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Faculty Senate Chronicle April 6, 2000

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Any comments concerning the contents in The University of Akron Chronicle may be directed to the Secretary, Dr. Gary Oller (+1910).
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MINUTES OF THE FACULTY SENATE MEETING OF APRIL 6, 2000

The regular meeting of the Faculty Senate was called to order by Chair Barbara Heinzerling at 3:04 p.m. on Thursday, April 6, 2000, in Room 201 of the Buckingham Center for Continuing Education.

Forty-three of the sixty-three members of the Faculty Senate were in attendance. Senators Clark, Dhinojwala, Foos, Lee, Monroe, Ofobike, Ozanich, and Rich were absent with notice. Senators Braun, Chyi, Fisher, Holz, Knion, Malek, Midha, Qammar, Redle, Ritchey, Sakezles, and Turek were absent without notice.

SENATE ACTIONS

- * APPROVED THE LIST OF SPRING 2000 GRADUATION CANDIDATES.**
- * APPROVED A NUMBER OF RECOMMENDATIONS FROM THE APCC REGARDING CHANGES TO THE FACULTY MANUAL.**
- * APPROVED TWO SPACE REQUESTS FROM CFPC**
- * APPROVED THE RECOMMENDATIONS FROM THE PBC REGARDING THE BUDGET, ETC.**

I. APPROVAL OF THE AGENDA - The Chair asked whether there were any amendments to today's agenda. Since there were none, she called for a motion to approve it, and it was so moved by Senator Peggy Richards and seconded by Senator Dolli Markovich. The body then voted its approval.

II. CONSIDERATION OF THE MINUTES OF MARCH 2, 2000 - The Chair asked Secretary Gary Oller whether there had been any corrections to the March 2 minutes. He said that there were two of which he was aware. At the bottom of page 16 it read, "Senator John Weaver congratulated Dr. Vukovich..." "Senator John Weaver" should be changed to "Senator Tyrone Turning." The other correction concerned what was listed as Appendix E on page 36. This was a report from the Research Committee that actually would be presented at today's meeting. It had been accidentally added to these minutes and would appear again in the minutes of today's meeting.

Since there were no other corrections to the minutes, the Chair asked for a motion to approve. Senator Charlene Reed moved for their approval, and this was seconded by Senator Richards. The Senate then voted its approval.

III. CHAIR'S REMARKS - The Chair said that, unfortunately, she was going to be starting off on a rather sad note. She believed that most members knew that the University had lost a former colleague and friend with the death of Faye Dambrot this past March. Mrs Dambrot had served the University as a Psychology Professor from 1967 to 1989, and she had earned her undergraduate degree at Carnegie Mellon and then earned her master's degree from The University of Akron. During her tenure at the University she had co-founded the Women's History Project of Akron and the Women's Study Program. Mrs. Dambrot had been a strong advocate of women and minorities. At the time of her death, she had been organizing a memorial here in Akron for Sojourner Truth. She asked the body to rise for a moment of silence, and the body did so.

The Chair's other announcement was that many of the committees had reported during the school year, but the Senate had not had reports from several committees. She asked Chairs or members of those committees which had not made reports to have one for Mrs. Quillin no later than April 30 so that we could have it before the May meeting.

IV. SPECIAL ANNOUNCEMENTS - There were none.

V. REPORTS

REMARKS OF THE PRESIDENT OF THE UNIVERSITY - The Chair recognized President Luis Proenza, who made the following remarks:

"Thank you very much, Madame Chair. Good afternoon, colleagues. I've asked for a little extra time this afternoon, because there are a lot of things happening and a few things I'd like to share with you. In fact, if you'd be so kind as to help distribute these items, we'll talk about them.

First, some exceptionally good news. As you probably read in the paper, the legislature has passed the capital budget. The University received its request, as expected, and in particular, very salient among those requests is the funding of our Student Affairs building, which will begin construction toward the end of next year, a \$15 million appropriation. In addition, there are a number of other remodeling projects, and we're happy to bring that news to you.

Secondly, a interdisciplinary proposal to the Ohio Technology Action Fund. In case you did not follow this, late last year the Governor proposed the establishment of a \$30 million fund for the biennium to assist the state in developing specific strategic initiatives in technology. The Action Fund created a board which is chaired by Bill Sanford, the Chairman of the Steris Corporation in Cleveland. They've put out a request for proposals, and The University of Akron in collaboration with Case Western Reserve with the Akron Incubator and several departments within the University led by Frank Kelley in our College of Polymer Science and Polymer Engineering, were successful in receiving one of the awards. So please congratulate them; very tightly competed in excess of 200 proposals; 40 were selected for serious review, and only 22 were finally awarded, one of which was ours. So I'm happy to bring that news to you.

Next, I'll be happy to hear in more detail from Senator Louscher the report of the Planning & Budgeting Committee, which is being brought forward to your attention today. Let me highlight for

you, not their report, but the aspects that you need to be aware of, of the things I know will be recommended as planning assumptions for the budget when the Board of Trustees meets later in the month. We will be recommending that they approve a 6 percent tuition increase. That will include, however, a mandated 5 percent reduction in tuition in the C & T College and at Wayne College. We also will be recommending that we gain approval for a 4 percent merit raise pool, and that we will anticipate but not yet budget resources from a predicted 1 percent increase in student credit hour production, which you would hope would eventuate beginning this fall. We have a little bit more this year than we did last year, so we hope that at least some of that anticipated 1 percent will indeed materialize. We will defer budgeting those resources until they are in place. Dr. Louscher will report on some recommendations of the Planning & Budgeting Committee for allocation of funds, and I anticipate we will be able to honor most of those pending additional reviews, and obviously, the materialization of these remedies.

We will also be recommending considerable improvement in our entire planning and budgeting process. There's a new calendar system moving the process much further into the beginning of the academic year, direct guidelines for the use of unallocated salaries, debt-lines and guidelines for annual salary increases, and the establishment of financial training in budget decision making for unit administrators, which indeed has been something that many of you have felt has been lacking. So we look forward to Dr. Louscher's report a little later.

Thirdly, please be aware that the North Central Association will be here on our campus for a site visit, which Dr. Auburn has been coordinating. The team will be here on Monday, April 17, and part of Tuesday, April 18. The self-study report will be available to the campus tomorrow. The team is being led by Dr. Ronald Leach of Indiana State University, and a colleague from West Virginia University.

Fourthly, in conversations with your Executive Committee, I have agreed to refer to Provost Hickey two items that are of considerable interest to all members of the faculty; first, the curriculum review process which many of you and your Executive Committee communicated in no uncertain terms, needs fixing. So we will initiate the process gaining your input, and I've asked Dr. Hickey to put that in motion. Among the things that is needed is very simply a collaboration of ways in which we can empower some of our units which are needing to enable programs with much shorter time lines than the review process currently allows to go forward, but yet put in place adequate review mechanisms to ensure that appropriate quality standards are being met. Also, the fact that many of you are overwhelmed by the amount of materials, so we need to devise some approaches to that. The second element, again by request of your Executive Committee, is we'll be asking Provost Hickey to review the retention, promotion, and tenure guidelines and ensure that we have them all in place and that those that need elaboration and redefinition are appropriately handled, and in short, that we give you attention in doing this in a good manner.

I've provided you some handouts, and I assume all of you have them. Let me start at the back and move to the front. Among the handouts I have given you is a leader piece from this week's 'The Economist' (Appendix A). It is a thought piece on American education. I ask that you please read it carefully. It is an important statement by a British journal, 'The Economist' of the condition of education in America. Although it is couched in the context of the fact that in November we will have a decision to make in terms of who we elect in this country as President, the bulk of the piece addresses the condition of K-12 education in America in the strongest language that I have seen since

the 1983 report, 'The Nation at Risk,' issued by then Secretary of Education, Terrell Bell. You will recall that in that statement they minced no words when they said, and I paraphrase, that had a foreign power imposed a condition of our schools on America, we might well have considered it an act of war. It remains a very serious issue and one that we need to be very strongly committed to resolving, and I'm pleased to be working with your colleagues in the College of Education and with many of you on issues that this University can address its participation in the improvement of both schools, teacher education, and in short, education in general.

Secondly, you have a copy of the May 10 letter that I sent to the campus on shared leadership (Appendix B), and since we are approaching May and we have talked about it, I assume that perhaps some of you may have lost it and that you may otherwise need to be reminded that we remain very much committed to the process of building on this campus a framework of shared leadership. And those words need to be considered, of course, both in terms of the ideal and in terms of what they imply for what it is that we have to do piece by piece, project by project, to get there ultimately.

Finally, let me take just a few minutes to bring you up to date on our thinking about the future of The University of Akron. It is summarized in those two other handouts which is a "clusters," if you will, and the other, which are the current enumeration of the broad institutional strategies that we are following. You will recall that last year we began to ask some questions about engaging the campus broadly in strategic thinking, and Dr. Prough so kindly acceded to chairing the process to establish the steering committee, the process with senior leadership. We had a retreat where many of you were present, and over that period of two days we had not only a facilitator who told us about the condition of higher education and the challenges, opportunities, etc., but we also had an opportunity to break out into groups that began to think about the University. In that context, we began to think not only about how we describe ourselves best, but about the things that we need to do to move ahead. While this is in no way final, I did want you to have this for reference because it allows us to think about where we are and where we have yet to go. So let me speak to that just a minute.

First, the four clusters. We asked what it is that The University of Akron is and can yet be in ways that the public can best understand? You will recall that one of the guiding principles we said we would use is that we could not expect the public to understand us if we simply provided them with a list of schools and colleges, 73 departments, and 160 some odd programs, laboratories, institutes, etc. It just doesn't make sense. We need to have some sort of framework to simplify for our sponsoring society what it is that we're about. So we began to look at our points of strength, our differentiating competencies, our core competencies, and as we looked around, we found that to a first approximation The University of Akron distinguishes itself along four clusters of excellence. Before I list them, I would be remiss if I didn't tell you that some of you have suggested a fifth, sixth or seventh cluster and that some have suggested that we need to enumerate what's in those clusters and are very cognizant of that, and I'll try to speak about at least how I'm thinking about that. But suffice it to say that we believe that everything we do can be thought about in at least those four clusters. We certainly don't want to give the public too many clusters or too many things, because again, we would lose them. We're being guided by George Miller's seminar paper in the 1950's, the magical number seven plus or minus two, which is still true today. The average human person cannot keep in mind more than seven plus or minus two categories or concepts at any one time. If we give them more than that, they lose us. We also need to remember that the average person, even our alumni, see the University through the particular window that they entered or left the University through. So the graduates from my colleague, Gary's, program would see the University through the classics program;

the colleagues in Dr. Lynn's program would see the University through the speech and hearing window, and so on. You know that very well if you think about your own experience, that you remember your own University through the college and department you went through, not in its totality. So how do we describe to the public what it is that we are? I think the four clusters begins to give us that approach. We need to refine it and elaborate the language; in fact, enhance it aesthetically as well as substantively. But here are the four (**Appendix C**), all of those things that we do as a University to enhance the cultural line in applied arts and humanities life of this community. We call that a fine and applied humanities cluster. All of the things by which we engaged with our community - to give it music, to give it literature, to give it theatre, and so many other things.

Secondly, all of those other things that we do to affect the well-being of this community through the outreach and the service that we engage with our community in, and there are so many that it includes every one of our disciplines, but clearly, some are more actively engaged than others. One of the things that is a great strength for this University is its very engagement with the community. It's a competitive advantage, a competitive strength, and one that already defines us as a point of excellence.

Third, all of those other things that we do to affect the economic well being by our engagement with business and industry, and there's a lot that we do in that domain through the College of Business, and through the fact that our College of Polymer Science and Polymer Engineering has allowed the transformation of northern Ohio from a rubber-based economy to a polymer-based economy. It's continuing to this day to elaborate a competitive advantage of this industry in northern Ohio and many others for all of those other things we do to promote science and engineering in our community. Again, the way we've diagrammed this indicates that no cluster is independent of the other, that if you happen to be in the College of Education, maybe you'll think yourself more in community service than community outreach, but also perhaps because of what you do in education impacting the cultural well-being, the economic well-being, if you're in the Institute for Economic Education. You may be in Science and Engineering in Education, so you're all four clusters, but you're in one college. The cultural cluster doesn't mean that it refers only to the fine and applied arts school, and so on.

One of the things that that has already enabled us to do is to see new synergy among our exiting programs. The success that we just had in the Technology Action Fund is a case in point, because we got Frank Kelley to sit down with Steven Hallam and with the people in the Law School that are doing intellectual property law, among others, to begin a process. The success we're enjoying in working with the University Park Neighborhood Association is a direct result of all of the elements that interface with our community, representing our parks, our Public Administration and Urban Studies Department, which also include the social and behavior sciences group that Roger Creel has talked about as potentially the sub-cluster or independent cluster. So in other words, nobody is left out and it's a way of thinking about what it is that this University is uniquely strong in in ways that our public can understand. Again, I ask for your help in refining the language, refining our concepts - work with George, work directly with us; we'll be elaborating on that.

The last point is the strategies which are listed in the other handout (**Appendix D**). You heard me one of the last times when I talked primarily about strategies. But again, because we're in the process of strategic thinking, this is not static and we recognize that we needed to add three more. Let me try to go over this and then take your questions. Remember that we started with the very simple

premise that if we were going to advance the interests of the University, one of the very first things we had to do was enhance our revenues because otherwise we were going to be flat. The first two strategies go to that issue - the campus enhancement, \$200 million campaign to transform the campus with 60 buildings, 14 major additions and/or remodelings, 30 acres, 30,000 trees - all of that is a case in point, to make us attractive to students, to faculty, to staff, as a place to live and work to develop a new landscape for learning both in the physical as well as in the academic and activities sense. There are all sorts of dimensions, because hiring a Vice President for Student Affairs will be charged to ensure that every aspect of student activities meets some function to address a part of the new landscape for learning.

The enrollment management strategy is another case in point. I told you a few moments ago when I said we're trying to budget 1 percent and increase revenues, hopefully more this year than we did last year. Last year when I asked the question, I got sheer guesses. Nobody could give us with any degree of confidence indications of what our enrollment was going to be in the fall. They convinced me that it might be up, but they had no way to back it up. This year we have a little bit of data, because our push to get the word out, to be out in the community, to be out in the air waves, to be out in print has pushed our application to make a result in increased enrollment; and, hence, increased revenue.

