Minutes of the Faculty Senate Meeting of March 7, 2013

The regular meeting of the Faculty Senate took place Thursday, March 7, 2013 in room 201 of Buckingham. Senate Chair William D. Rich called the meeting to order at 3:08 pm.

Of the current roster of 60 Senators, 36 were present for this meeting. Senators Beneke, Koskey, Lazar, Mukherjee and Sterns were absent with notice. Senators Apple, Buldum, Chronister, S. Clark, Clemons, Cushing, Ducharme, Hamed, LiVecci, Lyndall, Newton, Opoku-Agyeman, Queener, Rostedt, Sancaktar, Srviatsan, Woods, Youngs and Zhe were absent without notice.

I. Approval of the Agenda

Senator Erickson moved to adopt the proposed agenda. The motion was seconded by Senator Lillie.

The motion was adopted without dissent.

II. Approval of the Minutes

Senator Clark moved to adopt the proposed minutes of the February 7, 2013 meeting. The motion was seconded by Senator Schuller.

The minutes were adopted without dissent.

III. Chairman's Remarks

Chair Rich began his remarks by reminding the Senate of the new practice of not providing hard copies of every report to every person in the meeting. The reports are distributed in advance electronically. Senators are encouraged to either print copies in advance of the meeting or to view the documents on a personal device. Only a very small amount of copies will be available at the time of the meeting.

Chair Rich acknowledged the many contributions made by members of the faculty to the Higher Learning Commission self-study and to the interview process while the members of the HLC site-visit team were on campus. Chair Rich gave special acknowledgment to Vice Provost Rex Ramsier for leading the initiative.

Members of the site-visit team informed the Faculty Senate Executive Committee that the students interviewed were highly complementary of the faculty. Students spoke about how engaged the faculty are with the students, how much they care about the students, how much work they devote to teaching the students, and how skillful they are about it. The faculty at the University of Akron puts the students first.

Rudy Fenwick, the Faculty Senate's elected representative to the Ohio Faculty Council, will report on developments in the OFC regarding issues of faculty workload policy and proposed legislation on that subject. Chair Rich also asked Provost Sherman to distribute to the entire faculty his directive to the

deans and department chairs on this subject so that everyone could read it. The Provost has done so; it was distributed by electronic mail.

The Faculty Senate Executive Committee also talked with the Provost about the question raised in the last meeting concerning the increase in the number of faculty positions and whether that might be undermined by attrition from faculty retires. Provost Sherman made assurances that the new positions that increase the size of the full-time faculty are budgeted as continuing items. There is no plan to fund these new positions by eliminating positions from which people retire.

Having heard some concern about whether the budget allocations for faculty lines for next year might be skewing towards non-tenure-track full-time faculty as opposed to tenure-track full-time faculty, the Faculty Senate Executive Committee acquired hard data. It is evident that concern is not well founded, except perhaps in the College of Health Professions which may be a special case because of the critical nature of the positions. But the ratio of tenure-track to non-tenure-track full-time positions to be hired for next year is, other than the College of Health Professions, essentially identical to the existing makeup of the faculty.

After the President's remarks, the Senate will engage the President in an informal discussion concerning online instruction, MOOCs, assessment, and the credentialing of students.

IV. Special Announcements

There were no special announcements.

V. Reports

Executive Committee
Secretary Bove reported as follows on behalf of the Executive Committee:

The Faculty Senate Executive Committee met on February 14th to prepare for the HLC site-visit meeting on March 5th. The EC identified three issues of importance to press with the site-visit team: full-time versus part-time faculty assignments, the university budget deficit, and governance. The EC met with two members of the HLC site-visit team on March 5th for a very frank and rigorous discussion.

The EC next met on February 21st for regular senate business and to prepare for the meeting with the President and Provost later that afternoon. The regular Senate business included determining two committee appointments. Dr. S. Graham Kelly was appointed to the University Council's Budget, Finance, and Benefits Committee and Dr. Steven Myers was appointed to the ad hoc Online Subcommittee of the Faculty Senate's Curriculum Review Committee.

The President opened the meeting by reporting on the Ohio budget proposal outlined in the Governor's State of the State Address. The bulk of available finances for education will be concentrated in the K-12 arena. A modest amount will be allocated to higher education, but not sufficient to recover what was lost a few years ago. The President also discussed the UA budget deficit of $26 million dollars and a three-

pronged strategy of reducing costs, growing enrollment, and creating new sources of revenue to reconcile the deficit.

We discussed increasing the number of full-time faculty in light of the challenges with the university budget and the potential for increased faculty attrition this year. We also discussed the anxiety and concerns surrounding regular faculty teaching loads and also summer teaching loads. The Provost emphasized that he has charged department chairs to engage faculty in discussions to arrive at a departmental consensus on load rather than applying blanket, administrative assignments of load.

The EC next met on February 28th to set the agenda for today's meeting and for regular senate business. One appointment was made; Ian McCullough was appointed to the University Council's Public Affairs and Development Committee.

Remarks of the President
The President began his remarks by thanking the campus community for the participation and the efforts in preparation for the HLC site-visit.

The President then reported on the budget planning process for fiscal year 2014 and its challenges. There will be two open campus forums to discuss the budget. The upcoming biennium will not include federal stimulus funds, but will likely have a modest increase of almost two percent. The state funding formula is changing and will be focused on higher retention and graduation rates.

Another challenge is the declining high school graduation rate. National trends anticipate a significant rise in the enrollment of older adults. Enrollment strategies must encompass these *new traditional students*.

The President stated that every UA employee plays some vital role in the successful recruitment and retention of students and announced that 400 prospective students are scheduled to attend Senior Day in the Student Union.

The President concluded his remarks by complimenting the outstanding performance this season of both the men's and women's basketball teams.

The President next engaged the faculty in a robust discussion regarding the milieu of online learning. The details of the discussion can be found in the verbatim transcript of the meeting.

Remarks of the Provost
The Provost yielded his time to the President.

VI. Committee Reports

Faculty Senate Representatives to the Ohio Faculty Council
Rudy Fenwick reported as follows on behalf of the Faculty Senate Representatives to the Ohio Faculty Council:

The Ohio Faculty Council met with David Cannon, the Vice Chancellor for Finance and Data Management, and Bruce Johnson the Executive Director of IUC to discuss changes in the SSI formula and to put forward a case to give credit to those universities that transfer out students.

The OFC also discussed the *Complete College Ohio* report with Steve Angle and Tony Landis from OBR. Tomorrow they meet with Rebecca Watts, another vice chancellor, to talk about the college writing and remediation-free proposal in the state.

Dr. Fenwick reported on the genesis and intent of the OFC draft resolution on faculty workload policies. The OFC may pass this or a similar resolution (Appendix A) at the next meeting or wait and discuss for one more month.

Academic Policies Committee
Vice Provost Ramsier reported a resolution from the committee to approve the establishment of the *Institute for Human Science and Culture* (Appendix B – resolution; Appendices C, D, & E – supporting documentation).

The motion was adopted without dissent.

Curriculum Review Committee
Vice Provost Ramsier reported a resolution from the committee to approve a list of curriculum proposals (Appendix F).

The motion was adopted without dissent.

Ad hoc Online Subcommittee of the Faculty Senate's Curriculum Review Committee
The ad hoc Online Subcommittee of the Faculty Senate's Curriculum Review Committee submitted a written report (Appendix G).

Athletics Committee
The Athletics Committee submitted a written report (Appendix H). Senator Lillie also reported that Rachel Tecca of the women's basketball team was recognized as the team's first Academic All-American.

University Libraries Committee
The University Libraries Committee submitted a written report (Appendices I & J).

Computing & Communications Technologies Committee
The Computing & Communications Technologies Committee submitted a written report (Appendix K).

Accessibility Committee
The Accessibility Committee submitted a written report (Appendix L).

Ad hoc General Education Revision Committee
The Ad hoc General Education Revision Committee submitted a written report (Appendix M).

Ad hoc Committee on Part-time Faculty Issues
The Ad hoc Committee on Part-time Faculty Issues submitted a written report (Appendix N & O).

