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Faculty Senate Chronicle March 7, 1996

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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 FACULTY SENATE MEETING OF MARCH 7, 1996

The regular meeting of the Faculty Senate was called to order by Secretary Gary H. Oller at 3:00 p.m. on Thursday, March 7, 1996, in Room 201 of the Buckingham Center for Continuing Education.

Fifty of the fifty-six members of the Faculty Senate were in attendance. Senators Brink, Cheung, DePaul, Ely, Peebles and Smith were absent with notice.

SENATE ACTIONS

- * REFERRED CREATION OF A NEPOTISM POLICY STATEMENT FOR THE FACULTY MANUAL TO THE REFERENCE COMMITTEE**
- * ACCEPTED A REPORT FROM THE GRADUATE COUNCIL REGARDING THE SUSPENSION OF A MASTERS PROGRAM IN THE COLLEGE OF EDUCATION**
- * APPROVED THE 97-98 PRELIMINARY CALENDAR**
- * APPROVED THREE COURSE PROPOSALS FROM THE COLLEGE OF BUSINESS ADMINISTRATION**
- * APPROVED AN INTERIM POLICY ON STUDENT RECORDS**
- * ENDORSED A LETTER FROM THE BPCC TO THE PRESIDENT**
- * APPROVED THE REPORT OF THE LRPC**

Secretary Oller explained that Chairman H. Michael Cheung was in Washington, D.C., co-chairing a National Science Foundation panel and had sent his regrets. He had intended to fly back in time for the meeting but was unable to get a flight take-off time before about 8 o'clock this evening. According to the Senate Bylaws, Vice-Chair David Brink was to chair the meeting, but since he had to leave by 4 o'clock, the Executive Committee had decided that Secretary Oller, the next-in-line, should go ahead and preside as Acting Chair for the entire meeting.

I. APPROVAL OF AGENDA - The Acting Chairman asked whether there were any additions to today's agenda. Senator John Hebert wanted to add consideration of two curriculum proposals from the College of Business, BA-96-13 and BA-96-17, under the report of the Academic Policies, Curriculum and Calendar Committee. Since there were no other changes, Senator Adele Webb moved that the amended agenda be approved, and this was seconded by Senator Ruth Clinefelter. The Senate voted its approval.

II. CONSIDERATION OF THE MINUTES OF FEBRUARY 1, 1996 - The Acting Chairman said that he had one correction at the top of page 12. This paragraph was the end of a letter which he had read to the body, and quotation marks needed to be added at the end of it.

Senator Dan Sheffer stated that in the minutes of the Faculty Research Projects Committee on page 27, the list of fall 95 awards had been printed, when it should have been for the summer 1996 competition. That summer list, along with the spring list which the Committee was meeting tomorrow to decide on, would be available next month.

Since there were no further corrections, Senator Clinefelter moved approval of the amended minutes, and this was seconded by Senator Peggy Richards. The body gave its approval.

III. CHAIRMAN'S REMARKS - There were none.

3/96 Elliott not
at
meeting

IV. SPECIAL ANNOUNCEMENTS - The Acting Chairman announced that one of our colleagues, Eugenia Carroll, a member of the General Faculty, had passed away on December 22, 1995. She had been Director of the Dance Institute and a former Associate Director of the Ohio Ballet. He asked for a moment of silence.

V. REPORTS

PRESIDENT'S REMARKS - There were none, as President Peggy Gordon Elliott was not in attendance.

EXECUTIVE COMMITTEE - The Acting Chairman reported that the Committee had met a number of times in February and early March. In addition to setting the agenda for today's Senate meeting, it had done a number of things. First of all, it had received information regarding cases that had already been sent to the Special Investigator or the President and the General Counsel. This was material which had been shared with the Committee for informational purposes. It had investigated a number of other possible hiring irregularities which had been sent to it. The Committee thought that there was evidence which warranted sending one on to the President and General Counsel as instructed by the Senate. This was regarding circumstances in connection with the hiring of a Director of Minority Affairs back in the Muse administration, and this material had been sent on to the President and General Counsel.

On February 13 the Committee had met to discuss first the governance recommendations made to the Board of Trustees by the outside ad hoc committee of businessmen, politicians, and Board members and secondly, the impending NCA investigation visit. This led to the call for the special meeting of this body which had taken place on February 22. Along with the Vice-Chairs of LRPC, BPCC, and the Chair of the Faculty Rights and Responsibilities Committee, the Committee had met on February 29 with Drs. Terrence MacTaggart and Clyde Jacob, the NCA investigating team.

The Committee had met on February 27 with Dean Stephen Hallam and Associate Dean James Inman of the College of Business Administration to discuss the creation of an Institute of Global

Business in the CBA. Chairman Cheung had wanted the Committee to look at this before it was presented to the Board on the 28th of February to assess possible academic ramifications, etc., of such an institute in relation to the Senate's charge over the creation of new academic programs. After listening to Dean Hallam and Associate Dean Inman, the Committee thought that this was fine. The curriculum for the program was going through the normal process, and there were no new faculty members necessary. There would be a director and assistant director, but the money initially coming from the state would take care of those positions, and the college had three contingency plans to keep the funding going after two years. The Committee did think that in the future it would be a good idea for any new institutes about to be created to be run by it so that the academic and financial ramifications could be assessed to see whether it might be necessary for the Senate, the LRPC and/or the BPCC to be included in discussions before approval.

On March 5, as suggested by the Senate, the Committee had met with Senator John Green to talk about possible areas of discussion for the body regarding the philosophy of certain administrative practices. So far there was nothing to report to the Senate, but there was one area, administrative stipends, which the Committee was still investigating for background material and data. The Committee intended to bring a report back to the body on this issue.

Chairman Cheung had also received an e-mail message from Dean Linda Moore of the College of Fine and Applied Arts regarding the Senate's question about the release of Mr. Eric Kreider. The message read as follows: "I am in receipt of your inquiry on behalf of the Faculty Senate University Libraries Committee regarding the nature of Eric Kreider's release. Since former Provost David Jamison initiated the process of reorganizing the campus media support unit and the subsequent non-renewal of personnel affected by that decision, I refer your inquiry to Interim Provost Randy Moore. I am forwarding a copy of your E-mail to Interim Provost Moore and would ask that you direct your inquiries to his office."

The Committee also had received a response update from President Elliott on recommendations and actions taken by the body on December 14 and forwarded to her. This would be included in the next Chronicle (see Appendix A).

The last two items from the Committee had been listed on the agenda. The first was a motion from the Committee regarding nepotism which read as follows: "The Executive Committee moves that the Reference Committee be directed to draft a nepotism policy for inclusion in the University Rules consistent with the Ohio Revised Code, the Ohio Ethics Act, and the published opinions of the Ohio Ethics Commission." This came moved and seconded from the Committee and was now on the floor for discussion. The Acting Chairman stated that this matter had come to the Committee from Associate Provost Dawn Trouard in the Provost's Office who had received some requests from faculty about this, and she had passed it on to the Committee and had asked whether there could be a clear statement on nepotism standards delineated in the Faculty Manual so that all members of the University were clear that the Ohio Ethics Codes applied to the governance at The University of Akron.

Senator William McGucken pointed out that the motion mentioned "University Rules," but the Acting Chairman had referred only to the Faculty Manual. He was curious as to what "University Rules" were. Was there a package or was it the Faculty Manual?

The Acting Chairman responded that the Reference Committee normally dealt with changes to the Faculty Manual, so that he assumed this would be where its recommendation on this matter which the body might approve would be placed.

Senator David Buchthal wondered whether there should be a parallel from the recommendation to handle those individuals who were not governed by the Faculty Manual.

The Acting Chairman said that this could be something which the body could recommend to the Board of Trustees for inclusion in their Bylaws, and he accepted that as a friendly amendment to the Committee's motion. He also mentioned that he had a copy of a letter which had been sent from Melissa Berry, Associate Legal Counsel at the University, to Dr. Trouard about the Ohio Revised Code and how the recommended bylaw should be written. This document would be passed on to the Reference Committee to help it craft the recommendation. Since there was no further discussion, the body voted its approval.

The last item from the Committee was the letter from Interim Provost Randy Moore regarding the Graduate Council's approval of the suspension of the Masters Program in School Psychology in the College of Education. There was also accompanying documentation from Dean Charles Dye and Dean William Klingele (**Appendix B**). The Acting Chairman asked the body what it wanted to do with this information.

Senator McGucken wanted an elaboration of the sentence in the second paragraph of Dean Klingele's memo which read: "The unusually high demands for resources by this program, both financial and faculty, have caused us to conclude that we cannot at this time justify continuing to admit students to the program."

Senator Carole Newman said that she did not have all the necessary information to respond, but she noted that in terms of faculty the College of Education was the "incredible shrinking college" because of the number of people taking ERIP. She assumed that this department just did not have enough faculty to continue offering these courses. It was a question of resources and how to use them effectively.

Interim Provost Randy Moore commented that he had talked to Dean Klingele about this. He did not want to speak for him, but in terms of the college in general they were going to have to reallocate positions internally to meet, for example, the requirements for the doctoral review in Education Administration. They just did not have enough people to go around and they had to set priorities.

Senator Hebert moved that the Senate accept the report received by the Executive Committee, and this was seconded by Senator David Redle. Since there was no discussion, the Senate voted its approval.

ACADEMIC POLICIES, CURRICULUM, AND CALENDAR COMMITTEE - Associate Provost Graham Kelly, the Chair, first presented the preliminary calendar for 1997-98. This had been sent back to the Policy and Calendar Subcommittee and was now represented with the approval of the full APCC (**Appendix C**).

thought that the Dean's comments spoke for themselves. Given a choice, he would build a program like this.

Senator Erickson was concerned that although the Dean of the CBA was saying that the cultural sensitivity alternative was "in a sense a substitute" for the language, there had been no attempt to increase the existing requirement regarding geography (one three credit course) or make the requirements greater for the proposed global interdisciplinary option (three courses). One would think that if what was involved here was the need for greater cultural sensitivity but which would replace language, the CBA would have increased the requirements, certainly in geography. As an economist with experience in different countries, she thought that even knowing one foreign language helped you better understand how other cultures operated. It really did make a difference, but she thought that if there was a valid argument to be made by CBA for the two options, that it should have expanded the alternative.

Senator Kimmell repeated that no one was saying the language option should be removed, but the alternative, learning about the geography, the economics, and other aspects of many countries, had a lot of merit given today's business environment. Also, if we continued to keep a program as designed for twenty years ago and not offer this alternative, we would place ourselves in an uncompetitive position relative to other MBA international programs that existed in this area. Kent State did not require a language for its international business program. Students who would desire a program without a language would continue to choose to go there. If the CBA had both tracks, it would have the potential of attracting a larger student body here. He thought it would be crazy not to have both options.

Senator Buchthal asked a question of the APCC. There were two issues here. One was to replace a co-major degree, 164 credits, with a combined program for 128 credits. The second part was that this 128-credit program would have two options. This second part was objectionable to members of APCC. Did the Committee have a chance to discuss whether the 128-credit program with a foreign language was acceptable? The answer was that it had not.

Senator Barbara Clements wanted to make a few points as an historian who had spent a long time studying the history of a culture other than her own, namely Russian. The cultural sensitivity component was offered as a sequence of liberal arts courses, but in fact there was not one liberal arts course on the list. They were all social science courses, and she made this quibble to make a larger point following up on Senator Erickson's earlier statement. Understanding a foreign culture was not a question of taking an economics planning course which proceeded from a series of assumptions about the international nature of the function of the economic system which were derived largely from models drawn from western European and North American experience. There was a cultural bias built into the way we did economic analysis, so that when you had an undergraduate program which spent huge amounts of the hours past the general education requirement concentrating on business, you were not just teaching international business techniques. You were teaching American cultural assumptions in huge doses given the large number of hours required for the program. She was not saying that there should be fewer hours in business required, but she was working from the assumption that business taught something that was so inherently valuable that the liberal arts and other things had to be decreased. She did contest however that assumption that, in this modern era, less knowledge of language was necessary because international business was developing this sort of momentum of its own language and its own set of assumptions

that we did not need to understand what it was like to be Russian, Spanish, Chinese, or even American. One of the greatest things that one learned from studying foreign cultures intensively was what you were. Her experience with the Russians was that if you went into a Russian negotiating situation as an American business person, you needed to know more than the Russian language. You needed to know that the people sitting across the table from you had a different set of assumptions. Also, they probably understood you better than you understood yourself because they had been taught foreign languages and to appreciate another culture. In other words, she was not in favor of watering down the language requirement because she thought that it taught one humility. Two years of Spanish did not teach you Spanish; it taught you to understand that there was a culture out there that did not look at the world the same way you did.

Senator William Rich in trying to make sense of all this saw three potential issues here. One had to do with whether this program would produce sufficiently well-rounded human beings with a college degree. No one had discussed that. He understood that there were some academic programs at the University at the undergraduate level which did not require a foreign language. If we were not talking about what it took to produce a generally well-rounded, educated person, then it seemed to him that we either were talking about what it took to produce somebody who was going to go into the business world or we were talking about something less noble like academic protection. Assuming that it was the noble thing, he had heard very reasonable arguments on both sides of the issue. If he had to decide on the question of which would make for the better business program, he was not sure how he would choose. Fortunately, he did not think that he had to decide because when it came down to the question of what would produce people who were well educated for a particular field, it was his duty to defer to the reasonable arguments on the part of the people who were in that field. If they had been saying things that did not seem reasonable, the deference would not extend so far. However, some reasonable arguments had been made on both sides and while he found Senator Clements arguments to be very persuasive and might ultimately, if he had to decide on the merits, vote with her, he chose and felt some obligation to defer to the judgement of the faculty of the CBA and he urged his fellow Senate members to do the same.

The Acting Chairman stated that the Parliamentarian had asked for permission to speak to the body on this issue. The Senate voted not to allow him to speak.

The Acting Chairman said that the body needed to bring closure on this. Was there anyone who had not yet spoken, either for or against, who still had a burning desire to address the body?

Senator Jesse Marquette stated that as a member of the College of Arts and Sciences, he was about to re-earn his reputation as a barbarian among his colleagues. He had been Chair of a department that did have an undergraduate program that did not require a language. The department had a public policy program which required a language as well as the regular BA which also required the language. There was also a joint program with the C&T College and the department which did not require a language; it was a 2+2 program. There was a substantial number of majors in all three programs which did different things for different people. As Senator Rich had just pointed out, it was appropriate at least to allow the CBA to attempt to produce a program and see whether or not the outcome of that program was satisfactory to the college and to the students.

The value of a foreign language was an issue about which there had been arguments before. He did not dispute the value in terms of a well-rounded student, but there were many programs on this

campus that in fact did not require a language. The important issue here was whether or not this program would work effectively for the students that might enroll in it. He thought that the attempt ought to be allowed, even though that flew in the face of many of his colleagues' perception of what it meant to be a well-rounded person when they came out. The CBA and other disciplines were facing the same problem. As the environment was localized, we were unfortunately trivializing our relationship with other cultures. Someone who did business over the phone with France, Germany, or Italy, whether it was moving money or products, would never see those folks and would have little appreciation for those other cultures. There was no question about that, but two years of any language was probably not going to provide the appreciation either. What normally happened when one got involved intensively in another country was that you would hire partners or people who did have the necessary kind of understanding. He had taken Russian as an undergraduate, but he would never venture under any circumstances to go to Russia and negotiate on the basis of those two years of language. It was a matter of meeting other people who were part of that culture. He thought that for the undergraduate Criminal Justice majors in his department, it was a good idea to recommend that they take Spanish since most of them would be employed in the United States and it was a second language that would be of use to them with many minority communities around the nation. However, it was not required. In conclusion, he thought that an appropriate response here was to see whether or not this would work. At the end of the meeting, his colleagues could tie him up and throw him down the stairs.

Senator Carmen Keener, as a student in the CBA, said that she had not been sure how she was going to vote on this before the meeting. She had now decided that she would vote to approve the proposals because they presented an actual major of 128 credits which students could sit through. They would receive the knowledge of different and growing opportunities, and students with the desire and initiative could take the foreign language option. She had taken a foreign language, and it had not been required of her. Those students who wanted to work through the internet and utilize computer language could do that as well. She supported the CBA's proposals.

The Senate then voted on the proposals which contained the changes recommended by the CBA. The motion passed 27-6 with 3 abstentions.

STUDENT AFFAIRS COMMITTEE - Senator Barbara Vukovich, the Chair, presented the document containing policies and procedures for student records, which had been mailed out to Senators a few weeks earlier (**Appendix E**). This policy had been developed by the Associate General Counsel and has already gone through the offices of the Vice-President of Student Affairs, the Associate Vice-President of Student Affairs and the University Registrar. The Student Affairs Vice President then brought it to the Student Affairs Committee which had ample opportunity to study and discuss it. There had also been an opportunity to talk with Mike Sermersheim about any questions which the members of the Committee had. For the same reason, the proposal had been sent out to Senators before this meeting with the request that if there were questions, to contact her so that she could check with Mr. Sermersheim if it were too technical for her to answer herself. She had not received any questions, so the Committee was asking the Senate to endorse the document for forwarding to the President and the Board of Trustees. Even though this was an interim document already on file with the Department of Education, it did have to be formally approved and adopted by the Board of Trustees, preferably before the end of this academic year.

Since there was no discussion, the body voted its approval.