The third strategy of differentiating our sources of revenue comes from the observation that currently a full 93 percent of our revenues come from either tuition or from state appropriation, both of which are tied directly to the number of students that we have. That is too large a dependence on one source of revenue; namely, student-driven, enrollment-driven revenue. For most other public institutions we have 7 percent from other sources. Most other public institutions have 20, 30, 40, 50, 60, or even 75 and if you're at the University of Vermont, 87 percent of your revenue comes from other sources. We've got to do better in the three areas - federal, state, and public fund giving. I've already talked about what we've got to do in the state; I've talked to you about the subsidy versus investment issue, and we're developing another position issue on that.

The fourth strategy, differentiating foci or differentiating competencies, creating synergy and leverage is taking the clusters and seeing how it is that we can best describe ourselves and allow students to know why they should prefer us rather than one of the other universities in this area. Clearly, the excellence that we have in many respects is getting communicated, so just in the last six months we had one student that had equivalent scholarships to go either to Case Western or The University of Akron and he chose Akron. That's the kind of story that we want to hear, the kind of story we want to cultivate that they choose us for a particular reason, and that they'll know we are better at it than another college.

The fifth strategy which you already know, is to tell that story and I probably do not need to repeat that, but when I get out into the state and visit with some of you that are not on the Senate, we're still learning about each other. We still don't know those superlatives, and Mr. Herold and Ms. Sampsel are sending out to deans and department heads, and let me share it with the Senate as well, the last version of our superlatives. The reason we have not published it is because some of our colleagues will want to put something on that superlative list that was in an ad hoc fashion. We thought we were good but had no documentation. I won't allow that. We must be able to support and document any statement that we make about ourselves. We've got plenty of those, but let's be sure that what we say about ourselves is supportable with an observable reference. The fact that we

have one of the 28 most sought after programs in dance is documented in a magazine that said that; the fact we're seventh in industrial and organizational psychology is a case in point in 'U.S. News and World Report'; or that we're second in polymer science and polymer engineering. And derived from that if you do an analysis of that, it directly follows that we're the only university in all of Ohio, public or private, that has a top science program in the top five - no other. Lots of things to be proud of, but we've added three strategies and I'll stop with that.

We've made shared leadership a specific strategy. It is important that we recognize that this campus will be the better for all of your involvement, for all of the staff's involvement, for all of the students' involvement, and that that is a process we will dedicate ourselves to. Secondly, the whole concept of the fact that this University is very closely tied to this community, community engagement, is something that will continue to enable us to have a great power of differentiation that will continue to enable us to provide to students experiences that they cannot have elsewhere, because we're close to other not-for-profit agencies, to many for-profit companies and corporations small and large, to hospitals and clinics. We can do a lot more in community engagement than can Kent. It needs to be decidedly a strategy that we all keep in mind.

And lastly, a strategy of positioning, which you perhaps have not heard me speak about as forcefully as you will today. All of those superlatives have convinced me that we are already the leading university in northern Ohio, not northeast Ohio, northern Ohio. Sure, Kent has very good programs and so does Youngstown and Cleveland State, but ladies and gentlemen, The University of Akron has many more. Look at the absolutely beautiful ads that Kent just started putting out. Imagine Kent, look at the all the things they say - imagine your future, imagine this. Nowhere in there do they say that they're strong in anything. A wonderful imagination, wonderful ad, but we have real substance. The point is that we want people to begin thinking about The University of Akron more like Case Western and Ohio State and Cincinnati, and those universities that have been held up for a long time as the so-called better institutions. And I think we have the wherewithal to hold our heads up high and to move not only to capture that position but to become undeniably the leading public university, the public research university for northern Ohio, to convince the legislature to enable Ohio to have at least three recognized research universities.

I thought it was important to take this time in order to bring us up to date with broad thinking to remind ourselves of what we're thinking. Dr. Prough and his colleagues will be giving us a preliminary report that integrates not only these but other discussions that are taking place, and I invite your questions if you have them."

There were no questions for President Proenza.

The Chair said that before turning to the next report, she was going to ask for a motion for approval of the Spring 2000 Commencement Candidates. This had been listed on the agenda, and Mrs. Quillin had a copy here now for anyone to look at as well as in the Senate office. Senator Lucinda Lavelli moved that the Spring 2000 Candidates list be approved. This was seconded by Senator Scott Hubble, who hoped that his name was on it. The body then voted its approval.

EXECUTIVE COMMITTEE - Secretary Oller stated that the Committee had met last month to deal with routine matters, and it also had met with the President this past Tuesday along with

Presidential Assistants Becky Herrnstein and Joe Walton to discuss items of mutual interest which the President had just mentioned.

ACADEMIC POLICIES AND CALENDAR COMMITTEE - Mrs. Nancy Stokes, the Chair, reported that the APCC had been entertaining several requests that had been submitted to it by faculty concerning changes, clarifications and information that should be in the Faculty Manual. Three of the proposed changes that would require Senate discussion and approval had been emailed to members last week. There were handouts available for those who had not received them. (For the final Senate amended versions of these, see **Appendix E.**) The other changes were editorial in nature and had already been submitted to the Office of General Counsel to be included in the Faculty Manual. If members had questions about those editorial changes, they could contact her and she would happy to give them the exact wording.

The first item which required Senate attention was at 3359-20-031, which dealt with salaries. This had been brought to the attention of APCC because there had been a question about how merit was determined when people were on approved leave for some reason or another, whether it be research grants or faculty improvement leave. Obviously, if you were not in the classroom, you could not teach. APCC thought that it would add two statements to (B) to address the issue by simply saying that the individual units needed to have some sort of procedure or process in place to deal with those situations. The two amendments coming moved and seconded from the Committee read as follows: **"(1) EACH INDIVIDUAL COLLEGE SHALL DEVELOP POLICIES AND PROCEDURES BY WHICH CHANGES IN SALARIES ARE DETERMINED. (2) EACH INDIVIDUAL COLLEGE SHALL BE RESPONSIBLE FOR THE DEVELOPMENT OF POLICIES AND PROCEDURES ADDRESSING ANY QUESTIONS INVOLVING MERIT."**

There was no discussion, and the body voted its approval of both amendments.

The next items related to section 3359-20-37, guidelines for initial appointment, reappointment, tenure. The first amendments related to C 3 composition of committees. There was already in the Faculty Manual a section which excluded department chairs from retention, tenure or promotion committees. It was the belief of the APCC that this exclusion extended to anyone who made independent recommendations. So that language had been added to the reappointment, tenure and promotion committee composition. This motion again came moved and seconded from the committee. To each of the descriptions of committees (a - reappointment, b - tenure, c - promotion) the following language would be added: **"PERSONS REQUIRED TO PROVIDE SEPARATE RECOMMENDATIONS (eg DEPARTMENT CHAIRS, DIRECTORS OF SCHOOLS, DEANS, SENIOR VICE PRESIDENTS AND THE PRESIDENT) CANNOT BE MEMBERS OF THE COMMITTEE EXCEPT AS OUTLINED IN #3359-20-37C-2b)."**

Senator Tim Lillie asked what was outlined in 3357-20-37-C-2b. When Mrs. Stokes answered that it said that they could be called by the Committee to present any information that the Committee might request, Senator Lillie asked whether the Committee could request that they be voting members of the Committee. Mrs. Stokes replied that they could not.

Senator Ali Hajjafar wondered whether this meant that they could not be non-voting members of the committees as well. Mrs. Stokes said that this was correct. They could only attend as

requested by the Committee. If the Committee requested them to attend the meeting they certainly could, but they would be non-voting.

Senator Reed asked whether where it read " SENIOR VICE PRESIDENTS," should it not be singular. There was only one senior vice president. She suggested a friendly amendment to strike the "s" at the end of "senior vice presidents" in (a), (b) and (c), and Mrs. Stokes agreed.

Senator Mary Konkel assumed that this would refer to individuals in acting positions (dept. chair, dean, etc.) in this capacity as well. Mrs. Stokes agreed.

Since there was no additional discussion, the Chair reminded the body that it would be voting on these amendments with the slight change (removing the "s" from vice presidents in each lettered item). The body voted its approval.

Mrs. Stokes then moved on to the next items for amendments to 3357-20-37. These were additions to section (A) Procedures. At present there were three numbered items in this section. The amendments would add additional new policies (4 through 8) to this section. She had already received a friendly amendment to (5) in the last sentence where it presently reads, "INDIVIDUAL UNIT'S GUIDELINES MAY ALLOW FOR PROXY VOTES IN EXTENUATING CIRCUMSTANCES." The proposer of the friendly amendment suggested that it read, "INDIVIDUAL UNIT'S GUIDELINES MAY ALLOW FOR PROXY VOTES AND/OR ABSENTEE BALLOTS IN EXTENUATING CIRCUMSTANCES." This was because there was a difference between an absentee ballot and a proxy vote. Therefore, when the Senate reached that item for discussion she suggested that it do so with that change already inserted. All of these had come moved and seconded by the APCC, and she thought that it would be best to approach them individually.

The first then was item (4) which read as follows: **"RETENTION, TENURE AND PROMOTION COMMITTEES MUST CONTAIN A QUORUM IN ORDER TO CONDUCT BUSINESS. FOR THE PURPOSES OF RETENTION, TENURE AND PROMOTION OF THE REGULAR FACULTY, A QUORUM IS DEFINED AS A TWO-THIRDS (2/3) OF THE ELIGIBLE MEMBERS. IN THE CASE WHERE THERE ARE LESS THAN SIX ELIGIBLE MEMBERS, A QUORUM IS DEFINED AS THE TOTAL NUMBER OF MEMBERS."**

Senator David Louscher wanted to raise some concerns about the last sentence, "In the case where there are less than six eligible members, a quorum is defined as the total number of members." This meant that a single member of a group of six or less could hold the rest of the committee hostage to whatever he or she might want to do. This was the way he read the statement. If somebody decided not to come to the meeting for many reasons, then you could not have a meeting. Many departments would have less than five or six full professors or less than five or six associate professors. This would mean that one full professor or one associate professor who might be a horse's rear - and he was sure that not many departments except his had such people - and who, for political reasons, might oppose a candidate would then prevent the discussion. He was a little dismayed that the Committee would want such a strict definition of what a quorum was, when in fact he bet that there were very few departments that had six full professors or six associate professors. He strongly suggested that this sentence be deleted.

Mrs. Stokes said that about that sentence Senator Louscher was absolutely right. There were many occasions in which there might be only two or three full professor eligible. In that case you would bring somebody in from the outside because there was a minimum of three that was required by the Faculty Manual. The concern was then that one person could meet and decide all on his or her own. What number then did you choose as a cutoff?

Senator Louscher replied that he had no objection to some argument about there having to be at least three people at the meeting and they had to constitute 2/3 of the members. But he wanted Mrs. Stokes to know that this was a serious problem that allowed one person in a department to hold the rest of the department hostage to his or her political views.

The Chair asked whether Senator Louscher or another member of the body would like to make a motion to amend this language.

After a brief discussion, Senator Tim Norfolk moved the following amendment for the last sentence: "IN THE CASE WHERE THERE ARE FEWER THAN SIX ELIGIBLE MEMBERS, A QUORUM IS DEFINED TO BE AT LEAST THREE." This was accepted as a friendly amendment. The body then voted on (4) with the change in language as suggested by Senator Norfolk, and it was approved.

The Senate then moved on to amendment (5) which read as follows: **"FOR THE PURPOSE OF RETENTION, TENURE AND PROMOTION OF THE REGULAR FACULTY, THE PROCESSES OF RETENTION, TENURE AND PROMOTION ARE DEFINED AS DELIBERATIVE PROCESSES. THEREFORE, THOSE ELIGIBLE MEMBERS OF THE COMMITTEE WHO DO NOT PARTICIPATE IN OR ATTEND THE DELIBERATIONS ARE NOT PERMITTED TO VOTE. INDIVIDUAL UNIT'S GUIDELINES MAY ALLOW FOR PROXY VOTES AND/OR ABSENTEE BALLOTS IN EXTENUATING CIRCUMSTANCES."** Mrs. Stokes said that nowhere in the Faculty Manual were retention, tenure and promotion specifically defined as deliberative processes. The committee thought that these were things that involved discussion. When a committee met, members needed to talk about qualifications or concerns. It was not simply a process in which one looked at a vitae and voted; it was indeed a deliberative process. That was why this amendment had been proposed.

Senator Shelley Baranowski wanted to know the Committee's reasoning as to individual unit's guidelines allowing for proxy votes in extenuating circumstances.

Mrs. Stokes answered that there had been concern that if someone had participated in all of the deliberations and then it was the day for the vote and they were in a car accident. They still wanted to vote and should be allowed to vote. There needed to be some mechanism by which a person who had participated would still be able to vote.

Senator Norfolk noted that this situation arose in his department because the deliberations tended to go on for six or eight meetings. Senator Hajjafar understood that the proxy should be a participating member. Should the language "for participating members" be added, or was this understood? Senator Norfolk added that the proxy was decidedly different from an absentee ballot. He did not know of any department around here that actually used a proxy, as that was a very dangerous thing to do.

Senator Brian Mormino asked what exactly were extenuating circumstances. Would that be decided on by the Committee?

Mrs. Stokes answered that it would. She asked the body whether that was understood, or did that language need to be added. Senator Norfolk noted that it would be in the individual units guidelines.

Senator C. Frank Griffin thought that the issue of the proxy vote should be clarified. It needed to be made clear that you had to be part of the deliberations in order to have the proxy vote. Senator Konkel suggested that language could be added at the end which would read, "...in extenuating circumstances FOR PERSONS WHO HAVE BEEN PARTICIPANTS IN THOSE DELIBERATIONS." This was accepted by Mrs. Stokes.

Senator Sue Hanlon had a question about the whole notion of determining who was eligible in terms of to what extent they had participated in the deliberations. Would it be left up to each department to have some mechanism in place so that you could vote somebody ineligible because he or she had not participated enough? That could change every time the department got together. She could think of people in her department whom she would consider as not having participated and would therefore love to be able to exclude from voting. However, she was sure that if they did, Ted Mallo would hear about it. She thought that this language was a little vague to support the action. Someone might say that participating involved only looking at the resume and the vitae. They could say that they had looked at the resume and given the committee an absentee ballot; that was participation.

When Mrs. Stokes noted that the language clearly said participate in the deliberations or attend the deliberations, Senator Hanlon said that someone could still construe participate to describe what was happening now. For them reviewing the vitae without talking to anyone else about it and leaving an absentee ballot was participating in the meeting. She did not think that there was anything in this language that would prevent someone from interpreting it that way and requiring the rest of the group to allow him or her to vote.

