, proposals, and new programs and recommends such changes and revisions for inclusion in the general bulletin.
- (12) Subcommittees. Each committee has, under “Robert’s Rules of Order,” the discretion to establish and abolish whatever subcommittees it sees fit, and no person who is not a member of a standing (permanent) committee may serve as a member of a subcommittee. It is each committee chair’s responsibility to maintain minutes and pass them on to the incoming chair.
- (G) Meetings.
 - (1) The number of meetings of the faculty senate shall be determined by the faculty senate as appropriate for the conduct of its business, but at least two general meetings will be held each semester. All reasonable efforts will be made to schedule regular meetings at a standard time and day to permit coordination of senators’ teaching schedules with meeting times.

- (2) All meetings of the faculty senate shall be open to members of the university community. Non-members of the senate may make a request to address the senate. Such requests to speak will be granted subject to a vote of the senate.
- (3) All meetings of the senate will be announced at least two weeks prior to the scheduled meeting unless the senate declares itself to be meeting in emergency session.
- (4) All announcements of meetings will contain a detailed agenda. Requests to have items placed on the agenda of the senate must be submitted in writing to the secretary of the senate at least two weeks prior to the scheduled meeting of the senate.
- (5) Items referred to the senate by the president of the university, or the president's designee, for the good of the university, will be automatically placed on the agenda of the senate.
 - (6) A petition of ten members of the senate may force an item on the agenda of the senate.
 - (7) For purposes of conducting business, a quorum of the senate shall be defined as thirty senators present and voting.
 - (8) A roll call vote will be conducted if requested by any senator.
 - (9) One permanent item on the agenda shall be presidential remarks.
 - (10) Special meetings may be called at any time by the presiding officer, or by the executive committee, or upon petition by any seven senate members who present their request to the chair of the executive committee in writing.
 - (11) Senate members are expected to regard attendance at all meetings as a primary obligation to their colleagues and to the university. When conflicting professional duties, imperative personal affairs, or illness make attendance at a given meeting impossible, senate members are expected to notify the secretary in advance of the meetings. Such absence will be separately listed in the minutes as absences with notice.
- (H) Membership.
 - (1) Eligibility. Members of the faculty senate shall be elected from the members of the regular faculty of the university of Akron, excluding deans, department chairs, and other primarily administrative officers with faculty rank; from the part-time faculty; from contract professionals, excluding those with decanal rank or higher; from the non-bargaining unit staff; and from students.
 - (2) Apportionment.

- (a) The regular faculty of the individual degree-granting colleges and the university libraries shall elect representatives from their membership, excluding deans and other primarily administrative officers with faculty rank, apportioned on the basis of the number of regular faculty within the electorate and appointed to the units during the semester of the election; one senator for each fifteen regular faculty members or fraction thereof.
 - (b) The part-time faculty shall elect two representatives from their membership.
 - (c) The contract professionals shall elect two representatives from their membership, not to include those with decanal rank or higher.
 - (d) There shall be three student representatives as follows:
 - (i) One student shall be president of associated student government, congruent with his or her term;
 - (ii) One student appointed by the president of the associated government to run congruent with the president's term;
 - (iii) One graduate/professional student elected by that constituency.
 - (e) The staff employee advisory committee shall elect two senators from its membership.
 - (f) Conduct of nomination and election to the senate from staff employees will be the responsibility of the staff employee advisory committee.
 - (g) The association of the university of Akron retirees shall elect two senators from its dues-paying membership who are retired faculty members. Senators representing the university of Akron retirees association may not be elected to the executive committee nor serve as chair or vice-chair of any senate committee on which they sit.
- (3) Diversity. To insure the representation of diverse views, all reasonable efforts should be made by the various electing units to elect women and minorities to the senate. The senate may appoint up to three additional members from regular faculty to increase diversity.
 - (4) Electorate.
 - (a) The eligible electorate, for the regular faculty membership on the faculty senate, consists of all regular faculty of the university of Akron. For the purposes of election to the faculty senate, academic deans, department and division chairs, directors of schools, and administrative officers holding regular faculty rank will be considered part of the electorate.
 - (b) The eligible electorate for the part-time faculty membership on the faculty senate consists of all part-time faculty of the university of Akron.

