



SENATE ACTIONS

- Passed a motion recognizing the work of Emeritus Professor Dr. Donald Gerlach.
- Passed a motion to empower the Executive Committee to act on behalf of the senate during the summer break.
- Passed a motion recognizing the work of Interim Provost Dr. David Baker.
- Passed a motion to postpone consideration of the course withdrawal policy presented by the Academic Policy Committee until September.
- Passed a motion naming the FirstEnergy Advanced Research Center in the Department of Chemical and BioMedical Engineering.
- Defeated a motion to refer the TK20 issue to the Faculty Rights and Responsibilities Committee.
- Passed a motion to return the TK20 issue to the Academic Policy Committee for further consideration.
- Passed a motion to refer to the Executive Committee rule changes proposed by the Curriculum Review Committee.

Any comments concerning the contents in *The University of Akron Chronicle* may be directed to the Secretary, Robert Huff (x5966).

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Minutes of the Faculty Senate Meeting of May 6, 2010

The regular meeting of the Faculty Senate took place Thursday, May 6, 2010 in Room 121 of the College of Business Administration (CBA 121). Senate Chair Harvey Sterns called the meeting to order at 3:06 p.m.

Of the current roster of sixty-one Senators, 39 were present for this meeting. Senators Bagatto, Carson, Hamed, Kruse, Marich, Schantz, Sotnak, Steiger and Ziegler were absent with notice. Senators Ducharme, Gamble, Maringer, Norfolk, Otis, Prichard, Rearick, Ritchey, Speers, Thomas, Williams, Xiao and Yi were absent without notice.

I. Approval of the Agenda - Chair Sterns called for approval of the agenda. **It was approved without objection.**

II. Approval of the Minutes- Chair Sterns called for approval of the minutes from the April 1 meeting of the Senate. **The minutes were approved without objection.**

II. Chairman's Remarks and Announcements - Special Resolution

Chair Sterns presented the following resolution on behalf of the Executive Committee: "The Faculty Senate of The University of Akron expresses its gratitude and good wishes to Dr. Don R. Gerlach on the occasion of his resignation from the Faculty Senate. The Senate acknowledges the many years of service of Dr. Gerlach to this body; his role as the first Chairman of the Faculty Senate in 1993, Parliamentarian from 1994-2002 and his current role representing the retiree's association. We thank you for your years of service to this body and wish you the very best in the future." This text was on a certificate signed by Harvey Sterns and Robert Huff.

Chair Sterns then called for a motion supporting this resolution.

The motion was made and was passed unanimously.

Dr. Gerlach was then given a round of applause.

Chair Sterns then reported on four issues of concern to the senate that had been acted on by the President and Provost. A letter from the President was received on April 22nd regarding actions on these issues. Two were forwarded to the Board for approval. The first was the renaming of the Department of Classical Studies, Anthropology and Archeology to the Department of Archeology and Classical Studies. The second was the creation of the Center for the History of Psychology. The third and fourth items concern the proposed structure for University Council and changes in the Student Code of Conduct. Chair Sterns read from the letter; [these items] "require more detailed comment and explanation of the action I intend to take. My experience with complex issues such as these is that our Board of Trustees Rules Committee may

require several meetings on each of these items before we can be in a position to formulate a recommendation to the full Board of Trustees. As I'm sure you're aware there's been a considerable interest for some time among various constituencies on the campus in enhancing the concept of University Council. I'm also aware that there are different ideas about certain aspects of the document that some may believe require additional consideration. However, I want to assure you that with respect to the underlying principle – the collegial concept of shared governance, the drafters have in my opinion hit a home run in the document's definition of shared governance which is critical to shared governance that follows. In the interest of being responsive I intend to refer the document to the rules committee of the Board of Trustees immediately while I take appropriate time to study and reflect upon the details of the proposal and also have the benefit of the counsel of the rules committee of the Board in formulating my recommendation to the full Board of Trustees. In terms of the proposed Code of Student Conduct I will also proceed to transmit the document to the rules committee of the Board of Trustees while I take appropriate time to study and reflect upon the changes in the rules and also receive the benefit of the counsel of the rules committee of the Board in formulating my recommendation to the full Board of Trustees. I trust this response to actions listed in your March 7th 2010 transmittal sufficient at the present.”

Chair Sterns then commented that the senate is ready to work in every way possible to help bring these issues to fruition and expressed the hope that the process would move forward expeditiously. Chair Sterns continued, “discussion with the members of the University Council Exploratory Committee and the Executive Committee of the Senate emphasized that the deliberations that went on for over 3 years needs to be carefully considered here. While we have the utmost respect and admiration for the members of the Rules Committee, I think it would be remiss if I did not point out that there are many complex issues presented in this document which were discussed, collaborated on, crafted in the very nature of shared governance which this document yearns to create. To expect the Rules Committee to understand the nuances of this document without guidance from those who collaborated on this document would in many ways be kin to that of a blind man crossing a busy street without traffic control. His journey may end but what shape would he be in and how far he would get?”

I would like to suggest that several members of the University Council Exploratory Committee, which drafted the document, be invited to the Rules Committee meetings to be used as reference and provide insight into who, how and why we ended up with a document that we did.

Julia Beckett is here today for questions about the report of the ad hoc Committee on Organizational Structure and Effectiveness. As I was sitting in my office this morning I thought about the fact that we have this document that talks about collaboration, interaction and new relationships. Also sitting on my desks are a number of communications from different parts of our university who are not in a very cooperative mood. There are issues internally in some departments about what's going to happen if indeed college changes are made, others deal with the issue of possible new collaborations, relationships, and structural changes and the spirit of this is not fully in tune with what we have advanced in the document on cooperation. One of the things that concern me greatly is that the Faculty Senate not lose its important role as a forum for approval of these changes. Some things are coming to the Faculty Senate for approval when the approval has already happened, when the decision has already been made. When we've progressed too far down the path to turn back. I'm very concerned about this because I think decisions are being made that affect faculty that should have faculty involvement, that there should be an opportunity for the full

process of cooperation and deliberation. I'm afraid that we run the risk here of doing some things that could be very detrimental to the working relationship between the faculty and the administration. I don't want to be more specific than that but I do want everyone in the room and we have all the important figures here, to really think about if we are going to make structural changes, how to do it in the ways that are cooperative and collaborative. Early in my time here at The University of Akron, I experienced a very contentious discussion about who owns Social Psychology. The issue was whether Social Psychology should be under Sociology or Psychology. Anyone who knows anything about Social Psychology knows that they both have legitimate, hereditary rights. This is what we do sometimes in our departments and I just want to point out to you that I never thought it was terribly constructive. Let's try to be sensitive about some of these things.

Let's try to defend our disciplinary chauvinism at the same time as show some level of ability to move to post-formal operational thinking. In the sense of understanding that barriers can be permeable. I will spare you a lecture on the surface dynamics and permeability but I will talk about the fact that cooperation is important.

Some faculty have expressed concern about the amount of important business that is conducted during the summer. Last year we did focus groups regarding the curriculum process review. Once again the prototypes will be out during the summer with the opportunity for some additional input in the fall. There are people who are not working in the summer, that's a fact of academic life, that's a fact of the 9-month contract and summer assignments. I find it very difficult to sit in a room and hear people make remarks about the faculty not being around in the summer. Many of us are around in the summer and we're here working on our books, our articles and we probably are sitting on dissertations and thesis. I think that it is wrong to make this a we/they thing, and I don't think that's fair.

The work of the Faculty Senate needs to continue. The Executive Committee needs to continue to function in the summer and we will need a resolution today to authorize the Executive Committee to conduct business on behalf of the Senate before the day is out."

Senator Gerlach: I move that the Senate authorize it's Executive Committee to function on it's behalf through the summer recess provided that the actions taken by the Executive Committee on behalf of the Senate are duly reported for final approval.

The motion passed without objection.

Chair Sterns: We have some obituaries, sad to say. Kyonsuku (Toshiko) Min Cakmak passed away on April 16, 2010 after a long battle with cancer. She was born in Kyoto, Japan and attended Kyoto Institute of Technology for B.S. and M.S. degrees in Polymer/Textile engineering and came to the United States in 1979 to attend the graduate program in Polymer Engineering at the University of Tennessee. After receiving her PhD in 1984, she was hired to The University of Akron to become one of founders of the Polymer Engineering Program in 1984.

Joan Lukich passed on January 27, 2010. She earned six college degrees and completed course work for a PhD in Education. She taught Anatomy & Physiology at The University of Akron and was a part-time instructor in Biology for many years.

Senator Gerlach: Mrs. Stephanie Duff, she served as a graduate teaching assistant in American History in our History Department, took her Masters Degree in the 1970s and then served for some years as part-time instructor in Western Cultural Traditions. She died on March 21st 2010.

Chair Sterns: Thank you. Let's have a moment of silence in memory of these departed colleagues. (Senate observed moment of silence)

IV. Reports

Executive Committee -Secretary Robert Huff: Thank you Chair Sterns. The Executive Committee of the Faculty Senate held two meetings in the month of April. The first meeting was on the 15th with President Proenza, Interim Provost David Baker and our designated new Provost Dr. Mike Sherman. At this meeting the committee presented Dr. Proenza with a final report of the ad hoc committee on Organizational Structure and Effectiveness. There were also further discussions of the status of University Council bylaws and Code of Student Conduct. The second meeting was held on April 29th. At this meeting Chair Sterns shared with the committee the letter from President Proenza that was mentioned earlier concerning the University Council bylaws and the Code of Student Conduct.

The committee also received a letter from Dr. David Witt, a faculty member in the College of Health Sciences and Human Services, expressing concern about processes being used to consider possible reorganization of the college and the College of Nursing. The issues that he brought to the Senate were referred to the Academic Policies Committee. The Executive Committee also acknowledged the work of the ad hoc committee on Organizational Structure and Effectiveness. While we recognize the importance of continuing that work, the Executive Committee did not believe it was appropriate at this time to encourage continuing that existing committee, partially because that committee had been formed specifically to meet a very pressing deadline and we probably want to consider the composition of the committee if it were going to be extended. This concludes my report.

Remarks of the President - Thank you and first of all let me take this opportunity to ask us all to thank David Baker for his exemplary service as our Interim Senior Vice President and Provost and Chief Operating Officer, David you've done an exemplary job and added a great many things to the collaborative and sane discussion that Harvey called upon us to have. On behalf of a most grateful university I thank you most kindly. (applause for Dr. Baker)

Let me begin with some follow-up remarks to your wise counsel Harvey. You used the term that I was not familiar with so I'm going to repeat, *post formal*- ?

Chair Sterns: - *Operational* ?