BUDGET AND PLANNING COORDINATION COMMITTEE - Senator Chand Midha, the Vice-Chair, reported for informational purposes on the status of the budget which was being recommended (Appendix F). Last year in April, the Senate had approved the BPCC budget recommendations based on an assumed drop in enrollment of 6.2%. However, the drop actually turned out to be only 4.9%. This gave us roughly an additional \$1 million dollars. In the proposed 95-96 budget \$83,859,944 was expected from state appropriations (Appendix F 2). According to a January 9 Beacon Journal Article (Appendix F 5) however, we would be getting around \$85,612,094, about an 8% increase over what we had been told last year. This gave an additional \$1.7 million and thus close to \$3 million extra dollars for consideration in discussions about raises. However, on March 4 at a joint meeting of the BPCC and LRPC a budget was presented which had been approved first by the Board of Trustees in August and then revised and approved again in February (Appendix F 3). The BPCC had not been aware of this and had not been consulted about these proposed budgets. The BPCC had empowered him as Vice-Chair to write a letter to the President (see Appendix F 1) asking if there had been a reason why the Committee had neither been informed nor consulted. He had written and sent that letter but, unfortunately, the President was not in attendance to give a response.

Senator Green had a number of questions. First, was it correct that the changes in the budget had been made after this body had made its recommendations without informing the Senate of the fact? When Vice-Chair Midha said that the BPCC had not been told about the budgets approved in August, he then asked who generally informed the BPCC of matters concerning the budget. Senator Midha answered that at many of the meetings, it was Vice President Faith Helmick who answered these questions. The budget issue had been raised in January, and the Committee had been told that it would be getting answers and the revised budget, but the first time it saw it was just last Monday.

Senator Green then asked Senator Midha to summarize the nature of the changes from last April's budget in this new one. Senator Midha said that Senator Buchthal had helped him to prepare a sheet (Appendix F 4) which showed the changes.

Senator Buchthal stated that since he did not have a business background he expected his colleagues to find many mistakes in what he had put together. One of the difficulties in comparing the budget sheets from last April and this month's new one was that a different recording scale was being used. Things were being listed differently; some categories had been merged and some were separated. In the April budget transfers out were included before total expenditures were reckoned, but in this month's total educational expenditures were reckoned and then transfers out were listed after that. It was not clear how to follow the paper trail, but he had done the best he could. In his sheet, he had listed under the categories of total tuition and fees first what had been in the April budget (column 2), and then what had been approved by the Board in August (column 3) and again in February (column 4). From this, he reckoned that \$1,600,000 had been allocated which was not seen by the BPCC. Under state appropriations he had compared the figures from last spring to this spring, and we had gotten \$2,700,000, but that included \$1 million for the international business program. All those figures had been marked with an asterisk so that one could follow that money through the rest of the categories. In terms of earnings and investments, it had been projected that we would make \$2,800,000. However, the latest document said \$3,600,000 so there was an extra \$800,000 sitting around somewhere that never had come to the BPCC. March

Regarding total resources as he could best gather from the April budget, the figure had been \$9,300,000 and was now \$11,448,000. That was another \$2,200,000 that had not gone to BPCC. Finally he had a question about the last category "total available resources" because he was not sure what had been counted before and what was counted now. It looked as if there was \$26,820,000 between the two budgets, and he did not know where that money had come from. He urged the BPCC to find out through special meetings where people who knew might be willing to come and explain.

Senator Monica Harrison, a member of the BPCC, said that she too had many of these questions. However, on the second page of the February meeting from the President, there were answers to some of these questions about how and why the budget revisions had been made.

Senator Midha commented that it was normal practice for the budget to be revised in February. The Committee was not questioning that. What it was questioning was its own role in this. Why was it that nothing had come to the Committee beforehand about this? This is what it wanted to know from the President.

Senator Ranson wondered whether Senator Midha could speculate on the \$20,000,000 transfer in figure. This was the figure which he had raised three meetings ago in regard to Trustee Gene Waddell's statement in the Board minutes that we had a surplus of revenue over expenditures of \$20,000,000. The President had said at that time that this was news to her and wanted to know where it was. What would this transfer in figure most likely represent?

Senator Midha replied that to the best of his knowledge the BPCC had no idea what it represented.

Senator Norfolk proposed that if this was the situation on campus, we should completely disband the BPCC since apparently it was spending a great deal of time talking over issues and being completely ignored on those issues. If it supposedly had any authority or power of recommendation, then it was being completely ignored because there was at least 12% of the budget which was being allocated in a black box somewhere.

Senator Rich, a member of BPCC, thought that maybe it was premature to move to abolish BPCC, but he did believe that this incident raised a very serious question about whether the budget Committee performed a significant role in budgetary decisions within the University other than to legitimate, simply by existing, decisions the Committee really had no role in making. Frankly, his reaction to this matter was that the process which was supposed to involve the BPCC looked very much like a sham. He hesitated to support getting rid of the Committee, but he did think that some action on this body's part was necessary to pursue this question and to try to insure in the future that the BPCC's role was a real and not just an apparent one.

Senator Hebert asked whether the letter from the BPCC to President Elliott was requesting that she clarify its role, and if it was not, he wanted to move that the Executive Committee go to her and get that clarification.

Senator Midha responded that the letter merely asked her why the BPCC had not been informed of any of the changes in the budget before they had been approved by the Board of Trustees.

Senator Siloac, another member of the BPCC and a faculty member who voted in favor of the union last year, wanted to make the observation which might be unfair, that the administration had been more interested in faculty opinion before that election than after.

Senator Marquette thought that the role of the BPCC was clearly specified in the governance rules of the University. The problem was insuring that certain people adhered to those rules. BPCC was supposed to see all aspects of the budget. If Dr. Helmick chose to do things without bringing them to the BPCC, then somebody needed to take her to the woodshed. He suggested that perhaps it was the President's responsibility to do that. The LRPC had found out during its joint meeting with BPCC several days ago that it had been spending a great deal of time going over assumptions for the long range plan which the Senate would be considering momentarily and that Dr. Helmick had come into the BPCC meeting with a different set of assumptions on which it was supposed to base a budget. He considered this to be irresponsible and not very useful in terms of the admonitions given to the University by the North Central accrediting body about communication between the administration, the faculty and the Senate. Rather than disbanding BPCC, he thought that we needed to inquire a little more vigorously about when it would be that the administration would follow the rules of the institution.

Senator Buchthal stated that his only fear was that members were going to come back a month from now with a report not knowing anything more at that point than we did now. If that was the case, Dr. Norfolk's motion was in order to disband the BPCC and perhaps this body as well because it was not doing anything.

Senator Norfolk pointed out that his suggested motion had never been seconded. However, in the spirit of Senator Hebert's request, he moved that the Executive Committee be directed to inquire of the President the role of the BPCC. This was seconded by Senator Hebert.

Senator Marquette said that he was in sympathy with the philosophy behind the motion, but there was no need for the clarification of the BPCC's role. It was already in the rules. What he wanted to know was when she and her various subordinates would abide by them. The BPCC was supposed to have jurisdiction over the budget. Why was this not happening? He thought that the body should ask her what the justification was for these various divergences from procedure. We knew what the role was; we wanted to know why she was not following the rules.

Senator Midha thought that since the President was not here she should be given a chance to answer the BPCC's question about why it was ignored in this instance before making any further motion or taking any further action here.

Senator Padovan pointed out that the Senate was exploring power again and he did not want to enter into the room with another smoking gun. He would appreciate it if the body handled this in as dignified a manner as possible because we had already a little bit of a slap from the accrediting agency as not being as communicative as we should have been with the administration. He agreed with Senator Marquette. We knew what our role was; that had been defined. We needed to say in a friendly manner that if they wanted us to cooperate with them, they had to give us the information as an equal partner. That was the way to approach it. The other statements seemed to him a little childish and too much of a smoking gun.

Senator Green wanted to make a substitute motion that the Senate adopt the BPCC's letter as its own requesting the information from the President. If there was a reasonable explanation for the lapse in the rules, then the body would have behaved collegially and it could proceed. If it turned out that there was an unreasonable explanation, it could take other types of action.

Senator Midha pointed out that the letter had already been sent to the President from the BPCC.

A brief discussion followed on the appropriate parliamentary procedure to achieve Senator Green's suggestion, and Senators Norfolk and Hebert withdrew their motion without objections from the body.

Senator Green now moved that the body endorse the letter from the BPCC regarding this matter, and Senator Marquette seconded this.

Senator Rich thought that the BPCC's letter as written did not quite fully do what the BPCC had decided to do. It asked the President whether she was aware that this had not been taken to the BPCC. As far as he could tell, it did not ask why that had happened. He thought that the BPCC had meant to ask, and the Senate should ask, not just whether the President was aware but why it happened.

Senator Midha said that perhaps he was not very good at writing. He had wanted to write it in a positive way to ask what had been going on, and he expected to get some explanation in regard to that. The Senate was free to rephrase it any way it wanted.

Senator Marquette thought that in the spirit of collegiality which Senator Padovan and the NCA had recommended, the body should wait and see what kind of a response it got. If the response was forthcoming, then we would know what had happened. If we got some other kind of response, then it would be possible to take other action.

Senator Ranson wanted to point out that the rules were being followed. Both BPCC and LRPC made recommendations in an advisory capacity. The President had the right to hear but decide not to act upon those recommendations. However, if these refusals to act upon recommendations were too frequent and seemed to the Senate to be ill-advised or badly reasoned, then the body would be faced with the kind of problem concerning collegiality that Senator Marquette had raised. He thought that the President was entirely within her rights to do what she had done or perhaps more accurately had failed to do.

Senator Rich disagreed and emphasized that the President was free to disagree with whatever recommendations that BPCC made, but under University rules she should not be thought free not to consult the BPCC. That was the problem here.

Senator Padovan called the question. There was no disagreement, and the Senate voted on the motion to endorse the BPCC's letter. It passed with one abstention.

UNIVERSITY LIBRARIES COMMITTEE - (Appendix G)

STUDENT AFFAIRS COMMITTEE - (Appendix H)

VI. UNFINISHED BUSINESS - The only item of unfinished business was the report from the LRPC (Appendix I). Senator Marquette, Vice-Chair, offered to answer any questions about it.

Senator Ranson wanted to commend the Vice-Chair of the Committee, since his opposition to languages did not extend to his own. On page 5 in the section containing recommendations for quality enhancements, the \$750,000 for additional full-time faculty positions in General Education, English Composition seemed a very wise investment.

Senator Padovan had a few problems with the report. First, there was no real mention of research. Secondly, he had a problem with some of the data in the document. He had gone over the revenue to expense ratio in his own college; his numbers did not agree with the numbers here. He had checked his figures out with his Assistant Dean and Dean, and they agreed with them. So somehow the data reported here was not the best. In a document like this it was important to see that the data was correct and did reflect what each college thought that its revenue to expense ratio was or at least what some budgeting process within the University said it was. He did not know who had created the numbers, but they were different.

Senator Marquette responded that the numbers in the document were correct as far as the University was concerned with the current quality of data that was available to the Committee. There had been discussion with the Engineering Dean, Irv Miller, and others about the assumptions as to which numbers ought to have gone into this document. At this point, the purpose of the document was not to have a comparative discussion about the colleges. There were a variety of issues that were still to be confronted when we got some decent data for a change. For example, if you looked at the College of Law, it had expenses in its budget which included the library. The other colleges did not. If your college had an endowed chair, the revenue would not show up in the college because that was a 5 account, but the salary expense would show up in the college and so on. These data were nominal in the sense that there still needed to be clarification on these kinds of issues. The point to be drawn from the document was that the trajectories of the expenditures were all in favor of the colleges increasing their performance, some colleges better than others. This was not the point that LRPC was trying to make here. The point was that the academic enterprise was becoming progressively less expensive to run and was returning more money to the University as a whole. He thought that it would be a serious mistake at this point to treat these data as written in stone. They were not and also not grounds for making comparisons between colleges. The data rather demonstrated that each one of the colleges was contributing money in excess of their expenditures and that excess had been growing through time. Over a period of time, we could confront the issues about what should go into this if we ever got institutional research on this campus. Since we did not have any other than the bare minimum to meet some reporting requirements, we did not really know. The amount of data available at this point was inadequate, and we needed to do better. However, these data were correct within the current published reports of the University.

Senator Padovan deferred. If one was going to make hard decisions, the correct numbers had to be there. In the discussion earlier today about the curricular requirements in the CBA, the fight had been about territoriality - who was going to get what revenue and how. Numbers like this were very strongly going to be an issue in the long run as this place learned how to run itself in an economic manner. You had to start off with the proper data set so that everybody understood the budgeting sequences. Having a specialized budgeting process would start this document off on the wrong foot.

Senator Ranson objected to Senator Padovan's characterization of honest opposition to the CBA's proposal as simply territoriality and asked him to withdraw the remark.

Senator Buchthal understood Senator Padovan's reluctance to make any type of statement without clear data sets. What we had on this campus were no clear data sets and no prospects of getting them. We were told that we could not have the BPCC look at the overall budget because the LRPC did not have its report. The LRPC was told that they couldn't have accurate budget records or institutional research because we did not have that in place. If all you did was say that you could not do this because you did not have that, then you had a circular argument and nothing would happen.

Senator C. Frank Griffin said that in this discussion he kept hearing the phrase "understand University accounting." Some years ago, he had gone to a one-day workshop on University budgets held at Kent State and sponsored by the AAUP. Universities used what were called fund balances. These were lists of profit and loss, or expense and income sheets. The funds were ideas of how the money would be spent - the education fund, the auxiliary fund, etc. This was back in the Muse administration and the budget they had looked at from our University had been two years old because they couldn't get anything more recent. Specifically, there had been an item transferred from the education fund over to the auxiliary fund for \$2.3 million. The football team had been in the red that year for \$2.3 million, but all you saw was the transfer out of the education fund into the auxiliary fund for that amount. There was another item transferred out of the education fund for \$10 million. There was no specific place to which it went, but it had been said that \$10 million was paid for the 88-89 ERIP. However, in the fine print at the end of the document it said that the state had been sent \$450,000 to pay for ERIP that year. So there was \$9.5 million unaccounted for in that document, and he did not know where it had gone. Needless to say, Kent State and a number of other universities which were in collective bargaining hired professionals who carefully analyzed the budget and took care of what money went in and out of funds here and there. Unless you completely analyzed the whole thing, you could not tell what the hell was going on with the University's budget.

Senator Richard Gigliotti said that he had read the LRPC's report and saw it as a breath of fresh air. He commended the colleagues on the Committee. These critical debates on the use of resources were going on all over the country at better schools. We clearly had not even begun to talk about it, and it was time that we did. As someone who worked with figures every day, he realized that no data set was perfect, but it seemed to him that we were starting by shedding some light on some data and a data set that had some credibility. If it was wrong, the administration should provide us with corrections. There were too many serious questions about where the money was going. In light of the great needs on the academic side, this was clearly a debate and discussion which we had to begin and move quickly on.

Senator Padovan thought that this was a minor debate because it had taken him about ten minutes to find data for his college. It would take the whole University about a week for each dean and his designees to figure out college data and set up a formula by which to do it. It was not that hard. You could say what you wanted, but ultimately the budget was going to be one of college versus college and university administration versus college. This was where we were going in the future. The numbers represented this kind of thing. We had already seen some of this earlier today, and it was going to get worse as the real budget crisis came close. There had to be a formula

through which the numbers were generated which could be added to the report. He agreed with a lot of things in the report, but he was upset that he saw absolutely no mention of research.

Senator Marquette answered that he would be happy to provide an addendum which gave the formulas. His second point was that half of \$1 million went to equipment managing and to returning IDC money to the colleges that generated it. This was a partial plan which the LRPC had struggled with for a long time for a variety of reasons. There was no reason to go into that history now, but the purpose of this plan was to make a statement in principle that the tail had gotten very large while the dog had gotten progressively smaller. The President had just circulated a document to us about the fun which they were having at CSU. If we did not want to have that kind of enterprise here, then we needed to recognize that we had to redress the imbalance between institutional support components of the institution and the academic support. Mostly, we needed to lower some costs. The fundamental principle on which this document was based was that we were trying to plan to be a University about the size that we could reasonably hope to stay over the next decade. If we could accomplish that we could control our destiny, but we were still staffed in many areas to be a university of 30,000 people. We simply could not do that, so the intention here was to establish clearly that the academic side was not at fault. One could quibble over the numbers, but fundamentally the academic side made money somebody else was spending more of. This had to stop if we were going to be healthy over the long run, because the academic programs created the income for the institution and we needed to support those programs in a variety of ways.

Senator Marquette went on to say that the LRPC had adopted the principle of not wanting to fire a lot of people. If we accepted the situation right now, it should be possible over the next couple of years to reduce the size of the institutional support component through ERIP and normal turnover so that we could come down to a size that was more appropriate without having to do what they had done at OSU or were doing at CSU. We were going to have to make some tough decisions. He knew that the data was not perfect. He had spent many hours digging this stuff out. It was not easy because each college created its own set of assumptions about what was supposed to go in and what was supposed to go out. This was exactly what he and Dean Miller had a few email exchanges over - what went in and what went out and how many times you counted certain things. The data in this document was at least consistent. It might need modification, but it clearly established that the academic program had been producing progressively more revenue at a progressively lower expense. That money was going someplace. It was not clear where, but a fund balance system was also not what we needed. We needed some analytic data; pure fund accounting was also a way in which to hide a lot of stuff. He had intimate knowledge of a fund accountant to tell him how to hide anything. We had to have better data, but this data established that we needed to make these changes now. He strongly urged that the Senate adopt the report of the Committee.

Senator Paul Fowler wanted to make a couple of points. First, he could supply Senator Marquette with ratios for developmental programs within University College which was, typically, not included in the report. Suffice it to say that it competed with Arts and Sciences. Second, he had just looked at an enormous amount of data supplied by the administration with respect to the number of full-time faculty, the number of part-time faculty, and the number of administrators across campus. Depending on how you asked the question, the data numbers changed. To get the right data from the administration was not always so easy. He was working currently on a Ph.D. in higher education finance so he understood a lot of what was going on, and the numbers could change. Although he already knew the answer to this question, he asked Senator Marquette how

long it had taken to get some of the data that the LRPC had needed. Senator Marquette replied that it had taken eighteen months.

