



SENATE ACTIONS

- Passed a resolution of thanks for Provost Stroble’s service to the university. 3
- Passed an amendment to the Faculty Senate bylaws authorizing the Executive Committee to act on behalf of the Faculty Senate during the Senate’s summer recess. 7
- Passed motion to substitute the May 6th version of the University Council bylaws, which incorporates changes suggested in previous Senate debate, for the version of the bylaws that were under consideration at the April 2nd and April 16th meetings. 8
- A motion to modify the Faculty Senate representation on the University Council died for lack of a second 9
- Passed motion to approve the May 6th version of the University Council bylaws. 9
- Passed a motion to set the terms of office of the Executive Committee to two years 9
- Postponed a motion to amend the Faculty Senate bylaws to define “regular faculty” to include instructors and college lecturers. 17
- Approved several proposed curricula changes 17
- Approved a motion to adopt language proposed by APC to allow student to receive honors with second and subsequent degrees 18

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

facultysenate@uakron.edu

TABLE OF CONTENTS

Minutes of Faculty Senate Meeting held May 7, 2009 3

Appendices to Minutes of Faculty Senate Meeting of May 7, 2009

- A. Report of the Senior Vice President and Provost 22
- B. Report of the Curriculum Review Committee 23
- C. Resolutions from the Curriculum Review Committee 28
- D. Recommendations from the Curriculum Review Committee 32
- E. Report from the ad hoc Committee on Accessibility 47
- F. Report from the Faculty Research Committee 48
- G. Report from the Computing, Communication Technology Committee 50

Minutes of the Faculty Senate Meeting of May 7, 2009

The regular meeting of the Faculty Senate took place Thursday, May 7, 2009 in Room 201 of the Buckingham Center for Continuing Education (BCCE). Senate Chair Harvey Sterns called the meeting to order at 3:08 p.m.

Of the current roster of fifty-three Senators, 29 were present for this meeting. Senators Carroll, Gerber, Gerlach, Hamed, Kelly, Marich, Migid-Hamzza, Miller, Oswald, Sotnak, Vierheller and Vinnedge were absent with notice. Senators Bowman, Clark, Elbuluk, Elliott, Gamble, Hansen, Kruse, Li, McCarthy, Maringer, Moritz and Williams were absent without notice.

I. Approval of the Agenda – Chair Sterns called the Faculty Senate to order. The agenda was approved with an amendment to introduce a resolution at the very beginning of the meeting. He then called on Senator Rich.

Senator Rich: “Mr. Chairman I wish to present the following resolution; “It is resolved that the Faculty Senate thanks Elizabeth Stroble for her service to The University of Akron in her roles as Senior Vice President and Provost, Chief Operating Officer and her earlier service as Dean of the College of Education. The Senate extends its congratulations on her appointment as President of Webster University and wishes her great future success.” The **resolution was passed** and the plaque presented to Provost Stroble.

Provost Stroble: “Well thank you, thank you all. You know you’ve taught me a great deal and I’ve learned a lot in being part of your discussions, even just being the observer and reader of the minutes. It’s very helpful to me to understand how a faculty senate engages in the ongoing academic work of the institution and I hope that I remember that and carry it forward in my new role. I have appreciated being a partner in the academic mission of the institution so thank you very much.”

II. Approval of the Minutes –

Chair Sterns asked for consideration of the minutes of April 2nd and 16th. Senator Erickson moved and Senator Gandee seconded the motion to approve both sets of minutes. The motion passed and the minutes were accepted.

III. Chairman’s Remarks and Special Announcements -

Chair Sterns: “We wanted to start today’s session with congratulations to Provost Stroble. Each one of you will have a chance to give your good wishes to her. The event yesterday in your honor was certainly very nice and wonderful things were said and I think they were true. As far as we know we have no obituaries to report. Let us now turn the reports of the Executive Committee.”

IV. Reports –

a. Executive Committee - Senator Stratton – “The Executive Committee met on April 23rd and on April 30th. We met with the President on April 23rd. In our meeting with the President Chair Sterns congratulated the President on exceeding the goals of the current Capital Campaign which you all are very thankful for. We asked about the process and criteria used to evaluate the professional development leaves. Associate Provost Ramsier indicated that they had been evaluated according to the terms of the contract; each was evaluated on its own merits and twelve of thirty-two applications had been approved. Those that had been denied were sent letters with suggestions for how they could be improved next year. Associate Provost Ramsier also indicated that the UCEC would meet on April 24th to consider the suggested modifications of the University Council By-laws made by the Senate at the April 2nd and 16th meetings. Finally the Executive Committee provided the President with a written statement of our position on the procedural changes for temporary graduate faculty status and Senator Rich provided a summary of our discussions with Vice President Newkombe. The President asked that consideration of the issue wait until our meeting in May so he would have time to consult with both General Counsel and Dr. Newkombe.

On April 23rd the Executive Committee met. Senator Robert Huff was appointed to serve as our representative on the Engagement Council. Senator Lillie recommended three individuals to serve on the ad hoc committee on accessibility. They are Timothy Lillie, John Kline and Jeff Shantz. The Executive Committee appointed those individuals to the committee; letters have since been sent out and Senator Lillie was asked to convene that committee. We considered a list of volunteers for the Ad Hoc Committee on Part-Time Faculty Issues. The following individuals were appointed to that committee: Maria Maisto, Jim Hansen, Peggy Richards, Laura Vinnedge, Lee Gill, Emmitt Green, Paul Maggio, James Mathis and Heather Burton. Letters have been sent to them and Senator Maisto has been asked to convene that committee as soon as possible.

On April 30th the Executive Committee met and discussed the following issues: Senator Lillie reported that the ad hoc committee on accessibility had met, had elected him chair and will meet soon to continue to consider how they should proceed with their charge. We discussed University Council Bylaws, the modifications of the Senate bylaws that were introduced by Senator Rich at the April 2nd meeting of the Senate; we drafted the resolution for the Provost and also discussed the message from Senator Maisto. In that message she indicated that the part-time faculty had requested to place an announcement on the University Digest. And apparently was refused. The reason given to them was that the notice was not being submitted by an official university group. The Executive Committee indicated that since part-time faculty elects members to the Faculty Senate and the Executive Council considers part-time as an official university group we did not understand why the request was refused. That is the end of my report. Are there any questions? Thank you.”

Chair Sterns, there being no questions, invited President Proenza to make his remarks.

b. Remarks from the President - President Proenza “Thank you Mr. Chairman and good afternoon colleagues. Dr. Sterns indicated that many wonderful things were said yesterday about Dr. Stroble and I concur. I could add from my experience that not only were very wonderful things said but they were actually meant. That can be contrasted to many other events in which wonderful things are said but not meant. So it is richly deserved and we’ll have other occasions in which to say that. Just have a few things to share with you today. Dick (Senator Stratton) reported on our success with the campaign. It is a very notable achievement for the university. I trust you saw the announcement earlier this week about the fact that a portion of the campaign was made up of the university’s largest gift ever; 218 million dollars in software and licenses for our College of Engineering which will obviously be accessible to many other parts of the university. This is the first time that we have joined with such a gift with some truly notable institutions throughout the country. And I might note that along those lines, a few years ago some companies did list The University of Akron as one their partner institutions; those same institutions have now reduced the number of universities as partners and some of them have deleted some very well known institutions and instead added The University of Akron. For example the Timken Company had fifteen institutions previously as partners; the University was not included. Now they have six and we are one of the six on that list. I hope that some of you are planning to join us in one way or another at commencement. This spring there are four commencement ceremonies the first one tomorrow evening, two on Saturday and one on Sunday. I trust that one of them will fit into your schedules. State budget: basically we’re not likely to see a budget from the state legislature as we had expected. I know Amy Gilliland is here and several of my other colleagues that track these things. In case you did not see it, this week the state of Ohio discovered following the taxation process etcetera April 15th sequela that just for this current fiscal, the remaining roughly forty-five days of fiscal 09, the state would be facing a budget shortfall of an additional 600-900 million dollars, nearly a billion dollars. This of course has Columbus in a bit of tizzy, with considerable acrimony being reflected; you can find that on the web and on various newspapers. So clearly I wish I had more direct information, all of the language continues to be highly supportive of higher education but much of the language is about either more taxes or cuts in places that haven’t received cuts so we shall just have to see how the dialogue proceeds and what the actual actions are. Please understand that notwithstanding this new information about an additional deficit for this fiscal year many are concerned that the budget was being built with one-time money. Approximately 19 percent of the FY10 budget is in one time monies, either rainy day funds or federal stimulus monies and clearly that’s a very large chunk of change to build the state budget upon. But in any case as I said to you in a letter that went out to you on April 20th, we are as a university enjoying considerable success but to quote Charles Dickens it is the best of times and the worst of times so to speak. Of course we have done a great many things to shore up the success of our institution at the same time we’re enjoying the fruits of that success in a time that the economy has largely tanked and a lot of industries are in real serious duress. We have many other things to do. In that context I tried to raise your awareness about some of the discussions that we’re going to need to have and which we have begun indeed with the strategic planning process. I’m hearing that more and more of you are engaging, many of you that I see across the room were at the event with the Disney Institute on innovation and creativity. On Monday we’ll have a similarly large event and an opportunity to engage with our colleague the President of the University of Cincinnati soon to be Chancellor of the University of New York, Nancy Zimpher. I hope if you’re able you will join in on that. More importantly recognizing that the summer months are going to be upon us I hope that those of you that are not going to be on campus will never the less log onto the website and check the strategic planning progress, provide feedback on the questions that we are hoping that all of you will want to weigh in and provide your feed

back and in short engage. So May 11th afternoon, Nancy Zimpher also June 3rd Dr. Ronald Ehrenberg, chief financial officer and distinguished professor of economics at Cornell will spend the day with us and indeed I think stimulate our thinking further. I cannot stress enough that we have to look at our entire enterprise in new ways; quite simply the world is changing, what was that? We did that last time, you have to remind me, we pulled out that quote from that...”

Senator Lillie: “The times they are a changing...”

President Proenza: “That was Bob Dylan right? Those were the days I’d almost forgot. So let me just end by expressing my heartfelt thanks for a very very good year for The University of Akron. Reflect again on those words in my letter, I hope you will read that again. We have enjoyed the very best of times, however we are enjoying them in the very worst of times and we’re going to have to find a way to do things in new ways so we can continue to forge our own success as surely we must and we can. So with that let me wish you the very happiest of summers and happy to address any questions that you may have. Please treat David as well as you’ve treated my good colleague Dr. Stroble. Thank you.”

Chair Sterns: “I’d like to remind all the faculty senators that there is the opportunity to participate in the faculty focus groups that are ongoing. I really want to encourage you in the planning process faculty input that would be an excellent way for all the senators to participate. So building off Dr. Proenza’s remarks, I really would encourage all of us to fully participate. And now it’s my pleasure to call upon remarks of the Provost.”

c. Remarks from the Provost - Provost Stroble: “Well as you can see from my report I anticipated needing to say thanks to you, but of course I didn’t know I needed to say thanks for a resolution. It really is a sign of great affection that I have for you and for this body and the leadership and I appreciate that expression from you; it’s very meaningful to me. I’ve had lots of occasions to interact with people one on one, many of you came to the reception yesterday, it was a long line if I didn’t get to say hello to you and express my gratitude and appreciation for you one on one I regret that and so please make opportunity. It’s a good thing to say goodbyes and thank yous, it’s a good closure. Some of you I think will have received because I think it was widely distributed this week, the first time ever that we’re aware of, to actually try to capture some kind of sense of what the academic progress of the institution has been over a period of years. Last fall we had thought that we would do sort of an academic report for this year, then as we worked on it over the year we said well it really makes more sense now to do it sort of the six years that I was Provost, so it is an attempt to capture at a very broad level what the themes are that we can say characterized the progress and the academic work here over the last six years using the five design principles. I brought extra copies because I know some of you would not necessarily receive this through campus mail so feel free. There are plenty and I want them to have wide distribution. Clearly David and I are doing the passing of the baton during the month of April. We pretty much we’re doing the I do some things you do some things, during May we’re pretty much walking in tandem so that May 29th when it’s my final day, David’s fully equipped with the help of a lot of great people in the Provost’s office and Dean’s and Chairs and leadership everywhere to just carry on. Some upcoming dates because that’s always part of my report. I’ve been asked by Karla Mugler to make sure that people know that September 9th is scheduled for Student Appreciation Day and then you’ll see in the next indent we are having our second Engage to Learn, Learn to Engage institute. The last time we held it was in the spring, this time it will be in

the fall. And my final thought to you, I spoke yesterday about the importance of hope and having a modest hope that's about resilience and company along the way, here's another quote about hope I like from a novelist, Barbara Kingsall: 'The very least you can do in your life is to figure out what you hope for, the most you can do is live inside that hope.' So, to hope and to Faculty Senate, my thanks and my good wishes to you always. I'll answer questions of course.