VII. Unfinished Business

There was no unfinished business.

VIII. New Business

There was no new business.

IX. Adjournment

Chair Rich adjourned the meeting at 4:43 pm.

Any comments concerning the contents in *The University of Akron Chronicle*
may be directed to the Secretary, Frank J. Bove (x5104).
facultysenate@uakron.edu

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APPENDIX A

OHIO FACULTY COUNCIL

DRAFT RESOLUTION ON FACULTY WORKLOAD POLICIES
March 2013

Whereas, the University of Toledo is increasing teaching loads for all full time tenure track faculty to four courses each semester, without consideration of variations in departmental missions or individual faculty responsibilities;

And, whereas HB 59 would mandate that any increase in teaching loads by a public institution of higher education in Ohio be across the board for all faculty at that institution without consideration of variations in departmental missions or individual faculty responsibilities;

And, whereas these increases in teaching loads will have severe negative effects on other, non-classroom duties and responsibilities of faculty members, such as the mentoring of individual students, research, and university/college and community service;

And, whereas these changes in faculty workload will a substantial loss of external research funding to those institutions,

And, whereas these changes in faculty workload will have substantial negative effects on the reputations of universities and colleges due to the diminished ability to recruit top faculty with substantial research, grant and contract abilities and records; the possible loss of accreditation of many programs, and diminished faculty participation in community activities;

And, whereas the effects of these workload changes will be particularly severe on untenured faculty in research intensive (PhD and MA) departments and diminish their chances for tenure and promotion and their future career opportunities;

And, whereas faculty have had no opportunity to participate in policies regarding workload changes in a manner consistent with accepted principle of "shared governance";

Therefore: Be it resolved that_____ are deeply concerned about the impact of these workload changes for both the faculty and for the institutions of higher education in the State of Ohio;

And, Be it further resolved that institutions of higher education should adhere to the following principled when developing workload policies or changes to current workload policies:

1. Workload policies should be consistent, based on written, accessible rules;

2. Workload policies should allow flexibility for colleges, departments or other units, and to individual faculty, to take into account difference in missions, duties, and responsibilities;

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3. That base workloads should be established for each department or unit based on mission, and that reasons for workload increase above that base – for the department/unit as a whole, or for individual faculty – should be clearly stated in writing and the need for increases justified;

4. That formal and consistent mechanisms should be established that allow individual faculty to request reduction in their workload to engage in institutionally appropriate activities, including but not limited to funded external research and institutional and community service;

5. That workload policies and changes should be consistent with the department/unit, college and institution's established guidelines for faculty retention, tenure, and promotion (RTP) guidelines merit raises, contractual employment clauses, all other guidelines for faculty evaluation;

6. That faculty should participate in the development of workload policies and changes from the initial stage of development through implementation and have the opportunity to evaluate the effects of the policies as implemented.

7. That faculty participation in the development of workload policies and changes should be through recognized faculty governance bodies, such as faculty or academic senates and, where appropriate, faculty unions; and that faculty participation be in every way consistent with the 1940 and 1970 statements on "shared governance."

APPENDIX B

RESOLUTION 3-7-2013

     BE IT RESOLVED, the Academic Policies Committee unanimously recommends that the Faculty Senate approve establishing the Institute for Human Science and Culture (IHSC).

APPENDIX C

Report of the Academic Policies Committee Recommending Approval of the Proposed Institute for Human Science and Culture

February 20, 2013

David B. Baker, Professor of Psychology and Director of the Center for the History of Psychology (CHP), proposes the creation of an interdisciplinary Institute for Human Science and Culture (IHSC) within CHP. The purpose of IHSC is to lead and foster innovative and collaborative education and research in the history, preservation, documentation, and interpretation of human science and culture. Faculty and staff from several units across the University—including the Center for the History of Psychology, the Mary Schiller Myers School of Art, the Department of History, the Department of Anthropology and Classical Studies, and the College of Education— would contribute to the educational and research initiatives of the Institute. The Institute would collaborate with local cultural and educational institutions to provide services and programs that engage the local community.

IHSC would include four components:

1. The Gallery for Human Science and Culture, which would exhibit materials that describe and interpret the human experience;
2. The Data Archives of the Human Sciences, a repository for research data and institutional records from fields related to human science and culture;
3. An Education and Outreach Program, which would design and implement an interdisciplinary certificate program in museum and archive studies, as well as educational public programming for people of all ages; and
4. A Conservation, Preservation, and Digitization Laboratory, which would serve as a teaching, demonstration, research, and treatment facility for special collections from the history of human science and culture.

(For additional details about the proposed IHSC, see the attached proposal.)

The Academic Policies Committee (APC) unanimously recommends approval of the proposed IHSC. In so doing, APC notes that IHSC would use existing space within CHP, would be supported administratively by CHP, and would not require additional University funds. Funding for the Institute would be obtained through gifts and grants. APC notes that CHP, under the leadership of its director, has an excellent record of raising external funds for the support of its activities. APC concludes that IHSC would be a valuable addition to the University's programs and services that would enhance the University's reputation regionally and nationally.

CHP reports directly to the Office of Academic Affairs. For administrative purposes, so would IHSC, being under the auspices of CHP. IHSC's certificate program in museum and archive studies would be an interdisciplinary academic program involving (at least initially) two academic units: the Department of Psychology and the Department of Anthropology and Classical Studies. The creation and modification of this program of instruction would be subject to the University's curriculum change process as prescribed in University regulation 3359-20-05.2. Because neither CHP nor IHSC is or will be a unit with its own faculty, and because the proposed certificate program is interdisciplinary, the curriculum of the certificate program would be subject to the approval of the academic departments representing the disciplines upon which the program draws, and of the college to which those departments belong. (If the departments were in different colleges, the approval of each college would be required.) This arrangement, in APC's considered view, will provide the requisite faculty oversight of IHSC's curricular offerings.

APPENDIX D

Narrative

Vision

We are proposing to establish the Institute for Human Science and Culture (IHSC) as an interdisciplinary institute at The Center for the History of Psychology (CHP). The Institute will lead and foster innovative and collaborative education and research in the history, preservation, documentation, and interpretation of human science and culture, broadly conceived. Faculty and staff from several units across the University—including the Center for the History of Psychology, the Mary Schiller Myers School of Art, the Department of History, the Department of Anthropology and Classical Studies, and the College of Education—will contribute to the educational and research initiatives of the Institute. The Institute will forge collaborative partnerships with local cultural and educational institutions to provide services and programs that engage the local community. It will fully leverage the standing of the CHP as a Smithsonian Affiliate.

The Institute will include four central components:

1. The *Gallery for Human Science and Culture*, a home for the exhibition of materials that describe and interpret the human experience
2. The *Data Archives of the Human Sciences*, a repository for research data and institutional records from fields related to human science and culture
3. An *Education and Outreach Program* charged with the mission of designing and implementing an interdisciplinary *Certificate in Museum and Archives Studies*, as well as designing and implementing educational public programming for all ages. The certificate will be delivered by traditional face-to-face instruction as well as online
4. A *Conservation, Preservation, and Digitization Laboratory* that will serve as a teaching, demonstration, research, and treatment space for special collections from the history of human science and culture.

Together, these components will provide all types of patrons with opportunities to explore diverse facets of the past, present, and future that define the human experience. The Institute for Human Science and Culture will be aligned with the mission of the University of Akron and the strategic planned outlined in *Vision 2020: Toward 150 Years of Distinction & A New Gold Standard of University Performance.* It will also be guided by the mission of the Center for the History of Psychology—improving our understanding of what it means to be human.

   1. *Gallery for Human Science and Culture*
Project partners for the Gallery are: The Center for the History of Psychology, The Department of Anthropology and Classical Studies, the Mary S. Myers School of Art, the College of Education, and the Invent Now Museum in Akron, and the Summit County Historical Society.

The Gallery for Human Culture will display and interpret documents, artifacts, and media that represent a variety of distinct cultural and historical traditions. These exhibits will provide visitors of all ages with an in-depth look at materials that tell the story of the history, traditions, and unique characteristics of human science and culture. They will also provide an opportunity for Akron students to gain first-hand experience working with historic documents and artifacts in a museum and archives setting.

