



SENATE ACTIONS

- **Elected two at-large representatives to the Executive Committee**
- **Passed a resolution to return the proposed change in course withdrawal policy to the APC**
- **Passed a resolution from the CRC outlining the new curriculum work flow system**

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Minutes of the Faculty Senate Meeting of September 7, 2010

The regular meeting of the Faculty Senate took place Thursday, September 7, 2010 in Room 121 of Buckingham. Senate Chair Harvey Sterns called the meeting to order at 3:06 p.m.

Of the current roster of sixty Senators, 38 were present for this meeting. Senators Barrett, Bouchard, Friberg, Hamed, Roadruck, Schuller, Steiger and Thomas were absent with notice. Senators Cheh, Cucharme, Erickson, M.Huff, Marich, Maringer, Murphy, Newton, Prichard, Rostedt, Scheaffer, Slusarczyk, Xiao and Yi were absent without notice.

I. Approval of the Agenda - Chair Sterns called for the approval of the agenda. (so moved, seconded and approved)

II. Approval of the Minutes- Chair Sterns called for the approval of the minutes of May 6, 2010. (So moved, seconded and approved)

III. Chairman's Remarks and Announcements -

Chair Sterns recognized and welcomed the following newly elected senators: Jerome Apple, Kathryn Cerone, Peg DiMarco, Elizabeth Erickson, Sabine Gerhardt, Ali Hajjafar, Ed Lasher, Tim Lillie, Joeseph LiVecchi, Michael Lyndall, Lynn McNight, Aiesha Miller-Motley, Evangeline Newton, Shannon Orosorio, John Queener, Vicki Rostedt, Leann Sheaffer, Gary Shuller, Carrie Scotto, Steven Sedlock, Cheryl Slusarczyk, Susan Speers, David Steer, Kevin Waklatsi, and Greg Wilson.

Chair Sterns: Let me just say that I'm delighted to welcome everyone officially into the Faculty Senate for this fall 2010 term. I begin my fortieth year at the university of Akron and hopefully I'll get it right this year. This will be a very important year for the university because we are on the verge of the birthing of the University Council. The work that we will be doing comes at a time when we are in the midst of a new strategic planning process and have one of the largest enrollments of any year. I look forward to working with all of you.

Today I'm going to keep my remarks short because we have an unusual number of deaths that have occurred since our last meeting. For many of us these are close colleagues and friends of many years. Our tradition is to provide a short obituary for former faculty or staff members.

We start with Dr. Domenic J. Guzzetta, the university's eleventh president, who passed away May 20, 2010 in Akron at 90 years of age. Some of us had lunch with him just a week before and had a wonderful discussion about what has happened at the university and looking to the future. I enjoyed that very much. Dr. Guzzetta served as president from 1971 to 1984. He sustained the campus expansion program initiated by his predecessor, Dr. Norman P. Auburn. Dr. Guzzetta oversaw the opening of E.J. Thomas Performing Art Hall, the acquisition of the Rubber Bowl and the creation of the Wayne College in Orrville.

Under Dr. Guzzetta's direction The University of Akron joined a consortium with Kent State and Youngstown State universities that led to the Northeast Ohio Universities College of Medicine in Rootstown. To quote Dr. Proenza "Dr. Guzzetta was a man of many talents: a sound educator and scholar, an accomplished leader and administrator, and a passionate musician and supporter of the arts. To this day, he has remained a dear friend of the University and its students, and we are grateful for his many contributions to the institution and the region."

Dr. Guzzetta also served as president at Marian College in Indianapolis from 1968-1971. Before Indiana, Dr. Guzzetta was provost and senior vice president at UA, and he held a number of deanships and vice presidencies prior to that. On his retirement from the presidency in 1984, he became the president of the I-X Center in Cleveland until 1989, when he accepted a Distinguished Resident Scholar position in Higher Education at New Mexico State University, Las Cruces, N.M. In 1995 he returned to Akron full-time and continued as a higher education consultant filling many roles nationally. Guzzetta Hall is named in his honor; in part because of the steps he took as president to strengthen the School of Music and his personal love of music. It was under his tutelage that Dr. Larry Snider was able to create the Steel Drum Band that we are so well known for. In 1976 Dr. Guzzetta created the Institute for Life Span Development and Gerontology at the University of Akron that I have served as the Director of since that time.

Domenic Guzzetta was a graduate of the University of Buffalo. He earned his bachelors, masters and doctorate degrees in 1948, 1951 and 1953, respectively from that institution. He received over 50 major honors and many honorary degrees and there are many more things we could read here but the one I found most interesting that came out at his memorial service; that he served as an adjutant to General Douglas MacArthur during World War II.

Another colleague, Mary May Miller who retired from the University in January 2008 died in June. She was a native of Cleveland. Ms. Miller graduated summa cum laude from Western Reserve College in 1958 and joined UA in March 1978 working in Bierce Library as a typist and library assistant. She transferred to what is now the Academic Advising Center in 1984. In July 1988 she was promoted to Record Management Officer I and became the Records Management Supervisor in September 1996.

Another major figure in the history of our institution was Dr. Paul E. Martin. Dr. Martin, a noted civic and community leader, philanthropist, scholar, and Bath resident of 60 years, died Aug. 5, 2010 at the age of 95.

Dr. Martin was born on November 25, 1914, in Kenmore, Ohio. He attended Lawndale Elementary School and graduated in 1931 from Kenmore High School with honors. During the Great Depression, Martin enrolled in The University of Akron, where he achieved many honors and was involved in a variety of activities, including Phi Delta Theta Fraternity, A-Key, Scabbard & Blade, First Captain and Founder - Pershing Rifles, Omicron Delta Kappa Honorary, Alpha Phi Gamma (president), University Theatre (business manager), *The Buchtelite*, Spanish Club, and ROTC. He graduated from UA in 1935 with a degree in economics and a minor in political science. During his senior year, he met Dorothy Garrett, who was a freshman. They were married in July 1938. All of us are aware of the Dorothy Garrett Fountain that sits on the square in front of Buchtel Hall. All you have to do is walk around the campus to see Dr. Martin's name. He is well known as one of the most successful automobile dealers in the United States. He was honored

a number of times in Time Magazine. In 1941 he volunteered to serve in the US Army as a first lieutenant after Pearl Harbor. He continued to serve in the Army until 1946 and rose to the rank of lieutenant colonel. If you take a walk through the Martin Center you will see displays with much of the memorabilia of the accomplishments of this outstanding citizen of the area and of our university. The University of course honored him a number of years ago with an honorary doctorate. Dr. Martin won the Buchtel Award a few years ago, another form of recognition.

Another colleague, Ruth Clinefelter, professor emeritus of bibliography, died Aug. 12 after a brief illness. She was 79. She earned a B.A. in Political Science in 1952, and an M.A. in History in 1953, both at The University of Akron. She then went on to earn an M.A. in Library Science in 1956 at Kent State University. Ruth joined The University of Akron in September of 1956. She rose through the ranks at Bierce Library and became a full professor in July 1984. Professor Clinefelter oversaw the develop of the collections for teaching and research in the areas of Anthropology, Classics, Conflict Management, General Education, History, Pan African Studies, Philosophy, Political Science and Women's Studies. She was active in a variety of organizations including Summit County Historical Society, American Association of University Professors and Progress Through Preservation. And she was a great help to many of us in finding sources over the years. Ruth retired from the university in 2008.