Chair Sterns: "Are there questions for the Provost? If not, let's all join together in giving her a round of applause."

Provost Stroble: "Thank you very much."

d. Unfinished Business - Chair Sterns: "I guess we better get down to business while we have a quorum so let's get right to it. We moved Unfinished Business, the Senate bylaws amendment concerning the EC ability to act in the summer. Senator Rich."

Senator Rich: "I moved in the last meeting so we can now debate and act on the amendment to the Faculty Senate bylaws part C (5) to insert a new clause that would be letter G after F, as follows:

- (f) When necessary, act on behalf of the Senate during the period between the end of the Spring Semester and the beginning of the Fall Semester. Such actions shall be reported to the Faculty Senate for ratification at its next regular meeting.

The Faculty Senate traditionally has not met over the summer. And since most of the members would not wish to meet over the summer and even if they did it's unlikely that there would be a quorum. In the past somewhat inconsistently but generally we have as a body passed a resolution authorizing the Executive Committee to act on behalf of the Senate during the summer. This would relieve us of the need to remember to do that every year. The Executive Committee would be by virtue of the bylaws authorized to act on behalf of the Faculty Senate, subject to the requirement that the Executive Committee report to the Faculty Senate at the September meeting and that the actions of the Executive Committee be voted on that is ratified by the Faculty Senate. That the purpose of this motion."

Senator Gandee: "What's the implication? When you bring them back in do we vote on them or are they just reported to the body?"

Chair Sterns: "They are reported to the body. As you remember last year we failed to do this special amendment so we had to then in the fall have the Senate affirm all the decisions that we made during the summer. Senator Rich, do you want to answer Senator Gandee?"

Senator Rich: "This bylaw amendment would still provide for the Faculty Senate to vote on whether to ratify the Executive Committee action. If you like I'll repeat the second sentence: 'Such actions shall be reported to the Faculty Senate for ratification at its next regular meeting'. Now one would hope that the Faculty Senate would not choose not to ratify an action taken by the Executive Committee on behalf of the Faculty Senate during the summer, but they would have the opportunity to not ratify it and send it back to the Executive Committee as having acted without authority."

The being no further discussion, the **motion passed with unanimous approval.**

Chair Sterns asked Associate Provost Ramsier, as Chairman of the UCEC committee, to the front so the Senate could continue consideration of the University Council bylaws.

Senator Lillie: “I just wanted to make sure we are clear on a question of process. It’s my understanding that we postponed, for consideration at this time, the motion that was first made at the April 2nd meeting to approve these particular bylaws. We’re actually still considering that particular motion if I’m not mistaken, is that correct?”

Chair Sterns: “That’s my interpretation yes.”

Assoc Provost Ramiser: “Thank you Chair Sterns. The University Council Exploratory Committee has met as you know several times since we received feedback from the Faculty Senate. We have produced a modified version of the document, it’s header now reads University Council Draft version for circulation to clarify language May 6th 2009. I hope you’ve all received this. I believe it was sent out by Heather yesterday. What you’ll see are sections where we’re suggesting modified changes in the language. If you printed it out in color you’ll see a light blue and light orange, if not you’ll see some areas of light and not so light. Basically the light blue are for clarifications; so the language changes being suggested replace the light blue language with what appears in the box that follows, to clarify the meaning. The text that looks orange we consider to be substantive change; primarily that concerns how the council or the standing committees of the council would declare seats vacant. We deliberated at length on that language to get it as accurate as we could. And finally at the very end of the document we’ve added a section on how to amend the bylaws, based on feedback from Senate as well as the Council of Deans. So that’s the action that the committee has taken. I would ask the chair how to proceed, since the motion on the floor is to approve an earlier version, but not this version.”

Chair Sterns: “I would think I would interpret this to be an amendment.”

Senator Rich: “I move to amend the previous motion by substituting the May 6th version of the UC bylaws.” (Second provided by Senator Lillie)

Senator Gandee: “On page 4, D-9, the faculty representation. I would like to make a change or suggest an amendment that Faculty Senate shall have six member’s seats and the Contract Professional advisory etcetera. Page 4, D-9.”

Chair Sterns ruled the motion out of order.

Senator Rich explained: “The motion before the body is to amend this document by substituting the May 6th version. As I understand it, the May 6th version does not change the previous version in this respect and so the motion to amend some other part of the bylaws should await a vote on the motion to amend that’s now before the body.”

There being no further discussion, **the motion to amend by substituting the May 6th version passed.**

Senator Gandee: “I move that the Faculty Senate shall have six member seats and the Contract Professionals Advisory etcetera the rest of the statement that page 4 on the new document D-9.”

Chair Sterns: “Is there a second? Hearing no second the **motion fails**. Okay, is there further discussion on the main motion?”

Senator Rich: “I do wish to express my sympathy for the motion made by Senator Gandee and say that I do think that the faculty is under represented in this body. I also recognize that a motion to amend it by increasing faculty representation would in effect be a poison pill. It would mean as far as I can understand it, the University Council bylaws would not be agreed to by the other constituencies. That’s my reason for not seconding, despite the fact that I am in principle in agreement with Senator Gandee. My own view on this is that this document has been crafted fairly carefully so as not to diminish the current role in the Faculty Senate and as the Faculty Senate will have representation however meager, in the University Council, the Faculty Senate will have some influence in addition to what it currently has and I consider it less than the Senate used to have years ago. For that reason I’m ultimately prepared to vote in favor of this but not without some regret.”

There being no further comments, **the motion to approve the May 6th version of the University Council bylaws passed.**

Chair Sterns: “Now we return to consideration of the balance of Senate bylaw amendments.”

Senator Rich: “One of the amendments that I introduced in the last meeting and we can now vote on is to amend Part C-5 of the Faculty Senate bylaws. By inserting after the first sentence in 5 the following sentence. I believe what I actually proposed was “members of the Executive Committee shall serve for two years” I now wish to amend that just to clarify it, so that it says “except for the ex-chair, serving pursuant to C-2, members of the Executive Committee shall serve for two years”. If someone would be so kind as to second my motion to amend my previous motion I’ll explain. (second by Senator Lillie) Under our bylaws C-2 the ex-chair serves ex-officio as a member of the Executive Committee for one year. It was thought by the four members of the Reference Committee who met last week that it was worthwhile to clarify this. I say the four members of the Reference Committee as opposed to the Reference Committee because we fell one short of a quorum so these are four individual members of the committee who arrived at this conclusion. So that’s why I’m moving to amend my previous motion just to make it clear that the ex-chair serving ex-officio still serves only one year, not two years.”

There being no further discussion, **the motion to approve the amendment to the motion passed.**

There being no further discussion, **the motion setting the terms of office of the Executive Committee to two years passed.**

Senator Rich: “The next item is more complicated than the previous ones. The question was raised as I think I explained in the last meeting to the Executive Committee some months ago whether instructors and lecturers were part of the electorate in Faculty Senate elections. And the question may or may not have included whether instructors and lecturers were eligible to be elected to the Faculty Senate. I don’t re-

member for sure whether that was part of the question. The Executive Committee answered that question that under the current bylaws which used the term regular faculty which is elsewhere defined in university regulations that instructors and lecturers are not part of the regular faculty and therefore are not in the electorate in Faculty Senate elections. They do not count for purposes of apportionment of senators among the colleges and they are not eligible for membership in the Faculty Senate. At that time the Executive Committee made a promise that we would bring to the body this question, whether instructors and lecturers should be included in any of those three groups for any of those three purposes, membership in the electorate, counting for purposes of apportionment and eligibility for membership in the Faculty Senate. The motions to amend the bylaws that I made in the last meeting addressed the question of membership in the electorate and eligibility for membership in the Senate. I inadvertently omitted to include the question of apportionment so there's that additional item. The four members of the Reference Committee who met last week ultimately concluded that instructors and lecturers should be part of the electorate, they should count for purposes of apportionment but should not be eligible for membership in the Senate. For the sake of simplicity and orderly decision making however as this is not a committee report but rather my own motions to amend the bylaws, what I would like to do actually is to frame the question in terms of whether instructors or lecturers should be included for all three purposes and if that is not agreeable to the body then propose the compromise that the members of the Reference Committee proposed. Accordingly I move to amend my own previous motions by substituting for them in part H-1 of the Faculty Senate bylaws at the end of that paragraph this language;

For purposes of these bylaws, the term "regular faculty" includes all full-time distinguished professors, professors, associate professors, assistant professors, and instructors and lecturers.

If there's a second to that motion I'll explain exactly what that accomplishes (second by Hajjafar). Thank you. What this would do is to number one include for all relevant purposes eligibility to vote, apportionment and membership eligibility for membership in the Faculty Senate, instructors and lecturers who are now not included for any of those purposes. In terms of the wording of the bylaws this would be by far the simplest thing to do but of course it may not be what the body wishes to do substantively and that's what needs to be discussed. So that's the motion that's before the body if it is voted down I'm prepared to move the previous amendments and add one to take care of apportionment as well one by one so the body would have a chance to either choose to include instructors and lecturers for all of these purposes, that's the current amendment, or if that fails, to include them for some and not other purposes, as the body may wish."

Senator Erickson: "My concern is that if we want to vote for this what we have is regular faculty as defined all the way down to assistant professors but not including lecturers and instructors. But we don't include part-time. We have part-time faculty represented on the Faculty Senate, we have full-time regular faculty and then there's this little group of lecturers and instructors that don't have representation that seems to me to be a problem. It just seems to me that surely those full-time lecturers and instructors are as important as part-time faculty. So maybe we need to have a special category for them; whatever we want to do. As far as I know, they are, however it's defined in the rules, the instructors and lecturers are part of the bargaining unit, they are definitely part of the bargaining unit. I know because they've come to our meetings and they vote as part of the bargaining unit. So that also seems to be a reason for supporting this motion rather than voting it down."

Senator Hajjafar: “To me regular faculty means those who receive full fringe benefits from the university which is health benefit and a portion of what they receive from STRS, which these faculty members are receiving. So technically they already are faculty and also we compare what’s the difference between somebody who is on tenure track that may not become tenure, they are part of the regular faculty right now but these lecturers and instructors may stay forever at the university and they are not, so that’s a contribution.”

Senator Rich: “The four members of the Reference Committee who discussed this did have a reservation about this and that is a concern about whether including instructors and lecturers would in a sense ratify and accelerate the process of the university reducing its reliance on tenured and tenure-track faculty members. That’s actually what’s reflected in this sort of compromise that this group arrived at, which is not reflected in my current motion by the way. So there was that concern. We talked about perhaps whether there should be a separate category for instructors and lecturers who of course are not tenure track as there’s such a category for part-time faculty members, but we thought that would probably be administratively very difficult to work out since these are full-time faculty members who have appointments in each of the respective colleges and simply creating a mechanism for them to vote among themselves to choose representatives might prove difficult. I’m not at all sure that it would be impossible, I’m not saying it wouldn’t be worth doing necessarily but we did see some difficulty in creating representation in the Faculty Senate along lines similar to the representation enjoyed by the part-time faculty members. I don’t think anything particularly important turns on who is in the bargaining unit and who’s not in the bargaining unit. I think the question for this body is who should be represented in the Faculty Senate as a member of the Law faculty I’m not a member of the bargaining unit and I wouldn’t want anyone to draw the inference that therefore I, with my colleagues and the law faculty should not be represented in the Faculty Senate. I think that works both ways. I think we should focus on who should be represented and how. There is of course a sense in which the instructors and lecturers in each of the colleges have a kind of representation but they are disenfranchised. They have a kind of representation because they’re part of the college and each college has its representatives. They’re not privileged to vote for in Faculty Senate elections or to serve in the Faculty Senate, so it’s a very limited form of representation but I wouldn’t say that they’re completely unrepresented either. I also would note that this change would have significant effect on the representation of each of the colleges. There are some colleges as I understand it have a relatively large number of full-time instructors and lecturers and others that have few if any. So members of the body should bear that in mind as one of the consequences of adopting this change.”

Senator Stratton: “Just a point of order, we are still discussing the amendment to, your amendment. So we need to vote on that before we actually vote on the amendment itself.”

Senator Rich: “Right but this does present one of the options if we vote this one down we will have decided that we don’t wish to include instructors, full-time instructors and lecturers for all three purposes, we can then consider whether to include for any of those purposes individually, that is participation in Faculty Senate apportionment and eligibility for membership in the Faculty Senate. So this is not merely a procedural vote, this is a substantive vote but it is an amendment to the motion of last month.”