When Mrs. Stokes asked for some language to make it more clear, Senator Hanlon said that although she dreaded the thought, there would have to be some instruction to the departments or requirement that they had to list that the tenure committee or promotion or retention committee had to devise an exact statement in their department what the requirements of participation were. She did not know how else to get around it.

Senator Louscher stated that it seemed to him that the words "may allow" allowed your department to decide what it wanted to do anyway. He did not really support this in the sense that if you were not at the meeting, you did not get to vote. So he read this as his department could decide to change its rules or not change its rules, because it said "may allow."

Mrs. Stokes replied that "may allow" only referred to absentee ballots or absentee votes. Already some departments allowed for them and others did not. However, it had nothing to do with participation. The Faculty Manual in the section under professional responsibilities required attendance at meetings. One had a professional responsibility to attend university meetings; it did not say RTP meetings, it just said meetings.

Senator Hajjafar asked if somebody did not deliberate, who decided that he or she should not vote? Was it the Chair of the Committee? Mrs. Stokes answered that it would be the whole committee.

Since there was no further discussion, the Senate voted its approval of number 5.

The next item - number 6 - read as follows: **FOR THE PURPOSES OF RETENTION, TENURE AND PROMOTION OF REGULAR FACULTY, THE NUMBER OF VOTES CAST WILL BE DEFINED TO INCLUDE ABSTENTIONS. ABSTENTIONS ARE DEFINED AS NON-POSITIVE VOTES. THE NUMBER OF POSITIVE VOTES MUST BE AT LEAST A MAJORITY OF THE VOTES CAST.**

Mrs. Stokes stated that the rationale behind no. 6 was in case one had, for example, ten votes, and the count was 4 negative, 4 abstentions, and two positive. The negative would carry, but it would be in a minority of the number of votes cast. The Committee was trying to arrange so that if a vote were cast, it would indeed be counted either as a positive, a negative, or a non-positive. An abstention was not the same as a negative, it was a non-positive, and in order for a motion to carry, you had to have a majority of positive votes.

Senator Tim Lillie said that it was true that an abstention was a non-positive vote, but it was also a non-negative. He believed that under most parliamentary procedures and laws, it was the majority of votes actually cast. Abstention were sort of courtesy things, but they did not mean anything.

When Mrs. Stokes replied that they were not counted as a vote cast, Senator Lillie said that in his mind they should not be. It seemed to him that if the folks wanted to vote someone down, they could cast an abstention conceivably. If we were going to be consistent, it ought to be a majority of votes cast, not including abstentions.

When Senator Lyons added that this was his understanding of what number 6 said, Mrs. Stokes said that this was not what it said. It just said that it included abstentions. If ten votes were cast, you counted all 10 votes, so you had to have 6 positive, rather than if you had 10 votes cast and 4 were abstentions, you would only count 6, and then the majority would only be 4. Then you would have a minority of the total number making a decision on a very important procedure.

Senator Lillie noted that you would also have a majority of those voting making that decision, and that was the important part.

In response to a request by Senator John Hebert for an interpretation from the Parliamentarian, Professor John Bee, acting as Parliamentarian for today's meeting (in the absence of the regular Parliamentarian Don R. Gerlach who was cruising in the Caribbean) said that what was being proposed was in order, and the Senate could do as it wished. The standard understanding was that an abstention was not a vote. So if there were 10 people and 4 abstained, there could only be 6 votes. To say that what was being proposed was legal would have the effect of requiring an absolute majority of the eligible members present. It was kind of an unusual way of specifying a fraction of the entire group present in the room.

Mrs. Stokes added that there was always the option of the person not casting a vote, because then you would not have a vote cast. Senator Lillie asked whether that would be an abstention. Mrs. Stokes replied that it would be an illegal vote.

Senator Lillie emphasized that the Parliamentarian had just said that it was an abstention. If you did not vote, it was an abstention. You could not vote to abstain. You voted yes or no, and if you did not vote, that was an abstention. He went on to make a motion to amend number 6 to read, "For purposes of retention, tenure and promotion of the regular faculty, the number of positive votes must be at least a majority of the votes cast." It perhaps should also be noted that abstentions were not votes in case there was a question.

In response to the issue of whether or not abstentions were votes one counted, Parliamentarian Bee said that if we were operating ordinarily under our parliamentary authority, in abstaining we were not voting. That was the clarification. An abstention was just that, a non-vote. The body could vote to change that if it wished, but unless it was changed, an abstention was not a vote.

Senator Griffin stated that this point needed to be clarified, because in recent RTP decisions in his department, abstentions were counted as no votes. This needed to be explicit and spelled out.

Parliamentarian Bee responded that an abstention had the effect of a no vote if a fraction was specified as necessary for passing, like half of the entire faculty. If something other than persons present and voting was specified as a requirement for passage, abstentions could have the effect of a no vote. They were not no votes, but they could have that effect. He did not know what the rule was in Senator Griffin's department.

Senator Lyons wanted to know what the rationale was for no. 6. Were we trying to raise the bar a little?

Mrs. Stokes replied that this was not the case. We were trying to define how abstentions were counted because there seemed to be, as Senator Griffin had said, a lot of confusion in many departments.

The Chair noted that no one had seconded Senator Lillie's amendment, and it was seconded.

Senator Markovich said that, if the spirit of this was to ensure that the positive votes were at least half of those committee members in attendance, why could we not amend it to read, "For purposes of retention, tenure and promotion of regular faculty, the number of positive votes must be at least a majority of those committee members in attendance."

As Senator Lillie's motion was already on the floor, the Chair asked whether this was being suggested as a substitute motion.

Senator Lillie was not clear on what the effect of that language would be. It sounded to him that if you had 10 members who were voting and you had 5 abstentions, that would then effectively block the promotion from going ahead without actually taking a vote. This was why he was concerned about that. If abstentions did not count, if you had 5 in favor and 5 abstaining, technically the vote would be 5 to nothing in favor of going forward. Senator Markovich's language would

defeat the purpose of what he had been trying to get at. It should be the positive number of those people present and voting. An abstention was not going to get you anywhere; you had to go on record.

Senator Markovich replied that this was assuming, at least to her, that there was a mass lack of collegiality.

Senator Griffin noted that if there were 4 people on a committee, the required majority meant 3 out of 4. This was quite different than say 2 or 4 - 1 was against and the other could not make up his mind. In that case, he would let 2 count as a majority.

Senator Elizabeth Kennedy asked for a point of clarification. Was it the Committee's purpose to say that abstentions were indeed votes? Mrs. Stokes replied that it was. If you chose to abstain, you had made a choice; you had voted by saying that you did not choose to decide.

Secretary Oller reiterated the example the committee was using for this. If there were ten people on a committee and 7 of them abstained, 2 people voted yes and 1 person voted no, then the positive votes were only 2 out of 10 people who were on the committee. Therefore, the person got whatever it was - retention, tenure or promotion on the basis of 2 votes.

Senator Robert Pope wanted to understand the language of the motion again. He thought that it read, "For the purposes of retention, tenure and promotion of regular faculty, the number of positive votes must be at least of the majority of the votes cast." As he understood it, that meant abstention was a no vote. Therefore, the language clarified nothing because it then left it open.

Secretary Oller noted that trying to amend something like this with felicitous language that everyone would approve of on the floor of the Senate was not easy. Therefore, given the difficulties and the time constraints which the Senate was under, he moved to **send this section of the document (no. 6) back to committee**. This was seconded, and the body voted its approval.

Item no. 7 read as follows: **FOR PURPOSES OF DEPARTMENTAL VOTING ON ANY RETENTION, TENURE AND PROMOTION MATTER, FACULTY SHALL VOLUNTARILY REMOVE THEMSELVES FROM ANY DISCUSSION, VOTING, OR PARTICIPATION THAT WOULD INFLUENCE VOTING ON RETENTION, TENURE AND PROMOTION MATTERS, WHEN THE SUBJECT OF ANY VOTE INVOLVES: * A MEMBER OF THAT FACULTY MEMBERS IMMEDIATE FAMILY (EG SPOUSE, SON, DAUGHTER, OR OTHER FAMILY MEMBER RESIDING IN THAT FAMILY MEMBER'S HOUSEHOLD), (SEE CONFLICT OF INTEREST POLICY #3359-11-17-A-26 AND G-5) * A MEMBER OF THAT FACULTY MEMBER'S EXTENDED FAMILY (EG SIBLINGS, PARENTS, GRANDPARENTS, COUSINS, UNCLES, AUNTS OR OTHER NEXT OF KIN), (SEE CONFLICT OF INTEREST POLICY #3359-11-17-A-26 AND G-5) * OR ANY OTHER PERSON WHERE THERE WOULD EXIST THE APPEARANCE OF CONFLICT OF INTEREST OR IMPROPRIETY (SEE CONFLICT OF INTEREST POLICY #3359-11-17).**

After a point of clarification for Senator Louscher, the Senate voted its approval.

Item No. 8 read as follows: **"ROBERT'S RULES OF ORDER" SHALL BE ACCEPTED AS AUTHORITY ON ALL QUESTIONS OF PARLIAMENTARY PROCEDURE NOT DETERMINED BY THE FACULTY MANUAL. IN ANY CONFLICT BETWEEN THE FACULTY MANUAL AND "ROBERT'S RULES OF ORDER." THE FACULTY MANUAL TAKES PRIORITY.**

Mrs. Stokes said that this was necessary because nowhere in the Faculty Manual did it say that Robert's Rules of Order should be accepted as an authority.

Senator Norfolk believed that at the end of the item the word one wanted was "precedence" and not "priority." This was accepted as a friendly amendment. The body then voted its approval of the last item (no. 8).

CAMPUS FACILITIES PLANNING COMMITTEE - Senator Harvey Sterns, the Chair, noted that there was a lengthy written report from the Committee (Appendix F). Since the Committee's time was going to be used for a presentation, he wanted to quickly present two space resolutions. The first was, **The Faculty Senate recommends that space in the men's and women's locker rooms in JAR be converted into offices for women coaches.** A special subcommittee had looked at this very carefully and recommended it. The second was, **The Faculty Senate recommends that Carroll Hall Room 55 be allocated to the Evening Division.**

Regarding the first item, Senator Lyons wanted to know whether the space would be from the faculty locker room or the unused student locker rooms.

Senator Sterns answered that they would be from the unused student locker rooms, and with the way it was being done, there would be considerable room for usage.

Regarding the second item, Senator Lillie said that he taught a couple of courses in Carroll 55 so he apologized if it was his class that was causing all the noise. Did this particular resolution mean that this classroom would not be available for people who taught in the building?

Senator Sterns replied that that was the implication. We removed classrooms today very seldom, but in view of the extraordinary needs of the Evening Division it was being done in this case.

Since there was no further discussion, the Senate voted its approval of both resolutions.

Senator Sterns then introduced Mr. Ted Curtis, Vice President for the Capital Plan and Facilities Management and Mr. Ramesh Vakamudi, Director of Facilities Planning and Construction for a time-limited presentation on the parking situation.

Mr. Curtis began the presentation by reminding the body of the importance of the new landscape for learning program. This improvement of our campus was going to benefit students, faculty, staff people, and visitors as well as the city of Akron. He had been hearing that it was stimulating much interest not only around town and this part of Ohio but also throughout the state. It was also important as a marketing tool and would help us in competition with other campuses. However, with any kind of physical improvement, whether to a house, a street or a campus there would be some growing pains and inconveniences. This obviously included parking. He knew that

everyone wanted "to park right under their desks"- a phrase borrowed from Sasaki, our master planners. Whenever he was on campus or at a mall he would drive around to find the closest parking spot. As part of the improvement package, parking would be moved from the central part of the campus to the fringes to create, as the President had mentioned, at least 30 additional acres of green space. We would be providing pockets of ADA-approved and ADA-styled and designed parking facilities for those people who needed to be in and up close. There would also be access into the campus for deliveries and dropping off and picking up friends and associates.

Before he turned the podium over to Mr. Vakamudi and to Jim Stafford, Director of Parking, who was also present, he wanted to touch on a few statistics. At the present time, student enrollment was 21,691; in 1995 it had been 25,000, and back in 1989, there had been an enrollment of 28,000 students. We had approximately 10,000 parking spaces during that time even when there had been the 28,000 enrollment. For the present 21,691, there were about 10,300 parking spaces. The distribution was going to be such that the parking facilities, or as Sasaki called it, the parking supplies, would be about a 5-minute walk using normal walking speed of 2.4 miles per hour.

Mr. Curtis then turned the presentation over to Mr. Vakamudi and Mr. Stafford.

Mr. Vakamudi, using a slide of the campus for a visual aid, continued the presentation as follows:

"Thank you. The focus of the presentation is to bring to your attention the impact of construction projects on campus come Fall 2000. We have discussed this in some form in the Campus Facilities Planning subcommittee meeting, and we are also exploring what we can do to help us get through the next academic year. We're also looking for any suggestions from you to make this less painful to get to the next year.

We have seven major projects in full swing in some fashion come Fall 2000. I'm going to start with the Polymer Science/Polymer Engineering Annex, which will be attached to the Olson Research Building. As we speak, we are working on the contracts and could be breaking ground on that project at any time. That would impact us losing about 150 spaces in that area of the campus. Half of them will be permanent when the building is in place, and half of them will come back once construction is completed. So we'll lose about 150 spaces in this project.

The next one is the Arts & Science classroom office building behind the Library. We're in the construction document phase in that project and hope to break ground on that late Spring. That would impact about 230 spaces. That lot is 280 spaces right now. This corner here we would allocate primarily for handicap access and handicap parking. That is a primary concern to us in this whole thing. This will be permanently lost, the 230 spaces will be gone. We are moving the visitors' lot and administrative reserved parking from that lot to Robertson's Dining Hall. This is a students' lot right now that's under renovation and will be brought on-line in the summer.

The next project is the east campus parking deck, where the existing lot is next to Rt. 8 as you come off Buchtel Ave. That's about 350 spaces, and the parking deck will go on that lot. We are in the design phase of that parking deck and will go off-line as we break ground this Fall. We should have the deck in place come next Fall. What will happen is, this Fall we will lose temporarily the 250

spaces, but the net effect is that next Fall we'll gain about 750 spaces, because the deck is 1,100 spaces.

This blue site is Ritchey rehab. That's the existing faculty/staff lot which has about 70 spaces. We'll lose half of that to stage the project, but that is a temporary lot right now. Once the rehab project is done, that will come back into the mix again. These other three projects - one is Polsky's parking deck, the parking deck renovation. We'll be starting that this summer and will be losing 300 spaces temporarily for renovation. That deck is about 1,400 car capacity, so it will come down to about 1,100 car capacity. The construction and renovation will go on for about a year. This is the Exchange St. parking deck - again, it will be under renovation this Fall, about 1,200 parking capacity. We'll have that on-line, Jim"?