Another very dedicated faculty member who died on August 10th was professor emeritus Dr. David H. Hoover. He died at Riverside Methodist Hospital in Columbus following a sudden illness. Prior to his retirement in 2005, Dr. Hoover taught fire protection and emergency management and was co-director of the Center for Emergency Management and Homeland Security Policy Research. He was the co-author of several books. He had recently served as Director of Disaster Readiness for the American Red Cross of Greater Columbus.

Another colleague who many of us knew well was Dr. Ralph Blackwood, who passed away August 21st at the age of 88. He was born August 3, 1922 in Ball, Kansas to the late Robert and Mary Blackwood. Ralph grew up in the Southwest United States during the Great Depression and later served in the U.S. Navy during World War II. After the war, he received his Bachelor degree from Muskingham College, his masters and doctorate from The Ohio State University. He spent two years in India teaching and working in the village improvement program set up by the late Mahatma Gandhi. In 1956, he was the Chairman of the Hutchinson Kansas Council on Human Relations, a group related with the Congress of Racial Equality. He taught at the University of Wisconsin and the University of Bridgeport, before joining the staff at The University of Akron, where he spent the next 26 years doing research and teaching Educational Psychology, Statistics and Research Design and one of his special areas was behavior.

So if we could all rise for a moment of silence in memory of these wonderful colleagues who are no longer with us. (Senate observed moment of silence)

Let us turn to reports; I call upon the Secretary Robert Huff to give us the summary of all the activities that have taken place on the part of the Executive Committee over the summer.

IV. Reports

Executive Committee -Secretary Robert Huff: Thank you Chair Sterns. The Executive Committee of the Faculty Senate had a very active schedule over the summer. Members of the EC met with the first three candidates for the CFO position and the additional two candidates that came to campus when the search was extended. The Executive Committee met with Provost Sherman on June 7th again with the Provost and President Proenza on June 17th and August 19th. The issues discussed at these meetings included the status of the University Council Proposal, the status of the Code of Student Conduct, the CFO search, the proposed joining of the College of Nursing and the College of Health Sciences and Human Services. Another issue was the consistency and coordination of curriculum and academic standards among the different campus locations and we discussed the current status of the Strategic Planning initiative. In the discussion of Strategic Planning it was pointed out that one of the two faculty representatives on the Strategic Planning Committee, Dr. Steven Ash, is now serving as a department chair and will not be representing the faculty this year. In response the President and Provost asked the EC to forward five nominees to serve on the committee. A list of nominees has been sent forward.

The committee also held five regular committee meetings on May 20th, June 3rd, August 5th, August 19th and August 26th. The Senate business conducted at these meetings included the approval of curriculum proposals, the certification of election results and committee assignments. One important piece of business was a review of the rule change proposed at the May 6 Senate meeting by the Curriculum Review Committee. We had hoped to be able to make minor changes in the language of that proposal and then bring the document back for consideration today. After a more careful consideration it was determined that we could not approve the document without significant changes. The proposal was returned to the CRC with recommendations. Many of these issues will be discussed at greater length today. That concludes my reports of our activities for the summer.

There are a few comments that I wanted to make before we went forward. Because I am the person who is responsible for producing *The Chronicle*, I ask for everyone's cooperation in a few things when we are conducting business in the Senate. All motions from committees need to be provided in writing before the start of the meeting, so that we have an accurate record of what the proposal is. Motions that come from the floor during the meeting should be stated very clearly to the Chair. The Chair will restate the motion so that we are assured to have an accurate record of exactly what it is that is voted on. The Chair will state the outcome of all votes, once again to ensure that we have accuracy in recording what the outcome of the vote was. I'm going to make a request that everyone speak only when they're recognized by the Chair and that when they are recognized they will stand and speak clearly, addressing the Chair rather than the members of the Senate or the guests of the Senate. In response to a question that came forward, business that is discussed under the topic Good of the Order on our agenda are not reported in the written version of *The Chronicle*. That concludes my comments.

Chair Sterns: Thank you very much. There were no major decisions made by the EC that need to be confirmed by the Senate. At our last meeting it was decided that any major policy issues would be brought before the full session of the Senate. So let me now invite President Proenza to give his remarks.

Remarks of the President - Thank you Mr. Chairman and welcome colleagues to the 2010-2011 academic year. It is an exciting beginning as I'm sure all of you have witnessed the energy and the smiling faces on campus recently. I hope all of you had a chance to enjoy part of the summer. It was over too soon it seemed to me.

I want to formally welcome Dr. Mike Sherman as our new Senior Vice President, Provost, and Chief Operational Officer. I trust most of you have had a chance to meet him and you'll have a chance to hear from him in a few moments. In the very short time he has been with us he has been most helpful to me. He has also been working very actively with the Deans and the Executive Committee of the Senate. Chairman Sterns and Secretary Huff commented on the Strategic Plan and I will comment on that and a few other things.

We are just about at the point of shifting from the Strategic Planning to Strategic Doing. I need for you know that there have been some themes that we have continued to wrestle with and because of the changing nature of our world and the United States and higher education in particular, I would be remiss if I did not remind you what some of these are because all of us need to try to understand them and contribute to their ultimate resolution. The first is what I would call the shifting context in which higher education is functioning today. I believe this is part of a historic paradigm shift for our institutions that will continue. I am sure that you are aware of the pressures on our students, our state and our nation. I am also sure that you are aware of the accountability pressures on all public institutions. Suffice it to say that the whole context of higher education seems to be shifting as it has for many other industries and as it has for K through 12 education. We need to be aware and most importantly we need to be creative and innovative in thinking about how we secure our own future because I assure you no one else will do it for us.

The second broad context is the tremendous positive momentum that we have established at The University of Akron in this beginning decade of the 21st century. As I will report to you in just a moment, without question The University of Akron is becoming the preferred public university in Northeast Ohio. That is a testament to all of your efforts and to all that you have done and it is something that does help to answer the previous question. So let us be celebratory of that but also be conscious that we cannot just imagine that everything is done and that we'll continue to be successful. As is the case with any other institution, we have to continue to pay attention.

We had a visit from the trustees of Bowling Green University asking how we have done what we have done. We were happy to tell them, but what that means is that they are going to try to catch up to where we are. I don't believe they will be able to and that is not stated lightly or trivially. What we need to do is differentiate ourselves so that students know why they should choose us. There are areas where we'll need to collaborate but there are others where we'll need to compete. Nursing for example is one that is a great challenge to Northeast Ohio. How do we deliver the great numbers of nurses that are needed by the healthcare industry at the moment?