Senator Hallett: “Whether it makes a difference or not, I’m curious because in our department our lecturers are not part of the bargaining unit. I wasn’t aware of that. Now we have people who are called contract professionals are they included as lecturers?”

Chair Sterns asked Associate Provost Ramsier if he could clarify the issue.

Assoc Provost Ramsier: “I think we need to clarify the language that the bargaining unit members are titled college lecturers, part-time faculty have titles of assistant lecturer, associate lecturer and senior lecturer. And then we have people who have title of lecturer who are usually in the Workforce Development efforts that we have on campus. So it’s really college lecturers that I think you mean to be discussing here.”

Senator Hallett: “Well these are people that are full-time.”

Assoc Provost Ramsier: “Well then they’re college lecturers. And they are members of the bargaining unit.”

Senator Hallett: “They’re not in our department.”

Assoc Provost Ramsier: “Which department are you in?”

Senator Hallett: “The department of Speech Language and Audiology.”

Assoc Provost Ramsier: “If they’re full-time college lecturers they’re in the bargaining unit.”

Senator Hallett: “News to us.”

Senator Erickson: “If they are contract professionals then they are represented in this body by the contract professionals, if they are in fact contract professionals.”

Senator Lillie: “I’m hearing a distinction maybe that may be important for us to make sure that we’re clear about. Senator Rich’s comments have used the term lecturer and from what I’m hearing is that there are different ways of looking at that title. The full-time individuals to whom I am assumed this particular motion was to apply would be people who would be college lecturers whereas the people who have the other three titles of lecturer would be reserved for part-time faculty who are already represented in this body. So it seems to me it might be appropriate whether or not the language of this motion ought to include college lecturer since that appears to have a particular meaning.”

Senator Rich: “The modifier full-time applies to all of these terms; so the only concern would be if there is such a thing as a full-time lecturer who is contract professional. If there is such a thing then we need somehow to clarify that this does not include them. I was unaware of such a category and none of the other members of the reference committee who met last week seemed to be aware that there was such a category. If we could clarify that we could decide what to do. If there isn’t such a category I think the current wording is fine because it includes only full-time instructors and full-time lecturers.”

Assoc Provost Ramsier: “Board rule includes a section specifically defining the role of college lecturers. I really believe that’s what you intend that you would probably would like that Board rule consistent with the sections in question.”

Senator Lillie: “My intent is merely that we be as clear as possible and if the intent is to include for these purposes to which the senator has mentioned people who are called college lecturers which have a particular definition I think we should say that. If it’s a larger or if we don’t need that degree of precise language I’m fine with that too, I just think it leaves it possibly open for misinterpretation and I like to make sure we’re clear as we move forward.”

Senator Rich: “I would still like to know if anyone knows happens to know if there is such a thing as a full-time lecturer who is a contract professional rather than a faculty member.”

Chair Sterns asked Vice President Mallo if he had any sage advice for the body.

Mr. Mallo: “I’m afraid I don’t. The word full-time is what’s bothering me because I don’t know if there are any full-time individuals in the category of lecture on the campus.”

Senator Rich: “I think I am reliably informed that there are. My question had to do with whether there are any full-time employees who had the title of lecturer who are not faculty members but rather contract professionals?”

Mr. Mallo: “I simply can’t answer that right now. You know we’ve got a long history here of a climate of individuals that precedes the bargaining, you know the contract with AAUP and some of these things result in happenstance over a period of time someone maybe twenty-five or thirty years ago got put in such a category and may still be there. For example, I happen to have a title of university officer, I’m also an adjunct professor in Education and have Graduate Faculty rank so we’ve had a number of situations where individuals may have certain employment status, I’m not necessarily talking about a whole category, there may be individuals who fall into that.”

Senator Rich: “Well that certainly makes it difficult to draft bylaw amendments.”

Senator Hallett: “There are two people in my department they are definitely full-time and they are definitely contract professionals, so perhaps they’re not called lecturers. I was assuming they were lecturers, maybe they’re not. They’re full time and they’re contract professionals, I’m not sure of the title so I probably just confused the titles.”

Senator Rich: “I do think it’s clear from the context that what we’re referring to here in these bylaws are persons who have faculty rank of some kind. Contract professionals I think are generally regarded as not having faculty rank by virtue of their being contract professionals. Now it’s possible that someone could be serving the university in more than one capacity but then presumably they would not be serving in each full time. So I actually don’t think this is as big a problem as might first appear and the remarks of Vice President Mallo make it clear that whatever we write in these bylaws there will be some anomalous cases that will require acts of interpretation in order to resolve.”

Senator Lillie: “So then that still leaves us with the question of how the term full time lecturer in the bylaws provision is going to be interpreted from college to college. Once again as long as we’re aware that there may be some ambiguity here if it’s the will of the body to move forward that’s fine. I just think we ought to be aware of the fact that there may be some confusion as indicated by some that we’ve had here. Where the assumption is that because a person is a full-time teacher as Senator Hallett said, even though they are contract professional and even though they made be referred to by courtesy as a lecturer, they really are a lecturer. And it just seems like it’s and area that is potentially going to be confusing so if the body decides to actually adopt the amendment as it stands I would urge there to be implemented very carefully so that the Deans and others who are actually going to work on implementing it are very clear about what they are supposed to do.”

Senator Hajjafar: “Every faculty at the university has a title. Is there a title called full-time lecturer? I don’t think so.”

Senator Rich: “No. Just as there’s no title full time professor.”

Senator Hajjafar: “But yeah, see we say professor of mathematics, professor of, that’s the title. So if a motion is to be made it has to be more for the titles, so now we cannot make a motion for those full-time lecturers because the reason is such a title.”

Senator Rich: “The titles are those enumerated. The full-time limits those categories so that this applies only to full-time professors, it applies to only full-time lecturers, etc. It’s not that full-time is the title it’s just that in order to qualify you must have one of those ranks, one of those lecturer, professor, etc. and you must be full time alright? So what this does is it eliminates part-time faculty members from this provision because they’re covered by another bylaw provision which provides for representation of part-time faculty. So the term full-time here is not at all intended as part of title, it’s a limiter that those people who hold the titles specified are eligible only if they are full time.”

Senator Lillie: “I wanted to ask Associate Provost Ramsier if I understood him correctly to say at one point that there were people who are full-time workers in the Workforce Development that have the title of lecturer.”

Assoc Provost Ramsier: “No. They are not full-time. The only people that I’m aware of that have the title of lecturer are not the people Senator Rich is referring to. I think you are referring to college lecturers, that is the specific title of a full-time, bargaining unit faculty. The title is college lecturer.”

Chair Sterns: “Wait a moment while this consultation takes place here. Okay, we’re looking at Board Rule 3359:20-06.2 ‘Definition of College Lecturer; college lecturers are full-time, non tenure track faculty with the primary responsibility for teaching and secondary responsibility for academic unit participation. Persons in these positions are not eligible for consideration for tenure; these positions are not to replace tenure track positions.’”

Senator Rich: “Is there an equivalent provision concerning instructors so that they’re called college instructors? If not I’ll simply move to insert the word college before lecturer, hope to be done with it.”

Senator Hajjafar: “Instructors are college lecturers who are responsible for performance of research as well. A college lecturer who are not going to be producing any research. An instructor who has part of their teaching assignments could be replaced by research.”

Senator Rich: “My question is just a terminological question: do the university regulations use the same term, college instructor that they do for college lecturer?”

Senator Stratton: “I can’t find a reference for a college instructor.”

Senator Lillie: “It sounded as if Senator Rich was about to make a point that could resolve the issue, I wanted to give him that opportunity.”

Senator Rich: “I’m still not completely clear on this question of instructor but is that...”

Chair Sterns: “Do you want to insert the word college?”

Senator Rich: “We don’t have these in the Law School in fact we’re not even technically, we don’t even have the name college so I don’t know whether this would exclude instructors and lecturers from the Law School or not, I trust not. But is your understanding that the term is college lecturer, nod or shake. Okay, so I move to amend my motion to amend by inserting the word “college” before the word instructor and before the word lecturers.”

Senator Stratton: “Not in front of Instructor, just in front of lecturer.”

Senator Rich: “Well I’m getting mixed messages on that. Does anybody really know?”

Assoc Provost Ramsier: “To my knowledge there are six ranks for full time, bargaining unit faculty at The University of Akron. They are distinguished professor, professor, associate professor, assistant professor, instructor and college lecturer.”

Senator Rich: “So the term college is not used to modify the term instructor. Then if the seconder whoever it was would consent (Senator Hajjafar agreed) I would eliminate the word college before instructor and amend it only to insert the word before lecturer.”

Chair Sterns: “Okay, so now we’re ready to vote on that amendment.” There being no further discussion, **the motion to amend the amendment to include the modifier “college” before the rank of “lecturer” passed.**

Chair Sterns: “Now we’re back to the primary amendment. Can you restate that for us?”

Senator Rich: “To insert at the end H-1 the following sentence:

For purposes of these bylaws the term regular faculty includes all full time distinguished professors, professors, associate professors, assistant professors, instructors, and college lecturers.

That's the motion; again what it would do is to include instructor and college lecturers for all three purposes I've mentioned before, for purposes of voting privileges, for Faculty Senate elections, for purposes of apportionment of senators in the colleges and for purposes of eligibility for election to the Faculty Senate."

Senator Lillie: "In the debate so far there's been a, pointed out by Senator Rich as far as was reported for people who missed the discussion of this issue, that the varying numbers of college lecturers from college to college might have some impact on the actual number of senators who can be elected and representing a particular college. Do we know what the result of implementing this would be in terms of changing the representation to this body?"

Senator Rich: "I do not know. I'm advised that the three colleges that have the greatest number of instructors and college lecturers are the College of Arts and Sciences and the Colleges that formerly were known as the College of Fine and Applied Arts. I can't remember their current names. My understanding is that that's where most of the instructors and lecturers are concentrated. No effort has been made on our part to determine the actual numbers and if that is a matter that would be of importance to the body then perhaps the thing to do would be to postpone this and find out how it would affect the portion."

Senator Erickson: "I would just add to Senator Rich's comment, I think it's a good one. I'd like to know that number and think it's a good idea to postpone. Therefore, I make a motion to postpone." (Second by Senator Lillie)

Senator Rich: "I would hope for some indication from the body of whether there's interest in pursuing this. It takes two-thirds majority to amend the bylaws, if we're not close to a two-thirds majority support for this then it probably wouldn't be a worthwhile investment of time to find out how much it would affect a portion, of course I realize a good deal could depend on the answer to that question. I guess my best guess at this point is just from looking around the room is that there is potentially two-thirds support for this kind of provision, but I have little confidence in that guess."

Chair Sterns: "Well it's not for me to determine but kind of as a casual observer standing here, it seems to me that people are very willing to support it but would like to know the ramifications are. And so we don't have enough information."

Senator Rich: "So what I would do is just to ask as a favor that those people who are pretty firmly opposed to this idea that is would vote against it in any event, vote against the motion to postpone. That will give me some sense of the intensity with which this should be pursued over the summer. And that would make sense for you to do right if you were opposed to this there's no point in postponing it. Let's just kill it now."

Chair Sterns: "Another approach might be for the motion."

Senator Rich: "That's possible but if you're for the motion it seems to me that given the questions that have been raised it's unlikely to pass now alright. So I would urge you if you're in favor of the motion to vote in favor of the motion to postpone and if you are opposed to the idea, vote against the motion to postpone and if it turns out that that's most of you then we'll be able to dispense with the whole effort."

Senator Lillie: “If I understand Senator Rich correctly, I also support the favor of the motion to postpone being an indication that there is support of there’s a need for more information by means of that voting telegraph that much information in one vote.”

There being no further discussion, **the motion to postpone passed.**

Senator Rich: “I conclude that there’s sufficient interest in pursuing it.”

e. Committee Reports - Chair Sterns “We do have some important business that must be completed. I turn to the Curriculum Review Committee. Associate Provost Ramsier.”

Assoc Provost Ramsier: “Thank you chair Sterns. The Curriculum Review committee brings forward a resolution;

BE IT RESOLVED, that the recommendation presented by the Curriculum Review Committee concerning the curriculum proposal approvals listed below, and that these be approved by the Faculty Senate.

There’s a handout here with a big list of proposals with summaries attached. I’d be happy to try to answer any questions, if there are any. Motion is from committee.”

There being no further discussion, **the motion to approve the proposed curricula changes passed.**

Assoc Provost Ramsier: “Academic Policies Committee would request permission to bring forward a motion that we did not have prepared in time for the seven day submission to the Senate.”

Chair Sterns: “We would have to vote on a waiver of the seven-day notice.”

Senator Rich: “What is the motion that’s being presented?”

