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Any comments concerning the contents in *The University of Akron Chronicle*
may be directed to the Secretary, Mrs. Rose Marie Konet (x6510).

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Minutes of the Faculty Senate Meeting of February 3, 2005

The regular meeting of the Faculty Senate was held Thursday, February 3, 2005, in Room 201 of the Buckingham Center for Continuing Education (BCCE). Senate Chair Rudy Fenwick called the meeting to order at 3:09 p.m.

Forty-two of the sixty-two Faculty Senators were in attendance at the meeting. Senators Hajjafar, Hansen, Jorgensen, Lillie, Pfouts, Rich, Riley, Shanklin, Siebert, and Slowiak were absent with notice. Senators Braun, Garn-Nunn, Hixson, Kelly, Lee, Lowther, Maringer, Soucek, Svehla and Vijayaraman were absent without notice.

Please note: Senators Huff and Slowiak were on sabbatical during the Fall 2004 semester and had been erroneously listed as absent without notice for the four Fall meetings. The attendance records have been corrected with this information.

I. Approval of the Agenda – The Chair welcomed everyone to the 2005 version of the University of Akron Senate. “Welcome back and I hope everyone had a restful, peaceful holiday and that we are ready to resume and get back to a productive Spring semester.” He asked for approval of the day’s meeting Agenda. The motion was made by Senator Yousey and seconded by Senator Steiner. With no other discussion, he asked those in favor of the Agenda to say, ‘aye.’ (*The motion passed unanimously.*)

II. Approval of the Minutes – Chair Fenwick introduced consideration of the Minutes from the last meeting, held December 2. He asked for a motion to approve the Minutes. Senator Huff mentioned a needed correction. “I’m returning from a Faculty Improvement leave and I realized that I have been listed as ‘absent without notice’ for the last several meetings.” (This was corrected in the attendance list.)

The Chair then asked if there were other corrections, additions or deletions? Senator Gerlach mentioned a spelling error on pages 2 and 3, in reference to the late Evelyn Tovey. He mentioned that her last name should have been spelled ‘T-o-v-e-y’ and not ‘v-a-y.’ No other additions or corrections were made to the Minutes. Senator John made the motion to accept the December Minutes as corrected; Senator Yousey seconded the motion. (**see Appendix A**) There was no further discussion. (*The body voted unanimously in favor of the motion and it carried.*)

III. Special Announcements – Chair Fenwick made some announcements, reminding everyone to pick up the various handouts for the meeting. “The President provided us with an article from the *Wall Street Journal*; the Provost provided materials related to the Program Review update.” Additionally, copies of the budget sheets from the Board of Trustees meeting were available (**Appendix B**). Several other handouts were on hand as well, including the list of 2005 Summer Fellowship Awards for faculty (**Appendix C**). He encouraged the Senators to congratulate those colleagues for a job well done in presenting a research proposal.

He announced the recent death of Dr. Vaughn Floutz, who passed away on December 18. Dr. Floutz had celebrated his 100th birthday last October. He received his MA and Ph.D. degrees from the University of Chicago; he retired in 1970 after serving the University of Akron for 29 years as a Professor of Chemistry. Dr. Floutz was survived by his wife, Martha, and three children. The Senate body stood for a moment of silence in remembrance of Dr. Floutz.

IV. Remarks of the Chair – The Chair again welcomed everyone back. “Hopefully this will be a productive semester for each of us individually, for the Senate and for the University collectively. Already it has been a busy semester for many of us.” He mentioned a meeting held the previous week with Stanley Henderson, an enrollment management consultant from the University of Illinois. Chair Fenwick stated that they were happy to hear him say that enrollment management must be academically driven. What remains is to convince students of the benefits of the University of Akron: *the Akron Advantage*. “I applaud the Administration for bringing him in and, again, I hope that this is productive.”

He reported that the EC met earlier that week with the Decision-Making Task Force, along with the President, and the Provost, the Chair of that Task Force, Virginia Gunn, and several other members. “This is beginning a dialogue which will lead, hopefully, to some concrete proposals for improving the effectiveness of the committee structures in the Faculty Senate.”

He mentioned those in the Senate that had been involved in the Budget Hearings—Senator Konet, for one. He also spoke briefly about the Program Review process that’s about to begin and that Associate Provost Chand Midha would speak to the body on the status of that. He then highlighted the forthcoming—“coming attractions” for Spring semester—that would include the proposal from ASG on student representation to the Senate. In March, Dean Silverman of Summit College, would present proposed changes in the structure of that college. He reiterated the hope that, later in the Spring, some concrete proposals from the Decision-Making Task Force would be presented; there could possibly be proposals on implementation of the Academic Plan as well as more information from the Ad hoc Budget Committee on fee structures and their expenditure.

V. Reports

a. Executive Committee

Senator Konet explained that the Executive Committee report was brief because (1) a written copy was provided (**Appendix D**), and (2) the Chair already touched on many of the items. She mentioned that the committee had been “hard at work while you were on break.” Meeting several times, beginning in December to set the February agenda, and to deal with several other issues as well. “One of the discussions that we did have was specifically in reference to the motion that is still on the floor regarding ASG. And this is just something for us to *think* about: this change would be an *ad hoc* change for one group. Maybe, we as a Senate, need to be talking about the possibility—the pros and cons—of revamping the whole composition of the Senate. That’s not saying that we *should* do it, but if we’re going to be looking at *one*, we need to be considering other things.” It was simply ‘food for thought’ to be addressed in more depth at some point in the future.

The Senator mentioned that the Senate would soon hear more about Summit College and the Decision-Making Task Force Report. “During the meeting in January, we talked a little about the Budget Hearing processes as well as timelines, format, priorities, productivity measures and so forth. I believe that the Provost will be addressing some of those items.”

Finally, there was just one other issue that the Senator thought the body might want to raise for discussion, regarding the Transfer and Articulation Plan. She related that there had been some concern that the legislators would like to extend this plan to include technical/trade schools as well as two-year schools. She was not sure where that situation was at the moment, but felt it was something that the body needed to discuss. She was hopeful that they would hear more about it in the near future.

There were no questions or discussion of the Executive Committee report.

b. Remarks by the President – President Proenza greeted everyone with, “Happy New Year, even if it’s February already.” He called attention to the article that his office had provided as a handout (**Appendix E**), an article from that Monday’s edition of the *Wall Street Journal*.

He began by mentioning that, over the past month they had spent three full Saturdays engaged in budget conferences and hearings, reviewing all of the administrative and academic units of the University. He stated that this was in keeping with the new Budget and Planning plan that had been put forward and approved by the Board of Trustees. “I think we learned a great deal. Rose Marie, together with Dan Sheffer among others, joined us for that and we thank them.”

The President mentioned to the body that those in attendance had heard him talk not only of our accomplishments, but also the very significant challenges that await us this year within the State of Ohio because of budgetary pressures on one hand and political pressures on the other. He mentioned that many had noticed Senator Mumper’s proposed bill limiting certain kinds of expression. He shared his hope that the Senators were just as incensed as he about that kind of thinking. “You may have perhaps noticed Professor Bill Lyons’ editorial in this morning’s *Akron Beacon Journal* and that you will lend your own thoughts. Frankly, none of us think that this piece of legislation has much chance of passing; on the other hand, you need to be aware that much of what he [Mumper] writes in proposing those things reflects the mood of the Legislature, which is one of condescension, one of anger, one of great critique, ill- or well-placed, as the case may be. It’s not a happy time.”

By contrast, however, he reported that several people had recently attended a talk presented by Senator Bill Harris at the Ashbrook Center at Ashland University. (Senator Harris is the new President of the Ohio State Senate.) The President mentioned that Senator Harris has been a good friend of the University, a close friend of the Chairman of our Board of Trustees and a person that was at least willing to listen. The Senator’s remarks had focused on the economic situation of the State and addressed, in general terms, what he expected the Legislature to focus on under the broad theme of tax reform. “The good news is that he believes that the Legislature is prepared to address tax reform seriously and to, hopefully, come out with a proposal that, while lowering individual tax rates, it will broaden the base and therefore, hopefully, not reduce the net revenue to the State and, perhaps, even increase it. If that is the case and, obviously he had to add all of the usual caveats, but if indeed tax reform succeeds at increasing or at least not

reducing the tax revenues to the State, we might be better positioned economically within the legislative appropriations process.” At the end of the session, the President had specifically asked him about funding for higher education and whether the Legislature would impose cuts. The Senator had replied, “not if he could help it.” President Proenza felt that while the Senator was President of the Senate, a body that could wield a great deal of power, it was helpful to know that the Senator was thinking that way.”

The President shared his thoughts about the three very exciting sessions of conversation held that morning with the colleagues regarding the emerging framework for the Academic Plan. “Those of you who have had a chance to review the plan know that the principle themes revolve around innovation, engagement, and assessment.” In the spirit of innovation he had provided the article from the previous Monday’s *Wall Street Journal*. He suggested careful reading of it and highlighted a few items from it. Of great concern nationally was the matter of tuition which has—for the past three decades—been rising two or three times faster than the rate of inflation, due in large part to decreases in State funding. “However, that is not readily understood and if you read the *Akron Beacon Journal’s* editorial from yesterday or the *Plain Dealer* last week talking about Financial Aid, you’ll recognize that they are not as clear in their delineation—although it is pointed out in the body of the text—to point out that the reason tuition is high in Ohio is not that costs are high—net costs to offer the education—but that State support is so very low.” He stated that our net cost of providing a public higher education in Ohio was currently at the national average. He reiterated that while tuition was high, it simply meant that State support was very low.

Secondly, the article pointed out that even though there was a flood of students coming into higher education, the universities were competing for the same relatively small pool of highly qualified students with the high admission scores and stellar transcripts. As a result, obviously, students from more affluent families with suburban high schools, were edging out lower-income students who tended to be less well-prepared. He felt that this trend often left many top schools, less diverse in their composition.

The President stated that financial aid was also changing, that it used to go primarily to the poorest but well-qualified students. Yet increasingly, in that spirit of competition, whatever financial aid is available would primarily go to students with high merit. “Those types of grants are moving faster into the merit side and there’s a lot of needy students that are still reasonably well-qualified that are going without.” He further reported that the competition for students had also led nationally to a building boom as colleges and universities invested in new facilities as recruiting tools and that these were the kinds of amenities that students desired. While the students might not be able to tell much, in many cases, about the quality of a university’s academic programs, they could certainly visualize themselves in some of those facilities, a factor already at play in our success potential.

In terms of where money would come from for students, he reported that increasingly they would likely turn to the private sector to borrow it. Meanwhile, colleges would also look to new ways of enrolling more students without building more classrooms or adding more faculty and that meant distance learning, e-learning, web-based learning; use of distance education has increased substantially in the last few years. Additionally, he pointed out the increased competition for students from the private sector—places such as Phoenix University, DeVrye, Walden University and a few others that are online.

Finally, in answer to the question of innovation, the President cited the trend of universities joining together to offer programs in collaboration, ways that would increasingly mix the traditional and humanities with sciences and technologies as universities find new tools to differentiate themselves and offer things that these students demand. “With State funding on the decline, universities are also looking—as I have said and encourage us to continue to think about—for new sources of revenue, in some cases through defined local taxes or other forms of revenue.” He related how he would soon visit the President of Arizona State University, Michael Crowe, to explore the innovate ideas he has initiated at ASU.

President Proenza explained that, “the University of Akron is one of only five Ohio universities and one of only 170 United States universities to appear in a top-500 universities world-wide ranking for 2004.” This ranking came about through an effort by Chinese universities to benchmark themselves against the rest of the world; the study ranked universities along many measures. “Suffice it to say that we are within the 170 U.S. universities and within Ohio, the other that were ranked are, of course, Akron, Case Western, University of Cincinnati, Kent State and Ohio State University.” He further stated that it was nice to be in such good company.

He related that the academic wing of the Honors Complex was now open. “It’s absolutely stunning,” he said and encouraged everyone to ask Dr. Dale Mugler or Dr. Karen Katz for a tour of the facility.

He reminded the body that on February 17 Henry Louis Gates Jr. would be on campus for the University of Akron Forum series. “As you know he is a distinguished African-American scholar. He will be at E.J. Thomas Hall at 7:30 pm on February 17. His lecture will be entitled, “America Behind the Color Line.” He encouraged everyone to attend.

The President thanked everyone who participated in the recent *The City Reads* program. He also called to our attention that “our own Charlie Frye, a senior quarterback, performed exceptionally in the Senior Bowl and was declared the most valuable player of the game. His team won and he completed ten out of twelve passes, one of which was a touch-down pass.”

Chair Fenwick then asked if there were questions for the President. Senator Stachowiak asked him if the body was given the *Wall Street Journal* article because it mentioned that “college Presidents are now commanding Wall Street salaries.” President Proenza replied, “That certainly doesn’t apply to *me*. But if you want to go see Gordon Gee and my colleague, Bill Brody at Hopkins, and a couple of others, yes, they’re up there.”

c. Remarks by the Provost – Provost Stroble provided a brief outline (**Appendix F**) that covered a couple of topics for the day’s meeting. She thanked everyone present who had participated earlier that day in the forum considering the Academic Plan. She reminded everyone that, if they weren’t there, they could still participate in that conversation and that it was currently posted on the Provost’s Office website, under the ‘Academic Plan’ link on that page. She explained that the link required use of your ID and password, “simply because we’re not ready for this to be a public document outside the campus community until we’ve had more opportunity for conversation and so that we’re sure the document reflects all of our thinking. It’s just premature for it to go out until we’re all more comfortable with it.” The Provost said that feedback would be accepted for another week or so, then they would draft the next version of the plan based on the feedback they received. She encouraged the body to participate in a timely fashion. “We’ll

keep posting the framework and examples; we'll keep posting the comments that we're receiving on the website so if you continue to go to the Provost's Office website, you can be up to speed." She will convene another face-to-face forum later in the semester and would provide advance notice of it, just as she did for the gathering that morning.

She addressed the issue of the Program Review Process and stated that the data gathered in the recent budget hearings would be used to supplement that process. This would then assist with decisions for the very specific list of programs, activities, services on this campus that represent our list of priorities. "Because it really is important that the list of priorities for the institution not be based on who does the best case for advocacy or where the PR office works well; it really needs to be based on documentable data that shows that those programs or services truly do engage the campus and community, truly do differentiate us by their innovation, and truly do honor the needs of a culture of assessment and accountability." She encouraged everyone to check the Provost's Office website to review the draft of the Academic Plan for more elaboration. She added, "It's not yet where it needs to be, but I trust that given the great feedback that we had today, and what we can still gain from you, that the next version will be something that will be even slightly different, and better and improved." She stated that more detail would be provided by Dr. Chand Midha, Associate Provost a bit later in the meeting.

The Provost addressed Transfer and Articulation, stating that she did not know "where the conversation is at the State level yet," but that they had received draft language from the Governor's Office. This would cause the next recommendation from the CHEE report to be enacted, and would extend Transfer and Articulation beyond two-year institutions and four-year to four-year transfers, but also include trade and technical schools. "I gave feedback to the proposed language that was consistent with what we had approved through Faculty Senate at last month's meeting, which was to say that truly the transfer ought to be about courses, not curricula, because that's how our TAG groups have been working—it's been a course by course review." She also indicated to them our preference that the institutions from which those articulated courses were accepted should be accredited and preferably regionally accredited. She was not terribly optimistic about it, but stated that at least our voice and preferences had been heard.