Students, faculty, and staff from the Center for the History of Psychology, the Department of Anthropology and Classical Studies, and the Mary S. Myers School of Art recently collaborated to design and install an exhibit that will serve as a prototype for the future Gallery. The exhibit, titled "Connecting Objects to their People: From the Arctic to Arizona," showcases Native American cultural artifacts from the Jim and Vanita Oelschlager Collection. The exhibit was successfully launched on May 6, 2012.

The CHP is currently exploring other partnerships that will leverage resources for future exhibits and programs at the proposed Gallery for Human Science and Culture. Planning is underway for three additional exhibits*: The Jewish Experience in 20th Century Human Science*, *Historical Meanings of Disability and Rehabilitation*, and *Women in the History of the Human Sciences*.

The CHP has had many successful collaborations with local museums and historical societies such as the Akron Art Museum, the National Inventors Hall of Fame and the Summit County Historical Society. Currently the CHP, the Invent Now Museum and the Summit County Historical Society are proposing to create a multisite exhibit on health, sports, fitness, and nutrition. The collaboration allows us to draw upon the talents and strengths of each institution to create an interactive exhibit on a single theme. The result will be a unique educational experience for the visitor, who will travel from one local site to the next to learn about a single topic from multiple perspectives. Members of the IHSC team will contribute instructional materials so that k-12 teachers can plan school visits and activities.

2. *Data Archives for the Human Sciences*

The second component of the IHSC is the proposed Data Archives for the Human Sciences (DAHS), a joint project of the Center for the History of Psychology and the Inter-university Consortium for Political and Social Research *(*ICPSR) at the University of Michigan. The overarching goals of this joint project are to acquire, preserve and make available research data from human science research. Data archiving will allow for re-analysis of existing data sets which will maximize returns from costly investments in data collection. The Center for the History of Psychology will archive the physical data, archive the institutional records of the organization providing the data, and facilitate relationships with human science organizations that hold valuable data sources.

3. *Education and Outreach Program*

The Institute for Human Science and Culture will provide the UA community with unique educational opportunities that span a number of disciplines and departments. These will include formal course offerings, classroom activities and field trips, practicum and internship opportunities, exhibits, symposia, and workshops.

The first major initiative of the IHSC is the creation and delivery of an undergraduate certificate in Museum and Archives Studies. The certificate will provide a unique set of skills that are central to work in archives and museums settings. Through coursework and field experiences, students will receive hands-on experience with a range of materials of cultural and historical importance. This will be done under the instruction and supervision of an interdisciplinary team of faculty and staff. In addition, students will have opportunities to gain experience through practicums in local cultural institutions. These practicums will help to connect UA students and faculty to the Akron community and give them the opportunity to contribute to community organizations by applying newly acquired skills. The

curriculum will initially be delivered face-to-face and will eventually be adapted to the online environment. The certificate is being designed by faculty and staff from the Center for the History of Psychology, the Department of Anthropology and Classical Studies, the Mary S. Myers School of Art, the College of Education and the Department of History. The core courses engage students in experiential learning opportunities in local collecting institutions and in service learning by way of putting learned skills to practice to organize, preserve, and promote smaller local public and private collections.

A second initiative of the IHSC Education and Outreach Program will involve working with other local cultural organizations, the UA College of Education, and Akron Public Schools to conceptualize and design exhibit guides, classroom activities, and structured field trip activities that reflect the current social science, science, technology, and library content and curriculum standards issued by the Ohio Department of Education for elementary, middle, and secondary education. The CHP has already been active in a number of grant-related activities that will promote high school teaching of psychology. These projects will help to ensure that the IHSC serves as a relevant and valuable educational resource for students of a variety of ages and backgrounds.

   4.   *Conservation, Preservation, and Digitization Laboratory*
The final component of the Institute for Human Science and Culture is the implementation of a state-of-the-art laboratory for the conservation, preservation, and digitization of historical documents and artifacts from the human sciences. Although the CHP staff has the training and knowledge to do preservation, conservation, and digitization tasks, the Center does not have an adequately equipped laboratory. This is an essential component in supporting research, training, and community engagement at the IHSC. The laboratory will be vital in extending the life of the CHP collections and could serve as a vendor for preservation, conservation, and digitization services. Furthermore, it will serve as a site for research into innovative preservation, conservation, and digitization methods, such as 3D artifact scanning, book digitizers that turn pages with a robotic arm, public access digital content management, and moving image digitization with telescene mechanics. It will also serve as a central site for training students and the community about the processes of caring for historic documents and artifacts through onsite coursework, demonstrations, workshops, and "conservation clinics." The laboratory will be designed in a manner that allows gallery visitors to also view conservation work in progress.

Rationale

The establishment of a nationally recognized Institute for Human Science and Culture at The University of Akron offers a variety of benefits. Currently, research, training, and community engagement in the field of the human cultures is distributed among a number of smaller units within the University as well as the Akron community and few coordinated efforts have been made to harness these areas of expertise. One of the central innovations of the IHSC is the collaboration between scholars who specialize in the history of human science and culture and those who are experts in its preservation, conservation, and interpretation. Bringing these scholars together will result in new interdisciplinary scholarship, education and training, and community outreach that focus on defining the past, present, and future of the human condition.

The IHSC will be a significant resource for students, who will gain expertise in the fields of museums and archives studies, history, art, anthropology, and psychology. The Institute will provide an environment where students can interact with experts from the University, engage in service learning

projects, and connect with community leaders. This experiential learning will provide University of Akron students with mentor relationships, a novel learning experience, and a competitive edge when seeking future employment.

The Data Archives for the Human Sciences is a particularly timely enterprise that has significant potential for growth and resource leveraging. The production of data of all kinds has increased exponentially over the past decade. This rapid growth has left individuals and organizations searching for solutions that allow for the storage and re-use of "big data"—large, unwieldy data sets, such as those found it the public health sector. Many organizations have called for storage and re-use of such data. For example, the Ewing Marion Kauffman Foundation released a report in April that suggested that data storage and sharing in the U.S. healthcare system could not only improve public health, but also significantly reduce health care costs. Data sharing is also required by the National Science Foundation, which stipulates that data from any funded project must be made freely available. The Data Archives for the Human Sciences will serve as a central resource in the Akron area for the management of these kinds of data.

Budget

The IHSC will utilize existing facilities and does not require any additional funding or support. The Center for the History of Psychology will provide the necessary administrative support.

The unique strengths, capacities and opportunities offered by the IHSC will be fully leveraged in seeking funding support through grants and gifts.

APPENDIX E

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│ of American Psychology │  │ Psychology        │  │ and Culture                  │
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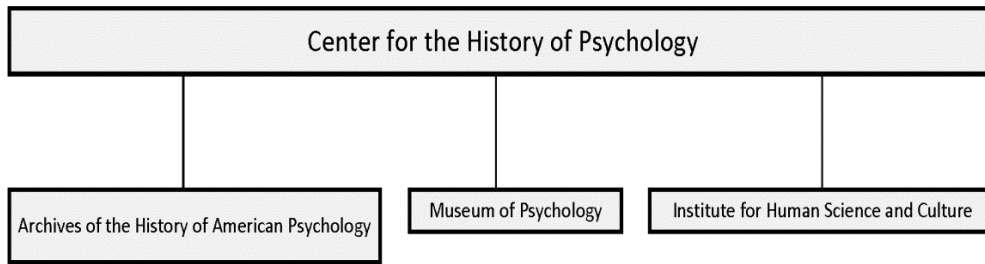
APPENDIX F