The third theme is the imperative to all of us in higher education in general to be innovative in addressing the challenge. We seek to capture the opportunities inherent in the things that we have achieved and in those things that lie before us. That is partly what we need to do through Strategic Doing: taking actions, mea-

surements, making refinements and continuous improvements. That is one of the keys to sustaining and securing the momentum and the place that the university is enjoying in Northeast Ohio, the state and the country.

So let's return momentarily to the Strategic Plan. We have been engaged now for more than a year in brainstorming, discussing, drafting, redrafting and consulting with numerous individuals and groups across the institution as well as the community. We are indeed poised to move towards implementation. The key now is in engaging you, the faculty, the dean's council and working to establish how each of the units, colleges and departments will be engaged in aligning the goals, objectives and strategies so that we can move forward. I think you're aware of the broad elements of the six goals of student success, an environment of inclusive excellence, developing a dynamic and globally relevant program, so that the university enjoys global recognition and distinction. By expanding our clusters of interdisciplinary teaching we can assure excellence and engagement broadly. It is the same relationships and partnerships that promote a vibrant and engaging landscape and the kind of community we know our students will choose.

Our mission statement would be ultimately summarized by articulating the idea "your success as students is our success as an institution." We need to continue an integrative process of planning to achieve a measurable success. Provost Sherman may choose to have some comments on this but I am confident that we are on the positive track and are very well positioned.

One of the evidences of success is that enrollment is once again up. As you know we don't officially count until the fourteenth day and then it takes a couple of days for all the numbers to trickle in. We expect that enrollment will be up by about 5% and that credit hours production will be up by about 5%. We should be somewhere in the 29,000 students plus or minus a few. The first day count was 29,433. We will see where it winds up.

This fall marks the debut of five new projects on our campus; the new residence hall on Spicer Street, the new Exchange Street parking deck, the new soccer field that will celebrate the success of our nationally ranked number one soccer team. Many donors made this possible and at no expense to the university I would like to add. We also have a new state-of-the-art national Polymer Innovation Center as well as the new home for the Archives of the History of Psychology. Our colleague David Baker should be congratulated on the completion of this project. It is in the old Roadway building on the corner of Mill and College. You won't recognize and more importantly you won't believe how nice the interior is. Please go by. The archives are an affiliate of the Smithsonian Institution and the director of the affiliates program joined us for the inauguration and the ribbon cutting on Saturday. The President of the American Psychological Association was there as well, which was a great tribute to the place of this facility in the national scene.

Let me just mention a couple of other highlights that you may have seen. We continue to catalog for ourselves points of excellence that are documentable. One of those is that the Princeton Review has once again noted The University of Akron as one of the best colleges and universities in the Midwest, ranking us among the top twenty five percent nationally. Also our College of Education recently met its continuing accreditation. We are increasingly being asked to share our story nationally. Over the past year or so, I've been asked to tell the 'Akron Story' or to talk about the 'Akron Model' to different groups such as The National Academy of Science and a group sponsored by the Brookings Institution in St. Louis and to the University Economic Development Association. Later this month I'm in Washington at a formative meeting

at the White House, the Brookings Institution on competitiveness and two other groups. It was really an honor to be invited to share with the rest of the United States the things that are making us successful. Brookings as you know has had a multi-year effort in metropolitan policy programs headed by Bruce Cast. If you go to their website you can learn about that. There are many others than I have not mentioned but Mr. Chairman I would respectfully request that perhaps you give me about 20 minutes in another session to share a sample of what I tell the rest of the country if I may do so.

Let me close by quoting to you from a letter I recently received from the parents of one of our students. They write and I quote “Our son will be a junior in the Honors College at The University of Akron this fall. Frankly when he first shared his decision to attend The University of Akron my husband reluctantly agreed. My friends would say ‘our son is going to Harvard, or Susie is going to the University of X or Y, where is Bobby going?’ I would mutter ‘to The University of Akron’ and then bellow ‘Honors College!’ After two years there not only has our son been extremely happy and doing very well academically, but also we are delighted with his choice. It could not have been a better fit. Although he did very well throughout high school, he was never motivated or took any real interest in his courses. His experience at The University of Akron has changed all of that. He truly enjoyed his classes and his attitude is no longer one of just getting by or going through the motions. We look forward to his continued success and possibly graduate school in Akron. When now asked where Bob attends college, we proudly announce ‘The University of Akron’. Thank you for the outstanding job and wonderful institution.”

There are lots of these kinds of examples. Thank you to those of you who helped in bringing students to the residence halls. Parents were commenting about the great residence halls and the beauty of the campus and the helpfulness of our staff and students and faculty. Thank you Mr. Chairman. I’ll be happy to take any questions.

There were no questions for the President. Chair Sterns then welcomed Provost Mike Sherman for his first appearance at the Faculty Senate.

Remarks of the Provost - Good afternoon. Chair Sterns and my wonderful colleagues, I’m thrilled to be here. I very much appreciate the warm welcome both you and the community of The University of Akron have offered to my wife, my daughter and myself.

The beginning of the school year was kicked off without a misstep as the President indicated. Students moved into the dorms with a lot of assistance from very, very many individuals from across the institution. It’s always amazing when 29,000 students scuttle around to their classes and we have adequately prepared and figured out how many individuals we needed to be there to offer them a wonderful experience. As the President expressed through his letter from that family that you are and will continue to interact with our students to make each and every one of them feel as special as that student’s parents have expressed.

I’ve been here about three months and have had some great interactions with the Executive Committee of the Faculty Senate along with the President. I have also spent a fair amount of time trying to figure out what I don’t know. That has included interacting with a large number of individuals in different ways in different forums and from different perspectives. In this way I’ve figured out even more about what I don’t know.

I have formed three working groups; one is on Student Success, another is on Institutional Effectiveness and Talent Development and the third is on the Environment for Teaching and Research. You will find those three themes embedded in the Strategic Plan and obviously student success, talent development, the environment for teaching and learning is what we are all about it. Starting with selected individuals, I began to gather information and context. Over time those groups have been expanded to include deans and some faculty members. I will continue to work with them to understand evermore what I don't know so that we can work together most effectively.

One thing that I discovered was that our academic advising ratio, that is the number of students per academic advisor across the institution, was rather low compared to other institutions. After consultation with all three of the groups and consideration of that essential contact point for our students, I authorized the hiring of twelve additional academic advisors. Fortunately we had six that were part-time so they were able to slide over to full-time and begin to assist our students immediately. The new full time advisors are in Summit College, the College of Nursing, Honors College, the College of Arts and Sciences and the College of Creative and Professional Arts. We will continue to review the effectiveness of our advising and make other adjustments to our advising capacity as appropriate.

I have been engaged very extensively with the vice presidents and the deans in the Strategic Planning process with the goal of getting them to devise and implement strategies whereby the colleges, schools, departments - really you, accomplish the academic agenda, by the enabling activities of the academic support groups. The academic support units, including myself, enable the colleges and departments, schools and faculty to accomplish the academic agenda. I'm pleased to report that were making very good progress in those conversations.