Senator Norfolk had heard Senator Padovan refer to the discussion regarding the CBA proposals twice as a turf war. On a factual basis, if one looked at the options proposed by the CBA, both of them gave credit to their colleges. It was not a matter of one college against another. He believed that it was honestly a philosophical issue. It might be that certain departments had a personal grudge, but that was a different matter. Therefore, he thought that on a factual basis it was an unfair thing to say and he endorsed Senator Ranson's comment on this.

Senator David Witt had a question about page 7 of the document. Item No. 1 read, "Colleges should plan, as appropriate to their needs, to provide micro-computer access for faculty and staff...." How would a person go about getting a microcomputer on his desk under this plan?

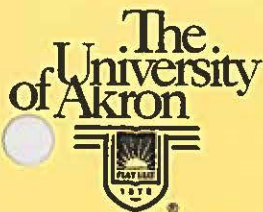
Senator Marquette replied that this had been part of the discussion with BPCC and in fact would be something that the BPCC would be coming up with in terms of procedures to request these things. This was what the budget committee was for. The LRPC was establishing some general principles and recommending some major reorganizational things. The technology fund contained a couple of million dollars to which the LRPC was not speaking, because it assumed that BPCC would make suggestions in response to the plans and requests of the colleges.

Senator Green called for the question, but Senator Padovan objected because he wanted to make a friendly amendment. He moved that an addendum be put into the report that showed how income per college was defined and how expense was defined. It was a very simple formula.

Senator Marquette agreed to generate the formulas. They were not actually simple, but he would produce them. It was perfectly reasonable to have that data.

Since there was no further discussion, the Senate voted its approval of the report of the LRPC with the friendly amendment of Senator Padovan.

VII. ADJOURNMENT - There was a motion to adjourn which was seconded by many. The body voted its approval and the meeting was adjourned at 5:30 p.m.



APPENDIX A

Office of the President
Akron, OH 44325-4702
216-972-7074

216-972-8652 Fax

February 14, 1996

TO: Dr. H. Michael Cheung, Chair
Faculty Senate

FROM: Peggy Gordon Elliott
President *Peggy Gordon Elliott*

RE: December 14, 1995 Recommendations/Actions

The following is an update/response to the recommendations/actions forwarded by the Faculty Senate to the President and received in the President's Office December 24, 1995 and February 8, 1996.

RECEIVED DECEMBER 24, 1995

1. **The creation of new faculty, staff or administration positions or the reallocation of existing positions shall be approved by BPCC and LRPC.**

I am not prepared to support this recommendation at this time.

2. **President shall codify the ERIP/Diversity program procedures and submit them to Faculty Senate...**

Forwarded to Chairman Cheung on January 30, 1996.

3. **Modify sentence in 3359-20-037-B-1 of the University Rules to read, "Initial appointments [should] SHALL involve the entire full-time faculty of the department OR EQUIVALENT ACADEMIC UNIT and [should] SHALL include appointment of a search committee, circulation of vitae, review of any scholarly work, an interview with departmental faculty, and, where appropriate, seminars or other professional presentations."**

Mike, I am not opposed to the spirit and what I believe is the intent here, but I think "entire" will cause endless problems. For example, if someone is on leave for a term, according to this there could be no hire, etc. I want to reserve my response until we have considered it a bit more for its limiting potential to the academic units.

December 14, 1995 Recommendations/Actions
Page Two

RECEIVED FEBRUARY 8, 1996 - BPCC RECOMMENDATIONS

1. **The Faculty Senate recommends that the \$311,246 summer deficit be resolved by recovering unspent incentive dollars, thus reducing the overall deficit to \$171,956 with that amount being recovered from unallocated revenue."**
2. **The Faculty Senate recommends that after unallocated funds have been used to resolve the reduced summer deficit, the balance of the remaining unallocated dollars be applied toward salaries.**

Both actions are currently under review by Vice President for Business and Finance.

ds
SENATEDECACTION

APPENDIX B



Interoffice Correspondence

February 1, 1996

TO: Mike Cheung, Chair
Faculty Senate

FROM: Randy Moore *Randy*
Interim Senior Vice President and Provost

SUBJECT: Suspension of the Master's Program in School Psychology in the College of Education

As per the attached memos from Deans Klingele and Dye, the Graduate Council unanimously approved the suspension of the master's program in School Psychology (Dept. of Counseling and Special Education) of the College of Education, effective Fall Semester, 1995.

xc: C. Dye



26 January 1996

✓ RANDY MOORE, Senior Vice President
and Provost

cmdye

SUSPENSION, MASTER'S PROGRAM, SCHOOL PSYCHOLOGY, COLLEGE OF EDUCATION

I respectfully request that you inform The U/A Faculty Senate and The U/A Board of Trustees that the Graduate Council, at its meeting of 11 December 1995, did unanimously approve of the suspension of the master's program, School Psychology, Department of Counseling and Special Education, College of Education, effective Fall Semester 1995.

Please note that degree authority is not relinquished and the maximum period of the suspension is seven years; i.e. the program may be internally reestablished at The U/A prior to the end of Summer Session Two 2002.

If the program is reestablished by this suspension deadline, the Regents Advisory Committee on Graduate Studies of the Ohio Board of Regents is informed as well as The U/A Faculty Senate and The U/A Board of Trustees.

If the program is not reestablished by this suspension deadline, degree authority is relinquished. Should there be a desire to establish a master's program, School Psychology, after the suspension deadline, new degree authorization will have to be sought.

Please find attached the memo from Dean William Klingele, College of Education, requesting the program suspension.

Please inform me when The U/A Board of Trustees has been informed so that I may communicate the program suspension action to the Ohio Board of Regents.

Many thanks for your good assistance in this matter.

cc: Dr. Karen Reed
Dean William Klingele
Dr. David Weis
Mrs. Dolli Markovich
GRADCOUN9596file

The
University
of Akron

Office of the Dean
College of Education
Akron, OH 44325-4201

(216) 375-7680

November 17, 1995

TO: Dr. Charles Dye, Dean
Graduate School

FROM: Bill Klingele, Dean *BK*
College of Education

RE: Program Suspension.
Master's Program in School Psychology

Please be informed that the faculty in the Department of Counseling and Special Education have voted to suspend applications to the master's program in school psychology. This is to identify that no new students will be admitted to the program after Fall semester, 1995. It is our understanding that this will not result in the suspension of the program, nor the deletion of degree authority for the program, and that we will have seven years to bring the program back on line before we lose it.

The unusually high demands for resources by this program, both financial and faculty, have caused us to conclude that we cannot at this time justify continuing to admit students to the program. Students in the program will continue to be served until they all have completed the program.

Please initiate this change through the Graduate Council and other appropriate offices and governing bodies in the University. I will be happy to answer questions at any time. Thank you for facilitating this action.

DR. CHARLES M. DYE
Dean, Graduate School
The University of Akron

APPENDIX C**February 28, 1996****TO: Faculty Senate****FROM: Graham Kelly, Assistant Provost***Graham Kelly***RE: Academic Policies, Curriculum and Calendar Committee;
Report for Faculty Senate Meeting on March 7, 1996**Calendar Item

The Preliminary 1997-98 Academic Calendar (as originally proposed in December 1995) is presented for approval by Faculty Senate.

Curriculum Items

APCC offers the following curriculum proposals for approval by Faculty Senate:

AS-96-21	BA-96-02++ BA-96-03++ BA-96-04++ BA-96-06++ BA-96-07++ BA-96-08++ BA-96-11 BA-96-21++ BA-96-22	ED-96-13	FA-96-15++	NU-96-02***
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++ Objection(s) resolved or withdrawn

*** It is possible that all objections to this proposal will be resolved prior to the March 7 meeting. If they are not, the proposal will be removed from the list.

All proposals passed Institutional Research review and have been approved by the Provost.

Unless a proposal listed above is disapproved by the Faculty Senate at its meeting on March 7, 1996, the proposal will become record.

-February 28, 1996

Academic Policies, Curriculum and Calendar Committee;

Report for Faculty Senate Meeting on March 7, 1996

Page 2

BA-96-01

Proposal BA-96-01 was approved by APCC. However, the Department of Economics has not removed their objection regarding the removal of pre-requisites for 6400:602 Managerial Finance and 6400:655 Government and Business. The proposed Course Change Forms for both courses are attached. This proposal is presented for action by the Faculty Senate.

The Curriculum Subcommittee of APCC passed the following motion:

"It is moved that all (3) proposals be returned to the proposers and that the Executive Committee of Faculty Senate be charged with the formation of an intercollege ad hoc committee to create a single proposal for the generalist baccalaureate degree."

It has not yet been approved by the full APCC. However, a survey of APCC members is currently being taken and if no objections are received the motion will be presented to Faculty Senate on March 7.

Att.: Preliminary 1997-98 Academic Calendar
Course Change Forms for 6400:602 and 6400:655

ald\curr96\fs9603.07

FALL SEMESTER**1996-97****PRELIMINARY 1997-98**

Day and Evening
Classes Begin
Labor Day*
(Day and Evening)
Veteran's Day
(Classes Held, Staff
Holiday)
Thanksgiving Break **
Classes Resume
Final Instructional Day
Final Examination Period
Commencement
Spring Intersession

Mon., August 26
Mon., September 2
Mon., November 11
Thurs.-Sat., November 28-30
Mon., December 2
Sat., December 7
Mon.-Sat., December 9-14
Sat., December 14
Thurs.-Sat., January 2-11

Mon., August 25
Mon., September 1
Tues., November 11
Thurs.-Sat., November 27-29
Mon., December 1
Sat., December 6
Mon.-Sat., December 8-13
Sat., December 13
Fri.-Sat., January 2-10

SPRING SEMESTER

Day and Evening
Classes Begin
Martin Luther King Day*
President's Day*
Spring Break
May Day***
Final Instructional Day
Final Examination Period
Commencement
Commencement/Law School
Summer Intersession

Mon., January 13
Mon., January 20
Tues., February 18
Mon.-Sat., March 17-22
Fri., May 2
Sat., May 3
Mon.-Sat., May 5-10
Sat., May 10
Sun., May 18
Mon.-Fri., May 12-June 8

Mon., January 12
Mon., January 19
Tues., February 17
Mon.-Sat., March 16-21
Fri., May 1
Sat., May 2
Mon.-Sat., 4-9
Sat., May 9
Sun., May 17
Mon.-Fri., May 11-16

SUMMER SESSION 1

First 5 and 8 Week
Sessions Begin
Independence Day *
First 5-Week Session
Ends

Mon., June 9
Fri., July 4
Sat., July 12

Mon., June 8
Fri., July 3
Sat., July 11

SUMMER SESSION 11

Second 5-Week
Sessions Begin
8-Week Session Ends
Second 5-Week
Session Ends
Commencement

Mon., July 14
Sat., August 2
Sat., August 16
Sat., August 16

Mon., July 13
Sat., August 1
Sat., August 15
Sat., August 15

FALL SEMESTER

Day & Evening Classes

Mon. August 25

Mon., August 31

* Classes canceled

** Classes canceled from Wednesday at 5 p.m. through Monday at 7 a.m.

*** Classes canceled from noon to 5 p.m.

acadcal..98

COURSE CHANGE FORM

Instructions: Fill out this form for each course whose primary data is to be changed.

Current course data

Course number 6400:602

Course title Managerial Finance

Changes to be made

Place an x by each item for which course data is to be changed. Provide data only for the items selected. Unless otherwise specified provide data for the course as it currently exists and the proposed changes.

X 5. Prerequisites (list each individually with course number and title)

Current: 6200:201, 202 (or 601) and 3250:201, 202 or 600

New: 6200:601 or equivalent. 6400:602 may be taken concurrently with 6200:601.

Are new prerequisites to be checked at time of registration? No

X 6. Corequisites (list each individually with course number and title)

Current:

New: 6400:602 may be taken concurrently with 6200:601

Are new corequisites to be checked at time of registration? No

_____ 7. Subsidy level (check one from each column)

Current:

New:

_____ General studies

_____ General studies

_____ Technical

_____ Technical

_____ Baccalaureate

_____ Baccalaureate

 x Master's

 x Master's

_____ Doctoral

_____ Doctoral

_____ Master's and Doctoral

_____ Master's and Doctoral

_____ Professional

_____ Professional

9. **Rationale**

To offer improved scheduling flexibility for students.

COURSE CHANGE FORM

Instructions: Fill out this form for each course whose primary data is to be changed.

Current course data

Course number 6400:655

Course title Government and Business

Changes to be made

Place an x by each item for which course data is to be changed. Provide data only for the items selected. Unless otherwise specified provide data for the course as it currently exists and the proposed changes.

X 5. Prerequisites (list each individually with course number and title)

Current: 3250:600 and 6500:600

New: No prerequisite

9. Rationale

To offer improved scheduling flexibility for students. Other prerequisites not needed.

APPENDIX D**Interoffice Correspondence**

TO: Faculty Senate

FROM: Steve Hallam, Dean
College of Business Administration

DATE: March 1, 1996

SUBJECT: International Business Curriculum

SH

The attached report lists our response to the objections raised regarding the College of Business Administration's proposed changes to already existing graduate and undergraduate programs in International Business. Our goal is to propose the highest quality International Business program possible. To that end, we have sought the counsel of leading academicians and practitioners of International Business.

The input from the business community convinced us there are really two distinct international business career opportunities. One involves the firm sending the person to a particular country for one or more years at a time. A new, fast growing career opportunity involves working in a global or world-wide business environment. For this global career path, the individual may never live outside the United States, but instead communicate world-wide via fax, modem, phone., etc., from the firm's home base, and may occasionally make very short trips to many countries. For this later, fast growing IB career option, knowledge of a foreign language is less important. Knowledge of international business practices is essential. The proposed changes to the current undergraduate and graduate IB program gives students the opportunity to choose. Those who prefer the language option are encouraged to do so. Others are free to choose the more general cultural sensitivity option.

If BA-96-13 and BA-96-17 are approved, the College of Business Administration envisions an increase of 100 majors in International Business. Since approximately 78 credit hours of this program are outside CBA, this means an additional 7800 student credit hours divided among various departments outside CBA.

The proposed change represents the results of months of faculty study and debate. Please review the issues and vote to approve of BA-96-13 and BA-96-17. Thank you.

International Business Programs: Issues and Responses

1. What are the proposed changes?

The current undergraduate International Business program is a co-major that requires a student to get a first major in accounting, finance, marketing or management, and then take a second co-major in International Business. This co-major includes a series of International Business courses, interdisciplinary cultural sensitivity courses, a geography course, plus 14 hours of a foreign language. The current International Business co-major is outlined as follows:

The International Business Co-Major

The International Business Co-Major requires each student successfully complete all requirements for a Bachelor of Science in Business Administration in one of the following functional areas of business: Accounting, Finance, Management, Marketing or Advertising (see Undergraduate General Bulletin for degree requirements). In addition to the functional area's major degree requirements, each student must successfully complete the course requirements in each of the following International Business components:

- **Required International Business Courses:**
(Complete all courses - 5 credits)

	<i>Credits</i>
6600:293 Career Orientation	1
6600:493 Career Management	1
6800:405 Multinational Corporations	3

- **Elective International Business Courses**
(Complete two courses - 6 credits)

6400:323 International Business Law	3
6400:481 International Business Finance	3
6500:457 International Management	3
6600:385 International Marketing	3
6800:421 International Business Practices	3

- **Elective Interdisciplinary Courses:**
(Complete three courses - 9 credits)

3250:450 Comparative Economic Systems	3
3250:460 Economic Development & Planning for Underdeveloped Nations	3
3250:461 Principles of International Economics	3
3350:450 Development Planning in the Third World	3
3700:300 Comparative Politics	4
3700:310 International Politics and Institutions	4
3700:321 Western European Politics	3

3700:322	Soviet and European Politics	3
3700:323	Politics of China and Japan	3
3700:312	The Politics of International Trade and Money	3
3700:326	Politics of Development Nations	3
3870:270	Cultures of the World	3

● **Required Foreign Language Component:**
(Complete One Language Sequence - 14 credits)

3520:xxx	French Language	
3520:101	Beginning French I	4
3520:102	Beginning French II	4
3520:201	Intermediate French I	3
3520:202	Intermediate French II	3
3530:xxx	German Language	
3530:101	Beginning German I	4
3530:102	Beginning German II	4
3530:201	Intermediate German I	3
3530:202	Intermediate German II	3
3550:xxx	Italian Language	
3550:101	Beginning Italian I	4
3550:102	Beginning Italian II	4
3550:201	Intermediate Italian I	3
3550:202	Intermediate Italian II	3
3570:xxx	Russian Language	
3570:101	Beginning Russian I	4
3570:101	Beginning Russian II	4
3570:201	Intermediate Russian I	3
3570:202	Intermediate Russian II	3
3580:xxx	Spanish Language	
3580:101	Beginning Spanish I	4
3580:102	Beginning Spanish II	4
3580:201	Intermediate Spanish I	3
3580:202	Intermediate Spanish II	3

Other languages can be used to fulfill the language requirement. In such cases, competency exams are approved and administered by the Department of Modern Languages.

● **Required Geography Component:**
(Complete one course - 3 credits)

3350:320	Economic Geography	3
3350:353	Latin America	3
3350:356	Europe	3
3350:358	USSR	3
3350:360	Asia	3
3350:363	Africa South of the Sahara	3

The Proposed Changes:

The proposed program would allow students to take International Business as a regular major. It would not require a first major. In comparison to the current IB co-major program, the proposed IB major reduced the number of CBA hours by approximately 26 credit hours. A second change is to give students the option of a foreign language or the cultural sensitivity sequence of Liberal Arts courses.