Curriculum for Faculty Senate on 3/7/13

BUS-FINAN-12-5265	PROGRAMCHANGE	Finance - Financial Services
SUMM-ALLIEDHEAL-12-4149	COURSENEW	Simulation Technology Basic Repair
SUMM-ALLIEDHEAL-12-4148	COURSENEW	Overview of Simulation in Healthcare
SUMM-ALLIEDHEAL-12-3165	CERTIFICATENEW	Simulation Technology in Healthcare
SUMM-ALLIEDHEAL-12-4311	PROGRAMNEW	Simulation Technology in Healthcare
A&SS-MODL-12-4648	COURSENEW	Special Topics
NURS-NURIN-11-0564	COURSECHANGE	Foundations of Nursng Practice II
NURS-NURIN-12-2520	COURSEDELETE	Professional Role Development
NURS-NURIN-12-3180	COURSEDELETE	Cultural Dimensions of Nursing
CHP-SPLANG-12-4458	COURSECHANGE	Central Auditory Processing: Evaluation and Management
CHP-SPLANG-12-4459	COURSECHANGE	Practice Management in Audiology
CHP-SPLANG-12-4501	COURSENEW	Audiologic Treatment Across the Lifespan
CHP-SPLANG-12-4379	COURSEDELETE	History of Audiology
CHP-SPLANG-12-4388	COURSECHANGE	Cochlear Implants
CHP-SPLANG-12-4553	COURSECHANGE	Graduate Audiologist III
CHP-SPLANG-12-4758	COURSENEW	Principles of Precepting
EDUC-CURR-12-4094	COURSEDELETE	School-based Externship Seminar
NURS-NURIN-12-2531	PROGRAMCHANGE	Nursing Anesthesia
CHP-NUDIET-12-4306	COURSENEW	Current Issues in Nutrition
ENGR-CIVILE-11-0549	COURSENEW	Introduction to Nuclear Power Generation and Simulation
ENGR-CIVILE-11-0551	COURSENEW	Nuclear Process; Radioactive Waste Management, Safeguards and Security
ENGR-CIVILE-11-0552	COURSENEW	Nuclear Thermohydraulics, Simulation and Advanced Reactor Engineering
ENGR-MECHE-12-3965	PROGRAMCHANGE	Mechanical Polymer Engr - Coop
NURS-NURIN-12-2512	COURSEDELETE	Cultural Dimensions of Nursing
NURS-NURIN-12-3184	COURSEDELETE	Cultural Dimensions of Nursing
ENGR-MECHE-12-3964	PROGRAMCHANGE	Mechanical Polymer Engineering
NURS-NURIN-12-3175	COURSEDELETE	Professional Role Development
NURS-NURIN-12-2530	PROGRAMCHANGE	Nursing
ENGR-CIVILE-11-0549	COURSENEW	Introduction to Nuclear Power Generation and Simulation
ENGR-CIVILE-11-0551	COURSENEW	Nuclear Process & Radioactive Waste Management, Safeguards and Security
ENGR-CIVILE-11-0552	COURSENEW	Nuclear Thermohydraulics, Simulation and Advanced Reactor Engineering
EDUC-CURR-11-1155	COURSECHANGE	Introduction to Exceptionalities
CHP-SOCIAL-12-4397	COURSECHANGE	Human Behavior & Social Environment I
CHP-SOCIAL-12-4992	COURSECHANGE	Social Policy Analysis for Social Workers
CHP-SOCIAL-12-5082	COURSENEW	Child Welfare II

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Curriculum for Faculty Senate on 3/7/13

CHP-SOCIAL-12-5083	COURSENEW	Social Work with Adolescence
A&S-FAMILYCONS-12-4340	COURSENEW	Teaching in the Early Childhood Classroom
A&S-SOCIO-12-3192	COURSECHANGE	Sociological Theory
A&S-SOCIO-12-3194	COURSECHANGE	Methods of Social Research II
A&S-STATS-12-4267	COURSEDELETE	Statistical Methods
A&S-COMPSCI-12-2351	MINORCHANGE	Computer Science
A&S-COMPSCI-12-2506	CERTIFICATECHANGE	Computer Science
EDUC-EDFOUND-11-1016	COURSECHANGE	Web-Based Learning Systems
EDUC-EDFOUND-12-4446	PROGRAMCHANGE	Educational Admn - Higher Edu
BUS-BUSDEAN-12-4959	COURSECHANGE	Honors Project in Business Administration
BUS-FINAN-12-4687	COURSEDELETE	Corporate Financial Management
BUS-FINAN-12-4703	COURSEDELETE	Personal Finance
BUS-FINAN-12-4737	COURSEDELETE	Security & Portfolio Analysis
BUS-FINAN-12-4738	COURSEDELETE	Treasury Management
BUS-FINAN-12-4753	COURSECHANGE	Advanced Financial Analytics
BUS-FINAN-12-5264	COURSEDELETE	Corporate Financial Management
BUS-BUSDEAN-12-5022	MINORCHANGE	Pre-MBA for Non-Bus Majors
BUS-MANGT-12-4779	COURSECHANGE	Analysis, Design, & Development of Information Systems
BUS-FINAN-12-5367	COURSECHANGE	Advanced Financial Analytics
BUS-MANGT-12-4777	COURSECHANGE	Labor Relations
CHP-NUDIET-12-5294	PROGRAMCHANGE	Dietetics-Didactic Program
CHP-NUDIET-12-4307	COURSECHANGE	Meal Management
CHP-NUDIET-12-5286	PROGRAMCHANGE	Dietetics - Coordinated Progr
CHP-NUDIET-12-4310	COURSECHANGE	Human Nutrition
BUS-MARKET-12-4466	COURSECHANGE	Marketing Principles
BUS-MANGT-12-4776	MINORCHANGE	Information Systems Management

APPENDIX G

Report of the CRC ad hoc subcommittee for UA Online

Jon Miller and David Steer met with Rex Ramsier to discuss the charge of this committee on Thursday, February 14, from 12 to 1. The committee was asked to write a short statement of principles that could inform policies that will need to be written to cultivate a successful transition to more online learning at the University of Akron. This information was relayed by email from the chair to the committee members. Committee members submitted ideas and drafts for such a statement of principles. From these submissions, Jon Miller assembled a draft statement. This was then circulated to the committee. The committee met on Friday, March 1, from 4pm to 5pm to revise this draft and endorse its submission to the CRC. On Tuesday, March 5 the committee met with Brent Pickett, an HLC site reviewer, from 11 to noon. On Thursday, March 7, the committee submitted its draft statement of principles to Rex Ramsier. The committee expects to meet again before the spring break.

Respectfully submitted,
Jon Miller, chair

APPENDIX H

Faculty Senate Athletic Committee Report 2/27/13

The Faculty Senate Athletic Committee met on February 11, 2013 at 3:00 PM.

Prior to the meeting all FSAC members were forwarded a copy of the charted of the FSAC from the Faculty Senate By-Laws. This was done to insure that all members were familiar with the responsibilities and authority of the committee.

The following topics were covered at the meeting.

- Women's Basketball Coach, Jodi Kest, spoke to the committee. Coach Kest provided an open and informative discussion on the Women's Basketball Program. It was clear to the committee that academics come first with the program.
- Senior Associate Director of Athletics, Mary Lou Gribshaw, provided an overview of academic services to athletes.
- Melissa Etheridge, Coordinator for Learning Center, discussed GradesFirst. The number of faculty submitting progress reports through GradesFirst is up to 55% where the previous rate was 14%. The software also helps to identify students who are doing well in their classes and also identify students who need more support. She also discussed how the Learning Center works one-on-one with students with learning disabilities.
- The committee will meet again toward the end of March.

APPENDIX I

Minutes of University Libraries Committee meeting:
January 31, 2013

Attending: Lisa Lazar, Chris English, Andrew White

Meeting called to order at 9:37 am.

Lisa thanked those who were able to attend.

LibQUAL survey:

Lisa asked Heather to read information from last meeting's minutes regarding the upcoming Bierce Library survey.

Shari Laster, Government Documents Librarian at Bierce Library, attended meeting to share information on the LibQUAL survey:
- There are four groups that will be surveyed: 1,200 graduate students, 1,200 undergraduate students, 1,200 faculty members (including full- and part-time), and 1,200 contract professionals and staff.
-Only the main campus will be surveyed, not Wayne College. It will include law students and faculty even though they have own library.
- The survey will take 10-13 minutes to complete.