President Proenza: *Post Formal Operational*. My favorite is *Combinatorial Outcome Organization*, and you don't get there without the kind of discussion that we're having. Obviously you have to have discussion before you get to a place and as is typical of all of us academics that need input, we sometimes reach premature conclusions that are not warranted by the evidence at hand, such as being concerned about this or that that hasn't even been rendered or even in some cases considered. I am aware of one of

the things that you referred to that neither of us will formally mention and in that case I want to assure everyone that it's one of many things that are being talked about by your colleagues and their deans and both the department chairs and their faculty. So please, let them have that discussion and it will eventually be presented to you.

In the spirit of *Comittatorial Postoptimization Operation Thinking*, otherwise known as *Strategic Doing* and things of that sort, I've recently discovered that we at The University of Akron happen to have one of the best examples of breaking down barriers. It is called Quaker Square. Remember the old silos? The ones that used to be literally silos? Somebody figured out how to cut horizontal and vertical openings through it and make it into something that a lot of people move around and go this way and that. What a wonderful example. It is now one of the top ten most unusual hotels/residence halls in the world. In that spirit I also want to thank Julia Beckett for her excellent role in chairing that committee. You will all be receiving a copy of the committee report and I think you will find it echoes that spirit very well. Along that same line, I wanted to mention the Faculty Advisory Committee to the President. As you know the committee meets with me once a month during the academic year. After 11 years, some of my colleagues have circulated through the committee several times and seem to be getting a little weary of how it was conducted. So at the last meeting I suggested we need to mix it up a little bit. For the next meeting I offered to expand the time to two hours and provide refreshments. I also asked each member to bring two guests, one from their own college or department and one from some other college or department or maybe from the community or staff or students. Everybody complied and we had that meeting yesterday. I thought it was really fun and that we had a great exchange. The first half of the meeting we had a report on what we're doing to increase student retention and success. The second half I opened for discussion. Carrie Scolo, one of our colleagues from Nursing did a great job and - what did she say that was relevant to just what Harvey and I have been saying, can you summarize?

Senator Lazar: She talked about the need for collaboration and for working together and allowing the structure to accommodate many different forms of research outside of the traditionalist, formulaic, post-modern...

President Proenza: What she really said was we sometimes are our own worst enemies. Anyway she did a great job and we're going to continue that form of trying to establish cross-collaboration, *combinatorial optimization*. Thank you all for your contributions Tim and Kate, all of you had some very good thoughts. The budget was presented to the Trustees at the last meeting. It is a conservative budget that puts us in a very good position to do some things that we have to do to meet our obligations and also advance some aspects of the university. In that process the leadership team and I have been working on some key initiatives that are fundamental to maintaining our academic mentality as well as our physical activities. We've chosen to benefit from the three R's to organize our efforts. Sometimes I like to add a fourth R because obviously in the background is our research and scholarly activity that has continued to grow in intensity and excellence. I don't want us to forget that. But the three R's are *retention* and student success as I just mentioned a moment ago, *revenue* enhancement and increased efficiencies and shared services and the full concept of *reorganizing*, restructuring ourselves both administratively and academically. That is a discussion that I think indeed Julia started well for us on the academic side and we will continue that process during the upcoming year. Thank you again Julia.

I trust you all saw my note about the strategic plan. Please go to the link and comment on the broad concepts that are there. We now have to move forward to the next step, which will be developing an academic roadmap and fine-tuning the final parts of it. It is exciting that after 15 months and 3500 people participating we are at, shall we call it, the penultimate draft of Vision 2020. Why do we call it Vision 2020? Because in the year 2020 The University of Akron will be celebrating it's 150th anniversary. As the note said the next step will be strategic doing as we move to develop an academic roadmap and that many of these things will be revisited, re-discussed, re-explored, refined and enhanced. We've already talked about the University Council proposal. The only other thing that I wanted to add is if you reflect on how the Student Code of Conduct has been indeed back and forth, it is a very complex set of documents and it deserves our full attention. I do happily agree to provide an opportunity for several of you to engage in appropriate discussions as we go forward. Thank you for that suggestion.

Let me share a few highlights from the many exciting things that are happening. Tomorrow evening we will be graduating our largest class ever; over 2500 undergraduate and graduate degrees being awarded in ceremonies on Friday evening, two on Saturday, one on Sunday, plus the Law School on the following Sunday. One other comment in that regard, Bill Crouse, our enrollment management director, advises me that the larger number of graduates is due in part to the enrollment of an increasing larger set of freshman classes in the last few years. Student retention rates have increased and graduate student retention has increased as well. All of these things are making your University of Akron a preferred institution in North-east Ohio and increasingly in Ohio as a whole. We're getting a lot of very good comments and that's much to your credit.

Secondly, Governor Strickland and Chancellor Fingerhut as I think you know, visited our campus about two weeks ago to announce another set of Centers of Excellence in Enabling Technologies and Advanced Materials and University of Akron is again one such designee.

In late March our School of Law won first place competing against 16 other schools in the Fifth Annual Newcombe Competition on child welfare and adoption law. Akron Law captured the title by defeating Loyala School of Law and so twice in a very short period of time Chicago was the loser, the other loss being of course to the Cavaliers. Emily Treadle, a law student, was named best oralist for her compelling arguments. Emily is an example of our exceptional students. Thirdly, Bloomberg Business Week ranked our College of Business Administration as Best Value in Ohio and among the top 40 for giving students the biggest return on their tuition dollars after graduation. That is worth celebrating.

Thank you. I would be happy to take any questions you may have. (no questions were asked)

Remarks of the Provost - Thank you Dr. Sterns. Good afternoon colleagues. Congratulations on what I hope was a very successful semester. As the President mentioned tomorrow evening we'll begin the sending off of the 2500 graduates. I will have the honor of shaking hands with all those student who attend, congratulating them on their success. Graduation always reminds me of the importance of the work that we do together. It is especially rewarding to be able to see the joy and pride on the faces of family and friends at graduation ceremonies and it is at those times that I'm reminded how grateful I am to all of you that make that possible.

Other congratulations are in order. The College of Nursing has received a commendation from NACATA – the National Academic Advising Association for their advising program. This recognition will be presented at their national conference in the fall. Congratulations Dean Wineman and the faculty of the College of Nursing. Early this week we recognized our colleagues who completed the 2009-2010 Academic Leadership Forum. Those of you in Faculty Senate and other colleagues who would like to participate in the Academic Leadership Forum can apply or let it be known at this time. A most sincere congratulations to the 37 faculty members who were granted tenure or received promotion as a result of Board action taken April 28th. The graduating seniors of the Myers School of Art will be showcasing their very best works in a group exhibition that is in the 7th floor of Infocision Stadium. A reception with the artists is from 4-8 pm tomorrow evening. I believe, Senator Concannon, this is the first time the Myers School of Art is presenting a comprehensive exhibit of graduating fine arts students.

I would like to reflect for a moment on my time as Interim Provost, a time that will quickly come to a close in about 3 weeks. I leave the office very grateful for the opportunity and for the experience to work so closely with so many talented colleagues from across campus. Please know that I value my time with you on the Faculty Senate and that I recognize the importance of this body. I thank you for your service to all of us. I would also like to express my sincere appreciation to the Faculty Senate Executive Committee. I found our time together to be educational and productive. I have no doubt that only good can come from mutual understanding and respect. The Faculty Senate Executive Committee serves this faculty and the university with distinction. In looking over the past year I think we've achieved a number of things. I am proud of the budget that was approved last week. We are on target to end the year with a balanced budget without having to resort to layoffs or program reductions. In this economy I think that is a worthwhile and noteworthy accomplishment. I'm also proud of the transparency that we brought to the budget process, work that I know will continue. We began building the new curriculum proposal system in collaboration with all of you in the Faculty Senate. This will make it easier to keep the curricula in step with the times. We're making progress in shared governance including the University Council proposal, the engagement around strategic planning and the discussions about reorganizing our campus to improve efficiencies. We've also maintained our accreditations that were up for review and approval and have approval for our first fully online degree program from the Higher Learning Commission. Our programming and outreach have been strengthened this year with strong student, faculty, staff and community participation at such events as Rethinking Race, The Black Male Summit and China Week to name but a few. These activities are also important to me because they have highlighted our continued commitment to *inclusive excellence*. As the President mentioned, the Board of Regents of the University System of Ohio named The University of Akron a center of excellence in two areas; biomedicine/ healthcare and enabling technologies in advanced materials and sensors. We're still waiting word on some of the other centers. Finally, the talent, the creativity of our students and faculty is on display to appreciative audiences who enjoyed a wide range of arts programming this year.

In three weeks we will welcome Provost designate Dr. Mike Sherman. Dr. Sherman has been on campus on many occasions since the announcement of his appointment and I have been working with him to ensure a smooth transition. He is enthusiastic about joining The University of Akron community and I hope that you will extend to him the same gracious warmth you afforded me a year ago. As for me, I am looking forward to putting my energies into the planned summer opening of the Center for the History of Psychology. The center is being built right now in a rehabilitated building on the corner of College and Mill. This

will provide a proper home for the Archives of the History of American Psychology. Beyond the archives, the center will include a museum, and a space for researchers and visiting scholars to work. This is a very important realization of a goal that has long been held by me and many others in the field and many of my colleagues here at The University of Akron.

In closing let me say that I hope summer is rewarding and relaxing; that you find renewed inspiration in our great profession in the academy, enhanced student achievement and strengthen the communities that we serve. Thank you. (applause)

Chair Sterns: Are there any questions for Provost Baker?

Senator Bouchard: This question is for your office. You can pass it on to Dr. Sherman. It has come to the attention of several faculty members that although the collective bargaining agreement says that all deans of degree granting units shall undergo a performance review every four years, that Dean Newcombe has never undergone this process. The graduate faculty feel that it would be appropriate to take this up in the fall.

Senator Rich: **I move that the Faculty Senate would like to express it's deep gratitude to Vice President Baker for his service during this interim period and especially for his efforts towards transparency in the university.**

The motion was passed without opposition.

Chair Sterns: David, did you have any comment to make on the future of the ad hoc Committee on Organizational Structure and Effectiveness?

Provost Baker: My understanding from our earlier conversation was that the work of that committee is sun-setting. I have discussed with the President the possibility of a new charge for that committee. I hope he and Dr. Sherman will get back to you on this.