Mr. Stafford added regarding the Exchange deck that there had been good news from the contractor. It was supposed to be down from May of this year until June of next year. However the contractors along with some others had seen no reason for some of the work that had been assumed needed to be done. So they thought that they would be done by this Fall and the time school started. Therefore, this deck which had 1,200 spaces would not be a factor.

Mr. Vakamudi continued:

"We're trying to do everything to minimize the loss. We are fine-tuning the details, and some of these numbers are off, but that's good news, Jim. This is the Science & Tech. Library in Auburn Science. We will be losing about 150 spaces in that project, 75 of them will be permanent. Many of you might have heard that we're expanding the Science & Tech. Library by going into the parking deck a level below, and that will impact about 75 spaces permanently, but 150 come next Fall. We'll get 75 back in the mix, but what all this will do is lose about 1,400 spaces come next Fall. There will be some potential gain, 250 spaces maybe more, by acquiring the Goodwill building which comes with about 120 spaces. We are reconfiguring some of these lots here, and we are acquiring a couple of properties that would give us another 150 spaces. Also, we're working with some church groups in the campus to see if we can temporarily lease any parking spaces."

Mr. Stafford noted that they had been busy at work the last two weeks talking not only to three different churches but also some banks and other people around the area. The Greek Orthodox Church had promised us free of charge 105 spaces. There would have to be some control to make sure that our people did not encroach on their areas. They were also looking at a lease with the United Methodist Church who had had a lease with the Goodwill Building of about 70-80 spaces. That would cost a small sum of money. The fact was that for about a year we were going to gain a lot of the lost spaces back. In some areas, we might get a little further away from the central campus but there would be parking.

Mr. Vakamudi then added:

"As I said, out of 1,400 the net will be about 1,200 spaces we'll lose; 350-360 will be permanently lost, with the remainder coming back after the renovations of the parking decks are completed in the next year. A couple planning strategies we're exploring right now - one is improved shuttle service to connect the remote parking lots to see if we can increase the frequency of the campus shuttle with Metro cooperation, and also the other strategy Ted mentioned is that we were at

28,000 in 1989, we had 10,000 spaces then and we have about 21,000 total head count right now. Even compared to 1995, the total head count in 1995 was about 25,000 students on this campus. Right now it's 21,000. It translates to about a 12 percent drop in student enrollment total head count. If we lose this temporarily right now, it drops to about the same 10-12 percent. So we think we will be able to get through this; it may not be convenient to everybody, but there should be enough parking spaces for everyone. Any questions?"

Senator Kennedy had a question about additional parking around the Polsky deck. Were they pursuing any lots while that renovation was going on? They were kind of isolated down there.

Mr. Stafford answered that they were in the process of talking to Charter One Bank, on the corner of Broadway and Exchange, which had quite a bit of parking. Friday was their only bad day, which for us was not a bad day. If we could get some of their spaces, it would help us offset the losses at Polsky's. The Polsky project was due to be done by the end of December this year. Therefore it would impact Fall semester, but it should not impact the Spring semester. It should be back fully operational by the Spring semester of 2001.

Mr. Vakamudi added that historically our enrollments were much higher in the Fall. So if we got through Fall, we should be able to get through the Spring.

Senator Konkel wondered whether there had been provisions to support their department with additional staffing to help people get through the parking problems. She was particularly concerned about our increased enrollment and new students coming in the fall pretty clueless about parking to begin with. This was going to make it worse. If we could have them enter the parking problem with some guidance initially, it might help. She could not see any other way to do it but to put more staffing or help people with walkie-talkies all over the place to assist everybody.

Mr. Stafford replied that there would be people added temporarily. There were two very big lots that were hardly used. One (600 spaces) was behind the Martin Center and belonged to the Chapel. The other (450) was behind Spicer between Vine and Nash. These were not that convenient which was why they weren't used, but with this kind of crunch on, we needed to communicate that these lots which many people did not know about were available. They would not help Polsky people, but they would help people on the main part of campus.

Senator Sterns just wanted to say that the reason for Senate having this presentation today had been a suggestion from President Proenza. They wanted to get as much information out to the faculty as possible so that there would be no surprises. They were already trying to solve as many of these problems as they could and would be continually working on how to improve the situation even as we approached the Fall semester. In the written CFPC report there was mentioned that at the time of finals week there would be immediate intersession work, and as soon as those ramps were repaired, Polsky would be returned. They had set a time limit for this presentation because of the other business which Senate had, but if there were further concerns he asked members to contact him, Mr. Curtis, Mr. Vakamudi or Mr. Stafford.

In light of all of the parking spaces that we were going to lose, Senator Lawrence Gilpatric wanted to know whether anything was being done to not try to supplement our income by leasing out spaces for special events outside of the University community as had been done in the past. He meant

things like the ball park and the home show where we lost parking spaces for special events.

Mr. Stafford replied that this had already been addressed about three years ago during the last phase of Polsky's. Aero's parking would be limited; most of the games were in the evening and on weekends, but there were some day games where he had already told AMCO that there would be absolutely no Aero's parking during those day games. We had also sold some permits to Wonder Bread over time. We might have to either eliminate or cut that back. The FOP parked at Polsky's; we sold them spaces on the second level because under normal circumstances we did not use that many spaces down there. Under these circumstances we would, so for a while they were going to be out of there. Those were some of the steps which they were taking.

Mr. Vakamudi added that they realized the first priorities of the students, faculty, and staff, and they were working on this.

President Proenza wanted to compliment the team led by Mr. Vakamudi, Mr. Stafford, and Vice President Curtis. It was a very complicated situation, and he wanted to leave the body with two points. The first was that in parking as well as in facilities, this was a complex iteration that we were just going to have to walk through. Many of our colleagues had had to move to Polsky's and so forth, and we were going to see some comparable things in the parking situation. Remember what the statistics were. We still had as many parking spaces as we had had when we had 28 - 30,000 students. The second was that this was phase 1. On the map slide you could see just the east campus parking deck. Beginning about 2004-5, we would see the planning and constructing of two major decks that should help alleviate the matters further then.

FACULTY RESEARCH COMMITTEE - Dr. Mark Tausig, the Chair, presented the report (**Appendix G**). He stated that the Committee had largely finished its activities for the academic year, and he wanted to report on some of them. The Committee was to solicit, review, and fund faculty research grant proposals. This year it had funded 21 summer grants and 14 spring or fall grants for a total of approximately \$220,000. This was about what they had funded in previous years. The Committee had also worked with the office of the Associate Provost for Research, Dr. Ed Wilson, to develop an additional incentive for translating these faculty research projects into federal research grants. Recipients of the faculty research grants could apply for an additional \$2000 award from Dr. Wilson's office that they could apply in any way they saw fit regarding their research. In return they were obligated to submit the results of their grant to apply for a federal research project. A number of faculty research grant recipients had made use of that.

He next wanted to talk about the report which the Committee had developed this year which was fully discussed in his handout. The Committee had surveyed all the recipients for the last five years of faculty research grants and had asked them about the number of grants that they had subsequently submitted because these grants were largely seen as seed money for further funding. He wanted to summarize some of the points of this report. The Committee had awarded 161 faculty research grants between Fall of 1994 and Spring 1999. To date, 193 external grant proposals had been submitted, and 101 of those had been funded. The results of those grants had been \$10,547,000, and they had found that there was no difference between spring, fall or summer grants in terms of their productivity - i.e. generating money. Their grants had resulted in over 200 papers, books, performances and shows, so this had been an extremely productive aspect of the research enterprise. These were conservative estimates of the quality of the outcomes, because people who had recently received grants or had grants in preparation had not been counted.

The final thing that he wanted to mention was that the University was recruiting a new Vice President for Research and Graduate Studies. There were three members of the Faculty Research Committee who were on that recruitment committee. They had begun to bring candidates onto the campus, and he urged Senate members to make an attempt to attend meetings with them. There would always be a public session where the candidates would talk about their ideas about what this position would be like and what they would like to do if they were hired.

There were no questions for Dr. Tausig.

PLANNING AND BUDGETING COMMITTEE - Senator Louscher, the Vice Chair, gave the following report (for the full written report, see **Appendix H**).

"The Planning & Budgeting Committee has over the last several weeks reviewed the budget for the year 2000-2001. The Committee recommends its approval. The Committee also recommends around \$358,000 to be allocated for a one-time initiative to be spent entirely on operating funds for each college and non-academic unit. Assuming student enrollment goals of 1 percent are achieved, there would also be a fund of around \$963,000 that might be available for one-time initiatives, and we have created a priority list should that happen. We have done that in percentage terms because it may not be exactly a 1 percent increase.

The Committee noted that in its process all Fall there are some needed changes in the budgetary process and urges the Senate to approve those recommendations. In particular, a new budget calendar is required, and if you look at the appendix on our report you will see a suggested one in the sense that we were not absolutely certain that these are the exact days everything should happen. But it's suggested in the sense that we need to move the planning process forward to permit greater opportunity for review, greater opportunity for feedback among the various units.

One of the problems we noted in our deliberations in the Fall and Spring is the problem of feedback, and we think our recommendation would help a great deal if we circulated the recommendation to the President and to the deans, vice presidents, and we found that they were quite supportive. This budget assumes that there will be a 6 percent increase in tuition and it assumes there will be 4 percent for the merit pool. It also assumes there will be a 1 percent increase in student enrollment. Let me without getting into all the details, say that basically the budget as presented to you is scenario no. 5 among all scenarios considered, and that scenario does assume a 6 percent increase in tuition, 4 percent merit pool, and a 1 percent increase in student enrollment.

Should all of this happen, then there would be about \$963,000 available for additional initiatives, and we believe that that money should be spent in this order: 10% for technology acquisition, 20% for student recruitment, 30% for student retention, 30% for faculty and staff, and 10% for budget information and institutional research.

Basically, we have put forward some suggestions in terms of student recruitment. We believe that the enrollment management office should distribute about 60% of its 20% to the academic units to meet their recruiting goals, and the remainder which would be not more than 40% would be used by strategic enrollment management for central recruiting efforts. This was an effort by the Committee to acknowledge that individual departments or colleges have their own programs and that this might be a very effective way to increase recruitment.

The same kind of notion was involved in the 30% available for student retention. We should acknowledge that individual units need support there as well. We recommended that faculty and staff development receive about 30%, and the purpose of this was for staff and faculty to get some support in learning and adjusting to the computer revolution and finding ways of enhancing their professional growth. Finally, we wanted to appropriate or recommend the appropriation of about 10% of this money for the conversion of the University budget to a different information management system.

We wanted to reaffirm continuing support for the initiatives that the Senate recommended last year, and those were for hazardous waste, campus security, University library acquisition support, admission support, PFOC, alumni relations and advertisement. As you see in the report, these were reaffirmed by the Committee. We do believe that one thing that needs to be done is that recipients of this initiative money should report the following year as to how they use it, and we set forward here a set of procedures or criteria by which they would report back to the Planning & Budgeting Committee as to how they used the money.

To reiterate on no. 6, we recommend the revised calendar for the budgetary process, and that is in Appendix B, and we do recommend the unallocated salary dollars that may be received, for instance, if somebody retires or dies in a college or division, that the money remain there and may be used by that division to meet its particular needs. Then, finally, we recommend that all persons involved in budget decision making be subjected to some sort of training and relief to the Vice President of Finance and the Provost."

Senator Norfolk had a question which pertained to the budget. Senator Louscher had mentioned the prospect of a 4% merit pool for faculty raises. In the past when this had been done, he remembered that this meant that each unit, however it was defined, had gotten a 4% raise pool to distribute accordingly. For example, when it was divided by colleges, departments, etc., each unit got 4%. It really made no sense then to talk about it being a merit pool, because there was no mechanism out of that to reward individual colleges for being more productive than others.

President Proenza answered that Senator Norfolk was quite correct, but certainly within the unit the merit allocation was expected to be there. They were going to do a number of things this year to ensure that the allocation was actually 4% at the unit level, faculty, staff, etc. This past year he had discovered regrettably that because of some practices that had not been communicated to him personally, deductions had been made before the funds actually got allocated. They were not going to allow that and were going to make provisions for promotions, etc. He thought that the kind of approach that Senator Norfolk had referred to would become more appropriately discussed as we elaborated the budgeting process and allocation for the University as a whole. There was a forthcoming conference on responsibility-based budgeting that many people would be able to come to and learn about. There was one of the WOW groups working on performance and Senate-based issues, and he thought that would be when we could look at other incentives and allocations that might address Senator Norfolk's questions.

He wanted to make two other comments. First, he could not help but tease his colleague, Senator Louscher, because he did not know whether you could believe anybody who would sell a perfectly good sailboat and buy a motorboat. In all earnestness, the Planning and Budgeting Committee had done a very thorough job here. There were a couple of things that were going to happen to help in this process. First of all, in about two weeks Vice President Gaylord would be

presenting first to the deans and vice presidents a framework for our budgeting and planning. Once we got some of the aspects of that, he wanted Vice President Gaylord to come and share that with the Senate as well. He thought that he (Gaylord) had already described aspects of this in one of the PBC meetings. That would help enormously.

Secondly, the President wanted to add a word of praise that the general allocations in terms of the percentages that the PBC had recommended fell very much in line with the issues that the University was going to be facing in the next few months with the enhancement in technology and information, institutional research, etc. and obviously with the new Vice President of Student Affairs.

Senator Griffin wanted to make a couple of remarks. He knew that this was the second or third year that our tuition had been going up 6% which did not sound too bad. However, he wanted to point out that if you continued the 6% increase for 70 years, \$1000 in tuition was going to become \$64,000 in tuition; it really would go up. The second thing that he had noticed was that something like 8 or 10% of the money that we took in from our students went into athletics. That was practically 10% of the dollars they were giving to pay to go here going to athletics, but nowhere in the planning did he see anything mentioned about it. He personally thought the lack of mention of athletics was a good thing, but then why were we charging then all that money for something that he found very questionable?

President Proenza wanted to address the first point but not the second. Senator Griffin's comment on tuition was very well placed, but the President wanted to make just a couple of points. First of all, the Trustees had been committed to increasing tuition and other sources of revenues that had been discussed until such time as we would be able to create an equitable balance in an appropriately market-based salary situation for the University as a whole. As the Senate knew, we had been doing the staff, and we were going to be committed to doing the faculty next. We would continue until such time as we were properly placed.