Assoc Provost Ramsier: “It’s attached to the handout. Page 2 is a motion to add a sentence to sections of the Board Rule 3359.60-0346 graduation with honors. You will hopefully recall last year we modified the Board rule with respect to allowing the students to take a degree with more than 100 credits to apply the extra credits they have toward a second degree. That is now in place. The question has arisen whether or not students are eligible to receive Honors with a second degree? And the language we’re suggesting here would clarify that: yes, students can take a second or third or subsequent degree at The University of Akron and receive Latin Honors for the Bachelors or distinction for the Associates degree. It’s just a clarification because it’s come up whether students should be permitted to have honors more than once. So the if you don’t have it in front of you the suggested change is to add to the graduation with honors Board rule a sentence; ‘A student who holds a Bachelorette degree from an accredited institution including The University of Akron and who earns a subsequent Baccalaureate degree at The University of Akron per the academic policy requirements for second degrees is eligible to graduate with honors.’ And that would apply to bachelors and associate degrees.”

Chair Sterns: “So now we can vote on whether or not we should waive the seven-day notice rule.” **The motion to waive the notice requirement passed.**

Senator Vollmer: “I’m wondering the importance or the reasoning for the terms ‘from an accredited institution?’ Aren’t we speaking only of The University of Akron, what have we to do with any other accredited institution?”

Assoc Provost Ramsier: “The students can transfer here postbac with a degree from somewhere else but they don’t have to take, they have to meet our residency requirements that’s part of the Board rules, so they still have to take 64 credits or 32 credits if they transfer in here, in order to be eligible for honors with second degree.”

Senator Rich: “I missed the APC meeting at which this recommendation was made and previously there had been extended discussion of the question of which grades would count for purposes of determining honors, what was the resolution of the that question?”

Assoc Provost Ramsier: “The resolution was based on Registrar’s survey of all the other public universities in Ohio and basically what was presented to the committee when we met to finalize this language was that the majority of schools, almost all of the schools in Ohio, permit the second or subsequent degree with honors using the full GPA that is used for calculation of honors. If you’re not familiar, I hope I get this correct, the GPA for determination of honors can be different that the GPA that you see on a student’s transcript. Because the GPA on student’s transcript can include courses that were retaken for a change in grade. That GPA on the transcript only counts the last time the student took that class for a grade, presumably it’s a higher grade. For honors all of the courses are included, so the GPA for honors would actually be calculated lower than that base than for the regular GPA so this provision would allow the second degree to be calculated using all the course that applied to the first degree towards the second but done in the sense that they would be calculated as we do for the first two honors including all the retakes, so the calculation would always be done the same for all honors determination.”

There being no further discussion, the **motion to adopt this language to allow student to receive honors with second and subsequent degrees passed.**

Senator Lillie: “Mr. Chairman may I ask a question of the Chair of APC before he leaves? Under the written report there was a ‘charge from Faculty Senate EC discussion to be continued’ which was that?”

Assoc Provost Ramsier: “That is a discussion concerning the Council of Deans scheduling; I forget the actual language that the charge referred to, the scheduling issue.”

Senator Lillie: “The reason I ask is because I believe that came from the Senate and not from the Faculty Senate EC it came from the Senate.”

Assoc Provost Ramsier: “I believe I received a memo from Chair Sterns.”

Senator Lillie: “Right. Perhaps this needs to be clarified, but I thought it was done here and then Chair Sterns would have sent it on. I think the Senate voted to send this to APC through you. Chair Sterns may have actually transmitted it but it came from Senate rather than the Executive Committee.”

Chair Sterns: “Dr. Lillie is pointing out that the EC is not responsible here.”

Senator Lillie: “No Dr. Lillie is pointing out that the EC had already brought this to the Senate and the Senate approved it so it’s not at the Executive Committee level it’s at the level of the Senate to ask Academic Policies Committee to look into it.”

Assoc Provost Ramsier: “I understand. So basically this needs to be modified to say “charged from the Faculty Senate. Thank you for the clarification.”

Chair Sterns: “Okay thank you. Let me also call your attention to the report of the Faculty Research Committee. You’ll see here a list of all the awards. Once again we really have to thank the members of the research committee for their evaluation of these very worthy projects. You’ll see in our packets here, there were nearly 60 proposals and on the second page it shows total funding of 182,000 dollars. You can see all the grants listed here, which I think is quite an achievement to have this level of research support for our colleagues at this time. I want to thank Laura Gelfand and all the members of the committee for their hard work in bringing this to fruition.

Let me also call to your attention to the report of Computing and Communications Technologies Committee. Are there further comments on that report or it’s just presented for our information? At this time we would like to have a report from the ad hoc Committee on Accessibility.

Senator Lillie: “There is a written report. We’ve only met once. What were trying to do is to make sure that we are in the spirit of the charge that was given to this committee on March 2nd by the Faculty Senate, and some of the possible directions that we have put on the table for the future of this committee in terms of implementing that charge are here for your information. If you have any questions or anything that you would like to have to the committee consider in terms of academic issues of accessibility, please get in touch with one of the members of the committee or me. We will be moving forward we hope and expect with the cooperation of the Office of Accessibility and I know the support of the Vice President of Student Services, Dr. Fey.”

Chair Sterns: “Okay thank you Dr. Lillie. Is there any unfinished business to come before the Senate? Is there any new business? If not I’d like to turn to the Good of the Order.”

f. Good of the Order - Chair Sterns “I want to thank all the senators for working with us all year long so we’ve been able to accomplish a number of goals that have been long in the making. I’m so pleased that we have been able to vote on the University Council. We’re getting closer to a new governance structure. It’s taken much longer than I ever thought it would and I’m really glad that you could be present Provost Strobe to see this vote take place because it was one of the goals that we had. I want to thank everyone in the room for their participation. There are some people as you know who are very cynical about the role of the Faculty Senate and do not fully understand how really important a body like this is for the governance of the university. And I think that we’ve been able to accomplish a number of these things and this meeting speaks to that. There was one candidate who ran in a college not to be mentioned who said in his election statement that he thought that the Faculty Senate was not productive and that he didn’t feel that it was a worthwhile activity but if he were elected he would serve. My blood pressure went up just a little bit when I read that. That’s a close paraphrase that’s not the exact wording. But I think we need to return to a positive viewpoint regarding the role of faculty governance. So I just want to thank all of you for your full participation and involvement. I especially want to thank the Executive Committee for their hard work all year. I especially want to congratulate Secretary Stratton who carries so much of the burden of what we do and let’s give him a round of applause. The person who really deserves the applause is the person who has to put up with all of us and that’s Heather. Are there other comments, good of the order?”

Senator Erickson: “Well of course very definitely we have to thank the Chair of the Senate, Senator Sterns for all his work in guiding us through this year.”

V. Adjournment - “So I don’t think anyone will object if we have a motion for adjournment. Is there such a motion?” Senator Erickson so moved and Senator Hajjafar provided the second.

The meeting adjourned at 4:39 pm

Verbatim transcript prepared by Heather Loughney

Transcript edited by Richard Stratton,
Secretary of the Senate

APPENDICES TO MINUTES

FACULTY SENATE MEETING OF MAY 7, 2009

APPENDIX A

REPORT OF THE SENIOR VICE PRESIDENT AND PROVOST, COO

FACULTY SENATE

May 7, 2009

- Expressions of Gratitude
- *Design for Student Success: Provost's Report 2009*
- Passing the Baton
- Upcoming Dates:

—September 9th, Student Appreciation Day

—As you know, during the fall, the Carnegie Foundation selected UA as an exemplary institution for both *Curricular Engagement and Outreach & Partnerships*. Faculty, contract professionals, staff and students from every college played a role in earning this significant distinction. To sustain our leadership in this area and to enhance our capability in what is known to be a highly effective educational practice, next October on the 29th and 30th, we will be holding our second

Engage to Learn, Learn to Engage: A Service-Learning and Curricular Engagement Institute

The goals for the Institute are to enhance awareness and facilitate active discussion on issues related to planning, implementing and sustaining a successful partnership. Last year's event was very well received and this next Institute is being purposefully designed for faculty and community members to truly Learn to Engage.

- A Final Thought

***THE VERY LEAST YOU CAN DO IN YOUR LIFE IS TO
FIGURE OUT WHAT YOU HOPE FOR.
AND THE MOST YOU CAN DO IS LIVE INSIDE THAT
HOPE.***

Barbara Kingsolver

APPENDIX B

Academic Policies Committee (APC) - Meeting Minutes

May 4, 2009

3:30-4:30, LH 413

Attendees: Deb Hayes, Gwen Jones, John Lanshe, Rex Ramsier, Peggy Richards, Martin Wainwright, and Ethel Wheland

1. Approval of Agenda - Approved
2. Approval of Previous Minutes - Approved
3. Proposed BOT rule language changes concerning graduation with honors for the 2nd degree

Deb Hayes shared information from a survey of the other Ohio public universities, and data from the last five years concerning UA students taking second degrees. We deliberated and decided to propose simple language modifications to the relevant Board of Trustees rule (attached). If we concur by email to this suggested language, we will ask permission to bring this to Faculty Senate at its May 7th meeting.

4. Continued discussion of the impact of withdrawal from classes on student success, and the potential need for a new policy.

Ethel Wheland shared information about faculty focus groups that have been held and the planning for more such events involving others on campus to discuss this issue. We discussed the policies that some other institutions have and the early patterns emerging from a survivor analysis that withdrawals may not enhance student success on our campus. We discussed moving the final withdrawal date earlier in the semester, and the influence of allowing for add/drop into the second week of the semester.

5. Charge from Faculty Senate Executive Committee – Discussion to be continued
6. Adjournment

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.

A student who holds a baccalaureate degree from an accredited institution, including The University of Akron, and who earns a subsequent baccalaureate degree at The University of Akron per the academic policy requirements for second degrees, is eligible to graduate with honors.

- (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

A student who holds an associate degree from an accredited institution, including The University of Akron, and who earns a subsequent associate degree at The University of Akron per the academic policy requirements for second degrees, is eligible to graduate with honors.

- (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 which have not counted toward a baccalaureate degree, for an additional baccalaureate degree, or

(b) Sixteen credits which have not counted toward an 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:

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, 2/11/08, 5/5/08

APPENDIX C**THE UNIVERSITY OF AKRON****RESOLUTION 05- - 09**

Pertaining to the Approval of the Following Curricular Changes

BE IT RESOLVED, that the recommendation presented by the Curriculum Review Committee concerning the curriculum proposal approvals listed below, be approved.

- [ED-08-29](#) Add P-12 Physical Education option to existing masters in C&I with Licensure Options program
- [EN 8-43](#) 4450432 System Simulation
- [FAA-09-069](#) Eliminate course from minor
- [AS-09-012](#) Introduction to City Management
- [AS-09-013](#) Executive MPA
- [AS-09-017](#) Field Studies in Geology
- [AS-09-018](#) Advanced Individual Readings in Geology
- [AS-09-023](#) 3400200 Empires of Ancient Asia, name change
- [AS-09-024](#) 3400 487/587 Science and Technology in US History; title change
- [AS-09-077](#) Add new course entitled The Assyrians 3240109
- [AS-09-078](#) Add a new course The Sumerians (3240110)
- [AS-09-084](#) New Course Archaeology of Slavery (3240111)
- [AS-09-087](#) New course The Aztecs (3240112)
- [AS-09-130](#) New Course in Pan African Studies
- [AS-09-131](#) New Course in Pan-African Studies
- [AS-09-139](#) Change courses for Graduate Certificate in Gender Conflict
- [AS-09-14](#) Change in mode of delivery of MPA courses
- [BA-09-01](#) Blanket DL course proposal
- [BA-09-02](#) Blanket course deletion proposal
- [BA-09-11](#) Remove MBA in Accountancy notation from Joint Degree information
- [BA-09-27](#) 6200441 Course can be undergraduate and graduate
- [BA-09-28](#) Change courses listed under Joint Degree Programs
- [BA-09-29](#) Change in MBA requirements
- [BA-09-46](#) Revision to catalog description for management majors
- [BA-09-47](#) Graduate Certificate in Supply Chain Management
- [BA-09-48](#) Prerequisite change for Management Project
- [BA-09-49](#) Special Non-degree coursework
- [BA-09-52](#) Change number of credits for Marketing Research and Analytics
- [BA-09-53](#) Change in program credit requirements for various Marketing majors

