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Faculty Senate Chronicle May 4, 1995

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Senator Buchthal said his concern was that the CRC should not be faced with the decision that they either approve the change or destroy the problem; it should never come to that. By having a shoot-out at high noon, there would be a winner and a loser instead of a win-win situation.

Senator Green replied he would be happy to accept some modification that would allow some kind of closure but not shut down programs. He would welcome as a friendly amendment some language that would soften this proposal without eliminating the ability of the committee to bring closure on a proposal.

Senator Rich said that the proposed amended paragraph 7 did not provide for all eventualities. It covered what would happen if there was a majority in favor and fewer than 3 negative votes and the majority in against and more than 3 positive votes, which left one possibility - a tie vote. What he would suggest as a friendly amendment, if it were to be accepted as such, would be rewording of the last sentence to read, "if a majority of the CRC does not vote in favor of acceptance," which would take care of a tie as well.

Senator Green accepted this as a friendly amendment. Senator Marquette concurred.

Senator Buchthal observed that if a majority of the CRC voted against acceptance of the proposal or as Senator Rich had amended it, the proposal would not be referred to the Faculty Senate for completion. The proposal would be left sitting in the CRC until some agreement was reached between the parties or some modification made. Would that do the job? Senator Green thought that it would.

Senator Focht asked what happened to point 6. Chairman Cheung said point 5 had been deleted. point 6 had been renumbered to 5, and CRC had been replaced by faculty.

Proposed amended paragraph 7 carried. **(Appendix H, Curricular Review Process.)**

Senator Green moved the second amendment which was on the same sheet of paper. It had two provisions. One was to change the number of members of the proposed curriculum review committee from 12 to 11. Experience had shown that odd-numbered committees generally work better than even-numbered committees. The second part was to specify more fully the membership of the committee. In the original proposal it said there should be no more than three Senators on this committee from one college or constituency. Given the nature of this committee and the other changes, it seemed to him that the body might want to specify more fully the representation of at least the major colleges that offer curricula. So he had listed a number of colleges. He did not list all of them for the practical reason that some colleges did not have as many Senators as others, and there could be some colleges whose sole Senator served on all committees, which seemed to be cruel and unusual punishment. But he was not wedded to this particular list and would be happy to accept a friendly amendment someone might want to make. Seconded by Senator Clinefelter.

Chairman Cheung observed that changing from 12 to 11 members actually did not do what was intended. The Chair retained the right to vote in a committee and could make or break a tie at their discretion. The Senator might wish to think how that worked in this instance.

Senator Buchthal said it was his guess that if attendance at meetings this year was considered, the numbers were probably split evenly between odd and even. He did not think changing 12 to 11 would make any difference. He would leave it at 12.

Senator Webb said there were three Senators from the College of Nursing. The college had undergone a significant amount of curricular change over the last three years and with changes in health care anticipated changing more. She would really like to see, if colleges were being specified, that nursing be included in the list and offered that as a friendly amendment.

Senator Green accepted it and Senator Clinefelter concurred.

Senator Norfolk said that the way APCC debated this, the original wording was to include each college. The intent of the wording that currently existed in the document was to avoid forcing one or two Senators to be spread out over all the committees. That was why the phrase, "no more than three Senators from any constituency" was included, to avoid stacking the deck against any particular college. Otherwise, nursing might have three Senators who had to serve possibly on APCC, BPCC, the curricular review committee, and LRPC. It would give them a rather large amount of work to do compared with the larger colleges. The intent was to be fair, not the opposite.

Senator Buchthal said he did not think the intent was to provide one vote per college on this. The intent was to try to get some representation, to give impartial numbers to the number of faculty. So since he objected to part a, he was going to object to part b. He urged that the body turn down amendment 2 and let the original language stand.

Senator Marquette said he disagreed. The creation of committees in the Senate had been an attempt to balance by college, partly because Senators had not really learned to trust each other. It was a feeling that one college might outdo another college, or if a colleges' interests were not immediately represented, it might find itself in a bind. He felt the Senate was outgrowing this lack of trust, but he thought with something as sensitive as the curriculum, it would still be best if most of the major colleges having these curriculum issues were sure that at least one person would be there to watch what was transpiring. Perhaps three or four years from now that kind of consideration would disappear. But as the transition from University Council to Faculty Senate continued, it was probably a good idea to keep it this way, although it was not always so.

Senator Oller responded to the point that Senator Norfolk made about spreading some of the Senators rather thinly. He said the body must remember that only a majority of the members of the committees had to be Senators. Faculty who were not Senators could be named to committees to represent those colleges.

Senator Clinefelter pointed out that voting members of the committee would consist of 12 members appointed in accordance with the bylaws of the Faculty Senate. That meant that someone from a particular college first had to choose to serve on the committee. And secondly, if there was anything having to do with the curricula of a college and the college was not represented, persons could be invited to appear before the committee.

Senator Buchthal stated that he was not an accountant, but if he was correct and if this motion passed, there would be nine mandated Senators on an 11-person committee. That did not give the Executive Committee much flexibility. Therefore, he still urged the rejection of amendment 2.

Senator Richards said she had to agree with Senator Buchthal. If seven Senators were required on the committee and the other five came from the University community, the Executive Committee would balance it out. If Senators looked at all the committees they had served on this year, she did not think anyone would feel shortchanged in their representation in any way, shape or form. She therefore spoke against the amendment.

Senator Rich proposed that the problem would be solved if it were required that at least one member of the committee be from each of those colleges, rather than one Senator. Senator Green said he would accept that as a friendly amendment. Senator Clinefelter concurred.

Senator Norfolk said the second Senator would have to be changed to "member" as well. Senators Green and Clinefelter agreed.

Chairman Cheung ruled that this was prohibited by the standing rules. As the amendment presently stood, it changed committee membership from 12 to 11.

Amendment number 2 failed.

Senator Oller said he had one other issue that he had promised Senator Erickson he would raise. It related to the amount of time which was available to submit a complaint or an objection. Senator Erickson had some concern that three weeks might not be long enough, especially at the end of the semester, if a whole pile of curriculum proposals were to come in during the 12th week and there was only one week to read through all of them. He said Senator Erickson felt that a month might be a more appropriate period. In order to achieve that time span, he moved that the proposal be changed in two places: one, that proposals must be in by the end of the 12th week of the semester and that there be 4 weeks in which to submit an objection. Seconded by Senator Clinefelter.

Senator Weber requested a point of information - what was the current amount of time that people had to file objections? Senator Buchthal said that it was 21 days and upon objection it became 21 teaching days; his argument was that it should be 21 teaching days. Senator Oller's proposal would handle those 21 teaching days. He said he was going to suggest a different amendment, to leave it at the 13 weeks but to allow 21 teaching days to make objections. That would carry it over to the end of January if the proposal was circulated at the last minute, but Dr. Oller's proposal would do the job as well.

Senator Prough asked whether that same time frame should apply to the Director of Institutional Research in point 3 as well. There currently was no time limit for the Director of Institutional Research in point b, 3. Chairman Cheung said that he would have to take that up as a separate amendment.

Senator Norfolk stated that a proposal was not officially circulated until it was cleared by Institutional Research. The idea now was that it be done concurrently so that an objection from the University community would be received concurrently with the investigation by institutional research. This was one of the current bottlenecks in terms of how long the job took.

Chairman Cheung observed that if the Director of Institutional Research did nothing, the process would not stop.

Senator Buchthal said that was part of his concern. It was possible that the newly revised procedure would pass the proposal before the Director of Institutional Research had replied to it. He sided with Senator Prough regarding time limits.

The amendment specifying, "That proposals be in by the end of the 12th week of the semester and that there be four weeks in which to submit an objection" carried.

Senator McGucken moved to amend section C so that it would read: "The CRC shall be a committee of Faculty Senate reporting to Faculty Senate. The committee shall be chaired by a Senator. The voting members of the committee will consist of 12 members appointed in accordance with the

bylaws of Faculty Senate. There will be a maximum of (3) representatives from any one college or constituency. The Provost or a designee of the Provost shall be a member of the committee." Seconded by Senator Oller.

Senator McGucken said that he had been troubled since first reading the bylaws of the Senate that the Provost was the Chair of the APCC. This was not personal in any way; it was the idea that the Senate had a committee chaired by a member of the administration. He knew that in the United States Government the Vice-President was permitted to chair the Senate but The University of Akron had chosen not to go in this direction with the University Senate. When the Senate was established, tradition was followed because under University Council the APCC had been chaired by the Provost. An additional argument was that there was so much work involved that only the Provost's office had the staff to support this committee. But under the new structure, the bulk of the work would be noncontroversial and only the controversial items were going to come to this committee. This proposal entailed a change that there would no longer be the APCC; there would be the APC, Academic Policies & Calendar and this new separate committee. It seemed to him it gave the sense that the Provost's office had to chair this committee because the Senate was not up to the job.

Senator Green asked members of the committee that drafted this language how they would respond to Senator McGucken's amendment.

The amendment proposed by Senator McGucken was defeated.

Senator Prough moved that the following be added in point 3, b: "The director shall provide recommendations in writing to the Provost within 4 weeks of the proposal's date of distribution." Seconded by Senator Buchthal.

Senator Norfolk said that given the peculiar role and the fact that the Director of Institutional Research did not go on the semester-wide basis the way faculty did, Institutional Research could be given until the beginning of the spring semester to respond. There would not be any harm done by that length of time because that would still be before the curriculum committee would meet and would actually give them time to do some of these things. He offered that as a friendly amendment. It was accepted by Senators Prough and Buchthal.

Senator Marquette asked for clarification. If a proposal came in the second week of the semester and Institutional Research did not respond until January, the committee was then stopped from proceeding? He thought Senator Prough's original four weeks from the day of circulation was better. Senator Norfolk agreed. Chairman Cheung requested the unanimous consent of the house to disregard the friendly amendment. Hearing no objections, he ruled that the body was considering the original four weeks.

Senator Prough's amendment was passed.

The motion to refer the proposal to APCC for drafting the correct bylaw revisions carried.

Senator Norfolk raised the question of what would happen next fall in light of existing procedure. When this document was discussed, the committee was asking for some kind of guidance from this body so it would know what to do in the fall. Was the committee to operate under the current policies until this dragged through yet another cycle? Chairman Cheung replied that that was how it stood.

Assistant Provost Kelly said that what APCC requested of the Senate was to adopt the procedures in the proposal except those that required bylaw changes for implementation next fall.

Senator Buchthal asked whether that meant the Executive Committee had to issue a new statement asking people who wished to serve on the CFC as opposed to the APCC for fall? Chairman Cheung answered that since the Senate had not approved the creation of said committee and creating that committee required a bylaw change, he thought not. He observed that what the Executive Committee would do was appoint an APCC which would be charged as it was now charged. Assistant Provost Kelly's request and APCC's request was to implement the portions of this proposal that did not require bylaw changes which would require a careful reading of this particular issue. But the Executive Committee and the Senate would comply with the bylaws.

Senator Clements suggested that the APCC be set up as it always had been; setting up its own curriculum subcommittee and then if it worked, the curriculum subcommittee could be transformed into this new committee in October. Chairman Cheung thought that would very likely be the course of action taken by the Executive Committee.

The motion to implement the non-bylaw change portions of this procedure carried.

C. Summer commencement candidates - Assistant Provost Kelly submitted the list of candidates for graduation at summer commencement for the Senate's approval subject to the usual constraint that they complete the requirements for their degrees. The motion to approve carried. **(On file in Faculty Senate office)**

D. Appeals process for untenured faculty - Assistant Provost Kelly said that at its last meeting APCC reviewed and approved revisions to the Faculty Manual relating to the appeals process for untenured faculty, which were attached. APCC asked that, time permitting, these revisions be considered under new business. Chairman Cheung said they would be so considered.

I. Athletics Committee - Senator Aupperle reported that the Athletics Committee had listened to two proposals recently. One was a proposal from Athletic Director Mike Bobinsky; the other was from Professor Doris Marino, Chair of Physical Education, who was also responsible for the Ocasek Natatorium. Both proposals were seeking the Athletics Committee's support for additional funding. He said the proposal from Mike Bobinsky was for \$95,000 and the proposal from Professor Marino was for \$53,000. The Athletic Director was asking for additional funds so that he could increase diversity in his athletic program. Mr. Bobinsky said that 40 to 50 additional female student athletes would be involved, as well as at least 4 part-time and 2 full-time coaches for women's sports. There would also be changes within facilities, since there were problems finding office space for the various coaches. The committee looked at his proposal and those members in attendance supported it unanimously. The committee thought it dealt with many of the concerns that had been raised earlier by Senator Ranson.

Chairman Cheung asked Senator Aupperle whether he had an action item to bring before the body. Senator Aupperle said the item would be whether this body would like to take a position on this issue or not. The proposals would be going to BPCC on Monday. He moved that the Senate accept the requests by the Athletic Director for additional funding for diversity purposes, and by Professor Marino for providing additional equipment for the PE program and for faculty/staff use of recreational facilities.

Chairman Cheung said this motion was moved and seconded since it came unanimously from the Athletics Committee. He asked whether the text of these proposals was before the body. Senator Aupperle said he had some spare copies, as he did not know to what extent this body would want to move on this and whether there would be a formal motion or simply a report of what the committee had done.

Senator Midha said he did not know what the intent of this motion was, because these two proposals were brought to BPCC at its last meeting. BPCC had already looked at them and had kept them for the discussion taking place at the May 8 meeting. Senator Aupperle replied that the primary intent was to let this body know what the Athletics Committee had done. It was part of his job as chair of the committee to inform this body that the committee had looked at these proposals and found great merit in them.

Senator Midha said he was responding to the fact that these motions would be taken to BPCC. He insisted that they had already been submitted by Senator Aupperle at the last meeting. He did not know what the Senator's point was here. What was he trying to imply?

Senator Clinefelter asked whether the body was being asked to support gender equity simply as part of this report from the committee. Was the body being asked to approve any money? Chairman Cheung said the body was being asked to direct BPCC to consider that the \$95,000 and \$53,000 proposals had been referred to it by the Senate.

Senator Norfolk expressed confusion. He liked the sound of gender equity but he was concerned. The athletic budget grew enormously about seven or eight years ago at a time when the rest of the University was taking 10% budget cuts. The Athletic Department was cut 1/2 of 1%. If this was all they were asking for, the money could be reallocated. There had to be a way to do that rather than asking for new money.

Senator R. Gigliotti requested that Senator Aupperle withdraw the motion. As a member of the Athletics Committee, it was his guess that Senator Aupperle was taken by surprise by the request of the Chair. He thought it was a dangerous precedent to bring requests for funding directly to the Senate. Many in this room were very much in support of diversity on many fronts and many were on committees that were calling for diversity in a certain sector. For example, a proposal of an ad hoc committee appointed by the Provost recommended that more money be allocated for minority graduate assistantships. He did not see why one proposal should make it to the Senate but not another. He thought everything should be going through BPCC. Otherwise, the Senate would be getting itself into a real mess with committees vying to bring their proposals directly to the body. And Senator Aupperle could withdraw the motion without tainting it in any way as meaning that the Senate had rejected the request of the Athletics Committee.

When Senator Aupperle tried to explain his intent, Chairman Cheung interjected that he had talked him into creating this motion. His intention was not to have extensive reports orally presented that did not require action of the body. That had been Senate's habit.

Senator Aupperle said that implicitly there was the possibility for an action to be taken, but after he had made a report as to what the committee had done. There might be someone who would propose a motion that gender equity become a concern and that concern could be forwarded to BPCC. Chairman Cheung said he would take that to be new business and not appropriate during the committee reports section of the meeting. Senator Aupperle said again that he was not trying to lead to that. Ultimately, the thought was that at the end the Senate would come to that kind of understanding.

Chairman Cheung said he understood and asked whether the Senator wished to withdraw the motion. Senator Aupperle replied that he did. Chairman Cheung said that this could be done with unanimous consent of the house, which was forthcoming. He apologized for badgering Senator Aupperle into creating a motion he did not wish to create.

Senator Aupperle asked whether he could finish the report. Chairman Cheung stated that it really was the tradition of the body that extensive reports not be orally delivered unless there were

action items to be dealt with. He would like to adhere to that premise in the interest of moving through the agenda.

J. Campus Facilities Planning Committee - (Appendix I) Senator Guegold reported that the committee met on April 19 and May 3 and had three recommendations for the body. First, the committee considered the request of Admissions for the use of JAR 151 for their exclusive scheduling from May 15, 1995, until the beginning of summer, 1996. Next spring the committee would reassess the classroom shortage situation on campus and determine whether the feasibility to continue with this usage could continue.

The motion for Admissions' use of JAR 151 carried.

Senator Guegold said the second item was the use of Carroll Hall 202, that this space be given to math and developmental programs for part-time faculty and teaching assistants' offices. It should be mentioned that this space could not be considered for classrooms because of the poor ventilation system in the area.

The motion for the use of Carroll Hall 202 carried.

Senator Guegold said that at the last meeting of the Senate, the committee was given a charge to look at campus maintenance especially in regard to special events on campus. To that end the committee met with Laurie Madden, Assistant Vice President for Physical Facilities, to talk about maintenance on campus. The committee had one recommendation for a vote and then a point of information. The recommendation was that the Senate advise the President, with the help of the administrative cabinet, to constitute a Special Events Coordinating Committee in order that special events planning be centralized and coordinated across campus.

President Elliott advised the Senator that some committee of that kind had been operating all year, but apparently with not much success. Senator Guegold said it was reported at the committee's recent meeting that in many cases there were recognized individuals from different departments and areas that were charged with this response. But it had not been truly centralized and coordinated across campus, which had created some of the problems. He did not know whether there was another type of mechanism but that coordination was needed.

President Elliott said there was a group that had worked fairly hard this year on it. It got to be quite a challenge when separate colleges would all report that certain days were their annual days for special events. They were addressing the issue, but another body could be added if there was a need.

Senator Buchthal observed that two different things were being discussed. What physical facilities needed was notification of what events were where on campus, not to decide which events should go into what building. So there were key people in various units across campus. When the registrar's office wanted a class or test scheduled on a weekend or to schedule special events, they generated a piece of paper. What was needed was for them to be directed at that same time to submit a copy of that schedule onto a piece of software that the computer center currently had available so that once a day Laurie Madden's people could look at the list and see what was needed for the following weekend's activity. But the committee was requesting the President to direct the Vice-Presidents to direct the scheduling people, because it was very hard for Faculty Senate to ask administrative staff to do things.

The motion for creating a Special Events Coordinating Committee carried.

Senator Guegold said he also had a couple points of information. The committee wanted to remind all units that when there were special events on campus, it was necessary to make special contact with maintenance so that additional custodial staff could be assigned to those events. He mentioned that the committee was attending a workshop next week at the request of the President put on by the Kushner Partnership, Inc., to look at future facilities planning. And the committee wanted to thank Assistant Vice-President Madden and Vice-Presidents Smith and Helmick for attending its recent meetings and helping with information and future facilities planning for the campus. The committee would meet during the summer as necessary.

K. University Libraries Committee - (Appendix J)

L. Reference Committee - No report.

M. Research (Faculty Projects) Committee - No report.

N. Student Affairs Committee - (Appendix K)

O. Computing and Communications Technologies Committee - (Appendix L) Senator Sibberson referred everyone to the technology plan that had been distributed. He said he wanted to go through some of the plan and point out where the committee had been started, what it currently had created and what it would like to do with that technology plan.

Chairman Cheung said he wanted to make the same observation as he had made with Senator Aupperle. Was there an action item? Senator Sibberson said the action item was the plan that was distributed in the spread sheets. Senator Marquette added that it was his understanding that the action item was to forward this report to the Long Range Planning Committee for melding with Professor John Bee's plan.

Chairman Cheung said he would interpret that the report was now on the floor and that Senator Sibberson was speaking to the motion to commit the CCTC report to LRPC.

Senator Sibberson said the goals of the plan were to attract and retain quality students and to improve the quality of education, increase information access across campus, increase productivity on campus and improve communications. The University currently spent via departments across campus through the computer store and through some off-campus hardware purchasing, approximately \$2 million a year. With the addition of the technology funds projected to begin next fall, there would be an additional \$1 million, which was approximately \$3 million. The committee was requesting in this plan \$16.4 million over five years. If one compared that on a per-year basis, the committee was actually requesting \$3.3 million on average per year, and if that was compared to the \$3 million being spent already, the committee was asking for about \$300,000 per year in new money. So the \$16 million needed to be reallocated, but it was not all new money.

There were approximately 1,000 computers on campus in labs and 125 computers in public labs for student access. The committee knew about 1/3 of the people coming on campus would have computers or computer access because 30% of households have computers. The committee would like to encourage students to purchase more computers, to increase public lab computers by about 25%, to increase dial-in capabilities, to put some docking stations in so that students who brought lap-tops would be able to access the network, to increase the network and to offer services to residence halls. The number of phone lines to dial in to the network was currently about 60 lines. The committee would like to increase that by 100 lines per year for three years to 360 telephone lines for dial-in purposes. By the way, with the addition of distance learning and similar kinds of things, dialing in from off campus to access our network became more important. There were 30 PC's available in libraries and

there were some dumb terminals that could not accept many of the things that needed to be created. That number would be increased to 90 personal computers over the next five years replacing some of the terminals with computers. Approximately 75% of faculty and staff had computers; a little over half of them were connected to the network. Some of the computers were obsolete and could not run the available software and the software was not current in many cases. About 25% of the faculty did not have computers and that needed to be improved upon. Less than half of the people with computers had access to the network and the people who did have access had limited multimedia access. That also would be improved upon.