She mentioned that the IUC Provosts' meeting the previous week, which she chairs. They met with the Chair of the Ohio Faculty Council recently. "We talked about Transfer and Articulation, we talked about the need to have a unified approach to higher education funding in Ohio this year, and we talked about the Academic Bill of Rights because that legislation had just surfaced, urging Ohio Faculty Council to work in partnership with us to oppose that kind of legislation."

Regarding the Budget Hearings, as the President had mentioned, the formal presentations have concluded and what was heard needed to be summarized in order to pose some additional questions for clarification. The Provost related that they would try to work through that process during the next month and that it was very much a work in progress. "We know that what we've devised isn't the perfect ideal process, but it's better than *no* process. So, I think we feel like we've made a huge step forward and we'll continue to refine it." She promised to share more information about the actual proposals and summary information, but that she did not have it ready to present that day.

The Provost introduced Associate Provost Chand Midha.

Dr. Midha addressed the body and explained that the Program Review Process had been initiated back in October 2003, and that a committee of sixteen people was formed at that time. Meetings began in November 2003; they prepared themselves by reading a couple of books on how to prioritize the programs, the leading one being *Prioritizing Academic Programs* by Robert Dickeson.¹ “The book talks about how to review academic as well as administrative programs.”

During Spring 2004 the committee prepared a template for the academic units, deciding what kind of data they needed to collect centrally; this is shown in the handout (**Appendix G**) on pages 6 and 7. He further related how the data they collected for the last five years—2000 through 2004—would be provided to the Council of Deans for their input. During Summer 2004 that information was sent to the department chairs from their Dean’s office. Their input was solicited and they asked whether more information could be included. For example, some of the chairs mentioned the number of publications they had, the number of conferences attended, and the number of seminars they arranged and so on. “My answer was, ‘we don’t have that information centrally with us, but that you would be given a chance to do a sub-study for the unit and at that time you would be able to add that information.’” That was done in Summer 2004 since all this data had to be collected through Institutional Research centrally. Then in August 2004, Sabrina Andrews joined us and helped us tremendously to collect the data; she brought a lot of experience from the University of Central Florida, where they have done a splendid job of program review.

Dr. Midha explained that while they gathered data for the academic side, it was a new experience to conduct a program review for the administrative units. He related how, in 1988, the University Council, the parent-body of the Faculty Senate, had endorsed the program review and the University went through that cycle in the early 1990s for the [academic] units on the campus. Yet, a program review for administrative units had never been conducted. He explained that this has been a learning process for the committee. “We learned a lot through the Operational Advisory Committee, when the units had to present their information.” Some of the data requested from the administrative units was listed on page 2 of the handout, such as a Self-Study Report from each of the administrative units in which they have to do a so-called SWOT analysis [strengths, weaknesses, opportunities and threats]. He stated that a Customer Satisfaction Survey would be conducted in certain units (also included in the handout on page 5). “We have to identify programs for external benchmark practices and how they compare to other units.” He commented that it was not easy to get such information from sister institutions.

Dr. Midha explained that the plan was to send centrally collected data to the Dean’s Office in each academic units. The first phase of that data was sent to them sometime in December, and was used for the budget hearings. A supplement to that data would be submitted to the respective units by the deans’ offices in order to be checked for accuracy.

In the meantime, sub-groups were formed (see page 9 of the handout) from the membership of the Program Review Committee. The sub-groups are: undergraduate self-study, graduate self-study, and administrative self-study. “They are now in the process of developing the guidelines for the self-study, what needs to go into the self-study and deciding what competence it must have for benchmarking and other

¹ Dickeson, Robert C. (1999). *Prioritizing Academic Programs and Services: Reallocating Resources to Achieve Strategic Balance*. San Francisco: Jossey-Bass.

supporting evidence.” He pointed out that the membership included academic individuals as well as administrative representatives. He reiterated that they would ask for input so that the process could be improved.

Dr. Midha stated that the reasons for the Program Review were obvious. He cited pages 1 and 2 of the handout, where the Program Review process was summarized: (1) to comply with the requirements of the NCI Learning Commission; (2) and to comply with the Ohio Board of Regents, which requires seven-year review requirements for Ph.D. programs. He related that this second one had not been done and now we are “under extreme pressure from Dr. George Newkome to complete it.” Dr. Midha went on to explain that did not want to do the studies separately for the graduates and then again for the undergraduates. “We are moving all along for the undergraduate and graduate programs at the same time.” He continued (3) we have to do it because of internal reallocation of resources—a reflective exercise to gather data that will be used in the budget and planning hearings that began this year.

Associate Provost Midha continued that OBR [Ohio Board of Regents] had asked our institutions to become more efficient. “In fact, we just completed our productivity report to OBR two weeks ago in which there were questions like: what reallocations have you made in the last two years? Which programs have you eliminated in the last two years so that you can shift the resources? These questions are being discussed during our Program Review deliberations.” He related that members had asked the committee that, if all units of the campus complied with all of the exercises, where would the Board stand on it? “We have never gotten an approved message from the Board that we have to do the Program Review for their administrative units also. We had done it for the academic units in 1988, but we have never done it for the non-academic units. At the request of the Program Review Committee, we presented all of the information to the sub-committee of the Board on December 6. We let them know that this is the process we are following and asked if we had their backing to do the Program Review for the administrative units. Many of you might be aware that Dick Pogue is one of our Board of Trustees members who chaired the governor’s report—Commission on Higher Education and Economy (CHEE). The report said again and again that academic institutions had to become more efficient, they have to shift their resources, and perhaps some programs have to be eliminated.” In summary, the report mandated review of the programs, determine which programs needed to be strengthened, which programs needed to be enhanced, which must be maintained, which must be reduced.

OBR has asked us to explore all of these possibilities, so we took these recommendations to the Board, they gave their approval, Dr. Midha reported this to the Program Review Committee and it was subsequently approved by the entire Board. This information was conveyed to the Council of Deans and was disseminated through the deans’ offices to the chairs’ offices.

Currently, development of the guidelines for the self-study reports is in process by the sub-committees. This will apply to both academic and administrative units. “Administrative units, in some cases, will be conducting the customer satisfaction survey, which is attached in your handout.”

The timeline for this process was printed on page 3 of the handout. “The timeline involves both the Budget Hearing Process as well as Program Review.” Dr. Midha would expect the guidelines for the self-study to be available by the end of February, and during March, April, and May, units would then be asked

to write their self-study reports. “Once we have all of the ‘snap-shots’—this is a reflective exercise—that self-study will go either to the deans’ offices or the vice president’s offices, and the deans and vice presidents will be making recommendations of which programs should be enhanced, which ones need to be reduced, or merged.” He was unsure about when the committee would develop a final recommendation of how to comply, but did say that both the President and Provost would be involved as well as “some other party” of the campus; we’re just not sure about that at the present time.” They are currently seeking the ‘snap-shots’ from all units to establish a five-year cycle. “In Fall 2005, we’ll pick twenty percent of the programs, which will be reviewed in more depth compared with just getting the ‘snap-shot.’” He further explained that they would plan in such a way that the accreditation process would not be conflicted during the Program Review Process. He concluded by welcoming any suggestions that would improve that process.

Senator Witt asked for clarification of whether the recommendations or the implementation of this was required by March. Associate Provost Midha replied that the self-study guidelines for writing the self-study report would come out in March. Dr. Witt then asked, “So, we’re a year away from *consequences*...?” Dr. Midha replied, “I would not use the word ‘consequences’ at this time.” He continued that by the end of Spring, a ‘snap-shot’ of all units would be available, then twenty-percent of the programs would be evaluated in-depth in order to establish a five-year cycle. “Now the programs—of which we’ll pick twenty percent of them—could all be completed in one year or it may take one and a half years, I don’t know because in some Ph.D. units we may have to get external evaluators and consultants who can tell us what needs to be done. That process is not clear yet because we are still talking; that’s why we are seeking your input and suggestions of how to go about it.”

Senator Erickson inquired about the customer service surveys and the timeline for implementation and stated, “I’ve been itching for a long time to make some service comments about some of these units that I’ve had to work with, so it will be so nice.” Dr. Midha replied that the plan was to get input from the users of those services, whether it be advising, financial aid or other student affairs activities, the process could involve the students, but could also involve the faculty, or it might involve the staff of the deans’ offices or the chairs. “We’re not sure how to go for it. In December, we experimented with this survey to see whether students could follow the survey we are proposing. We plan to do the same thing with respect to faculty as well as staff, as to whether we should conduct this kind of survey or not. We will be seeking input from colleagues—the faculty and staff.”

Senator Erickson then added that she was quite excited about using the customer service surveys in light of reading the Balanced Scorecard materials relating to the University of California at Berkeley and how they used it during the past couple of years. Dr. Midha admitted that it was difficult to find a model for doing that since not many schools have done this kind of thing. Dr. Midha asked Senator Erickson to forward that information along to him.

Senator Qammar asked whether—before the ‘snap-shots’ were obtained—the group had a set of criteria in place by which the programs would be reviewed. “Does the criterion come first or do you look at the ‘snap-shot’ and then create the criteria?” Associate Provost Midha replied they will look at the total credit hours, the number of degrees awarded, and the grant dollars for five years. “If, let’s say, we see the trend is like that or this way [ascending]... we don’t have any problem. If the trend is like this [descend-

ing], the question is, if it's going down, it becomes a self-reflective exercise for the units to explain what has happened. Maybe they have lost some faculty or for some other reasons they do not have enough resources." He stated that, at that time the Dean of the unit would need to decide whether this program would continue with the same kind of support or the same kind of help they are getting from the College or from the University. He continued, "This will be the self-reflection of the department, the chair and the dean; the dean will go forward with the recommendation of the Provost's office. I'm just giving you my perception of these things because we have not seen anything yet."

Senator Qammar asked whether all of these recommendations matched with the Balanced Scorecard. Dr. Midha replied that they would look at that. "Let's say, as an example that we have 24,736 students and that gives us 20,000 student credit hours. Now we ask ourselves, what number do we want to have three years from now and five years from now? How many graduates do we have in a particular program? How many do we want to be there? How many Ph.D. programs are we going to have? Which are the prioritized programs?" He stated that the Program Review Process will tell us "where we want to be three years from now, five years from now, which are our priority programs and so on."

Dr. Midha reiterated that the review of the academic units will also be done for the administrative units. "For each unit, we will look at their staff in 2000—how many contract professionals they had in 2000 and what services they were providing at the time. Since then we have implemented PeopleSoft, more people have come into technology, and what has happened to the other staff since then? We are trying to find a pattern. And one of the exercises will be to tell us the broad duties of the staff and contract professionals, dividing it by categories—whether there are five administrative assistants or three senior administrative assistants and so on." He again stated that this was a learning process. He again asked for input: tell us what we should include and what should not be included. "It's not easy, but at least we have the support of the Board to go ahead and review the administrative side also. We are moving slowly, but I think we are heading in that direction."

Senator Londraville asked if data from all units would be available to review "so that we can rank ourselves against others?" Dr. Midha stated that they intend to post the data on the web so that people can see which units are productive in comparison with others, yet stated that whether it will happen immediately is uncertain. At this point, Provost Stroble added, "Right now, we're giving data to each unit and asking them to make sure it's accurate before we put it out there for public consumption."

Senator Witt then raised the issued of the thumbnail sketch, "Would you look at how much a unit costs in terms of how much it produces, as well as ROI model?" Dr. Midha confirmed this, "Definitely, we are looking at the budget and other stuff, how much salaries are, how many assistants, operating costs and all those things are going into that. Eventually our goal is to link the budget hearings and the program review; all information that you are collecting will be used next year in our budget hearings." Senator Witt inquired whether this could be done with equations. Provost Stroble cautioned against that, "What we found out from ROI was that it was too mechanical and it wasn't sensitive enough to the different missions of different units. So, I will not be in favor of cranking out a formula and that's what you get. I will want us to be more sensitive to the narratives of self-studies that accompany the numbers, because I think that is where the power is. Frankly, the consequences ought to be almost immediate in terms of what we learn about ourselves by doing a self-study. So as we approach assessment of programs in a very professional way,

what we learn about ourselves from reflecting on the data and thinking about ‘what do we think?’—as the people closest to the program—‘what do we think these data tell us?’ and ‘where might we put a bit more focus, re-title a course?’ We do that all the time as faculty. This is just a prompt—in addition to clearly having some accountability features—it’s a prompt that we regularly provide to you centrally, what we know are the centralized data and then you supplement with the data that resides within your unit to say, ‘what meaning do we make of this and what do we think that we need to do among ourselves to improve our programs and services?’, then ‘what kind of bid are we going to make for some reallocation of central funding that will strengthen us even more?’ So I see it as a very reciprocal kind of process.”

Senator Covrig stated that Senator Londraville’s comment about ‘rank’ bothered him, that it seemed to suggest that “we’re going to do an internal *US News and World Report* and rank each other.” Senator Covrig did not think that should be the point of assessment. “There are cultures in each college that need to be preserved and, I think—you said it well, ‘self-studies allow for articulation of something more than just numbers’—I think a lot of accountability in the area of K-12, which is our area, the temptation is to value what you can count, instead of count what you value.” He stated that, though those numbers were needed, a self-study could liberate a unit to articulate in ways that would be in keeping with the culture of its institution—what it valued, what it felt was the contribution to the *whole*, both in numbers and in stories, and thereby preserving a necessary atmosphere of mutual respect in looking at a college that will have a huge number of student-generated hours and one that does not, “while understanding how they relate into a whole story.” He again stated that “ranking” should be avoided.

Associate Provost Midha addressed Senator Covrig’s concerns by stating, “I don’t think the gentleman was talking about ranking” but instead referred to transparency when reporting the data from the units. “I think, our intent is—through the self-study guidelines—that we might be able to put the whole self-study on the web so that you can read whatever the colleagues are doing across campus.” Senator Covrig added, “I think using the metaphor ‘story’ as well as counting, preserves a multi-faceted assessment. It’s a story, not just numbers.”

Senator Steiner asked Provost Stroble for clarification of whether there were essentially two prongs to the Program Review process: the centralized data that would be collected and was, in fact, well on its way to a template and, forthcoming sometime in the next month, guidelines and templates for individual units to conduct their own self-study—“along the lines of telling the story that the Senator was talking about”—that would be included with that. Dr. Midha addressed this, “Absolutely. That’s what I intend.”

Senator Konet then asked about the use of metrics as outlined in the Balanced Scorecard. “Are these being used at all in the Program Review Process—the metrics that are in the Balanced Scorecard?” Associate Provost Midha replied that there would be a connection with the Balanced Scorecard once the data had been collected for the Program Review. He further commented, “It’s amazing what we are doing with the Balanced Scorecard... we set our goals for three years and a year from now we will see how much progress we have made toward that goal and how much progress we have made in two years and that may be connected.”

