Chapter Four
Criterion Two: Resources

“The institution has effectively organized the human, financial, and physical resources necessary to accomplish its purposes.”
—Handbook of Accreditation, second edition; a publication of the North Central Association of Colleges and Schools Commission on Institutions of Higher Education

The University of Akron is one of the state-assisted institutions of higher learning in Ohio, created by and governed under state law. By state law, the direct governance of the University is the responsibility of the non-compensated, 11-member Board of Trustees. Nine of the members of the board are appointed by the governor, “with the advice and consent of the [state] Senate,” to nine-year terms. There are two student members of the board who serve two-year terms but who do not have voting power.

As a state-assisted institution, The University of Akron’s structure, policies and procedures are based in state law. The Trustees set the overall organizational structure and policy that is then administrated by the president and vice-presidents. The overall structure, policies, and procedures are detailed in the board bylaws, board regulations, faculty senate bylaws, and other university rules and regulations (these may be found at http://www2.uakron.edu/ogc/Rules/RulesByNumber.htm).

As in any complex organization with different types of employees, different policies may affect different groups of employees, some policies may overlap, and some policies apply to all. Policies that apply to all include affirmative action, conflict of interest and sexual harassment. At the University-wide level, different policies apply to the different constituent groups of faculty, staff, contract professionals and students, all of whom are part of the University rules and regulations and available online at http://www2.uakron.edu/ogc/Rules/RulesByNumber.htm.

The Board works through the following six committees to fulfill the duties assigned it (from Description of the Committees of the Board http://www2.uakron.edu/bot/comovrvw.html):

(1) Educational Policy Committee/Student Affairs Committee: The Educational Policy Committee considers and makes recommendations concerning all policy matters requiring attention or action of the Board relating to faculty appointment,
tenure and status; academic planning and governance; areas of instruction and degree programs; student admissions; and other matters of policy governing or pertaining to academic and curricular affairs; considers and makes recommendations concerning all policy matters requiring attention or action of the Board relating to student affairs and student life including enrollment services, advising and counseling, academic support programs, student development and conduct, student financial aid, and other non-academic matters affecting students.

(2) **External Affairs Committee**: The External Affairs Committee considers and makes recommendations concerning all policy matters requiring attention or action of the Board relating to solicitation of funds for present and future needs of the University; coordinates activities with The University of Akron Foundation and relations with local, state and federal legislative and administrative agencies; promotes relations with the University’s alumni and Alumni Association; considers and makes recommendations concerning the naming of buildings and other similar honorary designations.

(3) **Facilities Planning and Oversight Committee**: The Facilities Planning and Oversight Committee considers and makes recommendations regarding the capital planning and capital projects for the University, including the overall campus development guide plan; location, planning, construction, renovation, demolition and maintenance of the University’s physical plant, streets, grounds and capital equipment; the purchase, sale and lease of real estate; the procedure for implementation of locally administered projects, and for the selection process for architects, engineers, construction managers and contractors; makes recommendations regarding biennium capital appropriation requests.

(4) **Finance and Fiscal Policy Committee**: The Finance and Fiscal Policy Committee considers and makes recommendations concerning all policy matters requiring attention or action of the Board relating to the University budget and financial operations, business organization and practice; borrowing of funds; determination of student fees and other sources of University income; custody and investment of any funds which are now under or may in the future come under control of the Board of Trustees; submission of appropriation requests.

(5) **Strategic Issues, Governance and Compliance Committee**: The Strategic Issues, Governance and Compliance Committee considers and makes recommendations concerning the strategic position of the University and the strategic issues and priorities.
that from time to time require the Board’s focused attention. Such issues shall be assigned to the committee by the Chair of the Board and reflect areas critical to the successful performance of the institution’s mission. In making assignments, the Chair of the Board shall avoid unnecessary duplication with other standing committees.

(6) Rules Committee: The Rules Committee considers and makes recommendations concerning the adoption, amendment and repeal of rules of the University required to be filed with the Secretary of State. Such rules shall include but not be limited to (1) Any rule, regulation, bylaw or standard adopted by the Board of Trustees or pursuant to their rule-making authority; and (2) which has a general and uniform effect when applied to students, faculty, staff or the general public or to any identifiable class of students, faculty, staff or the general public.

The University is indirectly monitored by the Ohio Board of Regents (OBOR). The Board of Regents advises the State legislature on how best to leverage the state’s investments in higher education, works with the State Board of Education (Joint Council) to ensure complete integration of primary, secondary and higher education systems, authorizes and approves new degree programs for the state, manages financial aid programs (state-funded), and creates and promotes policy to leverage higher education’s effectiveness in serving state constituents. In the fulfillment of this mission, OBOR allocates the state subvention dollars to each state university. In order to receive the state subvention, complete student information must be reported to OBOR each semester. This information includes student demographics, course enrollments, financial aid data, space inventory and a host of other information relative to the running of a university.

In January 1999, the Board of Trustees appointed Dr. Luis M. Proenza as the Fifteenth President of the University. The duties of the President and vice-presidents are set forth in the respective Board Regulation.

The PRESIDENT (http://www.uakron.edu/president/), selected by the Board of Trustees, is the chief administrative officer of the University. The President is the executive head of all university colleges, branches, schools and departments and thus responsible for the general supervision of all its interests. Within general policies of the board, the President leads in fostering and promoting education, instruction, research and scholarly activity, and public service as its primary aims. Each year the President submits a report to the Board on the institution’s activities, plans,
current and future needs, and other relevant data. (available in resource room) The President is the official medium of communication between the University, the board and its committees, possessing the exclusive right to transmit proposals from the faculty and staff--either as a group or as individuals--to the board.

By virtue of administrative assignment, the President is a member of the faculty senate and of each college faculty and thus may preside at every meeting thereof, if the President so wishes. The President oversees the preparation of the annual budget and advises the board on all financial matters. The President oversees and fosters relationships with legislative representatives, community, and municipal leaders, state and national higher education officials, professional associations, other educational institutions, business leaders, and other various public officials of the University and higher education. The President is empowered to nominate all administrative officers, faculty and staff members to the board for appointment.

President Proenza has made a distinct impact in advancing the institution, in bringing regional and statewide attention to the under-funding of public higher education in Ohio, and in advancing the crucial role universities can play in economic development. Since his arrival, Dr. Proenza has assembled a strong senior leadership team. (Appendix D: Organizational Chart and http://www.uakron.edu/administration/)

The SENIOR VICE PRESIDENT AND PROVOST (http://www.uakron.edu/administration/srVPandProvost.php) is responsible to the President for the supervision of the academic functions of the University in accordance with the policies and rules established by the Board, the President and the faculty senate. The Senior Vice President and Provost shall be an ex-officio member of each faculty and department or school. He/she is responsible for and has the authority to: coordinate the academic offerings of the various colleges, departments and schools; assist in the selection and appointment of faculty and staff; recommend promotion, tenure, salary and dismissal of faculty members; assist in the preparation of the annual budget; submit an annual report concerning the activities, problems and needs of the operations under his/her jurisdiction; supervise academic planning. The Senior Vice President and Provost is currently assisted by three Associate Provosts: Diversity and Multicultural Development; Academic Policies, Procedures and Reviews; and Teaching, Learning and Faculty Development.
The University of Akron is academically organized into ten colleges and the graduate school. Most colleges are organized by discipline into academic departments/schools, each with a department chairperson/director. An academic dean is the primary academic officer for each college and reports to the Senior Vice President and Provost. College and departments/schools are:

The BUCHTEL COLLEGE OF ARTS AND SCIENCES has 18 academic departments in three divisions. Programs in the college range from courses to fulfill requirements in the recently revised General Education Program to five Doctoral programs. Several Centers and Institutes reside in the College. [http://www.uakron.edu/colleges/artsci/](http://www.uakron.edu/colleges/artsci/)