The committee wanted to see that 100% of the faculty had computers and had access to the network. It wanted to see the software current, and it wanted to see maintenance budgeted back to departments. The projections were that 100% of the faculty would have computers by the year 2000. The committee wanted 100% of the faculty on the network by the year 2000 with access to images, movies, sound, full Internet access.

Some people had much of this capability now but that needed to be expanded. Access to personal productivity tools, improving the software, expanding training facilities, library data bases, improving the way administrative data was accessed, expanding the network, all needed improvement. As far as software was concerned, the plan was to eliminate VM and replace it with a client-server technology. In this way, server technology would be available so that when persons accessed WordPerfect, they would not have to have it on their machines. They would draw it from a server and any number of people could access it assuming that the sight licenses for that many people were in place. Each piece of software did not have to be on each machine, but it would be available to access. This gave access to software most would not have had access to in the past. It also saved money because when there was a change in software it could be updated on the server, not on each individual machine.

He said there was currently one room available for training and it was used 75% of the time. This slide showed the change from the current mainframe to a smaller, more powerful version, which although there was a slight increase in cost of the mainframe, the cost of the power and cooling to use that mainframe technology was considerably less. There was a disk that went with it and the cost for a new disk essentially offset the old one because again, the powering capabilities were much less. Senator Sibberson wanted to return to this slide as a wrap-up and that was that CCTC was really asking for - \$300,000 per year, not \$16 million total. It meant that some funds needed to be allocated differently. This plan was put together by the faculty, was approved by the faculty and CCTC but could not have been done without the support of many people in addition to CCTC, including the folks in the computer center who had been very helpful.

Senator Siloac asked whether funds were going to be given to departments to cover some of these budget items. Senator Sibberson said that would be part of the reallocation; to send money back to departments so that they would have money in their departmental budgets to purchase computers. The committee wanted to have enough money in those accounts so that each faculty member had funding set aside. It would be up to the department chairs to reissue that, reallocate it within their own divisions or departments to make sure they met the needs of their own departments.

Senator I. Newman asked, in terms of support systems at the computer center, whether that would stay at the same level and in terms of allocating money for updating software computer packages, whether that would stay the same, and what input would there be from other faculty members for needed software. Senator Sibberson clarified that he was talking about technical support, and said there was a portion in the plan called partners and computer support which put a person back into each college that would be a technical support person for that college. And the contact person at the

computer center would have technical support people as well. He asked Senator Newman to restate his question about software.

Senator I. Newman said he had a variety of questions, but one was that the software he needed might not be the software someone else needed. If this was being put up on the server, how did one decide which software to buy? Senator Sibberson said what was proposed was to try to make a variety of software available to most people. He thought that every department had some specialized software and it would not be possible to put everything used at the University onto a server. The CCTC would like to see individual departments who had specialized needs devote money to their own specialized needs. What would be on the server would be software that anybody could use, not special interest items.

Senator Norfolk said he had a couple of questions on the written document. In the first appendix, he saw 13 new positions listed. He knew he was hitting this issue over the head again, but 13? He understood what had to be done and he was not against any of the technology, but these were 13 well-paid positions. In particular under item I.C5., seven people in the colleges got a \$10,000 raise in one line. The actual question he had was that it said 5-year plan on the front page - was this a 4-year or 5-year plan? Senator Sibberson said it was a 5-year plan but the committee would like to change the money allocated back to departments for public labs and the faculty. The committee felt a 4-year changeover was more in keeping with technology.

Senator Norfolk said that was not very clear. The other item that bothered him was 26,000 secured cards at \$25 apiece. Would the Chair care to address that? That was under item I.E.2a. Senator Sibberson replied that one way of having network security was to have students carry cards they would purchase so that \$25 per card at 26,000 would be charged back to the students. One way to do that was with a card; there were other ways which were being considered, but that card would have a changing number. The number would change once a minute. At the time a student logged in, one would look at the card and enter the number. If the number was not entered quickly enough, it changed. There were other methods being investigated that may even be cheaper.

Senator Buchthal said the report talked about phasing out the current mainframe and replacing it with a new one. Was that new mainframe the report called for actually the megaserver that was bought last week? Senator Sibberson said that it was.

Senator Midha added that since this proposal had to go to LRPC and eventually to BPCC, he did not think the cost considerations should be discussed at this time.

Senator Focht said he was trying to do some arithmetic. On page A4, appendix A, it said 3 full-time staff at \$40,000 and the figure amounted to \$480,000. Some other numbers checked - seven x 40 was 280, but he did not see how 3 x 40 was 480 and it appeared twice.

Senator Marquette said he supported Senator Midha's position to submit this to LRPC. LRPC had a multi-megabuck proposal on distance learning that had to be melded with this and all the college reports. LRPC had a lot of work to do on these issues and the money was just not going to add up right now anyhow.

Senator Rich said he agreed with the suggestion that the body endorse this in principle and leave it first to LRPC and second to BPCC to make decisions or recommendations about the allocation of funds. He supported this report in principle having initiated this planning process when he chaired the predecessor committee and pursued it after it became the CCTC. He wished however to state for the record, his objection to being excluded from all CCTC meetings so far this semester, by Senator Sibberson's scheduling every such meeting during his regularly scheduled classes over his objection.

This action effectively and he believed wrongfully, removed him from the Senate committee to which he was appointed by the Executive Committee. Chairman Cheung said his objection and complaint were so noted.

Senator I. Newman asked for clarification regarding the selection of representatives to the colleges. Who were those persons going to be? Senator Sibberson deferred to Frank Thomas, Associate Vice President for Information Services, who replied that colleges would have money allocated to hire those individuals.

The motion to commit the report to LRPC carried.

P. Shared Governance Council and Subcommittees - No report.

O. Long Range Planning Committee - Senator Marquette reported that the Long Range Planning Committee would be meeting throughout the summer. The plans were going to be read at this time and LRPC intended to have a University plan by the end of the summer that would encompass the academic plans that had been submitted up to this point. LRPC guaranteed that there would be some discomfort this summer on the part of the deans because it had already decided that some of those plans required more information.

R. Budget and Planning Coordination Committee - (Appendix M) Senator Midha said that BPCC had already taken care of the new dollars available for next year. In that budget, which was recommended by the Senate to the President, \$400,000 was set aside for part-time faculty salary increases. At its last meeting, BPCC unanimously approved and recommended to the President the following rates for part-timers: At the present time, the rates for lecturer 1,2,3,4 and 5 were \$445-660. BPCC approved revised rates of \$500-540-705. BPCC unanimously approved the summer incentive plan for 1995. Basically it was the same as last year, except this year the colleges who suffered a loss would have to absorb 50% of that loss. Besides that, there was about \$500,000 available in one-time money. BPCC would be looking at proposals so this money could be allocated. He thought that notices had been sent to deans of units to request proposals. BPCC was planning to meet on May 8 to consider these proposals.

Senator Aupperle said he wanted to comment on the budget report. First, he did not approve and vote with his colleagues on the summer incentive formula that was adopted by BPCC. He would just like to indicate that the summer incentive plan that was set up created a great deal of risk for faculty and administrators. The problem was this: the targeted margin that the subcommittee on BPCC came up with for each college was, in his opinion, a work of fiction. He did not think it was a work of fiction that was intended to be malicious. The subcommittee and the Provost needed to rethink what a targeted margin was to be. In a nutshell, given the limited time, colleges across the campus had a variable expense through their faculty salaries for summer and then a targeted tax level they had to achieve before they could receive a surplus. If they did not get to that targeted margin - for instance, Arts & Sciences had a \$5 million amount - but perhaps reached \$3 million, they would have to cough up \$1 million to the University. Half of the \$2 million they did not generate would have to come out of their operating budget next year. In reality, these targeted margins were partly reflective of a fixed cost and partly reflective of a substantial tax.

He was not suggesting that this tax be eliminated. The University needed this tax. But the question was whether this tax was at the appropriate level. Given that everything was in motion coming out of BPCC that Senator Midha spoke about today and the last time the body met, the Senate could not revise this significantly. But he would suggest that each college had a tax at least 10% beyond what was reasonable at this point. The problem was this: there would be courses that perhaps would not be offered. The system was not working on a marginal cost, marginal revenue process like some on BPCC

thought. If an economist reviewed what had been done, he would point out clearly that this was not working on marginal cost, marginal revenue for the summer. There needed to be a tax, and that was what the committee had come up with. But the targeted margin was not solely reflective of a fixed cost. It was partly reflective of a fixed cost, partly reflective of a tax that was intended to generate revenue to facilitate funds throughout the year for the University. The question was, should the tax be at the level it was at that time? Right now everything seemed very confused. Most faculty had a very foggy idea of what fixed costs each college was operating with. Some colleges such as Arts & Sciences were being penalized extremely harshly in regard to the targeted margin. For instance, they were looking at a targeted margin 2-1/2 times what their variable expense was; that was extraordinary.

Chairman Cheung observed that to any individual unit the margins appeared as a fixed cost. The logical thing to do from an economic standpoint was to drive production until marginal cost equaled marginal revenue. He believed Senator Aupperle erred in that regard. Senator Aupperle disagreed and felt he did not err.

Senator Midha commented that what Senator Aupperle was saying without having the numbers would be difficult to understand. What BPCC reported was that the incentive plan used last year will be used again. Last year, if a college suffered a loss, the University covered it. This year, colleges should offer as many courses as they choose. If they did that and suffered a loss, they would be responsible for half of it. This was what BPCC recommended. And as was standard, that report would go to the Council of Deans to be discussed with the Provost and the President. If there were any problems, they would be resolved there. BPCC had not heard any major complaints from the deans as it had last year.

Senator R. Gigliotti asked whether this was to be put in place the summer of '95. Senator Midha replied that it was.

Senator Gigliotti expressed confusion by this fact because if a tax was being assessed which he assumed was to ensure responsible behavior . . . Chairman Cheung said this was not a new phenomena. Senator Gigliotti exclaimed, "Whoa, Nellie!" When schedules were built for summer last October, department chairs were unaware that there was going to be a summer incentive plan. That would have been useful information, not only for the courses that were being offered but also who was assigned to the courses. And now, the scheduling, signing up, advanced registration were closing within a week and it was announced that there was going to be an incentive plan. That made him very nervous.

Senator Midha said there was an incentive plan last year and the money was allocated to different colleges based on what they produced. Senator Gigliotti responded that department chairs were told it was an experimental plan and there was no assurance that it would again occur. That was very confusing to him as a department chair. Senator Midha said he could not speak to that.

Provost Jamison asked for permission to speak and said the Deans were aware all year long that there would be a summer incentive program. But, unfortunately, it was far too late in the game before the exact extent of the program was known. Everyone knew there would be a summer incentive program but Senator Gigliotti's point was well taken. What BPCC was trying to do was invent this process as it was lived, and that was always a difficult matter. The original intent of BPCC was to develop a year-long incentive program and the summer incentive program would simply be a feature of that. That task proved to take a great deal more time than anticipated so a summer incentive program was readopted as Professor Midha indicated. In a sense, both speakers, Senators Midha and Aupperle were correct. There would be an incentive program. But expressions of concern from Senator Aupperle and several of the deans had prompted him to put this on the agenda for Monday's BPCC meeting: to take another look at the target margins and to see whether those target margins were appropriately set because of the drastic nature of the penalty. That was the key trigger point. So what

BPCC had agreed to do on Monday was to re-look at the target margins and re-examine their appropriateness; the President was aware of that. There were already some concerns about special circumstances. Senator Midha was absolutely right; the committee had adopted a plan that will be in place - the target margins were still at issue.

Senator Weber said she also served on BPCC and had some concerns about the plan as the actual numbers were brought. The theory she could support, and she thought she was approving something other than what the actual budget projection showed. The Provost had reassured her and had laid her concerns to rest.

Senator I. Newman said he was not sure he understood completely. But if a program was being set up as Senator Gigliotti indicated and a chair wanted to save money, he or she would hire the least expensive faculty member to teach the courses, which would be a younger faculty member in terms of age. That would potentially create, and he hated to use the words, age discrimination, in terms of funding the courses during the summer. Senator Midha responded that BPCC did not discuss age considerations. He said if the deans of the colleges were able to handle the budget last year, he was sure they could do that this year also. But there was the possibility of danger in attempting that.

Senator Fowler commented that several colleagues had expressed to him that many faculty across campus taught at reduced rates for the summer. He did not believe that hiring younger faculty was necessarily going to happen. If it did, he supposed one could hire older, part-time faculty, only if appropriate.

President Elliott said she would not want anybody to feel disappointed about the \$500,000 that was referred to when competitive bids were submitted. That was allocated in February to the President's office for recruitment and retention efforts which paid for advertising and recruitment materials. There really were not any substantial funds. It came with the directive that it should be recruitment and retention funds and that was why Senators were seeing TV ads and why there was an advertising program for next year.

Senator Midha said that one of the reasons BPCC did not look at those proposals was that Vice President Helmick mentioned she would check with the Provost and the Provost in turn would check with the President to see whether those funds really existed. President Elliott said she hoped these funds could create more if enrollment increased.

S. General Education Advisory Committee - (Appendix N) Professor Dudley Turner, Chair of the General Education Advisory Committee, presented the committee's annual report, requested its acceptance and asked for questions. He noted that it had been a slower year than last year since the general education program was implemented in the fall and the committee was cleaning up some of the details and looking forward to any other actions that might need to be taken. The report was accepted.

VI. UNFINISHED BUSINESS

A. Faculty Manual approval - Senator Bucey said that Senator Moss was sorry she could not be here for this momentous occasion, but she wanted to thank those Senators who noted the need for specific changes to the "Faculty Manual." Several Senators turned in grammatical errors, reference errors and so on. She received written suggestions from Senators Weber, Clinefelter and Peebles. Most of the suggested changes pertained to the need to eliminate or update references to campus positions that no longer existed. These suggestions were forwarded to Vice President Helmick's office which would be handling those changes. In some instances suggested changes required substantive modification of existing policy. Senators who found those kinds of issues were advised to make separate motions

regarding those issues to change the "Faculty Manual." Senator Bucey added that if Senators noted any additional editorial changes, they could be sent to either Senator Moss or to her.

Senator Richards said that she sent a notification to Senator Moss and she had not been notified that it was received. Senator Bucey replied she did not know for sure, but Senator Moss had all of the notifications and she assumed that she'd received the notification. Senator Richards said that if she was going to accept it, she would like to know that her recommendations were there but guessed she would have to go on blind faith.

The motion to endorse the revisions of the "Faculty Manual" carried.

VII. NEW BUSINESS

A. Designation of "domestic partner" be added to the Family Medical Leave Act policy - Senator Peoples moved the statement printed on the agenda. (Appendix O 1.) Seconded by Senator Richards.

Senator Peoples said she was the Senator who needed to bring something forward and she needed two minutes of the Senate's time. Domestic partners by definition were two adults not related by blood who shared a residence and declared that they were domestic partners. Please note that she used this in the singular. She understood there were some concerns that she would begin to ask for dozens of domestic partners. That was not the case; a person got one spouse or one domestic partner. The University had a wonderful affirmative action statement that she hoped everyone had read. She read this every year every time a "Faculty Manual" was distributed. And she suspected that every other gay faculty member on this campus did the same thing. It said: "The University of Akron prohibits discrimination on the basis of sexual orientation in employment." However, the University had a new Family Medical Leave Act that said spouses and said nothing about domestic partners. What this meant for someone like herself was that she could live devotedly with someone for 10 or 20 years, and should her partner suffer one of those middle age collapses that all of us face, she had no legal right to ask for an unpaid leave to take care of her. On the other hand, if she were so inclined, she could go to a bar this weekend and find some unfortunate man and if she could persuade him to marry her, she could take an unpaid leave next week. She said she tried to figure out why anyone would not want to approve what she was proposing. It would cost the University no money. She could only think of three problems. Number one, it set a precedent. She said she would have to be honest and say yes it did. But she believed it set a precedent that flowed naturally from the affirmative action statement. She was starting here with something that did not cost money but she thought it was something she believed was one of our most basic rights- the right to choose one's family and to care for those people. The second problem was how the University was going to implement this. She suspected that two persons filled out a form when they got married. There could be a similar form or a check-off box added. If one was concerned about whether people were actually living together, ask them to show their driver's licenses. She believed it was a state law to put one's current address on one's driver's license. And finally, she knew there were those in the Senate who were more conservative than she was. So she wanted to take a moment to assure everyone that passing her suggested proposal would not cause a sudden upsurge in faculty homosexuality nor in heterosexual cohabitation. What the Senate was doing was offering small inducement for stability in relationships and she was even conservative enough to say that was a good idea these days. In closing, she hoped she was going to find support for this. She hoped the Senate would agree with her in the underlying principle that what was good for a goose and a gander was also good for two geese or a couple of ganders.

Senator Focht announced that he was going to vote against the motion. Chairman Cheung noted that that was his prerogative.

Senator Peoples' motion carried.

B. Mandatory Retirement - Senator Clinefelter moved that the Faculty Manual section on retirement be replaced by the text that had been distributed. (Appendix O 2.) Seconded by Senator Norfolk.

Senator Clinefelter said she proposed this as part of other suggestions she had made for Faculty Manual revisions. This seemed to be a bit more substantial so she was asked to present it to this body. She did so for the following reasons: In section (a) of the old text, there was no one at the University to which this pertained. Section (b) had nothing to do with the faculty. And section (c) mentioned December 1993, which had passed; therefore, this was ineffective. She said she had checked with Vice President Helmick on Section 1 (a), because she thought this might apply to a dean who wished to step down and return to teaching. She did not know who all these high officials were meant to be, and discovered they were extremely well paid officials who fell under the federal law. They did not apply to anyone at the University.

Senator Clinefelter's motion carried.

C. Allocation of Student Fees - Senator Jalbert moved that Faculty Senate direct BPCC to review the allocation of student fees used for academic advising and make appropriate recommendations concerning the reallocation of these fees to degree-granting colleges based on the percentage of students admitted to each academic unit. Seconded by Senator C. Gigliotti.

Senator Jalbert said that on May 6, 1993, University Council approved the conditional/unconditional admissions policy to be implemented in the fall of 1994. Under that policy, students who qualified for direct admission to degree granting colleges were to be advised by faculty in the colleges rather than by Academic Advising Services. When University Council voted approval, there was extensive discussion of the resource implications of the policy. No additional resources, however, were provided to the academic units charged with implementing that policy although Academic Advising and other units of Student Services received additional funds. Decentralized college budgets were placed under greater strain when the units complied with this new policy without receiving additional funding. Academic Advising in Spicer Hall received financial support from student fees in order to offer advising services to students, while the degree-granting colleges, who provided a similar service, received no monies from this source. Students directly admitted and being advised in the degree-granting colleges paid the same fees as other students. It was for these reasons that he made the motion.

Senator Jalbert's motion carried.

D. Appeals Process - Assistant Provost Kelly said the item of new business from APCC was in regard to the Faculty Manual also. It dealt with the appeals process for reappointment of untenured faculty. It referred to the material sent to the Faculty Senate after the last APCC meeting. Chairman Cheung noted this was generated from the committee and was automatically seconded.

Senator Oller said he could speak to this subject because he had been involved with it for two years. But given the lateness of the hour and the importance of the issue, he moved to postpone discussion until the September meeting. Seconded by Senator Clinefelter. Motion carried.

E. Reporting Attendance - Senator Aupperle moved that BPCC, LRPC and the Faculty Senate report at the end of the year the attendance records of all members. He said he wanted to see some accountability put into our governance process. Seconded by Senator I. Newman. Motion carried.

F. Appreciation - Senator Green said he would like to offer a motion on behalf of the Senate to thank the Chairman and the Executive Committee for their work this year. Seconded by Senator Bucey.

(Applause) Chairman Cheung said he would interpret that response as a vote with unanimous consent of the body.

VIII. GOOD OF THE ORDER - Senator R. Gigliotti said that with acute respect for the hour, he wanted to make one comment. He had the opportunity this week to visit the honors program's new quarters in Gallucci Hall. He came away feeling very proud and he encouraged everyone to visit it. The honors program's Master, Dr. Robert Holland, spoke very highly about the strong support in the administration for the honors program facility.

Senator Weber said a faculty colleague had raised a concern and she was asking direction from the Chair and from the body about where this question might be best resolved. It concerned the exam week schedule for day students who were on either a Tues/Thurs or Mon/Wed/Fri schedule. The 2-hr. exam schedule meant that oftentimes students with a Mon/Wed/Fri schedule ended up with a Thursday exam and their work schedules would not permit them to be there for the final exams. To which committee might such a query be directed? Chairman Cheung replied the consensus was that it go to APCC.

Senator Ranson said that as a not quite incidental member of UAFPA, he rose to his feet to second the remarks of the Chair on the meaning of the election and he applauded what was said. He could assure everyone that there was no truth to the rumors that a further campaign was planned based on the 28% vote showing, so everybody could have a peaceful summer. UAFPA was dissolving. He would be using some of his energy to put a little carbon tetrachloride on a certain UAFPA sticker which appeared on his rear car bumper. And finally, he hoped and believed the active UAFPA members of which there were a not inconsiderable number in this body, would continue to work through existing channels within the walls to realize the mutual goal of shared governance. He thanked everyone.

Senator Fowler said he thought the body should thank Dr. Gerlach for serving as parliamentarian this year. Chairman Cheung noted that the parliamentarian had requested the body hear him under good of the order. Senator Marquette added, "with the proviso that he was subject to the same time limit as the President."