Provost Stroble added her perspective to this. “Balanced Scorecard isn’t finished yet, because what we don’t have yet—and this is where several of us need to finish up some work, and you can see we’ve

been busy, but this is our next “to do”—which is to say, what is the baseline data right now for each one of those indicators on the Balanced Scorecard? Where are we now as an institution? Where do we think we want to be institutionally three years from now on every single one of those measures? Then, how do each of our units figure out in a reciprocal conversation, how they contribute to us getting to that goal? And some of the numbers may not change. We may say, ‘This is a great number. This is where we are now; this is where we want to stay—we do not want to increase.’ In some cases, we may say, ‘some of these things we really want to go down, some we want to go up.’ If you haven’t seen the institutional indicators lately, log on to the Provost’s Office website under Academic Plan and there’s a link to institutional indicators on there. What you’ll see are the kinds of things that we think we need to keep track of and it is, mostly quantitative, but it’s not *all*. It’s the things that we think we need to keep track of to reach the strategic destination of the Balanced Scorecard, which is to be the public research university and you know the rest of the language.” She added that while this has not taken place “in the most logically sequential order,” when she arrived in the Provost’s Office, “a lot had to be built and it all had to be built in a hurry.” It was all launched and now they must make sure that it all works together and that they haven’t set up competing realities. “I don’t think we have set up competing realities and I think this year truly is the year that it all comes together and you see how all of these pieces relate. But it’s still a little messy.”

Senator Stratton asked a question related to the trends across time, which he seemed to believe would involve benchmarking our performance against past performance. He wanted to know if there had been any discussion on benchmarking our performance against other institutions or other programs or other kinds of benchmarks.

Dr. Midha answered, “In essence, yes. But in the ‘snap-shot,’ we are doing it internally right now because we don’t have time to go externally. But when we go on the five-year cycle, definitely benchmarking is going to be there externally, both for academic as well as administrative units.”

As there were no other questions or comments, Chair Fenwick thanked Dr. Midha and Provost Stroble for their comments. He then introduced Senator Erickson, who presented the report from the Well-Being Committee.

d. University Well-Being Committee Report – Senator Erickson reminded everyone to get a copy of the report, available on the table of handouts (**Appendix H**). She related that the committee’s last meeting dealt with the provisions to be included in the health benefits plan to be sent out for bid for the 2006-2007 biennium. “Three members of the Well-Being Committee, Russ Davis, Rosemary Cannon and myself, are the members of the Committee involved in the bidding process. That committee includes representatives from HR and Finance.” The Board of Trustees would put three plans out for bid: (1) the present plan with possible slight modifications; (2) the AAUP plan; (3) an alternative plan. Senator Erickson further explained that ‘bidding process’ did not mean that at the end of the process there would be three health plans out there, but only meant “you bid this so you can then make decisions on parts of what choices are to be made.” She related that, if you do not collect the data on all parts, then you really are not in a position to make any decisions.

The Well-Being Committee discussed the possible options to be included in the present plan, with slight modifications. “We looked at what was potentially slight modifications then we looked at this third

alternative. The change has been suggested...in the past, those of you who have been paying over the last two years into premiums for dependents, there was a difference in the salary percentage that was taken out if you chose to be in an HMO or if you chose a PPO. There is some evidence, but not clear yet, that the gap between those two is coming much closer together.” She added that the Committee recommended, unanimously, that because they only have partial data, they will obtain other data when it goes out for bid. She added that, at the present time, the Well-Being Committee could not recommend changes in employee contributions in the present plan, but that it would revisit the issue, if necessary, after the bids are received.

As for the alternative (plan 3), we started by trying to determine what could be added. “A lot of people—of our constituents of your elected committee—said they were interested in better dental benefits, so we’ve been trying to look at dental benefits. We got some excellent information about dental benefits, we did some “to-ing” and “fro-ing”—all of this which you can look at.” Additionally, the Committee wanted to do something about wellness. She reminded the body that the Committee brought this type of information to the Senate a number of times already with respect to the Recreation and Wellness Center. There are special vendors who would provide services, to deal with, not just general wellness, but people in specific disease categories—like people with heart conditions, diabetes, etc.—that would cause general health costs to rise. “We wanted to get some information from vendors on those to find out what kind of services they provide and what they would cost. Again, it doesn’t mean it will get included...but in that case, for wellness, I think it would be something—if accepted—that would be University paid.”

Related to long-term care, again constituents have asked if it would be possible to *buy into* long-term care plans that might be cheaper than those for individuals. The Committee intends to find out. Since life insurance amounts have not been changed for a long time, the Committee came up with a different one on that. It was again recommended—unanimously—by the Committee to send this out for bid.

As for dental, one bid should be for a maximum of \$1,000 a person instead of \$750, with a \$1,000 lifetime for orthodontics instead of \$750. Coverage for all present remaining services is 100 percent per benefit and 50 percent for everything else. “A second bid would be for a 100 percent maximum with services provided at 100-80-50, that’s the notion that you split out things like crowns, filling teeth and stuff like that. A third bid should be for the same maximum, the same 100-80-50, but with employees paying the difference between what was covered in the plan and what was not.

Senator Erickson added that they would try to get a bid, one that perhaps would add only four percent to the cost of dental, which would be about \$50,000, otherwise it would become significantly more expensive with the 100-80-50 options.

“Coverage should be sought for a wellness plan to cover the most common disease categories, long-term insurance, and for life insurance. We’ve put out a bid on life insurance for two-times the salary, for up to \$150,000.” Senator Erickson asked that the Senate ratify these recommendations (A, B, C, and D as noted on the handout). She explained that those shown in bold-face type related to Alternative #1 rather than Alternative #3.

Chair Fenwick added that this comes from the Committee in the form of a motion, so it doesn’t need a second. He asked if there was any discussion on the resolution to endorse these recommendations.

Senator Steiner asked for clarification regarding wellness coverage. “My understanding of the wellness [plan] was that it was to provide facilities to help prevent disease developing rather than treatment for folks that already have disease, for example, prevent heart disease or diabetes because of living sedentary lifestyle. Senator Erickson replied that when Mrs. Lohrum from HR brought this up, she said she did not know all of the available products. “This one is the simplest product, that is, the one that we’ve got data on now. We also have data on people who’ve had problems with heart attacks, diabetes and so on.” She added that some vendors provide services that help people with chronic situations to improve it so they are less likely to get worse. “Certainly, you can back off and go to the next level back, but at this stage that would be a broader program.” The Committee wanted to get an idea of what the services would be for a more narrowly focused group. “As I said, whether we buy this from a vendor or whether we might use it to design our own, is a whole different ballgame. But this was a way to get that information.”

Senator Steiner asked another question, “You mentioned the three plans, what we currently have, what you are proposing, and then the AAUP plan. Can you fill us in briefly as to how the AAUP plan differs from the other two or at least point us in the direction where we could get that information?” Senator Erickson responded that she could not provide any more general information. “The general information that was given to us by HR included some increase in life insurance and that it involved employer-paid vision care. But apart from that statement, we were told that the Administration had not decided whether or not to make that information available to us and that it is a part of the negotiation process.” She restated that the request had been made, but nothing was yet known about the results, so “we just have to leave it as it was. It wasn’t our job to make any recommendations with respect to it anyway.”

Senator Jeantet asked Senator Erickson if those were the final recommendations made by the Committee or if others would be possible. He gave as an example, the on life insurance for two times the salary, and asked if it would be possible for five times the salary? Senator Erickson replied that those were the recommendations that the Committee put through. She recommended that, if he wanted to make changes to that, he would then need to make an amendment.

Chair Fenwick asked if there was any other discussion of the motion as it was presented. Hearing none, he asked all those in favor of ratifying these recommendations to please say, ‘aye.’ (*The body responded unanimously; none opposed.*) The motion passed.

e. Academic Policies Committee – Associate Provost Stokes reported that the Academic Policies has been working for well over a year to create new rules to address the criteria and guidelines for Distinguished Professor; it brings it to you today in the form of a motion (see **Appendix I-1, I-2**). Chair Fenwick asked if there was any discussion and asked the Associate Provost if she wanted to explain the motion. She declined, since the rationale had been sent out along with the motion.

Senator Covrig posed a contrarian statement concerning 6(a), (i), (ii), (iii), and (iv). He explained, “It suggests that the candidate for Distinguished Professor excel in all three areas. And I’ll make a metaphorical analysis of why I don’t think that is always a good way to look at excellence. Pitchers in the major league get well paid, but they can’t hit a ball worth a dime usually, but they’re still excellent. I was talking to a distinguished professor about this list, and I’m disappointed that there can’t be distinguished professors that don’t excel in one area and may not excel in two other areas. A Nobel Laureate can’t manage a

classroom, but is a Nobel Laureate. So, I'm just suggesting that this is unfortunate, because I think it limits a number of people that campuses usually have, all across the United States, including Harvard and Berkeley that are excellent in one of these areas." Chair Fenwick asked if the Senator wished to offer an amendment. Senator Covrig offered that he liked the word "or" to be used instead, as in "distinguished in teaching *or* distinguished in research *or* distinguished in service." Associate Provost Stokes added that the motion did not mention "service." Senator Covrig added that this was another contrarian view. The Chair asked the Senator to clarify if that was the amendment or an opposing one. The Senator confirmed that he wanted to add "or" at the end of each paragraph; Associate Provost Stokes suggested that "or" could be added to only (ii). Senator Covrig confirmed that this was what he suggested; Senator Gerlach seconded the motion for amendment, commenting that, "Any motion always needs to get a second for fair treatment." Chair Fenwick invited discussion of the proposed amendment.

Senator Kushner suggested that in keeping with that, he would also need an "or" in section (i), "because it states you have meet it in (a)(ii), (a)(iii), and then "or" in (a)(iv) below?" The Senator further commented that, from a student perspective, when applying for a Distinguished Student award, ODK, etc., there might be several different areas of criteria that would have to be met. In those cases, only two areas had to be met out of three or five. At this point, Associate Provost Stokes clarified that for the Distinguished Professor award, there were only two criteria to meet. Senator Kushner countered that, according to the text of the motion, there were three. He added, "Because it says you have to include as expressed in (a)(ii), (a)(iii), and (a)(iv)." Senator Covrig suggested that number (iv) suggested national service; the Associate Provost clarified that, this was not the intention. Senator Kushner then asked for clarification purposes if it was only (ii) or (iii). The Associate Provost confirmed that this was the intended motion. Senator Kushner then asked her to explain the point of section (iv). "Would you say "and" before "then," along with one of the other two? I'm just trying to clarify." Senator Londraville added that his interpretation of (iv) was "whatever you're good at, you better be nationally recognized at being good at it." Senator Covrig said he would welcome that as a friendly amendment.

Chair Fenwick asked if the body would accept this as a friendly amendment—to add an "or" or an "and" to the text. Senator Kushner suggested that including that as expressed in '(a)(ii), or (a)(iii), and (a)(iv) below' is probably how it should be worded. Dr. Gerlach said he would accept that as a friendly amendment.

Senator Vollmer then asked the Associate Provost about the numbering in the document, "My page two ends with 'g' and page three starts with 'j.'" She replied that it was just misnumbered, that it should instead be 'h' on page 3.

Chair Fenwick then redirected the discussion back to the motion, as amended, and again asked if there was any discussion of it. Senator Qammar said she wanted to speak against the amendment on the basis that, "Distinguished Professor is an honor *here* at the University of Akron. It's not the Distinguished Professor of the United States or Distinguished Professor of Political Scientists. It's an honor that's given to people who are *here*." She also expressed her belief that to receive this award, the Distinguished Professor should excel at teaching. She added, "I'm sorry, if they cannot teach their way out of a paper bag, and, if over the years, they don't learn to teach, or vice versa, I don't think that qualifies to be a Distinguished Professor *here*. I think we have to make that distinction. It's not a promotion, it's an honor

for us here at the University of Akron and I'm not willing to throw away that distinction that all of us should work hard at our instructional capabilities—teaching and developing students, graduate students and undergraduate students. Over the years, by darn, you ought to create that capability and it ought to be distinguished. Likewise, on the scholarship, whatever your scholarship is. Your scholarship may *be* teaching, but whatever it is, it's supposed to be distinguished because it's an honor for *this* place.”

As there was no other discussion of the amendment, Chair Fenwick announced that the body was ready to vote on the amendment to add “or” under ‘(ii) and (a)(iii). All of those in favor of the amendment, were instructed to say ‘aye.’ (*Some of the body responded in favor of it.*) All those opposed, were to respond with ‘nay.’ (*The majority of the body responded negatively.*) He announced that the amendment had been defeated, and that we were back to the main motion. He opened the floor to discussion.

Senator Norfolk had a question about the part regarding the language explaining the process of nominations. He asked why all of this could not be stated in one sentence. “If you read it, ‘if you’re nominated by someone in your department, send it to the committee’; ‘if you’re nominated by another faculty, send it to the committee.’” Associate Provost Stokes replied that the Committee had gone around and around on the wording. She explained, “The basic idea is that it must—wherever the nomination comes from—go to the committee in the beginning, but that there are many places from which nominations can come. Currently nominations are not coming from outside of the college.” Senator Norfolk accepted that, but suggested that it could be restated more simply, no matter where the nomination came from. The Associate Provost added, “I’m sure the committee would be happy for you to propose any change in the language.”

Senator Norfolk cited one such passage: ‘process of nominations: nominations for Distinguished Professor shall be made by tenured or tenure-track faculty. The nomination shall be submitted to the department for review and recommendation.’ Associate Provost Stokes asked him if it should contain anything about the fact that anybody, anywhere could nominate. Senator Norfolk replied that it did not mention ‘in the department.’ He added, “If you want to say, ‘of the university’ that would pretty much cover it. Or are you going to take nominations from outside the University as well?” She replied that, no, currently all nominations were internal to the University. The Senator then suggested that the clause should read: ‘Nominations for Distinguished Professor shall be made by tenured or tenure-track faculty at the University of Akron.’ He commented that this would save fifteen lines of print. Associate Provost Stokes asked him to confirm the text: ‘the nomination shall be submitted to the department for review.’ He confirmed that this was the second clause of that sentence.

Senator Gerlach addressed the Chair and remarked that, “This discussion reminds me of the difficulties of acting on a matter introduced to us of a sudden. This is the sort of thing that I think we need to go over and think about and review and, therefore, I would like to make a motion that we postpone further action on this until the next meeting, so that we can consider the various things that have been said.” The motion was seconded. Chair Fenwick explained a motion to postpone until the next meeting of Senate took precedence over other motions.

Associate Provost Stokes asked permission to address that motion; it was granted. “The Faculty Senate revised their rules two years ago so that any motion coming from committee had to be presented to

Senate prior to the meeting so that Senate would have time to look at it and be prepared when they come to the meeting. First of all, I think it's a wonderful idea. This was presented a week ago so that Senators would have time to review it, to send comments to the Committee, which the committee could have considered in between time, because we have met. So, I would speak against the motion to postpone."

Senator Gerlach responded by stating that, unlike others of the Senate, he does not have the kind of communications ability that others do on campus. "I'm sorry, it sounds like I am pleading for special treatment here, but I think I am entitled to it as a retired member of the faculty. I do not have that kind of communication and, therefore, your staff secretary has conveniently—for me—and very considerately sent things to me by post. I did not get this by post, but considering the amount of discussion and ideas that you have raised here today, that we could just as well have a bit more time to consider this. After all, a month is not going to hold things up that badly."

Senator Covrig likewise spoke against delaying this and that he agreed with Ms. Stokes. "It was discussed and it was voted down. That's good. I think we had time to read it, we made suggestions and this is what this body does. So I would say that if you do things with dispatch, you get them done. I think we have due dispatch here. We've been notified, it's been on the web for awhile, so I would speak against this last motion."

The Chair asked if there was any other discussion of the motion to postpone. Senator Sugarman also spoke against the motion to postpone. She stated that if he wished to, Dr. Gerlach could get an email address and go to the Library to look at the information online using the computers in the library.

