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Faculty Senate Chronicle May 6, 1993

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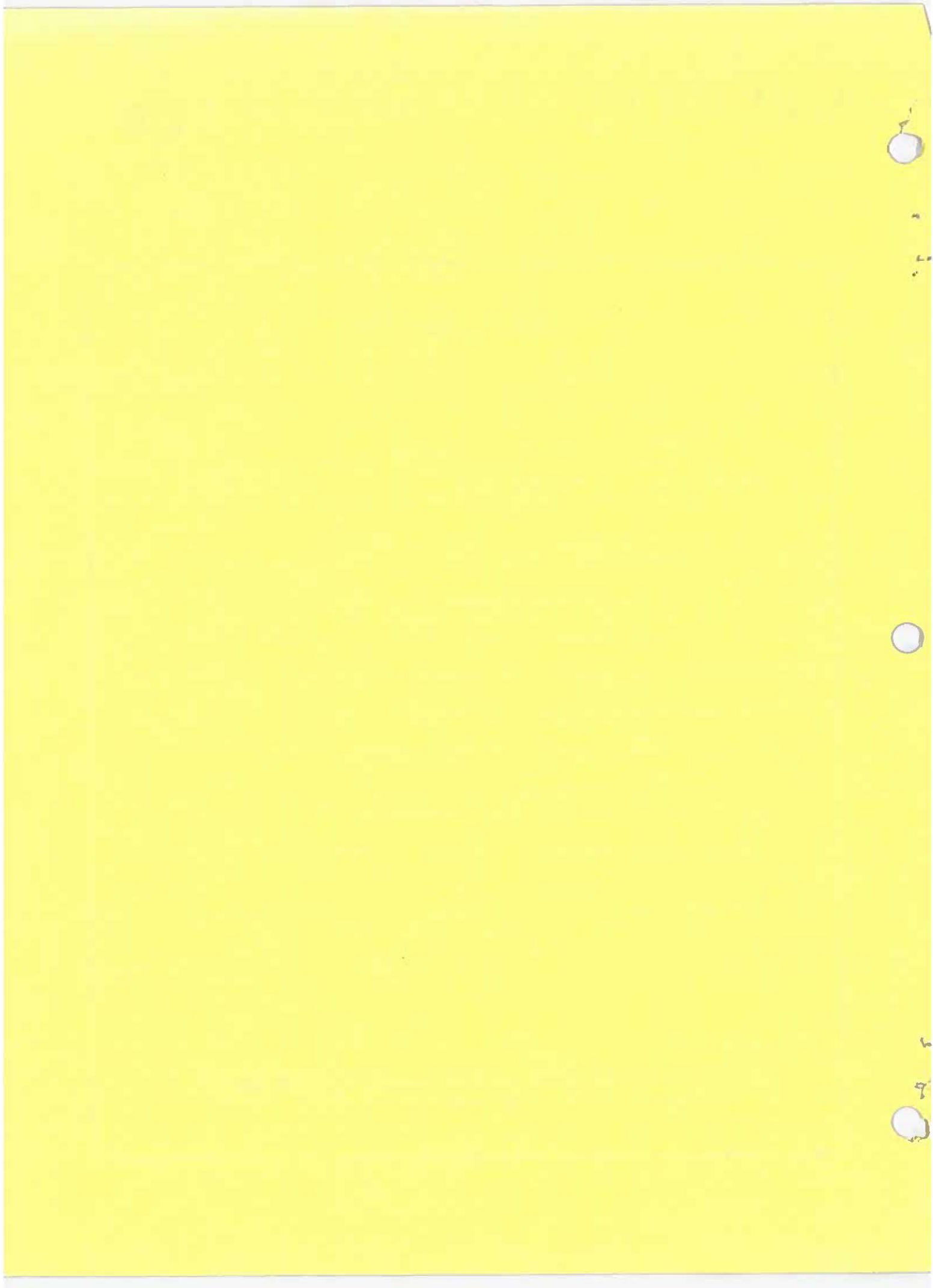


Dr. [Signature]

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**MINUTES OF THE UNIVERSITY COUNCIL MEETING
OF MAY 6, 1993**

The regular meeting of University Council was called to order by the Presiding Officer, Senior Vice President and Provost, Mark S. Auburn, at 3:00 p.m. on Thursday, May 6, in Room 307 Leigh Hall.

Forty-seven of the eighty-one members of University Council were in attendance. Those absent with notice were Dr. Stephen Aby, Dr. Eric Birdsall, Ms. Kay Davis, Dr. Jeffrey Dilts, Dr. Patricia Edwards, Dr. Elizabeth Erickson, Dr. Virginia Fleming, Dean Isaac Hunt, Dean Frank Kelley, Dr. Keith Klafehn, Dean William Klingele, Dean Russell Petersen, Mr. Paul Richert. Those absent without notice were Mr. Thomas Baker, Ms. Shannon Barbic, Ms. Holly Bogner, Mr. Andrew Borowiec, Mr. Allen Cabral, Dr. Hal Foster, Dr. Darlene Kausch, Dr. Robert Liang, Dr. Edward Lim, Mr. Richard Maringer, Dr. June Patton, Dr. Margaret Poloma, Mr. George Pope, Mrs. Janet Purnell, Mrs. Elizabeth Reilly, Mr. Scott Rubes, Mr. Roger Ryan, Mr. Todd Schmitz, Ms. Alicia Tabet, Dr. Adele Webb, Mr. David Weil.

COUNCIL ACTION

Approved Curriculum Change

Approved Alteration of the Curriculum Change Deadline

**Approved Amended Plan for Implementation of the Conditional/
Unconditional Admission Policy**

Approved Proposal to Extend the Probationary Period for Untenured Faculty

Approved the Amended Sexual Harassment Policy

Appointed Ad Hoc Committee on Conflict of Interest

**Accepted Correction of Error; Three Part-Time Faculty to Serve on
Shared Governance Council**

Approved Statement on Emeritus Faculty's Use of Computer Center Services

Declined to Endorse University Libraries Committee Recommendations

ITEM NUMBER 1 - REMARKS OF THE PRESIDENT - Dr. Auburn introduced President Peggy Gordon Elliott.

It is indeed a pleasure to be here today and to address this Council for the very last time. As you must know by now, the University Board of Trustees last week--enthusiastically, I must say--approved the concept of the new Faculty Senate. When classes begin in the Fall, we will launch a new era in shared governance at this university. It is true that to endure, all great institutions must change from time to time. This restructuring of university governance is not change for change sake; but change to organize and enable us to meet the challenges for our time. By voting itself out of existence, this Council took a strong and selfless step in restoring academic focus to university governance. You all are to be commended for the dedicated and inclusive way in which the senate model was developed and considered. I would particularly like to again thank Jesse Marquette and Rita Saslaw, who co-chaired the Ad Hoc Committee on Faculty Governance.

Now that the senate model is approved, over the summer we will proceed with rewriting the Bylaws and making editorial changes as necessary in university policies and procedures. We must bring these back to the Board for final approval. We already are seeing a heightened sense of interest among faculty for serving on the new senate. Last week, I actually saw a campaign letter! I am very much looking forward to working with colleagues in this structure.

Other Board Meeting Highlights

Also at last week's Board meeting, Trustees approved the appointment of Dr. Randy Moore, who will be joining us this summer as Dean of Buchtel College of Arts and Sciences. Dr. Moore is an exceptional teacher and scholar who brings a high level of energy and stature to our university.

I would like to extend congratulations, personally and on behalf of the Board, to those colleagues who received promotions in rank and tenure. These actions reflect our high confidence in the quality of these colleagues' past records and their great potential for continuing contributions.

Also best wishes go to participants in the first ERIP window next year. We will be losing many valued colleagues, including several longstanding members of this Council. While we hate to lose such rich experience and talent, we are glad for our colleagues who will have this opportunity to explore new directions.

As you may recall, all faculty positions must be held vacant for one full year to finance the program. The ERIP budget includes part-time faculty funds to cover the teaching loads of retirees. Half of the ERIP positions will be returned to the units and the other half will be reallocated by the President to accomplish our goals of enhancing excellence and diversity. This summer, I plan to work with the Deans to develop guidelines we can use in reallocating positions. As you might expect, many units which will be particularly hard hit by retirements are worried about losing positions. I want to make sure that the criteria used are reasonable and understood before any decisions are made. Upon the recommendation of the faculty, Trustees also approved the list of 2,600 prospective graduates for Spring commencement exercises. Our Commencement Speaker for the School of Law exercises on May 22 is Chief Judge Gilbert S. Merritt of Court of Appeals, Sixth Circuit.

As a special tribute to the inauguration period, the Commencement Speaker Committee recommended that my own remarks at the main graduation exercises on May 15 be expanded, rather than bring in an outside speaker. I am honored to do so. In addition, we plan to increase recognition of individual graduates who have provided significant leadership or achievement at the University. Commencement is the pinnacle of our academic year. I hope that many of you will be participating in this special event.

Finally, Trustees also approved a series of increases in tuition and fees for 1993-94. For Ohio undergraduates, the overall increase is 5.18%, in keeping with the fee cap approved by the Ohio House. The Trustees also authorized us to increase undergraduate tuition and fees for the Fall to the maximum allowed by the state (with the total not to exceed 6.5%).

Budget Update

At this time, there is not much new to report from Columbus. The Ohio Senate is preparing its version of the state's biennial budget—a process that likely will continue until the beginning of June. Our foremost objective in the Senate is to secure increased funding for instructional subsidies.

As I outlined in my April letter to the campus, I have asked the Deans to prepare individual recommendations for salary increases, assuming at least a 3% increase in their total salary budget for faculty, contract professionals and unclassified staff. Rates for part-time faculty, classified staff, and graduate assistants will be increased by 3%.

In the spirit of budget decentralization, I believe that each unit should be able to design the distribution formula that is most appropriate for it. However, after learning there had been earlier Council action, I have informed the Cabinet of the Council's earlier vote supporting use of a combination of merit and across-the-

board increases. I expect the Deans to develop salary plans in consultation with the faculty, and I have asked them to share their recommendations with faculty members before the end of this year. I want to make sure that people leave here with some sense of what they can expect when our budget is approved.

Student Services Search Committee

Dean Linda Moore of Fine and Applied Arts has agreed to chair the national search for our new Vice President of Student Support Services. As it now stands, the search committee membership will be as follows:

FROM THE COLLEGES

William Francis
David Kyvig
Ken Mast
James Taggart

FROM THE STUDENTS

Derrick Clay
Marci Williams

**FROM STUDENT
SUPPORT SERVICES**

Dan Bule
Gerry Chitty
Carolyn Glover

It is my hope that the search can be conducted over the summer and a new vice president in place by the Fall.

Inauguration

While you have important business to consider, I hope that your meeting will conclude by 5 p.m. so you can attend the Board of Trustees recognition reception at E.J. Thomas Hall. At 6 o'clock, the formal program will begin with recognition of the four outstanding teacher and researcher award-winners selected by the Alumni Association.

The Outstanding Teachers for 1993 are Professor Jim Jackson of Geology and Professor Brian Pendleton of Sociology. Outstanding researchers are Professor Subramaniya Hariharan of Mathematical Sciences and Professor Sunggyu Lee of Chemical Engineering.

Trustees also will honor 45 faculty, administrators, and staff selected for recognition on the basis of their achievements during the year.

Following the brief recognition program, the faculty and staff of the School of Dance will present three short works. Please join us for this special occasion.

In closing, I must say that I feel very honored and proud to be formally installed as the 13th President of The University of Akron tomorrow afternoon. I would like to thank all of you who will be marching in the academic procession at the ceremony. The procession, including university and other delegates, will have almost 400 participants. Over 200 universities have sent delegates to be part of our service of continuity.

It was a year ago this week (May 10) that I first visited this campus as a presidential finalist. Now, after a remarkable and challenging year, I feel even more honored and privileged to serve as your President. I have valued your candor and your commitment to reinvigorating and reshaping this university to meet the challenges and opportunities of the 21st century.

If our paths do not cross in the remaining days of the year, let me say now that I hope you have a restorative and productive summer. I look forward to the Fall when we begin anew together with the energy and creativity that can enrich and broaden our horizons.

ITEM NUMBER 2 - CONSIDERATION OF THE MINUTES OF THE MEETINGS OF UNIVERSITY COUNCIL OF MARCH 18 AND APRIL 1, 1993, AS PRINTED IN THE UNIVERSITY OF AKRON CHRONICLES OF APRIL 9 AND APRIL 27, 1993, RESPECTIVELY - Mr. David Brink, Secretary, said that he had one item for each set of minutes. In the March 18 meeting, on page 5, second to the last paragraph, it should read Mrs. Linda Sugarman. And in the Chronicle of April 27, page 32 was left blank unintentionally. Nothing is missing from the text. It was moved, seconded, and passed to accept the minutes as amended.

ITEM NUMBER 3 - REMARKS OF THE PRESIDING OFFICER - Dr. Auburn reminded Council that Faculty Senate meetings will be scheduled for this time of day on the first Thursday of the month and will be held in the Goodyear Lecture Hall in the College of Business Administration.

ITEM NUMBER 4 - SPECIAL ANNOUNCEMENTS - Mrs. Peggy Richards thanked Dana Zaratsian, who has provided secretarial support for Council for three years, and hoped that she will be able to do the same for Faculty Senate.

ITEM NUMBER 5 - REPORTS OF COMMITTEES

A. Executive Committee - Mr. Brink reported that the Executive Committee met on April 22. The committee referred the proposed governance structure and bylaws as amended and passed by Council on April 1, 1993, to the Reference Committee, to coordinate language and to provide for an orderly transition; advised the Reference Committee to take advice widely, particularly from persons who were involved in developing that document; recommended that Council committees continue to function until they are superseded by Senate Committees; recommended that the President Pro Tem of Council call and preside at the initial meeting of the Senate in the Fall semester; referred the state-mandated policy on smoking to the Faculty Well-Being Committee; and set the agenda for today's meeting.

B. Academic Planning and Priorities Committee - Dr. Auburn reminded Council that this committee has been incorporated into the Interim Budget Advisory Committee where the members who were originally elected for APPC are hard at work.

C. Academic Policies, Curriculum and Calendar Committee - Dr. Joseph Walton referred Council to the APCC report which had been mailed to the membership. (**Appendix A**) He said there were three action items from their April 27 meeting and asked if a member of Council could move for a suspension of the rules so that these items could be dealt with. It was so moved, seconded, and passed.

Dr. Walton said that the first item was curriculum change FA-93-1, creating a Master of Social Work Degree program. This proposal comes with no outstanding objections. Motion passed.