BA-09-54	Change in program credit requirements for various marketing minors
BA-09-55	Course Change for Honors Class
ED-09-01	5500480 Mode of Delivery Change
ED-09-09	Blanket course deletion Educational Foundations & Leadership
ED-09-25	Create new graduate level course Instructional Techniques for Children in PE
ED-09-31	New Literacy Specialist Certificate Program
ED-09-41	Special Education-ECIS Student Teaching—Credit hour change
ED-09-42	AYA (Adolescent-Young Adult) Graduate Student Teaching—Credit hour change
ED-09-44	P-12/Multi-Age Graduate Student Teaching—Credit hour change
ED-09-45	Suspend Admission to Superintendent Licensure Program
ED-09-48	Master’s in Physical Education Suspension
ED-09-49	Master’s in C&I with Multi-Age Drama-Theatre Licensure program change
ED-09-50	P-12 Drama-Theatre Education program change
ED-09-51	MS in C&I with Visual Arts Licensure changes
ED-09-52	Middle Level Math teaching field course changes
ED-09-53	Pre-requisite change for 5200325 Adv. EC Curriculum
ED-09-54	5610691 Course Name Change
ED-09-55	5610692 Course Name Change
ED-09-56	5610693 Course Name Change
ED-09-57	5500341 Lab Practicum in Reading — Change Bulletin Description
ED-09-58	5500628 — Literacy Assessment Practicum — Change Bulletin Description
ED-09-59	5500485 Teaching Language Literacy to 2nd Language Learners
ED-09-60	5500541 — Teaching Language Literacy to 2nd Language Learners
ED-09-61	Change Bulletin Description
ED-09-62	New Course Coaching Basketball
ED-09-63	New Course Coaching Football
ED-09-64	New Course Coaching Baseball
ED-09-65	New Course Coaching Track and Field
ED-09-68	Sport Management Minor
ED-09-69	Name Change of Sport Studies Coaching/Conditioning
ED-09-71	Athletic Coaching Education Minor
EN-09-21	4250 Corrosion Engineering Program
EN-09-21-07	4250301 Aqueous Corrosion Lab
EN-09-21-08	4250305 Corrosion Prevention (Aqueous)
EN-09-21-09	4250306 Aqueous Corrosion Lab 2
EN-09-21-10	4250310 Fundamentals of Dry Corrosion
EN-09-21-11	4250311 High Temperature Corrosion Lab
EN-09-21-12	4250340 Corrosion Prevention (Dry)
EN-09-21-13	4250440/441 Corrosion Management 1 & 2
en-09-21-2	4250105 Materials Science for Corrosion Engineering
EN-09-21-3	4250497 Corrosion Engineering Honors Project
EN-09-21-4	4250194 Corrosion Engineering Design Project

EN-09-21-5	4250200 Material and Energy Balances for Corrosion Engineers
EN-09-21-6	4250300 Fundamentals of Aqueous Corrosion
EN-09-21.1	4250101 Tools for Corrosion Engineering
FAA-09-026	New Course- Advanced Fiber Arts
FAA-09-027	New course- Textiles for Interiors
FAA-09-029	New Graduate Course- Advanced Fiber Arts
FAA-09-037	Add 7100308 Art of Africa and the Diaspora
FAA-09-068	Program Change from BA in Dance to BA in Dance Education
FAA-09-070	19th Century Art from Art Department course offerings
FAA-09-071	Update BA in Art History
FAA-09-072	7400491 Career-Technical FCS Instructional Strategies add prerequisites
FAA-09-073	7600468 change course description
FAA-09-074	7600568 change course description
FAA-09-075	7600481 change course description
FAA-09-076	7600581 change course description
FAA-09-077	7600417 prerequisite change
Faa-09-078	7600516 add prerequisite
FAA-09-079	7600375 change course description
FAA-09-080	7600372 change course description
FAA-09-081	7600368 change course description
FAA-09-082	7600280 change course description
FAA-09-083	7600228 title and course description change
FAA-09-084	7600233 change course description
FAA-09-085	7600232 change course description
FAA-09-086	7600231 change course description
FAA-09-087	7600230 change course description
FAA-09-088	7600408 prerequisite change
FAA-09-089	7600517 prerequisite change
FAA-09-090	Change prerequisite for 7920122 Ballet V
FAA-09-091	Change prerequisite for 7920222 Ballet VI
FAA-09-50	Add corequisite to 7920241 Pointe II
NU-09-01	Child/Adolescent Primary Health Care Nursing
NU-09-02	Child/Adolescent Primary/Acute Care Nurse Practitioner
NU-09-03	Post MSN Family Nurse Practitioner Certificate Program for Certified PNPs
NU-09-05	Joint Program for the Doctor of Philosophy in Nursing
PR-09-01	Military Science & Leadership Lab
PR-09-02	Joint UA/Kent State University ROTC Air Force Program
SC-09-09	Technical Mathematics Certificate
SC-09-17	Program change for CIS, Computer Maintenance & Networking Associate Degree, Microsoft Networking Track
SC-09-18	Program change for CIS, Computer Maintenance and Networking Option, Cisco Networking Track
SC-09-19	Computer Information Systems, Programming Specialist Option

- [SC-09-20](#) Computer Information Systems, Web Development Option
- [SC-09-24](#) Adding CIS courses to the Bypass Credit list in the Undergraduate Bulletin
- [SC-09-25](#) Computer Information Systems course changes
- [SC-09-26](#) Program change for CIS, Programming Specialist Minor
- [SC-09-27](#) Deactivate CIS, Microcomputer Specialist Option Minor
This course of study is obsolete and should be deactivated.
- [SC-09-28](#) Deactivate Computer Information Systems certificate
This course of study is obsolete and should be deactivated.
- [SC-09-29](#) Program changes for CIS, Programming Certificate
- [SC-09-30](#) Program change for CIS, Cisco Networking Technology Certificate
- [SC-09-31](#) Program Changes to CIS, Database Development Certificate
- [SC-09-34](#) Program Changes to CIS, Webmaster Certificate
- [SC-09-35](#) Criminal Justice Technology - Law Enforcement Option (Name Change)
- [SC-09-36](#) Criminal Justice Technology - Law Enforcement Certificate (Name Change)
- [SC-09-37](#) Criminal Justice Technology - General Option Minor
- [SC-09-38](#) Criminal Justice Technology - Security Administration Certificate
- [SC-09-40](#) Addition of a new AAS in Computer Information Systems, Industrial Computer Applications Option
- [SC-09-41](#) Criminal Justice Technology - Security Administration Minor
- [SC-09-56](#) Technical Mathematics III
- [UC-09-02](#) Add online section of Student Success Seminar
- [WC-09-09](#) Office Technology - Business Office Manager Option
- [WC-09-10](#) Office Technology - Application Software Option

APPENDIX D

April 29, 2009

MEMORANDUM

TO: Faculty Senate

FROM: Curriculum Review Committee

RE: Approval Recommendations

Recommendations

ED-08-29	Add P-12 Physical Education Option to existing masters in C&I with Licensure Options program	Curricular & IS
	In order to meet the growing needs of students seeking a master's with licensure in Physical Education, the Department of Curricular & Instructional Studies is adding this option to the existing Masters in Curriculum and Instruction with Licensure Option program. This is a collaborative initiative between the Department of Sport Science and Wellness Education and the Department of Curricular & Instructional Studies.	
EN 8-43	4450432 System Simulation	Eng
	These changes are part of a conversion of 4400:675 System Simulation to a 400/500 offering. The bulletin description is also updated to current topics.	
FAA-09-069	Eliminate course from minor	SLPA
	The current minor in Speech-Language Pathology and Audiology does not reflect curricular changes or prerequisite requirements. It consists only of required courses. The restructured minor will have 15 hours of required courses and 2 elective courses. The course 7700:440 (FAA-09-061) was dropped, and therefore must delete it as a requirement for the minor. Several course numbers changed and these changes are reflected in the new Bulletin description.	
AS-09-012	Introduction to City Management	PAUS
	This course is the missing component in a growing specialization area of local government management. Two-thirds of our MPA students intend to enter, or are already employed in local government. This course offers insight into one of the most significant employment areas in local government, the profession of city management.	
AS-09-013	Executive MPA	PAUS
	Create a new degree program-- an Executive MPA. This program will include most of the requirements of the existing MPA, but, because of the senior-level professional experience of the persons who could be admitted, will demand fewer credit hours for completion of the degree	
AS-09-017	Field Studies in Geology	Geology and Environmental Science
	This proposal is for a parallel graduate-level course to 3370:455. Combined enrollment necessary to make course go.	
AS-09-018	Advanced Individual Readings in Geology	Geology and Environmental Science
	Faculty in the department participates in the Integrative Biology Ph.D. program and advises Ph.D. students. This course will help students with deficiencies in their geological background education.	

AS-09-023	3400200 Empires of Ancient Asia, name change	History
<p>The College of Education has requested that a course be offered to suit the needs of AYA-ISS program as defined by the National Council of Social Studies. We have a course on Ancient Empires of Asia, and we are changing the coverage to include the ancient empires of the entire Afro-Eurasian world.</p>		
AS-09-024	3400 487/587 Science and Technology in US History; title change	History
<p>The College of Education has requested that a history of science course be offered to suit the needs of AYA-ISS program as defined by the National Council of Social Studies. This name will allow us to include coverage on pre-modern and modern scientific developments at a global level. This proposal includes the course changes for the 400 and 500 levels.</p>		
AS-09-077	Add new course entitled The Assyrians 3240109	CSAA
<p>This course adds depth to an existing series of 1-credit, 5 week courses offered to primarily non-majors called Case Studies in Archaeology. It builds on the strength of existing faculty expertise.</p>		
AS-09-078	Add a new course The Sumerians (3240110)	CSAA
<p>This course adds depth to an existing series of 1-credit, 5 week courses offered to primarily non-majors called Case Studies in Archaeology. It builds on the strength of existing faculty expertise.</p>		
AS-09-084	New Course Archaeology of Slavery (3240111)	CSAA
<p>This course adds depth to an existing series of 1-credit, 5 week courses offered to primarily non-majors called Case Studies in Archaeology. It builds on the strength of existing faculty expertise.</p>		
AS-09-087	New course The Aztecs (3240112)	CSAA
<p>This course adds depth to an existing series of 1-credit, 5 week courses offered to primarily non-majors called Case Studies in Archaeology. It builds on the strength of existing faculty expertise.</p>		
AS-09-130	New Course in Pan African Studies	Pan-African Studies
<p>In an attempt to revamp our PAS program, this proposal requests the ability to offer several new courses on the African American experience. This course is intended to be a higher level course and will examine the religious experience in the African American society. Taught previously as a Special Topic; requesting it be regular.</p>		
AS-09-131	New Course in Pan-African Studies	Pan-African Studies
<p>African American History and Studies, a new stand alone course, rooted in the Pan African Studies Department, will serve as an elective course for both the Pan African Studies and History curriculums. This course will also serve as core course in the African American Male learning community. The course brings together the historical and contemporary study of African American Men with related programmatic and public policy applications. UA students will be exposed to the complex history of African American men in the United States and beyond, thus preparing them to effectively compete in the new national and global economy.</p>		
AS-09-139	change courses for Graduate Certificate in Gender Conflict	Sociology
<p>This proposal requests the dropping of Sociology of Gender and Sociology of Women and adding Sociology of Sex and Gender under required courses for the Graduate Certificate in Gender Conflict.</p>		
AS-09-14	Change in mode of delivery of MPA	PAUS

	courses	
	This proposal adds eight more courses to the inventory of eight courses that are approved to be offered as on-line classes. This increase will permit us to offer enough courses via the web so that a student could complete most, of the MPA curriculum through the delivery mode.	
BA-09-01	Blanket DL course proposal	General Business
	This proposal is to ensure that course listings accurately reflect how courses are taught, with respect to distance learning (Board of Trustees rule 3359-20-05.2). This mode of delivery proposal applies to courses that have been offered in one of the DL classrooms or otherwise transmitted to another site off campus between F01-Sept 08.	
BA-09-02	Blanket course deletion proposal	General Business
	This proposal is to ensure that course listings accurately reflect our current course offerings by deleting courses that have not been offered in the past five years where departments have no plans of offering them in the future.	
BA-09-11	Remove MBA in Accountancy notation from Joint Degree information	Accounting
	The joint degree of JD/MBA (Accounting Concentration) no longer admits students to the program. This proposal just removes the additional information about the joint degree with an Accounting Concentration from the graduate bulletin.	
BA-09-27	6200441 Course can be undergraduate and graduate	Accounting
	This provides an additional course for the students interested in information systems at the Master's level. The course is currently available as an undergraduate course, and with some additional requirements for the graduate students it could be taught concurrently to both undergraduates and graduates. It provides a better usage of available resources.	
BA-09-28	Change courses listed under Joint Degree Programs	General Business
	Many of the law school offering have changed names, been deleted or changed numbers. This proposal reflects those changes and identifies those law school classes which may be transferred to the college of Business for concentrations in the MBA program. Also the description is changed slightly to note that up to six credits may be transferred into the MBA since some MBA concentrations have required coursework which precludes six credits from being transferred.	
BA-09-29	Change in MBA requirements	General Business
	The 450 GMAT score used to be at the 50th percentile for domestic students when these requirements were instituted decades ago. The 50th percentile is now approximately 500. By not adjusting the admission standards the college has essentially lowered them for incoming students. This proposal addresses that issue. Secondly, the proposal sets targets for students who are provisional admits by requiring them to achieve a minimum index values based upon their foundation course GPA and GMAT score. The threshold was established by studying historical index values and the success of students in program completion.	
BA-09-46	Revision to catalog description for management majors	Management
	This proposal is to make the revisions to catalog description for management majors.	
BA-09-47	Graduate Certificate in Supply Chain Management	Management