When the Chair asked for further discussion of the issue, Senator Stachowiak expressed some confusion, expressing his belief that the body had been discussing Senator Norfolk's motion to change the language. The Chair clarified this, stating that a motion to postpone until the next meeting, took precedent over a motion to amend.

With no further discussion raised about the motion to postpone, the Chair directed that all those in favor of the motion to postpone debate on this motion until March, to please say 'aye.' (*Some of the body responded with 'aye.'*) All of those opposed, were instructed to say 'nay.' (*Others of the body responded with 'nay.'*) The motion is defeated and discussion returned to the main motion. The Chair asked Senator Norfolk if he was proposing an amendment; he said that he was.

Associate Provost Stokes asked and received permission to address Senator Norfolk's suggestion. "I think we have enough members of the Committee [here] that we could accept that as a friendly amendment?" (*Those Committee members agreed.*) The Associate Provost announced that the Committee would accept this change in language as a friendly amendment.

Returning to the main motion, the Chair initiated the vote on the friendly amendment. "All those in favor of the friendly amendment to incorporate Senator Norfolk's suggestions into the motion, please say, 'aye.'" (*The body responded with 'aye.' No one opposed.*) Discussion turned back to the main motion.

Senator Stratton mentioned his concern about possible typographical errors. He asked why, in 6(a), 6(a ii), and 6(a iii), 'university' had not been capitalized. The answer given was that this was the rule filing

format. Additionally, he asked about an item on page 2 of the handout. “It says ‘the Dean shall convene the Distinguished Professor review committee.’ The sequencing of the events there is unclear to me; could you clarify whether or not that should be done before or after the department makes its recommendation and what happens in (e) if the recommendation from the Chair is negative.” The Associate Provost answered that there was no recommendation from the Chair. “The Dean does not convene the committee until after the department *has* a recommendation. There is no reason for the committee to be convened unless there was a recommendation to go forward.” For clarification, the Senator restated this as ‘the Dean convenes the Committee after a departmental determination has been made, then it will be forwarded to the Committee.’ Associate Provost Stokes confirmed this.

Chair Fenwick asked if there was any other discussion on the main motion. Senator Matney quoted a passage from the article that the President gave as ‘homework,’ that “the competition among colleges to raise their standing in college ratings guides means a bidding war is underway for ‘hot shot professors.’” He then remarked on the analogy of comparing professors to major league baseball stars. “I was just wondering then, on the very last line of this motion, with the minimum compensatory award of \$5,000—if we’re talking about ‘hot shot,’ ‘major league’ baseball style players—this seems like a paltry number. How did we arrive at this figure? Shouldn’t there be another zero at the end of this?”

Associate Provost Stokes explained that the figure of \$5,000 had been determined on the basis of “promotion to professor carries a \$3,000 increase to base salary and \$5,000 is the amount that has been added to Distinguished Professor in the past. We simply added the word ‘minimum’ so that it could then be increased, if anyone should so desire.”

Senator Matney inquired of the body if there might be any interest in raising that number. Provost Stroble explained that this was a topic which would have to be negotiated at the bargaining table. Senator Matney then asked if he could make a motion to put a ‘1’ in front of the ‘5,’ suggesting that the faculty could then approach the bargaining table with a number. At this point, the Chair asked the Provost to clarify the issue. She stated that, “This body is not a party at the negotiating table.” The Chair asked if we could put in any number, to which she replied, “you may, but it won’t appear in University rule” since \$5,000 is the *status quo*. Provost Stroble further commented, “I understand the sentiment, I just know that’s not the mechanism to achieve that goal.” Senator Norfolk then asked if they could change the language of the clause to read ‘a minimum compensatory award shall be added to the base salary.’ She replied that, no, the *status quo* was currently \$5,000. She then added, “We will continue the *status quo*.”

The Chair then asked for any further discussion on the main motion. Hearing none, he directed that all of those in favor of the motion coming from APC, should please say, ‘aye.’ (*The body responded by saying, ‘aye.’ No one opposed the motion.*) The motion passed.

f. Curriculum Review Committee Report – The Associate Provost then presented the report from the Curriculum Review Committee. “The Senators received a final approval list of Curriculum in their electronic mail and if you have any questions about it, you can certainly contact the Committee.”

Chair Fenwick thanked her for the presentations and introduced the next item of business—a short report from the Ad hoc Facilities Planning Committee. He asked the Senate if there were any objections to having Professor Sterns give the report; no one objected.

g. Ad hoc Facilities Planning Committee – Dr. Harvey Sterns greeted the Senate and thanked everyone for their feedback on the survey, published in the December *Chronicle*. He stated that Provost Stroble had provided input in refining the questionnaire and that once those changes were made, permission would be given to share the questionnaire with the campus community. “It is my anticipation that in the next few weeks we will have that available for everybody to participate in.” The Chair asked if there were any questions for Dr. Sterns. None were indicated.

VI. Unfinished Business – The Chair introduced the old business from the December meeting: the proposal for changes in the By-laws to the number of representatives coming from the Associated Student Government. “If you remember from two months ago, we were debating an amendment to the motion which had been made and seconded, which would in effect reduce the proposed number of elected ASG representatives from *three* to *one*, in little number two (*ii*). At the time a quorum call was made and a quorum was not present, so that’s where we will pick up the debate.

Are there any comments to that amendment, which—again—would reduce the number of students elected from *three* to *one*.” At this point, Senator Kushner, President of the ASG, addressed the body to speak against the motion. He gave his reasons as having done some research on other schools in Ohio, schools which typically had anywhere from zero to two representatives; he added that BGSU is the only one that has three. He addressed the past concerns of the Senate that the Student Government remain active, citing that at least from the graduate standpoint, there has not been an active graduate student since he had been involved (since Fall 2000).

The Senator went on to state that the Student Government representatives should not have to prove themselves, adding that recently, “the [ASG] Constitution was ratified by the Student Body and was then approved by the Board of Trustees.” He added that it was now being filed in the Governor’s Office and the official government document of their organization. “I hope it will be enough to sway you to vote for this since we are showing a good-hearted effort that we would like to be a more active part of this since this University is changing and along with Faculty Senate as you work with the Board of Trustees in your regulations.”

The Senator shared that the ASG was adopting a more progressive stance and planned to work closely with the Faculty and Administration concerning such issues as tuition increases. “We would just like to be an active part and hoping by the effort we have shown and how active we have been—in and out of various areas of the University—that this would be a good sign.”

He reassured the body that there are checks in place to assure that, according to the By-Laws, those elected will attend and, if not, other elected officials will be appointed since the ASG wants to remain an active part of the Senate. “We want to be an active part; we want to make sure that our members will be, so we will have preventative measures to make sure that anyone who is elected or nominated in that position will fulfill those requirements.”

Chair Fenwick confirmed that the Senator was speaking against the amendment. Senator Kushner replied that he was. The Chair asked if there was further discussion of the amendment before voting. Senator Gerlach reminded the Senate that, according to the Minutes from the last meeting, some discussion was pointed that some student activity would be better registered by serving on various committees,

which the Executive Committee would appoint. “I have often felt that the students have a great advantage over the rest of us in this university because, for one thing, they have their own student government by which to deal with the Administration.” Senator Gerlach added that the students have two members sitting on the Board of Trustees, which neither the Faculty Senate nor any other faculty body has. “Therefore, what I am talking about is being brought up in an ancient tradition where students were here to study and faculty was here to teach, and they didn’t overlap in their activities. I guess you could say that I am a man out of step with his peers of the time. I am like Thoreau, listening to a different drummer, so if I march to that tune you will have to overlook my deficiencies in not keeping track with the current events.” He went on to restate his support for this motion, which he had, in fact, made.

Hearing no further discussion on the amendment, the Chair asked that all of those in favor of the amendment to reduce the elected student representation from *three* to *one*, should indicate that by saying ‘aye.’ (*Some of the body responded, ‘aye.’*) All of those opposed, say, ‘nay.’ (*Others of the body responded, ‘nay’ requiring a count of hands.*) The count of hands resulted in the following results:

Those in favor of the amendment = 13 Opposed = 15 Abstaining = 8

The Chair announced that the amendment failed, so discussion returned to the main motion.

At this point Senator Kushner wanted to clarify, for filing purposes, a couple of changes that should be made to the printed copy provided (**Appendix J**). “First, when you see (i), two (ii)s and three (iii)s, they are supposed to be non-italicized according to current code, which we just went through for the current student constitution. Along with that, anything that is capitalized, unless it is a city, date or whatnot at the beginning of the sentence, everything is to be lowercase so that includes ‘Associate Student Government,’ then ‘Professional’ at the end of Section 3. Anything written in parentheses must be written numerically. One other thing, there must be an ‘and’ after the semi-colon in number two.” He explained that this was a new rule he had just learned.

Chair Fenwick thanked him for passing this information along to the body and returned to the main motion of three elected representatives. Senator Erickson stated that this would make a total of five student representatives. She further stated, “As somebody who voted for the amendment, not because I think that students should not, necessarily, have a greater representation in this body but because I think that this body represents others: faculty, students, contract professions, staff, part-timers, and retirees, each of whom—except for the faculty—have two representatives. I think the whole issue of how to weigh out this body is a broader issue than just the students and, therefore, I think this is not quite the right time to change what we’ve got.” She explained that if we would make this *ad hoc* change for one group, representation would have to be increased equally in all areas of the Senate. “In that case, I would prefer that we looked at this in general—as a body—rather than on an *ad hoc* basis.” Senator Norfolk shared his belief that the students were “a slightly different group” in regard to representation. “If you look at what’s happened with funding, bear in mind that they are the ones directly or indirectly providing two-thirds of our money. They are the ones paying the bills; we are the ones spending the money. I don’t think it unreasonable if they have more representation in this body.”

Senator Gerlach added that the Senate body had absolutely nothing to say about the business of finance and the students. He reiterated that the students already have a means of approach to the Administration since they have two members on the Board of Trustees. “They have all the representation they need to make their case about finances. This body has no control over that whatsoever—not anymore.”

Senator Kushner commented that he had been in touch with the current Board of Trustees student representatives and that although they can make recommendations, they have no vote. At the same time, should the Board of Trustees so choose, the students could be asked to leave the Executive Session, further limiting their voice in matters. He added that they realize that, after a certain point, there’s nothing that they can do. They realize the likelihood that tuition will have to be raised. “At this time, it’s going to be more in the hands of the faculty and students... writing to legislators, working with various councils and government officials [in Columbus], having our parents write letters and giving our “sob stories” about how tough it is financially. Right now it would probably be best for faculty and students to be working together in this aspect because of the fact that we don’t have a vote on the Board of Trustees.”

Senator Londraville spoke in favor of the motion, stating that he had only been on the Senate for a year and a half, but that “some of our most astute comments have come from our students representatives. I’ve learned the most from what they have to say. I think more is better, because if there is any general interest in the inane things that we talk about, I say, bring it on. It can only enhance communication between the faculty and everybody else that is represented by this body. That’s a good thing; it’s not a bad thing.”

Senator Sugarman reminded the body that many of the votes had been very close on this issue of student representation. With no further comments or discussion, the Chair opened the floor for voting. Senator Gerlach reminded the Chair that, “We must count; it’s required to have sixty percent of the votes cast.” Senator Kushner inquired about whether another motion was required for the changes in formatting for the proper code; the Chair explained that this was not necessary.

Those in favor of the By-Law change voted by raising their hands, as follows:

All this in favor of the change = 17 Opposed = 13 Abstaining = 3

The Chair explained that sixty percent of the vote was 18, required to pass, and so the motion failed, concluding the Unfinished Business portion of the meeting.

VII. New Business – There was no new business introduced.

VIII. Good of the Order – The Chair asked if there was anything to be brought forward for the Good of the Order. Senator Gerlach addressed the suggestion from the Executive Committee in regard to the prospect of reexamining the entire framework of the Senate By-Laws. “Let me just place on record a suggestion that I have and this is backed by the proceedings that we just concluded. I think the requirement of a quorum ought to be higher than the thirty we have now.” Since the current number of Senators is sixty-two, he stated that a number reflecting a majority was called for. He went on to explain that if using Roberts Rules of Order would at least require a majority of the membership for a quorum. “Secondly, when it

comes to amendments, perhaps you ought to consider changing the percentage of votes cast for passing amendments. If you've got a quorum of thirty and they are present, then it's possible for only eighteen members out of that thirty to pass an amendment to the By-Laws. Usually, By-Laws like a constitution are considered to be a 'higher law' and to pass them you would want to have a super or larger-than-bare majority for them to pass. So, those are a couple of things you might want to consider, if you ever get around to examining the whole Senate By-Laws." The Chair assured Senator Gerlach that his comments would be considered.

Senator Stachowiak reminded the body that, for the Good of the Order, the Faculty Staff Bowling League was still looking for bowlers on Tuesday nights. "We'll bribe you with free pizza, if you show up on Tuesday night."

No other issues were raised for the Good of the Order.

IX. Adjournment – The Chair called for a motion to adjourn. The motion was made and seconded. The meeting adjourned at 4:55 p.m.

*Transcript prepared by Linda Bussey
Administrative Assistant, Faculty Senate*

APPENDICES TO MINUTES

FACULTY SENATE MEETING

FOR

FEBRUARY 3, 2005

APPENDIX A

**Corrections to *The Chronicle*
December 2004 issue**

Following are corrections as reported to the December (2004) issue of *The Chronicle*.

Attendance Notes – Senators Huff and Slowiak both reported that they were on sabbatical during the Fall 2004 semester; as a result, they had been erroneously listed as ‘absent without notice’ for the four Fall meetings. The attendance records have been amended with the corrected information.

p. 2–3 – **Spelling error:** The name of the late Evelyn Tovey was misspelled. It was incorrectly listed as ‘T-o-v-a-y.’

APPENDIX B-1

**THE UNIVERSITY OF AKRON
FINANCIAL HIGHLIGHTS
For the Five-Month Period Ended November 30, 2004**

UNRESTRICTED CURRENT FUND

Exhibit A: Akron Campus

Revenues

Tuition and Fees - Tuition and fee receipts of \$90.2 million through November 30, 2004 (-\$1,925,563), represent 57.5% of the budget. These revenues reflect summer and fall collections and are a function of generated student credit hours which were 6.1% and 0.9% behind last years'.

Other Sources - Earnings from investments, endowments and other sources at the close of November exceeded budget estimates by \$202,375.

Expenditures

Total expenses of \$101.2 million in the functional categories were less than budget on November 30, 2004, by a total of \$8,280,158

Net Increase (Decrease) in Fund Balance

The change in fund balance of \$31,404,419 represents total revenues collected minus total expenditures and encumbrances through November 30th. It is important to note that just over half (51.2%) of the revenues have been collected for the fiscal year and the expenditures represent only five months of activity. The seasonal nature of revenues combines with the fairly even expenditure patterns to create broad fluctuations in the monthly fund balances.

Exhibit B: Wayne College

Revenues

Tuition and Fees - Tuition and fee receipts of \$3.8 million through November 30, 2004 (-\$308,081), reflect summer and fall collections. These revenues represent 52.0% of the budget and are a function of generated student credit hours which were 4.9% and 2.7% behind last years'.

Other Sources - Receipts from Continuing Education and other departmental sales accounts exceeded estimates by \$192,139.