Parliamentarian Gerlach said that Senator Fowler beat him to the punch. He just wanted to say what a great pleasure it had been to be the parliamentarian for the Chairman, especially in view of the fact that he was the first Chairman of the Senate. It had been a pleasure to see how things were moving along. The only other thing that he wanted to pass on was this marvelous little anonymous aphorism which Senators could take whichever way they wanted in light of the year's work and the recent collective bargaining election. It was always worth remembering: "The difference between genius and stupidity is that genius has its limits."

IX. ADJOURNMENT - Chairman Cheung said that since there were no other comments under the good of the order, he would entertain a motion to adjourn. It was so moved by Senator Marquette, and seconded by Senator Fowler. Motion carried, and Chairman Cheung declared that the Senate stood adjourned at 5:30 p.m.

That's all folks!
Respectfully submitted by David R. Brink, Secretary

APPENDIX A

Chairman's Remarks

I have two items I'd like to briefly talk about.

The first is a report of last Friday's meeting of the Ohio Faculty Council. The chairs of the Faculty Senates from the 14 state-assisted, four-year colleges and universities met for the day at Bowling Green State University. We discussed a number of issues including the ongoing threat to student financial aid, the PhD program reviews in progress statewide, concerns with the effects of the open records law and the need to continue to lobby for voting faculty representation on our Boards of Trustees. We resolved to try to develop a positive working relationship with the Interuniversity Council which is the council of our university presidents. The OFC feels that there are many areas where we can cooperate, even though there will be others where we differ. We also had the pleasure of meeting for about two hours with Ohio Representatives Michael Fox and Randy Gardner, chair and vice-chair respectively of the House Education committee. As a result, the OFC will probably be meeting with the full committee in the next few weeks.

The OFC will meet again, probably at Kent State University, in August. I will be continuing to serve on its Executive Committee and as the chair of the OFC subcommittee on governmental relations.

I was quite struck, as I was at the OFC's initial meeting in January, by just how unique The University of Akron is in terms of faculty involvement in governance. It is to your credit, President Elliott's credit, and our Board's credit that our Faculty Senate has more influence on the course of its University than any other in Ohio. Only one other school even comes close and their Senate does not have the responsibility of approving a university budget. We appear to be unique in that regard.

The second topic I wish to comment on is, not surprisingly, the recent UAFPA election. As I'm sure you're aware, the faculty voted not to be represented by UAFPA by a substantial majority. That is the only clear and unequivocal interpretation of the election results. However, if you'll permit me, I believe that the faculty's choice means that they put their hopes and trust in our present governance structure and what it may become as it continues to develop. That is a challenge to the Senate, BPCC, LRPC and the Administration to prove that the faculty's trust is not misplaced. I'll repeat a statement I made earlier that you've perhaps read already. The problems which faced our University on Monday morning before the first ballot was cast are still with us and we must face them and solve them as best we can. Further, fully one hundred and sixty-nine of our colleagues felt that their interests would best be served by UAFPA representation. A number of our colleagues, several who serve as members of this body, worked diligently for over three years to bring this election to our campus. No matter how any of us voted, they certainly deserve our respect for doing their duty as they saw it.

It is clear to me that there is still much we must and, I believe, will do on behalf of our colleagues and our University. To meet the challenges facing our University, I urge that we put this election behind us and work together. I believe we can.

Respectfully submitted by H. Michael Cheung, Chairman

APPENDIX B

Remarks of the President of the University

It is a pleasure to be with you today as we close our second year of the Faculty Senate and the 125th academic year of The University of Akron.

First, I would like to express appreciation to the faculty who took the time to become informed and participated in our election. I would hope that none of us believes we are yet all we can be, or that the election affirms that we are perfect. The ninety-three percent turnout speaks loudly to your confidence in yourselves to chart our best course into that better campus and better time. The vote was also a strong affirmation of the work of this body itself and of our faculty's direct involvement in planning and decision making.

Now we all can look forward to final exams, commencement, and the usual activities of this glorious time of year. Our real cause for celebration, as always, is the success of our students--some 2,500 of whom will be graduating in a few days.

As I reported in my April memo, I have supported the recommendations of the Senate and BPCC for the allocation of new dollars next year. I will forward them to the University Board of Trustees for their consideration at the end of the current legislative session.

The state budget process so far is moving as expected. Next week, President Gee of Ohio State and I will represent all our state colleges and universities in testimony before the Senate Finance Committee. It is, of course, our hope to increase the subsidy pool.

Now that we are able to do so, it is also my intention to ask the deans and vice presidents to prepare individual recommendations for salary increases, assuming at least a 3.75% Increase (as recommended by the Faculty Senate) in their total salary budget for faculty, contract professionals, and unclassified staff.

If we get a few more dollars, it is my intention to recommend they go to salary increases. If our appropriation is considerably more than current projected, I will consult once again with the Senate how those dollars should be allocated.

Under budget decentralization, each college has the flexibility to design its own formula for awarding raises and can, of course, add to the raise pool if its resources permit. I have asked that the deans make sure everyone knows precisely how salary increases are determined in their unit.

Assuming that the legislature adjourns by then, individual salary recommendations will be approved at the June 28 meeting of the Board of Trustees and communicated by letter to each member of the faculty and staff.

Tomorrow at the annual Founders Day luncheon, the Alumni Association and Hilltoppers/Buchtelles will honor five faculty members for their exceptional achievements.

The outstanding teachers for 1995 are Professor Larry Bradley of education, Professor Richard Grant of law, and Professor Richard Haude of psychology. The year's outstanding researchers are Professor Roderic Quirk of polymer science and Professor Paul Kuzdrall of management.

Next week, we will graduate nearly 2,400 members of the Class of 1995. I hope that many of you will be participating in this very special occasion (the bookstore is still taking cap and gown orders). Our honorary faculty marshals will be retiring colleagues, Janice and John Houser of arts and sciences and Professor James Witzer of the Community and Technical College.

Finally, I would like to commend all of you for the dedicated way in which shared governance has continued to be developed during the year. Our governance bodies are doing very well and addressing serious issues.

As always, it is my honor to be your colleague and to be part of this thoughtful and extraordinary campus.

APPENDIX C

Remarks of the Provost

ASSESSMENT PLAN

In March, the Provost convened a task force with the purpose of developing a draft assessment plan for the campus. This plan was to meet a requirement of the North Central Association. The task force met several times, and has come up with a draft plan, with the final assessment plan to be submitted to NCA by July 1. The task force was made up of 17 faculty members, representing each college on the campus. The task force asked that the draft be presented to the Senate for suggestions and/or comments. These comments may be submitted to either Dr. Midha or the Provost, and they will attempt to incorporate any suggestions before the plan is submitted to the Board of Trustees at the June meeting.

Respectfully submitted by Dr. Chand Midha

APPENDIX D

Report of the Executive Committee

The Executive Committee met on April 13, 1995. The committee reported to the President of the University actions from the April Senate meeting; drafted a charge to the Campus Facilities Planning Committee; and set the agenda for today's meeting.

Respectfully submitted by David R. Brink, Secretary

APPENDIX E

Report of Faculty Rights and Responsibilities Committee

The Faculty Rights and Responsibilities Committee had one (1) grievance filed this past semester. It was assigned case number, Spring, 1995 - 1. The committee voted to accept the case and is currently investigating the matter.

Respectfully submitted by Edward Zadrozny, Chairman

APPENDIX F

Report of University Well-Being Committee

On April 21, 1995, several members of the UWBC met with Desnay Lohrum from Benefits Administration at the University and Steven Likovich of the Compensation and Benefits Group of Peat Marwick, LLP, the firm looking into the issue of health insurance that can be offered to part-time employees (teaching and non-teaching). The main points of this investigation are as follows:

1. The consultant has a definitive Work Plan that will include: a look at the overall strategy for offering insurance to part-time employees, collection of data relevant to this group, meeting with employee representatives such as the meeting of April 21, a survey of part-time employees, and a review of the findings with the present insurance carriers.

2. Results of the Work Plan will determine feasibility and be presented to University Administration.

The above marks a commitment by the University to address an issue that seems to be raised every few years and to bring some sort of conclusion to the matter.

Respectfully submitted by Dr. J. E. Drummond

APPENDIX G

Report of Graduate Council

The Graduate Council met eight times during the 1994-95 academic year. September 12, 1994, was devoted to organizational matters. Regular business was conducted on September 26, October 24, November 28, 1994; and January 23, February 27, March 27, and April 17, 1995.

Officers of Graduate Council for 1994-95 were Ralph Darr (Education), Vice Chair, and Paul Kuzdrall (Business Administration), Secretary. Chairs of standing committees were Monte Turner (Biology), Membership; Sue Hardin (Psychology), Curriculum; Diana Reep (English), Student Policy.

Members of Graduate Council whose terms ended this academic year included Drs. Ralph Darr and Susan Hardin, and Drs. Thomas Calderon and Therese Lueck who replaced Drs. Jon Hawes and Georgia Peebles respectively in mid-term. They formed a nominating committee and elections were held for replacement Council members.

The Curriculum Committee reviewed and approved 47 curriculum proposals throughout academic year 1994-95. One proposal was referred back to the appropriate department for additional information; that proposal will return for approval during the 1995-96 academic year.

The Graduate Faculty Membership Committee approved 80 full-time faculty for new or continuation Graduate Faculty status. Reciprocal membership rights were established between Cleveland State

University graduate faculty and University of Akron graduate faculty. Full lists of graduate faculty will be exchanged twice a year between CSU and UA. Guidelines have now been established and approved by Council for Wayne College and Community & Technical College full-time faculty who wish to obtain graduate membership. Additionally, revised guidelines for graduate faculty membership were approved for the Department of Educational Foundations and Leadership (formerly Educational Foundations and Educational Administration).

The Student Policy Committee assisted in the revision of the graduate-assistantship contracts during the Fall and Spring semesters. Some of the revisions were due to the Internal Revenue Service 12/20 rule (12 credit hours/20 service hours). Other revisions were a revised scholarship repayment policy and a more complete definition of benefits available for graduate assistants.

An ad hoc committee to review Three-Year Baccalaureates was established. The charge to the committee is to reexamine the policy regarding acceptance of three-year baccalaureate degrees from Indian institutions. Dr. Alan Krigline (Business Administration) agreed to chair the committee.

In addition to other miscellaneous business, Graduate Council approved editorial changes to the "Bylaws of the Graduate Faculty" reflecting administrative restructuring within the University.

Respectfully submitted by Ralph F. Darr, Jr., Vice Chair

APPENDIX H

Report of Academic Policies Curriculum & Calendar Committee

The APCC met on April 25, 1995, and presents the following items for action by the Faculty Senate:

1. Long-Form Curriculum Proposals

The following proposals are recommended for approval by the Senate:

95-H	AS-95-02 L revised	95-K	EN-95-02 L
	AS-95-03 L		FA-95-24 L
	AS-95-04 L		FA-95-29 L
95-J	AS-95-01 S revised	95-L	BA-95-22 L
	CT-95-03 L		FA-95-06 L
	CT-95-04 L		FA-95-08 L
	CT-95-05 L		FA-95-12 L
	CT-95-06 L		FA-95-13 L
	CT-95-10 L		FA-95-14 L
	CT-95-11 L		FA-95-15 L
	CT-95-12 L		FA-95-20 L
	CT-95-13 L		FA-95-21 L
	CT-95-14 L		FA-95-23 L

2. Proposal for New Curriculum Review Process (attached)

APCC presents a Proposal for New Curriculum Review Process and seeks Senate approval of the proposed policies and procedures. If approved by Senate, the resulting bylaw changes would be presented to the Senate for approval in September 1995.

3. Revisions to Faculty Manual (attached)

APCC presents for approval revisions to two sections of the Faculty Manual - Section 3359-20-034, "Terminating Employment," and Section 3359-20-037, "Guidelines for Initial Appointment, Reappointment, Tenure and Promotion of Regular Faculty." APCC asks (time permitting) that the revisions be considered under New Business.

Respectfully submitted by Graham Kelly, Assoc. Provost

PROPOSAL FOR NEW CURRICULUM REVIEW PROCESS

A. INTRODUCTION

Because the faculty of the University of Akron must be in charge of their curriculum, they should control the curriculum review process. This process must allow the faculty to change their curriculum in a timely fashion to meet the evolving educational needs of their students. It must also ensure that the academic integrity of the university's programs is maintained, that curriculum changes are consistent with the university's mission, and that unnecessary duplication of instructional effort is avoided.

Curricular proposals must originate in an academic unit within a college. Each college has its own curriculum review process to assess proposals initiated within that college. This document suggests a new procedure to handle curriculum proposals once they have been approved by the colleges.

This new procedure will replace the existing university-wide curriculum review process with a streamlined version that will shorten the review process and eliminate much of the confusion that currently exists.

B. OUTLINE OF PROCEDURE

1. Each college will have its own curriculum review procedure. All curriculum proposals - either new, continuing or deletions - shall be submitted by a college for university

review. Curriculum proposals must be submitted for university review during the Fall semester by the end of the 12th week.

When submitting a proposal the college will send copies of the complete proposal to:

- the Provost's Office (1)
- the Director of Institutional Research (1)
- all collegiate deans (13)
- all members of the Curriculum Review Committee (12)

Each college will also be responsible for generating a brief summary of the proposal. The college will send copies of the proposal summary to:

- all members of Faculty Senate (53)
- all academic department chairs (45)

2. Once the proposal is distributed by the college, all members of the university community have an opportunity to express concerns or objections to a proposal. Objections and concerns must be made in writing to the Provost's office within (4) weeks of the proposal's date of distribution. Copies of the objection must be sent to the department chair of the department originating the proposal and the dean of that department's college.

3. The Director of Institutional Research will examine the proposal from an administrative perspective to ensure that adoption of the proposal is consistent with established degree requirements, university policies, and OBR policies. The Director shall provide recommendations in writing to the Provost within (4) weeks of the proposal's date of distribution.

4. If no objections to the proposal are received and the proposal passes review by Institutional Research, the curriculum change can be approved by the Provost. Each approval will be reported to Faculty Senate and will become record unless Faculty Senate disapproves a proposal at its next regularly scheduled meeting.

5. If an objection to a proposal is received from a member of the faculty the proposal will be referred to the CRC for deliberation.

6. After the CRC has deliberated a proposal referred to it under point #5, the CRC will vote on acceptance of the proposal. If a majority of the CRC votes to accept a proposal and there are fewer than (3) negative votes, the proposal can be approved by the Provost according to the procedure outlined in point #4. If a majority of the CRC approves the proposal and there are (3) or more negative votes, the CRC will submit the proposal directly to the Faculty Senate where it will be deliberated and voted upon. If a majority of the CRC does not vote in favor of acceptance, the proposal will not be referred to the Faculty Senate for completion.

C. CURRICULUM REVIEW COMMITTEE (CRC)

The CRC will be a committee of Faculty Senate reporting to Faculty Senate. The committee will be chaired by the Provost or his designee. The voting members of the committee will consist of 12 members appointed in accordance with the bylaws of Faculty Senate. There will be a maximum of (3) representatives from any one college or constituency.

D. MECHANICS

The current forms for submission of curriculum proposals will be revised. Each proposal must include the following:

1. a summary of the changes included in the proposal
2. a library resource statement
3. a statement of approval from the Graduate School if a proposal affects a graduate course or program
4. specific statement of all revisions to the General Bulletin

Specifics for each type of proposal will be addressed in development of the forms.

E. CONCLUSION

All Curriculum Review Committee deliberations should be finished by the end of February and all proposals requiring Faculty Senate review should reach the floor of Faculty Senate during its February and March meetings. The proposal process should end before the Fall schedule of classes must go to the printer, before course fees must be approved by the Board of Trustees, and before the General Bulletin must go to press.

APPENDIX I

Report of Campus Facilities Planning Committee

MINUTES OF THE MEETING OF FEBRUARY 22, 1995

Members in attendance: Guegold, Buchthal, Sterns, Fowler, Keller, Kline, Bartlett, Kelly, Coons, Jones, Ryan, Dunning, Keener. Guests: Parker, Hayes, Strum, Marquette, Streharsky, Leahy, Vukovich.

The minutes were approved from the December 1, 1994, meeting.

The first item of business was a request by Admissions for exclusive use of JAR 151. Tom Vukovich, Associate VP for Student Affairs, presented the case for such a room. There is a strong need for a room that can be used exclusively for tour basing and admissions advising. Initial visits to campus and the facilities the students and their parents are first introduced create critical impressions of the University. The room must be equipped with audio-visual equipment that can be secure and permanent.

Currently, such tours originate all over campus and require staff and equipment to be moved frequently. The Registrar's Office presented a document detailing scheduling problems with general purpose classroom space. Although 7% of the scheduled classes were canceled, there were many problems with peak time room usage. Currently there are only 36 classrooms on campus that can serve over 60 students and 179 general purpose classrooms. These figures represent a decrease of five and thirty-one respectively over the past two years. The situation will continue to become more severe with the loss

of East Hall due to demolition, and the scheduled remodeling of Kolbe Hall and Leigh Halls. There is approximately a shortage of 1,452 sf when comparing assigned classroom space with generated space. There has been an increase in the number of sections offered from Spring 1994 to Spring 1995 and Fall 1994 to Fall 1995. JAR 151 currently has 12 classes scheduled for Spring 1995. New Student Orientation Programs need nine general purpose classrooms daily during the entire summer and the Registrar's Office has reserved 48 for Pre-College Programs.

Several alternative sites (such as GSC Oak and Cardinal Rooms, the Former LRC, or perhaps a space in Fir Hill Alumni Center) were discussed. The committee agreed with the need for such a space for Admissions but felt that taking a room currently used for scheduling general classes was not in the best interest of the University at this time. It was moved by Buchthal and seconded by Fowler that the consideration be postponed until our April 19 meeting so that alternative arrangements could be investigated. Motion carried.

Dr. Kelly next presented plans for remodeling the Polsky Building 5th Floor. (There are no classrooms in this plan.) It was mentioned that the University Conference Center might be available for student organizations, especially those in the C & T College. The Psychology Department is in favor of the plan presented and would like to have major input into the final design of the space. It was also noted that the Institute for Life Span Development and Gerontology was given space adjacent to but separate from the Psychology Department (about 1,300 sf). It was moved by Buchthal and seconded by Coons that the proposal be approved. The committee wished to remind all parties once again that any general purpose classroom space that could fit into these plans be given the highest consideration. Motion carried.

The request for Polsky Second Floor was then discussed. A question was posed as to specific remodeling of certain areas. No money has been set aside at this time for departments to use, but the idea is certainly negotiable with the various deans. Olin Hall space being vacated will be used for faculty offices. Acceptance was moved by Buchthal and seconded by Coons. Motion carried.

The final request for the day was the assignment of Polsky 111 and 11A to the C & T College (Allied Health). This move helps bring C & T closer together and will assist with the advising of freshman students, mentoring and tutoring programs. Approval was moved by Buchthal and seconded by Fowler. Motion carried.

General information was then presented to the committee. It was mentioned that Simmons Hall is scheduled for demolition as soon as all units have been moved.

Roger Ryan was requested to bring to the April meeting the OBR building designation plan for all university buildings.

A campus planner (consultant) will be hired shortly to help develop a new 15-Year Plan for the campus. Phil Bartlett handed out the Academic Space Generation Data Booklet for the committee to use as future reference.

The next meeting of the committee will be at 2:15 p.m. on April 19, once again in the GSC Cedar Room. Requests for consideration should be forwarded to the Chair by April 12.

Respectfully submitted by Dr. William K. Guegold, Chair

CAMPUS FACILITIES PLANNING COMMITTEE
MINUTES OF THE MEETING OF APRIL 19, 1995

Attendance: Guegold, Dunning, Sterns, Fowler, Kline, Kelly, Jones, Bartlett, Coons, Keller, Buchthal; (guests) Keener, Vukovich, Sylvester, Smith, Helmick, Rupert, Minter.

Minutes approved as read.

The request by Admissions for the exclusive use of JAR 151 was reconsidered by the committee. Tom Vukovich presented updated information and possible alternate classroom space to be used if request is granted. After a great deal of discussion the motion to recommend this facilities use for the 1995-96 academic term (including Summer Sessions) to the full Senate was made by Dave Buchthal and seconded by Harvey Sterns. Motion carried.

Due to new information received just prior to the meeting, the request for space changes in Carroll had to be delayed until the next meeting.

Phil Bartlett next presented the Building Condition Summary Plan and Life Cycle Analysis Charts. The BCS Plan is based on the report submitted to OBR each Fall. The Life Cycle Analysis chart was completed in 1993 and is being updated now. It would take 50 mil to bring all buildings up to top status according to this chart. We actually get about 3 mil per year. This list is used to develop priorities to use the money from OBR. The next Capital Plan process is in the works. This summer we will hear about the decisions made by the President and Cabinet concerning Capital requests. The committee was reminded that square footage must be taken off line to replace new construction according to OBR requirements. These documents do not place buildings in a particular priority but are used to make decisions in that regard each year.

One of the major problems facing the campus today is that for years repair and maintenance funds were dumped into new building accounts. This hasn't happened in the last few years. There remains a concern about swing space during renovations of buildings. The committee recommends that the University considers deferring some demolition projects until other buildings are rehabbed so classroom space is not lost.

The committee then examined the new charge from the Senate involving campus maintenance. Several major events have taken place here recently that have involved a great number of off-campus persons. The facility, in some cases, has not been in top shape. Some system needs to be in place to make certain these areas are taken care of with special priority. It was decided to ask Laurie Madden to our next meeting to explain this process and assess the situation.