He said that the second item was an alteration of the current curriculum change deadline, to read as follows:

The October 1 deadline is regarded as the date by which processing and publication of curriculum changes in the General Bulletin can be guaranteed. Academic units may submit curriculum changes for consideration at any point during the year. However, publication in the appropriate University literature is not guaranteed for proposals submitted after the October 1 deadline.

He commented that this was an attempt to keep the curriculum process open and allow changes to be submitted at any point during the year.

Dr. Faith Helmick pointed out that it is really when a proposal is approved, not when it is submitted, that determines whether it is processed and printed. Perhaps it would be more appropriate to change the last sentence to "IS NOT GUARANTEED FOR PROPOSALS APPROVED AFTER MARCH 1". She moved to amend. Seconded. Passed.

Dean Linda Moore asked if the first and last sentences were now in conflict. Her question arises because it does not make any difference when the submission occurs. It is when the approval occurs that is relevant to when the bulletin will be published. Is the first sentence necessary?

Dr. John Bee offered that it was necessary insofar as it implies reference to an October 1 date apart from this document. If there is elsewhere a policy that says October 1 is the deadline, then he supposed that the body would have to deal with that policy.

Dr. Auburn commented that this is an APCC operating procedure to signal to the faculty how that committee will try to act on curriculum proposals. It does not have the standing of a bylaw of University Council or any other body. It is an advisory statement that says that if a proposal is submitted to APCC prior to October 1, it will probably get into the Bulletin. If a proposal is submitted after October 1, APCC will work on it; but if it is not approved by March 1, appearance in the Fall Bulletin cannot be guaranteed. There was tacit consensus regarding this interpretation. Motion passed.

Dr. Walton said the last item was a proposed plan for implementation of the Conditional/Unconditional Admission Policy; it is attached to APCC's report. Mrs. Kristine MacDermott is here for the Student Support Services area. He requested permission for her to speak. Granted.

Mrs. MacDermott said that the plan is the work of a number of committees which met to determine the best way to implement the admission policy. It has been discussed both in the subcommittee and in the parent committee and is before Council for approval today. There are some time constraints in reference to the policy because it has been published for implementation for the new freshmen students who will enter in the fall of 1994. Brochures need to be printed for people who are finishing their junior year in high school. Some of the implementation stages will be in development over the next year. What is of special significance from a time perspective is the criteria being recommended for direct admission to the upper colleges.

Dr. Auburn said that when this body approved the Conditional/Unconditional Admission policy, it said that the upper colleges needed to return with proposals about how students should be admitted. That is what this action is; a culmination of a full year's work on developing those things in response to Council's report.

Mrs. Linda Sugarman stated that when the College of Business met on Monday, a proposal for direct admission that was slightly different than what is here was passed. What was passed was a 25 ACT, 1050 SAT, AND the 3.5 high school GPA OR upper 25 percent of the high school graduating class. It was felt that direct admission, as stated here, was too restrictive. She proposed that this document be amended to reflect this view, confident that the requisite paperwork would follow. Seconded.

Dr. Bee said that the reason it was stated the way it is was that the legislation that Council passed to develop these criteria required separate stating of each of the components. Given the subcommittee's reading of the enabling legislation, the amendment is out of order or, at least, inconsistent.

Dr. Auburn said he was being advised that while it would be nice of the college to do this, it has not been authorized to do this by the legislation that this Council passed. Mrs. Sugarman responded that this proposal then has not been approved by the College of Business. Mrs. MacDermott said that prior to this discussion she had received word from Mr. James Inman, Associate Dean of the CBA, that the criteria listed in this document is what the College of Business wanted to have as their criteria until further adjustment. Dr. Auburn suggested that the responsibility rested on the head of the Dean, that Mrs. MacDermott needed to confer with the Dean, and that Mrs. Sugarman withdraw her amendment. She did, and the seconder concurred.

Dr. Jesse Marquette moved that the plan be amended so that the criteria for direct admission (Table 1 of Appendix A) be established on a department-by-department basis. Seconded. He referred Council to a sheet of paper that was being distributed (Appendix B) that gave the ACT scores and high school GPA's by department across campus. The college-adopted guidelines in Table 1 are, in many cases, way out of line with the averages of current students. If the function of direct admission is to help students by getting them into the departments to get them involved in the culture of their majors, etc., it seems that the university's planning process and the future of the students is best served by trying to establish guidelines that are appropriate department by department. When one looks at these college guidelines and then at the current performances and activities of the departments, one sees a great variance. He thought it would be plausible for the departments to return a revised set of guidelines fairly quickly that would be more realistic in terms of present practices. Department-by-department guidelines are much more appropriate for direct admission than college-wide guidelines. He pointed out that Fine and Applied Arts had done this, so there was an established precedent.

Dr. Frank Griffin asked if the high school GPA's were averages. Dr. Marquette replied that the actual high school GPA is the average of the current enrollees in the department. These data were prepared by Dr. Richard Stratton of the Department of Economics using university student files. Clearly any standards would be slightly above the average but in many cases they are 30 to 40 or more percent beyond present averages. If these students are people that are currently graduating, it seems that an awful lot of them could quite successfully enter the programs directly. He thought it would behoove the University from a planning perspective to allow the departments to create the admissions criteria.

Mrs. Sugarman supported the amendment. The College of Business was trying to do something because it noticed how unrealistic the direct admissions requirements stated here were. As a matter of fact, with the 3.5 and 25 ACT and upper 25 percent, only 15 students would have been directly admitted last year into the College of Business.

Interim Dean Roger Creel supported the recommendation. The original numbers that Dean Claibourne Griffin had worked out for Arts and Sciences were GPA of 2.8 and ACT scores of 20. When he saw the numbers turned in by the other colleges, he asked that the college numbers be raised to the equivalent of most of the other colleges. Later he realized why Dean Griffin had chosen those numbers. It was because those were the numbers that were appropriate to get a large number of majors into the college immediately so that they could get advising from the departments. And so for Arts & Sciences he thought the numbers were way too high and it would be appropriate to let departments choose their standards appropriately.

Mr. Dan Bule thought the intent of the direct admit was to allow top-notch students to be directly admitted into the college and into departments. He agreed that there was a divergence between the criteria and averages for current students. And he asked if the intent of the amendment was to put the average student into direct admit.

Dr. Marquette said no. His department wanted students who would, with reasonable certainty, successfully complete the program. The "cream of the crop" will succeed no matter what the faculty does. But from the point of view of providing assistance to students, he thought that departments could adopt direct admission for those students that are pretty well guaranteed to succeed. If the department can get its hands on quicker, that is, place students in internships quicker, the more likely they are to succeed if they are not the cream of the crop or the walking wounded. That is the intention here: to allow a group of students the benefit of the department's expertise. He was reasonably certain that if departments were allowed to make these decisions, there will be modifications. He did not think everybody would go down to the average. That would not serve any purpose. But there is such a wide variation between what is proposed and what we are currently doing that it seems that department-by-department decisions would be more appropriate.

President Elliott said that one of the things that has been learned about retention in state college and universities is that the more the student is attached in some way to the academic unit that will become their academic home, the more likely they are to be successful. There is much to be said for getting students in contact with an academic home from the outset.

Dean Moore stated that, as was pointed out, her college did do it school-by-school. One of the things that each of the faculty took into consideration was that with direct admit, the faculty would be advising these students. Many of the faculty felt that they could not advise any more students than they currently are. In three of the areas, the average advising load is over 70 students per faculty member. So the reason the standards were a little higher was because faculty wanted to make sure that anybody who came in would understand the advice they were getting. She was not sure that taking it back to the departments would indeed, for some areas, make any difference. She thought that the departments should have a prerogative of establishing their own standards.

For clarity, Dr. Auburn stated the intent of the amendment; to return the early admission criteria to departments for a department-by-department reevaluation. But would this prevent Admissions from producing the materials this summer that have to be developed and printed now with the current guidelines? Is this a substitute or an add-on, or something that needs to be done as soon as possible in the Fall?

Dr. Marquette said that as long as it does not bind our practice in the Fall of '94, he did not care. He did not see why Mrs. MacDermott could not proceed with what is available. But what he wanted was for faculty to present to Admissions department-by-department guidelines. He thought it would make more sense if advertising and practice were consistent, but given the time constraints that might not be possible.

Dr. Auburn asked about the time constraints. Mrs. MacDermott said that something was needed from this meeting today. All of the publications that will affect students entering the Fall of '94 will be printed in the next 2-3 months so they are ready for August distribution. The only alternative might be to print the materials without this detail in them and then print something at a later date that could be an add-on to the other publications. It might make Admissions life a little more complicated but it is doable.

Dr. Bridgie Ford asked for clarification. Dr. Auburn replied that there are no standards printed for direct admissions to the colleges. This amendment would remove the standards that this document has, and would direct the departments to create standards for direct admission by department and to report those back to Mrs. MacDermott's committee.

Dr. Ford inquired if these would be the criteria that would be adhered to in '94. Mrs. MacDermott said yes. She added that it would be of utmost importance that the criteria be determined by mid- to end of

August at the very latest. By September, the Admissions representatives are very heavily in contact with prospective students for the upcoming year. Dr. Ford added that in light of this discussion, colleges and departments need to understand the purpose of direct admission. Only in that way will they be able to come up with realistic guidelines.

Dean Ruth Gray said that colleges that do not have departments need consideration. Nursing has a 3.5 average required for direct admission primarily because a lot of students cannot be handled. There is not enough help to advise. Further, because Nursing has a cap of 160 admissions every year, there are strict admission guidelines. The committee may want to consider these factors.

Dr. Auburn asked for a restatement of the amendment. Dr. Marquette said the amendment is to substitute the proposal that each department at The University of Akron be allowed to return by, let us say, July 1, with standards for the department which will be used for the department's direct admissions to The University of Akron rather than the set of procedures... Dr. Auburn asked if he understood correctly that the body is not asking to have the criteria reviewed by the Academic Policies, Curriculum, and Calendar Committee or reviewed by this body or reviewed by Faculty Senate. Dr. Marquette said that this was in the spirit of decentralization. He thought the departments were mature enough to do this.

Dean Nicholas Sylvester wanted to expand the amendment just a bit. He thought the spirit here should be to remain realistic with the direct admission criteria. In addition, he felt that the departmental criteria should be reviewed by someone and he suggested that the Deans' Council be that group. He wanted to be sure that the spirit of the amendment was adhered to, bearing in mind the comments that Dean Moore made which are relevant, bearing the comments that Dean Gray made which are also relevant. The right thing needs to be done the first time. Dr. Marquette accepted that as a friendly amendment.

The amendment passed.

Dr. Ford raised a question regarding "Quality of Instruction" on page 12 (Appendix page 31), where under items 2 and 3, the content of training that is going to be provided is discussed. She said that one of the things she does is inservice training. And she knows that before anything of this nature can be done, the first step has to be the development of appropriate expectations for the people that are going to be working with these students. Are any of the training sessions going to focus in on that aspect? As it is worded, she cannot pull it out. Mrs. MacDermott responded by saying that it is to be determined. It was the recommendation of the group that these steps be taken. How they will go is yet to be determined. There will have to be someone who is given responsibility for carrying that forward.

Dr. Michael Cheung asked if the attachments to this document also carry the "force of law" or are they for information only? Dr. Walton said that APCC passed it as a total document. Dr. Auburn commented that it would have the force of everything this body passes which is a recommendation to the President.

Dr. David Buchthal said that in discussion by the APCC, it was noted that certain units are mentioned for additional resources. From the committee's understanding, this is not to exclude the possibility that additional units would need resources to implement the proposal.

President Elliott commented that anything that is passed in this body that requires resources could affect salaries. It is not an expansion time. If statements on resources are included, language that says if they are available might also be included. Mrs. MacDermott said that discussion within the subcommittee was that particular part of the attachment was only there for informational purposes and was not necessarily part of what was being fully endorsed. Attachment C, pages 17 and 18 (Appendix pages 36 and 37), were to be viewed as sources of information.

Dr. Auburn said that there seems to be a little problem here because the chair of the committee says "as a course of law" and Mrs. MacDermott is saying "as additional information."

Dr. Walton said that Mrs. MacDermott is talking about discussion in the subcommittee. In the parent committee, there was a discussion about this being for information purposes. As the motion passed, it was understood that the total document was being passed to University Council.

Mr. Elton Glaser agreed. The committee voted to send everything to Council with the understanding that this other material, the latter material, was in the nature of information or rationale but not necessarily to be approved and acted on.

Mrs. Richards said it was clearly stated on page 14 (Appendix page 33), Anticipated Resources. "Attachment C is the list of needed resources which have been forwarded to Drs. Elliott and Auburn. This list is attached here for informational purposes." That was the intent of the committee.

Dr. Neil Sapienza said he was a little concerned about Dr. Elliott's comment that perhaps resources are not available. If this document is passed "without resources in," we can, in theory, implement the document. But "without resources in," colleges will not be able to implement what this document is asking them to do. Is the body saying that if the document is passed, then colleges are required to implement these regardless of whether they have funding or not? If this is the case, then he thought there would be big problems.

President Elliott said she was cautioning the body that in a time when spending new money means taking it away from existing monies, the body might not want to tie this to a resource. Not because that would be objectionable, but because the funds are just not available.

Dr. Sapienza said he was trying to understand what the body's action would imply. Would it mandate that this be implemented even if resources are not available? And if so, then he was not sure that it was feasible or realistic.

Dr. Auburn asked for Council's indulgence so that he might speak as Provost as opposed to Presiding Officer. The question of resources and Conditional/Unconditional Admission has been present since the first action one year ago. Last year, as part of the rebudgeting exercise, the University took a very deep hit, a \$14 million hit to the budget of this campus. One of things that also was done was to increase the permanent budget of developmental programs for the purpose of getting things better set up to be able to make them conditional/unconditional admission. In this particular budgetary year, 1993-94, additional monies have been added in the student support services area, in part for this, though not significantly. He presumed that in the 1994-95 budgetary year, as this becomes a reality, it will be one of the highest budgetary priorities for the campus. Further, at that time many of the reports from the 21st Century Task Force will be available. They will be the template for finding the reallocations necessary to accomplish what is important. Plus this body is already on record as having the will to move in the direction of conditional/unconditional admissions. If this document is approved, the body will be directing the Provost to find the resources to back it up.

Dr. Cheung said that if the document is passed and most of the students who will succeed get into the departments as early as possible, does that not reduce the advising "cost" to the University. Students will then be advised by faculty, who, presumably, are paid anyway. Thus, he wondered why there was talk about increased costs when, in fact, it should be either cost neutral or decrease costs permitting us to get by with fewer academic advisers, not more.

Mr. Bule offered that the intent was to put more resources to the conditionally admitted student and do more intrusive kinds of things: obligate them to come in for progress checks, mandate that they see

advisers a couple times during the term. It is the reversal of the position where academic advising has been but that is what is being mandated. So what is being said is to take resources and spend more time with the students that are not likely to succeed.