The Undergraduate Program

As proposed in BA-96-17, the International Business major would be as follows:

6800 International Business Major

The International Business major must complete all 1) the General Education program requirements, 2) the Pre-Business program requirements, 3) the College of Business Administration Core requirements, 4) the required courses within the IB major, and 5) the elective courses within the IB major.

To receive a Bachelor of Science in Business Administration/International Business, each student must successfully complete all of the course requirements outlined in each of the three required categories and one of the two optional categories below:

		<i>Credits</i>
1.	International Business Core: (Complete all four courses - 8 credits)	
	6600:293 Career Orientation	1
	6800:405 Multinational Corporations	3
(new)	6800:421 International Business Practices	3
	6600:493 Career Management	1
2.	International Business Electives: (Complete two courses - 6 credits)	
	6400:323 International Business Law	3
	6400:481 International Business Finance	3
	6500:457 International Management	3
	6600:385 International Marketing	3
3.	International Geography Core (Complete one course - 3 credits)	
	3350:320 Economic Geography	3
	3350:353 Latin America	3
	3350:356 Europe	3
	3350:358 USSR	3
	3350:360 Asia	3
	3350:363 Africa South of the Sahara	3

Select either the Global Interdisciplinary Option or the Foreign Language Option.

4. Global Interdisciplinary Option:

(Complete three courses - 9 credits)

3250:450	Comparative Economic Systems	3
3250:460	Economic Development & Planning for Underdeveloped Nations	3
3250:461	Principles of International Economics	3
3350:450	Development Planning in the Third World	3
3700:300	Comparative Politics	3
3700:310	International Politics and Institutions	3
3700:321	Western European Politics	3
3700:322	Soviet and European Politics	3
3700:323	Politics of China and Japan	3
3700:312	The Politics of International Trade and Money	3
3700:326	Politics of Developed Nations	3
3870:270	Cultures of the World	3

or

Foreign Language Option

(Complete One Language Sequence - 11 credits)

3520:xxx	French Language	
3520:101	Beginning French I	4
3520:102	Beginning French II	4
3520:201	Intermediate French I	3
3530:xxx	German Language	
3530:101	Beginning German I	4
3530:102	Beginning German II	4
3530:201	Intermediate German I	3
3550:xxx	Italian Language	
3550:101	Beginning Italian I	4
3550:102	Beginning Italian II	4
3550:201	Intermediate Italian I	3
3570:xxx	Russian Language	
3570:101	Beginning Russian I	4
3570:102	Beginning Russian II	4
3570:201	Intermediate Russian I	3
3580:xxx	Spanish Language	
3580:101	Beginning Spanish I	4
3580:102	Beginning Spanish II	4
3580:201	Intermediate Spanish I	3

We would also add other foreign language courses in Japanese and Chinese, or any other language, when we are notified such courses have been added to the Modern Languages Department.

The Graduate Program

As proposed in BA-96-13, the current concentration in the MBA program would also provide students a choice between a foreign language option and a cross-cultural option.

Proposal BA-96-13 changes the requirement stating that the "International Business concentration requires reading and conversational proficiency in one language other than English." This statement would be replaced with the following:

Note: International Business concentration students must select one of the following options.

1. Foreign Language Option: Demonstrate reading and conversational proficiency in a language other than English.

or

2. Cross-Cultural Option: Select 1 course (3 credits) from the following courses:

3250:550	Comparative Economic Systems	3
3250:560	Economic Development and Planning for Underdeveloped Countries	3
3250:670	International Monetary Economics	3
3250:671	International Trade	3
3350:538	World Metropolitan Areas	3
3350:550	Development Planning	3
3350:633	Comparative Planning	3
3400:516	Modern India	3
3400:573	Latin America: The Twentieth Century	3
3400:575	Mexico	3
3700:505	Politics in the Middle East	3
3700:511	Theories in International Political Economy	3
3700:512	Global Environment Politics	3
3700:525	Latin American Politics	3
3870:561	Language and Culture	3

or any cross-cultural or cross-functional course approved by the Graduate MBA Director.

2. Why are these changes needed?

A. Eliminate the co-major status.

When the current International Business program was first created in 1986, the business community said International Business graduates would not be hired unless they also had a major in accounting, finance, marketing or management. In 1986, there simply were not that many

job openings for International Business majors. Now there are.

The current program attracts so few students, it is difficult to offer the required courses with sufficient frequency. Last year we graduated only fourteen International Business students. We cannot afford to offer undergraduate courses for an insufficient student body.

B. Eliminate the mandatory language requirement.

The input from the business community convinced us there are really two distinct international business career opportunities. One involves the firm sending the person to a particular country for one or more years at a time. A new, fast growing career opportunity involves working in a global or world-wide business environment. For this global career path, the individual may never live outside the United States, but instead communicate world-wide via fax, modem, phone, etc., from the firm's home base and may occasionally make very short trips to many countries. For this fast growing global career option, knowledge of a foreign language is less important. Knowledge of international business practices is essential. The proposed changes to the current undergraduate and graduate IB programs gives students the opportunity to choose. Those who prefer the language option are encouraged to do so. Others are free to choose the more general cultural sensitivity option.

If BA-96-13 and BA-97-17 are approved, the College of Business Administration envisions an increase of 100 majors in International Business. Since approximately 78 credit hours of this program are outside CBA, this means an additional 7800 student credit hours divided among various departments outside CBA.

Firms are now hiring many graduates to work in their world-wide operations where the knowledge of global business operations, and the sensitivity to many cultures are essential. A small number of such employees may be assigned to specific overseas locations for extended times, but far more will deal with business operations involving many countries. Such employees may never spend time overseas or may spend only a few days in any one country. Competency in a foreign language is not essential for such a position.

3. Won't such changes lower the quality of the existing International Business program?

No. It will do the opposite. It will reflect the latest thinking of major business leaders. For those students who want to prepare for careers in a particular country, they can select the foreign language option. For those who want to prepare for world-wide opportunities, they can select the option that provides a selection of Liberal Arts courses in Geography, Economics, Sociology, and Political Science. We expect the professors in these areas to be just as quality-oriented as those in French, German, Spanish, etc.

Why should we assume quality can only be assured by faculty teaching foreign languages? The proposed program includes 78 credit hours outside business. We expect professors in many areas such as Economics, English, Mathematics, Sociology, Political Science, and Geography, to share our concern for high quality. The faculty in the foreign

languages have no monopoly on quality.

4. How is it possible to conduct business in a foreign country without a knowledge of the language?

No one is claiming the knowledge of a language is useless. Of course, knowing two languages is better than one, as three is better than two. That is not the issue. There are many university courses that would benefit a student. Hopefully, every course in the catalog is of benefit. We must make choices.

In all UA academic programs, some courses are deemed so critical they are included in General Education. Foreign languages are not part of General Education at UA. As faculty, we must demand students take those courses in a program we consider absolutely essential for that program. For other courses, we offer the student some choice from a restricted list. The proposal before you demands certain courses, but provides the student a choice in others. Foreign language courses should be choice, not a demand.

Some business leaders will continue to need extensive language training, far beyond the current requirement of 14 credit hours. To actually conduct business independent of a translator will require such extensive training. Many companies will never allow contracts to be negotiated solely by employees using a second language. Often a team is assigned to prepare such contracts, and drafts are carefully studied by native speakers and legal experts before final signing.

5. Foreign language study is a part of the program at many International Business programs at leading universities. Why should ours be different?

International Business programs at Thunderbird, South Carolina, Michigan, and many other leading schools have been in place for twenty to thirty years or more. They reflect the best thinking of that era. Twenty to thirty years ago only a few employees were given international assignments. Such assignments were to specific countries and for several years at a time.

Today, most business school graduates will be involved in world-wide business activities, most without extended assignments in any one country. We want to prepare our students for such an environment, not the one of twenty to thirty years ago. To quote David Shrock, Dean of Business at South Carolina, "Today the stress is on global business practices (exporting, importing, international quality standards of production, etc.) and cultural sensitivity, not foreign languages."

Ted Snyder, former Director of the Davidson International Business Institute at Michigan, and currently Associate Dean says, "Stay focused on helping businesses in your service region become more globally competitive. While languages are helpful, the key is knowing about international marketing, finance, and production." The Davidson Institute sends teams of students to study particular business firms around the world. The team often includes a non-business major that is an expert in the appropriate language. Both Shrock and Snyder have

reviewed our proposal and agree we are on the right track for today's global business environment.

Jim Perkins, President of Chevrolet and recent UA Goodyear Lecturer, says, "Learning how to negotiate and make wise purchases is what's important. I can always hire translators." Jim Barnett, V.P. at Goodyear adds, "Students need the basics of good global business practice."

These proposals have been presented to the Academic Subcommittee of the CBA Advancement Council, and to the entire Advancement Council (a group of 35 business leaders), and their support is unanimous. The business community is excited about this program and wants it implemented immediately.

6. The best way to learn a culture is to learn the language.

People who teach courses in World Geography, Comparative Political Systems, etc., may disagree. Language is clearly not the only way, nor is it a perfect way. For example, it is possible to speak Spanish fluently and still lack an appreciation for the Mexican political system or fail to understand the geography of Argentina. Most of our graduates will need to conduct business across many countries, and will need a broad understanding of many cultures. A particular language focuses on a particular culture. The broad perspective is mandatory.

7. If you know one language, it is much easier to learn another language.

It may be true that knowledge of French may aid the learning of other European languages such as German, Spanish, or Italian. However, the relationship between French and Chinese or Russian is less obvious.

Once UA becomes known as a leader in education for International Business, our graduates and others working in the region will likely seek us out once they know they will be assigned to work in a particular country. Then they will seek specific language instruction, in addition to instruction regarding the business practices of a particular country.

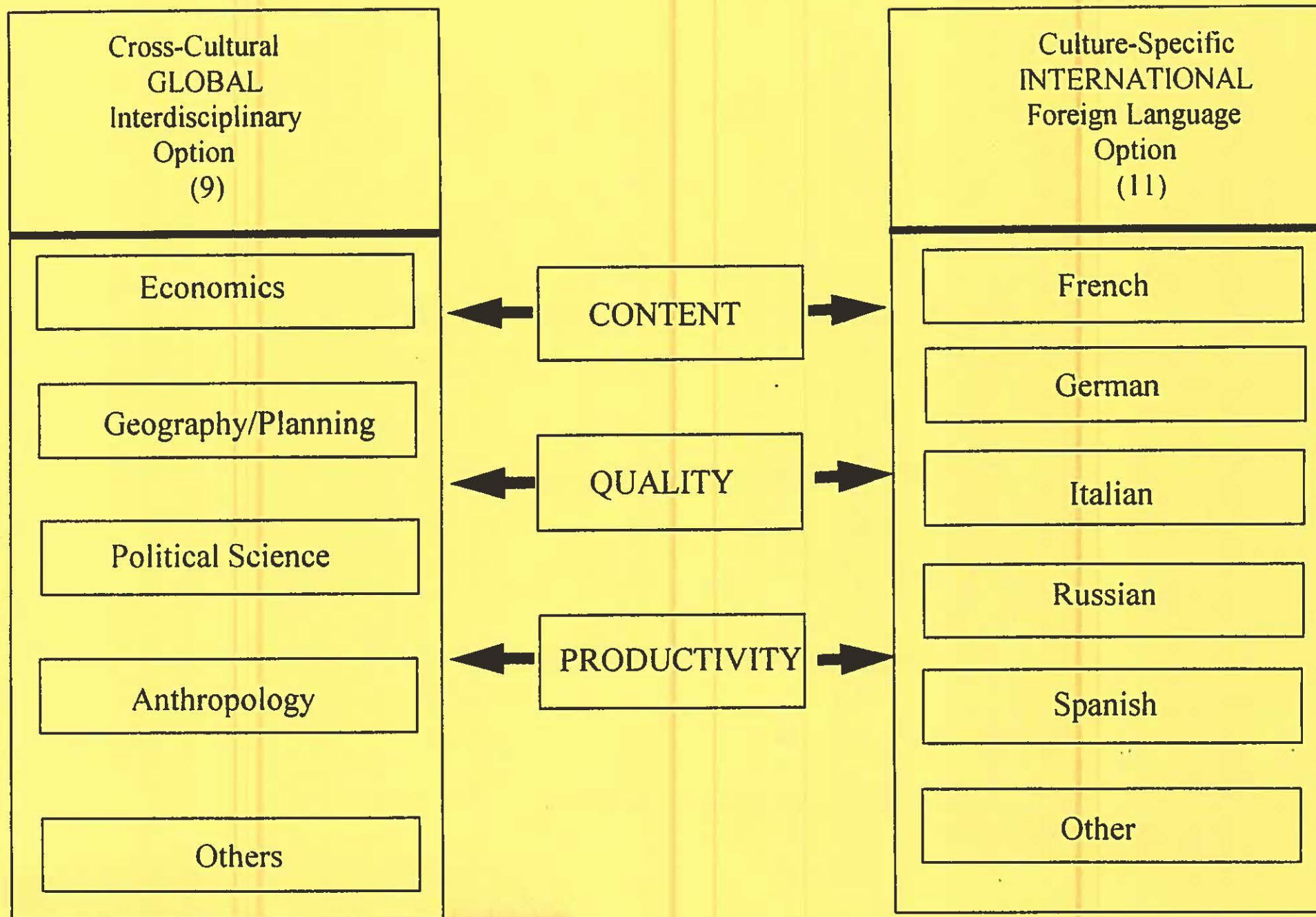
8. Won't graduates with specific foreign language abilities be more likely to be assigned to the country whose language that employee learned?

Each additional educational accomplishment is likely to increase the opportunities for that graduate. Understanding the political system of a particular country will also help. So will knowing more about the geography or economy of that country. Our point is that foreign language courses are not the only way students can increase their international career opportunities. **Some students will surely choose to study foreign languages.** If it is so clear that foreign languages are so valuable, then a high percentage will likely make that choice. However, we don't think it is wise for us to force a student to study French, for example, when it is not possible to predict whether that student will actually find a career opportunity in France. European History may have more career value.

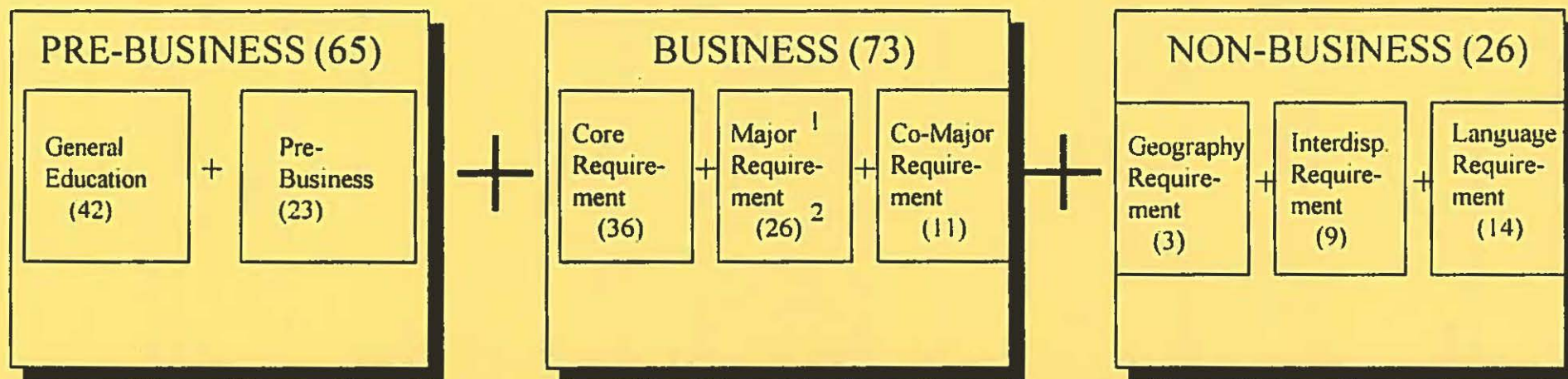
Our foreign business competitors have a great advantage. They know they must study English to compete globally. Almost all foreign business schools demand proficiency in English. We do not have the luxury of such certainty. Our students must prepare for a globally competitive business environment, and we must demand our students take those courses absolutely essential and give them a choice to select a variety of languages or to select from a selected list of Liberal Arts courses that will broadly prepare them to be knowledgeable and sensitive to all cultures.

The College of Business Administration has been given a great challenge from the Ohio legislature. We have the seed money to begin this new Institute for Global Business. The legislators are watching us and expecting results. They were not satisfied with the meager results achieved by the previous consortium, so they stopped that funding. Our challenge is to show some positive results within the next year; otherwise, the legislators may conclude we too would rather continue fighting over what to do, than actually produce results.

The CBA faculty and administration have studied this matter very carefully and sincerely believe we are proposing a modest, yet appropriate, change to these existing programs at both the undergraduate and the graduate levels. We urge cooperation from Faculty Senate to immediately pass these changes so that we can attract additional students to the University, and show both the government and the business sectors we can meet this challenge.