Lisa: Will we get raw data?
Shari: I think so. Not sure what form the report will be in. Reports from past years have been included in accreditation information.

Chris: ARL (Association of Research Libraries, the creator of the survey) then takes our data and relates us to others?
Shari: No, the survey is one where for each questions asked, three responses must be given: the minimal level acceptable, the ideal level, and where the library is. It is not a ranking, but a gap analysis. Ranking occurs with statistical comparisons (we have x number of books compared to another school).
Chris: From my field, people come in after waiting too long, and it creates gap between what they expect and what is really happening.

Chris: Has this been done before?
Shari: Yes in 2006 and also in 2001 or 2003. We are doing a different protocol this time but will see where we have improved. This will help us create new action plan.

Lisa: Our previous survey helped direct upgrades and the renovation in the library. Feedback is the most important tool for the library.   The more participation we have the better we will be able to serve needs of students.

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Shari: We are always open to feedback, but the survey allows us to ask random people about their entire experience at the library. It allows us to make very informed decisions about making changes.

Andrew: How much response do you expect from e-mails?
Shari: At least 300 per group. As many as possible but in order to have meaningful numbers it would be an ideal of 300.
Lisa: Please encourage everyone to respond.

Shari: Incentives have been approved and will be explained in the survey email.
Chris: Are responders tossed into a pool?
Shari: Yes. There will be a random drawing from those who responded. ACRL will generate list of winners.
Shari: The survey comes out Feb. 25; remind people as it gets closer.
Lisa: Graduating students get a lot of surveys so they need to know this is important.

Shari departed meeting 10 am.

Subject Librarians:
Lisa: The libraries now have handouts that list all librarians by subject. (Distributed handouts) Every program on campus is assigned a librarian. They are the source for selecting and obtaining items for each program. They supporting on-line learning and media technology needs and provide reference, research, and instruction services. They will know the resources in that field.

Rethinking Race:
The library will be showing a series of films in the library. The Friends of Library also contributed $10,000 for permissions to show the films in the larger film series at the student union. Lists of documentary and feature films regarding race that are held by Bierce are available online (http://www.uakron.edu/libraries/rr/). Also at Bierce, there will be a photo booth that takes your picture and re-images your face into your choice of race. It will be at the Wayne campus and then here on main campus. Announcements went out on Email Digest; information is also on the Rethinking Race website. Lisa Lazar will be giving a faculty enrichment class on finding and using race-related films in your classroom. It is on Feb. 11 at 1 pm at Bierce Library.

Regarding retirements in the library:
We received approval for the 3rd librarian position – a clinical/information librarian.
They will be doing more on-site work with nursing students. The committee is currently writing the job description for the position; we'll send the formal announcement when done.

Discussion about MOOCs (Massive Open Online Courses):
MOOCs are a big topic for faculty. Discussed this in Faculty Senate; President Proenza sent an all-campus e-mail with a link to his white paper on the topic. Lots of interest in how MOOCs affect the direction of higher education and where there are opportunities for UA. There is a committee in Buchtel Hall dealing with these issues. Discussion ensued on the difference between regular on-line courses and MOOCs. Examples of a university consortium teaching its Classics requirement in a MOOC style online course, and of 5 colleges sharing their modern languages offerings via a smaller MOOCs rather than at each campus were given.

Chris: I am concerned with how this is aligned with our strategic plan. It has to be understood and evaluated. A little deliberation is needed.
Lisa: The University sponsored webinar that I attended discussed this point.

Chris: We often look at what Ohio State is doing; people get worried. Can we find our core and be consistent with what we offer? Each college has its own agenda.

Lisa: Another big concern is how these are financed if they are open? The webinar talked about investors who have put money into program but are looking for a return on the investment.

Andrew: Have taken one on one online course.
Lisa: Husband took online course with Stanford. He was pleased with results. It seems that one needs be the right kind of person; self-motivated. It is a great ability to share work and to work in a communal environment. Part of why I bring this up here is to think about the library role in these initiatives. Our job is to get quality, vetted resources supporting the curriculum and research; can the library do that in the MOOC setting? For example, Akron offers a popular Bach to Rock course. The library purchases licenses to make the main materials for the course – 100s of pieces of listening examples - accessible securely to only those enrolled in that class, and only for the time that they are enrolled. Rights for a massive and open class would be incredibly expensive, and may not be permitted by publishers.
Chris: Could responsibility be put on students?
Lisa: Do we do that now?
Chris: For grad students, yes. For UG students it would have to be supplied.

Lisa: Are these classes appropriate for everyone? College is different from high school – students need to work on their own, manage their time, etc. Those who just did okay in high school, are they going to be able to do this off the bat with a MOOC?
Andrew: Can't do this for Public Speaking and English Comp.

Lisa: Another idea, used at Khan Academy, changes the traditional educational structure. Instead of doing homework at home you watch a video lecture. Class time together is spent solving the problems. MOOC structure could be to watch lectures on one's own time and then get together to talk about ideas.
Chris: I read a book written by a professor, suggesting a similar idea. Instead of spending time in class watching two diff versions of Hamlet, she had students watch video on their own and then come together to discuss.(Link to book: http://www.facultyfocus.com/articles/effective-teaching-strategies/five-characteristics-of-learner-centered-teaching/?utm_source=cheetah&utm_medium=email&utm_campaign=2013.01.30%20-%20Faculty%20Focus%20Invite%20E3)
 It's a poor use of time to watch video in class. Could a MOOC be like a meta-cognition experience?
Lisa: Yes. People may also need to be less multi-task less, since attention will need to be paid to the video to ensure that the content is learned.
Andrew: Great Courses series use to supplement materials.
Chris: A lot to be said about the importance of the teacher.
Lisa: President Proenza is concerned with how you assess credit in other than traditional course settings.
Andrew: Hybrid; take the course, take the test.

Lisa: Conversations will continue. We need to think early about these things and keep in mind the role of the library. Librarians can continue their research assistance and information literature instruction in this new format. Embedded librarianship is an example – a librarian could be available to students through being added to a course in SpringBoard. Any on MOOCs? Most are not yet.

New Business:

Lisa: One of the members of the University Library Committee, Kristin Koskey, had baby girl on January 10th, Brooklyn Lea; mother and child doing well.

Meeting adjourned at 10:34 am.

APPENDIX J

University Library Committee Meeting
February 13, 2013
Minutes

Attending: Laura Monroe, Lisa Lazar, Andrew White, Jon Miller, Hillary Nunn, Kathleen Endres

LibQUAL:
The LibQUAL survey will be launched on February 25 and be available through March 22. The survey will be sent to 1,200 faculty, 1,200 graduate students, 1,200 undergraduate students, and 1,200 staff members. The survey should take between 10 to 13 minutes to complete. Committee members need to encourage their colleagues and students to respond to the survey.

LibQUAL is a gap analysis to examine where UA library services fall on the spectrum of basic, minimal service through optimal service. The completed report will be made public, and follow-up focus groups will be scheduled.

Digital Software Open House:
The Digital Repository (DRC) is not cost-effective to maintain on OhioLINK and will be decommissioned. The UA Digital Assessments Team is evaluating two vendors for use at UA. On Friday, February 22, both products will be available for campus-wide review from 9 a.m. to noon in Bierce Library 154. Specific product demonstrations will be held at 10 a.m. for Bepress (a publishing program) and at 10:30 a.m. for CONTENTdm (a digital repository). ULC committee members are asked to encourage their colleagues to attend the open house. OAA has approved the purchase of both software packages pending the support of the university community and will provide the server space necessary to support them.

Rethinking Race 2013:
Bierce Library has hosted an internal film series in support of Rethinking Race. Lisa Lazar hosted a faculty workshop designed to help instructors incorporate films on race issues in the classroom. She focused on locating appropriate films in the library collection. The library is seeking ideas to increase its involvement for Rethinking Race 2014.

Personnel:
February 2 was the deadline for applications to fill the position as dean of the libraries. The search committee is currently reviewing the candidates' CV's.
Ads have been posted for the openings in Research and Learning Services librarians. A staff person for evenings and weekends has already been hired. A search committee has been formed for a third position, which would be a clinical/informationist librarian, who will work with the clinical programs in the College of Health Professions.