Dr. Cheung said that he assumed that the resources that are presently being expended on students who are likely to succeed would be free to help in this task. Mr. Buie said he did not know.

Dr. Cheung asked if there was a cost analysis available. Mrs. MacDermott said that a cost analysis had been done by the Budget Office, based on many of the recommendations. Dr. Auburn said that it had been done about a year ago and that cost analysis was one reason why even though money was being taken out of the budget, some recurring base funding was started for this.

Dr. Marquette said that the planning process which will occur next year will help the University know what the available resources might be. Most of these resources will probably come from some sort of reallocation. There is one plausible reallocation which says that if departments take on more advising, resources may be freed up from academic advising. Once there is a sense of what the departments choose to do, there should be a better concept of how resources may be redeployed within the institution. That would be usable information for the planning process next year.

Dr. Bee said that a variety of ways have been discussed of what was called the "right spirit" of implementing this policy. Based on what he has heard, the right spirit is something that has emerged and been manufactured this afternoon. This policy was initiated by, among others, President Muse. It was intended to create an admission category that would serve as a recruiting device, and more specifically, a recruiting device for "top level students" who might otherwise be candidates for something such as an honors program. That was the spirit in which the committee was asked to undertake development of the three-category admission policy. That is not the only spirit in which it could be undertaken. The spirit that is being discussed here is the way a number of schools do that. An admission policy is set, geared toward what is determined to be a safe level for students to succeed in the program. The only point that he would make today is that that particular approach is not the flag under which this idea was introduced. It was not the one under which it was developed as a policy and enabling legislation statement. And it is not the policy under which a group such as the College of Fine and Applied Arts, who did a department-by-department policy, used as a guide to craft their criteria. Suffice it to say that if the schools had been proceeding in that other spirit, all of them would probably have used different criteria. He said that he was a little bit worried that there was some implicit understanding that there is a spirit of the policy. And he was also a little bit worried that there evidently has not been a clear communication of the original concept, or at least the original idea under which the policy was introduced.

President Elliott asked if the body had discussed in any depth the diverting of scarce resources to those least able to succeed. Because those resources will be coming away from those able or more able to succeed. Dr. Auburn replied that he did not recall that being discussed explicitly.

Dean Sylvester suggested that one point that Dr. Bee made, one reason for doing this, was to encourage the better prepared students who come to The University of Akron to be admitted directly into the colleges, to be retained and graduate. That was spirit one. Spirit two was to help out those students who are least prepared by prescribing the appropriate developmental curriculum to give them a chance. Provide them with a bit more advice, but certainly not to divert resources from the students who graduate to the bulk of the students who will never graduate. He said he viewed this proposal as that second spirit and he was totally opposed to it. His view was to help those who are not prepared by the prescribed curriculum developmental courses. But most important, bring to The University of Akron the kinds of students that can succeed, do well and graduate. Those two spirits, to me are why we proposed this whole thing. But this looks quite different than that today.

Mr. Buie asked Dean Sylvester if he was saying that he did not want an open admission institution. Dean Sylvester said that this is an open admission university. He had always supported that. But the

University should do its best to try to help those who are not prepared by giving them a prescribed set of courses, to give them a chance to get prepared so they can proceed through this university.

Mr. Bule then said that what you are saying is that the University does have an obligation to these students and that therefore resources should be...Dean Sylvester said that he had extended it too far. The University has an obligation. It has just been pointed out that the number of direct admits will increase. That will lighten the load of the advising staff which will permit them to spend a little more time on the conditional admits to make sure they are taking the prescribed set of courses. He said that all of these things can be done without spending a bunch of money if there is a mind to them.

Mr. Bule said that he assumed that academic advising would get no increased resources to deal with this problem. Dean Sylvester agreed and said that they would need to be creative.

Dr. Robert Holland said that he wanted to comment on what Dean Sylvester had said, namely that by directly admitting stronger students to the colleges, there would be a reduced demand on academic advising. Dr. Holland found this very distressing. One of the attractive features of this university has been the academic advising for all incoming students. It is not simply a matter of making sure the people take the prescribed courses in general studies and know what kind of GPA they need to move on to the degree-granting college. He meant the day-by-day case advising by which a student, whether a 3.5 or a marginal student or a remedial student or whatever, was kept track of by a specific person with a very heavy caseload to get through the first part of this experience. He thought it to be a very important part of the first year for students here. Now if this policy as described is adopted, the magic is that somehow faculty in the departments are going to become general academic advisers between now and a year from next fall.

He said that faculty are academic advisers. Faculty have heavy loads as advisers in majors and all work with students in a certain way to get them through their major. But if departments directly admit a large number of students, 3.5, 3.4 and above and so on, who are brand new freshmen, absolutely green whatever their GPA, who need the kind of week by week advising and orientation and counseling and intervention that is currently provided to all incoming students, there will be a substantial change. This discussion has suggested sort of casually reallocating resources, saying that advising resources will now be focused on the weaker students, and that faculty members and departments can expand from doing direct academic advising with their majors into becoming university advisers of the kind that exist now. A very attractive feature of this university for the incoming students, the direct personal attention from someone who is not a faculty member giving you a grade, is quietly being gotten rid of.

He wanted to make it clear that by reallocating these resources, a great deal is being expected from the faculty in the departments. Faculty are overloaded now with coursework and advising. And the experience of a portion of our incoming students is being randomly changed. If a student is directly admitted to a college, then he or she does not have academic advising services.

Dr. Griffin referred to the enrollment date. The Biology Department has 827 people in it. If that means that biology professors are going to be suddenly advising 50 students a year and providing the support that Dr. Holland is talking about, then he did not think it would happen.

Dean Creel said that if a college suddenly gained 2,000 or 3,000 additional majors in one year, then some of the university advisers could be moved into that college to serve the purpose of advising incoming students. Students would also have direct access to advisers in their academic departments. They could have 2 advisers.

Dr. Marquette thought that the point was being missed. No one knows what is going to happen. If the flexibility recommended by the amendment in terms of direct admission is present, there will be some time to figure out exactly how to balance this out. One must remember that although there is an assumption

that this policy is going to increase the quality of the students by making part of this a marketing option, there will not be a sudden increase to 35,000 students. He thought the policy as amended could be implemented and leave the sorting out of it to the Task Force for the 21st Century and University Planning next year.

Mrs. Karin Billions said that if conditional enrollment is implemented, and if those students really take developmental courses, those resources have to come from somewhere. The resources cannot just be manufactured; the increase there will mean a reduction somewhere else.

Dr. David Weis said that it seemed best to him to stand with what was presented and go with a step-by-step process. Go back to what we started with, a 3.5 or whatever. Take that for a year; learn from it and look at '95 to make the next step. He expressed his frustration that a committee's work for a year or more is changed on the basis of a few minutes debate. It would be wise to go back to the criteria that were originally proposed.

Dr. Auburn again asked permission to speak as the Provost. The departments are not going to make a big change. This body will have a chance to reconsider this. The University Cabinet is going to have a chance to look at this. What is the course that this body set on a year ago. The body said no more will the University just take anybody in and flunk them out. The University is going to take them in and going to help them succeed. The University is going to tell students in high school this is what they need to be able to succeed at this institution. The University is going to be truthful in advertising. He believes that what this document does is just give a few more procedures to follow that course. He thought the body was absolutely correct in reversing this university's ignoring of what every other public institution began to do in the 1980's. The University is now past that and moving forward to try to deal with circumstances that can only partially be predicted. But the good that will be done! The good that will be done is to tell Sally, who is here because her Dad said she could only come to college if she was a business major, "Sally, you cannot take accounting; you are not ready for accounting. You will fail accounting. You must take math for people who can't count to twenty with their shoes off!" That is what will be done with this.

The question was called. The amended document passed.

D. Athletics Committee - No report.

E. Campus Facilities Planning Committee - (Appendix C) Dr. Allen Noble said that the report was submitted but he wanted to mention a couple of high points. The committee has met twice, and looked at temporary assignments in Leigh Hall; the question of office space for part-time faculty; the honors program space problems; the conversion of the old university mailroom; English Language Institute space allocation; and finally, the committee is trying to come up with a document which will be a guide for university policy in the area of space allocation.

F. Computing and Communications Technologies Committee - No report.

G. Faculty Rights and Responsibilities Committee - Dr. Gary Oller said the committee met on April 22; concluded all outstanding accepted grievances; deferred decision on accepting a grievance awaiting proof that the grievant had exhausted all college level appeals procedures; and, will next meet in the fall semester.

H. Faculty Well-Being Committee - Ms. Barbara Bucey reported that four items were discussed in the last few meetings. The first was the final draft of the Sexual Harassment Policy. There is a change on page one. In part B, Definitions, the first paragraph, 7th line, add the word "sexual." It will read then "... by means of unwelcome sexual behavior." Also on page one, part A, second paragraph, Vice President for Human Resources & Information Services should be changed to **Vice President for Administrative Support Services.**

Second, the committee discussed a request for staff representation on the Faculty Well-Being Committee. The committee decided that since there was no staff representative on University Council, and since this is a committee of University Council, that no action could be taken, but the issue would be reported to Council as something that had been discussed.

Third was the item regarding computer center utilization by retired faculty. The committee checked with the Computer Center and was told that e-mail would probably cost nothing if retired faculty were to use it and there would be no appreciable cost for research. As of now, one retired person is using the research capabilities. The chair also spoke to the Computing and Communications Technologies Committee. The consensus was that it would be safe to resubmit the amendment that was previously submitted. If problems develop, then restrictions for the retired faculty can be discussed. Therefore the committee resubmits for consideration under New Business the following addition to the Faculty Manual, 3359-20-043, C, Benefits and Privileges of the Retired and Emeritus Faculty, number 17: **access to Computer Center and Information Services privileges normally provided to active faculty.**

The last item was part-time faculty concerns that were brought to the committee and, in particular, the idea of multi-year contracts. The idea behind the multi-year contract was that it would involve less paperwork, a measure of permanency for part-time faculty, as well as rewarding long-standing part-time faculty members at The University of Akron. Kent State has provided a template for this in that they have 70 persons designated as permanent part-time. There were concerns about flexibility of departments and financial implications. The committee referred it to Peggy Richards and Jeanne Hinderigger to look into these issues.

I. University Libraries Committee - (Appendix D) Dr. Charles Monroe said the committee had four recommendations relative to funding that the Library needs to continue on with OhioLINK, new technology, and staffing. He asked that these be considered under New Business.

J. Reference Committee - No report.

K. Research (Faculty Projects) Committee - (Appendix E)

L. Student Affairs Committee - Dr. Vukovich announced that he would be reporting on behalf of Chair, Dr. Marion Ruebel. Members of the Extracurricular Activity Subcommittee of the Student Affairs Committee accomplished the following student activities tasks this past semester:

1. Recognized the Criminal Trial Lawyers Student Chapter within the School of Law as a registered student organization at The University of Akron.
2. Held meetings to review and listen to student presentations and decide allocations for the Extracurricular Activities Fund (EAF) Grant Process. Nineteen graduate law and new majority student groups were reviewed and allocations made.
3. Members of the EASC participated in the review of 16 EAF appeals which are now finalized. The last part of the process is approval from the Senior Coordinator for Student Life and Dean of Students, forwarded to Dr. Ruebel.

The EASC will be meeting one last time this semester to review the requests for registration of three new student organizations. Mrs. Sandra Emerick, Interim Assistant Dean of Students, wished to thank those members of EASC for their efforts on behalf of student activities during the 1992-93 school year.

M. General Studies Advisory Committee - No report.

ITEM NUMBER 6 - REPORT OF THE AKRON REPRESENTATIVE ON THE FACULTY ADVISORY COMMITTEE TO THE CHANCELLOR OF THE OHIO BOARD OF REGENTS - (Appendix F)

ITEM NUMBER 7 - UNFINISHED BUSINESS

1. Revision of section 3359-20-03 of the Faculty Manual (Reappointment and Tenure of Regular Faculty)

Dr. Walton said that this was a proposal to extend the probationary period for untenured faculty to either five or six years. It comes recommended by APCC.

Dr. Auburn asked Council for permission for Dr. Don Gerlach to speak. Dr. Gerlach questioned the wisdom of allowing the option for colleges to choose the 5- or 6-year probationary period for tenure. Might not a question of equity within the university arise, and could then a faculty member, who is not given 6 years, file a suit against a college using the 5-year system? He asked whether this might be a question for which legal counsel should be sought and might not a member of council move to refer this for a legal opinion?

Dr. Auburn said that he had obtained a legal opinion, which was that the proposal might cause some difficulty; not particular legal difficulty, only procedural difficulty. The opinion of General Counsel was that there are different arrangements made with different faculty members about the schedule on which they are considered for tenure. These have to do with what their prior experiences. So already there are differences in the schedules on which people face the tenure decision.

President Elliott asked what the Red Book says on this particular issue. Dr. Auburn replied that their standards are that all must be done *within 7 years*. The AAUP standard has always been for a longer probationary period from The University of Akron's. But this document, in developing through committee, has left up to the colleges the decision as to what shall be the standard probationary period.

Dean Sylvester said that what was originally proposed was that the University of Akron move into the 21st century and adopt a longer probationary period. What has come forward is a proposal that allows the colleges to so choose. He supported it. He knew that Engineering would approve a longer probationary period to give the faculty more time to earn tenure. As he had explained in testimony before the subcommittee, the productivity of Engineering faculty at the beginning is highly non-linear. It takes them time to set up their laboratories. It takes time to establish a reputation with undergraduates. Therefore, the first 4 years are rather unproductive. On the other hand, towards the end of the probationary period, their productivity increases significantly. Giving them one more year will be a major, major plus for those faculty. That is why Engineering asked for this proposal.

The motion carried.

2. Sexual Harassment Policy

Dr. Auburn said that this was from the Faculty Well-Being Committee and was on the floor.

Dr. Holland offered some friendly amendments. On page 3, section D, Responsibility, have the first sentence read "All University persons have the responsibility" delete "not only" "to actively implement and oversee the sexual harassment policy" period; delete the rest of the sentence. So that it would read: "All University persons have a responsibility to actively implement and oversee the sexual harassment policy."

On page 5, number 3, section F, Resolution of a Complaint, the semicolon at the end should be a comma, "...for seeking sanctions against the offender, the Commission shall forward..." On the same page, number 4, there is some confusion of remedies and people and sanctions. He suggested that it would

read better if it read as follows: "Violators of this policy may incur a variety of sanctions which may include..." and the rest would stay the same. So change "violations" to "violators of this policy" and "may incur a variety of sanctions."