Expenditures

Total expenses of \$3.8 million in the functional categories were less than budget at the close of November by a total of \$787,189.

APPENDIX B-2**EXHIBIT A-1**

THE UNIVERSITY OF AKRON - Akron Campus
Statement of Unrestricted Current Fund
July 1, 2004 to November 30, 2004

	2004-05 Approved Budget	Budget July 1, 2004 Nov. 30, 2004	Actual July 1, 2004 Nov. 30, 2004	Comparison Actual to Budget	Actual as a Percent of FY05 Budget
RESOURCES					
Revenues:					
Tuition and Fees:					
Undergraduate Tuition & Fees	\$ 104,557,240	\$ 60,949,000	\$ 59,367,601	\$ -1,581,399	56.8%
Graduate Tuition & Fees	27,352,800	16,713,000	16,274,413	-438,587	59.5%
Non-resident Surcharge	7,577,782	4,585,000	4,315,733	-269,267	57.0%
Other Student Fees*	17,230,145	9,842,000	10,205,689	363,689	59.2%
Total Tuition and Fees	\$ 156,717,967	\$ 92,089,000	\$ 90,163,437	\$ -1,925,563	57.5%
State Appropriations	\$ 89,356,541	\$ 36,902,526	\$ 36,902,526	\$ 0	41.3%
Other Sources:					
Earnings on Investments	\$ 1,600,000	\$ 666,667	\$ 890,158	\$ 223,491	55.6%
Departmental Sales & Services	3,242,715	3,569,000	3,655,921	86,921	44.4%
Continuing Education	661,147	251,000	274,350	23,350	41.5%
Indirect Cost	4,675,000	1,947,928	1,655,007	-292,922	35.4%
Miscellaneous	50,000	20,833	189,540	168,707	379.1%
Total Other Sources	\$ 15,228,862	\$ 6,455,428	\$ 6,664,976	\$ 209,547	43.8%
Endowment	\$ 250,000	\$ 62,500	\$ 55,328	\$ -7,172	22.1%
Total Revenues	\$ 261,553,370	\$ 135,509,454	\$ 133,786,267	\$ -1,723,188	51.2%
Transfers-In (For detail, see page 2)	\$ 19,379,215	\$ 9,063,834	\$ 9,063,834	\$ 0	46.8%
Total Resources Available	\$ 280,932,585	\$ 144,573,288	\$ 142,850,100	\$ -1,723,188	50.8%

* Major categories include Course Fees, Tech Fees and Facility Fees.

APPENDIX B-3

EXHIBIT A-2

**THE UNIVERSITY OF AKRON - Akron Campus
Statement of Unrestricted Current Fund
July 1, 2004 to November 30, 2004**

	2004-05 Approved Budget	Budget July 1, 2004 Nov. 30, 2004	Actual July 1, 2004 Nov. 30, 2004	Comparison Actual to Budget	Actual as a Percent of FY05 Budget
EXPENDITURES & TRANSFERS-OUT					
Educational and General:					
Instruction	\$ 107,698,914	\$ 43,375,000	\$ 39,363,345	\$ 4,011,655	36.5%
Research	6,730,949	2,032,000	1,976,330	55,670	29.4%
Public Service:					
Continuing Education	652,647	309,000	316,503	-7,503	48.5%
Other	4,780,130	2,132,000	2,037,212	94,788	42.6%
Academic Support:					
Libraries	7,698,226	4,652,000	4,651,352	648	60.4%
Other	20,929,775	7,153,000	7,122,393	30,607	34.0%
Student Services	9,730,541	3,782,000	3,501,495	280,505	36.0%
Institutional Support	60,113,376	24,717,000	23,493,139	1,223,861	39.1%
Operation and Maintenance					
of Plant	22,049,086	8,651,000	7,094,313	1,556,687	32.2%
Scholarships	21,736,993	12,673,000	11,639,760	1,033,240	53.5%
Reserve for Bad Debt	1,000,000	0	0	0	0.0%
Total Educational & General	\$ 263,120,637	\$ 109,476,000	\$ 101,195,842	\$ 8,280,158	38.5%
Transfers-Out (For detail, see page 2):					
Mandatory	\$ 7,176,050	\$ 3,430,201	\$ 3,430,201	\$ 0	47.8%
Non-Mandatory	10,635,898	6,819,638	6,819,638	0	64.1%
Total Transfers-Out (detail on A-2)	\$ 17,811,948	\$ 10,249,839	\$ 10,249,839	\$ 0	57.5%
Total Expend. & Transfers-Out	\$ 280,932,585	\$ 119,725,839	\$ 111,445,681	\$ 8,280,158	39.7%
Net Incr (Decr) in Fund Balance	\$ 0	\$ 24,847,449	\$ 31,404,419	\$ 6,556,971	n/a
Beginning Balance, July 1	\$ 500,000	\$ 500,000	\$ 500,000	\$ 0	100.0%
Ending Fund Balance	\$ 500,000	\$ 25,347,449	\$ 31,904,419	\$ 6,556,971	

APPENDIX B-4**EXHIBIT A-3**

THE UNIVERSITY OF AKRON - Akron Campus
Statement of Unrestricted Current Fund
July 1, 2004 to November 30, 2004

	<u>2004-05 Approved Budget</u>	<u>Budget July 1, 2004 Nov. 30, 2004</u>	<u>Actual July 1, 2004 Nov. 30, 2004</u>	<u>Comparison Actual to Budget</u>	<u>Actual as a Percent of FY05 Budget</u>
<u>Transfers-In</u>					
<u>2003-04 Carryovers and Reallocations:</u>					
Departmental Carryovers	\$ 18,557,726	\$ 7,945,706	\$ 7,945,706	\$ 0	42.8%
Reserve for Encumbrances	821,489	368,127	368,127	0	44.8%
Debt Service Reserve	<u>0</u>	<u>750,000</u>	<u>750,000</u>	<u>0</u>	
Total Transfers-In	\$ <u>19,379,215</u>	\$ <u>9,063,834</u>	\$ <u>9,063,834</u>	\$ <u>0</u>	46.8%
<u>Transfers-Out</u>					
Auxiliary Enterprises	\$ 5,876,283	\$ 2,448,451	\$ 2,448,451	\$ 0	41.7%
Perkins Loan	78,500	32,658	32,658	0	41.6%
Plant Funds	1,000,000	1,166,667	1,166,667	0	116.7%
1997 Debt Repayment	267,331	111,388	111,388	0	41.7%
1999 Debt Repayment	5,060,179	2,525,075	2,525,075	0	49.9%
2003 Debt Repayment	1,648,040	744,093	744,093	0	45.2%
City Assessments per Contract	87,000	2,404	2,404	0	2.8%
Capital Component	2,528,761	2,528,761	2,528,761	0	100.0%
Chilled Water Tank	250,000	104,167	104,167	0	41.7%
Internal Loan Repayment	<u>1,015,854</u>	<u>586,176</u>	<u>586,176</u>	<u>0</u>	57.7%
Total Transfers-Out	\$ <u>17,811,948</u>	\$ <u>10,249,839</u>	\$ <u>10,249,839</u>	\$ <u>0</u>	57.5%

APPENDIX B-5

EXHIBIT B-1

**THE UNIVERSITY OF AKRON - Wayne College
Statement of Unrestricted Current Fund
July 1, 2004 to November 30, 2004**

	<u>2004-05 Approved Budget</u>	<u>Budget July 1, 2004 Nov. 30, 2004</u>	<u>Actual July 1, 2004 Nov. 30, 2004</u>	<u>Comparison Actual to Budget</u>	<u>Actual as a Percent of FY05 Budget</u>
<u>RESOURCES</u>					
Revenues:					
Tuition and Fees:					
Undergraduate Tuition & Fees	\$ 7,055,900	\$ 3,987,000	\$ 3,573,221	\$ -413,779	50.6%
Non-resident Surcharge	15,000	14,000	13,555	-445	90.4%
Other Fees	262,000	117,000	223,144	106,144	85.2%
Total Tuition and Fees	\$ 7,332,900	\$ 4,118,000	\$ 3,809,919	\$ -308,081	52.0%
State Appropriations	\$ 3,345,268	\$ 1,536,285	\$ 1,536,285	\$ 0	45.9%
Other Sources					
Continuing Education	\$ 250,000	\$ 68,000	\$ 187,702	\$ 119,702	75.1%
Departmental Sales	25,000	-70,000	655	70,655	2.6%
Miscellaneous	2,500	1,000	2,782	1,782	111.3%
Total Other Sources	\$ 277,500	\$ -1,000	\$ 191,139	\$ 192,139	68.9%
Total Revenues	\$ 10,955,668	\$ 5,653,285	\$ 5,537,343	\$ -115,942	50.5%
Transfers-In (For detail, see page 2)	\$ 1,025,634	\$ 533,314	\$ 533,314	\$ 0	52.0%
Total Resources Available	\$ 11,981,302	\$ 6,186,599	\$ 6,070,657	\$ -115,942	50.7%

APPENDIX B-6**EXHIBIT B-2**

THE UNIVERSITY OF AKRON - Wayne College
Statement of Unrestricted Current Fund
July 1, 2004 to November 30, 2004

	2004-05 Approved Budget	Budget July 1, 2004 Nov. 30, 2004	Actual July 1, 2004 Nov. 30, 2004	Comparison Actual to Budget	Actual as a Percent of FY05 Budget
EXPENDITURES & TRANSFERS-OUT					
Educational and General:					
Instruction	\$ 6,806,494	\$ 2,329,000	\$ 1,693,625	\$ 635,375	24.9%
Research	3,000	1,000	0	1,000	0.0%
Public Service:					
Continuing Education	273,600	116,000	214,390	-98,390	78.4%
Other	0	0	8,091	-8,091	n/a
Academic Support:					
Libraries	248,353	166,000	138,655	27,345	55.8%
Other	414,463	176,000	138,372	37,628	33.4%
Student Services	903,749	373,000	305,686	67,314	33.8%
Institutional Support	1,720,245	735,000	721,229	13,771	41.9%
Operation and Maintenance of Plant	1,132,893	542,000	431,121	110,879	38.1%
Scholarships	90,000	0	-357	357	-0.4%
Contingency	50,000	0	0	0	0.0%
Total Educational & General	\$ 11,642,799	\$ 4,438,000	\$ 3,650,811	\$ 787,189	31.4%
Transfers-Out (For detail, see page 2):					
Mandatory	\$ 0	\$ 0	\$ 0	\$ 0	n/a
Non-Mandatory	338,503	157,669	157,669	0	46.6%
Total Transfers-Out	\$ 338,503	\$ 157,669	\$ 157,669	\$ 0	46.6%
Total Expend. & Transfers-Out	\$ 11,981,302	\$ 4,595,669	\$ 3,808,480	\$ 787,189	31.8%
Net Increase (Decrease) in Fund Balance	\$ 0	\$ 1,590,930	\$ 2,262,177	\$ 671,247	n/a
Beginning Balance, July 1	\$ 300,000	\$ 300,000	\$ 300,000	\$ 0	100.0%
Ending Fund Balance	\$ 300,000	\$ 1,890,930	\$ 2,562,177	\$ 671,247	

APPENDIX B-7

EXHIBIT B-3

**THE UNIVERSITY OF AKRON - Wayne College
Statement of Unrestricted Current Fund
July 1, 2004 to November 30, 2004**

	2004-05 Approved Budget	Budget July 1, 2004 Nov. 30, 2004	Actual July 1, 2004 Nov. 30, 2004	Comparison Actual to Budget	Actual as a Percent of FY05 Budget
<u>Transfers-In</u>					
<u>2003-04 Carryovers and Reallocations:</u>					
Departmental Carryover	\$ 900,105	\$ 375,044	\$ 375,044	\$ 0	41.7%
Departmental Sales Accounts	0	105,967	105,967	0	n/a
Reserve for Encumbrances	35,529	14,804	14,804	0	41.7%
From Auxiliary (Bookstore & Vending)	40,000	16,667	16,667	0	41.7%
Contingency	50,000	20,833	20,833	0	41.7%
Total Transfers-In	\$ <u>1,025,634</u>	\$ <u>533,314</u>	\$ <u>533,314</u>	\$ <u>0</u>	52.0%
<u>Transfers-Out</u>					
Wayne College Founders Scholarship	\$ 110,000	\$ 45,833	\$ 45,833	\$ 0	41.7%
Capital Component	28,503	28,503	28,503	0	100.0%
Campus Master Plan	200,000	83,333	83,333	0	41.7%
Total Transfers-Out	\$ <u>338,503</u>	\$ <u>157,669</u>	\$ <u>157,669</u>	\$ <u>0</u>	46.6%

APPENDIX C

**2005 Summer Fellowship
Awarded 12/10/2004
(report distributed at February 3, 2005 Faculty Senate Meeting)**

*Internal Grants Awarded by:
The University of Akron's Faculty Research Grant Committee*

<u>ACCT#</u>	<u>FRG#</u>	<u>Name</u>	<u>Title of Project</u>	<u>Amount</u>
2-07567	1604	Dr. Jeffrey D. Adler Theoretical & Applied Mathematics	"Liftings of Representations"	\$8,000.00
2-07568	1605	Dr. Tracey Jean Boisseau History	"World's Fairs and the Construction of a Liberated Womanhood, 1893-1967"	\$8,000.00
2-07569	1606	Dr. Ang Chen Physics	"Physical Nature of High Performance Ferroelectric Properties of SrTiO ₃ Based Materials"	\$8,000.00
2-07570	1607	Dr. Hangseok Choi Civil Engineering	"Shear Strength Parameters of Colluvial Slopes for Stability Analysis"	\$8,000.00
2-07571	1608	Dr. William D. Harpine Communication	"A Rhetorical Analysis of Presidential Inaugural Addresses, 1789-2005"	\$8,000.00
2-07572	1609	Dr. Joanne M.A. Murphy Classical Studies, Archaeology And Anthropology"	"Death and Palaces: A Restudy of Pylion Tombs"	\$8,000.00
2-07573	1610	Dr. Bin-min Zhang Newby Chemical Engineering	"Utilizing Stepwise Micrometer-scaled Gradient Surfaces for Aligning Polymeric Domains"	\$8,000.00
2-07574	1611	Dr. Stacey Nofziger Sociology	"Mother's Self-control and Children's Participation in Risky Behaviors"	\$8,000.00
2-07575	1612	Dr. Hillary Nunn English	"Abstinence and Appetite: Sex and the Starving Woman on the Early Modern Stage"	\$8,000.00
2-07576	1613	Dr. Robert L. Peralta Sociology	"Alcohol-Related Intimate Partner Violence within High-Risk Populations: Implications For Health Disparity Research"	\$8,000.00

2-07577	1614	Dr. Alex Povitsky Mechanical Engineering	“Prediction of Heat and Mass Transfer in Production of Carbon Nanotubes by Chemical Vapor Deposition”	\$8,000.00
2-07578	1615	Dr. Scott P. Randby Associate Studies	“Graph Structure Theory”	\$8,000.00
2-07579	1616	Dr. Francesco Renna Economics	“Alcoholism and Labor Market Outcomes:	\$8,000.00
2-07580	1617	Dr. Brent Teasdale Sociology	“The Effect of Predatory Lending on Crime in Akron Neighborhoods”	\$8,000.00
2-07581	1618	Dr. Maria Zanetta Modern Languages	“An Art of their Own: Women Artists from the Spanish Avant-Garde. A Comparative Study of their Art”	\$8,000.00
2-07582	1619	Dr. Weiping Zheng Chemistry	“Preparation of Semi-Synthetic Human P53 Proteins”	\$8,000.00

TOTAL FUNDED: \$128,000.00

APPENDIX D**Executive Committee Report
February 3, 2005
Faculty Senate Meeting**

The Executive Committee met in December and January.