It was pointed out that the BPCC subcommittee on facilities knows about this problem as it may well be related to budget problems...funding is too short to do all the work that is needed. Polsky's and a possible new student services building have and would put a great strain on the crews we currently have. Many times this area has been cut as part of budget cuts the University has received. It was speculated that this institution has decided to have a minimal level of maintenance based on the philosophy, "keep it sanitary, but no more."

Vice President Faith Helmick then outlined some of the facilities ideas for the future. She expressed her hope that this committee will become the nucleus of the Campus Guide Plan Group. It has been so long since this process has taken place that there is little expertise on campus to do this.

Dr. Smith presented some information in regard to the Board of Trustees approving the hiring of a firm to access the University Residence Halls, and also to do a marketing analysis to investigate a proposal

for a student recreational facility. This facility would be funded by revenue generated from the students. She mentioned that we will be going back to Columbus and the OBR to talk about a student services building phase one and special needs initially. The current proposed site is immediately east of the JAR. Some frat space will be lost. We first will seek approval from OBR to hire an architect. We have about 9 mil set aside for the project at this time. A total of 16-17 million is needed for completion. The first phase of construction would equal about the space of Simmons or Spicer Halls.

Dr. Guegold thanked the guests who were present today for their information and guidance. The next meeting will be held on May 3 at 2:30 p.m.

Respectfully submitted by William K. Guegold, Chair

CAMPUS FACILITIES PLANNING COMMITTEE
MEETING OF MAY 3, 1995

Attendance: Guegold, Dunning, Kline, Buchthal, Fowler, Coons, Kelly, Bartlett, Seivert (for Keller), Jones, (guests) Keener, Madden.

Minutes approved with minor corrections.

The committee next participated in spontaneous discussion concerning several topics including the new Akron Baseball Stadium site and where the new Student Services Building will go. It was mentioned that Jackson Field cannot be a site for a new building due to urban renewal restrictions placed on the site when built.

It was mentioned that Dr. Smith has a blue ribbon committee to look at sites for various buildings to be put on campus including just east of the JAR is their proposal. There were also questions about what could be built on the site of Spicer Hall after the new Student Services building comes on line. Another question was raised about what will become of Old Memorial Hall.

The committee is concerned about the operational costs of any new buildings considered for the campus and how this effects the budget. The committee then considered requests for Carroll Hall 200 and 201 (the basement and 3rd floors will be considered at a future meeting as no solid proposal was ready at this meeting):

With the LRC vacating 200 and 201, a proposal was presented to the committee to have CH 200 given to Developmental Programs for offices and 201 would be divided into space for Math GA's and PT Faculty. Dave Buchthal requested that low partitions be installed in the math section. There were some questions concerning the funding of the remodeling. It was mentioned that ventilation in this area was inadequate to convert the area into a large classroom. It was also mentioned that security should be addressed as there will be computers in the area.

Motion to recommend to the full Senate was made by Fowler and seconded by Buchthal. Motion carried.

To fulfill the charge given the committee by the full Senate, Laurie Madden, Assistant to Associate VP for Administrative Services appeared as our guest to discuss maintenance procedures on campus.

Ms. Madden explained that at the present time no coordination of off-campus group events takes place. Nearly 25 areas or departments on campus schedule events that include visitors coming on university grounds each year. Maintenance gets this information in a variety of ways and their ability to respond is only as reliable as those who take the time to report their needs to her office.

Custodial maintenance has been cut heavily over the past three years (approximately \$200,000 and 20% of our buildings under contract have been reduced). This has caused us to stretch our own people to cover buildings. Outside contracted people work only at night. As an example of the problems with using outside contractors, the contracted custodians for GSC were terminated as of today because of past problems. In general, we have very little control over outside contractors.

Special events on weekends might require contracted people to handle such events. But with dollars cut, we are unable to clean up after these events on Monday. Special events must pay for additional help.

Dust mopping and spot cleaning is all that can be done during the regular year. Our current staff is asked to clean 30,000 sf per day whereas the national average is 15,000 sf.

In an effort to present a positive public image for the University, all buildings' first floor public areas are worked twice each year (in-house building, not contracted buildings). In contracted buildings, we try to get an in-house staff member in there each day to check on appearance.

As an example of the scope of the maintenance chores on campus, it was explained that Polsky's is a contracted building with a rough cost of approximately \$100,000/year to maintain. The Polsky Building is too large to use our current level of in-house staff. It would have taken nearly all other on-campus buildings' maintenance staff (and more) to do this one building. However, since Kolbe is an in-house building, a person will be free to work in other areas while construction is completed. We try not to put contracted people in public (classroom) spaces. Contracted services are not here during the day. Ms. Madden mentioned the need for a special clearing house (person or office) to handle and coordinate event scheduling and reporting so that maintenance schedules can be better coordinated for special events.

At this point a motion was made by Dave Buchthal and seconded by John Kline that the full Senate be made aware that all units hosting special events need to contact maintenance for contracted additional custodial help (at the unit's own expense) during the event as in-house or outside regular contractors are usually not able to handle the extra work of a special event. Motion carried.

A second motion was then made by Buchthal and seconded by Fowler that the full Senate advise the President to direct the Administrative Cabinet to constitute a special events coordinating committee in order that all special events planning be centralized and coordinated across campus. Motion carried.

It was then mentioned that window coverings on campus (drapery and furniture) have been zeroed-out of the budget for several years, although some can and are being repaired. There is no money for new furniture and drapes.

The committee thanked Laurie Madden for attending the meeting and providing important information for our consideration.

The committee would also like to recommend to the facilities subcommittee of BPCC to undertake an examination of current classroom conditions and determine what it would take to bring them up to a much higher level of maintenance and aesthetic condition. This issue may have a degree of importance on student retention.

Committee members were reminded of the meeting on May 10 with the campus facilities planning consultant in the Martin Center. It was decided that as of this meeting, there were no pressing needs known that would require a summer meeting. If they should arise, the chair will call a meeting after contacting the members of the committee for acceptable times.

Respectfully submitted by William K. Guegold, Chair

APPENDIX J

Report of University Libraries Committee

The University Libraries Committee met on Thursday, April 13, 1995, at noon in the conference room of Bierce Library. Present: F. Canda, N. Ranson, W. Sterling, V. Fleming, J. Patton, P. Richert and P. O'Connor. Guest: Dawn Trouard, Associate Provost for Academic Affairs. Absent with notice: H.M. Cheung, D. Williams and R. Schneider.

Minutes of the February 10, 1995, meeting were approved as distributed.

Dawn Trouard, Associate Provost for Academic Affairs, informed the committee an evaluation of Dean Delmus E. Williams was now in progress as part of the periodic evaluation of deans. It is important for the committee to participate in the review. D. Trouard will forward evaluation tools to those committee members not present today and encouraged all members to return the evaluation forms by April 26, 1995.

J. Patton reviewed the motion made at Faculty Senate in February, the Senate's response and the BPCC budget recommendations presented during the March meeting. Discussion followed regarding the recommended \$100,000 increase for library materials. It was emphasized that this money was presented as an increase for materials and would not therefore be used to correct inequities in both the professional and non-professional salaries. While there is a 3.75% recommended increase in salaries overall, this would not correct the inequities presently existing. Salary needs are still an issue for library personnel.

F. Canda reported that the College of Business is requesting a list of business serials presently subscribed to from Kent State University and Cleveland State University in an effort to coordinate new serial acquisitions. It was suggested that other colleges and schools be encouraged to do this in the future.

The letter to retirees soliciting gifts to the libraries was sent on April 11, 1995. Thanks goes to Kaye Ketchum in Deans Williams' office for her work on this project. P. O'Connor reported that she had talked with a "Buchtelite" staff member and there did not appear to be interest on their part to attend a committee meeting.

Agenda items for next year were discussed: Salaries for professional and non-professional library personnel; OhioLINK updates for all faculty and staff; "Buchtelite" article, with a pull-out section, on OhioLINK.

The committee unanimously thanked J. Patton for her leadership this year as committee Chair.

Respectfully submitted by June G. Patton, Chair

APPENDIX K

Report of the Student Affairs Committee Meeting of April 21, 1995

Present: D.Ely, C.Gigliotti, T.Jolly, C.Keener,
L.Pachnowski, C.K.Smith, D.Vukovich, D.Weber

Absent: P.Fitzgerald, E.Johnson, D.Laconi, D.McNutt, G.Prough,
M.Weidknecht

Guest: Sandra Emerick, Assistant Dean of Students

The first agenda item was to review the recommendations made by the Extracurricular Activities Subcommittee for the funding of graduate student organizations. S.Emerick discussed the funding process and provided a list of the members of the Subcommittee as well as a detailed account of the 1994-95 allocations, 1995-96 budget requests, and the Subcommittee's 1995-96 recommendations for the 17 graduate student organizations applying for funding. After a brief question and answer session, D.Weber moved that the committee approve the budget recommendations totaling \$36,625. L.Pachnowski seconded, and the motion was passed unanimously. The committee thanked S.Emerick and her subcommittee members for the time and effort they devoted to this important assignment. The committee congratulated C.Keener on her reelection as President of ASG.

C.K.Smith updated the committee on the status of the Student Services Building project. Plans are being developed that will allow the building to be constructed in two phases. Phase I at a cost of a little over 9 million dollars, which is more than half of the total cost, would provide 43,000 square feet of office space.

C.K.Smith then discussed the need for dedicated student recreation facilities. She showed slides of renovated or new recreation facilities that have been constructed on five of the "Urban 13" campuses. The current plan is to request the Board of Trustees grant approval for a marketing firm to conduct a survey to determine what type of facilities students want and what they would be willing to pay.

D.Weber asked what has been the student response to the new Student Assistance Center. C.K.Smith reported that the Center is trying to make students aware of its presence and the services it offers by sponsoring "Coffee Hours" at various locations on campus. The next "Coffee Hour" will be Tuesday, May 2 in the main lobby of the Polsky Building.

C.Keener reported that student financial aid marches will be held today on the Wayne Campus and April 29 in Columbus. She also noted that the ASG Faculty Liaison Proposal had not been forgotten. It had just been put on hold due to the amount of time being devoted to the financial aid concerns. D.Vukovich suggested that the proposal be brought to the committee early fall semester.

D.Vukovich reminded the committee that she would be attending the May 3 meeting of the Division of Student Affairs Student Advisory Committee to give an update on the work of the Student Affairs Committee. She distributed a summary sheet of the year's activities listing the student guests, outlining the concerns expressed, and noting the response of the committee to each concern. She asked committee members to review the summary and suggest changes and/or additions before April 30. (See attachment) A final summary will then be prepared and presented at the May 3 meeting of the Student

Advisory Committee at 5:00 p.m. in the Board of Trustees Room, GSC. Any committee members who wish to attend should notify C.K.Smith's secretary, Linda Turchan, at Ext.7907.

D.Vukovich said she contacted Dr. Marlene Huff, Chair of the Shared Governance Council concerning the relationship of this Student Affairs Committee to the Student Affairs Committee of the Shared Governance Council. Since the Council is still in the organizing stage, its committees have not been meeting on a regular basis. D.Vukovich suggested that the two committees work together as much as possible.

This is the last regular meeting of the Student Affairs Committee for this academic year; however, C.K.Smith may invite members to meet with her during the summer to share ideas on the Student Services Building or student recreation facilities plans. D.Vukovich thanked the members for their dedication and commitment and expressed the hope that all would choose to continue with the committee next year.

Respectfully submitted by Diane Vukovich, Chair

STUDENT AFFAIRS COMMITTEE

"State-of-the-Committee" Report

GUESTS: Jennifer Boykin, President, Black United Students
Lisa Kelsay, President, Senior Board
Lelania Perrit, President, Panhellenic Council
Megann Skora, Promotional Coordinator, Residence Hall Board (representing Pam Mackey, President, Residence Hall Board
Dennis Smith, President, Interfraternity Council
Leah Solomon, (Past) Editor, "Buchtelite"

CONCERNS

ACTIONS

- | | |
|---|--|
| 1) 12/20 Ruling | 1) Drafted a resolution asking IRS to reconsider the ruling. Received the endorsement of Faculty Senate and sent the resolution to U.S. Dept. of Ed. and IRS. Spoke with U.S. Dept. of Ed. |
| 2) Lack of recreational facilities dedicated to student use | 2) Referred to D. Newland & C.K. Smith. Plans for a new facility are underway. |
| 3) Poor physical environment and food choices in GSC | 3) Discussed with D. Newland. Will be pursued when the hiring of Director of Food Services is complete. |
| 4) Poor physical environment in residence halls | 4) Renovation plans are in works. |

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|---|--|
| 5) Class attendance policy | 5) Referred by Faculty Senate to APCC. |
| 6) Campus safety issues | 6) Discussed with D. Newland. New lights have been installed on part of Jackson Field. A fence to prevent access to other parts is being considered. |
| 7) Need for "You are Here" maps on campus | 7) D. Newland is looking into adding some signs similar to the one in Admissions Office. |
| 8) Cost of health insurance | 8) Talked with A. Roth, Ins. coordinator, and D. Newland. Meetings are being held to consider alternatives. |
| 9) Disproportionate use of part-time faculty | 9) Has been discussed by various groups including Learning Climate Committee. |
| 10) Language barriers with teaching assistants | 10) Urged students to contact department head. |
| 11) Parking | 11) C. Keener has presented a 5-part proposal to the new Director of Parking. |
| 12) Minority retention | 12) C. Stephens, Director of Minority Retention, and Juanita Martin, Counseling & Testing Center, are planning additional studies. |
| 13) Faculty/minority student relations | 13) Campus-wide cultural diversity programs are continuing. |
| 14) Faculty development in teaching/learning strategies | 14) Several colleges are pursuing this issue. For example, Arts & Sciences faculty now keep teaching portfolios. |
| 15) Promoting students/ Student Affairs Committee exchange of information | 15) Members of Student Affairs Comm. met with the Division of Student Affairs Student Advisory Comm. on Nov. 16 to share ideas and concerns. D. Vukovich will present this summary of Student Affairs Comm.'s work at the May 3 meeting of Student Advisory Committee. |

APPENDIX L

Report of Computing & Communications Technologies Committee

FIVE-YEAR TECHNOLOGY PLAN 4/24/95

Introduction

The business, academic, and private conception of "the computer" is undergoing a very rapid transformation. Out of this shift is emerging a redefinition of where information is stored and how information is accessed, as well as where learning and work take place.

Traditionally, "data" and the programs that interpret this data resided on centralized "mainframe" computers, which users accessed through essentially "dumb" terminals. Today very fast desk-top computers, or "personal computers" that are linked to fast computer "servers" with their stored programs and stored data available to client computers, provide users with a far more flexible and adaptive tool.

At local levels, offices and classrooms are being networked for fluid sharing of databases and for collaborative work--through numerical manipulation, word processing, and desk-top publishing.

Furthermore, the distinction of what computer is a server and what computer gives a user client access is blurring, as information and the programs to make sense of this information begin to reside anywhere on many computers connected to a network. Increasingly that "network" consists of wide area connections between local area networks, as well as connections between individual desk-top terminals with each other--throughout the world.

This rapid shift toward interconnected learners, teachers, managers, and workers, as well as the computer literate expressing their leisure curiosity has already begun to impact higher education.

Throughout the country, residence halls are being rewired to provide the technological advantages of making networks available and convenient for these students. Simultaneously, universities are planning to provide network access to home and work sites in order to extend the learning environment to these locations. Several American colleges and universities are already offering credit for a mix of off-site and on-site learning experiences. Other institutions are working out collaborative offerings accessible electronically from either campus.

Faculty and students are beginning to work from their offices, from their homes, or from conference and research sites to access and process information stored in libraries and research repositories all over the world. They are working collaboratively with distant colleagues through electronic mail and screen sharing. Faculty are teaching their students through electronic mail exchange and through making course materials available electronically.

Academic administrators are following the lead of business administrators in replacing labor intensive fiscal and personnel procedures, as well as paper delivery intensive communications with electronic access, processing, and delivery.

It is imperative that the development of the computer-aided learning, research, and administration at the University of Akron keep pace with the electronic revolution occurring around us. If we are not to fall behind, if we are not to misappropriate scarce funding, we must move toward where we want to be five years from now in a planned and systematic way-in technological terms, pedagogical terms and budgetary terms.

The CCTC has worked to create a cohesive plan to implement and maintain technology so that the University of Akron may achieve the following goals.

- * Attract and retain quality students,
- * Improve the quality of education,
- * Increase information available for students and researchers,
- * Increase productivity of personnel,
- * Improve communications across campus and beyond.

There are approximately 1,000 computers for student computing across campus at this time. Of these, less than 150 are in open general purpose labs, and the remainder are in restricted departmental labs. It is estimated that 30 percent of incoming freshmen own a computer, and this percentage will continue to grow. To insure access for those without a personal computer, the University should upgrade general purpose labs to their capacity, and maintain the computers. Student ownership of computers should be promoted. Access to the campus network and the University of Akron's facilities should be available at various locations on campus and from home.

Today, it is estimated that only 75 percent of faculty and staff work areas have computers. Some of the computers in use are between 5 and 10 years old and cannot support current software with a graphical interface, windowing capabilities, or network accessibility. The University needs to provide the financial means to replace these machines on a periodic basis.

The campus network connects 55 percent of all faculty and staff office areas. Network connectivity varies greatly by department. Some departments have achieved nearly 100 percent availability from offices, while others have virtually no access. This is due to two circumstances. First, the campus network is not yet extended to all buildings. Second, because a portion of the network is departmentally funded, some departments cannot afford the initial or ongoing connection fees from their budgets. In order to provide for electronic dissemination of information, all personnel must have uniform network access, hence we must have funds to support and maintain the network.

In order for the facilities above to be most useful, the University of Akron should improve existing services, and provide some new services.

- * Access to personal productivity tools - word processing, spreadsheets, calendaring, and E-mail - should be available for all faculty, staff, and students.
- * Training and assistance should be available to all.
- * The Library will need additional computer stations, as well as file and database servers.

- * Administrative data should be converted to relational databases in preparation for distributive computing.
- * The network will need to be expanded as multimedia and Internet information retrieval increase the need for bandwidth.
- * Information security should not be compromised, thus network level authentication will need to be added.

These are considered the minimum requirements to provide a campus learning environment and information accessibility, thus it is recommended that these items be centrally funded. The committee cannot plan for the specialized needs of any particular department thus funding for these needs is not budgeted in this document. We recognize these needs exist and are essential to the performance of a department. We believe these needs are best served when a department puts forward its own plan.

To that end, the Computing and Communications Technology Committee of the University Faculty Senate proposes the following plan for building and administering this growth and this readiness on our campus.

We have broken the plan and the processes that will implement it into the following areas:

- * Academic Needs
- * Library Needs
- * Administrative Needs

Following our recommendations is a budgetary breakdown of the projected costs of this plan.

Overview of the Five-Year Technology Plan

- * Replace mainframe technology with networked computers and servers.
- * Roster upgrading to achieve and maintain technological currency in hardware and software.
- * Establish a manageable and economical system for the maintenance of equipment and software.
- * Establish a manageable and economical system for training faculty and staff, as well as enhance student access and training.
- * Extend and enhance campus network connectivity of offices and classrooms, as well as off-campus access to network resources.
- * Upgrade administrative systems and enhance access to library materials.

I. Academic Needs

General Goal:

Individual departments will maintain control over the purchasing of computer equipment. An amount of money will be allocated to the departments to cover the cost of replacing their hardware every four years. The computer hardware must be sufficient to run the standard supported software for faculty and student use, as well as the associated maintenance. Departments with special needs will have to supplement this amount to purchase equipment which meets their specifications.

A. Hardware and Software

1. Student computer access

- a) Allocate funds to the overseeing department to cover replacement costs of computers in present public computer labs.
- b) Increase the number of computers in public computer labs by 25 percent to make the most efficient use of space. Do not open any additional public computer labs.

2. Faculty computer access

- a) Allocate an amount of money to departments for each full-time faculty member, to be used for the purchase or upgrade of computer hardware and software, or to lease a computer system from Information Services.
- b) Allocate an amount of money to departments for part-time faculty, which is 40 percent of the full-time faculty amount, based upon full-time equivalents generated by the part-time faculty.
- c) Allocate an amount of money to departments for graduate assistants, which is 20 percent of the full-time faculty amount, based upon full-time equivalents generated by the graduate assistants.
- d) Establish a faculty computer lease program to assure that all faculty members have access to personal productivity tools and the University network. The lease rate will include the cost of hardware, system software and maintenance. Allocate an amount of money to Information Services sufficient to cover the costs of implementing this over a three-year period.

- e) Establish a fund in the Provost Office for a departmental grant program to support hardware and software purchases or upgrades in departmental computer labs.

3. Hardware

- a) Support purchase or upgrade of both the IBM-compatible and Macintosh compatible computers. Do not support purchase or upgrade of UNIX work stations for public computer lab use.
- b) Develop a plan to replace or upgrade computers on a four-year replacement cycle, with one quarter of the hardware being replaced each year.
- c) Phase out the VM system, and replace with file servers for faculty and student computer use.
- d) Replace the Library's two DEC systems, 5000-240 and 5900, with current technology to handle increased growth.

- 4. Provide site licenses for a standard set of software, accessible on the network servers, which will be reviewed each year.