Dr. Auburn repeated number 4 for the body: "Violators of this policy may incur a variety of sanctions including referral for counseling, written or oral reprimands, suspension..." and so forth. Ms. Bucey accepted these changes for the committee.

Dr. Marquette said that it probably should read "will" if they are violators. A number of people suggested "shall." Ms. Bucey said "shall incur" was fine. Dr. Holland said the idea was there is a variety... Ms. Bucey said incur one or more; this will be worked out with the Reference committee.

Dr. Auburn requested permission to step out of the Chair again and read from a communique he had received from General Counsel. General Counsel says they have few problems with what they see right now with the law. But General Counsel ends the letter by saying:

This final draft of the policy was completed after extensive hearings and much hard work on the part of those who were directly involved in its drafting. Thus University Council should feel free, after due consideration, to approve the policy in principle subject to legal review only for the purpose of bringing it into compliance with state and federal mandates.

The motion carried as amended. (Appendix G)

ITEM NUMBER 8 - NEW BUSINESS

1. Formation of an Ad Hoc Committee re: Conflict of Interest and Commitment

Dr. Noble said that the University is required by the government to have a statement on conflict of interest. This is a very complex issue, and there is a very lengthy statement which covers a variety of actions by faculty members and outlines a number of actions that faculty members may take which would perhaps place them in positions of conflict with the university. Because this does not fall within the purview of a particular committee, the Executive committee is proposing that an ad hoc committee be established and the membership be selected by the chairman of a number of committees of Council: Faculty Rights & Responsibilities, Faculty Well-Being, Academic Policies, and Research (Faculty Projects) Committee, and that this committee look at the document and report back to the Faculty Senate in December of 1993.

Dr. Oller asked if the committee was aware that much of this work was already being done by a subcommittee of APCC. The subcommittee received the scientific misconduct policy back in January, the one that came down from the Governor two or three years ago. There is a subcommittee of two or three people from the Policy Subcommittee of APCC, working in conjunction with people from the Graduate Faculty, a committee of the Graduate Council, who is also concerned about various academic misconduct. This committee has already started on this. He suggested that if this body is going to create an ad hoc committee, people who are already involved should form the nucleus of that committee. Dr. Auburn said that since the body now had that recommendation, he was certain that is how the Executive Committee would act. So hearing no objections, the Executive Committee would name this subcommittee as an Ad Hoc Committee to report back to the Faculty Senate.

2. Part-Time Faculty and Shared Governance Council

Ms. Richards said that when the governance proposal was passed last month, there was no part-time faculty representation on the Shared Governance Council. She had discussed this with Dr. Marquette and he suggested that it might be an editorial problem because part-time faculty had originally been in the Shared Governance Council. She wanted to know if something could be done today, because if part-time faculty had representation, she had to call for elections for three people to the Shared Governance Council. Dr. Marquette said he would vote to reinstate. He thought Council could reinstate them as an editorial change.

Dr. Auburn asked the Parliamentarian for an interpretation. He reported that the document is not before the body and cannot be amended.

Dr. Bee said that if he understands the situation, an amendment is not under consideration. This is a correction of an error. If it is the correction of an error, it does not fall under the same restrictions for amending something previously adopted as would ordinarily apply. There would be greater latitude to proceed.

Dr. Auburn said that if there were no objections, the record would show that this body accepted this as a correction of an error to the shared governance document; the place of three part-time faculty representatives in the Shared Governance Council will be restored.

3. Computer Center Privileges of Retired Faculty

Ms. Bucey said that The Faculty Well-Being Committee recommends to University Council that the following be added to the Faculty Manual, section 3359-20-043, C, Benefits and Privileges of Retired and Emeritus Faculty, number 17: **Access to Computer Center and Information Services privileges normally provided to active faculty.**

Ms. Richards supported the motion because as a part-time faculty member, she knew how difficult it was to get something done and people do not believe you are a part-time faculty member. She thought that a professor emeritus who has more than worked for his time period should be able to use e-mail and computer resources.

Dr. Helmick said that number 13 in that same section contains "...includes computer services." This is in addition to any of those computer services in number 13, is that correct? Ms. Bucey replied in the affirmative. The committee thought that number 13 did not cover everything. The committee wanted to make sure that the Computer Center was listed and all other information services campus-wide. Dr. Helmick suggested that number 17 was a duplicate but declined to offer an amendment.

The motion carried.

4. University Libraries Committee Recommendations (4)

Dr. Monroe said that what the University Libraries Committee wants is for Council to urge the President and the committees working with her to seriously consider present library needs and upcoming concerns, especially with the Board of Regents' equipment grants that are being discussed at this point. OhioLINK will be online very shortly. This is a major change for the university. It will offer tremendous possibilities for information retrieval that have not been available in the past. It provides links not only to other state universities in Ohio but to the wider academic world. To really implement this effectively, he said that equipment money is needed. Better PCs are needed. Better equipment and peripheral devices and other elements are needed to go along with it. Secondly, there is a series of other equipment that is critical to the library: audio visual, microfilm, etc. The technology age is here and the Library needs to be a major part of the budget considerations for equipment at the University.

He said that the last two requests relate to personnel. The student assistant budget has been cut considerably in the last six years. He thought the student labor budget is a critical one for the Library because it can do a lot of things to help relieve the professional staff from their duties. The committee is arguing that the student assistant budget is a good place to put money in the Library.

Lastly, he said that the Library staff has also not had increases in numbers and has actually shown decreases in the past. The University of Akron is dead last in terms of staff, FTE per staff of the Library. The committee did a comparison with the other 7 state universities of similar size and the University does not come out very well at either the student labor listing in the top or on the Library Professional Staff at the bottom.

He said that perhaps he had glossed over recommendation number 2. That one relates to a need for a continuation in the amortization fund, a means to replace outdated and worn out equipment. There is a lot of equipment in the Library that cannot simply survive long periods of time. It has to be replaced. He thought that the library needs at least a \$50,000 fund to allow it to simply maintain the same level it is at as the University goes into the future.

He concluded that basically there are four requests. Their intent is to bring the issues to the President's attention and to urge careful consideration and funding for the Library as the budget is considered.

Dean Moore said that she was in favor of support of the Library but there were two concerns that she had about this particular recommendation. One, she was not certain what the total dollar amount is involved in the recommendation. And two, she would suggest that there are a number of academic units that are equipment intensive that probably need equipment just as badly as the Library does in order to continue functioning until 904 monies come around another two years from now. She was sure that each of those areas would be able to put forward a statement equally as eloquent as this if they had a committee that was assigned to work on their particular needs. So she wanted those two ideas considered by the body. That while the University Library does benefit everyone, there are some academic units that really do need some attention as well. And secondly, she was not clear on how much money is involved. She was hesitant to support something with an open ended dollar figure.

Dr. Monroe replied that the committee deliberately did not put a dollar figure in the recommendations. The committee is looking to the President to use her wisdom and judgement in that area. The committee is certainly aware that this is one area of equipment requests at the University and there are many more, and the Library is not asking for the whole pot. The committee just wants the President and her committees to consider the library requests.

Dr. Noble agreed with Dean Moore that many units on campus need additional funding and have equipment problems that are severe. But he observed that the Library is a unit which serves everyone. If the body supports a request to at least maintain, or much improve, the facilities of the Library, the greatest possible good will have been addressed. He also suggested that what this recommendation is a sense of this body. If the body supports this recommendation, it is saying that the Library is important, it ought to be given high priority, and it ought to be given one of the highest priorities on this campus. And that does not necessarily demand a dollar figure.

Dr. Buchthal thought there were a couple things that could be done. The body can receive this report and say, yes, it agrees that these are needs that should be brought forward and let people see them. Or the body could recommend this report as highest priority and say ERIP positions need to be transferred into the Library. He did not feel comfortable directing the President on how to reallocate positions on this campus. He was willing to support her receiving this report and referring it to the budget committee to allow them to look at it and make recommendations and allocate funds.

Dr. Bee pointed out that if the body follows Dr. Buchthal's first suggestion of receiving the report, absolutely no action is needed from this body.

Dean Moore suggested that the needs of the Library are such that it is entirely possible that all of the 904 monies might be needed the way this resolution is stated to meet the needs of the Library. Again, she was greatly concerned not knowing exactly how much money was being talked about and making that kind of blanket recommendation.

The motion failed (15-19). Dr. Auburn commented that it is understood that this is a document in which the President should pay some attention. And he wanted to assure Council as Provost that he would pay a lot of attention to it.

ITEM NUMBER 9 - GOOD OF THE ORDER

Dr. Ford informed Council that at the first meeting of the Faculty Senate in the Fall, she would make a motion to amend the language in the area under Diversity in the Governance Structure and Bylaws document. She said that the University is at a very historic moment and the Senate represents an expansion of democracy for faculty and faculty being empowered to have a greater hand in the governance of the institution. She believes that it is extremely critical at this point of expansion of majority rights that the interest of minorities be protected and expanded as well. This has to be accomplished so that the newly-established rights of the majority do not become a source of inequity for the minorities. This body has recognized and forcibly addressed this with part-time faculty as well as contract professionals. The rights of these minority groups have been upheld and protected as they should have been. However, this body has been less decisive relative to racial and cultural minorities. Some colleagues believe that this lack of strong protection represents a disregard of and insensitivity to their rights. She hoped that this was not the case. However, there has been a hesitancy within this body to protect racial and cultural minority groups in terms as strong as those afforded others.

She said that she had been at The University of Akron for six years now. Every year the same statements about valuing diversity arise. The same arguments about how the faculty address and deal with the issue of racial and cultural diversity come up. If diversity is sincerely valued by this body and this institution, then a more solid statement on diversity must be supported and incorporated in the governance structure. She said that the handout that was distributed has the following statement which she intends to introduce in the Fall: "The Senate shall appoint up to three additional members from racially and culturally under-represented groups from regular faculty to increase diversity."

Dr. Auburn read from the meeting's agenda: FINIS CORONAT OPUS, "THE END CROWNS THE WORK." This ancient and wonderful body has served The University of Akron well. To amplify what the President said, he thanked members of Council particularly for the work that they had been able to do with him. He wished members a good summer and hoped that all would get elected to the Faculty Senate.

ITEM NUMBER 10 - ADJOURNMENT - A motion to adjourn was made and seconded. Council voted its approval. The meeting was adjourned and University Council was dissolved at 5:05 p.m.

Respectfully Submitted,
David R. Brink
Secretary

Transcript prepared by Ms. Dana Zaratsian

APPENDIX A

Report of the Academic Policies, Curriculum, and Calendar Committee

Meeting of April 27, 1993

The Academic Policies, Curriculum, and Calendar Committee met on Tuesday April 27, 1993, at 3 p.m. in the Board of Trustees Room of Gardner Student Center. The following items were approved, and are recommended to University Council for approval:

1. Curriculum change, FA-93-1 (Master of Social Work degree program)
2. Alteration of the current curriculum change deadline as follows:

The October 1 deadline is regarded as the date by which processing and publication of curriculum changes in the General Bulletin can be guaranteed. Academic units may submit curriculum changes for consideration at any point during the year. However, publication in the appropriate University literature is not guaranteed for proposals submitted APPROVED after the October MARCH 1.

3. The proposed plan for implementation of the Conditional/Unconditional Admission Policy. (See Attached)

Note: Changes shown in the curriculum change deadline paragraph indicate the amendments approved at the May 6 University Council meeting.

**PROPOSED PLAN FOR IMPLEMENTATION OF
THE CONDITIONAL/UNCONDITIONAL ADMISSION POLICY**

**Submitted to the Academic Policies, Curriculum
and Calendar Committee,
March 19, 1993**

Revised April 22, 1993

**KEY POINTS IN REVIEW OF THE PROPOSAL FOR
IMPLEMENTATION OF NEW ADMISSION POLICY**

1. The attached proposal is divided into two main sections: 1) requirements and procedures for direct admission to the degree granting colleges and 2) procedures and supports for working with the conditionally admitted students.
2. The recommendations herein are the work of the following groups:

Deans' offices of all degree granting colleges
University College Dean's office
Three working committees representing all areas integrally involved in the operational aspects of the policy. (Membership list included in Attachment D)
3. The policy was passed by University Council with a fall, 1994 implementation date. Ohio law requires that any change in the admission policy of a state supported university that places conditions on a student's enrollment must be announced two years prior to its effective date. The passage of this in May 1992 allowed a fall, 1994 enactment date.
4. It is suggested that the committee and University Council review and confirm the section on direct admission first and then move on to the section on conditional procedures. This recommendation is based solely on the need for effective and timely communication with parents, students, and counselors. Those traditional new freshmen who will enter in fall, 1994 will begin applying in fall, 1993. Therefore, the finalization of the criteria for direct admission is vital to the communication which the Admissions Office will have with students beginning in the summer, 1993.
5. At this point counselors, parents, and students have received communication that described only the basic framework of the policy (Attachment E) as passed by University Council last spring.
6. The spirit and philosophy of the policy will be followed at Wayne College as on the Akron campus. Slight procedural differences will occur based on variations in personnel titles and structure.

**PROPOSED PLAN FOR IMPLEMENTATION OF
THE CONDITIONAL/UNCONDITIONAL ADMISSION POLICY**

**STANDARDS FOR DIRECT ADMISSION
TO DEGREE GRANTING COLLEGES**

**Submitted to the Academic Policies, Curriculum
and Calendar Committee,
March 19, 1993**

**Proposed Procedures for Direct Admission to the
Degree Granting Colleges**

- A. Students' credentials will be evaluated by the Admission staff according to the criteria set forth by each academic college or department to determine qualifications for direct admission.
- B. When questions or uncertainties arise about a particular student's situation, the Admissions staff will seek counsel from the department head or dean of the appropriate academic unit.
- C. Students directly admitted will attend one of the regular orientation sessions. At the point of advising, the student will be directed to a faculty adviser in the college/department.
- D. Students must then meet all additional requirements of the department or college such as meetings with faculty advisers, grade point average minimums, and curricular requirements.
- E. Directly admitted students who do not meet the standards required of continuing students within a particular unit, may transfer to University College or another of the degree granting colleges (if they meet that college's criteria for continuing students), or be subject to probation or dismissal as are all students.
- F. Table 1, 2, and 3 list the criteria as set forth by the departments/colleges.