Committee Reports - Academic Policies Committee

Associate Provost Ramsier: Thank you Chair Sterns. Academic Policies Committee has several action items for this body to consider today. The first thing I would like to do is to point out that we did provide a summary of our activities for this past academic year (appendix A) because there were a lot of issues that APC discussed. I don't want to dwell on all of them but I would like to point out that there were two proposals that we were only able to consider at our very last meeting of the semester that dovetail with the work of the committee that professor Beckett chaired. We received a proposal from the College of Polymer Science and Polymer Engineering to change the name of the college as well as add another department. We had a brief time to discuss the proposed concept. The proposal was sent back to the college with some comments and a request for some clarification. This is another example where people in a college are really just starting to think about reorganizing, in this case within the college. Last on the list, the College of Nursing, the College of Health Sciences and Human Services presented a proposal to us for merging the two colleges into one larger college with a health related emphasis. The faculty have been discussing the possibility of this merger. We have representatives here today, the deans from the two

colleges involved. We did not have time to consider the full proposal for such a large move. We had some comments and questions and we sent it back. These are two examples of where people are really starting to think about how they can reorganize themselves for this cross-collaborative work that was discussed by the reorganization committee so if that's some work that that committee would be charged with helping to facilitate, that would be one possibility. I want to point that out because I don't want the faculty that worked hard on these proposals to think that they submitted a proposal to APC and nothing ever happened. That is really not the case. We just ran out of time. So we will pick it up again in the fall. Are there any questions about the annual summary before we go to the action items? (no questions were asked)

There is another document here that is a set of three recommendations to the Faculty Senate. (appendix B) The first is the widest reaching. It is a proposal to create an undergraduate course withdrawal policy that is extensively different than what we have. APC has been discussing this for some time and a research team from the Institute for Teaching and Learning have asked the director, Dr. Helen Quammar, to be here to answer specific questions.

If you're not aware, our withdrawal policy is that after the second week of classes, students can withdraw from a class up until the eighth week with only the advisors signature. Between weeks 8 and 12 they need the advisor and instructors signature. After week 12 there's no chance for withdrawal, except for extenuating circumstances.

The proposed policy would be significantly different. It would permit only two withdrawals in a student's first 32 credit hours and only two withdrawals in the second 32 credit hours. It would also prohibit students from dropping the same course more than twice. In each instance intervention would occur if a student tries to withdraw from a course for the third time or from a third class. They would not be permitted to do that through PeopleSoft. Advisors would intervene to try to find out what issues the student is having and to try to help the student understand that withdrawing is not in their best interest. We will also move the date up to week 7 of the term. Withdrawals would have to occur by week 7, otherwise a student would fail or continue in the class and try to earn a proper grade. I'm going to stop there in my summary and see if there are questions. I would also ask the body to recognize Professor Quammar to answer to the details.

Senator Gerlach: Well Mr. Chairman, is this the first time the Senate has had to look at this proposal or have they been given it in advance of this meeting?

Associate Provost Ramsier: This is the first time. It was finalized last week. We sent it electronically seven days in advance of this meeting.

Senator Gerlach: On the second page you say, "this policy will affect Fall 2011". You mean it "will take effect Fall 2011". If I were to stay on here, I would need to have a little bit more time to look at this before passing it. I think this is very important. I like what is changed over the present situation. I always thought this withdrawal thing was a matter of students not facing their responsibility and I have resisted it at every turn. So I was happy to see the proposal. Still, I think it might be better to take a closer look at it and a little time to consider it.

Senator Clark: I just wondered if we could have some background on what some of the problems have been and some of the reasoning and whatever else you can offer.

Chair Sterns: Permission for Dr. Quammar to speak.

Dr. Quammar: A little over a year and half ago some faculty came to me and invited me to be involved in answering what at the time they thought was a very answerable question; “does our current policy of course withdrawal, which you could describe as being a no penalty policy, help the students or does it disadvantage the students?” It is a fairly simple question.

We looked at lots of institutional research data. A couple of things were found which prompted this to come all the way down to a change in policy. We have over 11,000 courses that students withdraw from on this campus during a fall/spring academic year. That’s a lot of courses. By the end of four semesters, 55% of our students will have engaged in course withdrawal. A majority of undergraduates have withdrawn from courses during the period of time when they are taking general education and foundation level courses. You can understand some students being under prepared for a math class or changing their major, but more than half of the student body? How do you explain so many hundreds of students withdrawing from required general education classes that they have to take again? We looked farther into the IR data. The more courses you withdraw from the lower your GPA goes. We looked at students who were getting an F or a W because there’s often the assumption that if you don’t withdraw you will earn an F. That is not actually the case. Often it is the observation of the faculty member because most people who have dropped a class have stopped attending or are earning an F. In fact students who are specifically advised to limit the number of credit hours they take in their freshman year or who are advised to take specific classes in order to not create too rigorous a program for them do not engage in many withdrawals. Where you see course withdrawal coming in are with students who are taking 14 credit hours or more. So they have the capability to still be a full-time student. You also see thousands of students who are engaging in course withdrawal in order to add up to those 11,000 courses. It is not that what we have is a group of students you might call “chronic course withdrawal students” such as a student who has withdrawn from more than 30 courses. Another example would be the student who has been dropped the same math class more than 11 times. These students are a distinct minority on this campus.

We looked at the IR data in different ways. We looked at it by age, by academic load, by ACT scores, by race and ethnicity. What we see is a culture of course withdrawal on this campus.

The next thing that we did was that we talked to lots of people. We had focus groups with faculty, with advisors, with the Registrar’s office and administrators to hear their perspective on course withdrawal and what they thought was going on. We interviewed students and we distributed a paper to over 900 students to get an understanding of both what situations they find themselves in and also what are they thinking when they are doing the course withdrawal.

The vast majority of students are avoiding grades that are unacceptable to them. They’re not just avoiding failing grades. Students have said, “I didn’t want to get a B plus, because in my major I wanted an A so I withdrew from the course”. The IR data tells us that it makes you take a much longer time to graduate, your GPA starts to trail downwards and your essentially not ever asked to confront the question “did you

learn a lesson and do you know how to go to school now?" That question never really is confronted. We asked students exactly that question and we heard time and time again "well no, I didn't learn anything but I could work more hours at my job now because I wasn't taking this course".

To be fair, students do not like the feeling of withdrawing from a course. There is a dissonance that shows up. They feel like they have been quitters. They don't like that feeling but they often do not project it back on themselves. Some do and say, "hey I've got to do this, I need to figure out how to do this right". This is the background behind why we needed this kind of policy change.

Senator Erickson: What happens if it is the eighth week and the student gets their times at work changed? I'm an academic advisor and I have students come to me and they say they need to keep their job. They do. It costs so much in the state of Ohio and they need to work. So they can't just drop a job. If they have to change this after the eighth week, what then?

Professor Quammar: Clearly that policy is now in place, that if after the twelfth week there are extenuating circumstances, this potentially could be one of them. The current policy is that your college Dean's office makes that decision. Under the new policy that decision would happen after the 7th week, the Dean's office would decide.

Senator Erickson: Another question is about having a system that allows students to take 12 to 15 hours at the same cost. That encourages students to take 15 hours. That is too much for many students and later they end up reducing the load. When I ask students about this I find that they've just got too many hours.

Professor Quammar: We talked to lots of people. We had groups of people, special advisors who were directly impacted by this. We talked to people in the dean's office of Arts and Sciences because if there's going to be an appeal, the largest college on the campus is going to feel the impact. We had special focus group on the issue of the timing. Why seven weeks? We also spoke to a lot of the high enrollment general education classes; English Composition, Psychology, some of the math classes, some of the world history classes, the speech classes. We asked them "when do you give significant feedback to the students so that the student will be able to understand if they are performing up to expectations?" Every single one of them said at least by sometime in the sixth week they would give significant feedback. That is part of the reason for using the seventh week in the proposal.

I completely agree with you that we need to find the right time in the semester to make this happen. When we look at the twelve weeks, as Nancy will tell you, it's way too late. It overlaps with when advisors now have to start doing advising for the next group coming in. At seven weeks the student who has had two course withdrawals and cannot withdraw from anymore for the first 32 credit hours, that person has to go see an advisor. That is actually how we have built time in the semester when advisors could in fact be available to speak with those students. When we talk to students, they do not go to see instructors by and large to talk about their grades and to talk about their decision to withdraw. They just don't see that as an avenue. They just don't.

Senator Erickson: Well they have to come to their instructors to get the signatures.

Professor Quammar: But they don't come to talk about the decision. The decision has already been made and done. So we really do not have a system in place right now that has any kind of effective intervention. You need to move that date forward and you need to find those man hours to allow that interaction.

Senator Erickson: I just wanted to ask you one other question. You were talking about the relationship between grade point average and withdrawal and I'm not sure that you can put more than a correlation on them. It seems to me that people with low GPAs may well indeed withdraw.

Professor Quammar: We looked at groups of people as freshman and then what pattern do they continue on to sophomore year? The really low GPA people actually are not taking very many credit hours. They end up taking the low grade and there are very few withdrawals. It is the people at 2.5 and up who are not being dismissed or put on probation, they by a 3 to 1 ratio take a WD over a low grade. Students are using this to manipulate grades. They really are.

Senator Lazar: Thank you Dr. Quammar. I'm from the Library so I don't deal with this too much but I recently heard things that made me wonder if things are converging in different directions in relation to each other. I was at the President's advisory talk yesterday and I'm sorry I don't know her name but Stacey from retention, talked about some of the initiatives they were using. One thing they mentioned was that the advisors were extremely overwhelmed. They were moving towards advisors spending less time talking about schedules and classes and more time talking about career paths. What I hear you say and what I see this document is that you're more likely to lower GPAs if you withdraw.

Professor Quammar: We are not just the caretakers of this knowledge. We know that this happens. Instead of keeping it to ourselves, we're going to put it in the undergraduate bulletin and we're going to share it with students and faculty. It's sort of a transparency issue. The other side of it is whether or not we have an advising overload; that's not the purpose of this policy. What we do know is that right now with a paper trail that we have in place for signatures there are huge lines of students who need those signatures to be crossed off by either the instructors or the advisors. But no intervention happens. Time is wasted.

On the other hand, what we're proposing is that if a student knows that in the first 32 credit load hours you only get two withdrawals they will use them wisely. You don't get an infinite number the way you can right now. It has more to do with the potential culture shift.

Senator Lazar: I was just concerned if that sort of shift seemed to make the actual course selection and withdrawal function a less an academic issue than it's been before or not?

Professor Quammar: I would say not and I would think that perhaps Senator Roadruck might interject what academic advising is all about.

Senator Roadruck: It's doubled in function. It's definitely in partnership with faculty and as far as the academic advising, there is University College and the subcommittee on academic advising. We see ourselves as an academic unit with academic function.

Senator Hajjafar: The present policy is that the college decides if a student can withdraw or not in special circumstances. I think in the present policy the deans make decisions after consultation with faculty. I see that the role of faculty is kind of limited in this policy. One place is okay because after 7 weeks they cannot be dropped, that's clear so we don't need a signature. But at the end if we want to decide whether a student can withdraw or not I think faculty should be involved in it. If the student has not come to class for the whole semester he or she has a grade of F. If the student's schedule has changed, I think that's a different situation. If the student has performed, the faculty should be involved in the decision.