B. Maintenance of Personal Computers

- 1. Establish a policy for creating and maintaining technological currency on campus.
- 2. Provide centralized coordination of personal computer repair for cost effectiveness. Electronic systems will repair the hardware and software, and will bill the department according to the associated charges.
- 3. Allocate an amount of money for hardware and software maintenance, based upon the number of full-time faculty, to include part-time faculty and graduate assistants as outlined in items IA2b and IA2c above.
- 4. Public computer labs will be maintained through an appropriate allocation to the overseeing department.

C. Technical Support Staff

1. Provide guidance in selection of hardware and software, assist in use of technology, test, and evaluate new technology.
2. Establish a policy regarding support for approved standard products.
3. Maintain a standard personal computer list of approved vendors.
4. Provide computer literacy training to faculty, staff, graduate and undergraduate students.
5. Provide at least one technical support staff member in each college, according to need, to provide the technical expertise of that particular area.
6. Information Services will support the technical support staff members in each college via the Partners in Computing Support program. **SEE APPENDIX F DETAILS.**

D. Establish three training centers with 24 personal computers in each center.

E. Network Access

1. Network growth
 - a) Maintain the existing network.
 - b) Complete the fiber network to all buildings on campus.
 - c) Provide network access to all work areas for faculty and staff.
 - d) Provide network access to residence hall rooms.
 - e) Provide backbone growth in bandwidth as needed.
 - f) Provide management network tools to measure and control network traffic.
2. Information access
 - a) Provide campus-wide network based security.

- b) Provide remote access to electronic University materials according to the individual's need to know. Increase the number of dial-in and dial-out lines according to the needs of the student body and faculty.
- c) Promote electronic distribution of University information across campus.
- d) Add the capabilities to access all electronic library materials from on and off campus.
- e) Provide a centralized image processing facility for easy retrieval of documents.
- f) Provide networking capabilities in half of the classrooms on campus.
- g) Provide video-conferencing and distance learning capabilities in five classrooms on campus.
- h) Provide computer docking stations on campus to allow students remote access to the network.

3. Priority and standardization issues

- a) Create a priority review committee for prioritizing major computer projects.
- b) Create a standardization committee for evaluating general University needs and demands for hardware and software.

II. Library Needs

General Goal:

All users of Bierce Library, the Science Library, and the Law Library should have the capability to access all public data and information electronically available to the constituents of The University of Akron.

A. Public Access Stations

Allocate funds to cover the replacement or upgrade cost of public data access stations.

B. Technology Needed to Provide Public Access

Support the technology needed to provide as much public access as possible. This includes CD ROM towers, OhioLINK, and a file server. This does not include the Scholar Work Stations as they will not be public access. The specific hardware recommendations are listed in Appendix A, Subsection II.

C. Library Staff

Library staff should be treated as full-time faculty/administrative personnel for computer/software funding level.

III. Administrative Needs

General Goal:

To replace the mainframe with client server technology, and to upgrade administrative functions to the most efficient and cost-effective systems available.

A. Hardware and Software

1. Implement server technology by replacing the mainframe with client/server capability.
2. Allocate computer replacement funds for administrative staff at the same rate as full-time faculty.
3. Allocate computer replacement funds for department staff members who do not have access to public data and electronic information at the same rate as part-time faculty.

B. Administrative Activities

1. Purchase and install a human resource system to handle tracking, personnel administration, and payroll.
2. Convert student records, financial systems, housing, and room scheduling to a relational database.
3. Purchase three Kiosk stations to allow students to access grades, financial aid, personal information, admission information, loan information, etc. These devices can be used to make changes in data and pay invoices.

4. Fully install the degree audit subsystem already purchased.
5. Purchase a cashier's office system that utilizes client/server technology system to update the financial files.
6. The financial accounting system which was purchased in 1978 will be replaced by a PeopleSoft client/server based system. It will include financial accounting, accounts receivable, accounts payable, purchasing, and budgets.
7. A financial aid system will be purchased or developed to replace the current system and it will integrate more closely with the registration, cashier, and student accounting systems.
8. Current rooms reservation system will be replaced with an events scheduling system intended to record general purpose rooms reservations and events for the entire campus. The schedule will be made available over Internet.
9. Client/server development tools will be purchased to provide the applications development group with the ability to create applications for the client/server environment.
10. Database productivity tools will be purchased to support the migration of database objects from test to production. The tools will assist the database administrator in managing the DB2 database environment and provide applications programmers with productivity tools for developing DB2 applications.

C. Provide hardware and software maintenance through Information Services.

Conclusion

This plan is all inclusive for maintaining and keeping technology current on a four year basis. The CCTC has attempted to make this plan realistic and workable. Although the network costs are extremely high, extending the networking plan for seven years will be an alternative to be considered if costs become prohibitive. A portion of the student tuition should be set aside to fund part or all of this plan.

***NOTE: THE COMPLETE FIVE-YEAR TECHNOLOGY PLAN IS AVAILABLE FOR REVIEW AT THE FACULTY SENATE OFFICES.**

APPENDIX M

Report of Budget Planning & Coordination Committee

The BPCC approved and submitted to Faculty Senate for their approval the new part-time lecturer rates. Following are the approved rates:

Lecturer I	\$ 500
Lecturer II	\$ 540
Lecturer III	\$ 595
Lecturer IV	\$ 655
Lecturer V	\$ 705

Respectfully submitted by Dr. Chand Midha, Vice-Chair

APPENDIX N

Report of General Education Advisory Committee

Since the name of the program changed from General Studies to General Education, the committee voted to change its name from GSAC to GEAC. GEAC spent the year in two primary activities: (1) corrections, and (2) general business. Each is discussed in more detail below.

I. CORRECTIONS

The initial implementation of the new General Education requirements began Fall, 1994. Since there was a great deal of work last year in completing review of courses, requirements, bulletin information and education of faculty and advisors, it is no surprise that some things were missed. Some courses that traditionally counted for general studies requirements did not get reviewed or placed into the list of course options (for a variety of reasons). These were reviewed by the committee to assure they met the new requirements for general education classes before being placed in the bulletin beginning Fall 1995.

THESE CORRECTIONS ARE THE ONLY CHANGES THAT WILL BE SEEN IN THE FALL, 1995, BULLETIN. NO REVISIONS TO THE GENERAL EDUCATION PROGRAM ARE TO BE IMPLEMENTED UNTIL FALL 1996 (AS DECIDED BY THE GSAC LAST YEAR) INCLUDING ADDITION OR DELETION OF COURSES.

II. GENERAL BUSINESS

We have been considering information concerning assessment, metric awareness, physical education requirements, and prerequisites for courses that we are looking into. Much of this is and will continue to be ongoing, but is receiving important initial consideration and direction this year.

As with the rest of the University, GEAC is planning assessment procedures. The early steps involve input from each unit that has a course offered as part of the general education program, and coordinated by the committee under the direction of myself, Dr. Graham Kelly and Dr. Chand Midha.

The committee asked Dean Randy Moore to begin developing consistent metric information and training among those units and courses that use this "new" form of measurement.

Considering the changing demographics of our student population and the ever-increasing information about our health, we asked Doris Marino, Chair, Physical and Health Education, to forward a proposal considering physical education requirements more appropriate to society's needs.

Originally, the new general education program proposed specific course sequencing for some of the requirements (e.g., English composition as a prerequisite for humanities). For most programs, this was no problem; however, some major sequences are constrained by these limitations. The committee is working with these departments to help assure consistency among the general education requirements as well as timely completion of degree programs.

APPENDIX O

Faculty Manual Additions

1. I suggest that the designation of "domestic partner" be added to the University's Family and Medical Leave Act policy, as outlined on page 36 of the Faculty Manual. Thus, the statement might be modified to read:

"Leave without pay will be granted for any of the following reasons:

Birth of a child or placement for adoption or foster care; serious health condition of employee; serious health condition of a child, spouse, DOMESTIC PARTNER or parent."

I realize that this modification would go beyond the requirements of the law, but I believe that our University has already taken a welcome step in this direction by specifying that "The University of Akron...prohibits discrimination on the basis of sexual orientation in employment and admissions." (p. 2, Faculty Manual) Please note, however, that this change in wording would apply equally to both heterosexual and homosexual couples.

The change in policy would not cost The University of Akron, since the Family and Medical Leave Act provides only unpaid time off. It would, however, be in keeping with the University's diversity goals and in compliance with our non-discrimination statement.

Senator Georgia Peoples, proposer

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(C) Retirement.

~~(1) Faculty and staff shall not be involuntarily retired from the University based on age except in the following cases:~~

~~(a) Those employees who qualify as executive or high policy making employees, as defined by law, shall continue to be involuntarily retired at age 65.~~

~~(b) Law enforcement officers and fire fighters shall be involuntarily retired not later than age 65 or at an earlier date, in the event an individual's physical and mental fitness contraindicates the ability and competency to perform the requirements of the job.~~

~~(c) Tenured University faculty members who attain the age of 70 by December 31, 1993 (unless extended by law) shall continue to be involuntarily retired at the end of the academic year in which they attain the age of 70. The effective retirement date for these individuals is May 31 if on a nine-month contract and June 30 if on a twelve-month contract.~~

TO BE REPLACED BY:

(1) FACULTY AND STAFF SHALL NOT BE INVOLUNTARILY RETIRED FROM THE UNIVERSITY BASED ON AGE, EXCEPT IN CASES OF EXECUTIVE OR HIGH POLICY-MAKING EMPLOYEES AS DEFINED BY FEDERAL LAW.

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 Faculty Senate. All changes are effective Fall 1995 (unless otherwise noted).

BUCHTEL COLLEGE OF ARTS & SCIENCES

AS-95-01 S Political Science

Course Addition: 3700:150 World Politics and Governments (3), description: Introduction to international politics and an examination of the governments and foreign policies of selected states from a comparative perspective.
 Course Reassignment: 3700:471/571 now Campaign Finance (3) to be Campaign Management II (3), prereq: 3700:470, description: The second course in campaign management. The focus is on timing, coalition building, candidate positioning, event planning, internal organization, and other elements of campaign strategy. Campaign Finance is being reassigned to 3700/472/572.
 Course Reassignment: 3700:473/573 now American Political Parties (3) to be Voter Contact and Elections (3), prereq: 6 credits of Political Science or permission, description: Theoretical and practical approaches to gaining votes in all types of political campaigns. See entry below: American Political Parties is being reassigned to 3700:476/576.
 Course Addition: 3700:474/574 Political Opinion, Behavior and Electoral Politics (3), prereq: 3700:100 or 201 or permission, description: Advanced analysis of psychological, cultural and group processes of opinion formation and change. Attention given to the effect of opinion change on electoral outcomes.
 Course Addition: 3700:672 Seminar: Political Influence and Organizations (3), prereq: permission, description: Examination of how public concerns and demands are resolved or diffused. A theoretical and applied look at parties, interest groups, public opinion, media, and protest.
 Course 3700:440/540 Public Opinion and Political Behavior (4) change: title to Survey Research Methods, credits to (3), prereq from 3700:100 or 120 or permission to 3700:100 or 201 or permission, description: Study of the survey research methods as applied to the analysis of public opinion, political behavior and public policy formation.
 Course 3700:470/570 Campaign Management (3) change: title to Campaign Management I, description: Reading, research and practice in campaign management.
 Course Reassignment: 3700:472/572 now American Interest Groups (3) to be Campaign Finance (3). Note: Campaign Finance was 3700:471/571 and American Interest Groups is being reassigned to 3700:475/575.

AS-95-02 L Political Science

Revisions to Certificate in Applied Politics (undergraduate):

Core courses required 9 credits:

- 3700:470 Campaign Management I (3)
- 3700:471 Campaign Management II (3)
- 3700:395 Internship in Government & Politics (3)

Elective courses (9 credits selected from the following) at least 3 credits from :

- 3700:402 Politics and Media (3)
- 3700:440 Survey Research Methods (3)
- 3700:472 Campaign Finance (3)
- 3700:473 Voter Contact and Elections (3)
- 3700:474 Political Opinion, Behavior and Electoral Politics (3)
- 3700:475 American Interest Groups (3)
- 3700:476 American Political Parties (3)
- 7600:450 Special Topics in Communications: (3)

Communication in Political Campaigns

Additional 6 credits from above or from approved courses from Political Science, Communication or other departments.

Total program credits change from 22 to 18; required credits from 16 to 9, elective credits from 6 to 9.

Revisions to Certificate in Applied Politics (graduate):

Core courses required 12 credits:

- 3700:570 Campaign Management I (3)
- 3700:571 Campaign Management II (3)
- 3700:672 Seminar: Political Influence and Organizations (3)
- 3700:695 Internship in Government & Politics (3)

Elective courses (6 credits selected from the following) at least 3 credits from:

- 3700:502 Politics and the Media (3)
- 3700:540 Survey Research Methods (3)
- 3700:572 Campaign Finance (3)
- 3700:573 Voter Contact and Elections (3)

- 3700:574 Political Opinion, Behavior and Electoral Politics (3)
- 3700:575 American Interest Groups (3)
- 3700:576 American Political Parties (3)
- 3700:630 Seminar in National Politics (3)
- 7600:691 Advanced Communication Studies: (2)

Communication in Political Campaigns

Additional 3 credits from above or from approved courses from Political Science, Communication or other departments.

Total program credits change from 22 to 18; required credits from 16 to 12.

AS-95-03 L Political Science

Revisions to B.A. in Political Science program: specific tracks: American Track and an international/Comparative Track have been outlined.

B.A. in Political Science:

The General Education Requirements and the second year of a foreign language. At least 30 credits in the department including:

American Track:

- 3700:100 Government and Politics in the U.S. (4)
- 3700:201 Introduction to Political Research (3)
- 3700:300 Comparative Politics (4)
- 3700:303 Introduction to Political Thought (3)
- 3700:310 International Politics and Institutions (4)
- (2) 400-level courses (may include 400-level course used to meet the American politics requirement)

* Choose one American politics course from the following:

- 3700:341 American Congress (3)
- 3700:350 American Presidency (3)
- 3700:360 Judicial Process (3)
- 3700:402 Politics and the Media (3)
- 3700:474 Political Opinion, Behavior and Electoral Politics (3)

- 3700:475 American Interest Groups (3)
- 3700:476 American Political Parties (3)

* Additional Political Science elective courses to equal 30 credits total in Political Science.

OR

International/Comparative Track:

- 3700:150 World Politics and Governments (3)
- 3700:201 Introduction to Political Research (3)
- 3700:303 Introduction to Political Thought (3)
- 3700:300 Comparative Politics (4)

or

- 3700:310 International Politics and Institutions (3)
- (2) 400-level courses (may be 400-level course used to meet the American politics requirement)

* Choose two American politics courses from among the following:

- 3700:341 American Congress (3)
- 3700:350 American Presidency (3)
- 3700:360 Judicial Process (3)
- 3700:402 Politics and the Media (3)
- 3700:474 Public Opinion, Behavior and Electoral Politics (3)

- 3700:475 American Interest Groups (3)
- 3700:476 American Political Parties (3)

* Additional Political Science elective courses to equal 30 credits total in Political Science.

AS-95-04 L Political Science

Revision to B.S. in Political Science/Public Policy Management program:

delete: 6200:201 Accounting I (4), add 6200:490 ST:Financial management for Non-Profit Organizations (3), delete 6200:470 Govt. & Institutional Accounting (3) from the list of "Choice Options".

AS-95-08 S Geology

Course Reassignment: 3370:649 Borehole Geophysics (3) to 3370:449/549, prereq from 3370:446/546 or permission to permission.

AS-95-10 S Environmental Studies

Course 3010:201 Man and the Environment (2) change: title to Society and the Environment.

AS-95-11 S Mathematical Sciences

Course Addition 3450:135 Mathematics for Liberal Arts (3): prereq: 3450:100 or 2030:153 or placement test; description: Contemporary applications of mathematics for the non-science major to develop skills in logical thinking and reading technical material. Topics include voting, apportionment, scheduling, patterns, networks.

AS-95-12 S Modern Languages

Course Addition: 3500:422 Modern Languages: Special Topics in Advanced Language Skills or Culture or Literature (1.0 - 4.0), prereq: 3500 202 or equivalent, description: (May be repeated.) Development of specialized language skills or reading of significant works of literature or culture not studied in other courses.
Course Addition: 3520:422/522 French: Special Topics in Advanced Language Skills or Culture or Literature (1.0 - 4.0), prereq: 3520:202 or equivalent, description: (May be repeated.) Development of specialized language skills or reading of significant works of literature or culture not studied in other courses.
Course Addition: 3530:422 German: Special Topics in Advanced Language Skills or Culture or Literature (1.0 - 4.0), prereq: 3530:202 or equivalent, description: (May be repeated.) Development of specialized language skills or reading of significant works of literature or culture not studied in other courses.
Course Addition: 3550:422 Italian: Special Topics in Advanced Language Skills or Culture or Literature (1.0 - 4.0), prereq: 3550:202 or equivalent, description: (May be repeated.) Development of specialized language skills or reading of significant works of literature or culture not studied in other courses.
Course Addition: 3570:422 Russian: Special Topics in Advanced Language Skills or Culture or Literature (1.0 - 4.0), prereq: 3570:202 or equivalent, description: (May be repeated.) Development of specialized language skills or reading of significant works of literature or culture not studied in other courses.
Course Addition: 3580:422/522 Spanish: Special Topics in Specialized language Skills or Culture or Literature (1.0 - 4.0), prereq: 3580:202 or equivalent, description: (May be repeated.) Development of specialized language skills or reading of significant works of literature or culture not studied in other courses.

AS-95-13 S Political Science

Course 3700:322 Soviet & East European Politics (3) change: title to Politics of Post-Communist States, description: Examines the changing political policies and processes of select post-Communist states of the former Soviet Union and East Central Europe.

AS-95-14 S Biology

Course 3100:331 Microbiology (4) change: prereq: from 3100:112 and 3150:202 or equivalent to 3100:112, 211 and prereq or coreq 3150:263.

AS-95-15 S Biology

Effective Fall 1995:

Course 3100:433/533 Pathogenic Bacteriology (4.0) change: prereq: from 3100:331 and prereq or coreq 3100:437 to 3100:331.

Effective Spring 1996:

Course 3100:437/537 Immunology (4) change: prereq: from 3100:331 to 3100:211 and 3100:331.

AS-95-16 S Geology

Course 3370:301 Engineering Geology (3.0) change: prereq: from minimum of 4 credits in chemistry, 4 credits in Physics, Calculus and Intro Physical Geology or permission to 4 credits in Introductory Physical Geology and permission

AS-95-17 S Geology

Delete the following from UA offerings:

3370:404/504 Astrogeology	(3)
3370:638 Ore Microscopy	(3)
3370:645 Terrestrial Heat Flow	(3)

AS-95-18 S Mathematical Sciences

Delete the following from UA offerings:

3450:131 Number Systems	(1)
3450:132 Elementary Geometry	(1)

AS-95-19 L Biology

Revisions to the BS/MD program requirements: add 3100:461 Human Physiology (4) and 3100:462 Human Physiology (4), delete 3100:466 Vertebrate Embryology (4) and 3100:467 Comparative Vertebrate Morphology (4).

AS-95-20 L Chemistry

Revisions to the Bachelor of Science in Chemistry and the Bachelor of Arts in Chemistry programs' requirements: the changes incorporate course number and title changes previously approved and provides for the BS in Chemistry to meet the American Chemical Society's accreditation guidelines.

AS-95-21 L Chemistry

Delete the following from UA offerings:

- 3150:121 Inorganic Chemistry I (3)
- 3150:122 Inorganic Chemistry II (3)
- 3150:124 Chemistry (3)
- 3150:303 Elementary Physical Chemistry I (3)
- 3150:304 Elementary Physical Chemistry II (3)
- 3150:335 Analytical Chem. for Lab Techs I (4)
- 3150:336 Analytical Chem. for Lab Techs II (4)
- 3150:405/505 Biochemistry Laboratory (2)
- 3150:408/508 The Professional Chemist in Industry (2)
- 3150:411/511 Phys. Chem. for Biology Majors (3)
- 3150:421/421 Qualitative Organic Analysis (4)

AS-95-22 L Chemistry

Revisions to Chemistry's Statement of Policies - Admission: added as last item: "Freshman students who are admitted unconditionally to the chemistry program are exempted from the above requirements."

Revisions to Chemistry's Retention statement: revised wording from "to remain in the program" to "remain in good standing in the program".

AS-95-23 L Public Administration & Urban Studies

Revisions to the Master of Public Administration (M.P.A.) program: the revisions respond to the NASPAA's reaccreditation review's recommendations; also, the following areas of concentration were outlined: Public and Non-Profit Management, Urban Theory and Administration, Public Sector Economics and Financial Management, Public Policy Analysis and Program Evaluation.

AS-95-24 L Chemistry

Revisions to Minor in Chemistry:

Total credits required for a minor in chemistry: 19-22.

Core comprised of the following:

- 3150:151 Principles of Chemistry I (3)
- 3150:152 Principles of Chemistry I Laboratory (1)
- 3150:153 Principles of Chemistry II (3)
- 3150:263 Organic Chemistry Lecture I (3)
- 3150:264 Organic Chemistry Lecture II (3)

An additional 6 credits from 300/400-level chemistry courses. For example, a pre-med, medical technology or biology might take 3150:401, 402 Biochemistry (3 credits each). An engineering or physics major might select 3150:313, 314 Physical Chemistry (3 credits each). Analytical or instrumental courses might be attractive to others.

Chemical engineering majors automatically fulfill the requirements for a minor in chemistry.