In December the agenda for the February Senate meeting was established. After completing the agenda, several questions and items of business were raised.

The first discussion revolved around the motion that is still on the floor from Associated Student Government regarding the request to change the number of elected student representatives on the Senate from three to five. One of the issues raised was that this would be an ad hoc change for one group and that perhaps we needed to be talking about the pros and cons of revamping the whole composition of senate. The question was raised for thought and to be addressed in more depth in the future.

The next item was in reference to Summit College. We know that the name has been approved, but the structure is still unknown. It was hoped that more information would be available soon so that the Senate could vote on the plan sometime in early spring.

And finally, the committee discussed the Decision Making Task Force report: first, when would we be meeting with the President, Provost and Committee to ask follow-up questions about the report (we did meet on February 1), and secondly, what traits and charges contributed to citing several committees in the report as examples of good decision making groups?

The committee convened again in January to prepare for the meeting with the President and Provost which immediately followed. During that meeting, there were discussions regarding the Budget Hearing process, timelines, format, priorities and productivity measures. We then moved to a discussion about Program Review and the Academic Plan. Although it appears that these are being conducted in reverse order, it was acknowledged that because of timelines each procedure was perhaps not being conducted during the most appropriate time, but that in the future there would be a better process in place where the outcomes of the Academic Plan would support Program Review which in turn would contribute to developing a budget plan.

Questions were raised about which aspects of the Summit College plan would be presented to Senate and it was suggested that the plan be presented at the March meeting if possible. There was also a discussion about the Honors program being converted to an Honors College. APC has reviewed the proposal and its initial conclusion was that a strong enough case had not yet been made to support the request for a change, however, APC is willing to work with the Director and Co-director to develop a stronger plan.

The meeting concluded with a discussion about the Transfer and Articulation plan. There is some concern that the Legislators would like to extend the plan to include Trade schools as well as two year schools. The outcome of this proposal is unknown at the moment.

APPENDIX E

Education

More Students, Higher Prices, Tougher Competition

By JUNE KRONHOLZ
Staff Reporter of THE WALL STREET JOURNAL
January 31, 2005; Page R4

Higher education is in for turbulent times.

The largest-ever group of students is packing its bags for college. And these students aren't just the sons and daughters of affluent, white families from the suburbs, as they were a generation or two ago. An increasing number are poor and older, and they're more likely to be minorities and to need financial aid.

At the same time, cash-strapped states are trimming their spending on public universities and community colleges. All that means many campuses are crowded, tuitions are rising, there's more demand for aid, qualified students are being turned away, and competition for admission to prestige colleges has never been tougher.

Here are a few trends to watch as colleges grapple with these demographic and economic tests:

1. Costs Keep Rising

Tuition has been climbing at two or three times the inflation rate for three decades, and public-university prices rose at least 10% in eight of the past 22 years, says the College Board. Now, the question isn't whether tuition will continue to rise, but by how much.

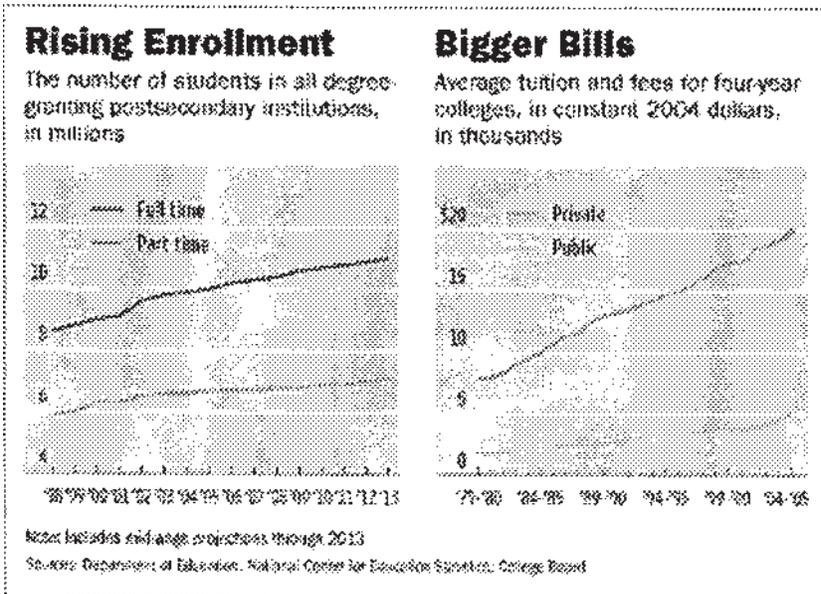
Two years ago, many state governments cut their yearly payments to their universities, triggering big tuition increases. With state economies rebounding, those cuts may have bottomed out. But state funding now accounts for only about 37% of college budgets, down from half two decades ago, and that means colleges are relying more on tuition to pay the bills.

When tuition goes up, however, universities face bigger demands for financial aid, which they fund, in part, by...raising tuition again. Meanwhile, the competition among colleges to raise their standing in college-ratings guides means a bidding war is under way for hotshot professors. And the increased fund-raising demands on college presidents mean they're now commanding Wall Street-size salaries.

Still, with demand for college seats likely to remain high, the colleges have little incentive to be too stingy with themselves. "No one is pushing for efficiency very hard," says Ohio University economist Richard Vedder.

2. Diversity Is Endangered

Even with a flood of students to choose from, colleges are competing for the same relatively small pool of teenagers with top grades, high admissions-test scores and stellar transcripts. That favors youngsters from affluent families and suburban high schools, who are edging out the low-income students whose numbers are soaring.



Many affluent students who might once have assumed they would head for top private schools are finding the competition stiffer because of their numbers, and increasingly they are enrolling in public flagship universities. That's pushing the lower-income students, who tend to be less prepared, into second-tier schools, leaving many top schools less diverse.

But packing a freshman class with National Merit Scholars -- even if it means paying them to attend -- has its own rewards. Bright students raise a school's ratings in college guides. That makes recruiting other top students easier, helps attract superstar professors and lures big-dollar gifts from happy admirers. Those rewards become increasingly important as public colleges turn to private donors to replace the funding that taxpayers once supplied.

Although colleges widely use affirmative action to increase minority enrollment, they have been less avid when it comes to recruiting low-income students, and economic diversity is narrowed. Public colleges are "busy managing their profits and prestige, and turning away from their mission," frets education economist Tom Mortenson.

3. Merit Merits Aid

Financial aid once went to the poorest kids. Now, grants awarded for academic merit or special talent in sports or the arts are growing faster than grants based on need. States spend 25% of their scholarship money on merit awards, up from 10% a decade ago, while private colleges have gone to a 36% merit share, up from 27%.

Private colleges have always used merit aid to round out their orchestras or sports teams, of course. But now they increasingly see merit aid as a way to help them win the ratings-guide race and to "shape" a freshman class by, for example, recruiting science majors.

Fifteen states, meanwhile, are using merit scholarships to lure bright in-state students to their local universities. The states calculate that the tactic will motivate high schoolers and raise the rates of those going to college, keep educated young people in-state after graduation, and make themselves more attractive to employers. Florida and Georgia are finding their merit-aid programs hugely expensive, but politically difficult to scale back. Even so, another half-dozen states are looking at their own merit plans.

4. A New Look

The competition for students has set off a building boom as colleges splurge on such amenities as "wellness centers," food-court cafeterias and, most recently, student unions with sports bars, night clubs and the requisite soaring atrium (Ohio University's is five stories tall).

Universities see lavish facilities as a recruiting tool: Kids can't tell much about a school's academic quality on a visit, but they can visualize themselves sitting under a tree in the glass-enclosed Main Street that's part of every new student union.

Students at the University of Vermont, which is building a \$52 million center, included an outdoor amphitheater among their top priorities. The University of Minnesota's newly renovated student union features a fountain, cast in Italy in 1620, outside its "fireplace lounges." Ohio State University plans a \$100 million center.

5. Where the Money Is

The new Uncle Moneybucks for college kids in need of tuition help is their neighborhood bank or Rotary Club. Last year, students borrowed \$10.6 billion for tuition from commercial banks that set their interest at market rates. That's 20% of what students borrowed in low-interest loans under the government's guaranteed student-loan program. But it's a nearly tenfold increase over private-bank, nonsubsidized borrowing just nine years ago. Meanwhile, churches, social-service groups and other private organizations gave away \$2.3 billion in scholarships in 2000, up 237% from a decade earlier.

The private money is stepping in where public money and college funds no longer stretch. The federal government caps loans under its guaranteed program at about half the cost of tuition at a public college. A record 5.1 million students

qualified for \$4,050-a-year federal Pell Grants to low-income students last year – so many that most students had to settle for far less to make the money stretch.

6. Doubling Up

With many state campuses full, colleges are looking for ways to enroll more students without having to build more classrooms. One way to do that is competency assessments -- that is, if a student can prove he's a skillful writer, he won't have to take English 101.

Most colleges already give academic credit to high school students who score well on the College Board's Advanced Placement tests. Other competitors are certain to get into the field.

The shortage of seats also is making e-learning newly attractive. Colleges are working online classes into their curriculums so students can take a course or two from home. In its latest survey of distance learning four years ago, the Education Department found that 90% of public colleges offered at least 10 online courses.

7. For-Profits Prosper

The crush of new students, a helpful hand from Congress and their own marketing savvy are making for-profit colleges a growing force. The University of Phoenix, which initially aimed its courses at working adults who needed just a few credits to finish their degrees, now has abolished its 23-or-older age restriction and enrolls 228,000 students.

Apollo Group Inc., which owns the school, also is starting a community college-type chain aimed at people already in the work force. Online Kaplan University, owned by Washington Post Co., is adding new master's programs in education. And for-profits now are a major provider of health-care workers, including nurses.

What's changed, says University of Phoenix President Laura Palmer Noone, is that 21-and-younger students are shrinking as a share of overall enrollment, even as their numbers expand, while older students, immigrants, and those already in the job market are looking for online and evening training that the for-profits pioneered.

Also important is the for-profits' rising favor on Capitol Hill and in the White House, which are irked with the public and private colleges over soaring tuition. Among other things, they have plans to include more for-profits in federal student-aid programs and to require nonprofits to accept their transfer credits.

8. Maximizing Majors

Academic departments that once never talked to each other are joining up to offer programs that increasingly mix the liberal arts with sciences and technology. Vanderbilt University offers a program called art, enterprise and public policy. Amherst College President Anthony Marx is urging faculty to come up with environmental and human-rights programs that aren't "trapped by disciplinary walls."

Part of the shove comes from parents who fret that an arts or history degree won't cut it in today's job market. But the greater push is coming from the universities trying to differentiate themselves. "Everyone is trying to niche" by picking specialties they can market to prospective students, says Michael Crow, president of Arizona State University, which is devoting one of its four Phoenix-area campuses to interdisciplinary studies.

Local communities can provide grist for new interdisciplinary studies. Arizona State is promoting "rapid urbanization" as an academic theme. The new University of California at Merced has the Sierra Nevada Research Institute looking at issues like fire ecology and snowpack studies.

9. Teaching's In Fashion

Talk about niches: A growing number of schools are marketing themselves as places that emphasize teaching, of all things. Among them, the College of Charleston says it teaches its students how to do research, but has spurned doing research itself in favor of teaching. "We have a special niche -- it's the teacher-scholar model," says Charleston Vice President Virginia Freedman.

Giving up research aspirations generally consigns colleges to second- or third-tier status and means forgoing the research grants that help pay for the labs and science buildings that state budget cuts have made prohibitive. But with tuitions rising, and students incurring years of debt to finance their educations, it's also tougher for universities to consign undergraduate teaching to part-timers while high-priced professors huddle in their labs.

10. New Partners

With state-government funding on the decline, universities are looking for new sources to fill the gap -- or, as Arizona State's Mr. Crow puts it, "we're broadening our investor list."

Arizona State, which plans to almost double in size to 92,000 students over the next 12 years, has turned to the taxpayers of Phoenix, Scottsdale and Mesa to help build new campuses in their cities. Phoenix put up "several hundred million"

dollars in land, infrastructure and construction, and Scottsdale pledged \$120 million.

UC Merced is developing a 1,200-acre residential community that it expects will help fund future operations and construction. And Arizona State is talking with a developer about putting a "regional amenity" on 100 acres of a 6,000-acre housing tract. Mr. Crow talks of an academic school or program on the site, but says so far he hasn't made a deal.

Ms. Kronholz is a staff reporter in The Wall Street Journal's Washington bureau.

Write to June Kronholz at june.kronholz@wsj.com³

APPENDIX F

**REPORT OF THE SENIOR VICE PRESIDENT AND PROVOST
FACULTY SENATE
February 3, 2005**

- **Thank-you for your participation in today's forum on the academic plan.**

We will post the framework and examples on the website for continuing commentary. After revisions have been made, we will reconvene the campus community for further review and continue a cycle of drafting and feedback this semester before finalizing the Academic Plan framework.

Because the decisions about our priorities must be data-based, we will use the data gathered from the budget presentations and upcoming program review to determine which programs and services best meet the criteria of the MAP spheres: engagement of campus and community, climate of innovation, and culture of assessment and accountability. This list of priorities will constitute the detail of the Academic Plan.