- **Humanities Division**
  - Classical Studies, Anthropology and Archeology
  - English
  - Modern Languages
  - Philosophy

- **Natural Science Division**
  - Applied and Theoretical Mathematics
  - Biology
  - Chemistry
  - Computer Science
  - Geology
  - Physics
  - Statistics

- **Social Science Division**
  - Economics
  - Geography and Planning
  - History
  - Political Science
  - Psychology
  - Sociology
  - Public Administration and Urban Studies

The COLLEGE OF ENGINEERING has five academic departments and offers programs through the doctoral level. It has one of the oldest traditional alternating co-op programs in the country. [http://www.ecgf.uakron.edu/](http://www.ecgf.uakron.edu/)

- Biomedical
- Chemical
- Civil
- Electrical and Computer
- Mechanical

The COLLEGE OF EDUCATION has four academic departments and offers programs through the doctoral level. One of Ohio’s three largest teacher educator preparation programs, the College
is designated a "successful college of education" by the Ohio Department of Education. The College operates seven centers and more than 40 collaborative arrangements with state and local organizations and agencies.

http://www3.uakron.edu/education/

Counseling
Curricular and Instructional Studies
Educational Foundations and Leadership
Sport Science and Wellness Education

The COLLEGE OF BUSINESS ADMINISTRATION has four academic departments and three institutes and offers programs through the master’s level. All programs offered through the College of Business Administration are accredited by the Association to Advance Collegiate Schools of Business.

http://www.uakron.edu/colleges/cba/

Accountancy
Finance
Management
Marketing

The COLLEGE OF FINE AND APPLIED ARTS has seven schools and offers programs through the doctoral level. The focus of the college revolves around their mission to improve the quality of life for individuals and society.

http://www3.uakron.edu/faa/faa.html

Art
Communication
Dance, Theatre and Arts Administration
Family and Consumer Sciences
Music
Speech Language, Pathology and Audiology
Social Work

The COLLEGE OF NURSING offers programs through the doctoral level. The College of Nursing is committed to promoting the values of Excellence, Diversity, and Unity.

http://www3.uakron.edu/nursing/index.html

The COLLEGE OF POLYMER SCIENCE AND POLYMER ENGINEERING has two departments and offers programs at the master’s and doctoral levels. The College is ranked second in the nation.

http://www2.uakron.edu/cpspe/

The SCHOOL OF LAW offers a juris doctor. The mission of the School promotes justice, the protection of individual liberty, and the rule of law through commitment to excellence in teaching,
scholarship, service to the bench, the bar and the broader community, and access to legal education.  
http://www3.uakron.edu/law/

The COMMUNITY AND TECHNICAL COLLEGE has five departments and offers both associate and baccalaureate degrees. The College provides for industry, business, government agencies, health-care establishment and human service occupations; pre-service and in-service training for entry-level positions or advancement in employment.

http://ctc.uakron.edu/2k/

- Allied Health
- Associate Studies
- Business Technology
- Engineering and Science Technology
- Public Service Technology

UNIVERSITY COLLEGE is the entry-level college for more than 70 percent of all new undergraduate students. It is the mission of University College to assist new students during their transition to the University, to provide the necessary transfer and articulation services enabling students to transfer easily to the University, to deliver quality academic advising to students, to provide the necessary developmental courses and academic support services for students to achieve their goals, and to enhance students’ progress to their degree objective.

http://www3.uakron.edu/univcoll/index.html

One of the University’s strategic goals has been to achieve Carnegie Teaching Academy status. In recent years, many faculty members across campus have been engaged in the activities of the Institute for Teaching and Learning. In 2001, Dr. Thomas Angelo joined the University as Associate Provost for Teaching, Learning and Faculty Development. He also serves as the Director of the Institute for Teaching and Learning. In the fall of 2001, he launched the first Symposium on Teaching and Learning with 25 faculty members from across campus who engaged in reading, discussion and study of improved teaching and learning in their own courses. The Institute for Teaching and Learning receives an annual budget of $300,000, exclusive of the salary of the Associate Provost/Institute Director. This represents a significant commitment by the Senior Vice President and Provost to activities that focus on the scholarship of teaching and learning. Furthermore, and as indicated earlier, all promotion and tenure documents on campus now include criteria for the scholarship of teaching and learning.  
http://www3.uakron.edu/teaching/
The University of Akron Honors Program supports an enriched education for curious, high-achieving students. This support includes special honors sections of many introductory classes, honors colloquia discussion classes for second to fourth year students, faculty advisors in the student’s major as well as a personal career advisor from the Honors Program, honors merit scholarships for many participants, the Honors Center (variety of facilities including computer labs), early class registration (except first-year fall), Bierce Library carrels, entrance into the Honors Club and more.

http://www3.uakron.edu/honors/main.html

The Office of the VICE PRESIDENT FOR RESEARCH AND DEAN OF THE GRADUATE SCHOOL was formed in 2000 by combining two pre-existing offices, the Office of Research and the Office of the Graduate School, in recognition of the philosophical connection between the research mission and the graduate education mission of The University of Akron.

http://www.uakron.edu/administration/VpRschGradSchl.php

The Vice President for Research and Dean of the Graduate School is responsible for the University’s research grants, contracts and sponsored programs through the office of research services and sponsored programs; its intellectual property administration, patent marketing and licensing activity; the conduct of programs to encourage basic, applied and funded research among the appropriate faculty, staff and students; and technology commercialization of university intellectual property and economic development.

The Vice President for Research and Dean of the Graduate School, in cooperation with the deans of the various colleges, is responsible for the general academic supervision of graduate education. The duties of the Vice President for Research and Dean of the Graduate School include: encourage the colleges to develop programs of graduate study; maintain a satisfactory standard of instruction in graduate education; approve those faculty members who qualify for service on master’s and doctoral committees and for teaching graduate courses; administer the admission procedures to graduate education, the prerequisites for graduate study, the requirements of graduate degrees, and the counseling and registration of graduate students; administer the graduate research, teaching, and industrial assistantships and graduate fellowship programs; convene and chair the graduate council; present to the President those students who have successfully fulfilled the requirements for graduate degrees; serve as a member of the Ohio Board of Regents Advisory Committee on Graduate Study; submit an annual report to the
President concerning the academic activities, problems and fiscal needs of the school, and perform such other graduate-related duties as may be indicated by the President or the Senior Vice President and Provost.

The VICE PRESIDENT FOR STUDENT AFFAIRS is responsible to the President for the administration of student affairs in accordance with the policies and rules as approved by the board. Among the Vice President for Student Affairs‘ duties shall be to administer the activities, resources and personnel of the following units: academic achievement programs; admissions; center for career management; counseling, testing and career center; international programs; office of accessibility; residence life and housing; student center; student development; student financial aid; student health services; student recreation center; and university registrar. The Vice President for Student Affairs, in close collaboration with the Senior Vice President and Provost, shall oversee the enrollment management functions of the University. The Vice President for Student Affairs coordinates all commencement ceremonies and serves as the University’s grand marshal. The Vice President for Student Affairs oversees administration of the requirements for admission of students to the several colleges and schools of the University, including rules governing their matriculation and registration, and policies with respect to attendance, examinations, grades, dismissal, reinstatement, and requirements for degrees and certificates. In addition, the Vice President for Student Affairs submits an annual report to the President concerning activities, problems and needs, and perform such other duties as may be assigned by the president.

http://www.uakron.edu/administration/VpForStdtAfrs.php

Several departments in the Office of Student Affairs provide student support. The University operates under a policy of rolling admissions, which means an applicant receives a letter of admission as soon as all credentials are processed. There is no set date for notification of admission; it is an ongoing process. Admission procedures vary for different types of students. The various admissions categories include: recent high-school graduate, adult student, transfer student, post-baccalaureate student, special student, guest student, postsecondary enrollment option student, and international student. Application deadlines and admission information is available from the Office of Admissions. http://www.uakron.edu/admissions/

The Office of the University Registrar serves as the focal point of contact for students on the University campus. Through the Registrar’s homepage, students can access schedules of classes,
register for courses, conduct drop/add/withdraw processes, receive grade reports, order transcripts, and receive diplomas. The office is also a primary point of contact for the academic administration for the scheduling of classes and assignment of classroom and laboratory spaces. Other duties found within the registrar’s office include the responsibility for verifying enrollment and residency, the creation and distribution of class and grade rosters, conducting degree audits, and maintaining the student information system and academic records. Providing efficient and timely service to students, faculty and staff and ensuring the academic integrity of the University are major objectives for this office.