Professor Quammar: I'm here to talk about some of the rationale and some of the reasons why we have this big change in the policy; what we know now that we didn't know before. I'll let Rex talk about the policy side. I think though that from the faculty point of view one of the things that I might expect to happen is that there will be a lot of students who say "I am getting a B+ but I want an A- or an A, I need to go in and talk to somebody". That should be the course instructor because the student is limiting their options for course withdrawal. I might predict that more students will come in to talk and interact with faculty during their office hours.

Senator Elliott: I have two questions. In number 3, in the bullet list, it says undergraduate a maximum of two then sophomore there's two..

Professor Quammar: After that there's no restrictions because one of the things that we found is that at junior or senior levels or beyond, out of the 17,000 undergraduates, there's only three or four hundred who have withdrawn from more than five courses.

Senator Elliott: The question comes from one of my college colleagues. It is unclear, so we should clarify it. Another issue for clarification would be point number 8, which is the fourth one on the second page. It says "this policy will" and I think the word "take effect Fall 2011". I would move to add, "new attributes of this policy will take effect" because I think it's not all new. There's some that are just clarifications of old policies. If it's not new, there's no need. Just grandfather it in.

Senator Mancke: I just want to thank Helen and all the other people for working on this. We need this kind of a policy. It may not be perfect but I'm supportive of it going into effect in Fall 2011 because the existing policy is broken. I'm not certain that this is the final policy, but I think this is a better policy to work from, to modify, than the existing policy. If this body makes any recommendation to delay for further faculty consideration I think that's reasonable. However, I do think there needs to be some kind of a timeline on further consideration so a new policy, a revised policy can be implemented in 2011. I'm very sympathetic to Senator Gerlach's position that we might want some further faculty discussion on this before this body finally approves it. I think we need to set a date in the fall that we act on it so that it does not drag on. Secondly I would recommend that we consider putting firmer limits on how many credits first and second year students can enroll in. I know that the History Department had been working towards a 12-credit recommendation. Most of the recommendations on the list or on the website are for 15 to 18 credits. I think if we have a 12-credit recommendation on the profiles for the majors instead of 15 to 18 credit hour recommendations that there's a stronger institutional legitimization for a 12 credit hour load. The university needs to make that up front. Oberlin now has a 12-credit limit for freshmen.

Professor Quammar: I welcome the opportunity to have IT involved in a study like that to look at what happens in different majors and at different starting points on their enrollments.

Senator Roadruck: I remember when we were looking into that. At that time we we're not allowed by OBR to do it because we must be on a four-year plan.

Senator Mancke: We at least need to have a 5-year plan. OBR should be willing to allow a 5 year plan to be posted on the website. If it is not then we're in more difficulty in this state and we are working against ourselves.

Senator Gerlach: Although I like the drift of this plan and I would not want to stymie it, I think you need to lay it over until the September meeting which will give everyone more time not only to scrutinize this carefully but to specify exactly what amendments you want. When I came to this university in 1962 one of the first evils we had to erase was the withdrawal policy. You know at that time a student could withdraw completely from a course after he had taken the final exam. I like the drift of this proposal.

I move that the Senate postpone further consideration of this until it's September meeting.

Senator Lillie: I want to rise in favor of the motion and what I want to say one or two things about why. I think that this has been a valuable discussion and a good discussion. We found a lot of support, we found a lot of interest, we found that were actually doing things based on research, which is a valuable thing to learn. All of this is very positive. But as I was listening to this I was thinking about what happens in my own case if a student wants to withdraw from a class. What they do now is they bring their little sheet of paper and on that sheet of paper in essence I can see what the rules are. If it's this date or this many weeks then there are people who sign and if it's this date these are the people who sign and in essence it's pretty clear and simple. I'm not clear about what might help to have us to figure out which part of this proposal we should be passing as a policy. Where exactly would policy be found? Is this something that we are suggesting be in the undergraduate bulletin? Is this something that would go out in some kind of a packet to everybody? If I as an advisor want to find out what it says, where do I go to find it? Those are some things that could be very profitably done and would help and make this policy much clearer. I'm in favor of postponing it to a time certain which is the September meeting.

Associate Provost Ramsier: This has been a great discussion. Postponement is very wise. I would welcome that.

Professor Quammar: I would agree with that. We are not suggesting that right here and now it is urgent that all this has to be agreed to. That is absolutely not the case. I think as Elizabeth pointed out what is important is that there are a lot of operational details that have to be put in place for things to actually work well. That is going to take some time because there is going to be a significant amount of this that happens online. My comment then would be that I would absolutely welcome discussion to come over the summer and send me an e-mail and a comment if you have a question or a suggestion for changes in the policy. We will share all the information and data and answer any questions that we can.

Chair Sterns called for a vote on the motion to postpone further consideration of the issue until the September meeting.

The motion passed without objection.

Associate Provost Ramsier: The second recommendation from APC for this body's consideration is the establishment of the FirstEnergy Advanced Research Center in the department of Chemical and BioMedical Engineering. You have a copy of the actual proposal from the college.

The motion from the committee is to approve the naming of said center.

At this point in the meeting it was discovered that the written copy had not been provided. Committee Chair Ramsier was asked to clarify the nature of the proposal.

Associate Provost Ramsier: This is from Dr. Steven Chueng, Professor of Chemical Engineering's fuel cell project funded by the FirstEnergy Corporation. He simply wants to name it the FirstEnergy Research Center. It will not cost the University any money. He funds all his staff and everything on grants. It is literally to put the word FirstEnergy on the facility that he already has built. The proposal is just for a name change.

Senator Lazar: Is it fair to say that I don't wish to vote on something that I don't have a copy of?

Senator Gerlach: Mr. Chairman you see the confusion has arisen because it says the APC recommends the approval of the center, what they're really saying is the name of the center. I hold the previous question, close debate and vote.

Chair Sterns called for a vote on the motion from APC to name the FirstEnergy Advanced Research Center in the Department of Chemical and BioMedical Engineering.

The motion passed with one abstention and no negative votes.

Associate Provost Ramsier: The third item of business from APC concerns the TK20 course management software in the College of Education. After careful deliberation it was determined that this is not an APC issue and we feel that there is no action we can take. We have attached a minority report from Professor Li, who is a member of the committee.

Senator Lillie: As I recall, one of the reasons why the Senate referred this to the APC in the first place was an issue of academic freedom that was raised. APC may not be the place for it to be considered. If the Faculty Senate raises an issue of academic freedom, if that is the thing the Senate asks a committee to look at, it's unclear to me as why that is not an APC issue. Can you explicate that a little bit for me?

Associate Provost Ramsier: I don't recall the exact language of the charge. Do you have access to that? We simply didn't find anything as an academic policy. This is a college decision and faculty voted on it.

Senator Gerlach: Mr. Chairman, since this point has now been raised it is not for the Academic Policies Committee, it might be a question for the Faculty Rights and Responsibilities committee to have an inves-

tigation there as to whether the faculty rights in the college of Education have been somewhere infringed upon. If it will be in order sometime I would like to make a motion that we refer the issue this other committee.

Senator Li: I am person who drafted minority report. In my report I make an argument that this policy in the College of Education is indeed APC issue. I would sincerely request that you review my argument.

Senator Gerlach: Well you see Mr. Chairman in the minority report on the second page 5, there is a paragraph that says the policy statement has inadvertently infringed on the faculty's academic freedom in conducting fair evaluations of students. That is why I'm suggesting the issue be referred to the Faculty Rights and Responsibilities committee.

I would like to move the issue now be sent to the Faculty Rights and Responsibilities committee for a review or a review and recommendation.

Senator Rich: I have a question for the chairman of the APC. Was it the committee's view that this was not a matter of academic policy or was it the committee's view that this was not a matter that transcended a particular college and therefore not appropriate for the Academic Policies Committee or both?

Associate Provost Ramsier: In essence both because the faculty of the college voted to implement TK20. We reviewed all the college documents. There was an enormous report written by the college faculty where they endorsed the TK20 years ago. It also only affected one college. This is a \$100 dollar software for the College of Ed students. It is not an academic policy for the campus and the faculty in the college actually voted to approve it. If the application has been modified since the formal approval, I think that's a college level discussion. If the college is now using TK20 for things other than the faculty in the college originally approved, I think that issue belongs in the college. APC didn't see what role they could play.

Senator Mancke: I need a small bit of clarification. It is my understanding that every faculty member in the College of Education is required to use this system and students are required to purchase a program. Is that correct? So this is an issue that the majority in your college has required that everyone in your college use this program and all the students purchase it. So what we're dealing with is a majority requiring a minority to use this system across the board in the delivery of classroom materials.

Senator Li: Can I try to explain? The College of Education adopted TK20 in 2007. This is a software program for database management. It has nothing to do with teaching. It was adopted and faculty did approve it, but what we need to keep in mind is that the university was involved. That is the reason in my minority report I point out that right from the beginning the university registration. It is not just approval from the faculty. It does place undo financial burden on students. The second issue might be related to university Faculty Rights and Responsibilities committee. I believe that we should not try to reschedule this issue from one committee to another committee. We belong to the university community. I would like to make a plea that we all attend to this issue and don't see this just as an issue in the College of Education issue. It affects students and you have to see that as an organic community not separate colleges.

Senator Mancke: I'm very sympathetic to the minority position but the kind of issue that has been raised in the past in the College of Education actually has potential ramifications for people in other colleges. The question is where should this kind of an issue be raised? Does the college or any college have the right to make this kind of a decision, which puts a uniform burden on all the students? It seems to me that is an academic question.

Senator M. Huff: I would like to support the decision of the APC. We looked at this in terms of the fact that this was a fee that was placed upon the students and it was decided upon by the college itself and that's the reason why it's not a policy. It is a fee. Perhaps it infringes on faculty rights, because everyone in the college needs to use this but it was in fact a college policy or decision.

Associate Provost Ramsier: To clarify even further, the college has a portfolio requirement for the students. This is simply the mechanism that they've now chosen to locate the portfolio, for students to upload their work. It is my understanding and it was the committee's understanding that there was a portfolio requirement in the contract the student's sign and this is just now the electronic version of that.

Senator Lillie: I don't want to take up the time of this body with something that would be properly internal to the College of Education. Some of the things I'm hearing were discussed within the College of Education but I'd like to go back to my question, which is "are we now to understand that the Academic Policies Committee believes that the expressed concern about academic freedom is not under it's aegis?"

Following this question there was a discussion about the specific wording of the charge to APC and of Senator Li's original motion.