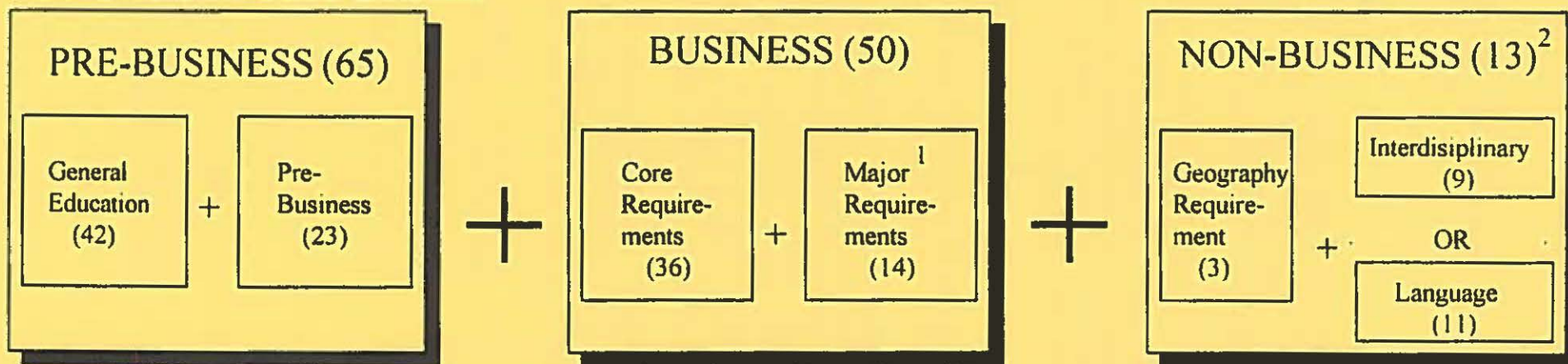
EXISTING PROGRAM



¹ A major in Accounting, Management, Marketing, or Finance IS required in addition to the International Business Co-Major.

² Majors range from 22 to 34 credit hours.

PROPOSED PROGRAM



¹ A major in Accounting, Management, Marketing, or Finance IS NOT required in addition to the International Business Co-Major.

² Average credits for the two options.

APPENDIX EINTERIMPOLICIES AND PROCEDURE FOR STUDENT RECORDS FOR
THE UNIVERSITY OF AKRONIntroduction

The purpose of the policy outlined in this Document is to implement and comply with the provisions of the Family Educational Rights and Privacy Act ("FERPA"). The University of Akron ("University") is committed to this policy.

In case any Student believes that the University is violating FERPA, the Student has a right to file a complaint with the Department of Education. The address for a Student to file a complaint is set forth in the Annual Notification published by the University in the Schedule of Classes as to the Family Educational Rights and Privacy Act.

Definitions

For purposes of this Policy, the University uses the following definitions of terms:

Student-- An individual who is receiving or who has received instruction in an on or off campus program, including an activity which is evaluated toward a grade such as a work/study program, an academic internship, a Student teaching assignment, or a Student exchange program. The term does not apply to an individual prior or subsequent to that individual's period of attendance at the University such as a candidate for admission, an alumnus, or a post-graduate intern in another institution.

Education Records-- Any record (in handwriting, print, tape, film or maintained on any other medium) maintained by the University, an employee of the University, or an agent of the University which is directly related to a Student, except:

- (1) a personal record kept by a University staff person or agent which meets the following tests:
 - (a) it was made as personal memory aid;
 - (b) it is in the sole possession of the person who made it; and
 - (c) the information contained in it has never been revealed or made available to any other person.
- (2) an employment record used only in relation to an individual's employment by the University. However, the records related to a Student's employment are Education Records when:

- (a) the position in which the Student is employed depends upon his or her status as a Student; or
 - (b) the Student receives a grade or credit based upon his or her performance as an employee.
- (3) records connected with an individual's application for admission to the University prior to his or her actual attendance as an enrolled Student. This includes records connected with an application for admission to one of the colleges within the University prior to the individual's actual enrollment and attendance in that College.
 - (4) records which relate to an individual as an alumnus after the individual no longer attends or participates in an education activity for which the University awards a grade or credit.
 - (5) records maintained by the University Police Department used only for law enforcement purposes which shall only be disclosed as required by law. No University official or employee, other than persons involved with the University Police Department, shall have access to those law enforcement records.
 - (6) records maintained by the University Health Services department used only for the provision of medical or psychiatric treatment. In order to maintain these records separate from Education Records, the University will enforce the following conditions:
 - (a) no person other than the physicians, psychiatrists, psychologists or other recognized medical professionals providing treatment will have access to information contained in the medical system records. However, such records may be disclosed to other persons to meet a health and safety emergency as described in the Family Educational Rights and Privacy Act.

Personal Identifier-- Any data or information that relates a record to an individual. This includes the individual's name, the name of the individual's parents or other family members, the individual's address, the individual's social security number, any other number or symbol which identifies the individual, a list of the individual's personal characteristics, or any other information which would make the individual's identity known and can be used to label a record as the individual's.

Annual Notification

The University will publish in the Schedule of Classes provided to each Student at registration a notice to Students of their rights under the Family Educational Rights and Privacy Act and under this Policy. Since a Student's education record will be used repeatedly by University officials and others to make important decisions affecting the Student's academic program and future career, the Student must assume a personal responsibility to make sure that his or her education record is complete and accurate.

This provision is intended to inform each Student at the University about the University's procedures to advise each Student of his or her rights to:

- (1) inspect and review his or her Education Records;
- (2) exercise control (with some limitations) over disclosures of information contained in his or her Education Records;
- (3) seek to correct his or her Education Records, in a hearing if necessary, when he or she believes his or her records are inaccurate, misleading or in violation of the privacy or other rights of Students;
- (4) report any violations of FERPA to the Family Educational Rights and Privacy Act Office at the Department of Education; and
- (5) in all instances, be informed about his or her FERPA rights.

The University has placed the responsibility for administration of this Policy with an officer, designated as the FERPA Coordinator, in the Office of the Vice President, Student Affairs. This person is responsible for the administration of this Policy and Students who have problems or questions related to this Policy should contact the FERPA Coordinator for help.

The University may disclose information from a Student's records only with the written consent of the Student, except:

1. To University officials who have a legitimate educational interest in the records.

A University official is:

- (a) a person employed by the University in an administrative, supervisory, academic or research or support staff position;
- (b) a person elected to the Board of Trustees; or

- (c) a person employed by or under contract to the University to perform a special task, such as the attorney or auditor.

A University official has a legitimate educational interest if the official is:

- (a) performing a task that is specified in his or her position description or by a contract agreement;
 - (b) performing a task related to the Student's education;
 - (c) performing a task related to the discipline of the Student; or
 - (d) Providing a service or benefit relating to the Student or Student's family, such as health care, counseling, job placement or financial aid.
2. To officials of another school, upon request, in which a Student seeks or intends to enroll.
 3. To certain officials of the U.S. Department of Education, the Comptroller General, and state and local educational authorities, in connection with certain state or federally supported education programs.
 4. In connection with a Student's request for or receipt of financial aid as necessary to determine the eligibility, amount or condition of the financial aid, or to enforce the terms and conditions of the aid.
 5. If required by any Ohio law requiring disclosure that was adopted before November 19, 1974.
 6. To organizations conducting certain studies for or on behalf of the University.
 7. To accrediting organizations to carry out their functions.
 8. To parents of an eligible Student who claim the Student as a dependent for income tax purposes. Parents will be required to provide documentation of this relationship. Such documentation includes, but is not limited to, a sworn affidavit stating the relevant facts and a copy of tax returns from the year(s) in question. This information should be provided to the FERPA Coordinator.
 9. To comply with a judicial order or a lawfully issued subpoena.

10. To appropriate parties in a health or safety emergency.
11. Directory information so designated by the University.
12. The result of any disciplinary proceeding conducted by the University against an alleged perpetrator of a crime of violence to the alleged victim of that crime upon request.

Location of Educational Records

<u>Type</u>	<u>Location</u>	<u>Custodian</u>
Admission Records: (Undergraduate)	Admissions Building	Director, Undergraduate Admissions
(Graduate)	Polsky Building	Dean, Graduate Studies
Academic Records	Spicer Hall	University Registrar
Health Records	Health Services Clinic, Robertson Hall	Director of University Health Services
Financial Records	Spicer Hall	Director, Student Financial Aid
Placement Records	Placement Office	Director of Placement Services
Progress Records	Dean's Office at Each College or Department	Dean of that College or Chair of Department
	Faculty Office at Each College or Department	Faculty at each College or Department
Disciplinary Records	Gardner Student Center	Assistant Dean of Students for Student Conduct
Occasional Records (Student education records not listed in the type of system above)	FERPA Coordinator Buchtel Hall	Vice President, Student Affairs

Procedure to Inspect Education Records

The University encourages Students to inspect and review their Education Records at least once during each academic year, or, if the Student has a special need, more frequently. Students who wish to inspect and review their Education Records should submit a written request to the FERPA Coordinator. The request should identify, as accurately as possible, the specific records the Student wishes to inspect and review. It may identify records according to the types listed in this policy under "Locations of Education Records" section or as records under the custodianship of specific University officials identified by title. Records listed in this policy as "occasional records" should be identified in terms which will make it possible for the FERPA Coordinator to locate them and make those records available to the Student for inspection and review.

If it is mutually convenient, the FERPA Coordinator will allow the Student to inspect the record at once. If the Student cannot inspect the records immediately, the FERPA Coordinator will discuss with the Student the possible arrangements for the inspection. This discussion will deal with such items as place, times, records security, whether the inspection must be at a single location or arranged at several locations, and whether the Student will need a resource person to explain certain records.

The FERPA Coordinator will make the needed arrangements and advise the Student when and where the records will be available. The procedure will be completed as promptly as possible; but, in all cases the Student will be permitted to inspect the record within forty-five (45) calendar days after the FERPA Coordinator receives the Student's request.

When a record contains personally identifiable information about more than one Student, a Student may inspect only that information that relates to him or her.

The University reserves the right to refuse to permit a Student to inspect and review the following Education Records:

- (1) the financial statement of the Student's parents;
- (2) statements and records of recommendation prepared by University officials or submitted with the Student's application for admission which were placed in the Student's records before January 1, 1975, or which the Student has waived his or her right of access in writing. Except that, if the above-mentioned statement's letters have been used for any purpose other than that for which they were originally prepared, the Student may inspect and review them; and

- (3) those records which are excluded from the definition of "Education Records" under Policy.

Fees for Copies of Records

The University will charge four cents per page for the reproduction and mailing of education records made available to the Student, with mailing charges being additional. Such copies will not be signed or certified by the University in any way.

The University reserves the right to deny transcripts or copies of records not required by FERPA in any of the following situations:

- (1) the Student has an unpaid financial obligation to the University;
- (2) there is an unresolved disciplinary action pending against the Student; or
- (3) while there is unresolved litigation between the Student and the University.

The University will furnish, at no cost, copies of records involved in a request to change them when the University asks the Student to make a written request for the change.

Directory Information

The University proposes to designate the personally identifiable information contained in a Student's education record listed below as "Directory Information" in order that the University may, at its discretion, disclose the information without a Student's further prior written consent:

- (1) the Student's name;
- (2) the Student's local address;
- (3) the Student's major field of study;
- (4) the Student's extracurricular participation;
- (5) the Student's achievement and academic awards or honors;
- (6) the weight and height of members of athletic teams;
- (7) the Student's photograph; and
- (8) years of attendance and terms enrolled.

Prior to the first day of the fall semester, the University will publish in its Schedule of Classes the items which it proposes to designate as Directory Information. When a Student registers after the Notice has been published, the Registrar's Office will provide the list to the Student at registration.

After the Students have been notified by the announcement in the Schedule of Classes, the Student will have until ten (10) days prior to the start of the applicable semester to notify the FERPA Coordinator in writing of any and all of the items they do not wish designated as Directory Information about themselves.

When the FERPA Coordinator receives a Student's refusal to permit the University to designate an item of information as Directory Information about the Student, the FERPA Coordinator will notify the appropriate custodians of records of the Student's action. No further disclosures of those items of information about the Student will be disclosed without the Student's prior written consent except to parties who have legal access to Student records without legal consent.

Records of Request for Access to and
Disclosures Made from Education Records

All requests for disclosures of information contained in a Student's education record or for access to the record (made by persons other than University officials or the Student) or those requests accompanied by the Student's prior written consent will be submitted to the FERPA Coordinator. The FERPA Coordinator will approve or disapprove all such requests for access and disclosures and, except for requests for Directory Information, will maintain in his or her office a record of these actions. This record will be the University's record of request and disclosures from Education Records as required by the Code of Federal Regulations promulgated under FERPA.

This record of request for and disclosures made from Education Records will be available only through the FERPA Coordinator or the record custodians, the Student or through federal, state or local officials for the purposes of auditing or enforcing the conditions for federally supported educational programs.

The record will include at a minimum:

- (1) the name of the person or agency that made the request;
- (2) the interest the person or agency had in the information;
- (3) the date the person or agency made the request; and
- (4) whether the request was granted and, if it was, the date access was permitted or the disclosure was made.

The University shall maintain this record of disclosure as long as it maintains the education record.

Procedures for Correction of Education Record

The University encourages Students to periodically inspect and review their Education Records to make certain the records correctly reflect their academic progress and other achievements. The University will permit Students to challenge the content of their Education Records to insure that the records are not inaccurate, misleading or otherwise in violation of the privacy or other rights of Students.

For the purpose of outlining the procedures to seek to correct Education Records, the term "incorrect" will be used to describe a record that is inaccurate, misleading or in violation of the privacy or other rights of Students. Also, in this section, the term "Requestor" will be used to describe a Student or former Student who is asking the University to correct a record.

If a Student or former Student discovers an incorrect item in his or her education record, the student should informally discuss the problem with the record custodian. If the custodian finds the record is incorrect because of an obvious error, and it is a simple matter to correct to the satisfaction of the Requestor, the custodian may make the change.

If the custodian cannot change the record to the Requestor's satisfaction or the record does not appear to be obviously incorrect, the custodian will:

- (1) provide the Requestor a copy of the questioned record at no cost; and
- (2) ask the Requestor to initiate and provide the custodian a written request for the change.

The written request should at least identify the item the Requestor believes is incorrect and state whether it:

- (1) is inaccurate and why;
- (2) is misleading and why; or
- (3) violates the privacy or other rights of the Student and why.

The Requestor must date and sign the request.

The record custodian will then add material to support his or her refusal to change the record pursuant to the request and send it to the FERPA Coordinator. The FERPA Coordinator will examine the request, discuss it with appropriate University officials, the

University's General Counsel and other persons who might have an interest in the questioned item. At the conclusion of the investigation, the FERPA Coordinator will summarize his or her findings, make a recommendation for the University's action, and deliver the request, the custodian's statement, the summary of findings, and the recommendation of the FERPA Coordinator to the University's President or its designee.

The University President or its designee will then instruct the FERPA Coordinator whether the record should or should not be changed in accord with the request. If the decision is to change the record, the FERPA Coordinator will advise the custodian to make the change. The custodian will then advise the Requestor in writing when the record has been changed and invite the Requestor to inspect the corrected record.

If the University's decision is that the record is correct and should not be changed, the FERPA Coordinator will prepare and send the Requestor a letter stating the decision. The letter will also provide the Requestor with:

- (1) the University's decision not to change the record;
- (2) a copy of the summary of the evidence presented at the hearing and a written statement of the reasons for the University's decision; and
- (3) advice that he or she may place in the record his or her explanatory statement giving any reasons he or she may have for disagreeing with the University's decision and the basis for his or her belief that the record is incorrect.

The FERPA Coordinator will report to the University President or its designee if the Requestor asks for a hearing and recommend a hearing officer, time, and place. The President or its designee will formally appoint a hearing officer and advise the FERPA Coordinator of the appointment. The FERPA Coordinator will then arrange for the place, set a time for the hearing, and notify the Requestor of the arrangements.

At the hearing, the Requestor will be allowed a full and fair opportunity to present evidence and testimony to support his or her belief that the challenged material in his or her education record is inaccurate, misleading or in violation of the privacy or other rights of Students. The University reserves the right to challenge evidence and cross-examine witnesses, and it will allow the Requestor to challenge evidence it presents and cross-examine witnesses called in the hearing.

Within two (2) weeks after the hearing, the hearing officer will prepare a summary of the evidence presented at the hearing and make a recommendation, based solely on evidence presented at the

hearing, concerning the request to change the record. The hearing officer will present the summary of the evidence and a recommendation to the University President or its designee.

The University President or its designee will advise the FERPA Coordinator of the University's decision and provide the Coordinator with a copy of the summary of the evidence presented at the hearing.

If the University's decision is that it should change the Student's record, the FERPA Coordinator will advise the record custodian to make the change. The Coordinator will then advise the Requestor in writing outlining the exact changes which the custodian will make.

If the University decides that it will not change the record, the FERPA Coordinator will provide a written notice to the Requestor. That notice will include:

- (1) the University's decision not to change the record;
- (2) a copy of the summary of the evidence presented at the hearing and a written statement of the reasons for the University's decision; and
- (3) advice to the Requestor that he or she may place in the record his or her explanatory statement giving any reasons he or she may have for disagreeing with the University's decision and the basis for his or her belief that the record is incorrect.

When the University receives an explanatory statement from a Requestor after a hearing, it will maintain the statement as part of the Student's Education Record as long as it maintains the questioned part of the record. Whenever the questioned part of the record is disclosed, the explanatory statement will also be disclosed.

Availability of Policies

A copy of this policy will be available for Student review in the Office of General Counsel of the University. Free copies will be made available to Students upon request to the FERPA Coordinator.

APPENDIX F-1

Interoffice Correspondence

March 6, 1996

TO: Peggy Gordon Elliott
President

FROM: Chand Midha, Vice Chair *Chand midha*
Budget and Planning Coordination Committee

SUBJECT: 1995-96 Fiscal Year Budget

At the joint meeting of BPCC and LRPC on March 4, 1996, both committees had an opportunity to see the 1995-96 rebudget as approved by the Board of Trustees in February 1996. It was observed by the members of BPCC that the 1995-96 budget recommendation as made by BPCC in April 1995 (and as approved by the Senate) was revised considerably in the finalized version as approved by the Board of Trustees in August 1995.

BPCC was not made aware of the revised original budget nor the rebudgetted version prior to their submission to the Board of Trustees in August of 1995 and in February of 1996, respectively. Therefore, BPCC has directed me to contact you to see if you were aware that neither of the budget revisions were brought to BPCC prior to their submission to the Board.