The **Counseling, Testing and Career Center** provides a wide range of psychological counseling, therapy, testing, outreach and consultation services to the University community. Counseling and therapy services fall into three primary categories: career counseling, educational counseling and personal counseling. The philosophy of the Center is to emphasize preventative and developmental services while also providing quality crisis intervention and remedial services. The services of the Center are professional, confidential, voluntary and free to enrolled students. The staff of the Counseling, Testing and Career Center is committed to active involvement in the University community in general, and to the educational experiences of students in particular. [http://www3.uakron.edu/counseling/](http://www3.uakron.edu/counseling/)

**Academic Achievement Programs** empower students through academic, cultural and social experiences to ensure their success in higher education. Programs are Upward Bound, Upward Bound Math/Science, Educational Talent Search, Strive Toward Excellence, National Youth Sport Program, Gear-Up, and Pre-Engineering. [http://www3.uakron.edu/aap/](http://www3.uakron.edu/aap/)

The **Office of Accessibility** provides qualified students equal access opportunities to their educational experiences at The University of Akron. This commitment is consistent with legal requirements, including Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, and supports the University’s commitment to create a welcoming environment for all students. [http://www3.uakron.edu/access/](http://www3.uakron.edu/access/)

**Student Health Services** provides medical care for uncomplicated illnesses and injuries that are of recent onset and short duration. To assist with health needs, the student health-services staff includes registered nurses, nurse practitioners, a health educator and board-certified medical doctors.
The Intramural Sports program offers a broad range of competitive sports opportunities to men and women with various levels of skills, as well as physical conditioning programs. Participation is open to the University’s students, faculty and staff and provides excellent opportunities to learn new sports, meet people, test oneself physically and break from the day-to-day routine. Intramural programs include Aerobics, Badminton, Basketball, Benchpress, Flag Football, Golf, Racquetball, Soccer, Softball, Table Tennis, Tennis, Volleyball and Walleyball.

The Department of Residence Life and Housing provides a residential living/learning environment that supports each student’s educational, social and personal development. It offers ways to get involved on a personal level with the residential community through volunteer leadership opportunities as a Hall government member, Residence Hall Program Board volunteer, or as a member of the Residence Hall Council. Special programs, major events, exceptional entertainment, hall-sponsored programming, community service and leadership opportunities are all available. [http://www3.uakron.edu/reslife/](http://www3.uakron.edu/reslife/)

The Office of Student Financial Aid and Student Employment helps students achieve their educational potential. It is committed to removing financial barriers for those who wish to pursue post-secondary learning; makes every effort to assist students with financial need; advocates for students’ interests at the institutional, state and federal levels; and educates students and their families through quality consumer information. [http://www.uakron.edu/administration/StudentAffairs/financialAid/](http://www.uakron.edu/administration/StudentAffairs/financialAid/)

The Office of International Programs works to internationalize the University experience by providing admission services to all prospective undergraduate and graduate international students who wish to study at The University of Akron. It aids in the transition/integration of international students, scholars and scientists through the provision of services such as orientation programs, immigration counseling, undergraduate academic advising; information and counseling services for students who wish to study, work or travel abroad; campus and community resources and activities designed to promote international understanding and appreciation of cultural diversity both on and off campus. The office assists faculty who have an interest in establishing exchange agreements abroad and facilitates contacts between UA faculty members and departments with foreign university contacts to assure that meaningful mutually beneficial reciprocal agreements are maintained. [http://www3.uakron.edu/oip/](http://www3.uakron.edu/oip/)
The **Career Advantage Network** is a university wide career preparation program under the Career Management Office at The University of Akron. The Career Advantage Network provides a guaranteed, major-related experiential learning opportunity for every qualified undergraduate student regardless of academic major. Experiential learning opportunities include internships, parallel/alternating co-ops, clinical/field-based experiences, practicum experiences, and service learning on an undergraduate level. The Career Advantage Program affords students experiences that will better prepare them for entry into the workforce and give them the necessary edge they need to successfully compete in today’s competitive job market.

The **VICE PRESIDENT FOR BUSINESS AND FINANCE** is responsible for the financial administration of the University, including its business services, financial services, and resource analysis and budgeting. The office is charged with the collection, deposit and disbursement of all funds; purchasing and risk management; purchasing and central stores; insurance plans; and the development of budgets of auxiliaries, including E.J. Thomas Performing Arts Hall, university housing, the Rubber Bowl, athletics, dining services, printing and mailing services; and Gardner Student Center. The Vice President for Business and Finance, in consultation with the Board’s finance and fiscal policy committee, oversees the investment and management of funds; has custody of university equipment, gifts and property; and is responsible for the safekeeping of financial records.

The **Controller** is responsible to the President through the Vice President for Business and Finance. The controller maintains accounting records in which all funds, accounts, receipts, expenditures and financial matters of the University are entered and posted in conformity with generally accepted accounting principles, so as to show fully and clearly at all times the financial condition of the University. The controller keeps an inventory of all university property used for instructional, research and residential purposes, and statistics as to the use thereof, and its condition.

The **University Auditor** is responsible to the President through the Vice President for Business and Finance. The auditor audits and verifies purchase orders and vouchers for bills and salaries; receipts of funds, including student tuition and fees, and the deposits thereof in banks; and is responsible for the reconciliation of all bank accounts. The auditor audits general funds, auxiliary funds, restricted funds, and plant funds and works closely with auditors appointed by the board and the auditor of the state.
The **Director of Purchasing** is responsible to the President through the Vice President for Business and Finance and conducts routine purchasing, accounting and budget control transactions in accordance with good business practice and, where applicable, the regulations of the state of Ohio.

The **VICE PRESIDENT OF PUBLIC AFFAIRS AND DEVELOPMENT** is responsible for the administration and functions of alumni relations, government and corporate relations, fund raising and development, institutional marketing and community relations. The office also coordinates the University’s compliance with the Ohio public records act.

The **Development Office** directs the identification, cultivation and solicitation of private financial support from individuals, corporations, foundations and organizations. This office also identifies and initiates future goals and directions in the administration of the development function and collaborates with the Vice President on other strategy and funding opportunities. The associate vice president for development serves as executive director of The University of Akron foundation.

The Development Office also focuses on community relations and works to enhance the visibility of the University in the greater Akron community and in communities throughout northern Ohio by identifying and prioritizing opportunities for strategic community involvement; by coordinating the University’s involvement in community activities; by recruiting, training and placing university faculty members and administrators in public speaking roles; by preparing or helping prepare position papers and other organizational materials; and by representing the University to community organizations.