Proposed Requirements for Direct Admission to Degree-Granting Colleges

College	Minimum Requirements
Arts & Sciences	<ul style="list-style-type: none"> ● 3.25 high school grade point average ● 24 ACT/1010 SAT ● upper 20% of high school graduating class ● core curriculum
Business Administration	<ul style="list-style-type: none"> ● 3.5 high school grade point average ● 25 ACT/1050 SAT ● upper 25% of high school graduating class ● core curriculum
Community & Technical	<ul style="list-style-type: none"> ● all students both conditional and unconditional will be admitted directly
Education	<ul style="list-style-type: none"> ● 3.5 high school grade point average ● 25 ACT/1050 SAT ● upper 20% of high school graduating class ● core curriculum
Engineering	<ul style="list-style-type: none"> ● 3.4 high school grade point average ● 24 ACT/1010 SAT Composite score ● 25 ACT/560 SAT Math score ● upper 25% of high school graduating class ● core curriculum, including: <ul style="list-style-type: none"> 4 units Math, including Trigonometry, with grade of B or above 1 unit Chemistry, with grade of B or above
Fine & Applied Arts	See Table 2 and Table 3 attached
Nursing	<ul style="list-style-type: none"> ● 3.5 high school grade point average ● 25 ACT/1050 SAT ● upper 10% of high school graduating class ● core curriculum, including: <ul style="list-style-type: none"> 4 units English 3 units Math, including Algebra and Geometry 3 units Science, including Biology and Chemistry 3 units Social Science
Wayne College	<ul style="list-style-type: none"> ● all students both conditional and unconditional will be directly admitted

Proposed Requirements for Direct Admission to the College of Fine and Applied Arts

School	Minimum Requirements
Art:	<ul style="list-style-type: none"> ● 3.3 high school grade point average ● 22 ACT/920 SAT ● upper 30% of high school graduating class ● core curriculum
Communication:	<ul style="list-style-type: none"> ● 3.4 high school grade point average ● 25 ACT/1050 SAT Composite score ● 27 ACT/600 SAT Verbal score ● upper 25% of high school graduating class ● core curriculum
Communicative Disorders:	<ul style="list-style-type: none"> ● 3.5 high school grade point average ● 25 ACT/1050 SAT ● upper 10% of high school graduating class ● core curriculum
Dance:	<ul style="list-style-type: none"> ● 3.0 high school grade point average ● 19 ACT/800 SAT ● upper 50% of high school graduating class ● core curriculum ● at point of audition, student must qualify for admission to Ballet Technique I or higher ● must continue in good standing and pass sophomore jury at end of sophomore year
Music:	No direct admission
Theatre Arts:	<ul style="list-style-type: none"> ● 2.5 high school grade point average ● 19 ACT/800 SAT ● upper 65% of high school graduating class ● core curriculum
Social Work:	No direct admission

**Proposed Requirements for
Direct Admission to the College of
Fine and Applied Arts**

School/Major	Minimum Requirements
Home Economics & Family Ecology:	See requirements below broken down by major
Family Development, Child Development, and Pre-K Certification	<ul style="list-style-type: none"> ● 3.0 high school grade point average ● 19 ACT/800 SAT ● upper 50% of high school graduating class ● core curriculum ● enroll in and complete 7400:147 during first year of coursework
Child Life	<ul style="list-style-type: none"> ● directly admitted as Child Development major ● as a junior must complete further evaluation based on interviews, interests, and grade point average
Clothing & Textiles, Fashion Retailing	<ul style="list-style-type: none"> ● 3.0 high school grade point average ● 19 ACT/800 SAT ● upper 50% of high school graduating class ● core curriculum ● enroll in and complete 7400:147 during first year of coursework
Interior Design	<ul style="list-style-type: none"> ● 3.0 high school grade point average ● 19 ACT/800 SAT ● upper 50% of high school graduating class ● core curriculum ● enroll in and complete 7400:147 during first year of coursework
Dietetics, Foods and Nutrition, and Food Science	<ul style="list-style-type: none"> ● 3.5 high school grade point average ● 20 ACT/840 SAT ● upper 25% of high school graduating class ● core curriculum ● enroll in and complete 7400:147 during first year of coursework ● Food Science students must take Chemistry I and II courses ● Didactic Dietetics students may be admitted directly to Dietetics; as juniors they must receive committee approval based on interviews
Home Economics Education, Vocational Home Economics Teacher Education	<ul style="list-style-type: none"> ● 3.0 high school grade point average ● 19 ACT/800 SAT ● upper 50% of high school graduating class ● core curriculum ● enroll in and complete 7400:147 during first year of coursework ● meet with Home Economics adviser during first semester on campus

**PROPOSED PLAN FOR IMPLEMENTATION OF
THE CONDITIONAL/UNCONDITIONAL ADMISSION POLICY**

**REQUIREMENTS/PRESCRIPTIVE ACTIVITIES FOR
CONDITIONALLY ADMITTED STUDENTS**

**Submitted to the Academic Policies, Curriculum
and Calendar Committee,
March 19, 1993**

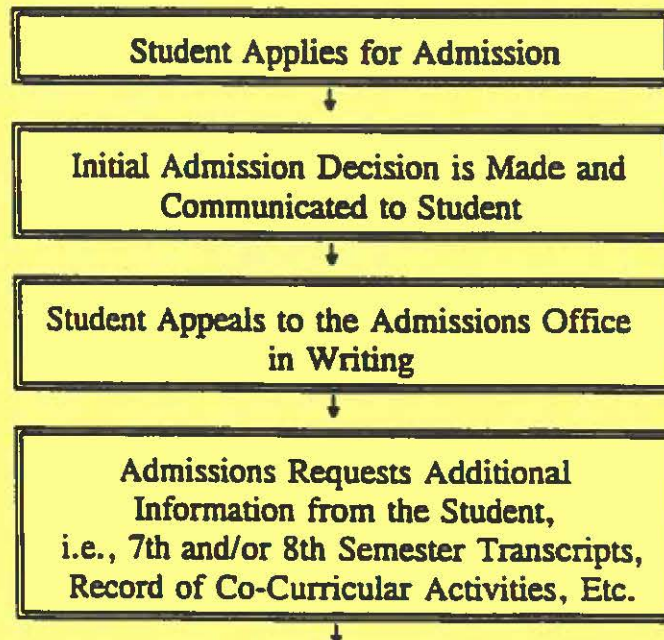
I. Unconditionally Admitted Students

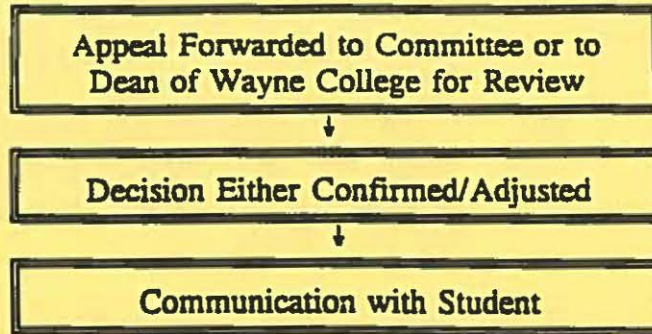
These students, once determined to be unconditional, will be admitted, advised and registered in a pattern consistent with current procedures on the Akron campus and at Wayne College.

II. Conditionally Admitted Students

A. Admission Decisions

1. The staff of the Admissions Office will review individually the files and credentials of all students who may be conditional. By applying the criteria approved by University Council, decisions will be made.
2. When there are questions or uncertainties about a particular student's situation the Admission staff will seek counsel from the Senior Coordinator of University College, Senior Coordinator of Student Support Functions and Director of Advisement Center, Dean of the Community and Technical College, and Deans of the degree granting colleges.
3. An appeal process will be established to accommodate a student who wishes to challenge a decision of conditional admission. It is suggested that the following series of steps be followed:





Representation on the appeals committee shall be comprised of representatives from Academic Advising, the Community and Technical College, University College, and an ad hoc non-voting member from Admissions.

B. Orientation and Testing

1. Once admitted, conditional students will be mainstreamed in the regular orientation process and program.
2. All students will be tested in English, Reading, and Mathematics according to established guidelines. Advisers will then determine appropriate course placement.

C. Advisement and Registration

1. During orientation, students will complete their initial advising appointment with an adviser in either the Advisement Center or in the Community and Technical College.
 - a. At this point students will receive a copy of the Agreement for Conditionally Admitted Students. (Attachment A)
 - b. Advisers will review the contract in detail describing the courses and activities required of the student.
2. All Conditionally admitted students will have mandatory progress checks with advisers as they proceed through the first semester and the first year.
 - a. These appointments will occur at regular pre-determined intervals.
 - b. In order to ensure that the students attend these meetings registration holds will be placed on the students' records

until the appointment occurs and the adviser removes the hold. Procedures may vary slightly in the Community and Technical College.

- c. These appointments will become one of the required assignments in a course or courses taken by all conditional students, i.e., University Orientation or College Reading and Study Skills.
 - d. Reminder notices and calls from academic advisers will remind students of the appointments.
3. Midterm grade reports will be produced for all conditionally admitted students in all courses.
 4. Students will be assigned to a specific adviser and will continue with that individual during the contract period unless there are extreme extenuating circumstances. This will avoid capricious and arbitrary requests for a change because the student dislikes the contract and sees a change in advisers as an opportunity to change the contract.

D. Course Requirements

1. All conditional students will be required to participate in some form of study skill instruction. Amounts and levels will vary to match the ability and background of each student. They may include but not be limited to:
 - a. College Reading and Study Skills (1020:062)
 - b. Adjunct courses to be developed and taken concurrent with a regular academic course.
 - c. Transition courses to be developed emphasizing the application of strategies to specific subject matter.
2. Based on placement testing students will be required to complete Developmental coursework in writing, reading, and mathematics.
3. Limits will be placed on the type and number of general studies courses in which conditional students enroll. Information will be sought from the departments and/or colleges about the appropriateness of certain courses for conditional students.
4. Students will not be permitted to register for independent study

courses as they require a high level of skill and time management proficiency.

5. Career Planning (5600:110) will be required of all undecided conditional students admitted on the main campus during their first 32 credit hours. In that students with disabilities will be in this population, instructors of the course should have some knowledge and training in occupational counseling. Undecided conditional students admitted to Wayne College will be placed at the discretion of the adviser into Career Planning or an appropriate alternative course.

E. Quality of Instruction

1. In order to be most effective in building the skills of conditional students, instructors of classes enrolling conditional students should be trained to have the sensitivity and skills that produce the best learning environment.
2. Training sessions should be provided for all full-time and part-time instructors as well as teaching assistants who are involved in teaching developmental courses, Career Planning, University Orientation, and the general studies courses in which conditionally admitted students would most typically be enrolled.
3. Content of the training should cover the teaching and learning strategies that directly involve the student and nurture a sense of accomplishment. Specifically included should be study skills, cultural differences, sensitivity, and knowledge and awareness of different learning styles.
4. Using the Special Topics number in Developmental Programs adjunct courses or workshops should be developed to cover:
 - a. Computer literacy both as a tool for learning and computerized testing.
 - b. Certain content areas of general studies coursework that would help the student make the transition from the theory of developmental coursework to the application necessary in regular academic courses.
 - c. Critical thinking, learning, and reasoning strategies.
 - d. Mathematics anxiety management and reduction.

F. Labs and Tutoring

1. Some conditional students will be required to attend the writing, reading, math, and study skills labs as part of their contract.
2. A computer lab, run by Developmental programs, will be added to help students prepare for computer testing and serve as a supplemental instruction lab to monitor student progress.
3. The peer tutoring program will be altered to include teaching assistants from the academic departments. With proper training the TAs could both tutor in their discipline and supervise undergraduate peer tutors.

G. Completion of Prescriptive Activities and Courses

1. The prescriptive requirements placed on each student must be completed by full-time students within one academic year and by part-time students within the first 32 hours completed. Exceptions to either period of completion may be made by the academic adviser if circumstances suggest that they are appropriate.
2. Prescriptions for part-time students will be planned according to the student's course-load and timed appropriately.
3. All prescriptive activities agreed to on the contract must be completed by the student and the student must achieve a grade point average consistent with the levels indicated as good standing, on the University College Academic Action Chart (Attachment B) or in the Community and Technical College Retention/Probation/Dismissal Policy (Attachment F). Discussions have been initiated to determine if the policy for good standing can be made consistent for University College and Community and Technical College students.
4. Decisions about the student continuing in good standing, continuing on probation, or being subject to dismissal will be made in counsel between the advisers and the Deans' offices in University College, the Community and Technical College, or Wayne College.
5. Students in good standing who have completed all prescriptive requirements will have conditional status removed from their record.

H. Computer Support

1. Adequate computer support is integral to the placement and monitoring of conditional students. The Computer Center is in the process of redesigning the Student Master File. Groundwork has been laid to incorporate the needs of the new admission policy into the redesign. It is expected that by fall 1993 the system will be working to assist with admitting new freshmen applying for fall 1994. It is further anticipated that the system will have additional features ready by spring 1994 that will aid in the advising and monitoring of conditionally admitted students.

I. Anticipated Resources

1. Attachment C is a copy of the list of needed resources which have been forwarded to Drs. Elliott and Auburn. This list is attached here for informational purposes. Additional resources will also be requested by the Community and Technical College.

AGREEMENT FOR CONDITIONALLY ADMITTED STUDENTS

June 10, 1993

Page 34

The main goal of your conditional admission status is to assist you to be successful with college level coursework at The University of Akron. Your adviser's role is to help you identify appropriate courses and activities that will enhance your academic success. The following agreement details the course selections and other conditions that are part of your admission status.

Name _____ S.S.# _____
(Last) (First) (M.I.)

Date _____ Term _____ Year _____ Major _____

REQUIRED STUDY SKILLS COMPONENT CHECKLIST

- 1020:060 College Reading I*
1020:062 College Reading & Study Skills*
1100:101 University Orientation
Other (i.e., workshops, adjunct courses, etc.) (Specify)

ADDITIONAL CONDITIONAL COURSES AND ACTIVITIES CHECKLIST

- COURSE ENROLLMENT: 1020:040 Basic Writing*, 1020:050 Basic Math I*, 1020:052 Basic Math II*, 1100:101 University Orientation, 5600:110 Career Planning, Other (Specify)
ADDITIONAL REQUIREMENTS: Workshops (Specify), Tutorial Assistance, Reading Lab, Writing Lab, Math Lab, Mandatory Progress Checks (Specify), Other (Specify)

* A minimum grade of "C" in this course is needed to enroll at the next level.

TERMS OF AGREEMENT

I have reviewed the above conditions as determined with my academic adviser. I understand that changes to the above need the approval of my adviser. I further understand that failure to complete these conditions could prohibit me from continuing with college level coursework at The University of Akron.

Student's Signature _____ Date _____
Adviser's Signature _____ Date _____

GOOD STANDING

00

PROBATION

75

Category IV
48+ Credits
Attempted
@ 2.00 gpa

50

Category III
32+ - 48.0 Crs.
Attempted
@ 1.75 gpa

25

Category II
16+ - 32.0 Crs.
Attempted
@ 1.50 gpa

Category I
6 - 16.0 Crs.
Attempted
@ 1.25 gpa

10

DISMISSAL

16

32

48

64

Attachment C**Resources Recommended to Implement the Conditional/Unconditional Admission Policy**

The following is a listing of the staffing and program needs necessary for effective implementation of the conditional/unconditional admission policy identified by area. These resources were recommended by the committees listed in Attachment D as part of their discussions on implementation.