Although BPCC and Faculty Senate are recommending bodies, all members of BPCC feel very strongly that, in light of your commitment to shared governance, the Budget and Planning Coordination Committee should have the opportunity to review revised budgets prior to submission to the Board.

Members of BPCC anxiously await your response to the above concerns.

attachment

H:\WAGNER\BPCC\REV BGT.MMO

THE UNIVERSITY OF AKRON - AKRON CAMPUS
UNRESTRICTED CURRENT FUND
THE GENERAL FUND
EXECUTIVE BUDGET SUMMARY - FISCAL 1995-96 PROJECTION

REVENUE	1994-95 ORIGINAL BUDGET	1994-95 REVISED BUDGET	1995-96 PROPOSED BUDGET	DOLLAR DIFF. '95-'96 TO REV. '94-'95
Tuition & Fees	\$71,764,756	\$71,977,500	\$72,353,880	\$376,380
Total Tuition & Fees	\$71,764,756	\$71,977,500	\$72,353,880	\$376,380
State Appropriation:				
Base Subsidy	\$77,276,729	\$78,672,548	\$83,859,944	\$5,187,396
Academic Challenge Round III	719,201	0	0	0
Subtotal	\$77,995,930	\$78,672,548	\$83,859,944	\$5,187,396
Less Restricted Fund Use:				
Academic Challenge Round III	(\$719,201)	\$0	\$0	0
Total Gen. Fd. State Approp.	\$77,276,729	\$78,672,548	\$83,859,944	\$5,187,396
Other Sources:				
Departmental Sales & Services	\$3,965,595	\$4,585,595	\$4,565,595	\$0
Investment Income	2,250,236	2,800,000	2,800,000	0
Indirect Cost Receipts	1,780,000	1,780,000	1,760,000	0
Miscellaneous/Endowment	211,000	211,000	211,000	0
Total Other Sources	\$8,186,831	\$9,336,595	\$9,336,595	\$0
Transfers - In	\$0	\$0	\$0	\$0
TOTAL REVENUE	\$167,228,316	\$169,986,643	\$165,550,419	\$5,563,776
EXPENDITURES				
Compensation:				
Payroll	\$88,829,847	\$88,829,847	\$89,493,789	\$663,942
Fringe Benefits	33,137,869	33,917,869	34,232,604	314,735
Total Compensation	\$121,967,716	\$122,747,716	\$123,726,393	\$978,677
Non-Personnel Costs	\$32,017,723	\$33,831,363	\$32,381,353	(\$1,450,010)
Technology Reserve	\$0	\$0	\$1,000,000	\$1,000,000
Transfers - Out	\$3,242,877	\$3,407,564	\$3,242,877	(\$164,687)
TOTAL EXPENDITURES	\$167,228,316	\$169,986,643	\$160,350,623	\$363,980
SURPLUS (DEFICIT) JUNE 30	\$0	\$0	\$5,199,796	\$5,199,796

CATEGORIES**1995-96 ASSUMPTIONS**

- | | |
|-----------------------------------|--|
| 1) SCH per Institutional Research | Undergrad. -6.2%, Grad. -1.0%, Law 0%, Summer 0% |
| 2) Tuition & Fee Rates | Summer-All levels - +4.0%, Academic Year - +6%, Law +3% |
| 3) State Appropriation (Subsidy) | Ave. of Executive Budget Recommendation and House Substitute Bill |
| 4) Salaries | Maintain 94-95 levels |
| 5) Department's operating budgets | Maintain 94-95 amounts |
| 6) Central Campus Accounts | Scholarships + 6.0% for T&F rates
Group insurance reduced \$1.0 million reflecting new health care contracts
Central campus utilities reduced \$200,000. |
| 7) Support to Athletics | Increased \$185,000 for scholarships; assumed salary increase (approx. 3.75%) |
| 8) Technology Fee | 2% of academic year tuition increase setaside for technology (\$1,000,000). |

SCHEDULE A-1

THE UNIVERSITY OF AKRON
Akron Campus
Statement of Unrestricted Current Funds
Fiscal Year 1995-96 Budget Revisions

	1995-96 Approved Budget	Proposed Revisions	1995-96 Revised Budget	Rationale for Proposed Revisions
Available Resources:				
Tuition & Fees:				
Undergrad Tuition & Fees	\$50,088,157	\$275,813	\$50,343,970	Fiscal year credit hour decline (-5.3%) < budget (-5.6%).
Graduate Tuition & Fees	11,853,753	246,247	12,100,000	Fiscal year credit hours (+2.2%) > budget (-0.8%).
Law Tuition & Fees	2,994,125	155,875	3,150,000	Fiscal year credit hours (+5.1%) > budget (0.0%).
Non-Resident Surcharge	5,286,640	588,360	5,875,000	Portion of surplus earmarked for graduate scholarship budget.
Miscellaneous Fees	2,188,000	304,000	2,470,000	Course Fees > budget. Excess to be returned to colleges.
Total Tuition & Fees	\$72,366,675	\$1,570,295	\$73,938,970	
State Appropriations,	\$85,248,323	\$1,385,771	\$86,612,094	Reflects final OBR approved distribution (+\$381,771) plus \$1,000,000 in support of the International Business program.
Other Sources:				
Earnings on Investments	\$2,850,000	\$750,000	\$3,600,000	Increased income reflects revised investment strategy.
Departmental Sales & Service:				
UASC Accounts	439,420	250,000	689,420	Reflects account reclassification to UASC category.
Other	5,333,631	(250,000)	5,083,631	Reflects account reclassification to UASC category.
Indirect Cost	1,760,000	285,000	2,025,000	Reflects increased IDC earnings. Portion (54%) to be returned to colleges, departments, administrative units, and PI's.
Miscellaneous	50,000	0	50,000	
Total Other Sources	\$10,433,051	\$1,015,000	\$11,448,051	
Endowment Income	\$181,000	\$0	\$181,000	
Total Revenues	\$188,209,049	\$3,951,086	\$192,160,115	
Transfers-In	\$20,211,140	\$0	\$20,211,140	
Total Available Resources	\$188,420,189	\$3,951,086	\$192,371,255	Total resource adjustments equal \$3.9 million.
Expenditures and Transfers-out				
Educational and General				
Instruction	\$90,074,087	\$917,961	\$90,992,048	Return excess course fee (\$304,000) and IDC (\$143,100) collections; cover summer 1995 expenses (\$311,248); and return excess School of Law tuition and fees (\$159,615) to Law School.
Research	2,364,234	0	2,364,234	
Public Service:				
UASC	438,256	250,000	688,256	Reflects account reclassification to UASC category.
Other	3,874,642	(250,000)	3,624,642	Reflects account reclassification to UASC category.
Academic Support:				
Libraries	6,372,119	0	6,372,119	
Other	11,460,581	0	11,460,581	
Student Support	8,829,353	0	8,829,353	
Institutional Support	31,639,674	0	31,639,674	
Operation and Maintenance of Plant	17,822,346	0	17,822,346	
Scholarships	12,292,040	827,020	13,119,060	Fund graduate scholarships (\$800,000) and SB140 program (\$27,020)
International Business Program	0	1,000,000	1,000,000	Set aside for International Business program.
Reserve	0	1,006,085	1,006,085	\$250,000 for research labs, \$300,000 for legal fees including patents, \$150,000 for Admissions Office support, and \$306,085 for advertising.
Total Ed. & General	\$185,167,312	\$3,751,066	\$188,918,378	
Transfers-Out:	\$3,252,877	\$200,000	\$3,452,877	1995-96 installment towards sick-leave liability.
Total Expenditures & Transfers-out	\$188,420,189	\$3,951,066	\$192,371,255	Total expenditure & transfer-out adjustments equal \$3.9 million.
Fund Balance Change	\$0	\$0	\$0	
Fund Balance - 7/1/95	\$500,000	\$0	\$500,000	
Fund Balance - 6/30/96	\$500,000	\$0	\$500,000	

STATEMENT OF UNRESTRICTED CURRENT FUNDS - AKRON CAMPUS
FY 1995-96

BUDGET CATEGORIES	APPROVED/RECOMMENDED By BPCC + Faculty Senate as of May 1995	BUDGET APPROVED By BOT as of August 1995	REBUDGET APPROVED By BOT as of February 1996	AMOUNT NOT SEEN By BPCC+ Faculty Senate Until March 4, 1996
AVAILABLE RESOURCES				
TUITION & FEES				
Undergrad Tuition & Fees		\$ 50,068,157	\$ 50,343,970	
Graduate Tuition & Fees		\$ 11,853,753	\$ 12,100,000	
Law Tuition & Fees		\$ 2,994,125	\$ 3,150,000	
Non-Resident Surcharge		\$ 5,286,640	\$ 5,875,000	
Miscellaneous Fees		\$ 2,166,000	\$ 2,470,000	
TOTAL TUITION & FEES	\$ 72,353,880	\$ 72,368,675	\$ 73,938,970	\$ 1,585,090
STATE APPROPRIATIONS	\$ 83,859,944	\$ 85,246,323	\$ 86,612,094 *	\$ 2,752,150 *
<i>*Includes \$1,000,000 for International Business</i>				
OTHER SOURCES				
Earnings on Investments	\$ 2,800,000	\$ 2,850,000	\$ 3,600,000	\$ 800,000
Departmental Sales & Service	\$ 4,585,595			
•UASC Accounts		439,420	689,420	
•Other	211,000	5,333,631	5,083,631	
Indirect Cost	1,760,000	1,760,000	2,025,000	
Miscellaneous		50,000	50,000	
TOTAL OTHER SOURCES	\$ 9,336,595	\$ 10,433,051	\$ 11,448,051	\$ 2,111,456
ENDOWMENT INCOME		\$ 161,000	\$ 161,000	
TOTAL REVENUES	\$ 165,550,419	\$ 168,209,049	\$ 172,160,115	
TRANSFERS-IN	- 0 -	\$ 20,211,140	\$ 20,211,140	
TOTAL AVAILABLE RESOURCES	\$ 165,550,419	\$ 188,420,189	\$ 192,371,255	\$ 20,820,836

**STATEMENT OF UNRESTRICTED CURRENT FUNDS ~ AKRON CAMPUS
FY 1995-96**

BUDGET CATEGORIES	APPROVED/RECOMMENDED By BPCC + Faculty Senate as of May 1995	BUDGET APPROVED By BOT as of August 1995	REBUDGET APPROVED By BOT as of February 1996	AMOUNT NOT SEEN By BPCC+ Faculty Senate Until March 4, 1996
EXPENDITURES AND TRANSFERS-OUT: EDUCATIONAL & GENERAL				
INSTRUCTION		\$ 90,074,087	\$ 90,992,048	
RESEARCH		\$ 2,364,234	\$ 2,364,234	
PUBLIC SERVICE				
UASC		\$ 438,256	\$ 688,256	
Other		\$ 3,874,642	\$ 3,624,642	
ACADEMIC SUPPORT				
Libraries		\$ 6,372,119	\$ 6,372,119	
Other		\$ 11,460,561	\$ 11,460,561	
STUDENT SUPPORT		\$ 8,829,353	\$ 8,829,353	
INSTRUCTIONAL SUPPORT		\$ 31,639,674	\$ 31,639,674	
PLANT OPERATION & MAINTENANCE		\$ 17,822,346	\$ 17,822,346	
SCHOLARSHIPS		\$ 12,292,040	\$ 13,119,060	
INTERNT'L BUSINESS PROGRAM		- 0 -	\$ 1,000,000	
RESERVE		- 0 -	\$ 1,006,085	
TOTAL ED. & GENERAL	\$157,107,746	\$185,167,312	\$188,918,378	\$ 31,810,632
TRANSFERS-OUT	\$ 3,242,877	\$ 3,252,877	\$ 3,452,877	

1/9/96

Section C2
The Beacon Journal

OHIO NEWS

Universities get extra money

APPENDIX F-5 • College enrollment in state lower than expected,
but Controlling Board increases per pupil spending

Associated Press

COLUMBUS: The state Controlling Board approved distribution of \$1.3 billion in government subsidies yesterday to universities, community and technical colleges, a 6.7 percent boost from last year.

Included in the total: \$2.4 million the institutions would not otherwise have been entitled to receive because their enrollments this school year fell below levels on which the state budget was based.

Included in the allocation is \$85,612,094, a 7.9 increase over 1995, to the University of Akron. Kent State University got

\$77,470,846, an 8.1 increase over 1995.

Other local allocations included \$10,661,442, a 3.1 increase, to the Northeastern Ohio Universities College of Medicine in Rootstown Township; \$4,189,212, up 16.1, to Kent State's Stark Campus in Jackson Township; \$2,318,477, up 10.3 percent, for the University of Akron's Wayne Campus near Orrville; and \$7,694,757, a 7.8 increase, for Stark Technical College in Jackson Township.

The Controlling Board is made up of six legislators and a president who represents Gov. George

Voinovich.

Instructional subsidies for higher education are based mainly on the number of students at each campus.

But since the state budget was prepared in advance of the school year, subsidies were based on estimates.

The Ohio Board of Regents, which oversees subsidy distribution, said actual enrollments this year were 1.7 percent below last year, and about 2.4 percent below the projections on which the budget was prepared.

"As a result, a very small portion of the subsidy — less than 0.002 percent or \$2.4 million — remained unallocated after our initial run of the formula in December,"

Regents' Chancellor Elaine Hairston said in a memo to the board.

The regents proposed changes in the distribution formula to prevent universities from losing anticipated state support. Such changes require controlling board approval.

Of the \$2.4 million total, \$1.7 million was used to provide an increase in per student funding for all campuses.

Another \$600,000 was used to correct an error that the regents said had unfairly penalized a few growing campuses.

The regents proposed holding the remaining money in reserve to pay for a special commission that legislators created — but did not fund — to study higher education finance.

APPENDIX G

Report of University Libraries Committee

MINUTES OF MEETING ON FEBRUARY 9, 1996

Present: N. Ranson, V. Fleming, D. Keller, P. Richert, P. O'Connor, F. Canda, D. Williams and K. Ketcham

I. Minutes

No minutes were taken from the luncheon meeting held on January 12, 1996.

II. Library Additions from the Phillipson Collection

Dr. Williams said that additional books and films have been added to the library collection recently from the late Dr. John Phillipson. The collection contains approximately 1,000 books, several first editions, and the approximate total value is probably between \$10,000 and \$15,000.

III. Long Range Planning Committee's February 1, 1996 Report, pages 6,7 and Figure 1.

The Committee discussed library-related aspects of the Long Range Planning Committee's February 1, 1996 Report that was submitted to the Faculty Senate at their meeting on February 1, 1996. Discussion and questions arose concerning the organizational chart (Figure 1) and how it compares to the existing organizational and functional structure; whether the new Associate Provost would be a faculty member and, if so, in which college; the compensation disparity between librarians and Computer Center employees; whether the Search Committee will proceed further at this time or wait until the position is more clearly defined. D. Williams said that the Search Committee will meet on February 12, 1996, and will probably decide at that time how to proceed. The University Libraries Committee agreed that it supports forming the type of organizational structure that will encourage the Computer Center and University Libraries' working together more closely, especially since their overlap seems to be increasing.

The University Libraries Committee proposes that the organizational structure depicted by the four boxes in Figure 1 (Dean of Libraries and Director of Curriculum Resources, Director of Networking and Computing Services, Director of Administrative Computing, and the Director of Institutional Research and Assessment) be replaced by a list of functions that will be coordinated by the new Associate Provost, leaving the exact structure open to discussion. The motion was made by P. O'Connor and seconded by D. Keller.

NOTE: The next meeting will be held on Friday, March 8, 1996, at 9:00 a.m. in the library Dean's Office Conference Room.

Respectfully submitted by Nicholas Ranson, Chair

APPENDIX H

Report of the Student Affairs Committee

Meeting of February 8, 1996

Present: D.Ely, C.Gigliotti, T.Jolly, C.Keener, D.Laconi, D.McNutt, L.Pachnowski, D.Vukovich, M.Weidknecht

Absent: B.Bucey, C.Echols, G.Prough, C.K.Smith

Minutes of the December 1, 1995 meeting were approved.

The main order of business was to review a draft of the Interim University of Akron Policies and Procedures for Student Records. This document was developed by Michael Sermersheim, Associate General Counsel, to be in compliance with the federal legislation entitled the Family Educational Rights and Privacy Act (FERPA). It was reviewed by C.K.Smith, Vice President for Student Affairs, T.Vukovich, Associate Vice President for Student Affairs, and G.Chitty, University Registrar. D.Vukovich, Student Affairs Committee Chair, also reviewed the policy with M.Sermersheim prior to this meeting of the Student Affairs Committee. She shared with the committee M.Sermersheim's responses to her questions and to a question she had received from P.Fitzgerald, Assistant Dean of Nursing for Student Affairs.

A discussion followed during which committee members expressed satisfaction with the proposed policies and procedures document and recommended that it be forwarded to Faculty Senate for review.

D.Vukovich will contact M.Quillin and arrange for her to distribute the document to all Senators during the week of February 12, 1996. At the March 7, 1996 meeting of Faculty Senate, D.Vukovich will present a motion from the Student Affairs Committee "that Faculty Senate endorse The University of Akron Policies and Procedures for Student Records and forward it for appropriate approvals."

D.McNutt, Director of Student Financial Aid, reported that temporary federal budget appropriations for student financial aid programs for fiscal year 1996 (1996-97 award year) include a \$100 per year increase in the Federal Pell Grant to a maximum of \$2440. It also funds two campus-based aid programs, Supplemental Grants and College Work Study at fiscal year 1995 levels. The fiscal year 1996 federal capital contribution to the Perkins Loan Program has been funded at 75% of the fiscal year 1995 level. Perkins Loans are revolving funds where the University uses collections of prior loans, in addition to new federal capital, for loans to current students. New capital, plus our matching contribution, makes up about one-third of the total funds available for new loans. A 25% cut in the fiscal year 1996 federal capital contribution would result in an 8.33% reduction in available dollars for Perkins Loans in 1996-97. This loss could be counteracted by an increase in collections of prior loans.