The **Executive Director of the Alumni Association** assists the Vice President of Public Affairs and Development with developing and maintaining programs to mobilize alumni and other constituents’ enthusiasm, commitment and financial support for the University and its programs. The executive director provides vision, guidance and coordination of all activities of the alumni association and develops and implements strategies to encourage higher levels of participation by alumni and friends.

The **Director of Institutional Marketing** assists the Vice President of Public Affairs and Development with developing a comprehensive marketing and communication program to promote the mission and goals of the University. The director is charged with implementing institutional efforts in advertising, communications, media relations, alumni communication,
marketing, publications, internal communication, photography, and merchandising. When delegated by the President, the director serves as the chief spokesperson for the University.

The VICE PRESIDENT FOR INFORMATION AND INSTRUCTIONAL TECHNOLOGIES, LIBRARIES AND INSTITUTIONAL PLANNING (CIO) position was established in 2000 to address the growing need for an improved computing infrastructure and an organized approach to Distributed Education, and the need for better management information tools. This office is responsible for the University libraries; for information services, which includes Application Systems Services, Hardware Operations and Operating Systems Services and Network, Telecommunication and Distributed Education Services; for Learning Technologies and Scholar/Learning Services; and for Institutional Planning, Analysis, Reporting and Data Administration.

Application Services develops and supports enterprise-wide computer application systems. These systems provide University of Akron students, faculty, staff and other stakeholders with innovative and high-quality integrated business applications, data management and technical support, decisions support and management information, and website development and management. Technology is employed in a manner that provides a wide range of educational opportunities on and beyond our campuses, enables student success, provides only the best management information systems available, and attains technological excellence to create a competitive. Application Services has embarked on numerous projects that target not only the administration and management of the campus, but learning management as well. Two examples include the PeopleSoft implementation and WebCT.

The enterprise business application from PeopleSoft is an integrated system that includes Student Administration and Financials. It is being implemented as part of a PeopleSoft pilot project for their Compass Methodology, a rapid result, tunable implementation concept. The project resulted in an enterprise implementation that was completed faster than by any other institution of higher education. With this implementation, the University moved from a “data rich, information poor” institution to one that provides management information for decision making to keep the University competitive.

An even larger and more critical project is the implementation of an academic enterprise system developed in partnership with WebCT. Academic enterprise systems deliver teaching and...
learning tools, course content management capabilities, personalization of the learning experience and learning information management. WebCT’s vision goes beyond the framework of online course delivery using technology to transform the educational experience through a more effective and efficient use and reuse of educational content.

Through collaborative agreements and partnerships with vendors, other universities and internal groups, **Hardware Operations and Operating Systems Services/Server Systems Services (HOOSS)** provides The University of Akron with state-of-the-art computing infrastructure and is paving the way toward the digital campus and helping to implement the goals of the University. The Uninterruptible Power Supply installed last year provides short-term interim power at the Computer Center. HOOSS provides a range of services in supporting university technology requirements. The group installs and supports operating system software and subsystems including troubleshooting, technical support, upgrades, capacity planning, and performance monitoring. HOOSS also provides server installation and support, including upgrades and patches, capacity planning, performance monitoring and technical support. Providing technical support for the installation, integration and maintenance of network-based and Internet applications and services is key to the group’s activities. Scheduling and execution of production job flows as well as production and distribution of application output via electronic or hard copy are also part of the group’s activities. HOOSS scans tests and surveys, and provides other forms to support academic, business and community requirements. Integral to HOOSS are data backup and recovery for critical university applications, as well as installing, developing and supporting enabling technologies for UA, including e-mail, LDAP and DNS.

The **Networking, Telecommunications and Distributed Education (NTDE)** department builds and expands the voice, data and video networks on campus. NTDE provides advanced networking technologies and increased bandwidth for the benefit of students, faculty, staff and surrounding communities. Operating as three distinct and related groups, NTDE anticipates and facilitates the effective development, coordination and delivery of emerging electronic communication technologies and services. NTDE provides collaboration and outreach support for off-campus sites requiring connectivity. The group furnishes engineering, design services and coordination for all campus capital projects. As a result of NTDE initiatives, UA is wholly wired for wireless and is recognized nationally as a leader in deploying a campus-wide wireless network. NTDE also maintains its own
unique Private Fiber Network extending into and throughout four counties: Ashland, Medina, Summit and Wayne.

**Networking** evaluates, installs, optimizes, monitors, administers and maintains UA’s electronic data network, including wireless computer access, gigabit access, dial-in access, cable modem access and VPN access. The group also applies firewalls, routers and other network security appliances to quell the continual threat of computer hackers, viruses and other destructive programs. Networking also provides and provisions data connectivity to Internet I, Internet II, Time/Warner and Kent State University.

**Telecommunications** provides the physical network layer. The group develops, evaluates and maintains the campus communications cable infrastructure. The group administers and maintains the Enterprise Communications Server and provides related services including long distance, call center (ACD) planning and applications, remote access, voice mail, pagers, cellular phones and service, 800 services, calling cards, payphones, and general campus information services. The closed campus television network (ZIP-TV) and all satellite downlinks are also subsidized, administered and maintained by the group. In addition, UA is the only institution in northeastern Ohio that has successfully leveraged local tariffs in order to provide toll-free dial-in access to faculty, staff and students living outside of the local calling area. Functioning as an auxiliary department, Telecommunications’ revenues are dedicated solely to the support of the University’s capital building projects.

**Distributed Education** utilizes diverse technologies, bridging systems and protocols to deliver quality video of educational programs and classes to UA affiliates. The group provides technical expertise in construction of new distance learning classrooms, administration of classroom connectivity, and in-room assistance to faculty during the delivery of distributed education initiatives. The group also furnishes video conferencing services for the campus and corporate community. In the past year, the Distributed Education program has been judged by the Ohio Board of Regents to be a leader in distance learning.

**Learning Technologies and Scholar/Learning Services (LTSLS)** provides state-of-the-art technology and services that support education, research, administration and institutional partners of The University of Akron. LTSLS applies its talents and resources to the vision of becoming a technology leader in support of UA and its mission to educate students while, at the same time, becoming a research leader. Fundamental to the
group’s guiding vision is the support of library, research, administration and learning activities.

LTSLS provides reliable, secure assessment technologies, effective and timely training related to new technology initiatives for faculty and staff as well as first- and second-level technical support to UA. LTSLS encompasses six primary areas of responsibility: Computer Based Assessment and Evaluation; Computer Repair and Lab Support; Design and Development Services; Distributed Technology; Software Training; and the Learning Technology Support Desk (the Help Desk).

The Office of Institutional Planning, Analysis, Reporting and Data Administration provides accurate and timely information to support institutional decision-making, planning, analysis, policy formulation and assessment as well as internal and external reporting. The office also provides information to all units of The University of Akron, the Ohio Board of Regents, the federal government and other external organizations.

The office’s primary functions are to analyze, interpret and disseminate institutional data. IPLAN also provides objective, systematic, timely and thorough research to support the UA’s mission, planning, policy formation and decision-making. The office provides and manages market intelligence data for competitive advantages in an extremely complex and competitive environment. The Return on Investment Model (ROI) is also analyzed, monitored and reported to colleges and departments. The office manages the submission and reporting of Higher Education Information (HEI) system and related reports to the Ohio Board of Regents as well as the submission and reporting of Integrated Postsecondary Education Data Systems (IPEDS) reports to the U.S. Department of Education.