Students who intend to minor in chemistry should seek advice from the Chemistry Department about the 300/400-level courses that would be most relevant to their interests.

AS-95-25 L Canadian Studies

Revisions to the Canadian Studies Certificate Program: add the following to the list of electives:

- 3300:489 Seminar in English: Traditional American Indian Tales
- 3400:352 The West in the Development of the United States
- 3400:366 History of American Transportation

AS-95-26 L Biology

Effective Summer I 1995.

Delete the Environmental Health Certificate Program.

Delete all the courses in the Environmental Health (1890) instructional department:

- 1890:300 Intro to Environmental Health (3)
- 1890:410 Epidemiology (3)
- 1890:497 Individual Studies or Internship (3)
- 1890:450 Seminar in Environmental Health (1)
- 1890:480 Special Topics in Environmental Health (1.0 - 3.0)

AS-95-27 L History

Note: History has redesigned its European history course offerings to coordinate its curriculum with the revision of the General Education Program and to introduce a clearer differentiation between 300 and 400-level courses.

Course Addition: 3400:321 Europe: Renaissance to the Religious Wars (1350-1610) (3), description: Survey of the social, political, economic, religious, and intellectual history of the Early Modern Europe from the Italian Renaissance to the early seventeenth century.

Course Addition: 3400:322 Europe: Absolutism to Revolution (1610-1789) (3), description: Survey of the social, political, economic, religious, and intellectual history of Early Modern Europe from the Thirty Years War to the French Revolution.
Course Addition: 3400:323 Europe from Revolution to World War, 1789-1914 (3), description: Surveys the political, economic, social, economic, and cultural history of modern Europe from the Revolution to the First World War.
Course Addition: 3400:324 Europe from World War I to the Present (3), description: A survey of European political and social history from world War I to the present.
Course Addition: 3400:337 France from Napoleon to DeGaulle (3), description: Combines a study of Napoleon and DeGaulle with a survey of the political, economic, social, economic, and cultural/artistic trends of modern French history.
Course Addition: 3400:439/539 Europe in the Cold War (3), prereq: 6 hours of 3400 courses at the 200 or 300 level, or permission; description: The political, social and cultural history of Europe from the end of the Second World War to the Revolutions of 1989.

Delete the following courses from UA offerings:

3400:225 Europe: Renaissance through the 18th Century (4)
3400:226 Europe: 19th and 20th Centuries (4)
3400:427/527 European Absolutism and the Enlightenment, (3)
1648-1789
3400:431/531 19th Century Europe, 1815-1871 (3)
3400:433/533 19th Century Europe, 1871-1914 (3)
3400:435/535 20th Century Europe, 1914-1939 (3)
3400:436/536 20th Century Europe Since 1939 (3)

Delete the following courses from UA offerings:

- 3400:312 Rome (3); course has been replaced with 3400:317 Roman Republic (3) and 3400:318 Roman Empire (3).
- 3400:3400:407/507 Bronze Age and Archaic Greece (3); course replaced by 3400:305 Greece.
- 3400:408/508 Classical & Hellenistic Greece (3); course replaced by 3400:305 Greece.

Course Reassignment: 3400:405/505 Historical Methods (3) to 3400:310, description: Introduction to historical research and writing. Required for history major.

Course Reassignment: 3400:412/512 Roman Republic (3) to 3400:317.

Course Reassignment: 3400:413/513 Roman Empire (3) to 3400:318.

Course Reassignment: 3400:420/520 Medieval Europe, 400-1200 (3) to 3400:319.

Course Reassignment: 3400:421/521 Medieval Europe, 1200-1500 (3) to 3400:320.

COLLEGE OF ENGINEERING

EN-95-01 S Mechanical Engineering

Course Addition: 4600:665 Cord Mechanics (3), prereq or coreq: 4600:622, description: Elastic and viscoelastic theory of wire rope is derived from thin rod theory. Applications are discussed with respect to tire mechanics, bioengineering and lamina composite constructions.

EN-95-02 L Electrical Engineering

Effective Spring 1996:

Course 4400:371 Control Systems I (3) change: credits to (4).

Course 4450:420/520: Software Engineering (3) change: title to Object Oriented Design, prereq from 3460:209, permission to 4450:208 or equivalent, description: Investigation of object-oriented design paradigm and the design implementation with the object-oriented programming language C++.

Course 4400:465 Computer Circuits (4) change: title to Programmable Logic, credits to (3), description: Digital design with programmable devices. PLD and FPGA architectures. Logic design and technology mapping tools.

Course 4450:432 System Simulation (3) change: description: Simulation of continuous systems on a digital computer. Methods and tools for linear, nonlinear and chaotic systems.

Effective Fall 1995:

Course 4450:410 Computer Methods (3) change: prereq from 4100:206, 3450:235 to 4450:208 and senior standing, description: Numerical modeling for embedded scientific applications. Accuracy with fixed and floating point systems. Analysis of complexity. Distributed processing. Object-oriented packaging in C++.

Course 4400:333 Discrete-Time Systems (3) change: prereq from 4400:232, 3450:235, 4100:206 to 4400:232, 243, 4450:208.

Course 4400:243 Signal Analysis (3) change: prereq from 4400:231, coreq 4400:232, 3450:235 to 4400:231, coreq 3450:235.

Program revisions: delete 3450:XXX Mathematics electives 2 credits.

EN-95-03 S Chemical Engineering

Course Addition: 4200:622 Biochemical Engineering (3), description: Application of chemical engineering principles to biological processes which produce desirable compounds or destroy unwanted or hazardous substances.

EN-95-07 S Biomedical Engineering

Course Addition: 4800:644 Muscle Mechanics and Optimization (3), description: Human body joint kinetics, muscle mechanics and modelling. The principles of optimization as applied to muscle forces, along with muscle anatomy and physiology., prereq: graduate standing in College of Engineering or permission.

EN-95-08 S Biomedical Engineering

Course Addition: 4800:647 Kinematics of the Human Body (3), prereq: 4600:321 or equivalent, graduate standing in College of Engineering or by permission; description: Analytical methods used to model and quantify human body motion. Three-dimensional kinematics, joint coordinate systems, functional anatomy, segment center of mass and joint centers.

EN-95-10 S Biomedical Engineering

Course Addition: 4800:655 Rehabilitation Engineering (3), prereq: graduate standing in the College of Engineering, Mathematics, or a Science, or permission; description: Devices for rehabilitation, interfacing the motor and/or sensory impaired. Quantitative assessment techniques, Prosthetics and orthotics, Bedsores mechanics, Emerging technologies.

EN-95-11 S Biomedical Engineering

Course Addition 4800:670 Mathematical Modeling in Biology and Medicine (3), prereq: graduate standing in Engineering, Mathematics, or Physics, or permission; description: Modeling of pharmacokinetic, cardiovascular, neuromuscular, and immune systems, and artificial organ interactions. Deterministic and stochastic approaches.

EN-95-13 S Biomedical Engineering

Course Addition 4800:685 Medical Devices and Artificial Organs (3), prereq: graduate standing in Engineering, Mathematics, or a Science, or permission; description: Design of medical devices and artificial organs, requirements, safety considerations, Tissue constraints, optimization techniques, government regulations, and legal liability.

EN-95-15 L Mechanical Engineering

NOTE: initially the degree of Bachelor of Science in Engineering (BSE) will be used; the degree name: Bachelor of Science in Mechanical Polymer Engineering requires additional approvals by The University of Board of Trustees and the Ohio Board of Regents.

New Program: Mechanical Polymer Engineering

New courses for program were proposed in PSPE-95-02 and PSPE-95-03:

9821:281	Polymer Science for Engineers	(2)
9821:381	Polymer Morphology for Engineers	(3)
9841:321	Polymer Fluid Mechanics	(3)
9841:422	Polymer Processing	(3)
9841:451	Polymer Engineering Laboratory	(2)

Program Requirements:

General Education:

5540:XXX	Physical Education	(1)
7600:105	Intro to Public Speaking or	(3)
7600:106	Effective Oral Communication	
3300:111	English Composition I	(4)
3300:112	English Composition II	(3)
XXXX:XXX	Social Science Electives	(3)
3400:210	Humanities in the Western Tradition I	(4)
XXXX:XXX	Humanities Electives	(6)
XXXX:XXX	Area Studies & Cultural Diversity	(2)
3250:244	Introduction to Economic Analysis	(3)

(29) Total

Mathematics and Natural Science:

3150:151	Princ of Chemistry I	(3)
3150:152	Princ of Chemistry Lab	(1)
3150:153	Princ of Chemistry II	(3)
3450:221	Anal Geo and Calc I	(4)
3450:222	Anal Geo and Calc II	(4)
3450:223	Anal Geo and Calc III	(4)
3450:235	Differential Equations	(3)
3650:291	Elem Classical Physics I	(4)
3650:292	Elem Classical Physics II	(4)

(30) Total

Engineering:

4300:201	Statics	(3)
4300:202	Intro to Mech of Solids	(3)
4400:320	Basic Elect Engr	(4)
4600:165	Tools for Mech Engr	(3)
4600:203	Dynamics	(3)
4600:300	Thermodynamics I	(4)
4600:301	Thermodynamics II	(3)

4600:310	Fluid Mechanics	(3)
4600:315	Heat Transfer	(3)
4600:336	Analysis of Mech Components	(3)
4600:337	Design of Mech Components	(3)
4600:340	System Dynamics and Response	(3)
4600:360	Engineering Analysis	(3)
4600:380	Mechanical Metallurgy	(2)
4600:400	Thermal System Components	(3)
4600:431	Fundamentals of Mech Vibrations	(3)
4600:441	Control Systems Design	(3)
4600:460	Concepts of Design (Polymer Components)	(3)
4600:483	Measurement Laboratory	(2)
9821:281	Polymer Science for Engineers	(2)
9821:381	Polymer Morphology for Engineers	(3)
9841:321	Polymer Fluid Mechanics	(3)
9841:422	Polymer Processing	(3)
9841:425	Intro to Blending & Compounding	(3)
9841:427	Mold Design	(3)
9841:450	Engineering Properties of Polymers	(3)
9841:451	Polymer Engineering Laboratory	(2)
9841:499	Polymer Engineering Project	(2)

(81) Total

Total Program Credit Hours: 140; required credit hours: 128, elective credit hours: 12.

EN-95-16 S Chemical Engineering

Course Addition: 4200:438 Energy Integration (3), prereq: 4200:351, description: This course uses the Pinch Design formalism to present the core energy integration tools for energy & area targeting and tools for integration of reactors, distillation columns, and heat pumps.

EN-95-17 S Chemical Engineering

Effective Spring 1996

Course Addition: 4200:634 Applied Surfactant Science (3), prereq: 4200:610, description: The basics of surfactant science, the chemical engineering application of surfactants including use in polymerization media, separations, emulsion, microemulsion, and a rheology modifier.

COLLEGE OF EDUCATION

ED-95-06 S Educations Foundations & Leadership

Course 5100:412/512 Design & Production of Instructional Materials change: description: Design, adaptation and preparation of instructional materials using graphics, transparency production, video equipment, computer authoring software, mounting and laminating processes, photography and other procedures.

ED-95-08 S Educations Foundations & Leadership

Course 5100:420/520 Introduction to Computer-Based Education change: title to Introduction to Instructional Computing, description: Examines use of word processing, spread sheets, databases, graphics, telecommunications and authoring software in both educational and business settings and evaluates instructional and applications software.

COLLEGE OF BUSINESS ADMINISTRATION

BA-95-02 S Marketing

Effective Spring 1995

Course 6600:293 Career Orientation: Marketing Majors (1) change: title to Career Orientation, description: Reviews academic requirements for various business majors and examines the professional skills and personal attributes required for a successful business career. Develops student career plan.

BA-95-03 S Finance

Course Reassignment: 6140:431 Personal Finance (3) to 6140:331.
 Course Reassignment: 6400:432 Personal Financial Planning (3) to 6400:332.
 Course Reassignment: 6400:425 Business and Society (3) to 6400:325,
 prereq: from senior standing to none.

BA-95-04 S Business Administration

Effective Spring 1995

Delete the following courses from University offerings:

- 6200:699 Seminar in Accounting (3)
- 6400:699 Seminar in Finance (3)
- 6500:699 Graduate Seminar in Management (3)
- 6600:699 Seminar in Marketing (3)
- 6600:690 Seminar in International Business (3)

BA-95-05 S Business Administration

Effective Spring 1995

Course Reassignment: 6400:692 Colloquium in Business (2) to 6700:698.

Course 6200:654 Independent Study in Taxation (1-3) change: description: Intensive study of particular topic or limited number of topics in taxation not otherwise offered in curriculum. (May be repeated for a total of six credits.)

Course 6200:697 Independent Study in Accounting (1-3) change: description: Focus on special topics of study and research in accounting on an independent basis. (May be completed for a total of six credits.), prerequisite to none.

Course 6400:697 Independent Study in Finance (1-3) change: description: Focus on special topics of study and research in finance on an independent basis. (May be repeated for a total of six credits.), prerequisite to none.

Course 6400:698 Independent Study in Business Law (1-3) change: description: Focus on special topics in study and research in the legal aspects of business administration. (May be repeated for a total of six credits.), prerequisite to none.

Course 6500:697 Independent Study in Management (1-3) change: description: Focus on special topics of study in management on an independent basis. (May be repeated for a total of six credits.), prerequisite to none.

Course 6600:697 Independent Study in Marketing (1-3) change: description: Focus on special topics of study and research in marketing on an independent basis. (May be repeated for a total of six credits.), prerequisite to none.

Course 6800:697 Independent Study in International Business (1-3) change: description: Focus on special topics of study and research in international business on an independent basis. (May be repeated for a total of six credits.)

BA-95-06 L Business Administration

Reactivates the Bachelor of Science in Business Administration degree program:

The Business Administration major is a general business administration program that has been designed for the students who desire a general business education with exposure to a wide variety of business topics that would prove useful to a general manager or small business owner who needs to supervise all the functions of a manufacturing or service enterprise.

GENERAL EDUCATIONS CREDITS (43):

All required courses including selection of:

- Economics (micro) (3)
- Algebra (4)
- Psychology or Sociology (3)

PRE-BUSINESS REQUIREMENTS (19):

- Economics (macro) (3)
- QBA I (3)
- QBA II (3)
- Calculus (4)
- Basic Prog. (either) (3)
- Psychology or Sociology (3)

GENERAL EDUCATION ELECTIVES (2)

BUSINESS CORE REQUIREMENTS (30):

- 6200:201 Acctng Concepts & Principles (3)
- 6200:202 Managerial Accounting (3)
- 6200:250 Computer Applications (3)
- 6400:220 Legal & Social Environments (3)
- 6500:301 Management: Princ. & Concepts (3)
- 6600:300 Marketing Principles (3)
- 6400:371 Business Finance (3)
- 6500:330 Principles of Oper. Mgmt. (3)
- 6800:305 International Business (3)
- 6500:490 Business Policy (3)

BUSINESS ADMINISTRATION MAJOR (24):

Two courses (6 credits) from each of the four departments:

- 6200 Accountancy (6)
- 6400 Finance (6)
- 6500 Management (6)
- 6600 Marketing (6)

BUSINESS ELECTIVES (10)

Total program credits: 128.

BA-95-08 L Business Administration

Change Undergraduate Admission and Program Requirements:

Add 3300:275 Specialized Writing: Business (3) as a requirement for Accounting majors.

Course 6500:330 Production & Operations Management for Non-Management Majors (3)

change: title to Principles of Operations Management; and add as a program requirement, description: An overview of the terminology, fundamental concepts and functional scope of responsibility encountered in the field of operations management.

Course Reassignment: 6500:323 Computer Applications for Business (3) to 6200:250.

Course 6500:322 Quantitative Business Analysis II (3) to 6500:222; see BA-95-16 for additional changes.

Course 6200:201 Accounting I (4) change: title to Accounting Concepts and Principles, credits to (3), description: Introduction to accounting concepts and terminology. Accounting for assets, liabilities, and proprietorship. Analysis of cash flow and financial statements.

Course 6200:202 Accounting II (4) change: title to Managerial Accounting, credits to (3), description: Information needs of management. Study of product costing systems; standard costs; planning, budgeting, and control systems; responsibility accounting; activity-based costing and activity based management; cost-volume-profit analysis; relevant costing; and capital budgeting.

Course 6400:220 Legal & Social Environ. of Business (4) change: credits to (3), description: Explores legal and social environment in which modern business must function. The legal system, public and private law, and contemporary social and ethical issues are addressed.

Course 6500:490 Business Policy (4) change: credits to (3), prereq: to 97 credits and 6500:222, 301, 330; 6200:202, 250 or 255; 6400:371, 220 or 321; 6600:300; 6800:305., description: Capstone course. Integrates the core business disciplines (accounting, economics, finance, management, marketing) through the use of case analyses. Objective and strategy formulation from an administrative viewpoint and international dimension. Emphasis on oral and written communications.

Other program changes:

1) add: At least 50% of the student's credits for graduation must be outside the CBA (6 credits in QBA I and II may be counted in the 50% outside the CBA).

2) add: At least 50% of the business credit hours required for a business degree must be earned at The University of Akron, including a minimum of 14 credits from the student's major program.

3) move 3250:200 Principles of Microeconomics from the list of core courses to the list of General Education requirements.

Note: also see BA-95-10.

BA-95-10 L Accountancy

Course Addition: 6200:200 Professional Orientation (1), prereq: none, description: Provides an overview of the field of accounting and examines the professional skills and personal attributes required for a successful career in accounting.

Course Addition: 6200:320 Accounting Cycles and Financial Statements (3), prereq: grade of not less than "C" in 6200:201, and satisfactory performance on an accounting admission test approved by the School of Accountancy, description: Study of the accounting process and financial statements, accounting for cash, receivables and inventory.

6200 course changes listed above in BA-95-08.

Course 6200:255 Information Processing (3) change: title to Information Processing.

Course 6200:317 Intermediate Accounting I (4) change: number to 6200:321, hours to (3), prereq. to 6200:320, description: Accounting for property, plant and equipment, liabilities, stockholders' equity, investments and revenue recognition.

Course 6200:318 Intermediate Accounting II (4) change: number to 6200:322, hours to (3), prereq. to 6200:320, description: Accounting for tax collection, pensions, leases, accounting changes, cash flows and financial statement analysis.

Course 6200:420/520 Advanced Accounting (3) change: prereq. to 6200:322.

Course 6200:425 Current Developments in Accounting (3) change: prereq. to 6200:322.

Course 6200:430/530 Taxation I (4) change: change hours to (3), prereq. to 6200:320, description: Federal tax law related to individuals, partnerships, and corporations. Master of Taxation students will not be able to take this course to satisfy tax electives in the Master of Taxation program.

Course 6200:431/531 Taxation II (3) change: description: Additional aspects of individual taxation, Federal tax law related to property transfers and retirement and family tax planning.

Course 6200:440/540 Auditing (4) change: hours to (3), prereq. to 6200:321, 355 and 6500:221 must be taken prior to or concurrently.

Course 6200:460 Advanced Managerial Accounting (3) change: prereq. to 6200:301, 6400:371, 6500:330.

Course 6200:470/570 Governmental and Institutional Accounting (3) change: prereq. to 6200:320 or 601.

Course 6200:480/580 Accounting Problems (3) change: prereq. to 6200:322.

BA-95-11 L Finance

Revisions to the Undergraduate Finance Programs:

- Delete: General Finance Program
- Add: Corporate Financial Management Program
- Add: Financial Services Program
- Add: Financial Service Program, Real Estate Concentration
- Add: Minor in Financial Services for Non-Business Majors
- Add: Minor in Financial Services for Business Majors

Course 6400:220 The Legal and Social Environment of Business (4) change: hours to (3), description: Explores legal and social environment in which modern business must function. The legal system, public and private law, and contemporary social and ethical issues are addressed.

Course Addition: 6400:220 Career Planning & Analysis (1), description: Analysis of career opportunities in finance, business and government. Includes career planning, resume preparation, review of University services, and job search techniques.

Course Reassignment: 6400:318 Risk Management and Insurance (3) to 6400:415.

Course Reassignment: 6400:400 Real Estate Principles: A Value Approach (3) to 6400:390.

Course Reassignment: 6400:417 Life and Health Insurance (3) to 6400:414.

Course Reassignment: 6400:419 Property and Liability Insurance (3) to 6400:413.

Course Reassignment: 6400:425 Business and Society (3) to 6400:325.

Course Reassignment: 6400:431 Personal Finance (3) to 6400:331.

Course Reassignment: 6400:432 Personal Financial Planning (3) to 6400:332.

Course 6400:447 Security Analysis (3) change: title to Security and Portfolio Analysis, description: Application of quantitative and qualitative techniques of analysis to fixed income and equity securities, and their composition weights in portfolios during different time periods.

Course Reassignment: 6400:479 Advanced Business Finance (3) to 6400:379, change description: Theory and applications of capital budgeting, capital structure, leasing, working capital management, and divided policy within the financial information system.

Course Addition: 6400:485 Financial Strategy (3), description: Capstone course with applications of financial management theories and tools to decisions in capital budgeting, capital structure and working capital management.

PROGRAM REVISIONS:

Program Revision - courses to be deleted from Finance major:

- 6200:317 Intermediate Accounting I (4)
- 6200:318 Intermediate Accounting II (4)
- 6200:430 Taxation I (4)
- 6200:460 Advanced Management Accounting (3)

Requirements of BS in Business Administration/Finance:

Program (major) total credit hours: 25.