He wanted to make two related comments. Of course we could not continue in that fashion. It was important to note that at this point in our history, The University of Akron was still well below average of all other state universities in terms of tuition costs. So in terms of the Ohio marketplace, we had yet some room to position ourselves. More important, however, and very much in keeping with the issue which he had raised with the body about how the state thought about its appropriation as a subsidy - the state of Ohio presumably had said to the citizens of Ohio and to our students that they would not bear more than 40% of the cost of their education. Over the past ten years, however, that had grown to the students bearing 60% of their education. The national average was 19%; Ohio had a lot to learn.

Senator Jeffrey Franks noted that the PBC had looked at tuition very closely and had discovered that at the present time we were seventh of the state universities in our tuition charges. Even if the six ahead of us did not do anything this year and we did the 6%, we still were no. 7.

Senator Lyons asked why on page 5 under expenditures for salary raise pool, it went from 2.8 million to zero. Why had the salary raise pool been deleted?

Senator Louscher and Vice President Hank Nettling pointed out that it was in another line in the balance and was 4 million dollars.

Senator Norfolk commented that he noticed there was a drop of 2-1/2 percent in full-time compensation, which he found slightly worrying. It said that our salary being paid full-time personnel on this campus was dropping faster than our student base was dropping.

Vice President Nettling answered that this was primarily the result of early retirement, but that would change when we hired new people in.

In response to Senator Hajjafar's question whether the 4% raise pool would include administrators as well as faculty, staff, and contract professionals, Senator Louscher said that it would.

Since there were no other questions, the Senate voted on the PBC proposed budget, and it passed.

REPRESENTATIVE TO THE OHIO FACULTY COUNCIL - Mr. Robert Huff gave the following report:

"We had a meeting on March 10 in Columbus. Our first guest at that meeting was Dr. Robert Sheehan from the Ohio Board of Regents staff. He is the Director of the HEI system (Higher Education Information) system, and is responsible for compiling a lot of information and making it available to all of us. Most of the things they report on are available through their website.

There were three issues that were brought to our attention. The first, being the annual performance report which is now being discussed at length by the Ohio Board of Regents, was brought up once before as a report card for higher education. We're not supposed to use the term report card anymore; it will be a performance evaluation system of some sort. It might be helpful to clarify what this is going to be about, because there will be further reports on it.

The Ohio Board of Regents was charged by the Governor to develop a system for evaluating 4-yr. universities, and the memo he sent stated that: 'This report would provide to Ohio taxpayers a justification for the state's continued financial commitment to higher education. Secondly, potential students should use this report to help determine which state colleges or universities would be best suited for their academic, social and career needs. Finally, this report could serve as a benchmark for colleges and universities to help identify areas of strength and weakness.' So this is in a very early stage of development, but this is something that will be talked about and may have an impact on all of us eventually. Dr. Sheehan was careful to say that this was not a system that was being developed to change the way universities are funded; that the basic system of FTE's will remain and that this may potentially develop as a source for additional funding. Areas of excellence might be rewarded, but the Ohio Board of Regents wanted to see this as something extra that could happen.

Two documents they presented us with that are now in the Faculty Senate offices are a report on tracking students' mobility. They're been looking at where students are attending, how often they transfer, what kind of statistics there are in terms of where students begin their education and where they finish. This complicates and in some cases describes a lot about what's going on when you start to try to evaluate how well universities are performing. There are graduation rates that are an easy but ineffective way to say how well a university is performing, and it's good to know that they are

April 6, 2000

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looking very closely at how our students are actually moving around, and this is also available on the web.

We finally got the survey report on full-time faculty that was conducted last year, and this is something that people on the Council have been a little concerned about because of delays and stalling, and we weren't sure what was going to happen with this report. It turns out that it's basically a very positive report. There was a lot of good news in it; people who work for universities work hard and do a good job and divide their time in a good way. There are statistics in here that allow the Board of Regents to use information that they feel is much more valid than surveys done in the past to explain what people in universities do to the legislature. Again, this is something that is available.

We were also addressed by Chancellor Chue, who talked about a number of things, and we were glad to have a more positive and constructive conversation with the Chancellor than we've had earlier in the year when I first met him. He was careful to make it clear that the Board of Regents doesn't feel that it is a branch of the state government which directs the universities, but that it's a coordinating body that can especially help the universities with their relations with state government, the legislature, and the Governor's office. The tone we found to be very good, and some of the things he said were things we could all understand. Some of the issues have come up today in other ways. One is that statistically it's easy to prove that this is an undereducated state; the number of people that are receiving 4-yr. degrees is below national averages. That the state is clearly providing insufficient funds for higher education and for K-12, and that the state is suffering from declining personal income and that there are clear connections between these things.

We talked a lot about the University's connection with business. I wanted to assure people that the state is not interested in producing a vocational training system. In fact, what the CEO's of major corporations communicate to the Ohio Board of Regents is that they want well-educated citizens who have broad-based educations and who want to make a commitment to their abilities as well as to the businesses they'll be involved in. Again, the Baldrige Assessment System came up and was emphasized that it is going to be something in our future sooner or later. It's going to get around to us, and they gave several examples that the Ohio Board of Regents has had training in the Baldrige System. The 2-yr. schools have voluntarily adopted the Baldrige System; the State Board of Education has adopted the Baldrige System; the Interuniversity Council has had discussions about the Baldrige System, and the North Central crediting association is also basing some of its creditation on the Baldrige System. They can't tell us what the Baldrige System is. The main problem with it seems to be there's no short, quick explanation. The quick explanation is 64 pages long, and it was not described as easy reading, but there is a 15-minute video, and we'll probably be watching one before too long.

The domestic partners issue came up. The Chancellor says that he has communicated to the Ohio Board of Regents and to the IUC the results of the resolution that was sent around by the Ohio University Council, and in both of those groups there is a unanimous feeling that this is an issue that needs to be addressed on each campus individually, and they would rather not be involved in trying to direct what we would be doing about that particular issue. So the spirit of that, the idea we would get some direction from the state to move ahead as a group is something that will not be happening, at least not at this time.

Then there was a report by a representative from the University of Cincinnati, who explained the administrative structure of that institution. It has been a part of the agenda of each of our meetings that one of the schools will discuss their administrative structure. After hearing about the University of Cincinnati's administrative structure, I felt much better about working at The University of Akron."

The Chair asked whether there were any questions for Mr. Huff.

Senator Mormino had a comment and was hoping that Mr. Huff could bring this to the next meeting. He wanted to voice at least one student's concern that the continuing boards and government still graded and sometimes even funded universities based on a four-year program and students graduating in four years. Often eighteen year-olds did not yet know exactly what they wanted to do, yet so much was based on a four year period.

Mr. Huff replied that he had been trying to give an abbreviated version and could only read half of what he had. The whole notion that you could evaluate a university based on how many students were graduating in four years was something which they recognized was not a good tool. Also, how could you compare an urban university with a resident university? People who were living on campus were going to school for four years at much higher rates than those who were working and going part-time.

STRATEGIC INITIATIVE COMMITTEE - Dr. George Prough, the Chair, gave the following report:

"We've been doing some important things in the strategic thinking WOW groups. Let me tell you quickly what we've been doing. The opportunities and competitive market changes groups have been combined into one to reduce the redundancy between them and also improve their synergies. They're now looking at the following sorts of issues: how to match opportunities with competitive changes that are occurring, how to identify the opportunities that we can attack, and how to determine the means of studying and interpreting some of those competitive changes and opportunities. Groups in development and assessment of personnel have been very productive. The faculty groups have been studying the RTP practices of the colleges and are working on suggestions regarding the best practices among those. The staff and contract professionals group have been working on the development, needs, and program possibilities for the campus, and possible assessment tools and procedures. The continuous quality improvement group continues to work and plans to have in place early in June a pilot training program for staff and administrators in the principles of CQI, and that we can launch further in the summer and the fall. The distinctive competencies group has been collecting lists of programs of excellence from the deans and vice presidents trying to identify what truly are distinctive competencies, not just excellent programs, developing a model of how to envision the relationships between these competencies and these programs.

The innovative budgeting group will be hosting a video conference with representatives from IUPUI, which is Indiana University Purdue University and Indianapolis next Wed., April 12, from 10:15 until 11:30 a.m. in Room 63 of Bierce Library. At this time the group will direct to these people a list of specific questions about their experiences with responsibility-centered budgeting. They'd like to invite any members of PBC to attend, if desired. Several of those members are already on the Committee. This will not be a time to think about the basics of responsibility-centered management. The group has already studied that. It will be the time to ask very specific, directed

questions regarding their experience. If anyone who is interested in attending would like to learn some basics about RCM, Hank Nettling has some readings he will be happy to supply you with. So our tasks from here include the following: first of all, finalizing, reporting, and celebrating what we've done so far. Secondly, determining what needs to be done; and thirdly, identifying what we have to put in place this summer and next year to sustain and to grow these efforts. Thank you."

Vice President Nettling noted that the room in the Library had been changed from 63 to 268.

VI. UNFINISHED BUSINESS - There was none.

VII. NEW BUSINESS - There was none.

VIII. GOOD OF THE ORDER - Nothing was raised.

IX. ADJOURNMENT - The Chair asked for a motion to adjourn, which was made and seconded by many. The body then voted its approval, and the meeting ended at 5:16 p.m.

Transcript prepared by Marilyn Quillin

America's education choice

THIS election year may finally bring Americans face to face with the failure of their system of public education. The confrontation will be painful: 30 years of decline cannot be easily reversed. But, if the right lessons are drawn, they could make American schools models for the world once again.

The presidential candidates know it. Al Gore spent March 24th at a middle school in Michigan, earnestly discussing his "revolutionary improvements" with students and teachers. On the same day, George W. Bush was at a high school in Arkansas proclaiming his more genuinely radical plans. Both sounded as if they were running for Superintendent of National Education.

Suspend your disbelief. Even political campaigns can stumble on to something important. It is true that education in America is a matter largely for the states. The federal government spends only seven cents in every education dollar, mostly in the poorest schools. The detail of what presidential candidates promise matters little. But the approach they exemplify and can go on to promote from the White House matters a lot. And so, for sure, does education.

America's education system is in the sort of crisis that Detroit's car industry faced in the 1970s, before Japanese imports almost destroyed it in the 1980s. Teachers and parents are uneasily aware that something is wrong but have little idea how bad matters really are. At fourth grade (ten years old), American children score better in reading and science than most pupils in 20 other rich countries, and are about average in mathematics. At eighth grade, they are still slightly better than average in maths and science but fall behind in reading. By 12th grade, they are behind 95% of the children in other countries. The longer children stay in American schools, the worse they seem to get.

Even today most educational organisations—especially the teachers' unions—are in denial about the extent of the failure. Isn't America's economy the envy of the world? It is, but employers agonise about the quality of high-school graduates and spend millions correcting it. Almost three-quarters of ten-year-olds in the poorest public schools have not yet begun to read or write; the illiteracy rate among 17-year-olds is one in seven. Poor education lies behind the looming problem of inequality, between the new economy's winners and losers. Aren't American universities the envy of the world? The best ones are. But too many have to spend too much time on "remedial" work. There are problems even at the top. America is not keeping up with demand for computer graduates.

This does not have to be. Correcting educational failure—particularly at secondary schools—is the most important domestic task facing the nation. Mr Gore, ever aware that he has



the firm support of the teachers' unions (see page 28), wants to spend more money on schools as they are. He would increase spending by \$115 billion over ten years, mostly on providing universal pre-school education and hiring 100,000 new teachers. Mr Bush says little about money but wants to test all children every year and give the parents of children in failing schools money to spend in the school of their choice.

Confederacy of dunces

In November's election, Americans can vote either to spend more money on schools, or to change the education system first, and then

see whether more should be spent. They should start by changing the system.

Is America—rarely generous in the provision of public services—starving its public schools of money they need? It is not. It spends almost 6% of its national income on primary and secondary education, more than any OECD country except Denmark and Canada. And, surprising as it may seem, the growing educational disparity between rich and poor schools cannot be traced to differences in spending. Some inner-city schools get less money than suburban ones. Others get more. Washington, DC, one of the poorest parts of America, spends roughly twice as much per pupil as suburban Texas. The schools have not failed for want of money.

So, desirable though some of Mr Gore's proposals may be (such as breaking up impersonally large public schools into smaller units), they are not enough. More drastic change is needed. Reform has worked where it has been tried: see page 27. The educational gap between whites and non-whites has narrowed dramatically in Texas since school testing began (which was before Mr Bush became governor). Another promising option, though one that regularly falls foul of the courts, is "voucher schemes", which allow parents to choose where to spend public money educating their children. In Milwaukee, pupils in voucher schools scored 11 percentage points more in mathematics than their hapless contemporaries in the city's public schools. Connecticut has the highest educational standards in the country, thanks largely to stringent testing (and higher salaries) for teachers.

The claim that changing the system will improve standards is impossible to prove. The argument rests on anecdote, on the current failure, and on common sense, which says that a producer-driven system insulated from parents and children will fail. It cannot be accidental that the more successful university system is more open to competition. In the poorest areas, there is overwhelming support for vouchers; and millions of Americans are opting out of the school system altogether, choosing to educate their children at home. That, in itself, is enough to warrant a new approach.

In a country as diverse as America, that approach will vary. Some places will choose vouchers, proposed by Milton Friedman 40 years ago. Some will encourage charter schools—privately managed public schools. Some will link financing to school performance. But first voters have to make the basic decision: to open up the system to competition. In the coming elections, national and local, let them back the candidates who will bring choice and accountability to a system too long stifled by the monopoly powers of teachers and their allies.



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Message from the President

May 10, 1999

Members of the University Community

Thank you, Dear Colleagues . . .

. . . for your expressions of support and enthusiasm during my first 100 days in office. I have spent considerable time trying to visit every school, college, and major administrative unit to learn as much as I can about our university. In the process, I have had the privilege of meeting most of you and have begun to hear your ideas and your concerns. I appreciate your energetic and candid communication, since it has helped me to learn about our university in a timely manner.

As we now begin to work together in creating a common vision and pursuing our aspirations, we must create a context and climate wherein we can move forward boldly. To that end, today I want to share with you some of my early observations and thoughts about how we might work together to create a framework through which we can enhance the excellence of The University of Akron. In a few days, I will provide you a summary of ongoing projects and their anticipated dates of completion so that you can gauge some of the progress we have made already.

Many of you may have heard me speak about shared leadership, a concept that I believe will make the difference in the times ahead.