IPLAN is the chief institutional support unit for all institution-wide and college-specific accreditation efforts with management information. IPLAN supports the Balanced Scorecard initiatives with key performance indicator measures. The office manages and coordinates institutional reports and surveys requested by external agencies, such as U.S. News & World Report, College Board, and peer institutions. IPLAN conducts studies on issues of significance to the University community, particularly in the area of institutional effectiveness. It is also committed to providing effective data administration for university information systems and supporting the efforts of university units to evaluate and improve their performance and customer satisfaction.
The VICE PRESIDENT FOR CAPITAL PLANNING AND FACILITIES MANAGEMENT serves as the primary advisor to the administration on physical planning, construction, maintenance and safety; and shall be responsible for the direction and supervision of all physical planning, construction, maintenance and safety of the University, including the provision of design advice and services in all matters pertaining to capital improvements on behalf of The University of Akron.

Specific duties include responsibility for management of the office of campus planning, capital planning and facilities management, environmental and occupational health and safety, physical facilities, space utilization, university police and supervision of the planning, safety, maintenance, and police staffs, and directing and monitoring all associated matters on behalf of The University of Akron.

The Vice President for Capital Planning and Facilities Management coordinates capital improvements and services for The University of Akron with the state of Ohio Department of Administrative Services, Ohio Board of Regents, and provides appropriate liaison with the city of Akron, county of Summit and state of Ohio planning authorities. He/she also serves as liaison with the office of the state architect.

More details regarding the Office of the Vice President for Capital Planning and Facilities Management are contained in Part II of this Chapter.

The VICE PRESIDENT AND GENERAL COUNSEL serves as the chief legal advisor to the President, Board of Trustees, and University officers and administrators; and is responsible to the President and the board for the direction and supervision of all legal matters of the University, including the provision of legal counsel, advice and services in all matters pertaining to the practice of law on behalf of The University of Akron. All attorneys practicing law on behalf of the University shall report to the Vice President and General Counsel.

Specific duties of the Vice President and General Counsel include responsibility for management of the office of general counsel and supervision of the legal staff, and directing and monitoring within the University all legal matters on behalf of The University of Akron.

The University Internal Auditor is appointed by the board and holds office at the discretion of the board. The University internal auditor reports directly to the Vice President and General Counsel.
with an open line of communication to the Board of Trustees through the President and finance, fiscal policy and investment committee of the board.

The University internal auditor is responsible for conducting financial, operational, compliance and investigative audits. The University internal auditor, with advice and assistance from the Vice President for Business and Finance and the Vice President and General Counsel, is responsible for developing both short- and long-term internal audit plans, overseeing that audits are properly planned, staffed and completed, and summarizing and communicating results to management and the board as appropriate. The University internal auditor also identifies where improvements to internal control processes effectiveness and process efficiency should be made to the University’s financial, as well as operational, processes.

The University internal auditor leads the evaluation and execution of audits associated with the University’s compliance requirements including, for example, compliance with University policies and rules and compliance with laws and applicable state and federal regulatory standards and mandates.

“While it has been customary for shared governance to be the preferred concept of management in academia, I believe that it is shared leadership that will make the difference in the times ahead.” [From President Luis M. Proenza’s address to the Board of Trustees, February 19, 1999.] In the spirit of shared leadership, The University of Akron administration encourages wide campus participation, open communication and strong and effective committee structures. All full-time faculty are expected to devote part of their time to service on departmental/school, college and university level committees as part of their university service.

President Proenza outlined his vision of shared leadership in an address to the university community on May 10, 1999. The following excerpt delineates his vision and intent.

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

It is a process that learns from mistakes and welcomes change as the challenge of opportunity where communication is not from the top, but throughout the University, especially across units, and is disciplined by ambitious goals and aspirations.
It is a process that is inclusive of all – faculty, staff, and students – because information is shared, and each
person comes to know how her or his actions contribute
to the pattern that is collaboratively woven, like a tapestry.
It is a process that values diversity, because two heads
are better than one, and because complex organizations
require multiple sources of expertise and of creativity.
It is a process wherein values are integral to a vision and
where commitment to the University is eagerly advocated
because shared dreams challenge and inspire.
It is a process wherein there is no limit to what one can
accomplish, because there is no need to take personal credit...

...Integral to the process of shared leadership is the initial
step of creating a partnership between the president and
the trustees, faculty, staff, students, and alumni of the
University. If you and I are to succeed in advancing the
obvious promise of The University of Akron, we shall have
to do it together, in cooperation, you and I together with
the Board of Trustees, our students, and our alumni – and
all in concert with the people of Akron and of Ohio.

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

As delegated by the Board of Trustees of the University, the
Faculty Senate is the legislative body of the University. The
Senate is empowered to formulate and recommend suitable
rules, requirements and procedures for the admission,
governance, management and control of the students, courses of
study, granting of degrees and certificates, and other internal
affairs necessary to meet the objectives of the University in
accordance with the established policies of the Board. The
Faculty Senate, operating under its Constitution and Bylaws,
represents the faculty in exercising these powers.
http://www.uakron.edu/president/facultySenate/

Members of the Faculty Senate are elected from the members of
the regular faculty excluding deans and other primarily
administrative officers with faculty rank; from the part-time
faculty; from contract professionals; from the non-bargaining unit
staff; and from students. The regular faculty of the individual
degree-granting colleges and the University libraries elect
representatives from their membership apportioned on the basis
of one senator for each fifteen regular faculty members or
fraction thereof. The part-time faculty, contract professionals,
staff and retirees each elect two representatives from their
membership. Three student representatives are: the president of
associated student government, congruent with his or her term; one student appointed by the president of the associated government to run congruent with the president's term; one graduate/professional student elected by that constituency. To insure the representation of diverse views, all reasonable efforts should be made by the various electing units to elect women and minorities to the senate. The senate may appoint up to three additional members from regular faculty to increase diversity.

Permanent committees of the Faculty Senate are: Academic Policy and Calendar, Curriculum Review, Athletics, Campus Facilities and Planning, University Libraries, Research, Reference, Student Affairs, and Computing and Communication Technologies.

**Academic Policies and Calendar Committee** recommends and interprets academic policy on university-wide matters such as admission, retention, graduation and dismissal requirements; recommends changes for the improvement of the academic program of the University; proposes a calendar for each academic year beginning with the first summer session and concluding with the following spring commencement.

**Curriculum Review Committee** reviews curricula and course recommendations of the colleges and divisions and, when necessary, submits them to faculty senate for action; considers the mechanics of the academic programs of the colleges and divisions, such as adjustments in admission, retention and dismissal requirements, and changes in Undergraduate and Graduate Bulletin descriptions; and reviews course changes, proposals, and new programs and recommends such changes and revisions for inclusion in the Undergraduate and Graduate Bulletin.

**Athletics Committee** advises Faculty Senate on all University activities relating to intercollegiate athletics including, but not limited to, conference affiliations and the National Collegiate Athletic Association; coordinates with other faculty senate committees matters of joint concern relating to intercollegiate athletics; provides advice and counsel to the Director of Athletics concerning individual player eligibility, interpretation of policy and other matters relating to the athletic program; in consultation with the Registrar, decides questions of academic eligibility of student athletes; promotes academic achievement among student athletes; reviews team game schedules, seasonal game limitations, and participation in post-season events; reviews the proposed budget with respect to athletic programs.
**Campus Facilities Planning Committee** reviews the future construction needs of the University, the status of current capital projects and the status of space assignments; provides faculty and student advice and information to the planning department on: the priorities assigned to the construction and facilities needs of the University; the changes in space assignments for academic, research, and residential facilities; the utilization of current facilities; the naming of campus buildings; and reports findings and actions to the Faculty Senate along with necessary and appropriate recommendations.

**University Libraries Committee** serves as an advisory group to the Dean of University Libraries to express the faculty will in the growth and development of the academic support which the libraries supply; and provides the Dean of University Libraries with guidelines and advice on acquisitions, budget, policy and other matters affecting academic areas.