- (c) The eligible electorate for the contract professional membership on the faculty senate consists of all contract professionals of the university of Akron. For the purposes of election to the faculty senate, contract professionals with decanal rank or higher will be considered part of the electorate.
 - (b) The eligible electorate for the graduate/professional student membership on the faculty senate consists of all graduate and professional students currently enrolled at the university of Akron.
 - (e) The eligible electorate for the non-bargaining unit staff membership on the faculty senate consists of all members of the staff employee advisory committee.
- (5) Terms of office.
- (a) The terms of office for members of the senate shall be three years.
 - (b) New members shall take office at the first senate meeting of the fall semester.
 - (c) ~~Senators are limited to two consecutive complete and one partial term of office. Former senators may again stand for office after a hiatus of one year.~~
 - (d) Should any elected member of the senate become an administrative officer either on an acting or permanent basis during the term for which the member was elected to the senate, the person's seat shall be deemed vacant.
 - (e) Should a member of the senate be unable to discharge the duties of the office, the senate may declare that seat vacant.
 - (f) Senators who are on professional, medical, or administrative leave for one semester or less will retain their seats. If the leave extends past one semester, the senate may declare that seat vacant. Senators who become unable to regularly attend meetings due to conflicting professional duties, imperative personal affairs, or illness will retain their seats if approved by a simple majority of those voting in the constituency. If not approved, the seat shall be considered vacant.
 - (g) Should a vacancy occur, the senate shall notify the appropriate unit to conduct a special election to fill the vacant seat.
- (6) Elections.
- (a) Elections to the senate shall be subject to the bylaws and rules of the electing unit and the following requirements:
 - (i) General elections in the individual units shall be completed by May 1 of each year.
 - (ii) All nominations and elections shall be by secret mail or electronic ballot.

- (iii) In elections with only one seat at stake, Each winning candidate must secure a majority of the votes cast. In the event no candidate receives a majority, there shall be a run-off election between the two highest vote-getters.
 - (iv) In elections with more than one seat at stake, ~~the winning candidates shall be decided in order of total votes cast for each candidate until all seats are filled.~~ each winning candidate must receive a number of votes exceeding half of the total number of ballots cast. In the event there are seats unfilled and the remaining candidates did not achieve a ~~majority of votes cast~~ sufficient number of votes, there shall be a run-off election among the highest vote-getters (two per unfilled seat).
 - (v) In the event of a tie vote, the election shall be decided by lot.
 - (vi) All run-off elections are subject to the same procedural requirements as the general elections.
 - (vii) All special elections are subject to the same procedural requirements as the general election.
- (b) Conduct of nominations and elections to the senate from the degree-granting colleges and the university libraries will be the responsibility of the respective dean.
 - (c) Conduct of nominations and elections to the senate from the part-time faculty will be the responsibility of the continuing part-time faculty senator, the faculty senate office, and the office of the senior vice president and provost.
- (d) Conduct of nominations and elections to the senate from the contract professionals will be the responsibility of the contract professional advisory committee.
- (c) Conduct of nominations and elections to the senate from the graduate/professional students will be the responsibility of the graduate student council and the law student council.
 - (f) Conduct of nominations and elections to the senate from the non-bargaining unit staff will be the responsibility of the staff employee advisory committee.
- (I) Amendments.
- (1) Proposal. Proposed amendments to this rule may be placed on the agenda of a regular or special meeting of the faculty senate by a member of the senate or by petition of twenty percent of the voting members of the faculty.
 - (2) Procedure. A vote by the senate on a proposed amendment may be taken only after at least thirty days have elapsed from the date on which the proposal was formally presented to the senate.

- (3) Majority. Prior to submission to the board of trustees, a proposed amendment requires the concurrence of sixty percent of the votes cast by members of the faculty senate.

- (J) Support.
 - (1) Material support. The faculty senate shall have suitable office space, a budget for appropriate expenditures, and at least one full-time secretary for support of its activities.
 - (2) Assigned time. The officers of the senate will receive at least one three-credit course equivalent per semester assigned time for support of their service.
 - (3) Schedules. Collegiate deans, department and division chairs, and directors of schools are to use all reasonable efforts to provide members of the senate with course schedules permitting attendance at regular meetings of the senate.
 - (4) Records. All inactive documentary material and related records of the senate will be deposited in and catalogued by the university archives.

- (K) Rules. The parliamentary authority for the faculty senate shall be “Robert’s Rules of Order.” In any conflict between the faculty senate bylaws and “Robert’s Rules of Order,” the senate bylaws take priority. A person who is not a member of the faculty senate shall be appointed parliamentarian by the chair of the faculty senate.

Effective: June 25, 2007

Certification: _____
 Ted A. Mallo
 Secretary
 Board of Trustees

Prom. Under: 111.15

Statutory Auth.: R.C. 3359.01

Rule Amp.: R.C. 3359.01

Prior Effective Dates: 9/28/97, 07/07/99, 02/14/00, 8/6/01, 11/24/01, 05/23/02, 09/20/02, 06/09/03, 09/30/03, and 11/21/03

APPENDIX H

DATE: February 11, 2008

TO: College Deans

FROM: Program Review Committee

SUBJECT: Discussion Document: Changes in the Allocation of Graduate Assistantships

The Program Review Committee has been charged by the Provost with reviewing the allocation and proposing a re-allocation of graduate assistantships across the University in order to address changing external and internal conditions. We have developed the following suggestions and now solicit the input of the deans regarding the refinement and implementation of these ideas.