Shared leadership is a process that derives its power not from the authority vested in the president, but from a community working together toward a common vision . . .

It is a process that learns from mistakes and welcomes change as the challenge of opportunity ... where communication is not from the top, but throughout the University, especially across units, and is disciplined by ambitious goals and aspirations . . .

A process that is inclusive of all — faculty, staff, and students — because information is shared, and each person comes to know how her or his actions contribute to the pattern that is collaboratively woven, like a tapestry . . .

A process that values diversity, because two heads are better than one, and because complex organizations require multiple sources of expertise and of creativity . . .

A process wherein values are integral to a vision and where commitment to the University is eagerly advocated because shared dreams challenge and inspire . . .

A process wherein there is no limit to what one can accomplish, because there is no need to take personal credit.

Before us lies the exciting opportunity of envisioning what The University of Akron can yet be.

Members of the University Community
May 10, 1999
Page 2

And this we will soon begin to do through a strategic planning process that will, in due time, involve all of the members of our university community.

To this end, our responsibility is to create the context and direction wherein the University can productively focus its energies.

Let us become engaged intellectually and emotionally in the quest for building one of the best universities in the nation.

Let us generate ideas so bold and so powerful so as to generate passionate commitment to a common vision.

Let us be driven and disciplined by ambitious goals.

In the words of Goethe:

Whatever you do, or dream you can, begin it.
Boldness has genius, power, and magic to it.

In closing, I thank you for telling me about your hopes for The University of Akron. And I appreciate the opportunity to share these brief thoughts with you, because integral to the process of shared leadership is the initial step of creating a partnership between the president and the trustees, faculty, staff, students, and alumni of the University.

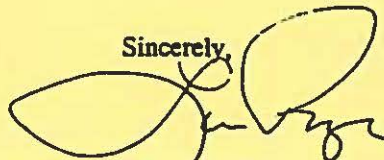
And if there is one thing that we must constantly and actively remember, it is this:

If you and I are to succeed in advancing the obvious promise of The University of Akron, we shall have to do it together, in cooperation, you and I together with the Board of Trustees, our students, and our alumni -- and all in concert with the people of Akron and of Ohio.

To that end, I pledge to you my energies and, above all, my willingness to learn from you, to work with you, and to earn your trust and your continued support.

With every good wish,

Sincerely,

A handwritten signature in black ink, appearing to read 'Luis M. Proenza', written over a large, stylized, looped flourish.

Luis M. Proenza
President

The Clusters Concept



Strategies

- ◆ Campus Enhancement
- ◆ Enrollment Management
- ◆ Revenue Diversification & Enhancement
(government & private sources)
- ◆ Differentiation/Synergy & Leverage
- ◆ Telling the Story (internal & external)
- ◆ Shared Leadership
- ◆ Community Engagement
- ◆ Positioning (the leading public university in northern Ohio)
& Partnering (the public research university of northern Ohio)

3359-20-37 Guidelines for initial appointment, reappointment, tenure and promotion of regular faculty.

- (A) Procedures
- (B) Initial Appointment
- (C) Reappointment, Tenure and Promotion
 - (3) Composition of the committees
 - (a) Reappointment committee. At least all the tenured members of the departmental faculty. **PERSONS REQUIRED TO PROVIDE SEPARATE RECOMMENDATIONS (e.g. DEPARTMENT CHAIRS, DIRECTORS OF SCHOOLS, DEANS, SENIOR VICE PRESIDENT, AND THE PRESIDENT) CANNOT BE MEMBERS OF THE COMMITTEE EXCEPT AS OUTLINED IN §3359-20-37-C-2b.**
 - (b) Tenure committee. At least all tenured members of the department. **PERSONS REQUIRED TO PROVIDE SEPARATE RECOMMENDATIONS (e.g. DEPARTMENT CHAIRS, DIRECTORS OF SCHOOLS, DEANS, SENIOR VICE PRESIDENT, AND THE PRESIDENT) CANNOT BE MEMBERS OF THE COMMITTEE EXCEPT AS OUTLINED IN §3359-20-37-C-2b.**
 - (c) Promotion committee. At least all tenured faculty members within the department who are at rank or higher than that for which the candidate is being considered. Any person on such a committee should have served at least one year at the university of Akron in the department. **PERSONS REQUIRED TO PROVIDE SEPARATE RECOMMENDATIONS (e.g. DEPARTMENT CHAIRS, DIRECTORS OF SCHOOLS, DEANS, SENIOR VICE PRESIDENT, AND THE PRESIDENT) CANNOT BE MEMBERS OF THE COMMITTEE EXCEPT AS OUTLINED IN §3359-20-37-C-2b.**
 - (d) If there are fewer than three appropriate faculty members in the department to form the appropriate committee, then rules to add committee members from outside the department will be formulated by the college faculty and included in the procedures of the college or school.
- (E) These guidelines are established to ensure fair and systematic methods of evaluating faculty members. Detailed procedures will be adopted by each college

3359-20-037

and department suitable for its special needs but consistent with the guidelines. In the case of a violation of the procedures, it is not intended that appointment, reappointment, promotion or tenure be awarded by default. Nevertheless, in such cases the evaluating or appeals committee shall attempt to rectify matters by considering how a violation of the guidelines may have affected the opportunity for a fair, impartial hearing, and by providing effective relief. Such cases and recommended relief, if any, shall be brought to the attention of the dean and senior vice president and provost for comment.

Effective: September 28, 1997

Certification: _____
Assistant Secretary
Board of Trustees

Prom. Under: 111.15

Rule Amp.: Ch. 3359

Prior Effective Dates: 11/27/89, 7/20/90, 5/22/91, 7/31/92, and 9/16/96

3359-20-37: Guidelines for initial appointment, reappointment, tenure and promotion of regular faculty

(A) Procedures

- (1) Each department...
- (2) The procedure...
- (3) Subsequent reviews...
- (4) **RETENTION, TENURE AND PROMOTION COMMITTEES MUST CONTAIN A QUORUM IN ORDER TO CONDUCT BUSINESS. FOR THE PURPOSE OF RETENTION, TENURE AND PROMOTION OF THE REGULAR FACULTY, A QUORUM IS DEFINED AS TWO-THIRDS (2/3) OF THE ELIGIBLE MEMBERS. IN THE CASE WHERE THERE ARE FEWER THAN SIX ELIGIBLE MEMBERS, A QUORUM IS DEFINED TO BE AT LEAST THREE MEMBERS.**
- (5) **FOR THE PURPOSE OF RETENTION, TENURE AND PROMOTION OF THE REGULAR FACULTY, THE PROCESSES OF RETENTION, TENURE AND PROMOTION ARE DEFINED AS *DELIBERATIVE* PROCESSES. THEREFORE, THOSE ELIGIBLE MEMBERS OF THE COMMITTEE WHO DO NOT PARTICIPATE IN OR ATTEND THE DELIBERATIONS ARE NOT PERMITTED TO VOTE. INDIVIDUAL UNIT'S GUIDELINES MAY ALLOW FOR PROXY VOTES AND/OR ABSENTEE BALLOTS IN EXTENUATING CIRCUMSTANCES FOR PERSONS WHO HAVE BEEN PARTICIPANTS IN THE DELIBERATIONS.**
- (6) **** (THIS ITEM WILL BE INSERTED AFTER FURTHER REVIEW BY THE ACADEMIC POLICIES AND CALENDAR COMMITTEE.)**
- (7) **FOR PURPOSES OF DEPARTMENTAL VOTING ON ANY RETENTION, TENURE AND PROMOTION MATTER, FACULTY SHALL VOLUNTARILY REMOVE THEMSELVES FROM ANY DISCUSSION, VOTING, OR PARTICIPATION THAT WOULD INFLUENCE VOTING ON RETENTION, TENURE AND PROMOTION MATTERS, WHEN THE SUBJECT OF ANY VOTE INVOLVES:**
 - **A MEMBER OF THAT FACULTY MEMBER'S IMMEDIATE FAMILY (EG SPOUSE, SON, DAUGHTER, OR OTHER**

FAMILY MEMBER RESIDING IN THAT FAMILY MEMBER'S HOUSEHOLD), (SEE CONFLICT OF INTEREST POLICY §3359-11-17-A-26 AND G-5)

- **A MEMBER OF THAT FACULTY MEMBER'S EXTENDED FAMILY (EG SIBLINGS, PARENTS, GRANDPARENTS, COUSINS, UNCLES, AUNTS, OR OTHER NEXT OF KIN), (SEE CONFLICT OF INTEREST POLICY §3359-11-17-A-26 AND G-5)**
- **OR ANY OTHER PERSON WHERE THERE WOULD EXIST THE APPEARANCE OF CONFLICT OF INTEREST OR IMPROPRIETY (SEE CONFLICT OF INTEREST POLICY §3359-11-17)**

- (8) "ROBERT'S RULES OF ORDER" IN THE MOST RECENT EDITION, SHALL BE ACCEPTED AS AUTHORITY ON ALL QUESTIONS OF PARLIAMENTARY PROCEDURE NOT DETERMINED BY THE FACULTY MANUAL. IN ANY CONFLICT BETWEEN THE FACULTY MANUAL AND "ROBERT'S RULES OF ORDER," THE FACULTY MANUAL TAKES PRECEDENCE.**

3359-20-031 Salaries (full-time faculty).

- (A) Although the university has no definite salary schedule, the president announces at the November meeting of the faculty senate the maximum, minimum, median, and average salaries paid to regular teaching professors, associate professors, assistant professors, and instructors, all figures being based on a nine-months' pay schedule. Generally, faculty members are on the nine-months' schedule, and administrative officers are on the twelve-months' schedule.
- (B) Although salary adjustments may be considered at any necessary time, the deans, after conferences with their department chairs, normally review and recommend changes in salaries in the spring so that the president's recommendations may be presented to the board during the spring semester and salary changes can go into effect at the beginning of the academic year.
- (1) **EACH INDIVIDUAL COLLEGE SHALL DEVELOP POLICIES AND PROCEDURES BY WHICH CHANGES IN SALARIES ARE DETERMINED.**
- (2) **EACH INDIVIDUAL COLLEGE SHALL BE RESPONSIBLE FOR THE DEVELOPMENT OF POLICIES AND PROCEDURES ADDRESSING ANY QUESTIONS INVOLVING MERIT.**

Effective: September 16, 1996

Certification: _____
Secretary
Board of Trustees

Prom. Under: 111.15

Rule Amp.: Ch. 3359

Prior Effective Dates: 11/27/89 and 5/22/91

Report of Campus Facilities Planning Committee

The Campus Facilities Planning Committee met on March 14, 2000.

Report of the Subcommittee on conversion of Knight Hall Rm. 312 to a Computer Lab

Dr. Sterns had requested that Dr. Perry and Dr. Burdge meet with the committee for further discussion and resolution of the scheduling of Chemistry Recitation Sections into a room that would be compatible as a media classroom with a large number of computers.

Considerable discussion took place on the problems caused by the loss of Knight 312 as a classroom. It was recognized that the major loss was to Nursing, whose faculty are major users of this multimedia room.

Several other rooms were suggested for the lab, e.g. 104, 304 and 410 but these have fumehoods or wet lab facilities. Harvey Sterns asked whether Rm. 220 was a possible alternative, if the oven was removed. This would reduce the rooms available for English Comp recitation. The Chair of Chemistry said that Rm. 220 was not a possible alternative. Harvey Sterns summarized the discussion and position of the sub-committee as follows: The site subcommittee supports the need of the Chemistry Department for a computer lab. The subcommittee also recognizes that more than Rm. 220 is needed. However the committee is also concerned with taking another classroom off-line, causing problems especially for nursing. H. Sterns suggested that some creative space swapping with nursing might be possible.

The committee approved a motion to create a subcommittee to be formed of Phyllis Parker and representatives of Nursing and Chemistry to work on possible room swaps and rescheduling.

Plans for Polsky parking deck renovation and other UA parking issues.

Jim Stafford of Parking Services reported that several parking problems were caused by renovations, of which Polsky's was only one. The roof and two top floors of Polsky's have been repaired: the next step is the third level. This would require similar changes with complete floor removal and replacement and repainting of beams. The original idea had been to divide the floor into quadrants and fix one at a time. A more recent decision had been made to divide it into north and south sectors. This decision would accelerate the time needed for completion. Dean Sam of C&T had indicated that speed was very important.

Phase I would start on or about May 5th and will involve 3 of 4 levels and initially include repair of ramps. After the ramps are completed, then there will be partial access. High Street would remain open.

Phase II would involve the third and second floors and start at the north end with surgical removal of the concrete etc.

Lin Chyi asked about the use of the facility by police vehicles. Jim Stafford said that an agreement had been made with the Deans some years ago for 10 spaces for cruisers, which added security. However, parking of other unplanned police vehicles was a problem.

Of the total 1450 parking spaces in Polskys, 30 were allocated, with extras that left a total of about 1400. At any point during the coming year, 400 would be missing and it would be more difficult to access the rest. As far as Aeros parking was concerned, no parking was going to be available for the four day games.

The more general and serious problem was that we are losing 1200 parking spaces next year, though most on a temporary basis. Apart from the 400 spaces at Polskys, there were 300 to be lost in the Fall as the Exchange Deck is repaired. Lot 1 near the expressway (for parking deck) would lose another 300. There was also a loss of 80 at Lincoln. When Olin 2 starts there will be a loss of 291. Dorm parking would not increase, as the remaining building would be renovated. There are no additions to offset these losses at the moment. The best suggested underutilized sites are the dirt lot on Vine St. and the Chapel parking behind the Martin Center for which we have reciprocal use. The shuttle bus service would be improved from 4 buses to 5-6 buses with no more than 5 minutes waiting between 9:00-3:00 p.m. More people would be hired to direct people and J. Stafford recommended that all spaces be open permit. He asked the faculty to pass this information on to the students as he considered that we are the only day-to-day link with students. A Standing Committee of deans, department heads, etc, was to be formed early in April.

The situation Fall 2000 would be the worst – later things would improve. There would be a new deck, Polsky's 2nd floor would be easier, E.J. would be taken care of, the Exchange and Robinson decks would be done. The Forge deck could be accelerated. J. Stafford noted that the Auburn Science and Schrank decks are in the worst repair. In the case of Auburn \$3 million would be spent on 200 spaces.

John Kline noted that the Committee had recommended that this space be used for classrooms in the proposed capital plan.