**Research Committee** reviews research proposals submitted by faculty members and grants university funds in support of those proposals deemed worthy; recommends the budgeting of sums of the University’s support of faculty research proposals to be funded by this committee; and establishes policies for funding proposals and guidelines for expenditures of those funded.

**Reference Committee** reviews legislation referred to it by Faculty Senate to ascertain if it is drafted properly and does not conflict with existing rules and regulations or practices; reviews the faculty manual annually and submits any suggested revisions by the February meeting of the Faculty Senate; reviews other faculty and university policies or proposed policies for conflict with existing rules and regulations or practices on a regular basis and reports the results of the review to the Faculty Senate; and conducts a year-end review of changes in faculty and university policies in May and submits suggested editorial revisions to the Faculty Senate at the first meeting of the next academic year.

**Student Affairs Committee** makes policy, subject to approval of Faculty Senate, regarding the granting of scholarships, awards, grants and loans to University students; proposes regulations concerning all extracurricular activities (except athletics) to Faculty Senate; and recommends to the senate the extension of official recognition of student organizations.

**Computing and Communication Technologies Committee** provides recommendations to the Senate on policy matters concerning utilization of information technology and resources related to academic systems, computing data and voice
University wide advisory committees created by the Faculty Senate report to the Senate unless otherwise indicated by the Senate. These committees include:

**Planning and Budget Committee** is comprised of the Senior Vice President and Provost, as co-chair; the Vice President for Business and Finance; three deans elected by the Council of Deans; a faculty member from each of the academic colleges; a contract professional, a staff member, a part-time faculty member, and a student. Except for administrators who serve on PBC by virtue of their positions and the elected deans, all others are chosen by caucus among that group's Senate membership. The Planning and Budgeting Committee annually elects a co-chair from among the Senate members. The planning and budgeting committee is the University committee charged with making recommendations to the Faculty Senate regarding university planning and budgeting. The committee has five principal responsibilities: make recommendations regarding the University planning and budgeting calendar; develop recommendations for the University planning assumptions; assemble recommendations for the University plan from the relevant college, department and unit plans, except those plans and budgets under the direct auspices of the Board of Trustees; propose recommendations for the University budget based upon the relevant college, department and unit budget proposals and coordinate with the University plan; assist the University in developing innovative alternatives to incremental budget development. These alternatives should include consideration of incentive-based budgeting, zero-based budget, or other performance-based budget processes as will support and enhance the strategic process being created for The University of Akron.

**University Well-Being Committee** concerns itself with matters relating to health and well-being, such as fringe benefits, insurance, pensions and leaves. The committee is composed of one member of the full-time faculty from each of the degree-granting colleges, elected by its full-time faculty; one full-time faculty member from the University libraries, elected by full-time faculty; one member of the contract professionals, elected by their members; one member of the non-bargaining unit staff, elected by a vote of staff employee advisory committee members; one member from part-time faculty currently employed by the University, elected by part-time faculty members.
**Faculty Rights and Responsibilities Committee** concerns itself with grievances relating to faculty assessment or evaluation, appointment, retention, tenure and promotion. The committee, in accordance with its general charge as stated in the Bylaws of the Faculty Senate, may consider any grievance relating to faculty well-being, rights and responsibilities. This committee is composed of one member from the tenured faculty of each degree-granting college, elected by its full-time faculty and one full-time faculty member from the University libraries, elected by its full-time faculty.

The **Graduate Council** is composed of two members of the Faculty Senate who have category two graduate-faculty status and the elected members of the Graduate Council. The Faculty Senate delegates to the Graduate Council operational responsibility over all matters concerning graduate education, but reserves to itself the right to take up any matters it deems necessary. All action taken by Graduate Council shall be reported to the Senate for final approval.

**General Education Advisory Committee** concerns itself with matters involving the general education requirements of the University. It is composed of members of the full-time faculty elected by their constituents from the full-time faculty in each respective college and the library.

The major university-level participatory recommending groups are: Task Forces, President’s Advisory Committee, Provost’s Advisory Committee, Graduate Council, Department Chairs, General Education Advisory Committee, Staff Employee Advisory Committee, Contract Professional Advisory Committee.

**Academic Salary Affairs Task Force:** President Proenza created the Academic Salary Task Force and charged it with recommending a process by which average UA faculty salaries would be elevated to the 75th percentile among Ohio Public universities. Further, the President provided $1.2 million in salary adjustment monies to be used in this regard at the professor and associate professor levels, both of which did not fare well in compensation comparisons with peer institutions. The first phase of their work was completed in October 2002.

**RTP Task Force:** In Fall 2000, the Senior Vice President and Provost created an RTP (retention, tenure and promotion) Task Force charged with the complete review and revision of the University RTP guidelines. Faculty Senate passed the recommendations in April 2001 and implemented them July 1, 2001.
President’s Advisory Committee and Provost’s Advisory Committee: Both of these committees are composed of one faculty member from each college elected annually by their constituents. These informal advisory groups bring questions, concerns and observations from the faculty to the President and the Provost.

University Chairs/Directors is an informal group of department chairs and school directors that meets to share common concerns with each other and with invited guests, senior UA administrators and leaders of the Faculty Senate.

Contract Professional Advisory Committee serves as an advisory body to the President on matters relating to fringe benefits for contract professionals and on matters relating to any other issues directed to the committee by the President. The committee provides a forum for communication to the President and serves as an advocate for professional concerns. http://www3.uakron.edu/cpac/

Staff Employee Advisory Committee serves as an advisory committee to the President in matters of concern to University non-bargaining unit staff employees. The Committee is comprised of 12 members elected by University of Akron Staff and/or appointed by the President to serve three-year terms of office. The committee serves to provide a direct line of communication between staff and the administration; create a forum for any and all issues of concern; improve the environment and attitude toward university staff; promote and develop staff employee relations toward excellence in accordance with administrative directives; and address staff employee concerns in a fair and impartial manner. http://www2.uakron.edu/seac/index.htm

In addition to the University-wide rules and governances, faculty members are also subject to college, school and department policies and procedures. Each college, school and department, within the overall university guidelines, creates and maintains policies necessary for the successful operation of that unit. In cases of conflict with university rules, the University rule takes precedence.

Departments, schools and colleges utilize various committees for their internal governance and to assist in the implementation of University directives. From the size of the unit and the range of its various programs, the University regulations determine the
number and type of its committees. Committees range from Library Acquisitions to Equipment and Space committees. Initial appointment, reappointment, tenure and promotion committee structures are established by university rule 3359-20-03.7. ([http://www2.uakron.edu/ogc/Rules/RulesByNumber.htm](http://www2.uakron.edu/ogc/Rules/RulesByNumber.htm)

There are currently over 200 registered student organizations on campus. These groups range from departmental organizations to honoraries, with governing bodies, international, military, religious, political, programming, publications, professional, special interest, law and graduate groups in between. Highlights of these student organizations are discussed below. ([http://www3.uakron.edu/studdev/orgs.html](http://www3.uakron.edu/studdev/orgs.html))

**Associated Student Government:** The provisions of the constitution of the Associated Student Government (ASG) apply to the undergraduate student body and are carried out by three branches of ASG: Executive, Legislative and Judicial. The purpose of the organization is to provide capable and responsible student government, foster student involvement in the governance of the University, serve as a forum of student opinion, and serve as liaison between the students, administration, faculty and staff of the University.

**Inter-Fraternity Council** promotes these objectives as central to the function and purpose of our fraternity system: foster constructive inter-fraternity relationships and promote only those actions that are commensurate with the dignity of the individual member. It is the duty of the fraternity to foster an atmosphere conducive to developing the individual while achieving integration within the group. Principle loyalty of the student is to himself, but as a fraternity member, he is to adhere to ideals embodied within his fraternity's ritual.