As I reviewed the organization of the support of the academic agenda I proposed to the President and received from the Board of Trustees approval to create the Office of Academic Affairs. This is an office that will on behalf of the faculty and the students focus our energies, our resources and our capacities on the academic agenda. I will update you more on the development and the creation of the Office of Academic Affairs over the coming months. I think you can see that these perspectives that I've offered as my initial agenda are closely linked to the three 'R's, *revenue*, *retention* and student success and *reorganization*. I will look forward to working with you and my dean colleagues to consider the organization of the university to determine if in fact there may be other approaches, structures or organizational perspectives or methodologies or funding initiatives that further stimulate and enhance trans-cross-disciplinary teaching and research.

Finally I would like to suggest that through our collective efforts I can assure the President and the Board of Trustees that we will remain academically productive, relevant and connected to our society and to the citizens of Ohio that we serve. It's a good day at The University of Akron. You make it a great day at The University of Akron. Your success is our success and that is what we are looking to achieve. I'll be happy to answer any questions.

Senator Waklatsi: I was hearing you say a lot about student success and retention. What are you doing to get student involvement in this?

Provost Sherman: Actually I think we started that conversation in March, April and May with a couple of interactions before I arrived. I've had interactions with Steve (Sedlock, President of ASG) and members of the Board of Trustees related to that and I'll begin meeting with student organizations to begin to have those conversations. I've got a meeting set up with the newly created student organization for veterans who is also offering some advice and suggestions for how we might enhance our service to them and thus forward any other opportunities to engage students in that conversation and have students engaged in that activity.

Chair Sterns thanked the Provost and then turned to the issue of Executive Committee elections.

Elections

Chair Sterns: At the present time we have two vacancies on the Executive Committee. They are two at-large positions. They are three-year terms ending in the spring of 2012. It is appropriate for nominations to come forward from the floor.

The two senators nominated were, Frank Bove from University Libraries and Dr. Ali Hajjafar from the College of Arts and Sciences.

Senator Rich moved that the two aforementioned senators be elected by acclamation.

The motion was seconded and passed without opposition.

Committee Reports - Academic Policies Committee

Chair Sterns: I would now turn to committee reports. We'll go through the list. If you look on the list of senators and committee assignments you will see the appointments that have been made by the Executive Committee. These reflect requests that have been made by senators as well as those made by the Executive Committee. We expect every committee to meet over the next few weeks. Heather and I and Bob will be calling various committees to meet. In many cases those committees will elect their own chair, unless that chair is assigned already. We will expect that all committees will be in active involvement this semester.

Graduate Council

Chair Sterns: I just wanted to mention that a meeting that took place in the spring where the Graduate Council and the Faculty Senate leadership met and agreed to make sure that there is a linkage back and forth between the two bodies. We expect in our next meeting that a formal representative from graduate council will begin reporting to the Senate on a regular basis.

Academic Policies Committee

Associate Provost Ramsier: Thank you Chair Sterns. At the May meeting of the Faculty Senate, we, the Academic Policies Committee, presented a new policy on undergraduate course withdrawal. We had a good discussion, for those of you who weren't here I hope you read *The Chronicle*. The Senate decided that people needed more time to consider such an important item to be changed. Today I would like to ask the senators to revisit this policy as proposed. I would also ask that Dr. Helen Quammar from the Institute for Teaching and Learning be permitted to answer specific questions about the details of the data that support the concepts presented in this policy. I will also answer any questions I can.

Chair Sterns: For those of us who had a chance to review *The Chronicle*, the issue of course is regarding a change in the rules regarding course withdrawal policy. If you have not read *The Chronicle*, Dr. Quammar will be happy to summarize it for us. A great deal of research has already gone into the data from other institutions too, as far as what is the pattern of our student's course withdrawals. Part of this is in line with retention and student success. Helen if you'd like to say a few words, I'm inviting you to speak on behalf of the Senate.

Dr. Quammar: It is a pleasure to be back because I use to be a member of the senate. I will do a very quick run down on the course withdrawal policy and the changes that are most significant. First of all, we intend to put information about this policy in the Bulletin for everyone, faculty, advisors, administrators and students to see so that everyone understands and appreciates what we do and the purpose of the policy. We also want to make very clear to students what are some of the potential consequences for WD. We are sort of the experts in higher education and there's no reason to keep it a secret. We might as well let them read and understand before they make a decision exactly what are the special consequences to that decision.

Some key things in the procedures will change. One is that we would like to do away with the paper form and make it an online form. This would not require advisor's signature and faculty signatures. We would like to move up the final date for course withdrawal from the end of the twelfth week to the end of the seventh week. We did talk to many people. We talked to large enrollment foundation courses and the like and there appear to be many courses that do provide a fair amount of feedback to the students much before that date. I will say that there are still instructors and programs that do not provide feedback by this time but stay to the convention of an 8-week mid-term and a final. That might present a problem for those departments and those types of courses.

We want to have a very effective mode by which students who begin the pattern of withdrawing from courses have an effective intervention. There should be a conversation that asks the students to deeply reflect about the way that they are going to college. What we have proposed is that during the first 32 credit hours a student is allowed only two course withdrawals. After that, a hold will be put on their registration. They will have to come in to see their advisor. This will be an opportunity for that intervention. Now we also know from the literature that if they continue the withdrawal pattern from their freshman year into their sophomore year that it is somewhat detrimental to their academic progress. So we also propose that from the next 32 credit hours there are again only two withdrawals that are allowed. A hold is again placed on the student's registration and an intervention has to happen in order for them to move forward.

Of the 7500 students that withdraw from courses each academic year, there are about 1,000 to 1500 students who have a problem or an issue with multiple course withdrawals. These students withdraw from courses their freshman year and they follow it up with course withdrawals in their sophomore year. They become too reliant on course withdrawals versus self-regulating their own behavior. We also see that it will be much better for advising staff. Instead of handling 8,000 pieces of paper they then can have an intervention with 1,000 students.

I need to mention one other issue. Consider a student that has been accused of a code of conduct violation that is directly related to some activity in a class or for instance they were found cheating on an exam or plagiarism for example. Presently that student can actually withdraw from the course and then all the

consequences and the investigation stops. Since they are no longer in that course there are no longer consequences. We would like the policy to prevent students from withdrawing from a class to avoid these types of consequences.

Senator Clark: I have two questions. Will this apply to the first week of the semester?

Dr. Quammar: First two weeks we call the add/drop period. Courses that are added or dropped in the first two weeks do not show up on the transcript. This is only a withdrawal policy for the period after the 2nd week until the end of the twelve-week.

Senator Clark: Thank you. The other question was about the intervention that will occur. Is there anything systematic about the intervention from the point of view of the advisor?

Dr. Quammar: During the implementation phase the trigger is once you have two withdrawals a hold is placed on registration. After that it would be fully automated. A notice will have to go to the advisor or to someone in that student's college in order to make certain that advisor knows that this student has a hold on their record.

Senator Clark: I'm thinking of this from the point of view of the advisor. Is there something specific that the advisor will do to help that student?