Admissions

- * Two additional clerical staff are needed to cover increased workloads in data entry and credential review. The addition of core curriculum to the students' credentials means greatly increased data entry, credential checking, and filing for over 6,000 applications.
- * One additional admissions counselor is needed to assist with the review of files in making admission decisions appropriate for each individual student.
- * Computer equipment and furniture for these individuals is required.

Academic Advising

- * Two to four Academic Advisers are needed to accommodate the more intrusive interaction and counseling that the conditional students require. The exact number of advisers added can be determined by evaluation and determining the most appropriate advisee:adviser ratio. 350 to 1 is the nationally recommended average.
- * Sufficient funds are needed for the Office of Students with Disabilities to provide legally mandated services.

Developmental Programs

- * The vacant position of Coordinator of Reading and Study Skills Lab needs to be filled.
- * Additional faculty are needed to cover increased sections and lab offering.
- * Sufficient funding for the tutorial program to allow adequate staffing levels throughout the year.
- * The Computer Lab requires staff, hardware, and software.

- * One additional clerical person to assist with monitoring of students and program (position is presently unfilled).

Placement Testing

- * To better structure the placement testing procedures and services, a budget needs to be established specifically for this area.
- * The funding level must take into account the testing services required for fall, spring, and summer admits.

University Orientation Course

- * An adequate number of instructors must be provided to fill the increased demand on this course.

Community and Technical College

- * Needs also exist in the Community and Technical College for resources to provide service and support for both conditional and unconditional students. This is currently under review.

Compensation Issues

- * Part-time instructors should be compensated for attending training sessions.

**COMMUNITY AND TECHNICAL COLLEGE
REQUEST FOR ADDITIONAL SUPPORT**

In order to be able to coordinate and deliver the various intrusive advising activities which are detailed in Part II of the new admission policy under Conditionally Admitted Students, the Community and Technical College should be provided with appropriate funds to add sufficient advising and support staff to handle the increased workload.

At the present time, the Community and Technical College employs an advising staff consisting of one (1) full-time advising administrator and seven (7) faculty members who advise part time with release hours totalling 18 hours. (These release hours are the equivalent of 1½ full-time advisers.) With an approximate enrollment of 4,000 students, the ratio of advisers to students is approximately 1 to 1,600.

In order to deliver the intrusive advising suggested by the new admissions policy, that adviser-to-student ratio must be improved. Community and Technical College students should be entitled to receive the same kind of advising assistance as would be delivered in Academic Advising, where the adviser-to-student ratio is considerably better (approximately 1 to 450-500). The attached addendum demonstrates the administrative support given to Academic Advising in the past budget year of 1989-90. Since the Community and Technical College represents 15-20% of freshmen and new students coming to the university, funds for the C&T College should be appropriated to reflect that portion of the student body.

When conditional enrollment policies go into effect for the Fall 1994, the Community and Technical College must have additional advisers and support staff in place to deliver quality, consistent service to conditionally admitted students.

Additional advisers are needed to:

1. Review conditional prescriptive contracts in detail;
2. Conduct mandatory progress checks at regular, pre-determined intervals;
3. Send reminder notices and telephone students to keep them "on track";
4. Assist in providing instructions with training for sensitivity and skills that produce the best learning environment.

Additional support staff are needed to:

1. Arrange appointments for students who will be checking in with advisers for their mandatory progress checks;
2. Attend to the burden of increased paperwork generated by the conditional prescriptive contracts;
3. Prepare reminder notices and other materials and assist in making phone calls to students to remind them of their mandatory advising appointments.

At the present time, the advising office was already down-sized due to budgetary considerations. In order to deliver the intrusive advising suggested by the Prescription Activities Committee (mandatory checks at the 3rd, 6th, and 9th weeks of the term), we hereby request four (4) additional advisers or a combination of two (2) advisers and the equivalent of two (2) more advisers in part-time advising staff (faculty release time). This would substantially improve our adviser-to-student ratio from 1/1,600 to 1/615.

We also propose the addition of one (1) full-time clerical staff person and two (2) student assistants to assist with the increased activity in the Office of Advising Services. Furthermore, additional monies are needed to support staff and advisers with equipment, desks, supplies, etc.; for example, extra computers are needed so that advisers can consult computer screens for information on prescriptive contracts, assistance with registration, etc.

CONCLUSION

The Community and Technical College hopes to expand and strengthen its advising services once the move of the C&T College to the Polskys building is completed. The need to improve the front-door advisement of our freshmen students and to further develop retention strategies becomes more critical as we anticipate the increased advisement activity inherent in the new admissions policy. Our desire to ease the student's enrollment in C&T programs and to enrich the student's understanding of the value of the C&T experience with its significant link to The University of Akron can be achieved only when appropriate resources are allocated to support this endeavor.

Attachment D

Prescriptive Activities Committee

Jess Hays, Acting Assistant Dean
University College (Chair)
Julia Beyeler, Director
Learning Support Services, Wayne College
Dan Buie, Senior Coordinator,
Student Support Functions and Director of Advisement Center
Holly Clark, Assistant to the Dean
Advising Services - Community and Technical College
Diane Lazzerini, Academic Adviser
University College
Joe Migden, Academic Adviser
University College
John Owen, Senior Coordinator,
Admissions and Retention
Pam Rupert, Director
Developmental Programs
Charles Stephens, Director
Minority Retention
Diane Vukovich, Assistant Director
Developmental Programs

Admission Decisions Committee

Martha Booth, Senior Associate Director
Admissions (Chair)
Dan Buie, Senior Coordinator,
Student Support Functions and Director of Advisement Center
Carolyn Glover, Assistant Director
Admissions
Jess Hays, Acting Assistant Dean
University College
Virgil Starks, Athletic Academic Adviser
University College
Helene Thall, Assistant Dean
Wayne College
Connie Whitt, Assistant Director
Admissions

Student/Counselor Relations Committee

Kim Kuhajda, Associate Director,
Admissions (Chair)
Coleen Curry, Coordinator
Peer Counseling
Janice Eley, Associate Professor
Community and Technical College
Martina Ferraro, Assistant Director
Admissions
Minnie Pritchard, Associate Dean
Community and Technical College

THE UNIVERSITY OF AKRON

New Admission Policy

Effective Fall 1994

UNCONDITIONAL

Direct Admission to a Degree-Granting College:*

Criteria determined by colleges includes: high school grade average, test scores, class rank, and/or core curriculum.

Admission to University College, The Community & Technical College or Wayne College:

Below requirements of direct admission but above standards for conditional admission: Unconditionally admitted students who are undecided on a major will be admitted to University College.

CONDITIONAL

Admission to University College, The Community & Technical College, or Wayne College:

**< 2.3 and < 16 ACT/650 SAT
with or without core curriculum**

OR

**< 2.8 and < 19 ACT/800 SAT
without core curriculum**

* The University of Akron has eight degree-granting colleges which include: The Buchtel College of Arts and Sciences, College of Business Administration, College of Education, College of Engineering, College of Fine and Applied Arts, College of Nursing, the Community & Technical College, and Wayne College.

THE UNIVERSITY OF AKRON
COMMUNITY AND TECHNICAL COLLEGE**RETENTION/PROBATION/DISMISSAL POLICY**

The Community and Technical College concerns itself with the academic performance of its students and makes efforts to increase retention and enhance grade performance before grade deterioration causes the student's dismissal from the College. After each term, the records of all students having greater than a 5.0 quality point deficiency are individually reviewed in the dean's office. The following categories, conditions, and procedures shall prevail:

WARNING STATUS ("W")

A warning letter is sent to all students who have incurred a quality point deficiency of between 5.0 and 9.99. These students are strongly urged to consult with an academic adviser in the dean's office to discuss the ramifications of their academic performance, as well as alternative actions to reverse future grade deterioration. These students shall also be advised of the college's dismissal/probation policies. (Additionally, these students are encouraged, but not required, to reduce their course load until they have raised their GPA to 2.0.)

RESTRICTED ENROLLMENT STATUS ("RES")

A Restricted Enrollment Status letter is sent to all students who have incurred a quality point deficiency of 10.0 or greater. These students shall be (1) warned that further deterioration in their grade point average could result in dismissal action, and (2) they shall be required to restrict their course loads to a maximum of 12 credit hours. A probation agreement form is included with the letter, which the student is required to sign and return to the dean's office. These students are strongly urged (but not required) to meet with an academic adviser to discuss ways in which academic performance can be improved.

DISMISSAL STATUS

A dismissal letter is sent to all students with previous probation status when subsequent academic performance does not improve. The letter states that the student may discuss reinstatement with an academic adviser; however, reinstatement can occur only where extenuating circumstances have inhibited the student's performance and the adviser has sufficient justifications for reinstatement. Students dismissed by the Community and Technical College are not eligible to enroll for credit courses at The University of Akron until readmission has been approved. Credits earned at another college or university while the student is under dismissal status are NOT transferable back to The University of Akron.

APPEAL

A student may appeal an adviser's decision regarding reinstatement by writing a letter to the Assistant to the Dean of the College.

READMISSION

A student who has been dismissed may later be readmitted to the Community and Technical College by writing a letter to the Assistant to the Dean of the College. The student shall then be placed on academic probation with restricted enrollment status. A probation agreement, stating the conditions of the reinstatement, must be signed upon re-enrollment in the College.

1. A student dismissed once must remain away from the college for two academic semesters (the summer term is included as a semester and shall be defined as two complete summer sessions).

Fall Term Dismissals - Eligible to return the following fall term.

Spring Term Dismissals - Eligible to return the following spring term.

There shall be no summer term dismissals. However, all students having a 5.0 or greater quality point deficiency shall be sent a special warning letter advising them of subsequent academic action if grade performance is not improved.

2. A student dismissed twice must remain away from the college three calendar years. (In this way, these students may petition for academic reassessment if GPA improves greatly.)
3. A student dismissed more than twice is seldom reinstated and then only after many years away from the college.

University of Akron Department Level Summary of Current Major HSGPA and ACT Scores with Proposed College Direct Admission Guidelines

College	Department	Majors	Degrees 1991-92	Actual HSGPA	Proposed HSGPA	Percent Increase	Actual ACT	Proposed ACT	Percent Increase
A&S	Physics	75	11	3.21	3.25	1.25%	25.50	24	-5.88%
ENG	Chemical	323	37	3.39	3.40	0.29%	24.86	24	-3.46%
ENG	Biomedical	51	7	3.24	3.40	4.94%	24.50	24	-2.04%
A&S	Chemistry	209	32	3.29	3.25	-1.22%	23.77	24	0.97%
ENG	Electrical	669	86	3.20	3.40	6.25%	23.55	24	1.91%
A&S	Classics	6	2	2.76	3.25	17.75%	23.33	24	2.87%
ENG	Mechanical	792	125	3.16	3.40	7.59%	23.24	24	3.27%
ENG	Civil	286	43	3.05	3.40	11.48%	22.08	24	8.70%
A&S	Mathematics	701	76	3.02	3.25	7.62%	22.07	24	8.74%
A&S	Political Science-PPM	28	5	2.97	3.25	9.43%	21.88	24	9.69%
A&S	English	315	61	2.80	3.25	16.07%	21.82	24	9.99%
A&S	Economics	102	22	2.78	3.25	16.91%	21.56	24	11.32%
A&S	Philosophy	22	1	2.40	3.25	35.42%	21.56	24	11.32%
A&S	Geology	77	8	2.78	3.25	16.91%	21.42	24	12.04%
A&S	Biology	827	115	2.96	3.25	9.80%	21.27	24	12.83%
A&S	History	179	42	2.65	3.25	22.64%	21.12	24	13.64%
A&S	Political Science-BA	424	31	2.77	3.25	17.33%	20.42	24	17.53%
A&S	Modern Languages	72	14	3.09	3.25	5.18%	20.42	24	17.53%
FAA	Music	513	64	2.82	NDA		20.30	NDA	
BUS	Accounting	1601	234	2.93	3.50	19.45%	19.90	25	25.63%
A&S	Geo&Plan	82	18	2.74	3.25	18.61%	19.83	24	21.03%
BUS	Finance	607	181	2.82	3.50	24.11%	19.79	25	26.30%
EDU	Secondary	1006	214	2.84	3.50	23.24%	19.59	25	27.60%
A&S	Psychology	813	134	2.69	3.25	20.82%	19.28	24	24.48%
UNIVERSITY AVERAGE							19.11		
FAA	Theater	145	24	2.52	2.50	-0.79%	19.10	19	-0.52%
FAA	Dance	75	10	2.78	3.00	7.91%	19.02	19	-0.11%
C&T	Engineer	993	221	2.64	AA		18.97	AA	
FAA	Art	492	66	2.63	3.30	25.48%	18.93	22	16.22%
BUS	Management	1000	191	2.72	3.50	28.68%	18.89	25	32.35%
BUS	Marketing	925	242	2.69	3.50	30.11%	18.79	25	33.05%
A&S	Sociology	275	38	2.62	3.25	24.05%	18.32	24	31.00%
NUR	Nurse - Instruct	1474	196	2.77	3.50	26.35%	18.09	25	38.20%
EDU	Educ Admin	285	51	2.73	3.50	28.21%	18.00	25	38.89%
FAA	Comm Disorder	177	47	2.79	3.50	25.45%	17.94	25	39.35%
A&S	Political Science-CJ	433	43	2.44	3.25	33.20%	17.94	24	33.78%
FAA	Communication	865	172	2.52	3.40	34.92%	17.90	25	39.66%
EDU	Couns&Spec	550	101	2.69	3.50	30.11%	17.80	25	40.45%
EDU	Physical	391	65	2.55	3.50	37.25%	17.68	25	41.40%
EDU	Elementary	1521	274	2.75	3.50	27.27%	17.62	25	41.88%
FAA	Home Economics	631	105	2.63	3.00	14.07%	17.06	19	11.37%
C&T	Allied Health	384	43	2.50	AA		16.57	AA	
C&T	Business	1481	311	2.45	AA		16.00	AA	
C&T	Public	842	203	2.27	AA		15.67	AA	
C&T	Associate	179	25	2.48	AA		15.31	AA	
FAA	Social Work	322	59	2.45	NDA		15.23	NDA	

Departments Ranked by Current ACT Score

NDA = No Direct Admission, AA = Admit Anyone

APPENDIX C

Report of the Campus Facilities Planning Committee

REPORT OF THE MEETING OF APRIL 14, 1993

OLD BUSINESS:

Buckingham Building

Assignment of the building to the Black Cultural Center is complete. A final plan for use is to be presented by Mrs. Janet Purnell.