Additional Areas:

- *e-Book collection:* Lisa Lazar explained UA's e-book collection to the committee. e-Books are available through E-brary, which is accessible through the library catalog (those that wish to print or download must create a free personal account once in E-brary). The downloads are compatible with iPads. A large portion of the purchases are patron driven. When UA patrons download an e-book from the collection, a purchase is triggered. The library's marketing committee is working on finding ways to make the university community aware of this resource.
- *Film collection:* The University has over 3,000 DVDs, plus on-line access to 9,000 film titles. Lisa shared brochures with the committee that highlight the wide variety of films available for library patrons.
- *Faculty laptops:* As chronicled in a Faculty Senate discussion, access to teaching technology (specifically laptops) for part-time faculty continues to be an issue. Although the initial faculty laptop lending program at the library has been discontinued, the library has repurposed five laptops for faculty use that can be checked out for seven days. This is a temporary solution to a problem that will need a long-term resolution.
- Money has been budgeted to install collaborative multi-media workstations on the ground floor.
- *MOOCs:* President Proenza is currently looking at the integrator/assessor model for MOOCs. The University is studying many questions as this initiative moves forward. There are questions relative to the resources used in the classes. How will course readings be handled? How will the MOOC courses fit the University's mission? Will the courses be open or registration-based? OhioLINK as a possible MOOC consortium could be a possibility. ULC could be a voice for the library's role in MOOC discussions at the University.
- From weeks 5 to 12 this semester, members of the writing commons staff are helping out at the reference desk. The writing commons staff will be answering questions related to citations.

Respectfully submitted,
Laura Monroe
Secretary

APPENDIX K

Computing & Communications Technologies Committee

Particulars

- **Subject:** Computing & Communications Technologies Committee meeting report
- **Date:** *2013-02-27 Wed*

Report

The CCTC met on Wednesday, February 13, 2013 with members of the University Council Information Technology Standing Committee (UCIT). It was agreed that the chair of the CCTC (or the chair's designated representative) would be invited to the meetings of the UCIT to provide reports on academic matters related to technology. In addition, it was agreed that the Vice President of Information Technology (Jim Sage) will attend future CCTC meetings. The next meeting of the CCTC will be on Wednesday, March 13. This meeting will be devoted to an examination of web conferencing services.

Scott Randby
CCTC Chair

APPENDIX L

Accessibility committee meeting February 13, 2013

In attendance: Ann Hassenpflug, Kaye Ketchum, Tim Lillie, John Vollmer

Called to order at 2:05 pm. Quorum for meeting.

Members in attendance voted in majority quorum to elect Tim Lillie chair of the committee for the 2012-13 year.

Heather read the description of Accessibility Committee from the University Rules.

Tim – one role of the committee is to consult with the CRC should they request it. Recommendations would go to CRC. University policies that relate to accessibility would be open to the committee. Looking to see if there is a way to have a policy for the faculty and office of accessibility to be more informed of each other and to have faculty speak to what is reasonable accommodation. Think it is important to understand that reasonable accommodation be done without changing fundamental nature of what is being done. Many faculty have reported feeling pressured to change their course in an effort to accommodate.   Decision of how that occurs is not up to administration, but faculty, acting corporately.

Call for members – asking people who have experienced disability to identify themselves and serve. Committee agreed.

Chair will invite representative of Office of Accessibility to next meeting.

Meeting adjourned at 3:06 pm.

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APPENDIX M

Report to Senate from the General Education Revision Committee (GERC)

February 27, 2013

The GERC has met three times this semester to consider and incorporate feedback received from the campus into the DRAFT General Education Revision plan that was presented to Senate and the campus last fall. The most recent meeting was February 27, 2013. We are now in the process of refining our revised plan and will be sending it back out to Senate and the faculty later this semester for consideration and discussion.

Submitted by: Linda Subich

APPENDIX N

COPTI met on February 20, 2013

Members present: Yvonne Bruce, Katie Cerrone, Bill Hazlett, Laura Vinnedge, Dave Witt, Shannon Osorio (Chair)

Technology – the library has refurbished 5 laptops which are now available for faculty to borrow up to 7 day. Several PT Faculty have asked how to get a UA laptop for their work, but there is no process in place to request one at this point. This is likely an issue for the CCTC. Questions about UA laptops to investigate include: How many laptops were distributed to PT Faculty in the 'Refresh'? How should the remaining laptops be distributed? Are there unused (older) Ipads that might also be assigned if needed?

General issues - a discussion of The University of Akron Part time Faculty Survey (2012) [see separate preliminary report] and the article: http://chronicle.com/article/A-Dismal-Picture-of-Life-as/132421/ with the following:

No change in base pay rates in 10 years. Pay is the top issue in every report. Starting pay is just one aspect of this issue. There is not path to merit pay increases in practice.

Pay periods present a hardship for PT Faculty, since the first pay check arrives at the end of September. Many of those who rely on teaching for their income and don't teach a summer course find that they have to borrow money to pay bills in September.

How courses are assigned and how FT Contract Instructors are hired are also frequently cited issues.

Action steps – the following next steps were set:

COPTI will investigate an open meeting with Provost Sherman to address the committee and PT Faculty regarding concerns raised by the PT Faculty survey.

COPTI is working with Senator Bove to set up a committee web-site from the Faculty Senate home page.

COPTI will generate a 'fact sheet' with important information to be distributed.

COPTI will seek tenured Faculty and other FT Faculty to advocate for PT issues in various campus settings. If you are willing to participate, please contact Laura Vinnedge (lvinned@uakron.edu) or Shannon Osorio (sdo2@uakron.edu).

Respectfully submitted, Shannon Osorio (Chair)

APPENDIX O

The University of Akron
2012 Part-Time Faculty Survey

A Research Endeavor of the
Committee on Part-Time Issues, Faculty Senate

February 2013

The following report outlines the results of The University of Akron 2012 Part-Time Faculty Survey. It was conducted during Spring Semester 2012 by the Committee on Part-Time Issues (COPTI) of the Faculty Senate to gauge issues of importance to contingent or part-time faculty. Questions concerning this report can be forwarded to Eric J. Mundy, Ph.D. at (330) 972-5465 or emundy@uakron.edu.

Section I: Introduction

Table 1			
Respondent Employment Situation			
Item	Response	Number	Valid Percent
Employment Situation	Part-Time Faculty or Staff Elsewhere	138	31.9%
	Full-Time Faculty or Staff Elsewhere	109	25.2%
	Part-Time Teaching At UA Is My Only Position	87	20.1%
	Retired	53	12.3%
	Full-Time Staff At UA	28	6.5%
	Part-Time Staff At UA	6	1.4%
	Self-Employed/Consulting/Freelance	7	1.6%
	Multiple PT or FT Positions	4	0.9%
	No Answer	6	--
	Total Surveyed	438	(n=432)
Primary Reason for Teaching At UA	Enjoy Teaching/Interacting With Students	224	52.7%
	Extra Income	69	16.2%
	To Become Full-Time Instructor	59	13.9%
	Primary Income	52	12.2%
	Professional Development	4	0.9%
	Something Else	17	4.0%
	No Answer	13	--
	Total Surveyed	438	(n=425)
External Teaching	Teaches At Another Institution	147	34.8%
	Do Not Teach At Another Institution	275	65.2%
	No Answer	16	--
	Total Surveyed	438	(n=422)
Would Accept FT UA Teaching Position	Yes	266	62.9%
	No	52	12.3%
	Not sure	105	24.8%
	No Answer	15	--
	Total Surveyed	438	(n=423)

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Section II: Core Part-Time Faculty Issues