Dr. Quammar: The advisor is the only person who needs to sign the course withdrawal form. The professional advising staff will intervene. This is what they are trained to do, to find the reasons for the withdrawal, to understand the issues, to encourage the student to stay in the course. Those best practice interventions are something advisors will do as part of the process.

Chair Sterns: Permission for Vice President Fey to speak.

Vice President Fey: Thank you Mr. Chairman. Does the policy that's being presented permit some opportunity for withdrawals in case of medical or other types of emergencies?

Dr. Quammar: It will be the same as our current policy. Students who would need to withdraw after the 12th week must go to the college dean's office. The dean's office makes the decision as to permit the withdrawal or not. That process would move forward to be after the 7th week through the end of the semester. Yes, the dean's office in every college will continue to have that authority.

Senator Chyi: I think is a good policy. If however, we back this policy, then the number of credit hours is going to decrease and the income of the university will decrease. Would you care to make a comment on that kind of impact?

Dr. Quammar: There are a lot of those sort of financial numbers that we talked about. We expect the credit hours to go down somewhat. On average 6,000 or 7,000 students would drop about 5 credit hours. It is not a huge amount. We are not cutting off all course withdrawals. I might estimate it at four or five thousand credit hours versus the forty thousand credit hours that we have currently. So there are

financial numbers that we have to take under consideration. We have some GenEd required courses for which there are large numbers of course withdrawals. There are about 800-1000 students who withdraw from required GenEd courses such as English Comp courses or the speech course and that means you are going to have to offer 20 more sections to accommodate all of those course withdrawals. The other side of the number is the student who completely withdraws or gets an 'F'. If that student has financial aid, they become ineligible for financial aid. The university provides many millions of dollars to these students. So there's a whole variety of numbers to be considered.

In the end, I think the idea here is to change the culture. We now have a culture that gives students permission to check out what kind of a grade they expect to get and if they don't like that grade, they can withdraw from the class. It is as if the purpose of a withdrawal is to swap out a grade I don't like and try again. I think we need to replace this with a culture that says, "No, we set high expectations, save your course withdrawals for the times when you really need them". If the student is seriously under prepared for a class, they should withdraw. If a student changes majors and no longer needs to take a difficult class, fine, please change your major. If a student has a terrible sort of family issue, fine, then change the schedule or withdraw from the class if you need to. Special extenuating circumstances would not prevent you from withdrawing from your classes. We want to establish a very high expectation that the student will own the process. We will not give you an easy out when you don't like the grade you're getting.

I'm sorry I forgot to mention that we would also place a limit on the number of times you can withdraw from any one course. Right now it's an infinite number.

Senator LiVecchi: I appreciate the restriction you want to place on the person who withdraws repeatedly from the same course. That seems to be legitimate to me. What if a student was enrolled in four classes and they decide to change majors or simply rethink their goals? This could lead them to remain in one class and drop the other three. Why do we want to punish that?

Dr. Quammar: We have very, very few students who do that because they lose full-time status. I think for those kinds of extenuating circumstances they would go to the dean of the college for permission to withdraw.

Senator Lillie: I wanted to raise a couple of issues. The first is where could I find that current withdrawal policy?

Dr. Quammar: It's written and printed in the Undergraduate Bulletin.

Senator Lillie: I was a little confused about what I saw in the Chronicle because it seemed to me that there was a little bit of a conflict in policy language and explanation about why they might not want to withdraw from a class. Was that your intent or are you asking for our okay to go forward so you can draft the official language and then bring it back to us?

Dr. Quammar: That actually was our intent. When we reviewed twenty, thirty or forty different policies, we noticed that none of them are actually written like policies. They are all written like procedures. Just follow these rules and then your done. You don't have to think about it, you just have to follow the rules. It

seemed to us as though an academic policy should in fact have some explanation of the purpose behind it. We did find a few that wrote the purpose right in their policy. They presented this wherever they put their official WD policy. There were also some who included what were the potential consequences that the student should consider before they did the course withdrawal. The group wanted to be sure this isn't just a set of procedures but that there actually is a reason given for the policy.

Senator Lillie: I think that both of those show up here. That's why I wanted understand having both of these sort of conflated together.

I have a question about another issue. If I'm an undergraduate reading this or an advisor reading it for the first time, I read it literally to say "undergraduates may withdraw a maximum of two times in the first thirty-two credits/load hours attempted". Does that apply to transfer students in their first thirty-two hours of credit?

Dr. Quammar: I think that might be a question for Rex.

Senator Lillie: So it would be anybody who is in their first thirty-two credit hours as an undergraduate at The University of Akron. The same thing for the subsequent thirty-two. Then it says further that if the student attempts to withdraw from a course beyond those limits they will continue to be enrolled in the course as well as receive the grade at the end of the semester. That to me is a little bit unclear and I want to echo what the senator LiVecchi said that some times that could cause problems.

Dr. Quammar: If I could comment about those things? We had a number of conversations with Deb Hayes, the Registrar, and she said that within the automated system, one of the things that they can do is check everyday for students withdrawing from classes. They could not check instantaneously. So it might be possible for two to go through in just the next thirty seconds. If a student withdrew from three classes, the system probably would not catch that third one in order to prevent them from doing it. So the statement and the policy would be that at the end of the night they would be put back into that third class.

Senator Lillie: Mr. Chair, which of those three courses would the student be put back into? Which of those three would they still get a grade in? That's a rhetorical question. Also in the section regarding 'unusual circumstances' it seems to indicate that the extenuating circumstances must be uncontrollable by the student and I'm not clear on how you determine that. Finally, in this regard, it appears that it says that the decision of the dean of the college is final. Does that mean that if the student feels that they still have a valid case, they may not go to the Provost's office? Those are just a few of questions that I could find to bring forward. I am raising these questions in the spirit of trying to avoid future problems. Faculty Senate is supposed to be the legislative body of the university and we should always have the best possible draft.

Dr. Quammar: I think the phrase that the dean's office is the final decision is actually in the current policy.

Senator Hajjafar: Do you think that this policy might leave the university open to legal actions? I can give an example. Supposed a pre-med student has withdrawn from two classes. In another class he or she has a 'C'. You know how important it is for students in this field to have an 'A' because it's very competitive. The dean decides the student cannot withdraw from the class. Two years later the student does not get into medical school. They can make a claim that the university caused that problem.

We faculty have academic freedom, students ought to also have academic freedom. We have given them seven weeks to think about it, after seven weeks you are not allowed to drop. That's their academic freedom. I understand we are trying to prevent them from withdrawing too much, but we may take some rights from good students because of this.

Chair Sterns: Well to take your example even farther, what's to prevent that student from going to transfer to another university and retake the course? You'd have that transfer as well.

Senator Mancke: You only get to repeat a course for a new grade if you have received a 'C-' or below I believe the policy is. So it would not in fact show on the student's record that the student has retaken that class. The student could retake that course at The University of Akron. That is reasonable and this policy does not preclude it.