Temporary Assignments in Leigh Hall

Dr. David Buchthal, Dr. Dawn Trouard, and Mr. David Jamison spoke on the issue of relocation of academic units into Leigh Hall. Dr. Thomas Vukovich moved and Dr. Tomisita Chandler seconded that three interdisciplinary programs (Peace Studies, Women's Studies, and Afro-American Studies), Faculty ER&D, and some graduate assistants in mathematics be relocated on a temporary basis to Leigh Hall. The motion passed unanimously.

Part-Time Office Space

The committee considered requests from World Civilizations/Western Cultural Traditions for office space for part-time faculty and graduate assistants. Dr. Robert Holland moved and Dr. Janne Dunham-Taylor seconded a motion to make temporary office space assignments to World Civilizations/Western Cultural Traditions in Leigh Hall. The motion passed unanimously. The committee directed Mr. Phil Bartlett and Mr. Jamison to bring back a plan for temporary office assignments in both World Civilizations/Western Cultural Traditions and Mathematics.

Honors Program

Dr. Holland distributed a letter responding to the committee's request at its March 31 meeting that he review the impact of his proposal on classrooms in Gallucci Hall. He reviewed the present and proposed uses of Gallucci Hall #100, #154, #261, #280A, and #282. The Registrar has no objection to the proposed use of these rooms. A motion was made by Dr. Holland and seconded by Dr. Allen Noble to approve the plan for the relocation of the Honors Program to Gallucci Hall. The motion passed.

Old University Mailroom

Mr. Herbert and Mr. Ryan presented a proposal for conversion of the old University mailroom into a combined computer store and duplicating center. It was understood that Plant Funds would not be used for this renovation. A motion was made by Dr. Holland and seconded by Dr. Kenneth Dunning for the creation of a computer store in the front half of the building. The motion passed. The committee will entertain a proposal from Mr. Ryan for relocation of the large duplicating unit into the other part of the old mailroom.

English Department/English Language Institute

The committee requested that Dr. Eric Birdsall be invited to attend the April 28 meeting to discuss the proposal to make Olin Hall #369 and #372 into computer-assisted instructional areas. The committee would plan to take action at that meeting.

NEW BUSINESS

Space-Budget Relationship

the committee urged that consideration of preventative maintenance and rehabilitation of campus buildings be a priority in annual budget deliberations.

REPORT OF THE MEETING OF APRIL 28, 1993

OLD BUSINESS

English Department/English Language Institute

Dr. Birdsall, Head, Department of English, and Dr. Kenneth Pakenham, Director of the English Language Institute, presented to the committee their plans for a Computer-Assisted Writing and Language Learning Environment. A formal request has been made that Olin Hall #369 and #372 be made into computer-assisted instructional areas. Plans were presented to the committee. Room #369 would become the English Writing Lab and room #372 would become the computer instruction area for the English Language Institute. Professor Rose Kleidon moved for the approval of the proposal. The motion was seconded by Dr. Chandler. The motion passed.

Temporary Assignments in Leigh Hall

Dr. Bryant and Dr. Leonard are to look at the #209 complex and if they approve, space is recommended to be assigned. Mathematical Sciences is to occupy the #309 and #409 complexes. Dr. Lathardus Goggins is to be given office space in the Interdisciplinary Programs area. The committee, by consensus, supported these assignments.

Simmons Hall

Formal requests for additional space in Simmons Hall have been received from the Department of Psychology, Institute for Life-Space Development and Gerontology, and the Counseling and Testing Center. The Career Center also needs additional space.

The committee reviewed future available space with the move of the Psychology Archives and Public Services Technology to the Polsky Building. In addition, the area used by Mathematical Sciences will become available. A motion was made by Dr. Kenneth Dunning that 1) the four units meet to coordinate space assignments, 2) request that a formal assignment be made to each available room in Simmons, and 3) the committee supports the principle that any future space in Simmons, as it becomes available, be assigned to those units already housed in the building. The motion was seconded by Dr. Vukovich. The motion passed.

NEW BUSINESS

Committee Meetings During Summer

As was true last year, the committee will meet monthly during the summer term.

APPENDIX D

Report of the University Libraries Committee

Critical needs for the University Libraries fall into two general categories: a) technical equipment and operations, and b) professional staff and student assistants. This report addresses the current status of library needs in these areas and documents the necessity of budgetary considerations in both areas.

Technical Equipment and Operations

Current and future methods to deliver information and services within the University Library system are becoming increasingly dependent on technology. Because of greater demands for materials and rising publication costs, libraries cannot purchase and maintain all the printed material that a diverse University community requires to support teaching, research, and public service. To meet the information needs of its users for books, serials, and other printed materials, libraries are turning to alternative, electronic means to acquire a portion of the needed information. Unfortunately, the cost to setup and maintain electronic retrieval systems adds a further financial strain on limited library budgets.

This issue may be most clearly seen in the new OhioLINK system currently being implemented in Ohio universities. Online catalogs for each participating university as well as various databases can be electronically accessed by anyone connected to the system across the state. However, without suitable terminals to connect users to the system and peripheral devices to allow information to be printed or down loaded, OhioLINK capabilities cannot be realized. Cost to provide OhioLINK equipment and support services for circulation, reference, and the Science and Technology Library is over \$50,000.

In addition to OhioLINK, libraries are becoming increasingly dependent on technology in many other service areas. For example, one of the most efficient means to maintain and disseminate large databases is through CD ROM technology. A CD ROM tower (about \$20,000) is needed to provide network access to additional online data sets. Use to microfilm and audio-visual materials also require more sophisticated equipment than in the past. Microfilm reader/printers cost over \$8000 and a standard microfilm reader is over \$1500. Video units (TV and VCR) cost up to \$2,000 each. The bottom line: libraries are now technology dependent and will be increasing their commitment to technologically based information retrieval and display in the future.

To meet these changing technological needs in an automated environment, the University Libraries must have specific budgetary appropriations for technology. Information delivery systems are becoming more dependent on electronic equipment and these needs will continue to expand in the future. Some shifting can occur within the University Libraries budget to address these needs. However, the overall size of the library budget is inadequate to make real progress in areas of new technology without a specific line for new capital equipment funding.

The University Libraries need a continuing capital equipment fund to upgrade technical capabilities and maintain services. Equipment and related software must be replaced as it wears out or as the need for new capabilities is required. Critical library equipment includes such items as overhead projectors, video cassette recorders, camcorders, microform readers/printers, microcomputers, terminals, central processing units, CD-ROM readers, and various other technical devices. Specific funding, viewed as an amortization account, needs to be set aside to allow the University Libraries to create an orderly plan of equipment replacement.

A more immediate need concerns funding to furnish screens, overhead projectors, TV monitors and VCRs, and other necessary equipment for audio-visual needs in new classrooms created by the move to Polskys. This additional cost is not found in the current University budget for 1993-94 when the classrooms come online. Such large (one-time) funding (estimated to be about \$28,000), cannot be absorbed within the University Libraries' budget.

Professional Staff and Student Assistants

A serious staffing situation exists in both professional personnel and student assistants at the University Libraries. Over the past six years (1986-87 to 1991-92), library circulation has increased over 40 percent and interlibrary loan borrowing has risen over 20 percent (see Appendix A). Over a similar period, the size of the professional library staff has not grown, and student assistant funds for the library have dropped significantly. From a peak in 1989-90, of \$370,012, only \$267,500 of student labor money was allocated to the library in 1992-93. Because minimum wage rates have increased during this period, the number of hours students have worked in the libraries has shown an even greater decline (See Appendix A). Moreover, the student labor situation has been further hindered by extreme cuts in work-study funding during the recent past.

Staffing needs at the library have suffered at the expense of needed increases in the materials budget. While the cost of materials has risen over 43 percent from 1986-87 to 1991-92, the overall library budget has only increased two percent (see Appendix A).

Comparison of library staffing levels at The University of Akron with seven similarly-sized state universities (excluding Ohio State, Cincinnati, Youngstown, and Central) shows our poor ranking (see Appendix B). We are positioned next to last on students assistants (hours per FTE) and last in professional staff (FTE per staff). The cutback in student assistant hours has meant that many tasks must remain undone. Also, many lower level tasks (shelving and checking out books) are being handled by professional staff, further reducing their capabilities to provide needed library services to students and faculty.

The problem of library staffing is extreme and could get worse. With the implementation of OhioLINK at Akron during the summer and fall, the demand for education and assistance in various aspects of the new system will increase. Interlibrary loan requests will likely increase as local material collections continue to grow slowly and knowledge and availability of statewide collections improve. OhioLINK is expected to place significant additional demands on both professional and student staffing.

Recommendations

The University Library Committee recommends that University Council:

1. Request a level of funding from the Ohio Board of Regents Instructional Equipment (904) Grants that is adequate to meet the immediate needs of the University Libraries. Because of the forthcoming implementation of OhioLINK with its major commitment to electronic information retrieval, the level of funding needed will be significantly larger than that given in previous years. This funding would provide necessary electronic equipment (and system supports) to allow effective implementation of OhioLINK, continued development of other service areas (audio-visual, microfilms, etc), and adequate A-V equipment for classrooms created by the Polsky's expansion.
2. Request at least \$50,000 per year in additional money for the University Libraries to be used as an amortization fund. This on-going funding would be a long-term University commitment to maintain library services and replace outdated and worn out equipment.
3. Request that the student assistant budget for the University Libraries be returned to its 1989-90 level.
4. Request that the number of library staff be increased to a level that allows Akron to compare more favorably with other state universities in FTE per staff (see Appendix B).

The University Libraries Committee feels this increased funding is appropriate because the Libraries provide critical services to all segments of the University community.

LIBRARY BUDGETS (UNIVERSITY OF AKRON)

	1986-87	1991-92	Change
Materials	\$1,380,222	\$1,976,102	43.1%*
Salaries & Fringes	2,101,616	1,815,015	-13.6%
Other	1,016,022	805,432	-20.7%
Total	4,496,860	4,596,549	2.2%

LIBRARY USAGE (UNIVERSITY OF AKRON)

	1986-87	1991-92	Change
Circulation	200,306	300,466	50.0%
Interlibrary loan			
Loaned	18,214**	13,009	-28.5%
Borrowed	9,368	11,625	24.1%

WAGES FOR LIBRARY STUDENT ASSISTANTS (UNIVERSITY OF AKRON)

	1986-87	1992-93	Change
Total Wages	\$278,208	\$267,500	-3.8%
Total Hours***	81,000	55,000	-32%

LIBRARY STAFF (UNIVERSITY OF AKRON)

	1986-87	1991-92	Change
Professionals	26	26	0.0%
Support staff	45	42	-6.7%
Total	71	68	-4.2%

* This increase in material costs does not cover the inflation rate of publications, therefore "real cuts" in the materials budget actually occurred.

** This figure is not representative of interlibrary loan numbers for the adjacent years, which fluctuated between 10,000 and 12,000 items.

*** Approximate

COMPARATIVE LIBRARY STUDENT ASSISTANT DATA, 1990-91

University	Hours	Wages	FTE	Hrs/FTE
Bowling Green	112,885	441,507	16,329	6.9
Kent State	136,138	296,241	19,689	6.9
Ohio	110,709	262,634	18,497	6.0
Miami	72,505	326,272	15,674	4.6
Toledo	73,538	245,745	18,851	3.9
Akron	71,281	365,800	19,855	3.6
Wright State	42,287	95,518	12,181	3.5
Cleveland State	n.a.	n.a.	13,224	n.a.

(Source: Ohio State Library Statistics, 1992.)

COMPARATIVE LIBRARY STAFF DATA, 1990-91

University	Professionals	Support	Total	FTE	FTE/Staff
Kent State	39.5	93.7	133.2	19,689	147.8
Bowling Green	49	52.5	101.5	16,329	160.9
Miami	32	52	84	15,674	186.6
Ohio	36	60	96	18,497	192.7
Wright State	26.5	34.2	60.7	12,181	200.6
Toledo	32.5	50.6	83.1	18,851	226.8
Cleveland State	25	33	58	13,224	228.0
Akron	32.5	44	76.5	19,855	259.5

(Source: Academic Library Statistics, 1992.)

APPENDIX E

Report of the Research (Faculty Projects) Committee

MEETING OF APRIL 12, 1993

A meeting of the Research (Faculty Projects) Committee was held on Monday, April 12, 1993 at 9 a.m. in the McColleston Room of Buchtel Hall. Members present were Dr. Eric Birdsall, Mr. Andrew Borowiec, Dr. Dolores Bower, Dr. Diana Chlabek, Dr. Jeffrey Dits, Dr. Clayton Fant, Dr. Thein Kyu, Dr. Doris McLittle-Marino, Dr. Mostafa Sarhan, Dr. Daniel Sheffer, Mrs. Charmaine Streharsky, Dr. Diane Vukovich, Dr. Adele Webb, and Dean Del Williams. Members absent were Dr. Shelley Baranowski, Dr. Dale Borowiak, Ms. Margaret Carlson, Dean Patricia Carrell, Dr. Roger Durbin, Mrs. Eleanor Klosterman, Dr. Peter Leahy, Dr. Martha Layden, Dr. Robert Liang, and Dr. Ernst vonMeerwall.

The meeting began at 9:03 a.m. There was some discussion before the meeting regarding money left over in the Research (Faculty Projects) Committee. It was suggested to either fund three more summer fellowships or allow the money to be carried over into next year. Dr. Sheffer left the room to seek the Provost's advice. The Provost responded that the committee could carry the money over and that the money would not be lost.

The committee proceeded to the business of summarizing the 1992-93 activities and recommended changes for 1993-94.

Approximately \$18,000 is left in the Research (Faculty Projects) general fund account. Dr. Sheffer mentioned that most of the money was money unspent from faculty research grants for 1991/92.

Dr. Sheffer initiated a discussion of the need to raise the hourly rate for student assistants. The current rate for those with special skills is \$4.75. Dr. Kyu made a motion to raise the rate to up to \$10.00 an hour depending upon skill level. All were in favor.

Discussion then began on the topic of eligibility for funding. Printed in the guidelines last year it states, "Except in extra ordinary cases, those who have received funding from this committee since September 1990 will not be considered for funding this year." The committee had said that this statement excluded junior faculty. The question now considered was how to determine junior faculty and senior faculty status. Mr. Andrew Borowiec stated that the committee needs to define this both in terms of tenure and rank. Dr. Sheffer suggested including years of service at The University of Akron. Dr. Sarhan suggested inclusion of the number of years post-doctorate. Dr. Fant made a motion of limiting multiple fundings to untenured, associate or assistant professors, within five years of arriving here on campus. These will be eligible to apply every year. The motion passed unanimously.