The purpose of **National Pan-Hellenic Council** is to create and maintain high standards in the life of historically African-American fraternities and sororities; perpetuate constructive fraternity and sorority relationships; foster an understanding of the structure and method of operation among the affiliate organizations; address, coordinate and develop action strategies on matters of mutual concern to the affiliate organizations; serve as the conduit for such action plans as may be developed; and govern and sometimes discipline member organizations in accordance to standards set by the organization's Constitution and By-Laws.

**Residence Hall Council** implements policies and creates programs consistent with the goals of the Residence Hall Council Statement of Mission; namely, to facilitate ease of
communication among the students, staff, faculty and administration; provide needed services for the residence hall community; and implement cultural, educational and recreational programming to enhance hall life.

When students think of residence hall activities, they think of the **Residence Hall Program Board** (RHPB). As the major programming organization for the residence halls, RHPB sponsors activities such as Residence Hall Orientation, Little Sibs Weekend and Hall Fest. RHPB is run by a ten-member board made up of six committees in charge of everything from handling publicity to sound and lights to booking professional entertainers.

The purpose of the **Omicron Delta Kappa** society is three-fold: first, to recognize those who have attained a high standard of efficiency in collegiate activities and inspire others to strive for conspicuous attainments along similar lines; second, to bring together the most representative students in all phases of collegiate life and thus create an organization which will help to mold the sentiment of the institution on questions of local and intercollegiate interest; and third, to bring together members of the faculty and student body of the institution on a basis of mutual interest and understanding.

The purposes of **Mortar Board**, a Scholastic Honorary, are to facilitate cooperation among senior honor societies, contribute to the self-awareness of its members, promote equal opportunities among all peoples, emphasize and encourage leadership, and provide service and establish the opportunity for a meaningful exchange of ideas as individuals and as a group.

A major criterion that determines how well an institution can fulfill its mission and purposes is the quality of its human resources. An institution must be able to attract qualified faculty and staff in order to serve its students and must be able to retain these faculty and staff. As the nature of higher education evolves, an institution must be able to provide faculty and staff with professional development and develop clearly stated personnel policies and expectations and an effective plan for faculty evaluation in order to assist faculty and staff to devise appropriate development plans.

Freedom of inquiry is the core of our approach to education and governance. In *Keyishian –v- Board of Regents, 385 U.S. 589 (1967)* the Supreme Court identified academic freedom as a right protected by the First Amendment. “Our Nation is deeply committed to safeguarding academic freedom, which is of
transcendent value to all of us and not merely to the teachers concerned. That freedom is therefore a special concern of the First Amendment, which does not tolerate laws that cast a pall of orthodoxy over the classroom.”

The University of Akron incorporates the principles set forth by the American Association of University Professors’ 1940 Statement of Principles on Academic Freedom and Tenure into the University Rules and Regulations 3359-20-03. This rule and others support a culture of academic freedom within the University that is reflective of both faculty and student inquiry and can be accessed at: http://www2.uakron.edu/ogc/Rules/RulesByNumber.htm#Faculty_Manual

Policies and mechanisms in place within the various colleges, schools and departments are designed to support and encourage freedom of inquiry for faculty and students include, but are not limited to, college bylaws, the faculty manual, college grievance/appeals committees, the annual review of faculty by chairs and directors, the annual review of chairs and directors by the dean, and the review of deans by the Senior Vice President and Provost. College RTP documents also contain provisions to support freedom of inquiry for faculty. Other policies and procedures are in place that indirectly support academic freedom. For example, the review of curricula proposed as either online or web-based offerings is not based on the content of the course but rather on the technology needed to support the offering of the course.

Academic freedom is institutionally respected. Faculty are given the latitude to teach in a style that is comfortable and effective for them. Faculty are free from interference unless the faculty member’s freedom is perceived to be interfering with the sensibilities of the students. Also in place within colleges, departments and schools are ethical and academic standards that are discipline specific as established by state and national accrediting bodies. Within the guidelines of federal restrictions on the use of human subjects, faculty are free to conduct research in areas of their choice.

The University neither discourages faculty from pursuing scholarly inquiry that may be unpopular or controversial nor censors classroom teaching in any way. Faculty performance expectations vary among the colleges; however, beyond these there are no requirements in either college merit or RTP policies regarding specific areas of acceptable inquiry. Further, funding for expenses related to carrying out research and making professional
presentations of that research is not evaluated/granted according to the area of inquiry.

“Students (graduate and undergraduate) are free individually and collectively to express in a peaceful and orderly manner their views on matters of University policy and on matters of general interest to the student body. Students shall be provided the opportunity to participate in the formulation and implementation of University policy, both academic and nonacademic, in accordance with the rules and regulations of the Faculty Senate and the Board of Trustees.” (Student Code of Conduct, approved November 1973.)

At The University of Akron, students have both the right and the responsibility to engage in free inquiry and expression when relevant to the subject under discussion. Students are responsible for learning the content of any course of study for which they are enrolled, and they shall comport themselves in a mature, responsible manner and shall be held responsible for maintaining established standards of academic performance. Such standards include avoiding plagiarizing the words or ideas of another and avoiding, aiding or abetting the commission of plagiarism by another student. (University Rule 3359-42-01)

The institution strives to encourage students to join the faculty in being intellectually vigorous and excited by the subject matter. Graduate programs are described as “student-oriented” and emphasizing “critical-creative thinking” [italics added]. Students are not, however, colleagues of professors. While several colleges have adopted bylaws where an agreed-to goal is to promote scholarly inquiry in the broadest and most liberal manner while striving to encourage students to join the faculty in being intellectually vigorous, excited by the subject matter, and tolerant of diverse opinions which exist in our pluralistic society, a faculty member may restrain the freedom of students to explore topics the faculty member finds inappropriate. Furthermore, any grade (and, therefore, the reasons for the grade) can be grieved to the director or chair. University wide, students are provided opportunities to pursue inquiry of interests related to their field of study. The graduate handbook assures that graduate students are free to select their own topics related to the field for their master’s thesis or project. Students within the various colleges follow the internal grievance procedure outlined in the student handbook. Graduate student research, the topic and methods, are approved and periodically reviewed by professors, which is a level of supervision that would be inappropriate for a professor’s research.
Students and faculty have in place formal university grievance procedures for use if they feel that their freedom of inquiry is being compromised. Prior to taking such steps, however, there are multiple, less formal avenues through which to raise concerns about freedom of inquiry, such as discussions with faculty colleagues, area chairs, the associate chair or chair of the department. Additionally, the fact that merit decisions are based on clear policies and are applied by a faculty committee, and that student evaluations are carried out by a faculty committee per explicit and published guidelines, helps guard against coercive pressure in this regard through evaluative mechanisms. Specific to graduate students is their right to change advisors in order to obtain a better fit of interests—another mechanism that supports a student’s freedom of inquiry. The Office of Student Affairs and Offices of the Deans routinely advise students of their rights to appeal beyond the college if they remain unsatisfied with the internal resolution of such a matter.

The FY2001 Faculty Profile summarizes the characteristics of The University of Akron faculty. In general, the faculty are 43% female, 15% minority (8% Asian, 5% black, and 2% Hispanic), 66% of eligible faculty are tenured, average age of 47 years, 72% hold doctoral degrees and 26% hold master’s degrees, with a mean average of five years in rank. The average years-of-service for professors is about 18 years and for associate professors about 13 years. These data indicate that many faculty find careers at The University of Akron satisfactory and choose to continue at UA.