Report of Subcommittee on offices for women coaches from locker room area in JAR

The Chair reported for the Subcommittee, which had toured all the coaching offices in JAR. Offices were all very limited in size, except those for men's basketball and football; even these offices were not large by Division 1 standards. Adding space for the women coaches was necessary to make their space somewhat more comparable with the men coaches. The locker rooms involved are greatly underutilized. Taking the central area for coaches' offices would still leave limited locker rooms and also shower rooms. The subcommittee considered that the modifications were justified. The committee passed a motion in support of this recommendation.

Resolution: The Faculty Senate recommends that space in the men's and women's locker rooms in JAR be converted into offices for women coaches.

Conversion of Carroll Hall Room 55 to office for Evening Division

Harvey Sterns reported that Student Orientation were not particularly happy with their Carroll Hall location. Classroom noise from Room 55 had also been a problem, so to that extent the Evening Division was an improvement. However the site was something of an embarrassment. Phil Bartlett pointed out that it was only temporary as the Student Affairs building was due to start in Fall 2002. The committee approved a motion to support the recommendation that Carroll Rm. 55 be allocated to the Evening Division.

Resolution: The Faculty Senate recommends that Carroll Hall Room 55 be allocated to the Evening Division.

Respectfully submitted

Harvey L. Sterns, Chair

March, 2000

University of Akron
Senate Research Committee
Outcomes of the Faculty Research Grant Program (1994-1999)

The University of Akron has sponsored a Faculty Research Grant (FRG) Program for many years. The program is designed to provide University of Akron faculty investigators (especially younger investigators) with "seed" money to develop research ideas and to assist faculty with their professional development in disciplinary areas where external funding is relatively sparse or non-existent.

The Senate Research Committee conducted a survey of Faculty research recipients in the Fall of 1999 in order to learn the extent to which the program has fostered both additional external research funding and scholarly products. The committee does not expect all grant recipients to apply for external research funding, nor does it assume that all grants result in scholarly products. Rather, the committee seeks to reinforce and enable a climate of active research and scholarship through the provision of modest grants to faculty who present promising research proposals to the committee.

The Senate Research Committee is composed of approximately 20-24 University of Akron faculty drawn from each of the colleges on the University Campus. Members come from all ranks. Approximately one-half of the committee members are also University Faculty Senators.

The Senate Committee solicits applications for faculty research grants in two forms. Spring and Fall research grants are restricted to approximately \$3500 of support and cannot pay for faculty salary. Summer research grants can be for up to \$8000 and may be used to provide salary to the principal investigator. Summer grant recipients may not teach classes during the summer. In the past several years the committee has dispensed about \$250,000 per year (\$160,000 for summer grants).

A short survey was sent to all faculty who received grant support between the Fall, 1994 and the Spring of 1999. The survey asked recipients to describe grant applications made as a direct result of FRG support. It also asked faculty to list any books, papers, monographs, performances or shows, etc. that resulted from FRG funding.

Some of the more salient findings are presented below:

- The committee awarded 161 FRG grants between Fall, 1994 and Spring, 1999.
- To-date, 193 external grant proposals have been submitted by 92 FRG recipients based on the results of these FRGs.
- To-date, 101 of these grant applications have been funded.
- To-date, these grants have resulted in \$10,547,000 in external grant support to University investigators.
- Spring/Fall and Summer grants have returned almost equal amounts of external funding.
- To date, 200 papers, books, monographs, performances and shows have resulted from

these grants.

The highlights listed above must be viewed carefully. The survey is subject to two methodological problems that affect the results and their interpretations. The limitations and their possible affects on the results include:

University faculty returned only 95 surveys covering approximately 75% of all grants awarded. The main effect of this return rate is an underestimation of the scholarly work products that resulted from grant awards. There was no independent source of information about scholarly products. Thus, missing surveys result in under-reporting of scholarly work products. The Office of Research Services and Sponsored Programs was able to supply us with records of external grant applications and the results of applications for all FRG recipients so that the results regarding applications and external grant receipt are accurate.

The survey underestimates the number of external grants that will be received by investigators, the dollar amounts of these grants and the extent of scholarly productivity from investigators who completed the survey. This occurs because of the lag time between FRG grant receipt and subsequent external grant applications and work product. In many cases, grant applications were reported to be in process or pending but the results of these efforts cannot be reported because the result is in the future. Similarly, many investigators reported that papers, books, productions, etc. were in the preparation stage or under review. Such efforts cannot be counted because the result is uncertain. It is not possible to estimate the extent to which results described above are underestimated as a result of this reporting bias.

SPRING RESEARCH GRANTS**Awarded March 3, 2000*****Internal Grants Awarded by
The University of Akron's Faculty Research Committee***

Acct#	FRG#	NAME	Title of Project	Amount
2-07453	1490	Mrs. W. J. Chang Biology	"The Unfolding Forces of a Single Protein Molecule as Measured with an Atomic Force Microscope."	\$3,500.00
2-07454	1491	Dr. George Chase Chemical Eng.	"Electrorheological Fluid Flow Through Porous Media."	3,500.00
2-07455	1492	Dr. Matthew Espe Chemistry	"Helical Polymers: Synthesis and Characterization."	3,462.60
2-07456	1493	Dr. R. Ray Gehani Management	"Internationalization of Production and Operations of Polymer Industry in Ohio to Asia."	3,431.00
2-07457	1494	Dr. Michelle Hoo Fatt Mechanical Eng.	"Propagating Buckles in Corroded Pipelines."	3, 500.00
2-07458	1495	Dr. Amy Milsted Biology	"Androgens in Female Rats."	3,500.00
2-07459	1496	Dr. David Modarelli Chemistry	"Time-Resolved Optical Spectroscopy of Vinylidenes."	3,500.00
2-07460	1497	Dr. Monte Turner Biology	"The Rat Sry Locus."	3,500.00

TOTAL FUNDED: \$27,893.60

**Planning and Budgeting Committee
Report to Faculty Senate
April 6, 2000**

I. Summary

The Planning and Budgeting Committee has reviewed the proposed budget for 2000-2001. The committee recommends its approval by the Senate. The committee also recommends approval of \$358,458 for allocation of one-time initiatives (see II.B.1). Assuming that the student enrollment goals of 1% are achieved, a fund of \$963,000 may be available for one-time initiatives (see II.B.2). The committee urges Senate approval of its priority listing for this money should it become available.

The committee has noted that changes are needed in the planning and budgeting process and urges the Senate to approve its recommendations for budgetary reform. In particular, a new budget calendar is required. Clear guidelines are needed for unallocated salary dollars. The committee further recommends clear deadlines and guidelines for annual salary increases. Finally, the committee recommends that all unit administrators receive training for budget decision-making.

This budget assumes and the committee endorses a 6% tuition increase and a minimum 4% increase in the merit pool. Another salient assumption is a 1% increase in student enrollment. Other assumptions are outlined in Appendix A.

II. PBC Recommendation for Budget Allocations for 2000-2001 and for the Budget Planning Process

A. The committee recommends approval of the proposed budget as outlined in Appendix A with the following specific allocations for initiatives.

B. Recommended Initiatives

1. Assuming \$358,458 will be available for allocation to initiatives, the committee recommends that funds be distributed as operating funds to each college and non-academic unit.

2. Assuming that goals for increasing enrollment (1%) are met, as outlined in Appendix A, \$963,00 will be available to fund additional initiatives. PBC recommends the following distribution.

10%	Technology Acquisition
20%	Student Recruitment
30%	Student Retention
30%	Faculty/Staff Development
10%	Budget/Information/Institutional Research

3. The rationale for the above percentage distribution includes:

a. Technology Acquisition and Education (10%)

PBC recommends that 10% of the fund be allocated to improve the dial-in network service through the purchase of additional modem banks.

b. Student Recruitment (20%)

Available funds will be distributed by the Strategic Enrollment Management (SEM) Office for a combination of central and local (unit-level) recruitment efforts. The Enrollment Management Office must distribute at least 60% of the funds to academic units for recruiting goals that were described in unit strategic plans. The remainder, not more than 40% of the funds, may be used by SEM for central recruiting efforts. Units may request support for specific initiatives in which a clear opportunity for recruiting exists and is likely to result in increased enrollment.

c. Student Retention (30%)

Available funds will be distributed by the Strategic Enrollment Management (SEM) Office for a combination of central and local (unit-level) retention efforts. The Enrollment Management Office must distribute at least 60% of the funds to academic units for retention goals that were described in unit strategic plans. The remainder, not more than 40% of the funds, may be used by Enrollment Management for central retention efforts. Units may request support for specific retention efforts in cases where a clear opportunity for increased retention exists, and is likely to result in increased student success and/or higher enrollments.

6. PBC recommends a revised calendar for the budgetary process, which in the future will start much earlier (see Appendix B for example).
7. PBC recommends un-allocated salary dollars remain within the units as one-time savings.
8. PBC recommends that all unit administrators and PBC members participate in training for budget decision-making including budget development and incorporating measures of success. The VP for Finance and the Provost will coordinate this training.

The University of Akron
PBC Proposed 2000-01 Budget



March 27, 2000

The University of Akron
Budget Assumptions: Revenues
FY 2000-01

- **The budget proposal (Scenario 5) incorporates the following revenue assumptions:**
 - ▶ Tuition and fee revenues are based on an estimate of student credit hours of approximately 518,000, or approximately a 1% increase in production from FY 1999-2000.
 - ▶ The assumed tuition and fee increase is 6% for undergraduate, graduate, and law students. Rates assessed our C&T students reflect a reduction of 5%. All of the tuition and fee increases/reductions conform to the appropriations bill adopted for the current biennium.
 - ▶ The revenue estimates provided *do not* incorporate the recent discussions in PBC of lowering the non-resident surcharge for out-of-state undergraduate students. If, however, the proposal is adopted, it is projected that the net effect on the budget will be negligible, as our out-of-state recruiting efforts will yield new students to cover the proposed fee reduction.
 - ▶ State appropriations reflect the guarantee provision (including challenge allocations) included in the appropriations bill, as the University's formula allocation (5-year average) falls below the guarantee amount by approximately \$400,000.
 - ▶ Challenge line items (Success and Access) reflect the latest estimates as provided by the OBR, including the increase in Access Challenge allocation of approximately \$320,000 to nearly compensate for the 5% mandated reduction in C&T tuition rates.
 - ▶ The IGB line-item allocation for FY 2000-01 remains at the current year's level of \$1.24 million.
 - ▶ Investment earnings on our active cash portfolio are projected to remain at the current year's revised figure of \$4.3 million. The estimate was provided by the Treasurer's Office based on an assumption of monthly cash flows and current investment yields.
 - ▶ IDC income is projected at current year levels. However, should the income exceed the estimate, it will be distributed by the approved formula and recognized at the mid-year budget revision.
 - ▶ The administrative fee assessed the U of A Foundation and the University's endowment is set at \$880,000 and is earmarked for the "Scholarships for Excellence" program.
 - ▶ Departmental Sales and Services revenues reflect the revenue estimates as submitted by the units that have been reviewed and adjusted by the Budget Office. To date, the University has approximately 90 such activities operating on campus.

The University of Akron
Budget Assumptions: Expenditures
FY 2000-01

• **The major expenditure adjustments included in Scenario 5 are as follows:**

- ▶ An increase of \$.5 million in the set aside of funding for part time faculty and graduate assistant stipends to recognize actual spending patterns and the increments proposed in the colleges' budget requests. These proposed budgets total \$11.3 million.
- ▶ An increase of \$175,000 in the summer session faculty budget is included to recognize the salary increase of FY 1999-2000. The summer budget assumes a continuation of the summer incentive model approved in FY 1999-2000.
- ▶ Current vacant positions of nearly \$7.4 million are provided for in the budget proposal.
- ▶ ERIP salary savings of approximately \$8.0 million are included in the budget proposal. These captured savings are earmarked to fund payments to the appropriate retirement systems for those retiring under the program.
- ▶ \$3.5 million of funds are included to provide for the return of ERIP Window 4 positions to colleges/units as identified in the reallocation plan crafted by the Senior VP and Provost in consultation with academic Deans and VP's.
- ▶ An increase of \$.8 million is included to the central group insurance budget to recognize the 7.24% increase in our various group insurance contracts (after employee contributions) in effect since 1/1/2000. The increase is primarily attributable to the double digit increase in RX drug costs.
- ▶ The budget proposal assumes the continuation of funding into FY 00-01 of the Carnegie teaching academy (\$150,000) and research (\$1,500,000) initiatives.
- ▶ The budget proposal assumes the following FY 99-00 allocations will be made permanent in FY 00-01: 1) \$150,000 support to the ULLR for acquisitions to partially offset inflationary pressures; 2) The campus security supplement of \$90,000 related to the Polsky Building; 3) \$75,000 to cover the rising costs associated with the disposal of hazardous materials; 4) \$176,000 in operating support to Admissions; 5) \$300,000 to the PFOC to continue reducing the number of buildings serviced by outside cleaning companies; 6) \$174,000 to Information Services; 7) \$25,000 to Alumni Relations; and 8) \$150,000 for campus advertising.
- ▶ In addition to the above, the central advertising budget has been increased by nearly \$.5 million (for a total of \$1.0 million). Additional requirements will be met through the reallocation of surplus FY 1999-2000 funds and contributions from the U of A Foundation's unrestricted budget.
- ▶ Given that Budget Scenario #5 assumes a 1% increase in SCH, these funds (\$963,000) have been reserved until such time as our enrollment assumptions have been met.
- ▶ The central campus utility budget reflects a reduction of nearly \$.5 million to recognize the anticipated savings attributable to deregulation.
- ▶ Institutional scholarship funding has been increased by \$1.0 million to correspond to the proposed Scenario #5 increase in rates of 6%.
- ▶ The central legal fee budget (incl. patents) has been increased by 30% (\$280,000) to reflect the new rate structure adopted by the State Attorney General's office.
- ▶ Transfers-out from the current, unrestricted fund have been adjusted to reflect the debt service requirements for the Series 1997 & 1999 bond issue. In addition, the \$400,000 supplement to RLH is continued to conform to the "Financing Plan" developed as a part of the Series 1999A bond issue. Transfers-out also include a \$100,000 increase in support to the EJ Thomas PAH for academic purposes.