I do think there are some serious pedagogical reasons for having some restrictions. Students sign up for too many hours. I don't think the university is giving students good signposts for what to do. The policy is to allow two withdrawals one year and two withdrawals the second year or the second 32 credits. Is there a reason why it is two within the first 32 hours and two within the second 32 hours rather than four within the first within the first 64? There are many students who get in the History department whose parents think they should be in the College of Business. They do their GenEd classes and they do fine. They do their 42 credits and they're taking a full load of business classes. After that they decide they do not want to continue in business. I'm sympathetic to some restrictions, but is there a way to write the policy so that it is four withdrawals within the first 64 credits rather than two within the first 32? I guess it just keeps those students that Senator LiVecchi has mentioned who in fact get to that point where they want to change majors. It is usually when they're enrolled in three or four classes in that major.

Dr. Quammar: We had this discussion with lots of people and amongst ourselves. The entire Texas system only allows students six withdrawals in their entire time as an undergraduate. They have six and that is it. We went back and looked at the data. A couple of things suggest to us that this problem is really focused in the first two years. 35% of all freshmen will withdraw from a course but by the end of the second semester of the sophomore year about 55% of students will have withdrawn from courses. These are students who are taking GenEd courses or courses that are foundational for the major. We have very high numbers of students who withdraw from required GenEd type of courses. We also looked at how many students are chronic course withdraws? We defined that as fifteen credit hours or more and we looked at a snapshot of 19,000 undergraduates in one academic year. There's only 4% of the undergraduate student population that can be considered chronic. So we could put a maximum number on it, but we didn't feel as though that would really create that opportunity for intervention. The idea of two plus two doesn't actually stop any students in their tracks. It only says that we have put a hold on your registration and now you have to go talk to somebody. The student will have to have a conversation about why this is happening and how we can make this work better. We want the student to make better decisions and we'll work with them to do that. It does not prevent the business major from going to the college dean's office and saying 'I want to drop all four of my business classes'. The new policy will not prevent students from changing majors. It simply requires an intervention. Somebody else in the university will know about it. I think the same thing happens with transient credits. Somebody has to sign that transcript permission form. We don't just let it happen.

Senator Lazar: Thank you very much and I am partially responding to what Senator Mancke said. I think that part of the text comes across as very much intervention punishment. Punishment is a term that one of the other senators used and I think they're kind of put side by side in this draft because on one hand the purpose is to have an intervention and that it's a hold until you register and you meet with your advisor and then you have this punishment. Could it be worded in a way that it is more of a continuum of care for the students?

Another question is about time limits. Are there any actual limits in years? If I try college and I decide it is not for me and withdraw, what happens if I come back in two years? Do I get to redo or does this stay in my transcripts?

Dr. Quammar: We did not consider those types of conditions. The language and things like that have to do with the conversations that happened in the APC.

Senator Mancke: The language as drafted right now that was in *The Chronicle* says "undergraduates may withdraw a maximum of two times during the first 32 credit load hours and a maximum of two additional times during the subsequent 32. Students with two or four course withdrawals will not be able to register." Now is it possible to delete the word *maximum*? Is there a reason why *maximum* is necessary in that language?

Dr. Quammar: When we drafted the policy we did not put much emphasis on that so that would not change our core ideas.

Senator Mancke: Can I make a friendly amendment that the language of "maximum" be deleted from the text?

Chair Sterns: Well I think that that puts the Chair of the APC in a difficult position because he cannot speak for his committee.

Senator LiVecchi: I can understand that there is a desire for low performing students to learn a lesson about not dropping too much. I agree that that's an important issue but it seems to me to be a question of conscience formation and not an issue about legislating a rule. We want the students to have their consciences developed and evolved to the point where they don't drop a course. It is not so much that you want to just force them to the action. Why not just have it be that they have to go into counseling and discuss with someone what are they doing and what is going on. Why even impose some kind of limit on the number of times a person can withdraw?

I really like the phrase that students have academic freedom, thank you Senator Hajjafar.

Senator Watlaksi: This is obviously being done to prevent students from dropping too many classes. What are we doing to educate new students about the bad things that happen when you have too many withdrawals? What are you doing to educate students who come in the very last week to academic advising just wanting their advisor to sign the form? Are we doing anything to educate them about how too many withdrawals on a transcript look bad for grad schools and this kind of thing.

Dr. Quammar: I can say what we talked about because we saw that this policy is not something that is fine as it is. It is going to take some time to get the automated systems in place and there is a significant education component that has to follow with this. We have to educate the faculty, the full and part time advisors and the faculty who serve as advisors to understand what it is that this policy is trying to strive for and the purpose behind it. When they are asked to make exceptions they need to understand the spirit of the policy. I would also agree, there has to be a commitment to the education of students about the policy. There has to be a transition period for this and there has to be a significant amount of education. We will need to work out a lot of the details to make this thing automated. Those are not trivial issues.

Senator Scotto: I can appreciate that policy change is about addressing a real problem that we've identified; that students who repeatedly withdraw especially at the beginning of their program have problems later on. Ethically speaking it's important for us to truly address that even though we heard the concern that it might be financially bad for the university, it is also financially bad for the student. We should support them and so we're creating a policy like this. It is going to create the opportunity where there will be a meeting of a student and advisor and there's an opportunity for that to happen. In the College of Nursing we already have such a policy. You can't withdraw from the class after 7 weeks. If you withdraw, you can take the class again next semester but you can't withdraw from it then. You can only take these classes twice. We have special cases that come up and we do and we address them. Do we have students who come to try to pull the wool over our eyes? Yes we do. We address that as well. It really helps the student to take the responsibility if they are not doing well in a class. They must ask themselves am I going to drop? What can I do now to try to make this better? This is a pain in the neck but it's really helpful for the students.

Senator Lillie: I really appreciate all of the comments and I've heard nothing but support for the idea. There are some concerns and there may need to be some more drafting done that takes into account some of the issues that were raised here. I assume the current policy says that the degree granting college can supplement this policy with more stringent criteria for students. What we're talking about is improving the policy that is university wide for the first 64 hours for withdrawals. It would be up to every college like Nursing and others to determine what they want to do. I think it's important that we're getting into this kind of discussion to state the kind of support for the idea that I'm seeing here. I think this a good use of the Senate's time, this is what we do; we're supposed to talk about students and about the academic impact of a policy change.

Chair Sterns: Am I to understand that the word *maximum* has been struck.

Senator Rich: No that motion was made but was never seconded. I do not think it would accomplish what it was intended to accomplish. The problem is not the word *maximum*. You could delete it and it would mean exactly what it means anyway. The problem is simply the way that little bulleted paragraph is drafted, doesn't make sense. The first sentence simply prohibits dropping beyond a certain limit. Then the second one says "students who'd be dropping beyond that limit will not be able to register for subsequent courses until meeting with their advisors" which implies they could actually do it. It doesn't say they have to get approval from the advisor, just meet. That doesn't sound like what was intended. There does need to be some reworking of this language so it expresses what was intended by those who brought it forward.

Chair Sterns: At this point we have the existing language on the floor, to either approve or disapprove?

Senator Lillie: I move we ask the Academic Policies Committee to review it, correct the language where necessary and bring it back to the next Senate meeting.