Secretary Huff: (quoting Senator Li from the February Chronicle) "We have been concerned that the decision might have infringed on the faculty members academic freedom and the faculty's rights. On behalf of the faculty members of my college I request that the Faculty Senate Academic Policies Committee investigate this issue".

Senator Rich: Did the Academic Policies Committee specifically consider the question of whether there was an infringement of academic freedom?

Associate Provost Ramsier: I don't know if we discussed that. I could ask Senator Li to expound.

Senator Rich: I know that Senator Li is a member of the committee. It seems to me that if there is an issue that's appropriate for the Academic Policies Committee here it would be the issue of academic freedom and yet apparently that was not discussed? That's a question.

Associate Provost Ramsier: It wasn't discussed at length in my recollection. We looked at all the documents, the college documents and the contract with the company. Senator Li was there. She made her points about the undue financial burden and so on. I've asked her to respond to her recollection.

Senator Li: According to my recollection I did not try to argue that this is an issue about academic freedom. In my minority report I reported that faculty members in the college of education did talk with the AAUP Akron Chapter. The attorney did indicate that it was a violation of the faculty's right and so it's

beyond my personal judgment. This is not an issue that only belongs to the College of Education but it is an issue for the university community at large. We do have a centralized technical support in the university and the administration has been involved in reviewing and approving this case.

Senator Mancke: If it's possible to send this back to APC, I think that it would be appropriate. I think that we can justify that there has been a reasonable oversight. We can ask and that the committee considers it again.

Senator Gerlach: Mr. Chairman as I look at the minutes of February, Senator Li requested that the policy committee *investigate*. That was a mistake and we should have recognized this because she mentioned freedom and rights. It should at that time have gone to the Faculty Rights and Responsibilities. They are concerned with academic freedom and issues of that sort. The only way we're going to get out of this is not to send it back to the Academic Policies Committee but to try another one. The very nature of the question is academic freedom, rights and responsibilities. Let them have a go at it and on that basis I beg us to close this talk and vote on this motion.

Senator Rich: I agree we need to end this debate and decide. The Faculty Rights and Responsibilities Committee is a mechanism for resolving grievances. It is within the power of any faculty member to file a grievance with the Faculty Rights and Responsibilities Committee. The mechanism is not that this body sends or refers a matter for consideration by the Faculty Rights and Responsibilities Committee. The way is for us to do this with APC or with other committees. This is a grievance mechanism. The mechanism can be used by Senator Li or by anyone else. If there is a policy in place that in some way infringes academic freedom in a more or less systematic way or has implications for other colleges it does seem to me that the appropriate body to consider that not as a matter of grievance but as a matter of university policy is the Academic Policies Committee and so I rise in opposition to the motion to refer this to Faculty Rights and Responsibilities and would support a motion to refer it back to Academic Policies Committee to consider the one question they seem not to have considered at least considered at any length, and that is the question of whether there's some sort of academic freedom issue posed by this policy.

Chair Sterns called for a vote on the motion to refer the issue to the Faculty Rights and Responsibilities Committee.

The motion was defeated.

Senator Rich: **I move that the TK20 issue be referred back to the Academic Policies Committee so that it may consider fully the question of whether the TK20 policy infringes on academic freedom.**

Chair Sterns called for a vote on the motion. **The motion passed without opposition.**

Curriculum Review Committee

Associate Provost Ramsier: The Curriculum Review Committee has worked diligently this year, wrestling with the rules that govern how curriculum review process works. We know the new electronic system is being programmed and is set to go live for the fall semester. It's coming along really well. We are all going to be happy with how it functions.

The intent of this rule change is to bring the rules (appendix C) in line with the way the system will work and of course vice versa. The first substantive difference is that we are we're keeping the CRC, the Curriculum Review Committee, intact and functioning the way it has. The second is that the Distance Learning Committee will still do its work. The General Education Advisory Committee will be brought under the purview of the Faculty Senate. We will form another committee called the University Review Committee that will do the work that the Curriculum Review Committee was doing until we were told it really wasn't under our purview. We tried to capture all the work that needs to get done but in a way that's efficient. The main changes are the addition of two new committees. Under this curriculum rule they would be staffed by and through the Faculty Senate. They are the General Education Advisory Committee, which already exists but is a committee without a charge, without a home. We will bring it under the control of the Faculty Senate through Curriculum Review committee as well as this new University Review Committee. I will open it up for questions. We've worked on this basically most of the year to get it to you in time for the fall.

Senator Mancke: I just have a question, which is on the last page. Item 1-C, "All courses regardless of mode of delivery shall be subject to an assessment of student outcome". What does that mean?

Associate Provost Ramsier: That is cut and paste language coming from the DLC part of this rule. We didn't modify it; we just tried to make all three of these committees parallel. What presumably that means is that an assessment of learning outcomes is part of the curriculum process. That's always been there. We just tried to parallel the three committees to make them look as similar as we could.

Senator Lillie: I have a question from page 4. Under small Roman numeral four it says, "the Faculty Senate will approve or reject a proposal". Does this refer to the proposal as vetted by the CRC or does this refer to the original proposal?

Associate Provost Ramsier: The CRC would make a recommendation to the Senate and that would be the proposal that the Senate would act on. Remember we didn't modify this part of the language. That is preexisting language. Only the Board language is new. But that word *proposal* means the CRC report.

Senator Rich: This proposal reaches us at almost 5 o'clock at the last meeting of the academic year. I know a lot of good work has gone into it but since we're changing a university regulation and it is something that needs to be very carefully thought through, you need to make sure that the language expresses the point the group intended. Were this any other time I would move to refer this to the reference committee but I understand that the desire is to implement this in time for the fall so what I wonder is whether it would make sense for the body to express it's view to the Executive Committee so that any technical changes made in this language may be made before reported up the food chain.

Senator Gerlach: **I would make that motion that it be referred to the Executive Committee.**

Senator Rich: One thing I'd like to get a sense of is if the body is favorably disposed toward substantive changes.

Senator Gerlach: Who's to say. We just got it thrown in our faces. Mr. Chairman, the CRC is not a subcommittee of the Faculty Senate, it is a committee. Subcommittees come out of committees.

Senator Rich: That is one of the things that needs work. This is an erroneous use of the term *ad hoc committee*. It obviously refers to a permanent substantive change.

Associate Provost Ramsier: Let me clarify that. A subcommittee of a Faculty Senate standing committee can only include members of said standing committees. Right now the Distance Learning Review work has to be done only by members of Curriculum Review Committee. Adding two more committees in parallel to that would mean that basically the CRC standing committee members would be doing all the reviews, of every kind. We use the word *ad hoc* to specifically point out that we want these committees to have the ability to have other people on them besides CRC members.

Senator Rich: That is a perfect example of why this needs technical correction. It is not that you shouldn't be able to accomplish what you want to accomplish. It is that the language helps to accomplish what you want to accomplish. The *ad hoc* committee shouldn't be there.

Associate Provost Ramsier: I don't like the word *ad hoc* either. It is just realizing that next year we may have to modify, you may need to modify the Senate bylaws to include these new committees. We don't have time to modify the Senate's bylaws because you have to read them several times. The term *ad hoc* might actually be correct if we use it for just a year.

Senator Lillie: We have a motion on the floor to refer this for some of the action to the EC. Would it be in order to call the question?

Senator Rich: If people are opposed to the basic idea of this and they vote against this motion, we will have some sense of the support for the Executive Committee to proceed with fixing the technical problems with it. If there's something here that troubles you enough that you don't want to see the Executive Committee fix the technical errors and send it forward, please vote against the motion.

Senator Lillie: Would you please restate the motion?

Secretary Huff: It was Senator Gerlach's motion,
to refer the proposal from CRC to the Executive committee for action.

The motion passed without opposition.

VI. Adjournment:

Chair Sterns called for a motion to adjourn. **The motion was made and passed without opposition.**

The meeting adjourned at 5:04 pm

Verbatim transcript prepared by Heather Loughney

Transcript edited by Robert Huff,
Secretary of the Senate

APPENDICES TO MINUTES

FACULTY SENATE MEETING OF MAY 6, 2010

APPENDIX A

April 29, 2010

MEMORANDUM

TO: Faculty Senate

FROM: Academic Policies Committee

RE: Academic Policies Committee Year End Activities Report (AY2009-2010)

Brought Forward

GPA for Graduation with Honors

An amendment to University rule 3359-60-03.6 (Graduation) was put forward that would specify that, for the purpose of determining graduation with honors, grade-point averages shall be rounded to the nearest hundredth of a point.

CSAA Name Change:

APC recommended the name change from the Department of Classical Studies, Anthropology, and Archaeology to the Department of Anthropology and Classical Studies.

Center for the History of Psychology

APC approved the creation of the Center for the History of Psychology.

First Year Experience – Computer Literacy

APC recommended that computer literacy assessment be implemented for incoming freshmen beginning in Summer 2011.

Withdrawal Policy

After lengthy discussion, APC proposed an undergraduate withdrawal policy.

Proposal for FirstEnergy Advanced Research Center

APC recommended the establishment of the FirstEnergy Advanced Research Center in the Department of Chemical and Biomolecular Engineering.

Returned to Originator

Awarding diplomas at commencement:

APC discussed the possibility of awarding actual diplomas at commencement and concluded that timing problems and resource limitations make this impracticable at the present time.

Auditing former students' academic records:

The Committee discussed the possibility of auditing former students' academic records to determine which former students might have satisfied the requirements for a degree but had not applied for one. The Committee concluded that more data would be required for study.

Mid-Term Grades

After lengthy discussion, it was determined that APC does not have enough data to recommend establishing a university-wide policy for early or midterm grade reporting at this time.

School of Law: A+ Grade

The School of Law requested approval for allowing the grade of A+ to recognize students whose performance is clearly better than the other students at the top of the class that qualify for grades of A. APC returned the proposal to the School with comments.

College of Education: Tk20

The adoption of Tk20 in the College of Education was brought to the attention of APC. After careful deliberation it was determined that this is not an APC issue. A minority report was filed.

Proposal to Rename the College of Polymer Engineering & Polymer Science and Establishing the Department of Biomaterials in the College

The College of Polymer Science & Polymer Engineering submitted a proposal to APC to (1) rename the college and (2) establish the Department of Biomaterials in the College. APC returned the proposal to the College with comments.

Creation of a New College via Merger (College of Nursing and College of Health Sciences & Human Services Proposal)

APC returned the proposal to the Colleges with comments.

In Progress

Scheduling Policy

Faculty Senate charged APC with the task of reviewing the Policy on Class Scheduling to determine its impact on academic programs and to report any recommendations for change to the Faculty Senate. After lengthy discussions, a subcommittee was formed to study the impact. This work continues and a recommendation will be reported back to Senate at a later date.