Table 2 Most Important Part-Time Faculty Issue			
Item	Response	Number	Valid Percent
Most Important Issue	Better Pay	149	35.7%
	Securing Full-Time Employment	105	25.2%
	More Part-Time Teaching Opportunities	57	13.7%
	Better Fringe Benefits	31	7.3%
	Academic Freedom	18	4.3%
	More Teaching Opportunities/Job Security	7	1.7%
	Respect/Collegial Relationship With FT faculty	5	1.2%
	Seniority in Scheduling	3	0.7%
	Better Access to Resources/Technology	3	0.7%
	Free Parking	3	0.7%
	Dependent Tuition	2	0.5%
	Standard Opportunities for Advancement	2	0.5%
	Acknowledgement of Dedication/Effort	2	0.5%
	Something Else	5	1.2%
	Nothing – Perfectly satisfied	31	7.4%
	No Answer	15	--
	Total Surveyed	438	(n=423)

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Table 3			
Most Satisfaction-Least Satisfaction Issues			
Item	Response	Number	Valid Percent
Issue Most Satisfied With	Working With/Interacting With Students	95	27.1%
	Collegial Relationships/Support	74	21.1%
	The Teaching Experience/Opportunity	50	14.2%
	Academic Freedom/Input	37	10.5%
	Collegial Atmosphere	26	7.4%
	The Schedule/Flexible Hours	24	6.8%
	Teaching Facilities/Technology/Springboard!	14	4.0%
	Courses Assigned	12	3.4%
	Office Space/Office Resources/Other Resources	5	1.4%
	Quality of Students	4	1.1%
	The Pay	2	0.6%
	Something Else	8	2.3%
	No Answer	87	--
	Total Surveyed	438	(n=351)
Issue Most Dissatisfied With	Low Pay/Costly Health Insurance	107	31.1%
	Lack of Respect/Collegiality/Two-Tiered System	44	12.8%
	Lack of Advancement/Full-Time Opportunities	21	6.1%
	Parking Issues/Parking Fees	20	5.8%
	Uncertainty of Future Work/Teaching Load	18	5.2%
	Poor Communications/Training/Coordination	16	4.7%
	Too Few Hours/Classes	14	4.1%
	Office Space/Office Resources	11	3.2%
	Work Load To Pay Ratio	10	2.9%
	Student Behavior/Attitudes/Motivation	10	2.9%
	Technology Issues/Assistance	7	2.0%
	Poor Scheduling/Course Offerings/Flexibility	5	1.5%
	Class Sizes/Classrooms/Classroom Space	5	1.5%
	Lack of Mentoring/Support	4	1.2%
	Something Else	37	10.8%
	Nothing/No Dissatisfaction	15	4.4%
	No Answer	94	--
	Total Surveyed	438	(n=344)

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Table 4 Respondent Attitudes Regarding Respect and Fairness			
Item	Response	Number	Valid Percent
Treated Fairly	Strongly Agree	124	29.4%
	Somewhat Agree	119	28.2%
	Neither Agree Nor Disagree	74	17.5%
	Somewhat Disagree	58	13.7%
	Strongly Disagree	47	11.1%
	No Answer	16	--
	Total Surveyed	438	(n=422)
Assessed Fairly	Strongly Agree	116	27.4%
	Somewhat Agree	117	27.7%
	Neither Agree Nor Disagree	102	24.1%
	Somewhat Disagree	46	10.9%
	Strongly Disagree	42	9.9%
	No Answer	15	--
	Total Surveyed	438	(n=423)
Paid Fairly	Strongly Agree	44	10.4%
	Somewhat Agree	88	20.9%
	Neither Agree Nor Disagree	56	13.3%
	Somewhat Disagree	108	25.6%
	Strongly Disagree	126	29.9%
	No Answer	16	--
	Total Surveyed	438	(n=422)
Respected By UA Administration	Strongly Agree	104	24.6%
	Somewhat Agree	101	23.9%
	Neither Agree Nor Disagree	91	21.5%
	Somewhat Disagree	58	13.7%
	Strongly Disagree	69	16.3%
	No Answer	15	--
	Total Surveyed	438	(n=423)
Collegial Relationship With FT Faculty	Strongly Agree	130	30.7%
	Somewhat Agree	132	31.2%
	Neither Agree Nor Disagree	91	21.5%
	Somewhat Disagree	38	9.0%
	Strongly Disagree	32	7.6%
	No Answer	15	--
	Total Surveyed	438	(n=423)

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	Table 5		
	Respondent Relationship With Department Chair		
Item	Response	Number	Valid Percent
Easy Access To Dept Chair	Strongly Agree	242	57.1%
	Somewhat Agree	112	26.4%
	Neither Agree Nor Disagree	40	9.4%
	Somewhat Disagree	16	3.8%
	Strongly Disagree	14	3.3%
	No Answer	14	--
	Total Surveyed	438	(n=424)
Receive Mentoring From Dept Chair	Strongly Agree	112	26.5%
	Somewhat Agree	117	27.7%
	Neither Agree Nor Disagree	98	23.2%
	Somewhat Disagree	44	10.0%
	Strongly Disagree	52	11.9%
	No Answer	15	--
	Total Surveyed	438	(n=423)
Receive Timely Feedback On Performance	Strongly Agree	126	29.9%
	Somewhat Agree	123	29.1%
	Neither Agree Nor Disagree	89	21.1%
	Somewhat Disagree	35	8.0%
	Strongly Disagree	49	11.2%
	No Answer	16	--
	Total Surveyed	438	(n=422)

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Table 6			
Respondent Inclusion In Departmental Matters			
Item	Response	Number	Valid Percent
Regularly Invited To Dept Meetings	Strongly Agree	90	21.4%
	Somewhat Agree	87	20.7%
	Neither Agree Nor Disagree	71	16.9%
	Somewhat Disagree	50	11.9%
	Strongly Disagree	123	29.2%
	No Answer	17	--
	Total Surveyed	438	(n=421)
Attend Dept Meetings With FT Faculty	Strongly Agree	26	6.2%
	Somewhat Agree	41	9.8%
	Neither Agree Nor Disagree	78	18.6%
	Somewhat Disagree	57	13.6%
	Strongly Disagree	218	51.9%
	No Answer	18	--
	Total Surveyed	438	(n=420)
Have Voting Responsibilities On Dept Issues	Strongly Agree	7	1.7%
	Somewhat Agree	24	5.8%
	Neither Agree Nor Disagree	96	23.0%
	Somewhat Disagree	44	10.6%
	Strongly Disagree	246	59.0%
	No Answer	21	--
	Total Surveyed	438	(n=417)

Table 7			
Professional Development Opportunities			
Item	Response	Number	Valid Percent
Professional Development Opportunities	Strongly Agree	65	15.6%
	Somewhat Agree	105	25.2%
	Neither Agree Nor Disagree	101	24.2%
	Somewhat Disagree	73	17.5%
	Strongly Disagree	73	17.5%
	No Answer	21	--
	Total Surveyed	438	(n417)
Professional Development Participation	Strongly Agree	38	9.2%
	Somewhat Agree	109	26.3%
	Neither Agree Nor Disagree	104	25.1%
	Somewhat Disagree	71	17.1%
	Strongly Disagree	93	22.4%
	No Answer	23	--
	Total Surveyed	438	(n=415)

Section III: Teaching Activity/Workload/Resource Issues

March 7, 2013

Table 8			
Teaching Activity (Courses, Scheduling, Delivery, Course Load)			
Item	Response	Number	Valid Percent
Academic Level	Undergraduate	401	94.1%
	Graduate	66	15.5%
	Something Else	14	3.3%
	No Answer	12	--
	Total Surveyed	438	(n=426)
Course Scheduling	Days	293	68.9%
	Nights	223	52.5%
	Weekends	34	8.0%
	Not Applicable (Online Teaching)	16	3.8%
	No Answer	12	--
	Total Surveyed	438	(n=425)
Course Delivery Method	Classroom-Based	403	96.0%
	Web-Based:	97	23.1%
	Hybrid Courses	66	15.1%
	Web-Based Asynchronous	51	12.1%
	Web-Based Synchronous	19	4.5%
	Distance Courses	50	11.9%
	Something Else	9	2.1%
	No Answer	18	--
	Total Surveyed	438	(n=420)
Credit Hours Taught (Past Year)	1-6	108	25.7%
	7-12	136	32.3%
	13-18	92	21.9%
	19-24	83	19.7%
	Over 24	2	0.5%
	No Answer	17	--
	Total Surveyed	438	(n=421)
Credit Hours Range (Past Year)	Low	2.0	
	High	38.0	
	Median	12.1	
		(n=421)	