The motion was seconded and passed without opposition.

Curriculum Review Committee

Associate Provost Ramsier: You may recall if you were in attendance (at the May meeting of the Senate) or from reading *The Chronicle* that the Curriculum Review Committee brought forward a suggested change in the rule language that covers how the curriculum approval system operates. You are also probably aware that we have a new electronic system being programmed, to handle all of our curriculum proposals from now on. The language of the rule was not acceptable in the form proposed so what we have provided you with in the handout is a flow chart of the proposed process through which curriculum proposals come from the departments and colleges through the system, through the Senate to the Provost and eventually to the Board. What we would request is that Faculty Senate approve the flow of how the curriculum will work its way through the system in order that the consultants that we're paying to program the system can do it in this order. That's what was requested.

This is a motion from the Curriculum Review Committee; to approve this curriculum flow process as depicted in this flow diagram. (Appendix A)

Chair Sterns: the Executive Committee suggested this because we could not correct all the language as the regulations are written. We did feel that we could all agree on the map of the work paths and that it would be appropriate for the Senate to then approve this so we don't delay the build of the system. Associate Provost Ramsier shared with me that this reflects the existing rules of the system with one exception.

Associate Provost Ramsier: This is exactly the way the rule reads now. I'm not saying that this is exactly the way the electronic system works now. The only addition we made is in the fourth row of boxes down where institutional reviews take place, Libraries, IR, etc. We have added URC, which is the proposed new committee, University Review Committee. That is the only difference between current practice and the proposed practice. The rule currently allows for a URC or any other list of acronyms to be incorporated into the process. Curriculum Review Committee has proposed the addition of the University Review Committee. Should it be that the Senate decides to not approve that new committee, the flow diagram will remain the same. If the URC is not approved as it is, then it goes away. The issue is the flow, not the content of that one box.

Senator Lillie: I just wanted to say that from review of this I think it's excellent, and I'm sorry we didn't have this when I got here in 1996. I support it.

Senator Rich: One question. The Curriculum Review Committee appears in this flow diagram in two places, in the fourth line down and then in the sixth line down. I'm unclear exactly what that first reference involves that isn't entailed by the second one. Could you explain?

Associate Provost Ramsier: What he's referring to is the fourth row down, the double-headed arrow. The Curriculum Review Committee actually tried to help resolve issues from the other committees that are

reviewing. You'll notice that nothing flows through the Curriculum Review committee at that point. The double-headed arrow is meant to imply that the CRC is there as a consulting body to help the other groups work out issues they may have as a department or college. Nothing flows through there. If something comes there it goes back to the originator of the question. We're there to try to help facilitate a flow.

Senator Rich: So this would sort of be a mediator role?

Associate Provost Ramsier: Exactly. The Curriculum Review Committee at that stage has no authority, no signature authority or ability in the system to stop anything. It's a matter of being a sounding board to the other members.

Chair Sterns called for a vote on the motion.

The motion to approve the curriculum flow chart from CRC passed without opposition.

Faculty Research Committee

Senator Kruse: The committee will be meeting September 17th. We reviewed the roster as it exists and we would be very interested in having additional members, particularly from the sciences, due to the fact that the large numbers of proposals come out of the bench sciences and we lack the adequate number of reviewers for those proposals. If *The Chronicle* could suggest that we're still seeking scientists that would be very useful, thank you.

Chair Sterns: Thank you. I've asked that Matt Petris to join us this afternoon so that we could review the current progress of **the ad hoc Curriculum Process Review Committee**. I co-chair that effort with Vice President Sage, who could not be with us today. I want to remind everyone that we have just had an update of how this has been progressing. You all remember that we had a *Phase One* where the university analysis was carried out. That was basically completed in 2009. *Phase Two*, the university level implementation was initially envisioned for completion by fall term. However, because of the focus groups and feedback that faculty provided to the initial design of the system, additional time was needed to make corrections. Features were added so that it would be possible to have an easier time filling out the curriculum materials. There was a phase called 3-A, which was a college level process analysis and 3-B, which is college level implementation. They were envisioned to be separate processes. As the work progressed it was decided that they would overlap these two levels of analysis. A new revised approach was then developed and during the analysis and design for *Phase Two* again we had additional focus group feedback and testing so we are trying to deliver both the college level and the university wide program at the same time. Matt you might want to comment further.

Matt Petris: I just wanted to comment that we're making progress. We are in the build phase now on the university level project. Over 50% is completed in terms of build steps. The consulting firm that we're working with, TEAM Informatics, is having weekly meetings with us to show us progress. We are able to comment and to raise questions so that issues are addressed right there. I've been happy with the progress we've seen in the second half.

Chair Sterns: There was some reassignment of personnel and some revision of timelines. Matt is taking one of the major roles as a staff person in IT and we have at least three or four major people involved,

including Karen Greene from the Provost's office. These people are actively involved on the Akron side working with the TEAM Informatics consultant group. Vice President Jim Sage wanted me to say that in October we will have a team here to actually do a formal presentation. He and I will both be here to provide more detailed information. If there are questions, you are welcome to address those to Matt.

Senator Lillie: I just want to make sure I'm clear on what's happening, given that we just approved the work flow pattern that relates to this process. At this point what we're talking about is the software and the workflow pattern, not the curriculum policy being finalized. That still remains to be done by the Faculty Senate.

Chair Sterns: That's correct.

Senator Lillie: There could be changes if we thought they needed to be made.

Chair Sterns: That is correct. I'd like to point out that the new platform that we're using in developing this system has the kind of flexibility that allows these changes. One of the enduring characteristics of the old system was its non-changeability. We are expecting that we will begin the system testing at the end of October. It will be possible for faculty members and the Faculty Senate to actually have a chance to interact and see the system in operation. Some of you may remember when other faculty senators were concerned that we were going to be testing the system during the summer when many people are not here. One of the things that we now have is an opportunity for faculty input and a chance to try the system and raise any issues during the fall semester. The intention is that we will be able to enter all new curriculum for the spring semester on the new system. Anything else? Okay, that is our report.