Mr. Andrew Borowiec then raised a concern regarding a review of summer fellowship accomplishments, and whether a mechanism exists that this committee can use to make sure that someone did what they actually proposed. A reporting mechanism is in place but not used by the presenter when reviewing new applications.

Dr. Sheffer stated that on the score sheet it states whether or not that person has been funded before, and if their report has been received. Dr. Sheffer mentioned that he does not recall any primary reviewer requesting to see a final report but these will be made available.

Dr. Doris McLittle-Marino suggested that we could ask for the final report and any publications that have been generated as a result of our funding. Dr. Sheffer answered that we do ask for that information but it is not circulated. If any primary reviewer or committee member has a concern when a name comes up and would like to see their previous report, a copy could be requested from the FRG secretary.

Mrs. Streharsky stated that the fellowships are tricky and were designed very carefully. Even though the Controller's Office takes withholding taxes, these were designed so that if a faculty member was so inclined by the guidelines and by the lack of insistence of a final report, that they meet the IRS criteria for a tax-free fellowship. We need to walk very softly in demanding anything for the fellowships (not the grant portion). It finally was decided that we could ask for a final report with no harsh deadline.

Dean Williams suggested that investigators be given 12 months to send in their final report(s). When the faculty receives the award, they are sent a copy of the final report form example along with their award notice. If after one year the report is not received, they are reminded that the report needs to be submitted and a second copy of the final report form is sent.

Mrs. Streharsky asked the committee if the final reports should be circulated to the committee or to the primary reviewers when they come back for funding. Dr. Fant suggested that a subcommittee be formed to monitor these reports. Mr. Borowiec stated that that would be a lot of work for something that might not be the case.

Dr. Sheffer asked the committee if they would like to see any previous reports that have been sent in for previous fundings. A motion was made that the primary reviewer, or any committee member requesting, receive the two most recent reports. The committee agreed.

Dr. Sheffer closed the meeting by thanking everyone for their participation and hard work this year. The meeting was adjourned at 9:35 a.m.

APPENDIX F

Report of the Akron Representative to the Faculty Advisory Committee to the Ohio Board of Regents

The FAC Committee met in Columbus on Tuesday, May 4, 1993. We were provided time for dialogue with William J. Napier, Vice Chancellor for External Affairs; Chancellor Elaine Hairston herself; and Rich Petrick, who is in charge of information systems at the Ohio Board of Regents. They distributed several handouts, which were discussed off and on by all three speakers for much of the day. I'll try to summarize for you the gist of each topic discussed.

Napier praised the formation of the Trustees' Organization, as he distributed a list of the members appointed by the chairman of each local Board of Trustees. On this I noted that Akron's is Rainy Stitzlein with Benjamin A. Ammons as alternate. This organization is expected to lobby the legislature on behalf of higher education.

Much time was spent on the current state of the budget process. Napier pointed out how unusual it is that the House added nothing to the tuition subsidy, keeping it flat with the executive proposal of the Governor. He said that apparently, the House erred to the tune of \$300 million by underestimating the expenses for welfare/medicare. Also, the soft drink tax revenues are not coming. So the Senate has work to do.

Another committee was at work as we met, studying performance expectations for the 2-year institutions, ultimately the subsidy will be tied to achieving these performance goals.

The Chancellor made it clear that Ohio can't afford any more 4-year co-located campuses. She said, "OBR won't allow technical colleges to become community colleges and community colleges to become part of a state university." But she did see as sensible what she called "floating M.A. Programs," which would drift to areas when demand had built up, take care of it, and drift to the next area. Also, some graduates of 2-year institutions will go to private colleges for their last two years of the baccalaureate.

The amendment on teaching loads has been coming for a long time, in fact, since the days of Chancellor William Coulter. We were handed Vernon Riffe's letter of March 1 to the Chancellor, which made it clear that increased faculty workload would be tied to the budget bill. We talked about the vague, current language in our "Attachment B," and tried to pin people down on how it might be applied. There, Section 83.14 now says: "a minimum of 10 percent average increase in actual undergraduate classroom teaching time by full-time faculty" is to be achieved "no later than fall term, 1994." In response to questions from the 2-year institutions, it seemed that contemporary thinking is that they won't necessarily have to increase their teaching loads, thereby implying that graduate institutions like Akron are likely to have to do twice 10 percent in order to achieve an average of 10 percent statewide. When we further pursued how this might work internally within any particular institution, we received agreement that since logically, funded research would not be cut, unfunded research would have to suffer doubly so, again in order to maintain a mandated "average of 10 percent." While the Chancellor danced around the issue, the other speakers were less circumspect. However, Napier cautioned not to try to implement this rise in undergraduate teaching workload yet because two versions of the wording are circulating. In any case, the Chancellor will have to report our progress to the legislature in two years when she tries to get more money for the next biennium.

My own skepticism about the impossibility of enforcement of such an increase got a jolt when, in the late afternoon, Petrick explained to us that the new OBR computer (the CIS System funded under the Articulation and Transfer Line Item) will, besides tracking students statewide, be able to track every individual faculty member in Ohio's classes on the 14th day as well as at the end of the semester to see how many of our students are undergraduate, how well we retain our students and what grades they are assigned!

When quizzed about how OBR will maintain confidentiality, we were told that while each faculty member will be tracked by social security number, we will also be given a "dummy number." You can imagine the degree of merriment this remark struck in the minds of those present. Consequently, "1984" will be achieved in 1994 for us faculty dummies from the "Articulation Line Item" technology! Columbus has already thought out how it will track our compliance with future legislative mandates. The student tracking portion will begin to be tested in pilot runs this summer at volunteer institutions (Wright State, Sinclair, Dayton, and Franklin), and the whole information system will be running in Fall 1995. Illinois, Wisconsin, Florida, and Texas have such systems. Each campus has a Uniform Information System Liaison Officer whose name has been sent to Columbus who will be the institutional librarian for the project. These officers will receive literature in about two weeks.

Another part of the budget bill with teeth in it was seen on our "Attachment A." In language giving the OBR the right to recommend discontinuance of courses that are duplicative, it says that OBR may exclude students in such courses or programs from calculations of instructional subsidies if it has recommended their elimination.

The next FAC meeting will be June 30. The head of STRS has been invited. We asked to be able to discuss "Functional Mission Statements," the subject of another handout we were given that wasn't discussed. I solicited more returns of information on the use of part-time faculty in Fall 1992, for my in-progress comparison with Fall 1990.

As you can see, although we were given box lunches, the sombre substance of the meeting made the future of higher education in Ohio appear to be no picnic.

APPENDIX G

Sexual Harassment Policy

(As Approved at University Council Meeting of May 6, 1993)

A) Statement of Policy

The University of Akron reaffirms its commitment to an academic, work, and study environment free of inappropriate and disrespectful conduct and communication in any form. All students, faculty, and staff shall be protected under the guidelines of this policy.

A copy of this policy shall be incorporated into all employee handbooks. It shall also be included in student orientation materials, including those distributed to students in professional schools. It should also be published in scheduling materials each semester. Copies of this policy shall be available at appropriate University offices as specified by the Vice President for Administrative Support Services.

B) Definitions

Sexual harassment is a violation of both state and federal laws and policies of The University of Akron. Such conduct is defined as the exercise or attempt to exercise the authority and power of one's position to control, influence, or affect the employment or academic status of another employee, student, or prospective employee, by the means of unwelcome sexual behavior which is personally offensive, creates a hostile environment, interferes with the work or academic productivity of another person, or otherwise upsets or threatens an individual. Unsolicited sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute harassment when:

- (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic fulfillment;
- (2) submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting such individual; or
- (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment.

Sexual harassment encompasses any sexual attention that is unwanted. Examples of the verbal or physical conduct prohibited include, but are not limited to:

- (1) physical sexual assault;
- (2) direct or implied threats that submission to sexual advances will be a condition of employment, work status, promotion, grades, or letters of recommendation;
- (3) direct propositions of a sexual nature;
- (4) subtle pressure for sexual activity, an element of which may be conduct such as repeated and unwanted staring;
- (5) a pattern of conduct (not legitimately related to the subject matter of a course if one is involved) intended to discomfort or humiliate, or both, that includes one or more of the following: (a) comments of a sexual nature; or (b) sexually explicit statements, questions, jokes, or anecdotes;
- (6) a pattern of conduct that would cause discomfort or humiliate, or both, a reasonable person at whom the conduct was directed that includes one or more of the following: (a) unnecessary touching, patting, hugging, or brushing against a person's body; (b) remarks of a sexual nature about a person's clothing or body; or (c) remarks about sexual activity or speculations about previous sexual experience.

C) Regulations

- (1) It is a violation of University policy for any member of the University community, regardless of rank or position, to engage in sexual harassment as defined in Section B of this memorandum.
- (2) It is a violation of University policy if retaliatory action is precipitated against another for exercising his or her rights under this policy regarding sexual harassment complaints.

Retaliation will not be tolerated at The University of Akron, and could result in disciplinary actions up to and including termination. When a student is enrolled in a class in which such student alleges sexual harassment by the instructor pursuant to the terms of this policy during the course of instruction, the department head or his/her designee shall monitor the student's progress and participation in class through the term to ensure against retaliatory action.

D) Responsibility

All University persons have a responsibility to actively implement and oversee the sexual harassment policy. The Affirmative Action Officer shall facilitate and administer this policy consistent with the terms set forth herein. Inservice training shall be available.

E) Procedures

Persons who believe they are the victim of sexual harassment have the right to file a complaint. Such complaints should be filed as quickly as possible utilizing the procedures as outlined in the various stages listed, to ensure prompt resolution. Any sexual behaviors defined as criminal by Title 29 of the Ohio Revised Code will be handled by the formal process. The University reserves the right to refer such complaints to the appropriate external agency, including prosecutor, police, or other appropriate investigative agency.

Information

- (1) Contact a knowledgeable person with whom you feel comfortable: i.e.,
 - Testing and Counseling Personnel
 - Academic Advisors
 - Residence Hall Staff
 - EEO Officers
 - Department Heads
 - Vice President or Coordinator of appropriate unit
- (2) The primary role of these individuals is to assist the complainant by providing information regarding both informal and formal procedures. This conversation will be kept confidential.

Informal

- (1) Contact immediate supervisor or, if unavailable, the Vice President or head of administrative unit. If a student is involved, contact the Dean of student's College or Assistant Vice President of Student Support Services. Complainant also has the option to register all complaints with the Affirmative Action Officer who will attempt to resolve the complaint through contact with the appropriate administrative unit and/or by making referrals to appropriate resources. Confidentiality will be respected, but cannot be guaranteed in all cases.

Formal

- (1) If the informal complaint is not resolved to the satisfaction of the complainant, the complainant has the right to file a formal written complaint with the Affirmative Action Officer. The Officer shall then refer the complaint to the Affirmative Action Commission. (OH Admin. Code 3359-38-01)
- (2) The Affirmative Action Officer receiving such formal complaints will inform the alleged offender of the allegation and of the identity of the complainant. A written statement of the complaint will be given to both parties. The Affirmative Action Commission shall then conduct an investigation. The Affirmative Action Commission shall make a recommendation of an appropriate disposition to the Affirmative Action Officer.

Investigations of complaints will be initiated only with the complainant's consent. Complainant will be fully informed of steps taken during the investigation.

F) Resolution of a Complaint

- (1) Resolution of an informal complaint by the appropriate administrative person and/or the Affirmative Action Officer shall occur within ten (10) business days of submission of complaint. This period may be extended for a maximum of seven (7) additional business days for good cause. The formal complaint shall be referred to the Affirmative Action Commission within seven (7) business days of receipt of complaint. The Commission shall make their recommendations within sixty (60) calendar days.
- (2) Any faculty or staff person accused of sexual harassment has the right to due process as specified in the faculty or staff manual or applicable collective bargaining agreement. Any student accused of sexual harassment has the right to due process in accordance with established University disciplinary procedures applicable to students.
- (3) If the Affirmative Action Commission's findings and recommendations do not lead to a mutually acceptable resolution and if the commission believes that reasonable cause exists for seeking sanctions against the offender, the Commission shall forward the recommendation immediately to the President.
- (4) Violators of this policy may incur a variety of sanctions which may include referral for counseling, written or oral reprimands, suspension with or without pay, termination, or referral to the criminal justice system.

- (5) Nothing contained herein shall be deemed to restrict or otherwise prohibit the complainant from filing a complaint with an appropriate external governmental agency, nor shall this policy be deemed as discouraging individuals from seeking legal counsel. It shall, however, be the responsibility of such individuals to meet any agency filing deadlines.
- (6) In the event allegations are not substantiated, reasonable steps will be taken to insure that the accused suffers no damage to his/her reputation which may have been caused by the proceedings. Any complainant found to be dishonest in making allegations or who has been found to have made them maliciously shall be subject to University disciplinary action.

Equal Employment Opportunity/Affirmative Action Office, BROD #209, #210, #212 (972-7300)

CURRICULUM CHANGES

The following curriculum changes, in accordance with the Curricula process adopted by University Council on December 12, 1974, have had final approval by either the Senior Vice President and Provost or by University Council. All changes are effective Fall, 1993 (unless otherwise noted).

COLLEGE OF FINE AND APPLIED ARTS

FA-93-1

Department of Social Work at The University of Akron and Cleveland State University

NEW Program: Master of Social Work (joint degree)

PROGRAM Summary:

The courses for the Macro concentration at The University of Akron include the following:

Content Area	<u>Semester Credits</u>
Social Welfare Policy:	
7750:747 Social Welfare Policy II	3
Human Behavior and Social Environment:	
7750:773 Introduction to Community Organization and Planning	3
Social Work Research:	
7750:775 Program Evaluation	3
Social Work Practice:	
7750:771 Social Work Administration	3
7750:772 Strategies of Community Organization	3
7750:774 Community, Economic Systems and Social Policy Analysis	3
Field Practicum:	
7750:706	6
Electives:	
	9
	TOTAL: 30

COURSE Additions:

- 7750:623 Fundamentals of Research II, 3 crs.
Prerequisite: 7750:622; Statistics course; or permission of instructor.
- 7750:606 Foundation Field Practicum, 6 crs.
Prerequisite: Graduate status; currently enrolled in or completed foundation coursework.
- 7750:611 Dynamics of Racism and Discrimination
Prerequisite: Graduate status; or permission of instructor.
- 7750:706 Advanced Field Practicum, 6 crs.
Prerequisite: Graduate status; currently enrolled in or completed second year coursework.
- 7750:755 Implications of Diversity for Social Work Practice, 3 crs.
Prerequisite: Second level graduate status; or permission of instructor.
- 7750:772 Strategies of Community Organization, 3 crs.
Prerequisite: Second level graduate student; or permission of instructor.