APPENDIX B

April 29, 2010

MEMORANDUM

TO: Faculty Senate

FROM: Academic Policies Committee

RE: Academic Policies Committee Recommendations

The Academic Policies Committee recommends the following:

Creation of an Undergraduate Course Withdrawal Policy:

APC proposes the creation of an undergraduate course withdrawal policy based on extensive research by a team of our colleagues and lengthy committee discussions. (*attached*)

Establishment of the FirstEnergy Advanced Research Center

The College of Engineering and the Department of Chemical and Biomolecular Engineering submitted a proposal for the creation of the FirstEnergy Advanced Research Center. The focus of the center will be carbon capture and coal-based fuel cell technology. APC recommends approval of this Center. (*attached*)

College of Education: Tk20

The adoption of Tk20 in the College of Education was brought to the attention of APC. After careful deliberation it was determined that this is not an APC issue. A minority report attached.

Proposed Undergraduate Course Withdrawal Policy

The purpose of The University of Akron's undergraduate course withdrawal policy is to develop and encourage academic behaviors that lead to learning and long-term success while allowing some flexibility as students develop necessary skills and strategies for course completion. Course withdrawal is viewed by the University as a serious academic decision and should not be used routinely. Students should think carefully about their commitment to their academic workload and are encouraged to consult their academic adviser when scheduling classes throughout their academic career at the university.

Students should consider the following before withdrawing from a course:

1. Course withdrawals may delay time to graduation and increase the total cost of a student's education.
2. Withdrawn hours count as attempted hours. A student must complete a sufficient number of attempted credit hours to meet the standards for Satisfactory Academic Progress toward the degree.
3. Withdrawing from a course may lead to part-time status (less than 12 credit/load* hours for undergraduates) and may jeopardize eligibility for financial aid programs, residential housing and insurance.
4. Although students may believe that course withdrawal helps their GPA, research demonstrates that students who frequently withdraw from courses are more likely to earn lower GPAs than students who commit to their schedules and do not withdraw.
5. Multiple course withdrawals on a transcript may be viewed negatively by employers and graduate schools; it indicates a student's tendency not to complete what he or she starts.

There are instances when a student may need to withdraw from a course. However, this decision should be considered as a last option, and only after consulting with the instructor, academic adviser and financial aid counselor.

- Students are permitted to drop a course (which is different from withdrawing) through the second week (15th calendar day of a semester) or comparable dates during summer session, intersession, etc. No record of the course will appear on the student's transcript.
- After the 15-day drop period, students may withdraw from any course through the seventh week or comparable dates during summer session, intersession, etc. A course withdrawal will be indicated on the student's official academic record by a grade of "WD".
- Undergraduates may withdraw a maximum of two times during the first 32 credit/load hours attempted and a maximum of two additional times during the subsequent 32 credit/load hours attempted. Students with two (or four) course withdrawals will not be able to register for subsequent courses until meeting with their academic adviser. If a student attempts to withdraw from a course beyond these limits they will continue to be enrolled in the course and will receive a grade at the end of the semester.
- Undergraduate students may withdraw from the same course only twice.
- A student who leaves a course without going through the withdrawal procedure will receive a grade.
- Student withdrawal from any course shall not reduce or prevent a penalty accruing to them for misconduct as defined in the Student Code of Conduct.
- It is the sole responsibility of the student to determine the impact of course withdrawals on financial aid including scholarships and grants, eligibility for on-campus employment and housing, athletic participation, insurance eligibility, etc.
- This policy will effect Fall 2011.

- Degree granting colleges may supplement this policy with more stringent criteria for students they admit.
- UA recognizes there are instances when a student may be required to formally withdraw from all classes (e.g. medical, military, or extraordinary non-academic reasons). Under these circumstances a student must submit a written petition to the dean of his or her college requesting these courses not be counted toward his or her withdrawal limit as outlined above.
- If a student with extenuating circumstances beyond his/her control has reached the withdrawal limit as outlined above and wishes to exceed the limit, he or she must submit a written appeal to the dean of his or her college.
- In all appeal cases, the decision of the dean of the college is final.



Date: February 23, 2010
To: Dr. David Baker, Senior VP and Provost
From: Dr. George K. Haritos, Dean, College of Engineering *GKH*
Subject: Proposal to Establish the FirstEnergy Advanced Research Center

The attached proposal from the College of Engineering and the Department of Chemical/Biomolecular Engineering for the establishment of FirstEnergy Advanced Research Center at The University of Akron. The University received a seed fund of \$2 million from FirstEnergy Corp. in 2008 to initiate the research and development activities. I am seeking your approval and support for the establishment of this Center through Board of Trustees' action.

The FirstEnergy Advanced Research Center will focus on carbon capture and coal-based fuel cell technology. The Center will allow faculty, who have already received considerable research funding, to further develop collaborative efforts with colleagues from other universities and industries with the goal of establishing The University of Akron a leader in energy research and development as well as in other, related emerging technologies. Establishment of the Center is in line with the 2010-2020 Vision of The University, achieving prominence through world-class research.

The establishment of the Center is necessary for allowing participating faculty to use it as a base for increasing federal, state, and industrial support for their research. We are not asking for any university funds in establishing the Center. The Center can be established with existing faculty and will be supported by income from research projects.

Thank you for your consideration of this important effort.

Encs:

Office of the Dean
College of Engineering
Akron, OH 44325-3901
330-972-7816 • 330-972-5162 Fax

Proposed FirstEnergy Advanced Research Center

Executive summary

The FirstEnergy Advanced Research Center is planned on the basis of a seed fund. The initial research and development efforts focus on carbon capture and coal-based fuel cell technology. The seed fund has been spent on (i) building a machine shop, which allowed the rapid construction of prototypes, (ii) supporting postdoctoral researchers, administrative and technical staff, and undergraduate assistants, and (iii) obtaining preliminary results for proposal development. While continuing to work on current projects, the proposed FirstEnergy Advanced Research Center plans to respond to proposal solicitations from Federal Funding Agencies by building teams of academic and industrial researchers.

Discipline:

Chemical Engineering, Mechanical Engineering, and Electrical Engineering

Areas:

Kinetics, Catalysis, Adsorption, Spectroscopy, Mass Transfer, Enzyme, Polymer Photonics, and Electric Power Conversion and Distribution.

Themes:

- Carbon dioxide capture technology
- Coal-based fuel cell
- Solar energy utilization
- Biomass
- Smart power grid

Time line:

- Development of carbon dioxide capture technology in the first three years.
- Development of coal-based fuel cell technology in the first five years.
- Development of funded solar and photocatalysis research programs in the first year.
- Development of biomass utilization technology in the first five years.

Section 1: Mission

A. Provide a statement of mission

The FirstEnergy Advanced Energy Research Center is dedicated to producing scientific knowledge for the development of efficient electric

power generation technology with minimum CO₂ emission. The center activities focus on research leading to publications in high impact journals, patentable technology, and new initiatives for attracting funding from federal agencies and industries.

B. What is the benefit of using a Center or Institute structure?

- Provide the technical staff to support prototype fabrication and equipment maintenance.
- Integrate the scientific talents from diverse disciplines to address the challenges related to greenhouse gas emission control, increasing the efficiency of energy production and utilization processes.
- strengthen the partnership among the industry, government, and academic sectors.
- Attract major funding from federal agencies and industries.

C. What are the other existing programs - nationally; internationally

See <http://www.er.doe.gov/bes/efrc.html>

D. What is the potential in terms of \$\$ and intellectual property

To be estimated by the University of Akron Office of Technology Transfer.

E. Describe how the mission of the Center aligns with the mission of The University of Akron.

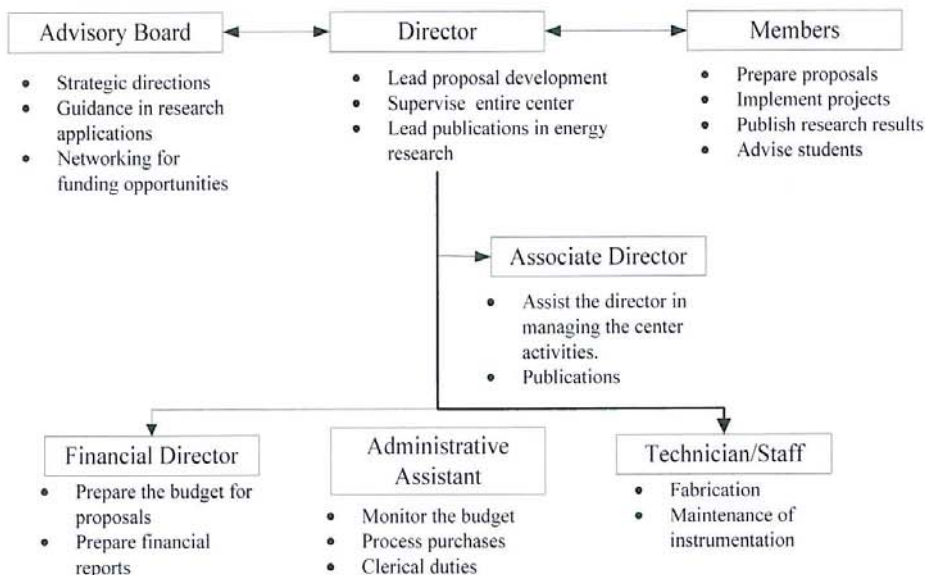
The mission of the Center is in line with the 2010-2020 Vision of the University – achieving prominence through world-class research.

Section 2: Organizational Structure and Membership

A. Provide a description of the activities required to fulfill the mission of the Center. Connect this description with a proposed organizational chart along with the responsibilities and qualifications of the personnel.

- Proposals development and submission.
- Publications in high impact journals.
- Generation and protection of intellectual property.
- Licensing technologies to industries.

B. Append organizational chart, roles, and responsibilities chart, and membership chart.



C. Describe how are personnel identified and included, any required qualifications, how personnel are aligned with the goals of the Center, and what method will be employed to allow for personnel movement and changes.

Membership:

- Qualifications: excellent publications records in high impact journals.
- Expertise: Kinetics, Catalysis, Adsorption, Spectroscopy, Mass Transfer, Enzyme, Solid State Chemistry/Physics, and Polymer Photonics as well as complementary areas for proposal development.

Qualifications and expertise of the members will be reviewed annually by a Center Committee and the Advisory Board.

D. Identify any collaborating institutions and the nature of the collaboration.

1. FirstEnergy Corp. Function: provides seed fund for CO₂ capture and coal-fuel cell research.
2. Babcock&Wilcox Function: provide funding for the development of CO₂ capture technology and the development of joint proposals to federal agencies.