***The University of Akron
Budget Assumptions: The "Net Effect"
FY 2000-01***

- **Under Scenario #5, it is projected that the University would have approximately \$4.0 million to \$4.9 million in net surplus funds. Given this Scenario, it would be possible to do the following:**
 - ▶ **Fund a 4% salary increase for faculty, staff, and contract professionals at a cost of \$3.7 million. This also includes a 4% increase in the part time faculty and staff budgets.**
 - ▶ **Provide immediate support of \$400,000 to be applied to new allocations identified by the PBC in addition to those already included in the budget proposal.**
 - ▶ **Reserve funds of \$963,000 for later allocation, should enrollment meet the proposed level of 518,000 SCH.**

THE UNIVERSITY OF AKRON
Revenue Projections - 2000/2001
Current Unrestricted Fund

	1999-00		2000-2001 Projection				
	Original Budget	Proposed Revised Budget	Scenario #1	Scenario #2	Scenario #3	Scenario #4	Scenario #5
Revenues:							
Tuition and Fees							
Undergraduate	\$66,988,800	\$65,843,030	\$66,719,600	\$67,858,500	\$68,307,100	\$68,998,200	\$69,689,300
Graduate	18,195,400	17,630,000	17,727,500	18,074,200	18,237,600	18,422,000	18,608,200
Non-Resident Surcharge	6,439,500	6,380,000	6,487,200	6,614,400	6,674,184	6,741,600	6,809,016
Course Fees	1,060,000	1,245,000	1,245,000	1,245,000	1,232,550	1,245,000	1,257,450
Technology/Eng. Computer Fee	2,113,800	1,680,000	1,680,000	1,680,000	1,663,200	1,680,000	1,696,800
Miscellaneous Fees	1,686,200	1,600,000	1,600,000	1,600,000	1,600,000	1,600,000	1,600,000
Less: G/F Support to Athletics	(6,043,030)	(6,043,030)	(6,043,030)	(6,043,030)	(6,043,030)	(6,043,030)	(6,043,030)
Total Tuition and Fees	\$90,460,670	\$88,315,000	\$89,418,270	\$91,029,070	\$91,671,604	\$92,643,770	\$93,615,736
State Appropriations							
Base Instructional Subsidies	\$92,589,148	\$92,553,261	\$94,025,463	\$94,025,463	\$94,025,463	\$94,025,463	\$94,025,463
International Business Subsidy	1,243,637	1,243,637	1,243,637	1,243,637	1,243,637	1,243,637	1,243,637
Access Challenge	352,725	352,725	673,505	673,505	673,505	673,505	673,505
Success Challenge	1,574,225	1,371,760	3,349,161	3,349,161	3,349,161	3,349,161	3,349,161
Total State Support	\$95,759,735	\$95,521,383	\$99,291,766	\$99,291,766	\$99,291,766	\$99,291,766	\$99,291,766
Other Sources:							
Earnings on Investments	\$4,800,000	\$4,300,000	\$4,300,000	\$4,300,000	\$4,300,000	\$4,300,000	\$4,300,000
Departmental Sales/Services:							
Continuing Education	530,000	530,000	670,372	670,372	670,372	670,372	670,372
Other	5,208,068	5,408,068	5,757,058	5,757,058	5,757,058	5,757,058	5,757,058
Indirect Cost Recovery	2,410,000	2,410,000	2,410,000	2,410,000	2,410,000	2,410,000	2,410,000
Scholarships for Excellence (ID)	880,000	880,000	880,000	880,000	880,000	880,000	880,000
Miscellaneous	50,000	50,000	50,000	50,000	50,000	50,000	50,000
Total Other Source	\$13,878,068	\$13,578,068	\$14,067,430	\$14,067,430	\$14,067,430	\$14,067,430	\$14,067,430
Endowment Income	\$300,000	\$300,000	\$300,000	\$300,000	\$300,000	\$300,000	\$300,000
TOTAL REVENUES	\$200,398,473	\$197,714,451	\$203,075,466	\$204,688,266	\$205,330,800	\$206,302,966	\$207,274,932
REVENUE CHANGE FROM 99-00 REVISED BUDGET			\$5,361,015	\$6,973,815	\$7,618,349	\$8,588,515	\$9,560,481
Expenditures:							
Compensation *	\$138,162,827	\$138,162,827	\$141,205,546	\$141,249,846	\$141,294,446	\$141,294,446	\$141,294,446
Operating Expenditures	20,496,300	21,886,188	21,833,700	21,833,700	21,833,700	21,833,700	21,833,700
Continuing Obligations	37,605,741	34,431,821	35,550,377	35,855,331	36,111,034	36,160,284	37,132,250
Transfers-Out	3,933,605	3,233,605	3,006,238	3,006,238	3,006,238	3,006,238	3,006,238
TOTAL EXPENDITURES	\$200,398,473	\$197,714,451	\$201,595,861	\$201,945,115	\$202,245,418	\$202,294,668	\$203,266,634
Fund Balance Inc/(Dec)	\$0	\$0	\$1,479,605	\$2,743,151	\$3,085,382	\$4,008,298	\$4,008,298
* Salary pool NOT included (1% = \$915,000)							
** Includes reserve for increased enrollment of \$962,716.							
ASSUMPTIONS							
	Scenario #1	Scenario #2	Scenario #3	Scenario #4	Scenario #5		
Tuition/Fee Rates:							
Undergraduate 12-16 plateau	2.0%	4.0%	6.0%	6.0%	6.0%		
Community and Technical	-5.0%	-5.0%	-5.0%	-5.0%	-5.0%		
Graduate	2.0%	4.0%	6.0%	6.0%	6.0%		
Law	2.0%	4.0%	6.0%	6.0%	6.0%		
SCH: (estimated actual)							
Summer	58,866	58,866	58,866	58,277	58,866		59,455
Academic Year:							
Undergraduate	388,261	388,261	388,261	384,378	388,261		392,144
Graduate	52,922	52,922	52,922	52,393	52,922		53,451
Law	12,782	12,782	12,782	12,654	12,782		12,910
State Appropriations	OBR Budget	OBR Budget	OBR Budget	OBR Budget	OBR Budget		
Athletics	No Incr.	No Incr.	No Incr.	No Incr.	No Incr.		

The University of Akron
Office of Resource Analysis and Budget
Proposed Budget - Fiscal 2000-2001

	FY99-00 Original Budget	FY99-00 Revised Budget	FY00-01 Proposed Budget	
REVENUE *				
Tuition & Fees	\$84,688,000	\$82,897,330	\$88,295,500	6.51%
Non-Resident Surcharge	6,935,700	6,935,700	6,809,016	-1.83%
Support to Athletics	(6,043,030)	(6,043,030)	(6,043,030)	-0.00%
Net Tuition & Fees	\$85,580,670	\$83,790,000	\$89,061,486	6.29%
Course Fees	\$1,080,000	\$1,245,000	\$1,257,450	1.00%
Information Technology Fee	2,113,800	1,680,000	1,696,800	1.00%
Continuing Education (Non-Credit)	530,000	530,000	670,372	26.49%
Misc (incl Matriculation)	1,686,200	1,600,000	1,600,000	0.00%
Total Misc Revenue	\$5,410,000	\$5,055,000	\$5,224,622	3.36%
Subsidy: Instructional	\$92,589,148	\$92,553,281	\$94,025,463	1.59%
Challenges	\$1,926,950	\$1,724,485	4,022,686	133.27%
Other (IGB)	1,243,637	1,243,637	1,243,637	0.00%
Total State Appropriations	\$95,759,735	\$95,521,383	\$99,291,766	3.95%
Departmental Sales Accounts	5,208,068	5,408,068	5,966,197	10.32%
Investment/IDC/Other	8,440,000	7,940,000	7,940,000	0.00%
Total Revenue	\$200,398,473	\$197,714,461	\$207,484,071	4.94%
EXPENDITURES				
Full-Time Compensation	\$82,554,352	\$81,295,165	\$79,233,595	-2.54%
Other Personnel/ERIP	22,937,875	24,197,062	31,283,064	29.28%
Salary Raise Pool (incl fringes)	2,814,218	2,814,218	0	-100.00%
Dept Sales Total Personnel	2,023,701	2,023,701	2,416,236	19.40%
Fringe Benefits	27,254,856	27,254,856	28,261,916	3.69%
Fringes - Dept Sales	577,825	577,825	593,640	2.74%
Total Compensation	\$138,162,827	\$138,162,827	\$141,788,451	2.62%
Operating - Academic Units	\$16,133,600	\$16,733,600	\$16,701,100	-0.19%
Operating - Admin Units	4,282,700	4,902,598	4,747,600	-3.16%
Scholarships	16,233,063	15,366,341	16,370,617	6.54%
Continuing Obligations	16,202,738	15,728,938	16,021,398	1.86%
Departmental Sales/Cont. Ed	3,136,542	3,336,542	3,628,693	8.70%
Carnegie Teaching Academy	100,000	250,000	250,000	0.00%
Reserve for Special Initiatives	1,383,898	0	0	n/a
Reserve for Increased Enrollment	843,600	0	862,718	n/a
Transfers-Out	3,833,805	3,233,805	3,007,238	-7.00%
Total Nonpersonnel	\$82,235,848	\$59,551,624	\$81,687,362	3.59%
Total Funds Applied	\$200,398,473	\$197,714,461	\$203,475,813	2.91%
Net Change in Fund Balance	\$0	\$0	\$4,008,258	

* Proposed revenue does not include estimated Transfers-In for carryover.

Assumptions:			
Student Credit Hours	\$12,831	\$12,831	\$17,959
Tuition & Fees-C&T	N/A	N/A	-5%
Tuition & Fees	N/A	N/A	6%
Salary Pool	N/A	N/A	0.00%

The University of Akron
Office of Resource Analysis and Budget
FY99-00 Funded Special Initiatives

<u>Funded Initiatives</u>	<u>FY00 Revised Budget</u>
Carnegie Teaching Academy	\$150,000
Library Acquisitions	150,000
Community and Technical College	100,000
Campus Security	80,000
Chemical Waste, Radiation and Asbestos	75,000
PFOC Supplement	300,000
Permanent Support for Admissions	176,000
IS Support	174,000
Alumni Office Operating Budget	24,898
University Advertising	<u>150,000</u>
Total Special Initiatives	\$1,389,898
Reserve for Increased Enrollment:	\$0
Total Reserves	<u>\$1,389,898</u>

The University of Akron
Office of Resource Analysis and Budget
Miscellaneous Income Summary

<u>Miscellaneous income</u>	<u>FY00 Revised Budget</u>	<u>FY01 Proposed Budget</u>	<u>Difference</u>
Investment Income	\$4,300,000	\$4,300,000	\$0
Income from Endowments	300,000	300,000	0
Indirect Cost	3,290,000	3,290,000	0
Miscellaneous	50,000	50,000	0
Total Miscellaneous income	<u>\$7,940,000</u>	<u>\$7,940,000</u>	<u>\$0</u>

The University of Akron
Office of Resource Analysis and Budget
Fringe Benefit Summary

<u>Fringe Benefits</u>	<u>FY00 Revised Budget</u>	<u>FY01 Proposed Budget</u>
Retirement Systems	\$13,150,000	\$12,920,000
Workers Comp	250,000	250,000
Medicare	750,000	750,000
Unemployment Comp	40,000	40,000
Group Insurance	9,400,000	10,200,000
Parking Permits	670,000	530,000
Fee Remissions	2,225,000	2,358,500
ERIP W-4	186,956	713,516
ERIP W-3 (Fringe Savings)	287,800	280,800
ERIP W-1&2	295,100	219,100
Subtotal	\$27,254,856	\$28,261,916
Departmental Sales	\$577,825	\$593,640
Total Fringe Benefits	<u>\$27,832,681</u>	<u>\$28,855,556</u>

Suggested Calendar for Planning and Budget

On April 17-18, 2000, a team from the North Central Association will visit the University of Akron with focus on "the planning process and budget allocation" efforts that have occurred since the comprehensive visit of October 27-29, 1997.

In the *Report of a Visit to University of Akron*, the team stated (page 5):

"In the judgment of the team, there is continuing concern for an effective process for the allocation of resources to support the academic program needs. The use of a Planning and Budgeting Committee is an initial step toward the development of effective planning and budget processes. However, the activities of this committee in preparation of the 1997-1998 budgeting cycle lacked an effective process for addressing the need to reallocate resources among the colleges."

"The team urges the university to develop an effective process and procedures that will include information about the quantity and quality of academic programs provided for students in consideration of the reallocation of resources. Additionally, the team urges that the university use such a process of reallocation to address the continued large numbers of programs with few or no graduates."

Since 1998-99, members of the Planning and Budget Committee have been concerned about developing an effective planning and budget calendar. There is uniform agreement among members of the Committee, deans, and department chairs that the process will be improved by starting the process earlier in the year.

The proposed calendar addresses this issue as well as building in dates to assure that feedback occurs at each level. Almost everyone agrees that the evolving planning and budget process has been lacking in feedback on plans, priorities, and budget requests.

Calendar Year Annual Reports

The calendar proposed below is based on calendar-year annual reports at the department and college level. Materials for faculty and staff raises and annual report would be submitted early in the Spring semester, although it is recognized that the Board of Trustees may not be able to approve raises until much later in the year after the University budget is known.

Fall Semester 2000

- Week 2 Budget request forms, instructions, and supporting materials distributed to campus. Forms for
1. One-year plan for calendar year 2001
 2. Updated five-year plan for calendar years 2001-05
 3. Budget request for fiscal year 2001-02 (includes base dollars, one-time dollars, priorities)
- Week 5 Department chairs submit to Dean
1. One-year plan
 2. Updated five-year plan
 3. Department budget request
- Week 8 Deans submit to Provost and Institutional Research
1. One-year plan
 2. Updated five-year plan
 3. College budget request
- Week 12 Provost completes
1. One-year plan
 2. Updated five-year plan
 3. Draft of academic budget for FY 2001-02
- Week 13 Provost completes discussion of priorities and budget request with COD
Planning & Budget Committee receives materials (plans, priorities, and budget requests)

Spring Semester 2001

- Week 1 Faculty members submit materials for
1. Department annual report
 2. Raises
- Planning and Budget Committee begins review of University priorities for FY 2001-02**
- Week 4 Department chairs submit to Dean
1. Department annual report for calendar year 2000
 2. Recommendations on raises
- Week 5 **PBC submits budget report to Faculty Senate**

- Week 6 Deans submit to Provost
1. College annual report
 2. Recommendations on raises
- Week 8 **Faculty Senate and PBC recommendations forwarded to President**
- Week 9 Deans are informed of
1. College priorities that will be supported
 2. Approved (Job Requisition Forms for faculty and staff) positions for Fall 2002
 3. Budgets for 2001-02, contingent on approval of BOT
- Week 10 Deans provide feedback to department chairs
1. Priorities that will be supported
 2. Positions for Fall 2002
- Week 11 Provost completes academic annual report
- Week 12 Department chairs provide feedback to faculty and staff