- **Program Review Presentation: Dr. Chand Midha, Associate Provost**

APPENDIX G**-1-**

Program Review Update
Prepared for BOT Educational Policy / Student Affairs Committee

December 6, 2004

Dr. Chand Midha, Associate Provost for Academic and Financial Affairs
Ms. Sabrina Andrews, Director of Institutional Research

1. Why is Program Review Important?
 - a. Compliance – NCA - Higher Learning Commission
 - b. Compliance – Ohio Board of Regents requires 7-year review of all PhD programs (RACGS – Regent’s Advisory Committee on Graduate Study)
 - c. OBR asking all institutions to become more efficient
 - d. Internal – reflective exercise
 - e. Last UA Program Reviews were in the early 1990’s

2. Anticipated Outcomes of the Program Review Effort
 - a. Identify strengths & efficiencies, strategic value, areas to be strengthened, future opportunities
 - b. Recommend action – enhance, maintain, reduce, refocus or merge programs, form alliances with other consortia universities (e.g. MPH with CSU, KSU, and YSU), or conduct further study (e.g. bring in external consultant)
 - c. Prioritization of programs
 - d. Consequences....possible program elimination

3. UA’s Program Review Process Development
 - a. Program Review (Executive) Committee
 - Representation from all colleges and two administrative units
 - Developed data measures and Self Study Guidelines for Provost consideration
 - Other input and recommendations as needed
 - b. Align Program Review with other UA initiatives (e.g. Balanced Scorecard, Budget Request Process, Academic Plan)
 - c. Develop timeline for all academic AND non-academic programs (“administrative units”)
 - d. Currently, we are....
 - compiling base-line productivity data on all academic departments and programs – 5 years of data for most measures (Institutional Research)
 - planning to collect and analyze “Customer Satisfaction” survey data for all administrative units (survey to be administered to students, faculty and staff)
 - planning to obtain “self study” report from all academic units
 - 1) SWOT analysis (strengths, weaknesses, opportunities, & threats)
 - 2) Demand, Centrality, Quality, Competitive Advantage, and Cost of the program
 - 3) Benchmarking initiatives

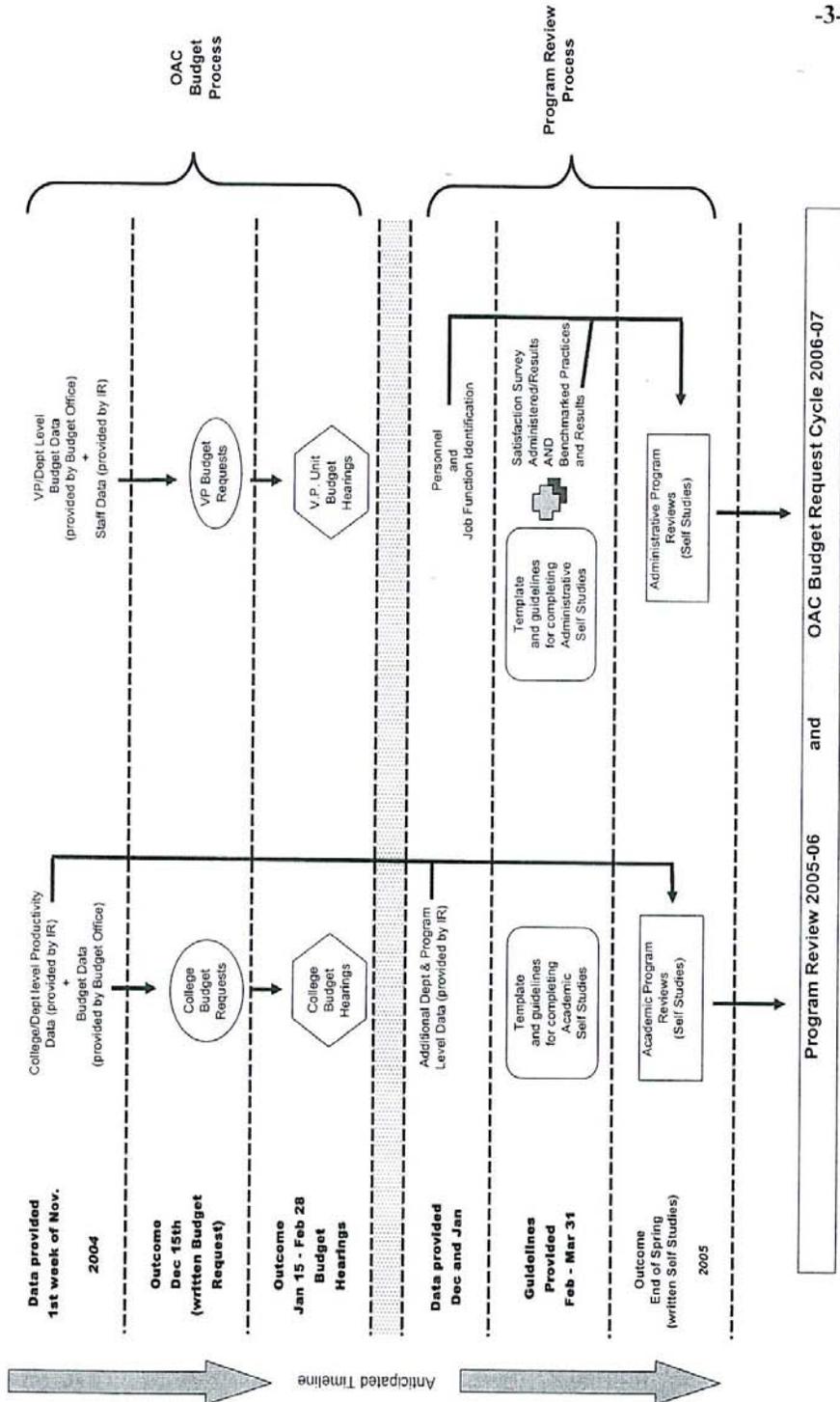
-2-

Program Review Update
Prepared for BOT Educational Policy / Student Affairs Committee

December 6, 2004

- d. Currently, we are....(continued)
 - planning to obtain “self study” report from all administrative units
 - 1) SWOT analysis (strengths, weaknesses, opportunities, & threats)
 - 2) Evaluation of Customer Satisfaction Survey
 - 3) Assessment of the unit and evaluation of staff
 - 4) Benchmarking and “best practice” initiatives
 - identifying programs for external Consultant review
 - presenting to BOT to seek guidance and approval (today’s meeting)
- 4. Next Steps
 - a. Communicate with Council of Deans (meeting on December 7th)
 - b. Update Program Review Committee (meeting on December 9th)
 - c. Communicate process via “Provost Perspective” newsletter to Campus Community
 - d. Pilot the Customer Satisfaction Survey to select student-services units (e.g. Admissions and Registrar)
 - e. Distribute academic “productivity data” (Dec-Jan)
 - f. Finalize Self Study documents (Guidelines provided in Feb-March)
 - g. Administer Customer Satisfaction Survey (January through May)
 - h. Develop 5-year Program Review cycle (align with program accreditation)
 - i. Determine External Consultant schedule for PhD programs
 - j. Develop the “hearing process” for reviewing Self Studies (BOT membership?)
 - k. Evaluate Self Study reports and make necessary action recommendations to Provost (maintain, reduce, refocus or merge programs, form alliances with other consortia universities, or conduct further study)
- 5. Attachments
 - a. Diagram – “Program Review and Budget Request Processes Linked”
 - b. Table – “Budget Productivity Data Elements and Program Review Data Measures”
 - c. “Evaluation of Service Quality” (Customer Satisfaction Survey)

**Program Review and Budget Request Processes Linked
2004-05 Program Review and 2005-06 Budget Request**



The University of Akron: Budget Productivity Data Elements and Program Review Data Measures

Shaded items were provided as part of the Budget Request Process	Budget Data Elements Distributed on November 10, 2004		Program Review Data Elements To be Distributed in December - January	
	Level/Detail	Terms	Level/Detail	Terms
Faculty and Staff Profile	College & Dept and VP Unit (counts of faculty and staff, demographic data for faculty)	Fall 2000 through Fall 2003	College & Dept (counts of faculty and staff, demographic data for faculty)	Fall 2000 through Fall 2004
Headcount Enrollment	College & Department (UG - GRAD FT & PT)	Fall 2000 through Fall 2004	more detail provided for Program Review - see below	
UG Degree-Seeking Enroll Profile	not provided	not provided	Each UG Program (Full-time, Part-time, gender, ethnicity, geographic location)	Fall 2001 through Fall 2004
UG Degree-Seeking Demographic Profile	not provided	not provided	Each Graduate Program (Full-time, Part-time, gender, ethnicity, geographic location)	Fall 2001 through Fall 2004
GRAD Degree-Seeking Enroll Profile	not provided	not provided	more detail provided for Program Review - see below	
GRAD Degree-Seeking Demographic Profile	not provided	not provided	Department SCH's by level (lower, upper, graduate)	Term and Annual (summer 1999 through spring 2004)
Teaching Productivity	UG & GRD College & Department SCH's and FTE - eligible and ineligible	Annual 1999-00 through 2003-04	Department SCH's by course number (100 - 800)	Term and Annual (summer 1999 through spring 2004)
SCH's & FTE by course level & percent of SCH's taught by faculty type	not provided	not provided	Department course section counts of lecture, lab, etc & percent of lecture sections taught by faculty type (Fac, PT, Fac, GTA)	Term and Annual (summer 1999 through spring 2004)
SCH's by course number & percent of SCH's taught by faculty type	not provided	not provided	Department General ED lecture sections & percent taught by faculty type (Fac, PT, Fac, GTA)	Term and Annual (summer 1999 through spring 2004)
Count of courses by section type & percent of LECTURE sections taught by faculty type	not provided	not provided	Department General ED lecture sections & percent taught by faculty type (Fac, PT, Fac, GTA)	Term and Annual (summer 1999 through spring 2004)
General Education lecture sections & percent taught by faculty type	not provided	not provided	Department Lecture Sections & average section size, range of section sizes	Term (summer 1999 through spring 2004)
Lecture section size, average and class size ranges	not provided	not provided	By Program (Admit Status, Admit College, ACT & HS GPA data)	Fall 2000 through Fall 2004
Undergraduate Admissions Quality	not provided	not provided	By Program (Applied, Admitted and Enrolled (UA Undergrad GPA))	Fall 2000 through Fall 2004
Graduate Admissions Quality	not provided	not provided	more detail provided for Program Review Includes Degrees Awarded at all levels, certificates and minors awarded	1999-00 through 2003-04
Degrees Awarded	College & Department All levels, minors and certificates	Annual 1999-00 through 2003-04	Department & Program - All Active programs at all levels (including minors and certificates)	Current active programs and "Inactive" programs if there is still enrollment
Academic Program Inventory Headcount & Degrees Awarded	not provided	not provided	Number of active grants by type (Federal, State, etc.), Expenditures, New Award information	FY 1999-00 through 2003-04
Sponsored Research Data	not provided	not provided	By degree level (& admit type) how many years to complete degree	1999-00 through 2003-04
Time-to-Degree Data	not provided	not provided	Provides instructions for downloading department level budget reports (expenditures)	2000-01 through 2004-05
Budget Data	College and VP Unit (expenditures by category)	2000-01 through 2004-05		

The University of Akron
Evaluation of Service Quality

Office: _____

Today's Date is: _____

1. Besides today's visit, how recently have you had contact with this unit? within the last week within the last month within the last 3 months within the last 6 months within the last 1 year
2. On average, how often do you have contact with this unit?
 Daily Weekly Monthly Once or twice during the semester less than once per semester

PART I: Please tell us about your use of this unit's service by darkening the number that best describes the context.

3. Today's contact with this unit is ... Very urgent Urgent Needed, but not urgent
4. Your contact with this unit is usually... Very urgent Urgent Needed, but not urgent Not Applicable

Part II: Please use the following scale to tell us about your overall experience in dealing with this unit:

1. Strongly disagree	2. Disagree	3. Agree	4. Strongly agree
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For each item, darken the number that best corresponds with your experience. If an item is not applicable, darken NA.

5. People in this unit understood my problems and requests.	1	2	3	4	NA
6. I was able to obtain timely service from this unit.	1	2	3	4	NA
7. The unit's staff treated me with respect and professional courtesy.	1	2	3	4	NA
8. The information and guidance I received from this unit was accurate.	1	2	3	4	NA
9. The information I received from this unit was clear and easy to follow.	1	2	3	4	NA
10. The price the unit charged me for this service was fair and reasonable.	1	2	3	4	NA
11. Overall, I was satisfied with the quality of service I received from this unit.	1	2	3	4	NA
12. I would recommend this unit to people I know.	1	2	3	4	NA

13. Relative to other units I have dealt with on campus, I would rate this unit's quality of service as:
 Exceptional Above average Average Below average Poor

PART III: Please provide us with information about yourself. For each item, select the choice that best describes you.

14. You are (*check all that apply*) ...
 an undergraduate student a graduate student a law student a Summit College student
 a Wayne College student a full-time student a part-time student a transfer student an international student
 student over 25 years old a faculty member staff/contract professional a dean or department chair
15. Your gender is... Male Female
16. Your ethnic group is (*check one*) ...
 Black, non-Hispanic American Indian Asian or Pacific Islander Hispanic White Other

17. Do you have any comments or suggestions about the quality of service you received from this unit?

PROGRAM REVIEW

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Dept/Unit: _____

Part I - Budget

Number of Personnel	FY00	FY01	FY02	FY03	FY04
Faculty (F)					
Full					
Associate					
Assistant					
Lecturer/Instructor					
¹ Faculty (PT)					
Staff					
Contract Professionals					
² Graduate Assistants					
Operating Budget					
Student Assistants					
Supplies & Services					
Communications					
Equipment-Lease/Purchase					
Movable Equipment					
Travel & Hospitality					

Part II - Teaching/Research

	FY00	FY01	FY02	FY03	FY04
SCH Generated:					
Undergraduate					
Graduate					
³ Total Number Sections Taught					
⁴ Number Sections Taught by FT Faculty:					
Gen Ed Course Sections					
Gen Ed Sections Taught by FT Faculty					
Section Size:					
Class Lectures					
Average Lower Level Size					
Lower Level Count					
Average Upper Level Size					
Upper Level Count					
Average Graduate Size					
Graduate Count					

*FY00 includes Summer '99, Fall '99 and Spring '00.

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	FY00	FY01	FY02	FY03	FY04
Associate Degree Majors:					
Associate Degrees Awarded					
Undergraduate Majors:					
B.A./B.S. Degrees Awarded					
Master Students:					
M.A./M.S. Degrees Awarded					
Doctoral Students:					
Ph.D. Degrees Awarded					
Ed.D. Degrees Awarded					
J.D. Students:					
J.D. Degrees Awarded					
Retention:					
6 year % cohort data					
# Faculty with Grants					
Federal Grant Dollars					
Other Grant Dollars					
# Credit hours bought through grant dollars					
Revenue Generated:					
Total Expenditure					
Revenue/Expenditures					
⁵ Total Expenditure (Revised)					
Revenue/Expenditures (Revised)					

¹Part-Time (PT) = Full-Time Equivalent (12 Credits/Semester)

²Graduate Assistants = Full-Time 20 Hour Equivalent

³Excluding Independent study, thesis/dissertation research

⁴Total number courses/sections excluding Individual Reading, Thesis/Dissertation

⁵Excluding salary of full-time faculty

Employer Survey/Customer Satisfaction Survey

GUIDELINES FOR THE REVIEW OF STATE UNIVERSITY DOCTORAL PROGRAM

Regent’s Advisory Committee on Graduate Study (RACGS)

-8-

Web Page Statements on Doctoral Programs

- a) A mission statement defining the unique aspects of the program including the special characteristics of the curriculum and the types of research conducted by program faculty and students.
- b) Admission standards – the expected preparation and qualifications of students admitted to the program.
- c) The manner in which the program address the needs of the state or region.
- d) Placement objectives for graduates.

Quality Standards (As Appropriate)

- 1. Number of graduate faculty
- 2. Total major headcount by degree type
- 3. Articles published in refereed journals
- 4. Scholarly books and monographs published
- 5. Book chapters published
- 6. Papers/presentations at refereed scholarly meeting
- 7. Number of grants received
- 8. Grants received in dollars
- 9. Number of degrees awarded (Masters/Doctoral)
- 10. Degree completion rate and time to degree
- 11. Predominant employment of graduates within three to five years after graduation
- 12. Master Graduate Admissions – Summer 2003-Spring 2004

	Number	Average GRE	Average gpa
Applied			
Denied			
Enrolled			

- 13. Ph.D. Graduate Admissions – Summer 2003-Spring 2004

	Number	Average GRE	Average gpa
Applied			
Denied			
Enrolled			

- 14. Service
 - Service on Editorial Boards
 - National Professional Accreditation
 - National Professional Society Service
 - Percentage of graduates passing licensing examinations
- 15. A summary of the appropriate outcome measures used to assess program quality and the plan or evidence of use of assessment data for continuous quality improvement of the program.