3. U.S. Department of Energy, National Energy Technology Laboratory Function: equipment sharing; joint research leading to publications.
4. Altronics, Inc. Function: joint development of the NO sensor for diesel engine exhausts. Altronics provides the expertise for electronics and interface.

Section 3: Physical Facilities

- A. Provide a description of the facilities required to fulfill the mission of the Center.
 - Machine shop for rapid prototyping and fabrications.
 - Research laboratories.
 - Support of technical staff for equipment maintenance.
- B. Consider existing facilities and address present and future facility needs for:
 - Space – Whitby 201, 202, ASEC 405 and Polymer 725.
 - Equipment: 6 infrared spectrometers; 3 mass spectrometers. -
 - Infrastructure – DI water, low quality steam, process air, high voltage power outlet, ventilation duct, and safety hood
 - Maintenance: by graduate students, research associates, and technical staff supported by external grants.
 - Safety and environmental requirements: no special requirements
 - ADA compliance: no special requirements
 - Special needs: no special requirements
- C. Include a statement of how you will fund future needs? (this should be a line item in the budget)
 - Funding from federal and state agencies as well as industries.

Current Funding:

1. "SO₂-Resistant Immobilized Amine Sorbents for CO₂ Capture," \$300,000. Dec.1, 2009 - Nov. 30, 2012. U.S. Department of Energy.
2. "Development of Kilowatt-Scale Coal Fuel Cell Technology," \$1,180,800. June 1, 2008 – May 31, 2012. U.S. Department of Energy.
3. "Advanced Energy Research Center Fund," \$2,000,000. March 1, 2008 – March 1, 2012, FirstEnergy Corp.
4. "Metal Monolithic Amine-grafted Zeolites for CO₂ Capture," U. S. Department of Energy, \$764,944, Feb 2007 – Feb 2010.

5. "Coal-based Fuel Cell," Ohio Coal Development Office, \$320,000, September 1, 2006 – August 31, 2010.
6. "Techno-economic Analysis of Scalable Coal-based Fuel Cells," U.S. Department of Energy, \$1,370,977, September 1, 2009 – August 31, 2013.

Future Funding:

1. "Oxide-supported Amine for Moving-Bed CO₂ and SO₂ Capture," \$320,000, April 1, 2010 – March 31, 2012. Babcock&Wilcox Power Generation Group, Inc.

Proposal Submission:

Research proposals will be submitted to funding agencies and industries to increase the funding level and expand the research areas.

Section 4: Budget and Funding Sources

- A. Provide a description of the budget and funding sources required to fulfill the mission of the Center. Project when the Center will become financially self-sufficient.
- B. Initial (Founding) Budget. Specify if the funding comes from outside or inside the University. If funding comes from grants, how will the indirect costs be distributed? Where pertinent, address the following categories:

The current grants support two research associates, one visiting scholar, 15 graduate students, 6 undergraduate assistants, one technical staff, and a program assistant. The FirstEnergy seed fund supports technical staff and program assistant as well as the development of new projects.

- Personnel
- Facilities
- Supplies and services
- Communications
- Technology - hardware and software
- Copyright and publishing
- Conferences
- Legal
- Travel
- Advertisement
- Lobbying
- Other

- C. Forward Looking Budget (Estimate). Project the sources of income beyond the initial funding. Project continuing funding needs.

The source of income will be primarily from federally funded projects and income through licensing.

Section 5: Implementation

- A. Create a timeline for implementation of the Center.
- Development of solar cell projects by 2011.
 - Completion of CO₂ capture technology development by 2013.
 - Completion of Coal-based fuel cell technology development by 2015.
 -
- B. Identify and provide a brief description of stages or phases of implementation, if applicable.
- Our CO₂ capture and coal-based research have attracted a number of grants. We are in the process of building a prototype unit for CO₂ capture and coal-based fuel cell.

Section 6: Expected Outcomes

- A. Describe your expected outcomes:
- Accomplishments:
- More than 5 publications per year per member.
 - All of the members are funded by external grants.
- Products/Results
- One Ph.D. graduate from each member.
 - Licensing patents and knowhow.
- B. Describe how the outcomes will benefit The University of Akron.
- Establish UA as a leader in energy research and development.
- C. Describe your plans for assessment
- Annual research funding and expenditures for each member.
 - Number of publications on high-impact journals for each member.
 - Number of technology licensing to industries.

The center will be dissolved within 3 years when the center shows continuing decrease in research expenditure, publications, patents, and licensing.

- D. Describe how the Center will impact your discipline.
- Development of revolutionary technology.
 - Publication of high impact scientific papers.

**Academic Policies Committee
Minority Report**

April 27, 2010

Dear Faculty Senator:

On February 4, 2010, the Faculty Senate designated the Academic Policies Committee (APC) to conduct a preliminary investigation of the adoption and implementation of the TK-20 in College of Education. The purpose of the investigation is twofold. First, the Committee is to determine whether the adoption of TK-20 has placed an undue financial burden on the students enrolled in the College of Education. Second, the Committee is to examine whether implementation of the policy has infringed upon the faculty's academic freedom.

The Academic Policies Committee, led by Dr. Rex Ramsier, has carefully reviewed documents and policy statements concerning the adoption and implementation of the TK-20 in the College Education. After careful deliberation, the Committee concluded that the adoption of TK-20 in the College of Education is beyond the purview of APC.

As a faculty member of the College of Education and a member of the APC, I appreciate the Committee's fine efforts to carefully review the case. In view of the unresolved issues surrounding TK-20, I regret that I am compelled to dissent from the majority of APC. In accordance with the *University Rules* 3359-10-02, the Academic Policies Committee:

- (a) Recommends and interprets academic policy on university-wide matters such as admission, retention, graduation, and dismissal requirements, etc.
- (b) Recommends changes for the improvement of the academic program of the university.

In what follows, I wish to offer an explication of my dissention.

First, the College of Education has used the TK-20 primarily as a database management system for program review and accreditation since 2007. While the education faculty voted to approve the adoption of the TK-20, it remains uncertain about whether the faculty and the administration have a legal right to compel students to pay for program review and accreditation. Because education students have paid a technology fee, it is ethically troubling to force them to pay an additional technology fee for a database management system. In fact, many students have expressed grave concern about the College's and the University's insensitive and callous policy that has placed an undue financial burden on them. Hence, it is within the purview of the APC to develop recommendation to address and redress unfair and unjust academic policies such as the adoption of TK-20.

Second, the implementation of the TK-20 requires the education faculty to include the following statement in course syllabi:

Electronic Submission:

Your requirements in this course also include the electronic submission of specific key assignment artifacts using the TK-20 system. All students enrolled in teacher preparation licensure programs at the undergraduate (BA/BS) or graduate levels (MS in Curriculum and Instruction licensure options) and in post bac licensure only) are required to submit artifacts electronically using the TK20 system. Effective Spring 2010, all students enrolled in the Master of Arts (Elementary, Secondary and Special Education including Literacy Options); the Master of Arts in Educational Foundations - Instructional Technology Specialized Option; the Computer Technology Endorsement; the Master of Arts or Master of Science in Educational Administration: Principalship; Principalship Licensure (Post-University of Akron/College of Education Master's); and the Principalship Licensure Only are also required to submit key artifacts using TK20.

You can obtain your subscription to TK-20 at <https://uakron.tk20.com>.

Please note that failure to submit key assignment artifacts using the Tk20 system will be considered in the same manner as failure to comply with other course requirements. Specifically, your instructor may consider the assignment as not completed which will impact your final grade. The instructor also has the option of giving you an Incomplete grade ("I"). Should you receive an Incomplete, please be aware that failure to submit the artifact as required by the end of exam week of the following term, not including summer sessions, converts the "I" to an "F."

(Source: Tk20 Administration Implementation and Fee Structure Policy Document)

The above policy statement inadvertently has infringed upon the faculty's academic freedom in conducting fair evaluation of students' academic performance and has rendered the faculty the collection agents for the TK-20. Above all, the coercive power of the aforementioned policy can have a detrimental impact on student retention and graduation.

Third, the University as a state-sponsored institution should be committed to providing our students with affordable quality education. It is noted that the University has increasingly outsourced its services to for-profit private corporations while simultaneously raising its overall operating cost. Yet, the University has not established an open and reliable system to hold the University Administration and the private corporations accountable for services rendered. The College of Education's adoption of the TK-20 is not an "internal" affair to be addressed within the College because the University Administration has been involved in reviewing and approving the adoption of the TK-20 since 2007. In the case of the adoption of TK-20, the University/College and students have devoted more than \$600,000 (not counting cost of personnel) to the TK-20 since 2007. As the contract with the TK-20 will last for additional 7 years, it is critical for the APC to review the University's outsourcing policy and make recommendations for improvement of academic programs.

In brief, my dissention is based on my reasoned conviction that the College of Education's adoption of the TK-20 is a legitimate University academic policy issue rather than an internal affair within the College of Education. As a member of the University Community, I hope that I may request that the Faculty Senate continue to attend to the unsettling issues concerning students' financial burden, the faculty's academic freedom, and outsourcing academic services to for-profit private corporations.

Respectfully submitted,

Huey-li Li

APPENDIX C

April 29, 2010

MEMORANDUM

TO: Faculty Senate

FROM: Curriculum Review Committee

RE: Proposed Change to Rule 3359-20-05.2

CRC, as a subcommittee of Faculty Senate, was charged with aligning the rules with the programming phase of the new curriculum proposal system. CRC has engaged in extensive discussions this academic year to bring Rule 3359-20-05.2 in alignment. These discussions have resulted in the following proposed rule language changes:

3359-20-05.2 Curricular changes.