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Table 9 Online Teaching Activity and Laptop Issues			
Item	Response	Number	Valid Percent
Online Teaching	Have Taught Online Courses	97	23.1%
	Have Not Taught Online Courses	323	76.9%
	No Answer	18	--
	Total Surveyed	438	(n=420)
Willingness To Teach Online*	Yes	196	60.7%
	No	45	13.9%
	Not Sure	82	25.4%
	No Answer	--	--
	Total Subpopulation	323	(n=323)
Access To Functional Laptop	Yes	297	70.0%
	No	93	21.9%
	Not sure	34	8.0%
	No Answer	14	--
	Total Surveyed	438	(n=424)
Ownership Of Laptop	Personal Laptop	177	60.2%
	University Laptop	109	37.1%
	Something Else	8	2.7%
	No Answer	3	--
	Total Subpopulation	297	(n=294)
Laptop Status	Up-to-date on both software and hardware	222	75.5%
	Not up-to-date on software and hardware	49	16.7%
	Not Sure	23	7.8%
	No Answer	3	--
	Total Subpopulation	297	(n=294)
Laptop Capabilities	Wireless Internet	284	98.3%
	DVD Player	234	81.0%
	Video Streaming	215	74.4%
	VGA Port	173	59.9%
	Microphone	159	55.0%
	Web Camera	147	50.9%
	No Answer	8	--
	Total Subpopulation	297	(n=289)
*Those respondents that have not taught an online course.			

Table 10 Part-Time Faculty Workload				
Work Activities (Proportion Of Time)	Teaching – Classroom/Web-Based Activities			27.0%
	Teaching Related – Planning & Preparation			24.0%
	Teaching Related – Grading & Assessment			19.4%
	Teaching Related – Advising & Supervising Students			5.7%
	Teaching Related – All Other Activities			4.2%
	Research & Scholarship			5.9%
	Service to the Profession/University			6.5%
	Professional Development			4.8%
	Something Else			2.4%
				(n=405)

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Table 11 Office Space Issues			
Item	Response	Number	Valid Percent
Part-Time Office Space%	Yes	282	66.4%
	No	143	33.6%
	No Answer	13	--
	Total Surveyed	438	(n=425)
Would Use Office Space	Yes	60	42.0%
	No	41	28.7%
	Not sure	42	29.4%
	No Answer	--	--
	Total Subpopulation	143	(n=143)
Satisfaction With Office Space	Very Satisfied	66	23.6%
	Somewhat Satisfied	81	28.9%
	Neither Satisfied Nor Dissatisfied	58	20.7%
	Somewhat Dissatisfied	56	20.0%
	Very Dissatisfied	19	6.8%
	No Answer	2	--
	Total Subpopulation	282	(n=280)
Reasons For Office Dissatisfaction	Lack of Privacy	60	80.0%
	Lack of Physical Space	49	65.3%
	Lack of Storage Space	37	49.3%
	Lack of Security	26	34.7%
	Lack of Desks	25	33.3%
	Limited Access	13	17.3%
	Something Else	25	33.3%
	No Answer	--	--
	Total Subpopulation	75	(n=75)

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Table 12 Availability of Other Office Resources			
Item	Response	Number	Valid Percent
Other Resources Available	UA email	371	87.7%
	Library Privileges	224	57.7%
	Copying/Duplicating	338	79.9%
	Clerical Support	167	39.5%
	Grad/Teaching Assistant	3	0.7%
	Desk-Top Computer	186	44.0%
	Laptop Computer	128	30.3%
	Printer	228	53.9%
	Telephone	136	32.2%
	Voice Mail	76	18.0%
	Something Else	8	1.9%
	Resources Available- Part of FT UA Staff Position	2	0.5%
	None of the Above	9	2.1%
	No Answer	15	--
	Total Surveyed	438	(n=423)

Section IV: External Teaching Activity

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Table 13			
Teaching At Other Institutions			
Item	Response	Number	Percent
Currently Teaching Elsewhere	Yes	147	34.8%
	No	275	65.2%
	No Answer	16	--
	Total Surveyed	438	(n=422)
Will Answer More Questions	Yes	101	69.7%
	No	44	30.3%
	No Answer	2	--
	Total Subpopulation	147	(n=145)
Teaching Load Elsewhere	Part-Time Faculty Elsewhere	89	89.9%
	Full-Time Faculty Elsewhere	10	10.1%
	No Answer	1	--
	Total Subpopulation	100	(n=99)
Office Resources Available Elsewhere	Copying/Duplicating	79	80.6%
	Office Printer	63	64.3%
	Library Privileges	60	61.2%
	Clerical Support	56	57.1%
	Office Space	53	54.1%
	Desk-Top Computer	52	53.1%
	Telephone	51	52.0%
	Voice mail	48	49.0%
	Email Address	48	49.0%
	Laptop Computer	10	10.2%
	Something Else	15	15.3%
	None of the Above	4	4.1%
	No Answer	3	--
	Total Subpopulation	101	(n=98)
Credit Hours Taught Elsewhere	Low	1.0	
	High	54.0	
	Median		
	No Answer		
	Total Subpopulation		

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Table A-1 Respondent Academic Unit and Rank*			
Item	Response	Number	Valid Percent
Academic Unit	College of Arts & Sciences	147	34.0%
	Summit College	85	19.7%
	College of Education	62	14.4%
	College of Creative & Professional Arts	48	11.1%
	College of Health Sciences & Human Services	24	5.6%
	College of Business Administration	22	5.1%
	College of Engineering	8	1.9%
	College of Nursing	5	1.2%
	Honors College	4	0.9%
	University College	3	0.7%
	School of Law	1	0.2%
	College of Polymer Science/Polymer Engineering	--	--
	Other Units	6	1.4%
	Wayne College	85	19.7%
	Multiple (Across Colleges)	15	3.5%
	No Answer	6	--
	Total Surveyed	438	(n=432)
Academic Rank	Assistant Lecturer	124	29.1%
	Associate Lecturer	98	23.0%
	Senior Lecturer	158	37.1%
	Special Lecturer	20	4.7%
	Something Else	12	2.8%
	Multiple Ranks	4	0.9%
	Not Sure	17	4.0%
	No Answer	12	--
	Total Surveyed	438	(n=426)

*Respondents had the option of selecting multiple choices.

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Table A-2			
Respondent Education and Teaching Experience			
Item	Response	Number	Valid Percent
Highest Degree Attained	Associate's Degree	2	0.5%
	Bachelor's Degree	24	5.6%
	Master's Degree	287	66.6%
	Doctoral Studies/ABD	28	6.5%
	Doctorate Degree	76	17.6%
	Professional/Other Degree	14	3.2%
	No Answer	7	--
	Total Surveyed	438	(n=431)
Years Employed PT Faculty (At UA)	1-5	219	51.2%
	6-10	89	20.8%
	11-15	52	12.1%
	16-20	31	7.2%
	Over 20	37	8.6%
	No Answer	10	--
	Total Surveyed	438	(n=419)
	Average=8.4 Years		
Years Employed Faculty (Total)	1-5	134	32.2%
	6-10	103	24.8%
	11-15	74	17.8%
	16-20	37	8.9%
	Over 20	68	16.3%
	No Answer	22	--
	Total Surveyed	438	(n=416)
	Average=11.5 Years		

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Table A-3			
Respondent Demographics			
Item	Response	Number	Valid Percent
Respondent Age	20-29	18	4.3%
	30-39	68	16.2%
	40-49	82	19.6%
	50-59	129	30.8%
	60-69	104	24.8%
	70 and Over	18	4.3%
	No Answer	19	--
	Total Surveyed	438	(n=419)
	Average=		
Respondent Sex	Male	188	44.9%
	Female	231	55.1%
	No Answer	19	--
	Total Surveyed	438	(n=419)

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