The Financial Aid Office is urging financial aid applicants to apply early in order to avoid problems in late summer. The University has determined that many of our later applicants are continuing students. Although these students are mailed Renewal Applications in December or January, many do not complete the forms until much later in the year. Articles will appear in the *Buchtelite* and public service announcements will be broadcast over WZIP urging students to complete the process early.

The Financial Aid Office is also in the process of implementing an electronic financial aid application whereby students will be able to transmit FAFSA data electronically rather than by mailing the form to the federal processor. The software, called FAFSA Express, should be in operation in April 1996. It should cut processing time by about two weeks. Applicants will still be required to mail a "signature page" to the federal processor.

C.Keener announced that ASG is gearing up for the election of Senators and that applications for Student Trustee are available. ASG is also once again sponsoring a tax assistance service which is free of charge to all members of The University of Akron community.

The next regular meeting of the Student Affairs Committee is scheduled for Friday, April 26 at 3:00 p.m. in CH 208A.

Respectfully submitted by Diane Vukovich, Chair

APPENDIX I**Report of the Long-Range Planning Committee
February 1, 1996****Introduction**

Across the nation, colleges and universities are being challenged by rapidly changing economic, social, and cultural conditions as well as difficult financial realities. These trends continue to remind us that no university can be all things to all people and that critical choices must be made by any institution that aspires to achieve or maintain genuine excellence.

In 1994, the Twenty-First Century Task Force identified six strategic directions as the framework for our institutional future, leading to development of an academic agenda that identifies where existing resources should be invested and where new resources can be developed. These directions--which have served as core principles for planning by the colleges, administrative units, and the Long-Range Planning Committee--are as follows:

- **Improve the quality of the undergraduate experience.**
- **Attract and retain a higher quality and more diverse student body.**
- **Identify and eliminate barriers to a campus culture of service and make every effort to improve the campus environment.**
- **Increase student retention and progress toward completion of their academic program.**
- **Cultivate scholarly and creative activities that are recognized regionally, nationally, and internationally.**
- **Acquire and efficiently utilize the human, informational, financial, and physical campus resources needed to fulfill the mission of The University of Akron.**

Since the strategic directions were formally adopted by the University Board of Trustees as a shared set of university-wide priorities and expectations, a number of steps have been taken in the planning effort. The Long-Range Planning Committee, firmly rooted in the shared governance system, assumed oversight of university-wide planning in March of 1994. The academic colleges completed plans in the spring of 1995, and the non-academic divisions are developing their plans as of this writing. The University's Functional Mission Statement based upon the strategic directions was approved by the Ohio Board of Regents in October 1995. Moreover, the University has adopted a philosophy and practice of decentralized management in which the colleges and administrative divisions have greater authority and responsibility in shaping their own destinies.

The Long-Range Planning Committee concurs with the Twenty-First Century Task Force, which maintained that strategic planning for the campus must be a realistic response to the trends and forces (both external and internal) that shape our environment. All of the indicators—whether it be demographic projections for the University's primary service areas, enrollment declines nationwide attributed to an improving economy, or heightened competition for students through traditional means and new and emerging technology—suggest that the key to the University of Akron's future is to plan to become financially sound at a smaller enrollment level than at peak enrollment levels experienced in the late 1980s.

We recognize that this approach may be met with some resistance on campus because in the past two decades success in higher education has been operationally defined as growth—more students, more degree programs, more resources, higher tuitions. The "more is better" mentality must give way to a realization that, because the University's funding is largely enrollment driven, we need to plan for an institution whose basic size is likely to be realized and remain somewhat stable, excepting for areas where enrollment growth is desirable and achievable. The University's current infrastructure of personnel, services, and facilities was developed to meet the needs of a total student population approaching 30,000. Given our review of environmental factors, the LRPC believes that a headcount (for Akron and Wayne College campuses) of approximately 23,000 may be more realistic for planning purposes.

The LRPC believes that the University, in order to gain greater flexibility to fund quality, needs to plan for a "soft landing" in three or four years. We would like to see a gradual shrinkage in administrative expense corresponding to the extent of enrollment decline over the past five years. This assumption is based upon internal data which show that while the size of the faculty and the academic staff has declined over the past decade, the size of the administration has remained stable. By spreading the reduction over a maximum of four years, we believe the affected units will have ample time to respond to the new reality with minimal dislocation.

Another key aspect of the internal realities is that since the Twenty-First Century Task Force report was issued, the University has moved increasingly toward decentralized management, including planning and budgeting. Since the LRPC was conceived as a centralized planning model, decentralization has impacted the committee's view of its responsibilities and its activities. To date, we have confined our evaluation of unit plans within the context of the strategic directions.

Caveats

We will admit at the outset that we are groping for a planning procedure that will balance the needs of the University as a whole with the decentralized management of the academic and service units. Centralized planning of all aspects of University life is neither realistic nor likely to produce the best response to the University's needs over the long run. On the other hand, the various colleges and service units cannot be allowed to function as feudal fiefdoms. In order to achieve reasonable balance between responsibility and independence, we need to devise a set of measures which capture the relevant dimensions of performance of each of the units, array the

units along those dimensions for comparative purposes, and track changes in those measures through time. Such measures do not yet exist and given the abysmal state of institutional research on campus, they are not likely to exist in the near future.

This reality places the LRPC in an unpleasant position. However, we do not feel that it is fair to our colleagues to attempt to slide around the reality; we are not yet able to make more than the most general comments on the quality of the plans presented to us by the colleges. We have read the plans carefully, requested and received clarifications, and made suggestions to the college deans; but we are not in a position to provide meaningful prioritization of the college goals since we do not have sufficient data to judge current performance. We have, therefore, reluctantly concluded that the Budget and Planning Coordination Committee (BPCC) will once again have to consider college budgetary requests for the 1996-97 year on an incremental basis.

What data we do have illustrates the following trends:

1. Student credit hour production has declined 18.8 percent since 1990
2. Full-time faculty actually employed have declined 12.2 percent since 1990
3. Full-time academic support staff employed have declined 17.8 percent since 1990
4. The academic budget (personnel and operations) in current dollars has declined 3 percent since 1990
5. Institutional support personnel employed have increased 1.7 percent since 1990
6. Illustrating growth in administrative expense, for that portion of the institutional support budget that can be tracked through the various reorganizations (e.g. Presidents office, Physical Facilities, Student Services) the budget has increased 24.6 percent in current dollars since 1990. Actual spending on institutional support includes other areas as well.

Other background information appears in Appendix A.

While we fully expect that recent enrollment and retention enhancement efforts will have a beneficial effect, we do not foresee a return to the enrollment levels of the late 1980s. Since we cannot automatically increase tuition to cover the expenses of the non-revenue generating components of the University, we believe administrative support unit staff should be reduced over the next four years to a level commensurate with our likely revenue stream: approximately 750 full-time non-academic positions. This represents a reduction approximately equivalent to the decline in full-time faculty. The remaining positions will be deployed by the support unit vice presidents as they deem necessary to provide a high level and quality of service in their areas of responsibility. In summary, we advocate a long-term strategy of reallocating resources between administrative support and academic functions, thereby increasing direct support of educational quality enhancement.

Additionally, the realities of stable enrollments at best and relatively slow growth in tuition and state support also suggest that restoration of full-time faculty and academic support staff must be limited to approximately 760 and 325 positions, respectively (exclusive of positions funded by grant and contract revenue). This number will allow replacement of faculty lost in critical areas when positions were frozen in the 1992 recision and from early retirements but should be permitted only if enrollment, retention, and funding trends warrant. The figures for faculty and staff represent small increases over the headcount employment levels of 1994-95. Future plans should reallocate positions among colleges based on long-term enrollment trends.

By planning for a smaller more flexible institution, our future strategy is to have expected revenues exceed fixed costs, with the year-to-year surpluses devoted to one-time expenditures in support of quality enhancement initiatives. We simply can no longer be strait-jacketed by staffing levels for a student body we do not have presently or can reasonably expect to achieve in the near future. The specific recommendations which follow focus upon campus-wide initiatives. We hope to create the beginning of an effective plan that balances aspirations of the academic programs with constraints of the institutional and external environment within which we operate.

Planning Parameters and Assumptions 1996-1997

Enrollment

Based on the best data currently available to us, the LRPC is projecting an overall 4-percent decline in student credit-hour production for the 1996-97 academic year. This estimate was arrived at after extensive discussion of various trends affecting our student market, internal efforts to improve recruiting, our long-term enrollment history, and a desire to arrive at a fiscally conservative projection. One area that Student Services and Institutional Research must work on is improving the quality of our data in the crucial area of market demographics.

Subsidy

Since we are entering the second year of a biennium, we assume that we will receive the 3-percent increase in subsidy programmed into the State of Ohio budget, barring a significant economic downturn.

Salary

Given the overall financial realities we face, a 3-percent salary increase seems plausible so long as we are willing to make reasonable choices among the possible uses of existing resources.

Tuition

Given our aspirations to improve quality and the gradual nature in which reallocation can occur, we believe the University cannot absolutely hold the line on tuition while still meeting its other goals. Recognizing public concerns about rising college costs, we are recommending that tuition

be increased only by 3 percent, which is half the rate allowed in the state budget and comparable to inflation. This alternative will require the University community to make real progress toward reallocation among current tasks within the institution.

Federal Budget Impact

It appears that federal funding for the support of the various loan programs is secure for the short term, so we are assuming that there will be no impact during the coming year. Possible changes in this program bear close watching, however, because the potential impact is enormous given the way our students fund their education.

Balancing Priorities

While we wish that we could achieve quality enhancement and a salary increase with no tuition increase, it is not plausible given the current realities. While we believe that reallocation between functions is necessary to achieve a stable institutional future, we do not believe that such reallocation can be achieved overnight. Hence, some tuition increase is necessary to allow us to minimize the stresses produced by this initiative.

Reallocation Goal

In order to begin to bring the relative expenditures for academic versus institutional support programs more into line, we propose a redistribution from non-academic to academic support programs of \$3 million. It is recommended that the distribution of administrative cost reductions be made proportionate to 1995-96 approved budgets for the President, Vice President of Business and Finance, Vice President of Student Affairs, and Vice President of University Research and Development. Based on our general goals of quality enhancement and of seeking a reasonable salary increase, we propose that \$1.5 million be allocated to the salary pool and \$1.5 million be allocated to University-wide quality enhancement efforts as follows.

Recommended Quality Enhancements Funded from Reallocation

<u>Enhancement</u>	<u>Funding</u>	<u>Rationale</u>
Additional full-time faculty positions in General Education, English Composition C	\$750,000	Increase full-time faculty teaching of first- and second-year students; respond to NCA accreditation concern over excessive part-time instruction. We expect this effort to produce major impact on a crucial area of undergraduate instruction.

Rebuild campus equipment matching fund. C	\$250,000	Stable funding is necessary to support UA's research mission; funding eliminated in earlier cutbacks, currently ad-hoc on a year-to-year basis.
Return of additional indirect cost recovery revenues to generating units C	\$250,000	Continue restoration of IDC funds diverted to General Fund in cutbacks of early 1990s.
Additional funding to University Honors Program C	\$50,000	Continue enhancement of programs for academically talented students.
Startup funding for proposed Bachelor of Liberal Studies O	\$50,000	A BLS degree is likely to receive approval this year; serves goals of retention and enrollment enhancement.
Additional funding for retention C	\$25,000	Continued efforts for underprepared students.
Targets of opportunity C	\$125,000	As determined by BPCC evaluation of requests.

C = continuing, O = one time

The LRPC further recommends that any extra funding generated for 1996-97 either due to unexpected increases in state support or enrollments exceeding expectations should be divided on a 60- to 40-percent split between salary and college operating funds. While we appreciate the desire to maximize salary increases, efforts at quality enhancement clearly require recovery from earlier reductions in operating budgets. Our University-wide initiatives on equipment matching and IDC recovery are intended as a step in this direction.

Computing and Technology

Reorganization of Information Services

We recommend moving the position of Associate Vice President of Information Services to report to the Senior Vice President and Provost and renaming the position to Associate Provost of Information and Curriculum Services. General organization of functions should follow the outline appearing in Figure 1. A position description and general form of the organization were approved at a joint meeting of the Computing and Communications Technology Committee (CCTC) and the LRPC in November 1995. The committees assume that the final form of the organization will be determined by the new Associate Provost in consultation with the Provost and relevant constituencies.

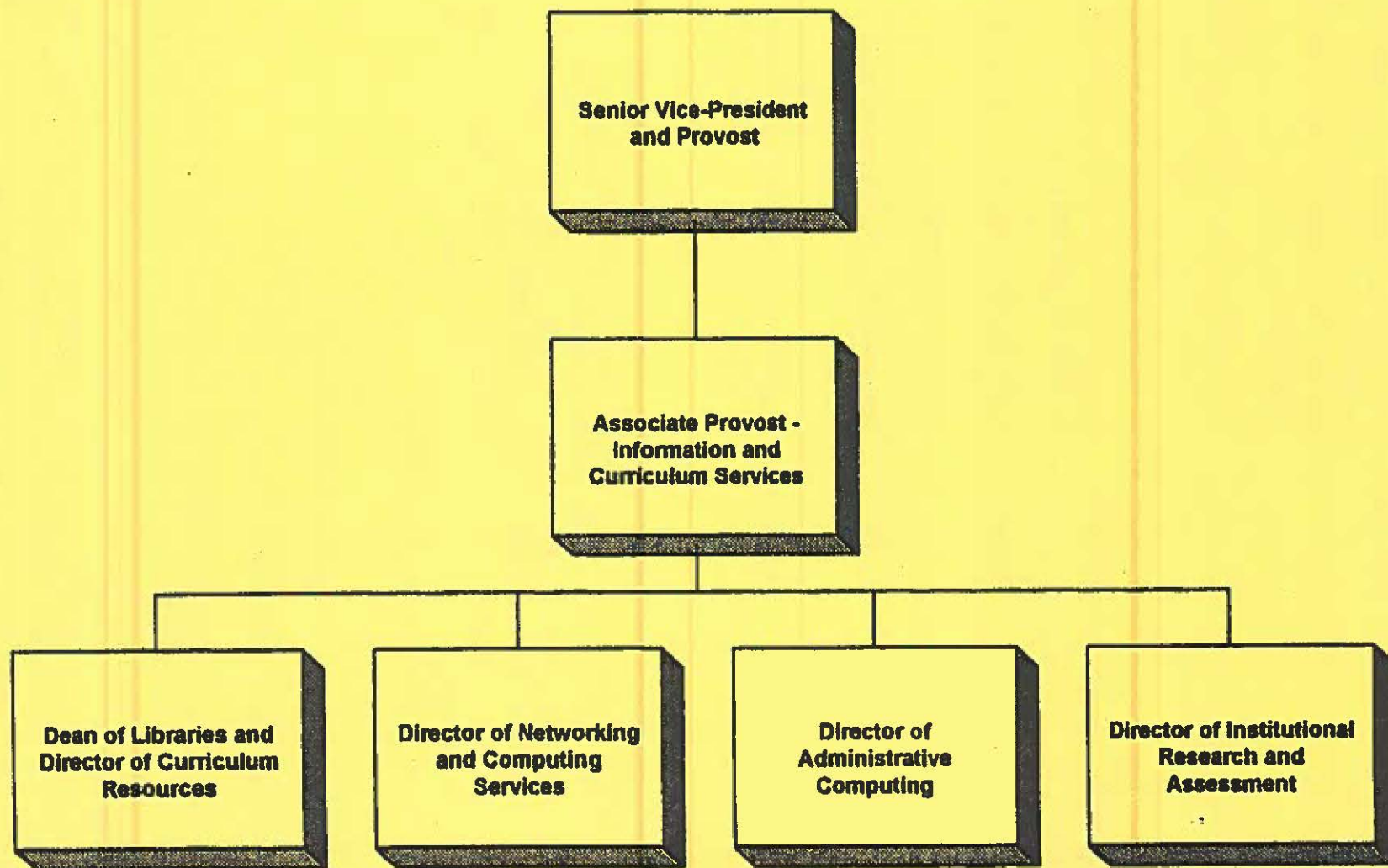


Figure 1

CCTC and Electronic University Plans

We endorse the sentiments expressed in the CCTC plan but find the recommendation to impose centralized funding of replacement and computer upgrade costs for colleges and departments to be inconsistent with the concept of decentralized management. Our recommendations, therefore, are as follows:

1. Colleges should plan, as appropriate to their needs, to provide micro-computer access for faculty and staff, with a provision for a replacement cycle in keeping with their usage levels.
2. CCTC recommendations for campus network upgrades for 1996 should be funded from the technology fund, since these are of campus-wide benefit (\$127,000 as per memo to Provost, items 1 and 2).
3. Some portion of the public computer lab upgrades should be funded from the technology fund, as appropriate.
4. Startup funds for the Electronic University plan should be provided from the technology fund, since this initiative provides an obvious opportunity for quality enhancement. However, funding levels should be based on response to demonstrated not anticipated usage levels.
5. Support for other aspects of centralized Information Services activities should continue at current levels until the new Associate Provost and the Provost have an opportunity to determine the most effective final form of the organization.

Distribution of Technology Funding

1. The remaining technology fund monies should be distributed to colleges based on BPCC evaluation of the likely increment in instructional quality to be gained from the proposed effort.
2. Since this fund is the only new major source of equipment and supplies money, colleges and support units should be solicited by BPCC for specific requests. The original planning requests sent by former Provost Jamison did not include directions for such requests since the fee had not been implemented.
3. It should be kept in mind that the technology fee was not limited to expenditures on computing resources, thus a wide variety of instructional, laboratory, and classroom services equipment could be funded through this source.