- (A) Curricular change process for curriculum other than **distributed distance** learning proposals
- (1) Each college shall have its own procedure for proposing curricular changes. For the purpose of this rule, a course is defined as any university offered curriculum regardless of mode of delivery (e.g. web-based, synchronous distance learning, etc.). The following curricular changes require university-wide approval.
- (a) Addition of courses
 - (b) Deletion of courses
 - (c) Changes in course or program names
 - (d) Changes in course or program numbers
 - (e) Changes in course descriptions
 - (f) Changes in course prerequisites
 - (g) Addition of new degrees, minors, or certificate programs

- (h) Changes in degrees, minors, or certificate programs
 - (i) Proposals that would change any university-wide requirements.
- (2) Curricular proposals shall originate within an academic unit (e.g. department, college, or school). The academic unit shall review the proposal and either approve or reject it. For the purposes of initiating interdisciplinary proposals, which involve two or more academic units, one academic unit shall be identified as the originating unit.
- (a) For the purposes of this rule, an “academic unit” is defined as any group having a separate identity that participates in the offering of curricula.
- (3) Program changes **or new programs** may require Ohio board of regents approval. It is the responsibility of the **originating unit office of the provost** to determine if approval is required.
- (4) Proposals can be submitted at any time into the curricular proposal system.
- (a) For changes to appear in the undergraduate or graduate university bulletin of the following academic year, a proposal must be submitted by a college for university-wide review by the end of the twelfth week of the fall semester. (University-wide review refers to a period, usually two weeks, during which university employees may provide comments or objections regarding the proposal.)
 - (b) The review process shall be suspended for all periods when classes are not in session, and reactivated with the resumption of classes.
 - (c) Proposals shall not be reviewed during the summer sessions.
- (5) After a proposal is approved by the academic unit, the appropriate college review committee shall review the proposal and either approve or reject it.
- (6) A college-approved proposal shall then be released by authorized personnel of the college for university-wide review and approval. The proposal shall be available on the university web server for a period of two calendar weeks from the date of release.
- (a) Various institutional reviews and approvals may be required and shall be given before the proposal can be submitted for university-wide review. The reviewing bodies may include but are not limited to library, graduate school, institutional research, **distributed distance learning review committee (DLRC), university review committee (URC), and general education advisory committee (GEAC) and the curriculum review committee (“CRC”)**. Details of these review procedures shall be available in each academic unit.

- (b) If institutional review cannot be completed within the two calendar week period, the originating unit and the office of the senior vice president and provost shall be notified indicating reasons for the delay and the approximate completion date.
- (c) When all approvals are obtained, the proposal shall be released for university-wide review. The proposal shall be available on the university web server for a period of two calendar weeks from the date of release. Proposals released for university-wide review shall be posted in a weekly curriculum digest.
- (d) Reviewing bodies or any faculty member wishing to make an objection or to comment on a proposal shall do so within the web environment. The system will email the objection or comment to the office of the senior vice president and provost, to the “CRC,” and to the initiating college for response.
 - (i) “CRC” shall determine the appropriateness of any objections. Objections that are considered appropriate include but are not limited to:
 - (a) Duplication of content.
 - (b) Appropriateness of the initiating unit.
 - (c) Questions of academic quality.
 - (i) This is an appropriate objection only if initiated within the originating academic unit; and
 - (ii) Academic quality objections from outside of the originating academic unit will be considered as advisory only.
 - (d) Demonstration that the proposal adversely affects another program.

(7) Following the two calendar week period for university-wide review, the following options are available for the disposition of the proposal:

- (a) If no objections are received, the proposal shall be forwarded to the executive committee of faculty senate for approval at the next scheduled meeting.
 - (i) If the executive committee approves the proposal, it shall be immediately forwarded to the senior vice president and provost.

- (ii) If the executive committee rejects the proposal, it shall be brought before the faculty senate at the next scheduled meeting. The reasons for the rejection shall be conveyed to the originating unit, to the “CRC”, and to the faculty senate.

The executive committee shall inform the faculty senate of all approved proposals at the next scheduled meeting.

- (b) If objections are received, the proposal is referred to the “CRC” for review. The “CRC” will meet at the first practical opportunity to hold a hearing on the objection. A two-thirds quorum of the “CRC” shall be present to conduct business.

- (i) One or more representatives from the originating unit and the person(s) filing the objection(s) shall be invited to present his/her respective positions at the hearing and be subject to questions from the “CRC”.

- (ii) The chair of “CRC” or his/her designee shall inform the originating unit and the person(s) filing the objection(s) of the time and place of the hearing. “CRC” reserves the right to limit the number of participants at the hearing.

- (iii) Upon the close of the hearing, and in closed session, the “CRC” shall reach a decision by consensus.
“CRC” shall forward its findings and recommendations to the faculty senate to be addressed at the next scheduled meeting.

- (a) Possible recommendations to faculty senate include but are not limited to:

- (i) Recommend approval of the proposal

- (ii) Recommend changes/modifications to the proposal

- (iii) Recommend rejection of the proposal

- (iv) No recommendation

- (iv) Faculty senate shall approve or reject the proposal.

- (a) Proposals rejected by the faculty senate shall be returned to the originating unit.

- (b) Proposals approved by the faculty senate are forwarded to the senior vice president and provost.
- (c) The senior vice president and provost or his/her designee shall approve or reject the proposals within one calendar week of receipt.
 - (i) The senior vice president and provost shall forward approved proposals requiring board of trustees approval to the board of trustees for consideration at its next meeting.
 - (ii) If the proposal is not approved by the senior vice president and provost, the reasons for the rejection shall be conveyed to the originating unit and to the faculty senate.

When a proposal has been approved by the board of trustees or its designee, the proposal shall be filed with the secretary of state.

(B) Curricular change process for changes in mode of delivery involving the distance learning review committee “DLRC”:

- (1) Definitions:
 - (a) Ohio board of regents defines one credit hour as 750 minutes of instruction. The percentages in the following definitions are based on this Ohio board of regents calculation.
 - (b) Traditional delivery: 100% face-to-face instruction; this mode of delivery can be web supported but the number of face-to-face sessions is not reduced. Synchronous instruction utilizing a distance learning classroom is considered equivalent to traditional delivery, and no additional curricular approvals are required.
 - (c) Web-enhanced course: 1-30% online instruction; any class that meets more than 70% of the time in a traditional classroom setting with the remaining instruction delivered over the intranet/internet.
 - (d) Web-based course: 31-99% online instruction; any class that meets less than 31% of the time in a traditional classroom setting with the remaining instruction delivered over the intranet/internet. (See “OhioLearns!” definition (B)(2) below.)
 - (e) Online delivery: 100% online delivery; any class that does not meet in a traditional classroom setting.
 - (f) Non-traditional instruction such as independent study and internships are excluded but may be coded web-enhanced, if applicable.

- (2) The Ohio board of regents and the Ohio learning network broadly describe distance learning as “the process of extending the majority (70% percent or greater for inclusion on “OhioLearns!”) of learning or delivering instructional resource-sharing opportunities to locations away from the classroom site using video, audio, computer, multimedia communications, or some combination of these with other traditional delivery methods.”
- (3) Changes in mode of delivery to web-based or online courses shall be subject to the curriculum review process. In addition, any existing course proposed to be taught in a synchronous manner, but not utilizing a distance learning classroom, shall be subject to review as a change in mode of delivery.
- (4) Web-enhanced and web-based courses will be delivered and managed by university approved course management software and mounted on a university server.
- (5) Course content is determined solely within the purview of the instructor of record.
- (6) All courses, regardless of mode of delivery, shall be subject to an assessment of student outcomes.
- (7) Process for review of new ~~or existing~~ **courses or course changes** to be offered either web-based or online, or in a synchronous manner not utilizing a distance learning classroom.
 - (a) The course is treated as any new classroom course and is entered into the curriculum proposal system.
 - (b) The course, with representative examples of all delivery mechanisms and a completed course proposal form, is submitted to the distance learning review committee “DLRC”, which will evaluate the following.
 - (i) Does the university have the technology to support the course?
 - (ii) Does the university have the electronic resources available to support the course?
 - (iii) Does the university have the trained staff to support the course?
 - (iv) Does the university have the trained faculty to support the course?
 - (v) Is the interface standardized?
 - (c) If approved by “DLRC”, ~~a sub-committee of an ad hoc committee reporting to the curriculum review committee “CRC”~~, the ~~course can~~ **proposal will** be released for university-wide review.

- (d) If not approved, the proposal will be forwarded to “CRC” with comments.

(C) Curricular changes involving the general education advisory committee “GEAC”.

(1) Primary Functions

- (a) Recommend University-wide minimum General Education requirements.
- (b) Recommend the learning objectives of the General Education program along with student learning outcomes that define the core competencies required for all undergraduate degree recipients.
- (c) “GEAC” will review proposals to determine:
 - (i) Which of these learning outcomes are addressed (communicate effectively, evaluate arguments in a logical fashion, employ the methods of inquiry characteristic of natural sciences, social sciences, and the arts and humanities, acquire an understanding of our global and diverse culture and society, and engage in our democratic society) .
 - (ii) The course has appropriate entry-level college proficiencies appropriate to the course, which can be shown using a variety of means including placement exams, prerequisite coursework and a description of the course materials.
 - (iii) The course is not remedial or developmental, upper level, in a narrowly-focused technical area, or a selected topics
 - (iv) The course develops the ability to critically analyze text, write effectively, and employ critical thinking skills
- (d) Evaluate the General Education program using relevant data to monitor the effectiveness of the program and recommend improvements.
- (e) Recommend courses for addition to or deletion from the General Education program.

(2) Process for review of new courses or course changes.

- (a) The proposal is entered into the curriculum proposal system.
- (b) If approved by “GEAC”, an ad-hoc committee reporting to the curriculum review committee “CRC”, the proposal will be released for university-wide review.
- (c) If not approved, the proposal will be forwarded to “CRC” with comments.

(D) Curricular change process for the university review committee “URC”.

(1) Primary Functions

- (a) Reviews of proposals by this body will involve consistency, accuracy, impact on other program(s), conflicts, compliance, technical issues, duplication of content, appropriateness of academic unit offering, programs, certificates, and minors.
- (b) Reviews should not consider content or quality.
- (c) All courses, regardless of mode of delivery, shall be subject to an assessment of student outcomes.

- (2) Process for review
 - (a) The proposal is entered into the curriculum proposal system.
 - (b) If approved by “URC”, an ad-hoc committee reporting to the curriculum review committee “CRC”, the proposal will be released for university-wide review.
 - (c) If not approved, the proposal will be forwarded to “CRC” with comments.

APPENDIX D

To: Faculty Senate

From: Phil Hoffman, on behalf of the
Computing and Communication Technologies Committee

Date: April 29th, 2010

Subject: Report on Activities

The Computing and Communication Technologies Committee has met twice in the current academic year. Issues considered include:

- The faculty laptop replacement program. Currently, plans call for an additional year before faculty laptops might be replaced. CCTC was advised that the reasons for this four-year cycle rather than the previous three year cycle were financial, and also because IT purchased a 4-year warranty for laptops in the previous cycle. This means it will likely be at the end of Spring 2011 that faculty will be contacted about replacements.
- Pilot program to install Video Display screens as part of an emergency notification system. CCTC provided input to IT in regard to faculty concerns regarding placement of video displays around common areas in the campus. A pilot program of not more than 20 screens may be deployed this summer, 2010. CCTC will continue to provide input for IT.
- Roll out of Windows 7 to university community. IT is testing Windows 7 for compliance with third party software providers used in U.A. colleges. At present, there is no firm date for conversion to Windows 7.
- Based on input from faculty, CCTC asked networking to investigate several issues regarding the performance of the U.A. network. These included reports of network access issues and network slowdowns. IT investigated these issues and responded as appropriate in each case.