	The Supply Chain Management graduate certificate program has been designed to meet the needs of business professionals who are interested in developing expertise in supply chain operations management. The fifteen credit hour certificate program consists of coursework addressing key aspects of supply chain operations management including logistics, sourcing, and globalization.	
BA-09-48	Prerequisite change for Management Project	Management
	This proposal is requesting a prerequisite change 6500:350 (Fundamentals of Enterprise Resource Planning) from a prerequisite to a corequisite for Management Project.	
BA-09-49	Special Non-degree coursework	General Business
	This proposal limits them to nine credits of foundation courses. There is evidence that permitting students to take more than nine credits leads them to put off applying to the college and this in turn inhibits them from completing their degree in a timely manner.	
BA-09-52	Change number of credits for Marketing Research and Analytics	Marketing
	This proposal requests a change in Marketing Research and Analytics (6600335) from 4 credits to 3 credits. Better software technologies have enabled the analytics portion of the course to be adequately covered within a 3 credit offering.	
BA-09-53	Change in program credit requirements for various Marketing majors	Marketing
	Due to the credit hour change of Marketing Research and Analytics, the following changes are required - to change Marketing Management Major total credits required from 31 credits to 30 credits; to change Sales Management Major total credits required from 31 credits to 30 credits; and to change eMarketing and Advertising Major total credits required from 34 credits to 33 credits.	
BA-09-54	Change in program credit requirements for various marketing minors	Marketing
	Due to the credit hour change of Marketing Research and Analytics 6600335, Proposal #BA-09-52, the following changes are required - to change Database Marketing Minor "required" credits from 16 credits to 15 credits with total credits for Minor to move from 19 credits to 18 credits; and to change Direct Interactive Marketing Minor "required" credits from 13 credits to 12 credits with total credits for Minor to move from 19 credits to 18 credits.	
BA-09-55	Course Change for Honors Class	General Business
	An alternative mode of instruction has been added to increase the value of the honors project experience for students and faculty and to make the best use of finite resources.	
ED-09-01	5500480 Mode of Delivery Change	Curricular & IS
	This proposal will add distance learning (web-enhanced, web-based, and online) to existing face-to-face mode of delivery for 5500480 Special Topics course.	
ED-09-09	Blanket course deletion Educational Foundations & Leadership	Ed Foundations & Leadership
	This proposal is for the deletion of courses no longer offered in our department programs.	
ED-09-25	Create new graduate level course Instructional Techniques for Children in Physical Education	Phys & HE
	This proposal creates the graduate level course 5550547, Instructional Techniques for Children in	

	Physical Education, which will be reflected in the Master's with Licensure in Physical Education program upon its approval. This course coincides with the equivalent course at the undergraduate level.	
ED-09-31	New Literacy Specialist Certificate Program	Curricular & IS
	The statewide online component of this consortium-based program offers a new venue for graduate education that culminates in an internship at home institutions. This proposal therefore is for the creation of a program called Literacy Specialist Certificate.	
ED-09-41	Special Education-ECIS Student Teaching--Credit hour change	Curricular & IS
	This proposal is for the increase in credit hours (3 hours more) for student teaching experience in Early Childhood Intervention Specialist program to better reflect ratio of credit hours to weeks across college.	
ED-09-42	AYA (Adolescent-Young Adult) Graduate Student Teaching--Credit hour change	Curricular & IS
	This proposal is to increase in credit hours (2 hours more) for student teaching experience in graduate-level AYA (Adolescent-Young Adult) programs to better reflect ratio of credit hours to weeks across college.	
ED-09-44	P-12/Multi-Age Graduate Student Teaching--Credit hour change	Curricular & IS
	This program is to increase in credit hours (2-3 hours more) for student teaching experience in graduate-level P-12/Multi-Age graduate programs to better reflect ratio of credit hours to weeks across college.	
ED-09-45	Suspend Admission to Superintendent Licensure Program	EFL
	This proposal is to suspend admission to the Superintendent Licensure program immediately.	
ED-09-48	Master's in Physical Education Suspension	Phys & HE
	This proposal will suspend enrollment in the master's in physical education, physical education program due to consistently low enrollment.	
ED-09-49	Master's in C&I with Multi-Age Drama-Theatre Licensure program change	Curric & IS
	In the state of Ohio, P-12 multi-age programs are required to have student teaching assignments in both elementary and secondary school settings. These courses combine the appropriate teaching methods with each student teaching placement. To this end, these 2 courses (Methods of Teaching Elementary Theatre Arts and Methods of Teaching Secondary Theatre Arts) help prepare candidates for both levels of student teaching experiences and ultimately the teaching field.	
ED-09-50	P-12 Drama-Theatre Education program change	Curric & IS
	In the state of Ohio, P-12 multi-age programs are required to have student teaching assignments in both elementary and secondary school settings. To this end, these 2 courses (elementary and secondary) help prepare candidates for both levels of the student teaching experience and ultimately the teaching field. These courses combine the appropriate teaching methods with each student teaching placement.	
ED-09-51	MS in C&I with Visual Arts Licensure changes	Curric & IS
	This proposal will eliminate 7100:402/502 Museology (3) from art education requirements as this course	

	is not as relevant for art education majors as art education content specific courses, and changes requirement of a minimum of one 7100:594 ST in Art Education (3) for majors. This comes from a recommendation from NASAD to increase art education course offerings.	
ED-09-52	Middle Level Math teaching field course changes	Curric & IS
	These new courses and program will enable middle level math teacher candidates to interact with those teacher candidates preparing to teach both earlier and later years of development and will better help them meet SPA expectations.	
ED-09-53	Pre-requisite change for 5200325 Adv. EC Curriculum	Curric & IS
	The core of this course has been changed and after a thorough review all the core syllabi more appropriate prerequisite is warranted.	
ED-09-54	5610691 Course Name Change	Curric & IS
	This proposal is to request a name change to the existing course, 5610691 -- Student Teaching Seminar to 5610691 – School-based Externship Seminar and to revise the bulletin description.	
ED-09-55	5610692 Course Name Change	Curric & IS
	This proposal is to request a name change to the existing course, 5610692 -- Student Teaching School Audiology to 5610692 – School-based Externship School Audiology and to revise bulletin description to reflect the externship.	
ED-09-56	5610693 Course Name Change	Curric & IS
	This proposal is to request a name change to the existing course 5610693 -- Student Teaching Speech Language Pathology to 5610693 – School-based Externship Speech Language Pathology and to revise bulletin description to reflect the externship.	
ED-09-57	5500341 Lab Practicum in Reading -- Change Bulletin Description	Curric & IS
	The proposal is to change the general bulletin description to reflect field hour requirements.	
ED-09-58	5500628 -- Literacy Assessment Practicum -- Change Bulletin Description	Curric & IS
	This proposal is to change the general bulletin description to reflect field hour requirements.	
ED-09-59	5500485 Teaching Language Literacy to 2nd Language Learners -- Change bulletin description	Curric & IS
	This proposal is to change the general bulletin description to reflect field hour requirements.	
ED-09-60	5500541 -- Teaching Language Literacy to 2nd Language Learners -- Change Bulletin Description	Curric & IS
	This proposal is to change general bulletin description to reflect field hour requirements.	
ED-09-61	Change Bulletin Description	Curric & IS
	This proposal is to change the general bulletin description to reflect field hour requirements.	
ED-09-62	New Course Coaching Basketball	Phys & HE
	The present proposal creates a new course entitled Coaching Basketball. Many of our sport studies coaching students are planning a career in coaching. The National Standards for Athletic Coaches has identified 40 standards which are grouped into eight domains and appropriate competencies. These	

	standards provide for the skills and knowledge that coaches should possess. The present course introduces students to the basic teaching principles that apply to the sport of basketball. These skills are deemed important for the individual seeking to become successful basketball coach. Selected topics include related to the theory and applications of coaching basketball include: developing a basketball coaching philosophy, developing a basketball approach, planning for the basketball season, preparing practice, coaching offense, coaching defense, game day coaching, and evaluation of athletes.	
ED-09-63	New Course Coaching Football	Phys & HE
	The purpose of the present proposal is to create the course 5550208, Coaching Football. Many of our sport studies coaching students are planning a career in coaching. The National Standards for Athletic Coaches has identified 40 standards which are grouped into eight domains and appropriate competencies. These standards provide for the skills and knowledge that coaches should possess. The present course introduces students to the basic teaching principles that apply to the sport of football. Skills taught in the present course are deemed important for the individual seeking to become a successful football coach. Selected topics are related to the theory and applications of coaching football and include: teaching football skills, teaching technical football skills, teaching football tactics, planning for football, and coaching on games day.	
ED-09-64	New Course Coaching Baseball	Phys & HE
	The present proposal creates a new course titled Coaching Baseball, 5550209. Many of our sport studies coaching students are planning a career in the coaching and player development administration in the baseball profession. The National Standards for Athletic Coaches has identified 40 standards which are grouped into eight domains and appropriate competencies. These standards provide for the skills and knowledge that baseball coaches should possess. The present course introduces students to the basic teaching principles that apply to successfully coaching baseball. Skills taught in the present course are deemed important for the individual seeking to become a successful baseball coach. Selected topics are related to the theory and applications of coaching baseball and include: developing a philosophy of coaching baseball, planning for the season, organizing practice, teaching offensive skills, teaching defensive skills, preparing for baseball games, game day coaching, and evaluation of baseball players.	
ED-09-65	New Course Coaching Track and Field	Phys & HE
	The purpose of the present proposal is to add the course 5550207 Coaching Track and Field. Many of our sport studies coaching students are planning a career in coaching. The National Standards for Athletic Coaches has identified 40 standards which are grouped into eight domains and appropriate competencies. These standards provide for the skills and knowledge that coaches should possess. The present course introduces students to the basic teaching principles that apply to the sport of track and field. These skills are deemed important for the individual seeking to become successful track and field coach. Selected topics include related to the theory and applications of coaching track and field include: developing a coaching philosophy, developing an approach, planning for the season, preparing practice, coaching field events, coaching running events, game day coaching, and evaluation of athletes.	
ED-09-68	Sport Management Minor	Phys & HE
	The purpose of this proposal is to provide students not majoring in a Department of Sport Science and Wellness Education program an opportunity to study the field of sport management so that they can prepare for a career in the sport industry or graduate school in sport management.	
ED-09-69	Name Change of Sport Studies Coaching/Conditioning	Phys & HE
	The purpose of this proposal is to change the name of the Sport Studies-Coaching/Conditioning concentration (Program Code 555235) to Sport Studies Athletic Coaching Education concentration. This name change will provide a more optimal name which better describes the concentration in relation to	

	the area of study and future occupational employment.	
ED-09-71	Athletic Coaching Education Minor	Phys & HE
	The purpose of this proposal is to provide students not majoring in a Department of Sport Science and Wellness Education Program an opportunity to study athletic coaching education. The proposed name change for the coaching/conditioning concentration will provide a more optimal name which better describes the concentration in relation to the area of study and future occupational employment.	
EN-09-21	4250 Corrosion Engineering Program	Chem E
	This proposal describes the new Corrosion Engineering Program offered at the BS level. The program will be the first of its kind in the US and will address a growing need for corrosion engineers in many fields.	
EN-09-21-07	4250301 Aqueous Corrosion Lab	Chem E
	This proposal describes the lab course that accompanies Fundamentals of Aqueous Corrosion. This course will provide the hands-on experiences necessary to be able to measure and describe corrosion phenomena.	
EN-09-21-08	4250305 Corrosion Prevention (Aqueous)	Chem E
	This course will cover the application of the fundamentals learned in the Fundamentals of Aqueous Corrosion and is a critical step in becoming a corrosion engineer.	
EN-09-21-09	4250306 Aqueous Corrosion Lab 2	Chem E
	This course will provide the hands-on experiences necessary to be able to diagnose, measure, and describe failures due to corrosion in aqueous environments.	
EN-09-21-10	4250310 Fundamentals of Dry Corrosion	Chem E
	This course will provide the foundation for Corrosion Prevention (Dry) and Corrosion Management.	
EN-09-21-11	4250311 High Temperature Corrosion Lab	Chem E
	This course will provide the hands-on experiences necessary to be able to diagnose, measure, and describe failures due to corrosion at high temperature.	
EN-09-21-12	4250340 Corrosion Prevention (Dry)	Chem E
	This course will cover the application of the fundamentals learned in the Fundamentals of Aqueous Corrosion and is a critical step in becoming a corrosion engineer.	
EN-09-21-13	4250440/441 Corrosion Management 1 & 2	Chem E
	This course will ensure a functional approach to evaluating corrosion problems by focusing on the ability to interpret test data and apply the analysis to system performance. The course will also cover the fundamentals of advanced testing instrumentation and techniques for detecting and monitoring corrosion.	
en-09-21-2	4250105 Materials Science for Corrosion Engineering	Chem E
	This course will provide an introduction to materials that we rely on in everyday life. The course will stress the importance of material reliability	
EN-09-21-3	4250497 Corrosion Engineering Honors Project	Chem E