The State of Ohio Economic Growth Challenge/Innovation Incentive Program as developed by the Ohio Board of Regents requires that the University re-allocate resources from non-STEM to STEM-related doctoral programs including graduate student support. The UA Ohio Research Scholars Program application includes graduate student research assistants as part of the University commitment to the project. To become a world-class research university we need to consider the role that research assistantships play in facilitating movement toward this objective. Anticipated increases in student enrollment may require re-assignment of teaching assistants from one area to another. Finally, assistantships represent a university resource that needs to be budgeted and managed like any other resource in the service of students and to facilitate meeting institutional objectives.

Graduate student research assistance needs to be provided strategically in relation to external funding and there needs to be more flexibility in the types of assistantships and the amounts offered to meet department and student needs.

Accordingly, the Program Review Committee collected data from departments in the fall of 2007 and also utilized data from The Office of Institutional Research to provide a snapshot of current practice in the assignment and use of graduate assistants. These data are attached as a spreadsheet. We examined these data in the context of the changing external and internal conditions noted above in order to suggest ways in which the current allocation of assistantships both within and across colleges might change.

- The suggested changes are intended to be implemented over time so that no student who has been promised continuing support will lose that support and so that deans and departments can plan appropriately. We expect to begin making these changes in fall, 2008.
- Deans will retain control of the general allocation process in their colleges though the distribution of teaching and research assistantships by the Graduate School will occur separately.
- In the first year of the plan, there will be no reallocation of funds across colleges. However, it is intended that over time the RA portion of graduate assistantship funds will be subject to reallocation both within and across colleges.

- Departments will submit annual assistantship requests to deans. These requests will distinguish between teaching assistantships and research assistantships (see discussion below about assistantship types) and will include priority rankings by departments for each individual assistantship requested. The request will also contain the proposed level of funding for each assistantship (see discussion below). Deans will discuss requests with departments and then submit a prioritized list to the Graduate School for funding. {The timing of this process needs the input of the deans. Ideally, departments would like to know what assistantship resources they will have available for the coming fall semester as early as the previous fall but certainly by early in the spring semester. This permits departments to make early and competitive offers to new students. However, the University budget process occurs in the spring and is always dependent, finally, on the State of Ohio budget.}
- TAs. Immediate changes in the TA budget are not contemplated but, as enrollments in undergraduate classes go up (as projected), the budget will change. Stipend levels for assistantships can be fixed at the departmental level as long as they are at or above minimum wage and based on qualifications and defined job duties. The data in the attached spreadsheet shows that teaching assistants perform varying levels of teaching (from acting as primary instructors to providing instructional support). We may wish to establish several “levels” of TA stipends that are linked to the type of assistance rendered. TAs with primary teaching responsibility may be funded at one level and those providing general instructional support may be funded at a different level.
- RAs. This is the area where we contemplate the greatest change over time. The spreadsheet indicates that the Graduate School currently supports 188 FTE research assistants (and there are 67 students supported by the Graduate School who neither perform research nor teach). Together these categories suggest that we can support approximately 256 students as RAs. We propose establishing conditions for requesting RAs. RAs may be requested to; support new faculty as a form of “start-up” or as part of an individual faculty development plan designed to stimulate productivity, to support “research-active” faculty who are developing research projects intended to result in external funding or, to support faculty with existing external grant support. In all cases, RA assignments are subject to annual justification by departments. Renewal will not be automatic. It will be based on actual productivity and/or progress and priority rankings will apply. It is expected that not all of the current RA-assigned positions will be refunded and that this will “free up” funds that can be reallocated. It is expected that there will be better alignment of RAs with levels of external funding within departments. RA stipend levels can also vary by program level (masters or doctoral) and within departments that wish to make attractive offers to top applicants. Probably this latter option would not be available to all departments and would be targeted for recruiting top doctoral students only.

- Tuition Scholarships: There is currently a large number of “Non-Academic Funded GAs (234). These assistantships are provided by non-academic units such as dining services or are based on industrial/community assistantships. The University provides tuition waivers for these students. We propose that tuition waivers would no-longer be provided for the assistantships offered by University units (waivers will continue for the industrial/community assistantships). The resulting tuition waiver “savings” will then be used to provide tuition-only scholarships to graduate students through their academic departments. These scholarships might be given to part-time students or to full-time students that a department does not wish to hire as an assistant (these students could seek “assistantships” from the University non-academic units). We need guidance from the deans about the best way to allocate these tuition-only scholarships. The amounts are limited and their use needs to be consistent with department, college and university objectives. These requests would be part of the departmental assistantship request process to the deans.