Core: 10 credits required for both programs; an average grade of "C" is required in the following courses:

- 6400:290 Career Planning (1)
- 6400:338 Financial Markets and Institutions (3)
- 6400:343 Investments (3)
- 6400:379 Advanced Business Finance (3)

Corporate Financial Management Program:

Core (10) above, the following required course (3), and four of the following elective courses (12).

Required:

- 6400:485 Financial Strategy (3)

Electives:

- 6400:436 Commercial Bank Management (3)
- 6400:447 Security and Portfolio Analysis (3)
- 6400:473 Financial Statement Analysis (3)
- 6400:475 Commercial & Consumer Credit Mgmt (3)
- 6400:481 International Business Finance (3)
- 6400:490 Selected Topics in Business (3)
- 6400:495 Internship in Finance (1-3)
- 6400:497 Honors Project (1-3)
- 6200:301 Cost Accounting (3)
- 6200:320 Accounting Cycles & Financial Stmtnts (3)

Financial Services Program:

Core (10) above and five of the following selection of courses (15).

Selection of courses:

- 6400:323 International Business Law (3)
- 6400:390 Real Estate Prncpls: A Value Approach (3)
- 6400:401 Real Estate Investment (3)
- 6400:402 Income Property Appraisal (3)
- 6400:403 Real Estate Finance (3)
- 6400:413 Property and Liability Insurance (3)
- 6400:414 Life and Health Insurance (3)
- 6400:415 Risk Management and Insurance (3)
- 6400:424 Legal Concepts of Real Estate (3)

6400:325	Business and Society	(3)
6400:332	Personal Financial Planning	(3)
6400:436	Commercial Bank Management	(3)
6400:447	Security and Portfolio Analysis	(3)
6400:473	Financial Statement Analysis	(3)
6400:475	Commercial & Consumer Credit Mgmt	(3)
6400:481	International Business Finance	(3)
6400:490	Selected Topics in Finance	(3)
6400:495	Internship in Finance	(1-3)
6400:497	Honors Project	(1-3)
6200:410	Taxation for the Non-accountant	(3)

Financial Services Program, Real Estate Concentration:

Three of five Real Estate Concentration courses (9) are required.

Real Estate Concentration courses:

6400:390	Real Estate Prncpls: A Value Approach*	(3)
6400:401	Real Estate Investment	(3)
6400:402	Income Property Appraisal*	(3)
6400:403	Real Estate Finance*	(3)
6400:424	Legal Concepts of Real Estate*	(3)

* Courses are accepted by Ohio Real Estate Commission for Ohio license requirement.

Requirements for Minor in Finance for Non-business Majors:

Program (minor) total credit hours: 18.

Required: 6 credits.

6140:370	Introduction to Finance	(3)
6140:331	Personal Finance	(3)

Electives: take four of the following courses for 12 credits.

6400:338	Financial Markets and Institutions	(3)
6400:343	Investments	(3)
6400:390	Real Estate Prncpls: A Value Approach	(3)
6400:401	Real Estate Investment	(3)
6400:402	Income Property Appraisal	(3)
6400:403	Real Estate Finance	(3)
6400:413	Property and Liability Insurance	(3)
6400:414	Life and Health Insurance	(3)
6400:415	Risk Management and Insurance	(3)
6400:424	Legal Aspects of Real Estate	(3)
6400:325	Business and Society	(3)
6400:436	Commercial Bank Management	(3)
6400:410	Taxation for the Non-accountant	(3)

Requirements for Minor in Finance for Business Majors:

Program (minor) total credit hours: 18.

Required: 6 credits.

6400:338	Financial Markets and Institutions	(3)
6400:343	Investments	(3)
6400:379	Advanced Business Finance	(3)

Electives: take three of the following courses for 9 credits.

6400:323	International Business Law	(3)
6400:390	Real Estate Prncpls: A Value Approach	(3)
6400:401	Real Estate Investment	(3)
6400:402	Income Property Appraisal	(3)
6400:403	Real Estate Finance	(3)
6400:413	Property and Liability Insurance	(3)
6400:414	Life and Health Insurance	(3)
6400:415	Risk Management and Insurance	(3)
6400:424	Legal Concepts of Real Estate	(3)
6400:325	Business and Society	(3)
6400:332	Personal Financial Planning	(3)
6400:436	Commercial Bank Management	(3)
6400:447	Security and Portfolio Analysis	(3)
6400:473	Financial Statement Analysis	(3)
6400:475	Commercial & Consumer Credit Mgmt	(3)
6400:481	International Business Finance	(3)
6400:490	Selected Topics in Finance	(3)
6400:495	Internship in Finance	(1-3)

BA-95-13 I. Management

New Program: Minor in Management:

Program (minor) total credit hours (18):

6500:301	Management: Principles & Concepts	(3)
6500:310	Business Information Systems	(3)
6500:330	Principles of Operations Management	(3)
6500:341	Human Resource Management	(3)
6500:3XX	or 4XX Management electives	(6)

Course Addition: 6500:310 Business Information Systems (3), prereq: 6200:250 or 255, description: Provides a technical and organizational foundation for understanding the use and importance of information systems and information technology in today's business environment.

BA-95-14 L Management

Revisions to the Bachelor of Science in Industrial Management with a Major in Management Options.

Course Addition: 6500:310 Business Information Systems (3), prereq: 6200:250 or 255, description: Provides a technical and organizational foundation for understanding the use and importance of information systems and information technology in today's business environment.

Course Addition: 6500:477 Management Simulation (1), prereq: 6500:301, description: Simulation of management practices through computerized game or experiential exercises.

Course Addition: 6500:478 Human Resource Simulation (1), prereq: 6500:341, description: Simulation of human resource practices through computerized or experiential exercises.

Course Addition: 6500:479 Operations Simulation (1), prereq: 6500:331, description: Simulation of operations management practices through computerized or experiential exercises.

Course 6500:301 Management: Principles & Concepts (3) change: description: An interdisciplinary approach to the study of the basic principles of general management theory and practice.

Course 6500:324 Data Management for Information Systems (3) change: prereq: upper-college standing and 6500:310, description: Developing business application systems using database management systems software, including sequential and random files, finding and arranging records and database management systems applications.

Course 6500:325 Analysis & Design of Information Systems (3), prereq: 6500:310, description: In depth coverage of the analysis, design, implementation and maintenance of computer-based information systems.

Course 6500:330 Production & Operations Management for Non-management Majors (3) change: title: Principles of Operations Management, prereq: 6500:301 and 221, coreq: 6500:222, description: An overview of the terminology, fundamental concepts and functional scope of responsibility encountered in the field of operations management.

Course 6500:331 Production & Systems Management (3) change: title: Production Systems Analysis I, prereq: 6500:222 and 330, description: Application of quantitative models in the analysis and design of operational systems in manufacturing and service environments.

Course 6500:332 Production & Operations Management (3) change: title: Production Systems Analysis II, prereq: 6500:331, description: Application of advanced models in the analysis and design of operational systems in manufacturing and service environments.

Course 6500:421 Operations Research (3) change: prereq: 6500:330.

Course 6500:425 Decision Support Systems (3) change: title: Decision Support & Expert Systems, prereq: 6500:325, description: Introduction to Decision Support & Expert Systems, design and development using spreadsheet software, Decision Support software and/or Expert Systems shells.

Course 6500:433 Business Operational Planning (3) change: prereq: 6500:331, description: Emphasizes the importance of planning in the operations process. Includes forecasting and production management simulation exercises. also introduces the concept and philosophy of continuous improvement.

Course 6500:434 Production Planning & Control (3) change: prereq: 6500:331, description: Coverage of materials management, production planning, scheduling and control. Integrates material from previous courses, provides overall framework including use of computer and quantitative methods.

Course 6500:435 Quality Control (3) change: prereq: 6500:222 and 330.

Course 6500:436 Advanced Quality Control Applications (3) change: prereq: 6500:435.

Course 6500:437 Special Topics in Quality Mgmt. (3) change: title: Special Topics in Management, prereq: none.

Course 6500:438 Product Quality Design Techniques (3) change: prereq: 6500:435.

Course 6500:471/571 Management Problems (3) change: title: Management Project, prereq: 6500:331 or 342 or 443.

Course 6500:472 Management Problems-Production Oper. Mgmt. (3) change: title: Production/Operations Management Project, prereq: 6500:331.

Course 6500:473 Management Problems-Human Resource Mgmt. (3) change: title: Human Resource Management Project.

Course 6500:480/580 Introduction to Health-Care Mgmt. (3) change: description: Introductory course for health professionals covering principles and concepts of management applied to health services organizations. For those registered for graduate credit, a major paper is required.

Course 6500:482/582 Health Services Operations Mgmt. (3) change: prereq: upper college standing and 301 or 480 or graduate standing and 600 or 580 or permission, description: Application of operations and systems analysis to health services organizations.

Course 6500:490 Business Policy (4) change: hours to (3), prereq: 97 credits and 6500:222, 301, 330; 6200:202, 250 or 255; 6400:371, 220 or 321; 660:300; 6800:305, description: Capstone course. Integrates the core business disciplines (accounting, economics, finance, management, marketing) through the use of case analyses. Objective and strategy formulation from an administrative viewpoint and international dimension. Emphasis on oral and written communications.

PROGRAM REVISIONS:

Requirements for Human Resource Management Option:

Program (major) total credit hours: 64.

Core: UG CBA core (30)

Required:

6500:310 Business Information Systems (3)
 6500:341 Human Resource Management (3)
 6500:342 Labor Relations (3)
 6500:443 Advanced Human Resource Management (3)
 6500:442 Compensation Management (3)

6500:471 Management Project (3)

or

6500:473 Human Resource Management Project (3)

Management Electives: (4)

Free Electives: (12)

Requirements for Production/Operations Management Option:

Program (major) total credit hours: 64.

Core: UG CBA core (30)

Required:

6500:310 Business Information Systems (3)
 6500:331 Production Systems Analysis I (3)
 6500:341 Human Resource Management (3)
 6500:433 Business Operational Planning (3)
 6500:434 Production Planning & Control (3)
 6500:435 Quality Control (3)

6500:471 Management Project (3)

or

6500:472 Production/Operations Mgmt Project (3)

Management Electives: (4)

Free Electives: (9)

Requirements for Industrial Accounting Option:

Program (major) total credit hours: 64.

Core: UG CBA core (30)

Required:

6500:310 Business Information Systems (3)
 6500:331 Production Systems Analysis I (3)
 6500:341 Human Resource Management (3)
 6500:433 Business Operational Planning (3)
 6500:434 Production Planning & Control (3)
 6500:435 Quality Control (3)
 6200:301 Cost Accounting (3)
 6200:460 Advanced Managerial Accounting (3)

Management Electives: (4)

Free Electives: (6)

Note:

Recommended electives are:

6200:317 Intermediate Accounting I (3)

6200:318 Intermediate Accounting II (3)

Note: 6200:255 and 6200:454 may be substituted for 6200:250 and 6500:310, respectively.

Requirements for Materials Management Option:

Program (major) total credit hours: 64.

Core: UG CBA core (30)

Required:

6500:310 Business Information Systems (3)
 6500:331 Production Systems Analysis I (3)
 6500:341 Human Resource Management (3)
 6500:434 Production Planning & Control (3)
 6500:435 Quality Control (3)
 6500:471 Management Project (3)
 6600:370 Purchasing (3)
 6600:415 Business Logistics (3)

Management Electives: (4)

Free Electives: (6)

Requirements for Quality Management Option:

Program (major) total credit hours: 64.

Core: UG CBA core (30)

Required:

- 6500:310 Business Information Systems (3)
- 6500:331 Production Systems Analysis I (3)
- 6500:341 Human Resource Management (3)
- 6500:435 Quality Control (3)
- 6500:436 Adv. Quality Control Applications (3)
- 6500:438 Product Quality Design Techniques (3)
- 6500:471 Management Project (3)

Management Electives: (4)

Free Electives: (9)

Requirements for Information Systems Management Option:

Program (major) total credit hours: 64.

Core: UG CBA core (30)

Required:

- 6500:310 Business Information Systems (3)
- 6500:331 Production Systems Analysis I (3)
- 6500:341 Human Resource Management (3)
- 6500:324 Data Mgmt. for Information Systems (3)
- 6500:325 Analysis & Design of Info. Systems (3)
- 6500:425 Decision Support & Expert Systems (3)
- 6500:471 Management Project (3)

Management Electives: (4)

Free Electives: (9)

BA-95-15 L Marketing

Course 6600:497 Honors Project (1.0 - 3.0) change: description: (May be repeated for a total of six credits). Prerequisite senior standing in Honors Program. Individual honors thesis or creative project relevant to marketing, approved and supervised by member of the department faculty.

Course Addition: 6800:497 Honors Project (1.0 - 3.0): prereq: senior standing in Honors Program, description: (May be repeated for a total of six credits).

Prerequisite senior standing in Honors Program. Individual honors thesis or creative project relevant to international business approved and supervised by member of the department faculty.

Revisions to Sales Management Program:

Required:

- 6600:293 Career Orientation (1)
- 6600:370 Purchasing (3)
- 6600:375 Professional Selling (3)
- 6600:460 Marketing Research (3)
- 6600:470 Business to Business Marketing (3)
- 6600:480 Sales Management (3)
- 6600:490 Marketing Strategy (3)
- 6600:493 Career Management (1)

Electives: Select any additional 6 credits in Marketing (6600), except for the following: 6600:491 Workshop in Marketing, and 6600:499 Independent Study in Marketing.

Total program credits: 26; required: 20, electives: 6.

Revisions to Marketing Management Program:

Required:

- 6600:293 Career Orientation (1)
- 6600:460 Marketing Research (3)
- 6600:490 Marketing Strategy (3)
- 6600:493 Career Management (1)

Electives: Select any additional 18 credits in Marketing (6600), except for the following: 6600:491 Workshop in Marketing, and 6600:499 Independent Study in Marketing.

Total program credits: 26; required: 8, electives: 18.

New Program: Minor in Sales Management:

Required:

- 6500:301 Mgmt: Principles & Concepts (3)
- 6600:300 Marketing Principles (3)
- 6600:375 Professional Selling (3)
- 6600:480 Sales Management (3)

Electives: select any 6 credits:

- 6500:302 Intro. to Organiz. Behavior (3)
- 6500:341 Human Resource Management (3)
- 6600:460 Marketing Research (3)
- 6600:470 Business to Business Marketing (3)
- 7600:235 Interpersonal Communication (3)

Total program credits: 18; required: 12, electives: 6.

Note: new minor is pending approval by UA Board of Trustees.

New Program: Minor in International Business Minor:

Required:

6600:300 Marketing Principles (3)
6800:305 International Business (3)
6800:385 International Marketing (3)
6800:405 Multinational Corporations (3)

Electives: select any two courses - 6 credits:

6400:323 International Business Law (3)
6800:421 International Business Practices (3)
6400:481 International Business Finance (3)

Total program credits: 18; required: 12, electives: 6.

Note: new minor is pending approval by UA Board of Trustees.

New Program: Certificate Program in Professional Selling

Required:

6600:300 Marketing Principles (3)
6600:370 Purchasing (3)
6600:375 Professional Selling (3)
6600:480 Sales Management (3)

Electives: select any 3 credits:

6600:355 Buyer Behavior (3)
6600:470 Business to Business Marketing (3)
7600:227 Nonverbal Communication (3)
7600:235 Interpersonal Communication (3)
7600:252 Persuasion (3)

Total program credits: 15; required: 12, electives: 3.

BA-95-16 S Management

Course 6500:221 Quantitative Business Analysis I (3) change: prereq: 3450:145, description: Math diagnostic test and review, probability; probability distributions and expected values; specific probability distributions; descriptive statistics; sampling distributions; interval estimations; introduction to hypothesis testing and p-values. Case analysis with written and oral team reports will be used.

Course Reassignment: 6500:322 Quantitative Business Analysis II (3) to 6500:222, description: Continuation of hypothesis testing; ANOVA; simple and multiple linear regression; one and two sample nonparametric procedures; chi-square tests of goodness of fit and association; multi-sample nonparametric procedures. Cases and outside team projects will be used.

BA-95-17 S Finance

Course 6400:371 Business Finance (3) change: prereq: 6200:201, 202; 3250:200, 201 and 3450:145.

BA-95-18 S Finance

Course 6400:691 International Markets and Investments (3) change: prereq: 6400:602 or equivalent.

BA-95-19 L Business Administration

Revision to MBA program requirements:

Nine credits of School of Law courses may be applied toward the M.B.A. degree. Six School of Law courses must be chosen from the list that follows in conformity with the student's selected M.B.A. concentration. Any deviations must be approved by the Director of Graduate Programs. (Refer to the LAW COURSES TO BE USED AS MBA CONCENTRATION COURSES effective 9/1/95 list.)

BA-95-20 L Business Administration

Revision to Master's Degree Programs:

Transfer Policy:

The College of Business Administration will permit 9 credits of comparable graduate credits to be transferred into any of the graduate business programs (10 law school credits into the JD/M. Taxation program). these credits must be pre-approved by the Director of Graduate Programs in the C.B.A. this 9 credit policy also applies to second degree applicants.

Second Degree:

For a student who has already obtained one master's degree in business, it is possible to pursue another degree in the college provided that: (1) no second M.B.A. is to be obtained; (2) the degree sought is not in the same functional discipline; (3) the desired program (degree curriculum) is specifically approved in advance by the Director of Graduate Programs in Business; and (4) not fewer than 21 new credits are earned for the second degree.

BA-95-22 L Business Administration

Revision of direct admission standards to:
3.0 high school grade point average
or
upper 40% of high school graduating class
21 ACT - 880 SAT
core curriculum

BA-95-23 S Business Administration

Course 6700:698 Colloquium in Business (3) change: credits to (1.0 - 3.0).

BA-95-24 S Management

Course 6500:571 Management Project (3) change: prereq: 6500:670.

Course 6500:641 Applied Data Management (3) change: title to Data Management and Communication, description: The effective management of the data resources of the firm are examined as well as how data communications are changing the way businesses operate.

Course 6500:643 Expert Systems in Business (3) change: title to Analysis & Design of Business Systems, prereq: 6500:602, description: A hands-on treatment of the methods used to develop different types of business information systems.

Course 6500:644 Managerial Decision Support systems (3) change: title to Managerial Decision Support and Expert Systems, prereq: 6500:602, description: Examines decision support systems and the application of artificial intelligence based systems in today's business environment.

Course 6500:645 Advanced management Information Systems (3) change: prereq: 6500:640.

Course 6500:653 Organizational Theory (3) change: prereq: 6500:600, description: Examines the structure, design and overall effectiveness of a business organization from a macro-perspective.

Course 6500:655 Compensation Administration & Employee Benefits (3) change: title to Compensation Administration.

Course 6500:660 Employment Discrimination (3) change: title to Employment Regulation, description: A broad overview of the federal legislation regulating the business firm's human resource management function.

Course 6500:678 Project Management (3) change: prereq: 6500:600, 601, 602.

Delete the following from UA offerings:

6500:659 Operational and Strategic Decision Making (3)

6500:672 Manufacturing and Operations Analysis (3)

COLLEGE OF FINE AND APPLIED ARTS

FAA-95-04 L School of Home Economics and Family Ecology

Program Revision: BA in Clothing, Textiles, and Interiors: Interior Design Option::

Course Addition: 7400:332 Human Factors and Interior Space (3), prerequisites: 7400 158, 259; description: A comprehensive study of human factors in order to insure the proper relationship between the user and interior spaces.

Course Addition 7400:459 Senior Design Synthesis (3), prerequisites: 7400:332, 333, 334, 335, 2940:250; description: A comprehensive study of institution design with participation in a wide range of real world design problems.

Course Deletions from program only: electives: 2420:211 Basic Accounting (3), 2520:212 Principles of Sales (3), 2940:180 Introduction to CAD (1), 2940:210 Computer Drafting (3), 7100:105 Understanding Art (3), 7100:121 Three Dimensional Design (3), 7100:244 Color Concepts (3), 7400:423 Professional Image Analysis (3), 7400:436 Textile Conservation (3), 7400:441 Textile Apparel Industry (3), 7400:485 Sem:Senior Design Synthesis (3), 7400:485 Special Topics Interior Design (3); from core: 7400:123 Fundamentals of Construction (3); from language alternative: 7100:131 Introduction to Drawing (3).

Course 7400:239 Fashion Industry (3) Change: title to The Fashion and Furnishings Industries; prerequisites: from 7400:121 to none; description: Overview of the fashion and furnishings industries including production, distribution, promotion, and the impact of cultural influences. Discussion of career opportunities.

Course 7400:257 Introduction to CAD for Interior Design (3) Change: title to Introduction to AUTOCAD for Interior Design; prerequisites: from 7400:158, 7100:491 to 7400:158; description: An introductory course in computer drafting as an alternative to conventional drafting for interior design applications.

Course 7400:418/518 History of Furnishings and Interiors I (3) Change: title to History of Interior Design I; credit hours from (3) to (4); description: The study of furnishings, interiors, and interiors, and architecture from antiquity through the eighteenth century, with emphasis on the socio-cultural influences shaping their development.

Course 7400:419/519 History of Furnishings and Interiors II (3) Change: title to History of Interior Design II; credit hours from (3) to (4); description: the study of nineteenth and twentieth-century furnishings, interiors, and architecture with emphasis on the social-cultural influences shaping their development.

Other change: 7400:302 Consumers of Services (3) moves from core program to language alternative.