Program Review Committee Members**- 9 -**

Note: updated list

<u>Name</u>	UG Self Study Workgroup	Grad Self Study Workgroup	Administrative Self Study Workgroup
Midha, Chand - Chair	X	X	X
Andrews, Sabrina	X	X	X
Ayers, David			
Calderon, Thomas			X
Campbell Jackson, Candace			
Creel, Roger			X
Dukes, J. Thomas*	X		
Gilliland, Amy			X
Gunn, Virginia	X		
Haskell, Jim			X
Kennedy, Elizabeth	X		
Kruse, Sharon*		X	
Ramsier, Rex	X	X	
Reilly, Elizabeth			
Rocco, Denine			X
Sheffer, Daniel*			X
Stokes, Nancy			
Stroble, Beth			
Tausig, Mark		X	
VonMeerwall, Ernst			
Watson, Kathy			X
Wineman, N. Margaret			

* Workgroup Chair

APPENDIX H

UNIVERSITY WELLBEING COMMITTEE REPORT TO FACULTY SENATE THURSDAY, FEBRUARY 3RD, 2005

The University Wellbeing Committee met three times since the last Senate meeting. The major topic of discussion has been the provisions to be included in the health benefits plans to be put out to bid for the 2006-7 biennium. Three members of the Wellbeing Committee (Russ Davis, Rosemary Cannon and Liz Erickson) are members of the Committee involved with the bidding process. The Committee also includes representatives of HR and finance.

The Wellbeing members of the Committee brought back to Wellbeing the information that the Board of Trustees wishes to put three plans out to bid 1) the present plan (with possible slight modification), 2) the AAUP plan and 3) an alternative plan. Note that this bidding process just means that costs of these alternatives will be obtained.

The Wellbeing Committee then discussed possible options to be included in 1) and 3) For the present plan the percentages of salary paid in premiums under the PPO and HMO have been different, because the HMO costs have been cheaper. However, it is possible that they may be almost the same in the next bids. However the Wellbeing Committee recommended unanimously **“that because of the lack of data regarding costs of the different medical plans, Wellbeing cannot at this time recommend changes in employee contributions in the present plan. Wellbeing will revisit this issue if necessary after the bids are in.”**

For alternative 3) the Committee evaluated additions in the following areas

- a) Dental. It was noted that the dental maximum has not been changed in 20 years. The Committee obtained information from our present dental vendor on possible costs of alternative maxima. Increasing the maximum to \$1000 would probably add 4% (\$50,000) to the university costs. Our plan covers 100% of preventative care and 50% of everything else up to the maximum. We found that another alternative covers 80% of “basic care,” which covers items like cavities, root-canals etc, with 50% on “hard-ware” items like crowns, but could be at significantly more cost.
- b) Wellness. There are special vendors who provide Wellness services for those in major disease categories, like heart problems. These services could lead to significant reductions in health care costs later on. Although we may not decide to use a vendor to provide these services, it seemed useful to determine what services were available and how much they would cost.
- c) Long-term care. Premiums for individuals looking for long-term care insurance are high. We considered that it would be useful to get quotes on long-term care insurance, to be available for purchase by employees.
- d) Other. The committee noted that Life Insurance amounts have not changed for a long time. Again, seeking a bid on a higher amount would give information on the costs of an increase.

The Wellbeing Committee recommended unanimously the following additions to the bid for the alternative 3 plan:

- a. Dental: that one bid should be for a maximum of \$1000 per person, with a \$1000 lifetime on orthodontia, with all coverage of services remaining as at present. A second bid should be for \$1000 maximum, with services provided at 100-80-50. A third bid should be for \$1000 maximum, with services at 100-80-50, with employees paying the difference between this option and the first alternative.**
- b. Wellness: Bids should be sought for a Wellness plan to cover the most costly disease categories among employees and retiree dependents.**
- c. Long-term care insurance: Bid on long-term care insurance to be available to be purchased by employees and retiree dependents.**
- d. Life Insurance: Bid on Life Insurance for x2 salary up to \$150,000 maximum.**

The Wellbeing Committee asks that the Senate ratifies these recommendations.

Respectfully submitted



Elizabeth Erickson
Chair, University Wellbeing Committee

APPENDIX I-1

**Motion from Academic Policies Committee for February 3, 2005 Faculty Senate Meeting
(This is the actual text that was reviewed and voted upon at the meeting;
the final, approved text follows in Appendix I-2.)**

3359-20-037-M-6

(6) Distinguished professor.

(a) The title of distinguished professor shall be awarded only to one already at the rank of professor at the university of Akron for five or more years. The title of distinguished professor is an honor recognizing a career that demonstrates substantial professional accomplishments.

(i) Each department or college without departments shall develop criteria for distinguished professor including that expressed in (a)(ii), (a)(iii), and (a)(iv) below. Departmental/college criteria shall be approved by both the dean and the provost.

(a) In colleges without departments, the entire college faculty functions as the departmental faculty.

(ii) The candidate shall excel in teaching at the university of Akron at a level significantly beyond the current expectations for the rank of professor.

(iii) The candidate shall excel in scholarly activity (pedagogical or discipline specific) or artistic performance at the university of Akron at a level significantly beyond the current expectations for the rank of professor.

(iv) The candidate shall have made sufficient contributions to the discipline to be nationally recognized.

(b) Process of nominations. Nominations for distinguished professor shall be made by tenured or tenure track faculty according to the following:

(i) A faculty member in the nominee's department

(a) If a nomination comes from within the nominee's department, the nomination shall be submitted to the department for review and recommendation.

(ii) Any other faculty member

(a) If the nomination comes from outside of the nominee's department, the nomination shall be submitted to the department for review and recommendation.

(iii) The dean of the nominee's college

(a) If the nomination comes from the dean, the dean shall submit the nomination to the department for review and recommendation.

- (c) Process for departmental recommendations.
 - (i) Upon receiving a nomination, the department chair, school director, or dean in colleges without departments shall call a meeting of the departmental faculty.
 - (ii) Except for the nominee, all tenured members of the department shall be included.
 - (iii) The department chair or school director shall participate as a member of the department.
 - (iv) The departmental faculty shall review the nomination and put forward its recommendation – positive or negative. A simple majority of those voting is required for a positive recommendation.
- (d) The dean shall convene the distinguished professor college review committee.
- (e) The chair of the departmental committee shall forward the departmental recommendation to the college committee.
- (f) Each college faculty shall elect its college review committee to consider such recommendations. Only faculty at the rank of professor or with the title of distinguished professor are eligible to serve. The committee shall choose its own chair. A simple majority of those voting is required for a positive recommendation. If a majority of the college review committee supports the recommendation, the dean shall forward the review committee's recommendations, with his/her recommendations, to the university distinguished professor recommendation committee convened by the senior vice president and provost.
- (g) The university distinguished professor recommendation committee shall consist of one member elected from each of the degree granting colleges and university libraries. Those elected shall serve two-year terms. In even-numbered academic years, representatives shall be elected from the Summit college, the college of engineering, the college of business administration, the college of nursing, University libraries, and Wayne college. In odd-numbered academic years, representatives shall be elected from the Buchtel college of arts and sciences, the college of education, the college of fine and applied arts, the college of polymer science and polymer engineering, and the school of law. Only faculty at the rank of professor or with the title of distinguished professor are eligible to serve on this committee.
- (j) The candidate's file shall include:
 - (i) Current vita
 - (ii) Narrative statement of qualifications
 - (iii) Supporting documentation
 - (iv) The list of external reviewers
- (k) Materials in the candidate's file shall include:
 - (i) Departmental or college criteria for distinguished professor
 - (ii) Current departmental criteria for the rank of professor

- (iii) Letters of recommendation from the department, dean, and college committee shall include a summary of how the candidate significantly exceeds the current criteria for the rank of professor and how the candidate meets the criteria for the rank of distinguished professor.
- (iv) External letters of recommendation
 - (a) The chair of the departmental committee requests the external letters of recommendation from a list of external nationally recognized individuals in their discipline.
 - (1) The list shall include the credentials of the potential reviewer and his/her relationship to the candidate.
 - (b) Letters of request will include:
 - (1) Departmental criteria for professor and distinguished professor
 - (2) University criteria for distinguished professor
 - (3) Request that the reviewer address the context of the candidate's work as it relates to the discipline
 - (4) Candidate's vita and narrative statement
 - (5) Due date
- (l) Procedures of the university distinguished professor committee shall be determined by the committee and shall include the following.
 - (i) The committee shall elect its own chair.
 - (ii) The committee shall consider each candidate individually.
 - (iii) Following discussion and deliberation of the individual candidate, the committee shall vote.
 - (iv) If a two-thirds majority of the review committee votes favorably, it shall forward the recommendation to the provost.
 - (v) The committee shall forward its recommendations to the senior vice president and provost by April 15.
- (m) Procedures of the university distinguished professor committee may include, but are not limited to the following
 - (i) The committee may interview the chair of the departmental committee.
 - (ii) The committee may interview the department chair.
 - (iii) The committee may interview the college committee chair

- (iv) The committee may interview the dean
- (v) The committee may interview the candidate
- (n) The senior vice president and provost shall forward the recommendations, with his/her recommendation, to the president. If the president approves, the recommendation is forwarded to the board of trustees for consideration at the April board meeting.
 - (i) The successful candidate(s) shall be recognized by the university community at Fall Convocation.
 - (ii) A minimum compensatory award of \$5000, which shall be added to the base salary, shall accompany the award of the title of distinguished professor.

Submitted by Nancy Stokes, Associate Provost

APPENDIX I-2

**Amended (approved) Motion from Academic Policies Committee for February 3, 2005
Faculty Senate Meeting**

3359-20-037-M-6

(6) Distinguished professor.

(a) The title of distinguished professor shall be awarded only to one already at the rank of professor at the university of Akron for five or more years. The title of distinguished professor is an honor recognizing a career that demonstrates substantial professional accomplishments.

(i) Each department or college without departments shall develop criteria for distinguished professor including that expressed in (a)(ii), (a)(iii), and (a)(iv) below. Departmental/college criteria shall be approved by both the dean and the provost.

(a) In colleges without departments, the entire college faculty functions as the departmental faculty.

(ii) The candidate shall excel in teaching at the university of Akron at a level significantly beyond the current expectations for the rank of professor.

(iii) The candidate shall excel in scholarly activity (pedagogical or discipline specific) or artistic performance at the university of Akron at a level significantly beyond the current expectations for the rank of professor.

(iv) The candidate shall have made sufficient contributions to the discipline to be nationally recognized.

(b) Process of nominations. Nominations for distinguished professor shall be made by tenured or tenure track faculty at the university of Akron. The nomination shall be submitted to the department for review and recommendation.

(c) Process for departmental recommendations.

(i) Upon receiving a nomination, the department chair, school director, or dean in colleges without departments shall call a meeting of the departmental faculty.

(ii) Except for the nominee, all tenured members of the department shall be included.

(iii) The department chair or school director shall participate as a member of the department.

(iv) The departmental faculty shall review the nomination and put forward its recommendation – positive or negative. A simple majority of those voting is required for a positive recommendation.

(d) The dean shall convene the distinguished professor college review committee.

- (e) The chair of the departmental committee shall forward the departmental recommendation to the college committee.
- (f) Each college faculty shall elect its college review committee to consider such recommendations. Only faculty at the rank of professor or with the title of distinguished professor are eligible to serve. The committee shall choose its own chair. A simple majority of those voting is required for a positive recommendation. If a majority of the college review committee supports the recommendation, the dean shall forward the review committee's recommendations, with his/her recommendations, to the university distinguished professor recommendation committee convened by the senior vice president and provost.
- (g) The university distinguished professor recommendation committee shall consist of one member elected from each of the degree granting colleges and university libraries. Those elected shall serve two-year terms. In even-numbered academic years, representatives shall be elected from the Summit college, the college of engineering, the college of business administration, the college of nursing, University libraries, and Wayne college. In odd-numbered academic years, representatives shall be elected from the Buchtel college of arts and sciences, the college of education, the college of fine and applied arts, the college of polymer science and polymer engineering, and the school of law. Only faculty at the rank of professor or with the title of distinguished professor are eligible to serve on this committee.
- (h) The candidate's file shall include:
 - (i) Current vita
 - (ii) Narrative statement of qualifications
 - (iii) Supporting documentation
 - (iv) The list of external reviewers
- (i) Materials in the candidate's file shall include:
 - (i) Departmental or college criteria for distinguished professor
 - (ii) Current departmental criteria for the rank of professor
 - (iii) Letters of recommendation from the department, dean, and college committee shall include a summary of how the candidate significantly exceeds the current criteria for the rank of professor and how the candidate meets the criteria for the rank of distinguished professor.
 - (iv) External letters of recommendation
 - (a) The chair of the departmental committee requests the external letters of recommendation from a list of external nationally recognized individuals in their discipline.
 - (1) The list shall include the credentials of the potential reviewer and his/her relationship to the candidate.
 - (b) Letters of request will include:

- (1) Departmental criteria for professor and distinguished professor
 - (2) University criteria for distinguished professor
 - (3) Request that the reviewer address the context of the candidate's work as it relates to the discipline
 - (4) Candidate's vita and narrative statement
 - (5) Due date
- (j) Procedures of the university distinguished professor committee shall be determined by the committee and shall include the following.
- (i) The committee shall elect its own chair.
 - (ii) The committee shall consider each candidate individually.
 - (iii) Following discussion and deliberation of the individual candidate, the committee shall vote.
 - (iv) If a two-thirds majority of the review committee votes favorably, it shall forward the recommendation to the provost.
 - (v) The committee shall forward its recommendations to the senior vice president and provost by April 15.
- (k) Procedures of the university distinguished professor committee may include, but are not limited to the following
- (i) The committee may interview the chair of the departmental committee.
 - (ii) The committee may interview the department chair.
 - (iii) The committee may interview the college committee chair
 - (iv) The committee may interview the dean
 - (v) The committee may interview the candidate
- (l) The senior vice president and provost shall forward the recommendations, with his/her recommendation, to the president. If the president approves, the recommendation is forwarded to the board of trustees for consideration at the April board meeting.
- (i) The successful candidate(s) shall be recognized by the university community at Fall Convocation.
 - (ii) A minimum compensatory award of \$5000, which shall be added to the base salary, shall accompany the award of the title of distinguished professor.

Submitted by Nancy Stokes, Associate Provost

APPENDIX J

**ASG Proposed Resolution and By-Law change
February 3, 2005
(included with meeting agenda)**

Current By-Law:

(H) Membership.

(2) Apportionment.

(d) There shall be three student representatives as follows:

- (i) One Student shall be president of associated student government, congruent with his or her term;
- (ii) One student appointed by the president of the associated government to run congruent with the president's term; and
- (iii) One graduate/professional student elected by that constituency.

Proposed (as amended*):

(H) Membership.

(3) Apportionment.

(d) There shall be five student representatives as follows:

- (i) one Student shall be the president of the a associated student government, congruent with his or her term;
- (ii) three student(s) elected by the membership of the aassociated student government to run congruent with the president's term; and
- (iii) the president shall appoint four alternate student representatives from the associated student government in case of the representative's absence. These germs shall be congruent with the president's term.
- (iii*) one graduate/professional student elected by that constituency.

Notes: *When the Senate adjourned on December 2, it was debating a second amendment to (ii), which would reduce the proposed number of elected ASG representatives from three (3) to one (1).

The text presented above reflects the new codes regarding italics, capitalization and punctuation according to the new Constitution of the ASG, approved in December 2004.