	This course will provide a research or design experience for the honors student	
EN-09-21-4	4250194 Corrosion Engineering Design Project	Chem E
	This course will provide a design experience for corrosion engineering students interested in independent study.	
EN-09-21-5	4250200 Material and Energy Balances for Corrosion Engineers	Chem E
	This course will provide the fundamental basis for understanding and describing chemical and corrosion processes. An emphasis on chemical processes is appropriate since a large demand for corrosion engineers will come from the chemical process and refining industries.	
EN-09-21-6	4250300 Fundamentals of Aqueous Corrosion	Chem E
	This course will provide the foundation for Corrosion Prevention (Aqueous) and Corrosion Management	
EN-09-21.1	4250101 Tools for Corrosion Engineering	Chem E
	This course will provide an introduction to corrosion, its importance and impact. Course activities are designed to excite students and get them engaged in corrosion. The computer skills learned in this course will be needed in later studies.	
FAA-09-026	New Course- Advanced Fiber Arts	FCS
	This course has been offered as 7400485 Seminar in FCS, and is now being proposed as a new course. This course will serve as a recommended elective for students in the B.A. in Fashion Merchandising Fiber Arts Track and is particularly needed with the deletion on 7400423 Professional Image Analysis.	
FAA-09-027	New course- Textiles for Interiors	FCS
	This proposal is requesting to add 7400:522 Textiles for Interiors to align a graduate course directed towards interiors with 7400:422. Currently, we offer 7400:525 Advanced Textiles twice a year, linking it in the fall with 7400:425 and in the spring with 7400:422. This does present some issues. The new course, 7400:522 will replace the spring offering in conjunction with 7400:422. The title of 7400:525 has been changed to Textiles for Apparel which necessitates this change.	
FAA-09-029	New Graduate Course- Advanced Fiber Arts	FCS
	This course has been offered as 7400585 Seminar in FCS, and is now being proposed as a new course. This course will replace 7400523 Professional Image Analysis.	
FAA-09-037	Add 7100308 Art of Africa and the Diaspora	Art
	This course proposal is to add 7100308 Art of Africa and the Diaspora to Art Department course offerings. The course meets requirements of our accrediting organization for non-western course content. It also moves beyond the historical period model of art history to consider visual traditions across cultures and across time. The course will be cross-listed with Pan-African Studies and is also intended to attract students from multiple disciplines across campus and to demonstrate the crucial role visual arts play in the dissemination of culture more generally.	
FAA-09-068	Program Change from BA in Dance to BA in Dance Education	Dance
	This proposal is a program change from the BA in Dance to a BA in Dance Education. Per recommendation of the National Association of Schools of Dance, the UA Dance Program has evaluated	

	the purpose of the current BA in Dance within the context of our other two dance degrees (Bachelor of Fine Arts in Dance and Bachelor of Arts in Dance Studies with a Business Cognate). We have determined that changing the BA in Dance to a BA in Dance Education would better serve students and the dance community. This program change is easily administered, as the post baccalaureate Pre-K-12 Licensure in Dance has been available through the Dance Program's partnership with the Department of Sport Science and Wellness Education in the College of Education. Although dance students have had the opportunity to obtain an undergraduate degree in dance and then complete the licensure in a fifth year, the extra year of study has been a deterrent. Offering a BA in Dance Education as a four year program will attract a greater interest to this area of study. The BA in Dance Education meets NASD criteria for this type of program. It should also be noted that NASD currently defines our fifth year licensure program as a degree program when combined with a BA in Dance or a BFA in Dance.
FAA-09-070	Art We are required to eliminate a course in order to add Art of Africa and the Diaspora from Art Department course offerings
FAA-09-071	Update BA in Art History Art This proposal is to update BA in Art History to include addition and deletion of courses. The School of Art will delete 7100:304 19th Century Art (FAA-09-070) in order to add 7100:308 Art of Africa and the Diaspora (FAA-09-037).
FAA-09-072	7400491 Career-Technical FCS Instructional Strategies add prerequisites FCS This proposal is to add the following courses as prerequisites to 7400491 Career-Technical FCS Instructional Strategies. 5100200- Introduction to Education; 5100220 - Educational Psychology and 7400241- Introduction to FCS Education. Career-Technical FCS Instructional Strategies is designed as the course that most directly prepares student for the student teaching experience in the areas of instructional planning and classroom management.
FAA-09-073	7600468 change course description Comm This proposal is to update course description as the current course description has not been updated for many years and is out-of-date.
FAA-09-074	7600568 change course description Comm This proposal is to update course description as the current course description has not been updated for many years and is out-of-date.
FAA-09-075	7600481 change course description Comm This proposal is to update course description as the current course description has not been updated for many years and is out-of-date.
FAA-09-076	7600581 change course description Comm This proposal is to update course description as the current course description has not been updated for many years and is out-of-date.
FAA-09-077	7600417 prerequisite change Comm Change in prerequisite will make it easier for those with appropriate practical experience to take the course without first having to take 7600:416 - New Media Writing.
Faa-09-078	7600516 add prerequisite Comm Addition of prerequisite allows the instructor to prevent students without the needed background in news writing from registering for the class.
FAA-09-	7600375 change course description Comm

079	This proposal is to update course description as the current course description has not been updated for many years and is out-of-date.	
FAA-09-080	7600372 change course description	Comm
	This proposal is to update course description as the current course description has not been updated for many years and is out-of-date.	
FAA-09-081	7600368	Comm
	This proposal is to update course description as the current course description has not been updated for many years and is out-of-date.	
FAA-09-082	7600280 change course description	Comm
	This proposal is to update course description as the current course description has not been updated for many years and is out-of-date.	
FAA-09-083	7600228 title and course description change	Comm
	This proposal is to change the title and course description of 7600228 TV Production Practicum to be consistent with other practicum experiences in the School of Communication	
FAA-09-084	7600233 change course description	Comm
	This proposal is to correct an error in printed Bulletin; course description was left out for 7600233 Tel-Buch	
FAA-09-085	7600232 change course description	Comm
	This proposal is to correct error in printed Bulletin, course description was left out for 7600232 Buchtelite	
FAA-09-086	7600231 change course description	Comm
	This proposal is to correct error in printed Bulletin, course description was left out for 7600231 Forensics	
FAA-09-087	7600230 change course description	Comm
	This proposal is to correct error in printed Bulletin, course description was left out for 7600230 WZIP-FM	
FAA-09-088	7600408 prerequisite change	Comm
	This proposal will add prerequisite to 7600408 Women, Minorities, News and to make a correction to course description. The prerequisite add is to ensure students have proper background for class. The wording change in course description corrects overemphasis on women (rather than women and minorities).	
FAA-09-089	7600517 prerequisite change	Comm
	This proposal is to change in wording of prerequisite replaces "and" with "or" making it easier for students with the prerequisite course to register.	
FAA-09-090	Change prerequisite for 7920122 Ballet V	Dance
	This proposal is to change the prerequisite for 7920122 Ballet V to "permission or a B+ or better for one semester in 7900225.	
FAA-09-091	Change prerequisite for 7920222 Ballet VI	Dance
	This proposal is to change the prerequisite for 7920222 Ballet VI to "permission or a B+ or better for one semester in 7920122 Ballet V."	
FAA-09-	Add corequisite to 7920241 Pointe II	Dance

50	This proposal is to add corequisite to 7920241 Pointe II. This addition of a corequisite will ensure dancer health and safety.	
NU-09-01	Child/Adolescent Primary Health Care Nursing	Nursing
	This proposal is recreating the original Child and Adolescent Health Nursing track with a focus on primary health care that was inadvertently replaced by the Child/Adolescent-Pediatric Acute Care sequence due to coding issues. All of the courses still exist. However when students register for the track they are registered in the new track as acute care and many students want to have primary health care only.	
NU-09-02	Child/Adolescent Primary/Acute Care Nurse Practitioner	Nursing
	This proposal is requesting a title change from Child & Adolescent Health Nurse Practitioner-Acute to Child/Adolescent Primary/Acute Care to better meet the needs of advanced practice nursing students wanting to focus on the pediatric primary/acute care option.	
NU-09-03	Post MSN Family Nurse Practitioner Certificate Program for Certified PNPs	Nursing
	This Post MSN Family Nurse Practitioner Certificate Program for Certified PNPs is designed for the certified Pediatric Nurse Practitioner who wants to sit for certification as a Family Nurse Practitioner. This option is being added to accommodate the demand for certification as a Family Nurse Practitioner by pediatric nurse practitioners who are in medical practices that see patients from infancy through the elderly. The addition of this certification will broaden their scope of practice. Two didactic courses of one and two credit hours are new. One will be offered as a web-based course. All other courses exist in the Adult/Gerontological Nursing track and in the Department of Family and Consumer Sciences. The certificate will be a total of 16-18 credit hours.	
NU-09-05	Joint Program for the Doctor of Philosophy in Nursing	Nursing
	A revision of the current Joint Program for the Doctor of Philosophy in Nursing (JPDN) is presented. The program was reviewed by the Joint PhD in Nursing Curriculum between The University of Akron and Kent State University. The proposed changes were developed based on the analysis and after review of other Doctoral programs in nursing initiatives and policies instituted to support student success. The committee after careful review proposed the following changes 1. Introduction of a new three (3) credit course entitled a. 8200824 Foundations of Scholarly Inquiry in Nursing b. This course replaces one three credit hour cognate 2. Implement a written Preliminary examination after completion of first year of Full-time coursework (24 credits)	
PR-09-01	Military Science & Leadership Lab	Military Science
	This course is a direct complement to the Leadership and Personal Development Lecture, allowing students to apply and test the knowledge and values learned in class.	
PR-09-02	Joint UA/Kent State University ROTC Air Force Program	Military Science
	The University of Akron is part of a joint Air Force ROTC program with Kent State University. UA students must enroll in these Aerospace Studies courses through the UA enrollment system even though the courses are held on the KSU campus. Realigning these courses in the curriculum database will allow UA students to enroll in the Air Force ROTC program without confusion.	

SC-09-09	Technical Mathematics Certificate	Assc Studies	This proposal is for a technical mathematics certificate, requiring a minimum of 11 credit hours, which will help students to develop their technical math skills and apply these skills to real-world scenarios. At least 6 of the 11 credit hours must be taken through Summit College with a certificate grade point average of 2.5.
SC-09-17	Program change for CIS, Computer Maintenance & Networking Associate Degree, Microsoft Networking Track	Bus Tech	Diversity is a suggested general education course for Summit College. Network Concepts has not run in several years due to low enrollment and has been determined to no longer be needed as a recommended class prior to taking the Microsoft courses. Adding 2440 courses to the selection of technical electives.
SC-09-18	Program change for CIS, Computer Maintenance and Networking Option, Cisco Networking Track	Bus Tech	Diversity is a suggested general education course for Summit College. Network Concepts has not run in several years due to low enrollment and has been determined to no longer be needed as a recommended class prior to taking the Microsoft courses. Adding 2440 courses to the selection of technical electives.
SC-09-19	Computer Information Systems, Programming Specialist Option	Bus Tech	Graduates should be proficient in their technical courses, which is denoted by a "C" or better in each course. This proposal will meet this need.
SC-09-20	Computer Information Systems, Web Development Option	Bus Tech	Graduates should be proficient in their technical courses, which is denoted by a "C" or better in each course. This proposal will meet this need.
SC-09-24	Adding CIS courses to the Bypass Credit list in the Undergraduate Bulletin	Bus Tech	Students arrive at The University of Akron with various levels of knowledge of networking, often from taking courses in high school. A student who successfully completes a course by receiving a grade of "C" or better may bypass designated prerequisite courses. This proposal requests adding 2440202, 2440203, 2440204, and 2440301 to the Bypassed Credit list in the Undergraduate Bulletin.
SC-09-25	Computer Information Systems course changes	Bus Tech	Due to the changing technology and changes to the Cisco Networking Academy Program, the content of this course has changed.
SC-09-26	Program change for CIS, Programming Specialist Minor	Bus Tech	Graduates should be proficient in their technical courses, which is denoted by a "C" or better in each course. This proposal will meet this need.
SC-09-27	Deactivate CIS, Microcomputer Specialist Option Minor	Bus Tech	This course of study is obsolete and should be deactivated.