Part-Time Instruction Initiative

It is the consensus of LRPC that the current method of centralized determination of part-time salary and load limitations places unnecessary restrictions on the management of instruction by deans and department chairs. We propose to revise these policies as follows:

1. An upper limit on course loads is to be determined by deans and chairs, as appropriate for their units, so long as the assigned loads do not violate legal restrictions on the definition of "part-time" employment.
2. By spring of 1997, each college will establish three instructional ranks for part-time faculty and determine minimum qualifications and minimum compensation for each rank (not less than current campus-wide minimums). Insofar as is feasible, it is recommended that part-time faculty be consulted in creating these structures on the departmental level.
3. Specific salary levels for part-time instruction are to be determined by negotiation among the dean, department chair and director, and instructor in light of qualifications, class size, class level, and market conditions.
4. For the immediate future, budgetary allocations for part-time instruction will serve as a cap on actual outlays. We hope that once an incentive system is in place, outlays will be conditioned by revenue generation goals rather than centrally imposed budget limits.
5. By fall of 1996, the Assistant Vice President for Human Resources shall conduct a study to create a menu of health plan options for part-time faculty purchase to be included in the bidding for calendar year 1997 insurance contracts. The proposed plan should not result in increased cost for full-time personnel nor result in more than a 5-percent increase in administrative costs for the University health plan.

Institutional Research and Assessment

Since its inception, a core difficulty of the planning process has been the absolute lack of reliable analytic data on almost any aspect of University operations. Currently, there effectively are no qualified full-time staff in institutional research, and support for the University assessment effort has been half-hearted at best.

We recommend that the Senior Vice President and Provost divert resources from less crucial functions in information services or any other appropriate units to reconstitute an Institutional Research effort capable of meeting our legal reporting obligations and the analytic needs of the University planning and budgeting process.

College Plans

Our continuing examination of the college plans will focus on the following major topic areas:

- 1. Quality enhancement efforts for undergraduate education. In an increasingly competitive environment, we must ensure that the quality of our educational effort remains at the forefront of all plans.**
- 2. Enrollment enhancement and retention efforts. While we wish to stabilize our planned enrollment levels at approximately 23,000 students, increases in enrollment will produce revenue which can be directed toward quality enhancement efforts**
- 3. Responsiveness to legal and accreditation mandates. We face external requirements to arrive at load policy implementation that produces an average 10-percent increase in undergraduate instruction by full-time faculty. We also face a serious external expectation that we will develop and implement campus-wide student outcome assessment. All college plans must specifically address these areas in order to maintain credibility with funding and accrediting agencies.**

Appendix A

Five Year Enrollment and Revenue History

The attached spreadsheet and graphs are based on data finally obtained as a result of requests by the LRPC. While much work remains to be done and we are seeking other information, this material should be informative.

Data Sources:

a) Revenue data are from University of Akron, Office of Institutional Research, Academic Estimated Revenue Generation Report, 1990-91 to 1994-95. Base revenue figures for each academic unit are derived from the tuition revenue for the unit SCH +subsidy revenue produced by weighting specific course SCH by the appropriate subsidy category. These figures are generated by Institutional Research and the subsidy and tuition tables verified by the Office of Resource and Budget Analysis. IDC recovery reported for each unit is added to the base figure for each unit.

b) Expenditure, academic personnel, and SCH and Majors data are from University of Akron, Office of Institutional Research, Resources Analysis Report, 1990-91 to 1994-95. Expenditure data in the Resources Analysis Report for each year represents actual expenditures reported at the fiscal year end closing.

The revenue data represent income from tuition and general service fees, course fees, and subvention. IDC recovery has been requested for the relevant years, but not yet obtained. The expense figures represent salaries and fringe benefits, operating expenses, and summer session salaries. The academic personnel data are head count full-time faculty and head count full-time staff employed in the colleges and Provost office.

c) Personnel data for non-college units and the University library are from various issues of the faculty/staff directory and therefore, are also head count data.

d) The ACT score averages are derived from the Student Master File tape, end-of-term freeze 1990-91 to 1994-95 and were produced using SAS by Dr. Richard Stratton, Department of Economics.

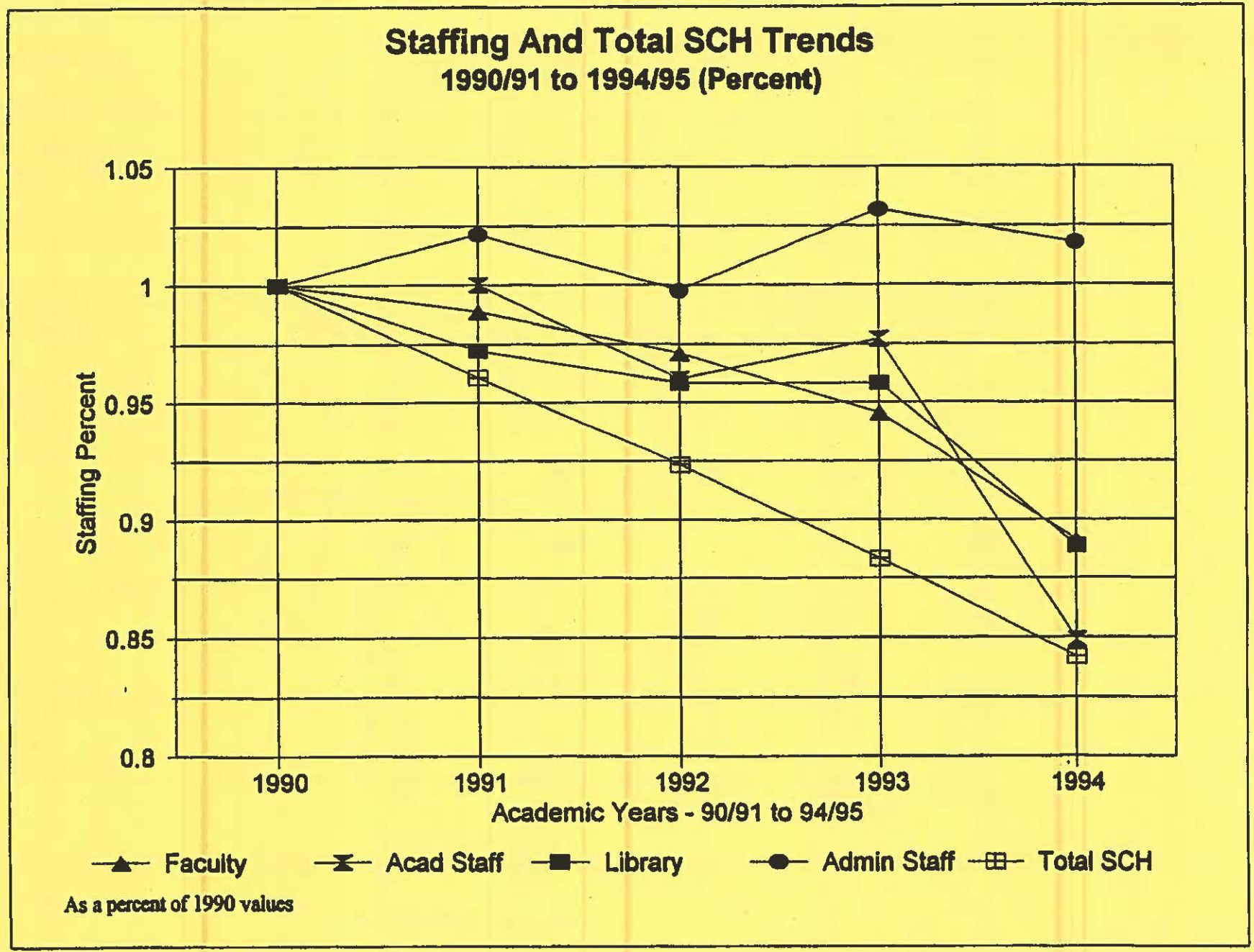
University of Akron

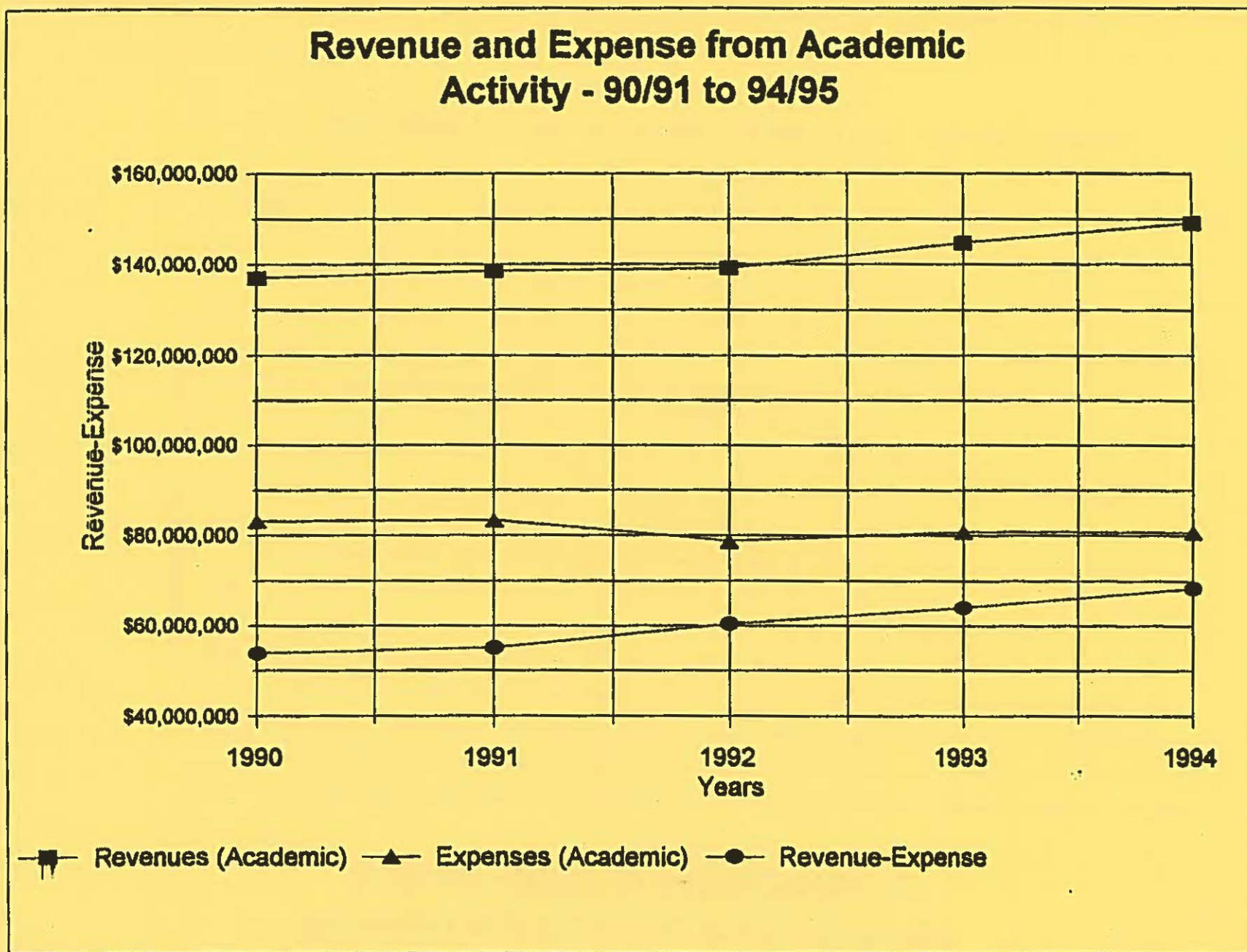
Ratio of Revenue to Expense, By College 1990-91 to 1994-95

College	1990	1991	1992	1993	1994
Arts and Sciences	2.2672	2.4443	2.7477	3.1937	3.2814
Engineering	1.2516	1.3321	1.4322	1.5887	1.4785
Education	1.6720	1.7582	1.7125	1.7373	1.9862
Business Administration	1.6006	1.5295	1.4590	1.2814	1.3375
Fine Arts	1.5135	1.5470	1.5880	1.5728	1.5988
Nursing	0.8883	0.9102	1.1143	1.2294	1.1569
Law	1.1470	1.2187	1.2914	1.3361	1.3713
Polymer Science	0.9826	1.1027	1.2789	1.3598	1.4915
Community and Technical	1.7643	1.9013	1.9319	2.0886	2.2174
University Averages	1.6468	1.6809	1.7672	1.7904	1.8471

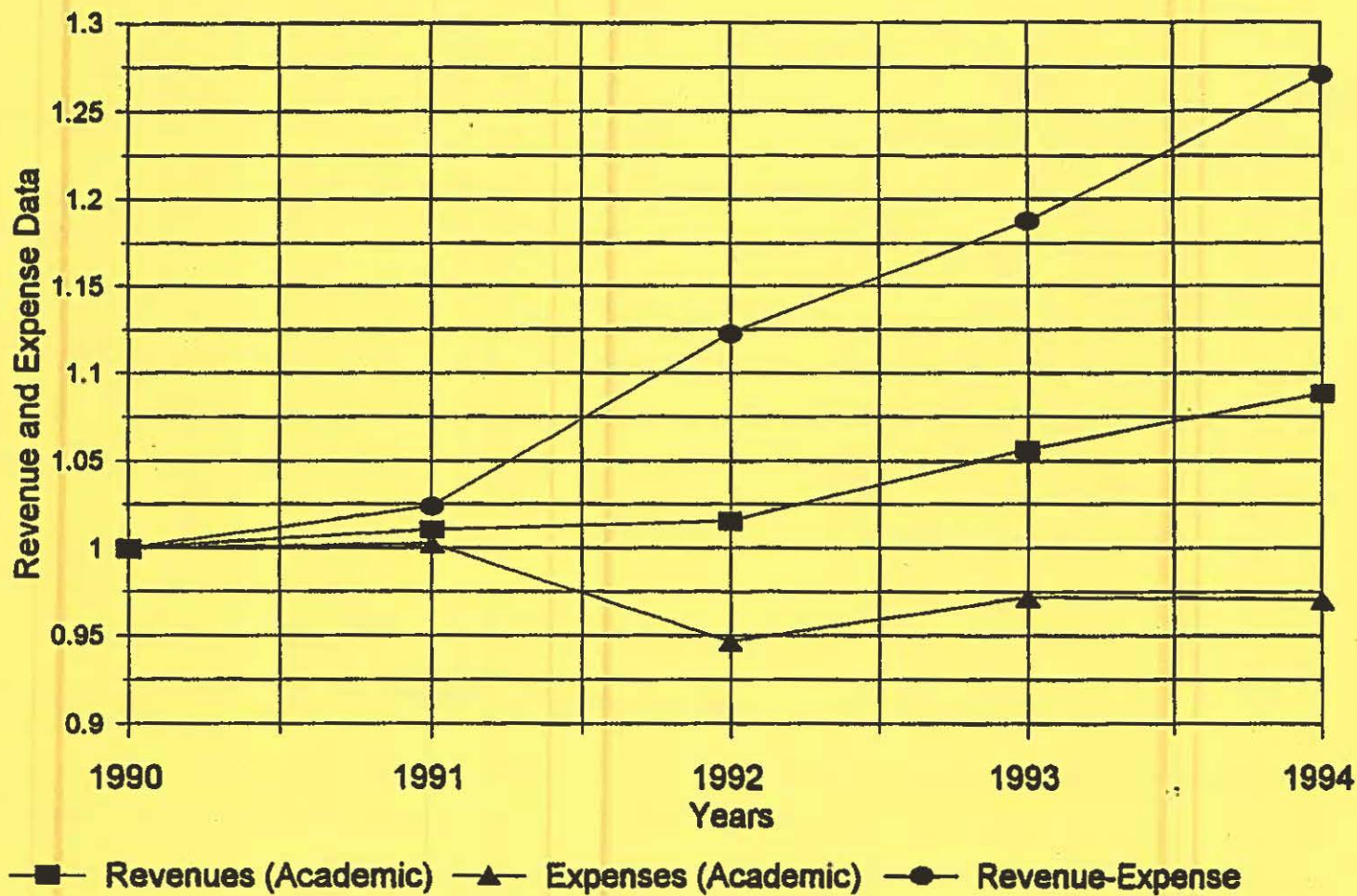
Summary Statistics for the Akron Campus

	1990	1991	1992	1993	1994
Student Credit Hour Production	687,664	641,313	616,703	589,899	562,061
Declared Majors	28,189	27,636	26,484	26,032	24,488
Average ACT (Fall Term)	19.04	19.32	19.54	19.77	19.99
Revenues (Academic)	\$137,088,517	\$138,582,839	\$139,271,080	\$144,858,319	\$149,228,759
Expenses (Academic)	\$83,243,778	\$83,437,571	\$78,808,685	\$80,908,850	\$80,790,078
Revenue-Expense	\$53,844,739	\$55,145,268	\$60,462,395	\$63,949,669	\$68,438,681
(Revenue-Expense)/Credit Hour	\$80.65	\$85.99	\$98.04	\$108.41	\$121.76
Revenue/Full time faculty	\$173,091	\$176,989	\$181,106	\$193,402	\$211,372
Headcount Full time faculty	792	783	769	749	706
Academic support staff	351	351	337	343	298
Libraries	72	70	69	69	64
Total Academic Personnel	1215	1204	1175	1161	1068
Non-Instructional staff	845	863	843	872	860





Revenue and Expense from Academic Activity - 90/91 to 94/95 (Percent)



As a percent of 1990 figures

University of Akron

Proposed Reorganization to CEO and COO Model
Approved by LRPC and Endorsed by Faculty Senate