Note: Total program requires 131 credits. Refer to the 02/27/95 Clothing, Textiles, Interiors - Interior Design Option, List of Requirements.

FAA-95-06 L Home Economics and Family Ecology

Course 7400:255 Fatherhood: the Parent Role (2) change: credits to (3), prereq: 7400:201 or 7400:265, description: Historical evolution of the father role, its changing social definition, and father's potential effects on a child's development - birth through adolescence.

Program revisions for Bachelor of Arts in Family and Child Development, Child Development Option and Family Development Option: total required credits for option: 53, total elective credits for option: 9.

FAA-95-08 L Home Economics and Family Ecology

Course 7400:426 Therapeutic Nutrition (4) change: credits to 5, prereq: 7400:133, 3100:209, 3150:130 or permission. Open to dietetics majors only., description: Application of principles of nutrition, metabolism and assessment. Analysis and interpretation of current literature.

Program revisions: B.S. in Dietetics: revisions have been made to the requirements for the following options:

- Didactic Program Option
- Coordinated Program Option
- 2 + 2 Option with C&T

refer to the Lists of Requirements for these options in the complete curriculum proposal.

FAA-95-11 S Communication

Course Addition: 7600:408/508 Women, Minorities & News (3), prereq: none, description: Study of images of women and minorities in U.S. news, along with the power women and minorities have as decision-makers in the news industry.

FAA-95-12 L Art

Delete from UA offerings: 7100:376 Photographics (3).

Course Addition: 7100:477 Advanced Photography: Color (3), prereq: 7100:475, description: Advanced level lecture, studio and lab experience in color photography introducing student to technical, aesthetic and conceptual issues of the medium.

Program revisions: Minor in Photography:

Required courses:

- 2300:122 Introduction to Commercial Photography (3)
- 7100:275 Introduction to Photography (3)
- 7100:370 History of Photography (3)
- 7100:375 Photography II (3)
- 7100:475 Advanced Photography (may be repeated) (3)
- 7100:477 Advanced Photography: Color (3)

Total program and required credits: 18.

FAA-95-13 L Art

Program revisions to B.F.A. in Photography: add the following:

- 7100:477 Advanced Photography: Color (3)
- 2300:160 Portrait/Fashion Photography (3)
- 2300:170 Illustration/Advertising Photography (3)

Note: previously four (12 credits) 7100:475 Advanced Photography courses were required; this revision states that three (9 credits) of 7100:475 Advanced Photography are required and one additional Photography course from the above list is required.

FAA-95-14 L Art

Program revisions to Minor in Painting: add the following courses to the "select from courses" list:

- 7100:248 Introduction to Airbrush Painting (3)
- 7100:247 Introduction to Oil Painting (3)

Total program and required credits: 21.

FAA-95-15 L Art

Program revisions to B.F.A., Metalsmithing emphasis: revise the requirement for 7100:283 Drawing Techniques (3) to now include "or 7100:231 Drawing II (3).

FAA-95-16 S Art

Course 7100:475 Advanced Photography (3) change: prereq: 7100:375.

Course 7100:498/598 Special Problems in History of Art (1.0 - 3.0) change: prereq: 14 credits in Art History and permission.

Course 7100:275 Introduction to Photography (3) change: prereq: 7100:131 and 144 or 286 or 2240:124, description: Lecture, studio, and laboratory course techniques and aesthetics are studied using 35mm camera. A 35mm camera with full manual control is required.

Course 7100:370 History of Photography (3) change: prereq: 7100:201.

Course 7100:317 Printmaking II (3) change: description: Continuation of studio work in printmaking with a concentration in Intaglio, Relief, Lithography, or Screen Printing. May be repeated for a total of 12 credits with a different process.
Course 7100:466 Advanced Metalsmithing (3) change: prereq: 7100:366.
Course 7100:405/505 History of Art Symposium (1.0 - 3.0) change: prereq: one art history course beyond 7100:201, or permission.
Course 7100:249 Figure Painting (3) change: prereq: 7100:233 and 245, 246, or 247.
Course 7100:385 Computer Graphics for Art III (3) change: prereq: 7100:121, 185.
Course 7100:213 Introduction to Lithography Printing (3) change: prereq: 7100:131, 144.
Course 7100:214 Introduction to Screen Printing (3) change: prereq: 7100:131, 144.
Course 7100:215 Introduction to Relief Printing (3) change: prereq: 7100:131, 144.
Course 7100:216 Introduction to Intaglio Printing (3) change: prereq: 7100:131, 144.
Course 7100:201 Survey of History of Art II (3) change: prereq: 7100:200, description: Architecture, sculpture, painting and minor arts from Renaissance through more recent times, primarily in Western Art.

FAA-95-17 S Art

Course Addition: 7100:234 Anatomy for Artists (3), prereq: 7100:233, description: Studio/lecture experience in drawing and sculpture with an emphasis on human skeletal, muscular and surface structure.
Course Addition: 7100:467 Metalsmithing Portfolio Review (0), prereq: 7100:266, 366, 368; coreq: 7100:466; description: A committee of full-time faculty review portfolio of studio work completed in prerequisite courses.
Course Addition: 7100:465 Crafts Portfolio Review (0), prereq: 7100:294, 354, 366; coreq: 7100:295, 454, or 466; description: A committee of full-time faculty review portfolio of studio work completed in prerequisite/corequisite courses.
Course Addition: 7100:495 Senior Exhibition (0), prereq: senior standing and permission, description: Exit review of work from BFA candidate's major courses.

FAA-95-18 S Art

Delete from UA offerings: 7100:191 Design (2).

FAA-95-19 S Communicative Disorders

Course Addition: 7700:623 Support Systems for Individuals and Families with Communication Disorders (2), prereq: none, description: Enhances students' abilities to interview, provide educational information, and create support systems for persons with communicative handicaps and their families.

FAA-95-20 L Home Economics and Family Ecology

Revision in Admission Requirements to the following Graduate Programs/Options:

- Child Development Option
- Child Life Option
- Clothing, Textiles, and Interiors Option
- Family Development Option
- Food Science Option
- Nutrition/Dietetics

The admission requirements:

- Meet minimum GPA of 2.75 for four years of undergraduate study or 3.0 for the last two years of undergraduate study.
- Have completed the general Graduate Record Examination within 5 years preceding the application admission and achieved a minimum score of 1200 on the three parts of the GRE.
- Submit a letter of personal career goals.
- Offer two letters of recommendations if desired.

FAA-95-21 L Communication

Revisions to the News Track program:

Add	7600:486 Broadcast Sales and Management	(3)
Delete	7600:395 Radio Station Programming and Operations	(3)
Delete	7600:396 Television Station Programming & Operations	(3)

FAA-95-22 S Communication

Course Addition: 7600:535 Communication in Organizations (3), prereq: none, description: Overview of theories and approaches for understanding communication flow and practices in organizations; including interdepartmental, networks, superior-subordinate, formal and informal communication.

Course Addition: 7600:536 Analyzing Organizational Communication (3), prereq: 7600:535 or permission, description: Methodology for in-depth analysis and application of communication in organizations; team building, conflict management, communication flow. Individual & group projects; simulations.

Note: also see FAA-95-23 for 7600:435 and 7600:436.

FAA-95-23 L Communication

Course Addition: 7600:437/537 Training Methods in Communication (3), prereq: 7600:345 or permission, description: Principles and concepts in the design and delivery of communication training programs; integration of theory and methodology; presentation skills; matching methods and learner needs.

Course 7600:435 Organizational Communication I (3) change: title to Communication in Organizations, prereq: 7600:345, description: Overviews theories and approaches for understanding communication flow and practices in organizations; including interdepartmental, networks, superior-subordinate, formal and informal communication.

Course 7600:436 Organizational Communication II (3) change: title to Analyzing Organizational Communication, prereq: 7600:344, 384, and 435 or permission; description: Methodology for in-depth analysis and application of communication in organizations; team building, conflict management, communication flow. Individual & group projects; simulations.

Revisions to Business and Organizational Communication, Organizational Communication option program:

Add 7600:437 Training Methods in Communications (3)
Delete 7600:405 Media Copywriting (3)
Delete 7600:457 Public Speaking in America (3)

Requirements:

Communication core (10)

Required (15):

7600:226 Interviewing (3)
7600:235 Interpersonal Communication (3)
7600:344 Group Decision Making (3)
7600:345 Business & Professional Speaking (3)
7600:435 Communications in Organizations (3)

Choose 12 credits from the following list:

7600:201 Newswriting (3)
7600:245 Argumentation (3)
7600:252 Persuasion (3)
7600:303 Public Relations Writing (3)
7600:309 Public Relations Publications (3)
7600:325 Intercultural Communication (3)
7600:436 Analyzing Organiz. Communication (3)
7600:437 Training Methods in Communication (3)
7600:454 Theory of Group Processes (3)

Plus 9 credits Communication electives.

Total program/option credits: 46.

FAA-95-24 L Social Work

Course 7750:421 Field Experience Seminars (2) change: title to Introduction to the Field Experience, credits to (1), prereq: 7750:401, 7750:410 and permission; description: Assists students in making the transition from classroom learning to experiential learning in the field practicum.

Course Addition: 7750:422 Field Experience Seminar (1), prereq: 7750:421 or permission; description: Assists students in integrating, synthesizing, and applying classroom knowledge to field experiences and assignments.

Revision to Bachelor of Arts in Social Work:

Add 7750:422 Field Experience Seminar (1)

FAA-95-26 S Music

Effective Fall 1996

Course Addition: 7500:675 Seminar in Music Education (1.0 - 3.0), description: Intensive examination of special topics in the field of music education. (May be repeated for a total of 6 credits.)

FAA-95-27 S School of Music

Effective Fall 1996

Course Addition: 7500:153 Beginning Eurhythmics (2), description: Students will develop rhythmic and musicianship skills through movement and ear training exercises following a methodology developed by Emile Jaques-Dalcroze. (Music majors and minors).

Course Addition: 7500:253 Advanced Eurhythmics (2), description: Students will enhance rhythmic and musicianship skills through movement and ear training exercises following a methodology developed by Emile Jacques-Dalcroze. (Music majors or minors).

FAA-95-28 S Theatre Arts

Course 7800:699 Master's Thesis (1.0 - 6.0) change: description: (May be repeated for a total of six credits). Prerequisite: permission of coordinator of theatre arts program. Research related to the completion of the master's thesis.

FAA-95-29 L Communicative Disorders

Revision to the master's degree in Speech-Language Pathology program:

Add 7700:628 Topics in Differential Diagnosis of Speech and Language Disorders (2).

Delete 7700:612 Research Methods in Communicative Disorders II (2).

See the degree requirements list for specific requirements for:

Speech-Language Pathology Majors

Audiology Majors

FAA-95-30 S Communicative Disorders

Course 7700:440/540 Augmentative Communication (3) change: prereq: 7700:330 or

7700:430/530 or permission; description: Overviews augmentative communication systems

- candidates, symbol systems, devices, vocabulary, funding. Considers

interdisciplinary issues in assessment/intervention.

COLLEGE OF NURSING

NU-95-05 S Nursing

Effective Summer I, 1995

Course 8200:409 International Nursing (3) Change: prerequisite(s) from: Junior level

BSN program to Junior level BSN program or RN/BSN student; bulletin description: A

comparison of nursing roles and responsibilities in an international environment. The

influences of education, ethics, government, demography, and geography on health care

will be considered.

NU-95-06 S Nursing

Effective Summer I, 1995

Course 8200:509 International Nursing (3) Change: bulletin description: A comparison

of nursing roles and responsibilities in an international environment. The influences

of education, ethics, government, demography, and geography on health care will be

considered.

SCHOOL OF LAW

LS-95-01 S School of Law

Course 9200:676 Seminar in International Trade (3) Change: title to Seminar in

International Trade: GATT, NAFTA, European Union.

LS-95-02 S School of Law

Course 9200:691 Seminar in International Investments and EEC Law (3) Change: title to

Seminar in International Investments and Commercial Transactions.

COLLEGE OF POLYMER SCIENCE AND POLYMER ENGINEERING

PSPE-95-01 S Polymer Science

Course 9841:427 Introduction to Molding Technology (3) Change: title to Mold Design.

PSPE-95-02 L Interdisciplinary Polymer Science and Polymer Engineering

New Instructional Department Number : 9821 for Interdisciplinary Polymer Science and Polymer Engineering.

Course Addition: 9821:281 Polymer Science for Engineers (2), prerequisites: 3150:132;

3150:133, description: Chemical bonds and structure of organic molecules, polymer

chain structure, amorphous and crystalline morphology and structural characterization,

polymerization and copolymerization, experimental demonstrations, typical solid state

and flow properties.

Course Addition: 9821:381 Polymer Morphology for Engineers (3), prerequisites:

9821:281, 3150:133, 3650:292, description: Fundamental understanding of solid

structure, crystallography and morphology, processed polymers, co-polymers and their

blends.

PSPE-95-03 S Polymer Engineering

Course Addition: 9841:321 Polymer Fluid Mechanics (3), prerequisites: 4600:310 or

equivalent, description: Rheological properties and flow characteristics of polymer

fluid systems; non-Newtonian viscosity, viscoelasticity.

Course Addition: 9841:422 Polymer Processing (3), prereq: 9841:321 and 4600:315 or

equivalent, description: Polymer processing technology. Basic studies of flow in

extrusion, molding, and other processing methods.

Course Addition: 9841:451 Polymer Engineering Laboratory (2), prereq: 9841:321,

coreq: 9841:422, description: Laboratory experiments on the rheological

characterization of polymer melts, fabrication of engineering products, structural

investigation of polymer parts.

COMMUNITY AND TECHNICAL COLLEGE

CT-95-03 L Drafting & Computer Drafting Technology, Engineering and Science Technology Division

Revise the Associate of Applied Drafting & Computer Drafting Technology Program

Course Addition: 2940:211 Computer Aided Drawing II (3): prereq: 2940:210, description: This course covers advanced topics in the use of AutoCAD. Those topics include UCS, Vpoint, Dview, wire frames, Boolean functions, customization, and AutoLISP.

Course 2940:210 Computer Drafting (3) change: title to Computer Aided Drawing I. Program revisions: add 2940:211 Computer Aided Drawing II, delete 2870:311 Computer Aided Drafting II, change elective hours from 6 to 5.

CT-95-04 L Mechanical Engineering Technology, Engineering and Science Technology Division

Revise Associate of Applied Science in Mechanical Engineering Technology Program

Course 2920:243 Kinematics Change: prereq from 2920:122, 2980:125 to 2920:101, 2980:125.

Course 2920:245 Mechanical Design II change: prereq from 2920:101, 142, 201 to 2920:142, 2940:210, 2980:241 and coreq: 2920:243.

Course 2920:251 Fluid Power change: prereq from 2820:162 to 2820:162, 2820:164.

Course 2920:101 Intro Mech Design change: credits from (3) to (2).

Course 2920:249 Applied Thermal Energy change: title to Applied Thermal Energy I.

Program revisions: delete 2940:180 Introduction to CAD, 2920:231 Kinematics/Dynamics and 2920:201 Mechanical Design; add 2940:210 Computer Aided Drawing II, 2980:241 Strength of Materials and 2920:243 Kinematics; change program and required hours from 69 to 68.

CT-95-05 L Mechanical Engineering Technology, Engineering and Science Division

Revise Bachelor of Science in Mechanical Engineering Technology Program

Course 2920:346 Mechanical Design III change: prereq from 2920:245 to 2820:310, 2920:244 and 2920:245.

Course 2920:365 Fundamentals of Heating & Air Conditioning (3) change: title to Applied Thermal Energy II, credits to (2), prereq from 2920:249 to 2920:249, 251, description: Review of thermodynamic principles with application to the design of heating and air conditioning systems. Includes basic heat transfer and heating and cooling load calculations.

Course 2920:370 Plastics Design and Processing change: prereq from 2920:142, 201; 2840:101 (or permission) to 2920:142, 2840:101 (or permission), 2980:241.

Program revisions: add 2920:244 Dynamics.

CT-95-06 L General Technology and Polymer Technology, Engineering and Science Division

Course reassignments from 2840: Polymer Technology to 2820: General Technology.

Basic Chemistry (3) from 2840:100 to 2820:105.

Introductory Chemistry (3) from 2840:101 to 2820:111.

Introductory & Analytical Chemistry (3) from 2840:102 to 2820:112.

Course Addition: 2820:290 Special Topics in General Technology (1.0 - 2.0), prereq: permission, description: Selected topics of subject areas of interest in General Technology.

Course 2820:310 FORTRAN for Technologists (2) change: title to Programming for Technologist, description: An in-depth study of a technical programming language, plus basic operating system commands and hardware configurations. Limited to students in Engineering & Science Technology Division.

CT-95-07 S Mechanical and Engineering Technology, Engineering and Science Technology Division

Course 2860:270 Survey of Electronics I change: prereq from 2020:131 (coreq) to 2820:163.

Course 2860:271 Survey of Electronics II change: prereq from 2860:270, 2020:132 (coreq) to 2860:270.

CT-95-08 S Associate Studies Division

Course 2030:345 Basic Techniques for Data Analysis change: prereq from 2030:132 or 2030:142 to 2030:154 or 2030:161.

CT-95-09 S Associate Studies Division

Course 2040:254 The Black American (2) change: prereq from none to 2020:121 or 3300:112, description: Examination of Black American origins, historical achievements and present striving to achieve first-class citizenship. Analysis of forces in American society that create racial separation.

CT-95-10 L Community Services Technology, Public Service Technology Division

Course Addition: 2260:277 Case Management in Community Services (3), prereq 2260:100, description: Case by case study of Social Service delivery in six primary areas of Human Services. Emphasis on case management skills, documentation and ethics.
Program revisions: add 2260:277 Case Management in Community Services (3), 2440:120 Computer and Software Fundamentals (2), 2540:141 WordPerfect, Beginning (2), 2040:241 Technology and Human Values (2) or 2040:244 Death and Dying (2), delete 5540:XXX Physical Education (1), 2260:XXX technical electives (8); change required credits from 48 to 56, elective credits from 16 to 8.

CT-95-11 L Community Services Technology, Public Service Technology Division

Program revision to Community Services Technology: Social Services Emphasis: add 2260:277 Case Management in Community Services (3), 7750:427 Human Behavior and Social Environment I (3), 3100:103 Natural Science: Biology (4), delete 7750:XXX Social Work electives (6), 5540:XXX Physical Education (1), 2XXX:XXX General Elective (1), change program credits from 64 to 66, required credits from 57 to 66, elective credits from 7 to 0.

CT-95-12 L Fire Protection Technology, Public Service Technology Division

Course Addition: 2230:280 Fire Service Administration (4), prereq 2230:100, description: Fire officer professional qualifications; federal, state regulations governing department operations - OSHA, EPA; emergency and non-emergency operations procedures - ICS, IMS, Emergency Operations Center are presented.
Course 2230:104 Fire Investigation Methods (3) change: credits to (4).
Course 2230:202 Fire Suppression Methods (3) change: title to Fire Suppression and Emergency Response Methods, credits to (4), description: Organization and function of fire and emergency response systems. Emphasis on pre-emergency planning, personnel utilization, fire ground strategy, equipment of deployment, incident command system, problem solving.
Program revisions: add 2230:238 Fire Service Administration (4), delete 5540:XXX Physical Education (1), 2XXX:XXX General Electives (2), 5550:211 First Aid and CPR (2), 2250:260 Admin. and Supv: Public Services (3).

CT-95-13 L Criminal Justice Technology, Public Service Technology Division

Course Addition: 2220:296 Current Topics in Criminal Justice (3), prereq 2220:100, title: A variety of course topics on current subjects relative to law enforcement and the Criminal Justice System.
Course 2220:240 Dynamics of Vice Crime and Substance Abuse (3) change: title to Vice and Organized Crime, description: An overview of organizations operating nationally and internationally in a variety of criminal activities with a particular emphasis on narcotics trafficking.
Program revisions: add 2220:296 Current Topics in Criminal Justice (3), add 5 hours Technical Electives to Criminal Justice Technology, add 2 hours Technical Electives to Social Emphasis, delete 2250:260 Admin. and Supv. in Public Service (3), delete 2220:XXX General Electives from Criminal Justice Technology (5), delete 2220:XXX General Electives from Social Work Emphasis (2).

CT-95-14 L Computer Programming Technology, Business Technology Division

Course 2440:269 C Programming and Unix (2) change: credits to (3).
Program revisions: delete 2030:141 Math for Data Processing I (4), 2030:142 Math for Data Processing II (3); add 2030:151 Elements of Mathematics I (2), 2030:161 Math for Modern Technology (4), change required credits from 59 to 58, elective hours from 5 to 6.

**THE UNIVERSITY OF AKRON SCHOOL OF LAW
CURRICULAR CHANGE LS-95-01
Effective Beginning Fall 1995 Semester**

<u>CHANGES</u>	<u>OLD</u>	<u>NEW</u>
TITLE	Seminar in International Trade	Seminar in International Trade: GATT, NAFTA, European Union
COURSE NUMBER:	9200:676	(SAME)
CREDITS:	3	3

**THE UNIVERSITY OF AKRON SCHOOL OF LAW
CURRICULAR CHANGE LS-95-02
Effective Beginning Fall 1995 Semester**

<u>CHANGES</u>	<u>OLD</u>	<u>NEW</u>
TITLE	Seminar in International Investments and EEC Law	Seminar in Intl. Investments and Commercial Transactions
COURSE NUMBER:	9200:691	(SAME)
CREDITS:	3	3