VI. Adjournment:

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

The meeting adjourned at 4:55 pm

Verbatim transcript prepared by Heather Loughney

APPENDICES TO MINUTES

FACULTY SENATE MEETING OF SEPTEMBER 2, 2010

APPENDIX A

Faculty Senate Membership

2010-2011

(file updated 9-1-10)

Newly elected senators in **bold**

College of Arts & Sciences(9)

Linda Barrett – 2012

Constance Bouchard – 2012

Lindgren Chyi - 2012

Parizad Dejbord –Sawan 2012

Howard Ducharme - 2012

Elizabeth Erikson – 2013

LaVerne Friberg - 2012

Ali Hajjafar – 2013

Joseph LiVecchi – 2013

Elizabeth Mancke – 2012

Nancy Marion - 2012

Jon Miller – 2012

David Steer- 2013

Harvey Sterns – 2012

Greg Wilson- 2011

Yancai Xiao – 2011

Summit College (6)

Kathryn Cerrone- 2013

Sabine Gerhardt- 2013

Lynn McKnight- 2013

Vicki Rostedt- 2013

Gary Schuller- 2013

College of Education(5)

Huey-li Li – 2011

Timothy Lillie– 2013

Sharon Kruse – 2011

Evangeline Newton- 2013

John Queener- 2013

College of Engineering(5)

Ping Yi – 2011

College of Creative & Prof Arts(4)

Kathleen Clark – 2012

Robert Huff – 2012

Susan Speers– 2013

Robin Prichard – 2011

David Ritchey – 2011

College of Health Sci & Human Serv(3)

Leann Scheaffer- 2013

James Steiger – 2012

Michele Thornton – 2011

School of Law (2)

E. Steward Moritz – 2011

William Rich – 2012

College of

Business Administration (4)

Jerome Apple- 2013

John Cheh - 2011

Fred Marich – 2011

Andrew Thomas - 2012

University Libraries (2)

Frank Bove – 2011 (2nd term)

Lisa Lazar - 2012

SEAC (2)

Nancy Homa – 11

Sheryl Slusarczyk- 12

Students (3)

Steven SedlockASG – 2011

Kevin WaklatsiASG – 2011

Part-Time Faculty (2)

Michael Lyndall– 2013

Shannon Osorio- 2012

Contract ProfessionalCPAC(2)

Aiesha Miller Motley- 2011

Nancy Roadruck - 2011

Wayne College (2)

Tim Vierheller – 2011

Rick Maringer – 2011

Polymer Science/Engineering (2)

Gary Hamed – 2011 (2nd term)

Erol Sancaktar – 2011 (2nd term)

College of Nursing (3)

Peg DiMarco- 2013

Marlene Huff - 2012

Carrie Scotto - 2013

Assoc of UA Retirees (2)

Robert Gandee – 2011 (2nd term)

Edward Lasher– 2011

APPENDIX B

Faculty Senate

Meeting Schedule

2010-2011 Academic Year

Created 6/23-10 updated 7/28-10

2010

Thursday, September 2	3:00 – 5:00 p.m.	BCCE 201
Thursday, September 16	3:00 – 5:00 pm	BCCE 201
-Orientation/Informational session for new senators		
Thursday, October 7	3:00 – 5:00 p.m.	BCCE 201
Thursday, November 4	3:00 – 5:00 p.m.	BCCE 201
Thursday, December 2	3:00 – 5:00 p.m.	BCCE 201

2011

Thursday, January 6	~~ no meeting ~~	
Thursday, February 3	3:00 – 5:00 p.m.	BCCE 201
Thursday, March 3	3:00 – 5:00 p.m.	BCCE 201
Thursday, April 7	3:00 – 5:00 p.m.	BCCE 201
Thursday, May 5	3:00 – 5:00 p.m.	BCCE 201

Please note

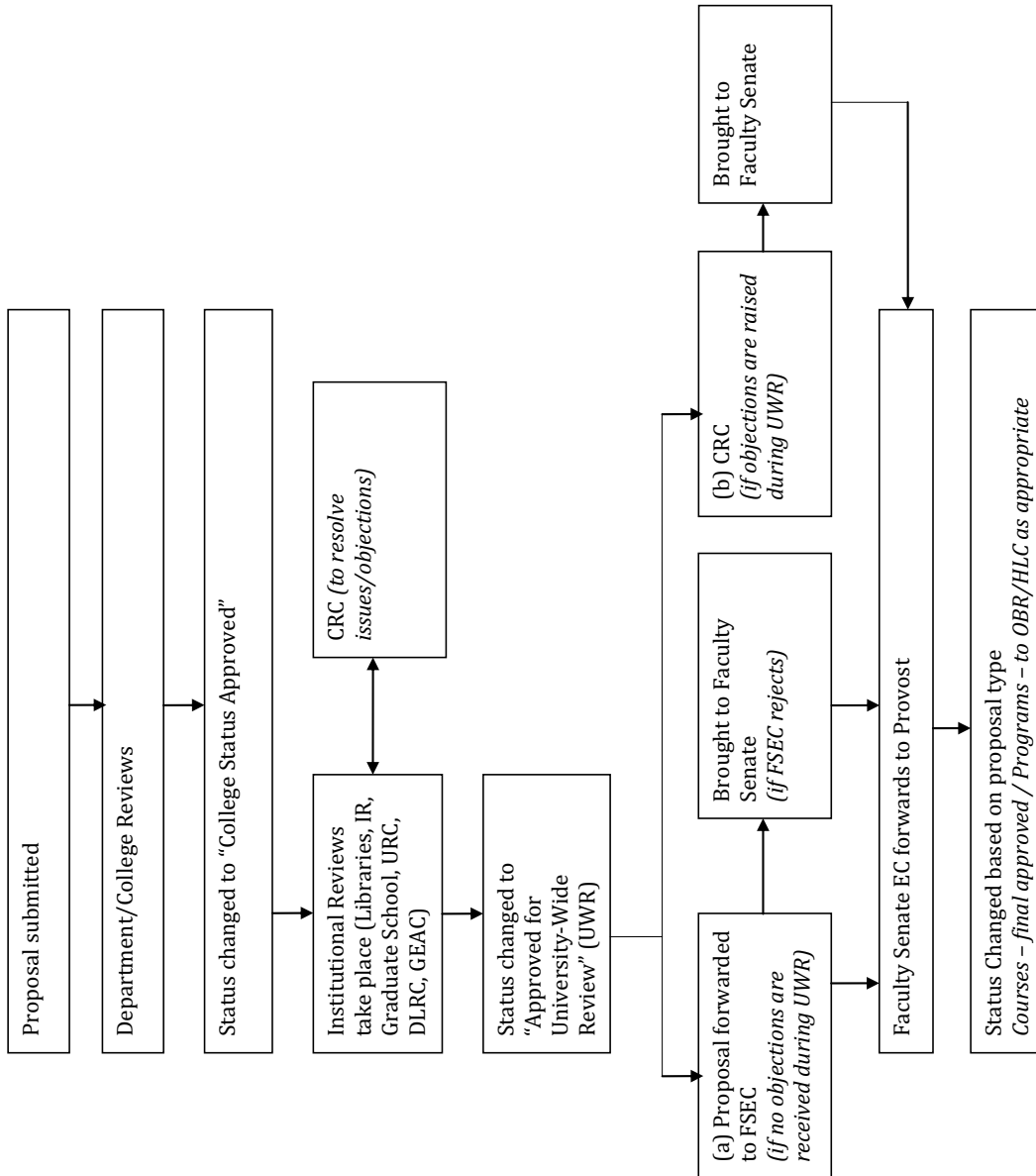
If you are unable to attend any of the scheduled meetings, please contact Heather Loughney in the Faculty Senate Office. Her email is: hl@uakron.edu the office phone number is 330-972-7896.

If the need should arise for a special meeting, notice will be sent out via the Senate list serve and/or campus mail



APPENDIX C

The University of Akron – Curriculum Flowchart



Approved by Faculty Senate 9/2/2010