SC-09-28	Deactivate Computer Information Systems certificate	Bus Tech
This course of study is obsolete and should be deactivated.		
SC-09-29	Program changes for CIS, Programming Certificate	Bus Tech
Students earning these certificates should be proficient in their technical courses, which is denoted by a "C" or better in each course. The course is no longer required in degree programs and certificates need to be updated. This proposal will eliminate 2540140 as a bridge course and add a minimum grade requirement of "C".		
SC-09-30	Program change for CIS, Cisco Networking Technology Certificate	Bus Tech
Students earning these certificates should be proficient in their technical courses, which is denoted by a "C" or better in each course. The course is no longer required in degree programs and certificates need to be updated. This proposal will eliminate 2540140 as a bridge course and adds "C" as a minimum grade requirement.		
SC-09-31	Program Changes to CIS, Database Development Certificate	Bus Tech
Students earning these certificates should be proficient in their technical courses, which is denoted by a "C" or better in each course. The course is no longer required in degree programs and certificates need to be updated. This proposal will eliminate 2540140 as a bridge course and adds "C" as a minimum grade requirement.		
SC-09-34	Program Changes to CIS, Webmaster Certificate	Bus Tech
Students earning these certificates should be proficient in their technical courses, which is denoted by a "C" or better in each course. The course is no longer required in degree programs and certificates need to be updated. This proposal will eliminate 2540140 as a bridge course and adds "C" as a minimum grade requirement.		
SC-09-35	Criminal Justice Technology - Law Enforcement Option(Name Change)	Publ Svc Tech
This proposal is to name the general option more appropriately for its focus – law enforcement; to improve the organization and focus of the six hour criminal case management course by separating its components into criminal investigation and forensic methods courses and to focus the option on law enforcement an introductory course in police studies is added and the juvenile justice process course is dropped.		
SC-09-36	Criminal Justice Technology - Law Enforcement Certificate(Name Change)	Publ Svc Tech
This proposal is to change the name of the Criminal Justice Technology General Option Certificate to Law Enforcement Certificate and updating it to bring it in line with the associate degree requirements.		
SC-09-37	Criminal Justice Technology - General Option Minor	Publ Svc Tech
This proposal will bring the minor in line with the associate degree requirements		
SC-09-38	Criminal Justice Technology - Security Administration Certificate	Publ Svc Tech
These changes will bring the certificate in line with the associate degree requirements.		

SC-09-40	Addition of a new AAS in Computer Information Systems, Industrial Computer Applications Option	Bus Tech
This proposed associate of applied science degree repackages existing courses across several departments to fill the industry needs for industrial computer application programmers and technicians. In addition, two new classes were developed to cover skills and knowledge not contained in existing courses.		
SC-09-41	Criminal Justice Technology - Security Administration Minor	Publ Svc Tech
These changes will bring the Security Administration minor in line with the associate degree requirements.		
SC-09-56	Technical Mathematics III	Assc Studies
In order for students to maintain a consistent level of algebraic skills throughout the entire Technical Mathematics sequence of courses, and in order for them to be appropriately prepared for Technical Calculus I and II, it has been found necessary to include an introduction to functions, their graphs and properties in TM III. This will provide students with the necessary background in functions that is required in order to successfully complete TM IV and Technical Calculus I and II. In addition, TM I does not cover functions in either the depth or detail that students taking TM IV and Technical Calculus I and II need. This change will allow instructors to cover functions more thoroughly than is presently possible. A topic "Matrices" was included in TM III in response to a Survey and Mapping Technology program request (2003). Starting Spring semester 2009 this material is covered in great detail in the new course 2030:480 "Advanced Topics in Technical Mathematics."		
UC-09-02	Add online section of Student Success Seminar	Univ Coll
The purpose of this proposal is to submit information regarding the delivery of the Student Success Seminar (1100101) in a fully online format (i.e., change in mode of delivery). The course will continue to be delivered in a face-to-face format as well as online.		
WC-09-09	Office Technology - Business Office Manager Option	Wayne
As recommended by the Office Technology Advisory Committee, these changes will update the curriculum and skills needed by students. Course 2420:170 Applied Mathematics for Business will add needed mathematics skills. 2040:240 Human Relations will emphasize business-related social science/psychology skills necessary for students in the curriculum. Skills taught in 7600:106 Effective Oral Communication duplicate skills taught in 2540:263 Professional Communication and Presentations.		
WC-09-10	Office Technology - Application Software Option	Wayne
As recommended by the Office Technology Advisory Committee, the changes will update curriculum and skills need by OT students. The changes will provide more relevant mathematical skills and increase computer and business communication skills. Content in 7600:106 and 2020:222 is a duplicate to that being taught in 2540:263.		

APPENDIX E

Report of the Ad Hoc Committee on Accessibility
Faculty Senate
The University of Akron

May 1, 2009

The charge to this committee was given March 2, 2009 by the Faculty Senate, as follows:

The ad hoc committee [will] review, with the Office of Accessibility, the processes and procedures that impact academics with a view to strengthening them and to insure that appropriate control of academic [aspects of accessibility] by the faculty is continued.

The first meeting of the Ad hoc accessibility committee was held on April 29, 2009 in the Faculty/Staff dining room of the Student Union. Timothy Lillie (convenor), John Kline, and Jeff Schantz were present. As convenor, Tim Lillie notified the other members that they should be receiving letters of appointment to the committee from the Senate Executive Committee soon, along with the charge to the committee that was determined at the March meeting of the Faculty Senate.

Tim Lillie was elected chair of the committee.

The committee generated the following possible directions for the future and agreed to review online material available from the Office of Accessibility to examine aspects of procedures that might be academic in nature and therefore under the aegis of the Faculty Senate and to meet again to discuss the results of that task this summer.

Possible directions:

Record of current status of policies and procedures (a sort of fact-finding communication for the benefit of the Senate).

Examination and clarification of the process by which Office of Accessibility changes which might have an academic impact are routed through the Senate structure for review and action.

Examine and propose a formal policy/procedure for routine involvement of Faculty Senate members and others in determining and providing accommodations.

Respectfully submitted,

Timothy Lillie, Chair.

APPENDIX F

Faculty Research Committee
Laura Gelfand, Chair

The Faculty Research Committee met on February 27. Nearly 60 proposals for the 2009 Summer Fellowship were reviewed. The committee felt that the overall quality of the proposals this year was excellent and the competition was tough. The committee made the following awards:

2-07668	1705	Dr. Brian Bagatto, Biology	Physiological Variability in Armadillo Quadruplets: Effects of the Maternal Environment	\$ 10,000
2-07669	1706	Mr. Charles Beneke Myers School of Art	State Change: Mapping Global Warming and the Greenland ice Sheet Decay	10,000
2-07670	1707	Mr. Andrew Borowiec Myers School of Art	The Post-Industrial Landscape of the Rust Belt	10,000
2-07671	1708	Dr. Erik Engeberg Mechanical Eng.	Biologically Inspired Control of a Dexterous Artificial Hand and Wrist	10,000
2-07672	1709	Dr. Kathryn Feltey Sociology	Pioneer Women: A Multi-Method Socio- Historical Exploration of Gender on the Frontier	6,000
2-07673	1710	Dr. Elaine Fisher Nursing	Detecting a Signature Pattern of Intestinal Mesenteric Ischemia Using Gas Chroma- tography – Mass Spectrometry in a Rat Model	10,000
2-07674	1711	Dr. Stephen Harp History	“Au Naturel: <i>Naturisme</i> , Nudism and Tourism in Twentieth-Century France	10,000
2-07675	1712	Dr. Yu-Kuang Hu Physics	Theory of Plasma Instabilities in Graphene	10,000
2-07676	1713	Dr. Li Jia Polymer Science	Synthesis of Electron-Accepting Poly- iophenes for Photovoltaics	10,000
2-07677	1714	Dr. Raouth Kostandy Nursing	Measuring Injection Pain in Healthy Full- Term Neonates	10,000
2-07678	1715	Dr. Bi-min Zhang Newby, Chemical and Biomolecular Eng.	Marangoni-flow Induced Self-Assembly for Protein Patterning	10,000
2-07679	1716	Dr. Truyen Nguyen Theoretical and Applied Math	Well-Posedness for the Semi-Geostrophic Equations	10,000
2-07680	1717	Dr. Linda Orr Marketing	Advanced Customer Lifetime Value Segmentation: Using Demographic and Psychographic Variables to Expand CLV Models	10,000

2-07681	1718	Dr. Erol Sancaktar Polymer Eng.	Manufacturing Controlled Release Nano Porous Medical Membranes Using Self- Assembled Block Copolymer Masks	10,000
2-07682	1719	Dr. John Senko Geology and Environmental Sci.	Influence of Microbially Mediated Oxidation and Reduction Reactions on Properties of Fe-rich Clay.	10,000

<u>ACCT.#</u>	<u>FRG#</u>	<u>NAME</u>	<u>TITLE OF PROJECT</u>	<u>AMOUNT</u>
2-07683	1720	Dr. Juay Seng Tan Biomedical Eng.	Development of a Robotic Spine Testing System	10,000
2-07684	1721	Dr. Claire Tessier Chemistry	Improved Silicon Reagents for Synthetic Applications	6,000
2-07685	1722	Dr. Christine Thompson Classical Studies, Anthropology, and Archaeology	Metals and Mediterranean Trade: Society and Economy at the Dawn of Recorded History c.1500-500 BCE	10,000
2-07686	1723	Dr. Zhenhai Xia, Mechanical Eng.	Bio-Mimetic Design of Flight Muscles	10,000

TOTAL FUNDED: \$182,000

The committee held a business meeting on April 10 to discuss the details of how the committee worked this year and how we might make improvements.

Among other things we discussed the necessity of having an appropriate distribution of specialists across disciplines represented on the committee. The committee was pleased to hear that Chairman Sterns was willing to work with the committee chair when the EC of the Senate assigns members of the committee. I assured the committee that as chair I would be more than willing to work with the EC to make certain that the committee has the proper membership to function successfully.

The date for next year's FRC Colloquium has been established. The colloquium will be held in the Student Union on October 15. Faculty who received Academic Year Grants and Summer Fellowships in 2008 will present the results of their research to the campus community in 15-minute papers. We encourage all members of the UA community to attend.

We have also established the dates for next year's competitions. Academic Year Grants will be due October 9. The Summer Fellowship will be due on January 15, 2010.

Respectfully submitted,
Laura Gelfand

APPENDIX G

CCTC MEETING - THURSDAY, April 2nd, 2009, Noon-1pm

KOLBE #111

In attendance: Bove, Carson, Hardin, Hoffman, Matheny, Mortiz, Shanks, Stratton, Williams.

Absent: Damson, Farooqi, Hubert, Lenavitt, Mahapatra.

1. UNFINISHED BUSINESS

- a. Feedback on computer recycling system.
 - i. Matheny states that the computer recycling agreement is in legal being reviewed. The proposed partner, "One Community", would allow U.A. to still donate computers to schools, etc.
- b. Gradebook issues with Springboard and Zipline.
 - i. Stratton requested that CCTC work on this problem...UANet ID was part of the info in the old days.
 - ii. 209167- ticket number filed by Stratton –
 - iii. Registrar Debra Hayes attends meeting. Hayes reports that security concerns require that UANET ID is not downloadable by other students. This has resulted in the changes on SpringBoard. Hayes says she will meet with the people who run SpringBoard and try to see if the situation can be resolved for Fall 2009.
- c. Digital Signage update
 - i. CCTC hears from Funding Dynamics, who has proposed installing ECN system on campus using digital signage.
 - ii. System would allow individual offices complete control over the content of what airs in their locations.
 - iii. System also would include space for advertising. Some members of CCTC have expressed concern in the past about visual and sound pollution, as well as advertising to students. Funding Dynamics tells CCTC that U.A. can have complete control over who will advertise, as well as which displays can have sound.
 - iv. University will seek bids in 2009 for digital signage system. Funding for such a system must come from sources outside U.A. according to F. John Case.

2. NEW BUSINESS

- i. Bove announces that the library will conduct web usability testing in April-June on the U.A. libraries web site.

Meeting adjourned 1:10pm.

Respectfully submitted,

Phil Hoffman, Chair CCTC