The ratio of female to male faculty has improved slightly from 38% in 1997 to 43% in 2001. A comparison of faculty rank from 1997 to 2001 indicates that the relative proportions of ranks have stayed the same. Only 9.5% of the faculties, on the average during those years, have held the rank of instructor. The number of graduate faculty is also an indicator of the emphasis an institution puts on scholarship and preparing students for advanced degrees. In 2002-2003, 551 members of the total faculty of 812 (68%) were also members of the graduate faculty.

Departments and schools report that they have made efforts to improve cultural and ethnic diversity over the past decade. Competition in hiring faculty of color and non-white/Caucasian ethnicity, however, is very keen. Various factors mitigate against success in UA diversification recruitment efforts. Ohio and Akron, in general, is a predominantly white community and state. The 2000 census data shows the city of Akron is 67.2% white and 28.5% African American; Summit County is 83.5% white and 13.2% African American; the state of Ohio is 85% white and
11.5% African-American. While the issue of competitive faculty salaries is being addressed, The University of Akron salary base for all faculty ranks is lower than state and national standards. Departments, schools and colleges, however, do work closely with the Affirmative Action Office in planning, organizing and conducting searches.

Student enrollment steadily declined during the 1990s but turned upward in the Fall semester 2001. The student faculty ratio was 16.1 in 1997 and 15.5 in 2001. The student faculty ratio is the student FTEs divided by the faculty FTEs where student FTE is a hypothetical student who enrolls in 15 credit hours per semester; no faculty member was equated to more than 1.0 faculty FTE. Detail can be found in the 2002 Fact Book 2-16 at http://www.uakron.edu/vpcio/iplan/factbook2002/factbook2002_complete.pdf

Research and scholarship are regarded as fundamental to the vision of the University to be recognized as the public research university for northern Ohio. Research and scholarship are integral not only in tenure and promotion decisions and decisions in terms of merit pay, but also in terms of their ability to invigorate faculty teaching and to place undergraduate and graduate students at the forefront of discoveries in their disciplines.

In support of this goal, each department budget sets aside some travel fund yearly to aid faculty in attending such activities as professional conferences and consulting archives. Another indicator is the support by the University of an internal small grants program known as the Faculty Research Grants Program. This program, to which the Office of Research Services and Sponsored Programs provides significant administrative support, provides funds for small grants and summer research fellowships. The goal of the program is to support and encourage the development of strong programs of research by faculty members throughout the University. The Faculty Research Committee of the Faculty Senate, which is composed of representatives from the various colleges, evaluates grants and fellowship proposals submitted by the faculty in order to determine which of these will be funded. The University gives a percentage rebate of the Indirect Charges of the successful grants and contracts to the faculty, chairs and dean. All grants and contracts have the opportunity for match support for equipment as well as access to State matching support, managed by the University.

At the end of the last fiscal year, funding levels for grants was up by 20% from FY96-97 levels. Increased funding has been received from federal, state, foundation and corporate sponsors.
Increased collaborative projects with other universities, research centers and healthcare organizations have been initiated.

A further opportunity exists for the development of research relationships and the commercialization of University technology with the formation of The University of Akron Research Foundation. The Foundation will facilitate interactions with corporate sponsors of research and the commercialization of University intellectual property. This non-profit organization, based on models that have been successful in other academic institutions, exists for the sole purpose of enhancing the University’s research mission. As an entity organized solely for that purpose, interactions with sponsors such as contract negotiations, license agreements and the creation of “spin off” companies will be streamlined.

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Compiled by the Office of Research Services and Sponsored Programs (November 2002)

Since FY 1997, The University of Akron’s sponsored program funding has increased 20%. In the current 2001-2002 year-to-date—when compared to fiscal year 2000-2001—funding dollars are up by approximately 40%. The number of proposals submitted has increased by 34%. The University has undertaken concerted efforts to increase the level of external funding for research and other sponsored programs.

The scholarship of teaching and learning is an essential part of the research and scholarship agenda at the University. In Fall of 2001, an Associate Provost for Teaching, Learning and Faculty Development was hired to develop and direct The University of Akron’s Institute for Teaching and Learning (ITL). While the ITL promotes, coordinates and supports faculty efforts to improve,
assess and document teaching effectiveness and the quality of student learning, it also functions to advance and disseminate the scholarship of teaching, assessment and learning. Services provided include consulting with colleges, departments and individual faculty on teaching, learning, evaluation and assessment issues; developing and providing targeted professional development activities; information-gathering and sharing; in addition to documenting, publicizing and celebrating innovation and excellence in teaching, learning and the scholarship of teaching and learning.

SoTAL (pronounced “subtle”) Symposium on the Scholarship of Teaching, Assessment and Learning sponsored by the ITL, helps UA faculty become more effective and scholarly teachers and academic "change agents." The SoTAL Symposium provides participants with structured, collegial opportunities to become familiar with the best, most current research on university teaching and learning; apply lessons from research and good practice to their own course design and teaching; assess and document the impact of their teaching on student learning and success; plan and implement "scholarship of teaching and learning" projects to explore innovations, such as the use of new technologies, collaborative methods and problem-based learning that will benefit their students and their professional careers; and to become part of a cohort of well-prepared, innovative "UA Teaching Scholars" who can promote academic effectiveness and innovation in their departments and colleges.

The University of Akron has a longstanding policy awarding Faculty Improvement Program Leaves. Any full-time faculty member who holds the rank of instructor, assistant professor, associate professor, professor or distinguished professor, with at least seven academic years of teaching service at the University, may be granted professional leave for a period of not more than one academic year to engage in further education, research or any other activity approved by the board. Details are available in university rule 3359-11-04 at http://www2.uakron.edu/ogc/Rules/RulesByNumber.htm.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
<th>Full Year</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999-2000</td>
<td>17</td>
<td>15</td>
<td>5</td>
<td>37</td>
</tr>
<tr>
<td>2000-2001</td>
<td>13</td>
<td>8</td>
<td>7</td>
<td>28</td>
</tr>
<tr>
<td>2001-2002</td>
<td>9</td>
<td>18</td>
<td>9</td>
<td>36</td>
</tr>
<tr>
<td>2002-2003</td>
<td>9</td>
<td>7</td>
<td>8</td>
<td>24</td>
</tr>
<tr>
<td>2003-2004</td>
<td>10</td>
<td>7</td>
<td>3</td>
<td>21</td>
</tr>
</tbody>
</table>

Office of the Provost (November 2002)
In general, staffing changes can be triggered by institutional priorities, creation of a new, or changes in an existing, degree program, or a position opening due to a retirement or resignation. Until recently, all open positions remained with the department and/or college, with the Dean initiating the process to replace the faculty or staff member. In October 2002, in response to serious budget cuts from the state, and to protect the employment status of current faculty, staff and contract professionals, all position vacancies were consolidated centrally. All new academic hires require the approval of the Provost, and all other hires must be approved by the Vice President for Business and Finance.

In response to concerns of increasing use of part-time faculty, the University Board of Trustees created the rank of College Lecturer in June 2002. The Academic Policies and Calendar Committee of the Faculty Senate presented the recommendation as a means by which part-time faculty could be eligible for full-time employment with the attendant benefits of health insurance and fee remission. College lecturers are full-time non-tenure-track faculty with a primary responsibility for teaching and secondary responsibility for academic unit participation. Persons in these positions are not eligible for consideration for tenure, and these positions are not to replace tenure-track positions. Currently there are ten faculty at the rank of college lecturer, most in the Department of Developmental Programs.

University rules and departmental guidelines clearly outline faculty personnel policies. Initial hiring process and procedure are contained in 3359-20-03.7 and the criteria are determined within the departmental guidelines. Internal forms require sign-off by the Office of Equal Employment Opportunity that closely monitors the process. The University of Akron Affirmative Action Policy and Program is detailed in university rule 3359-38-01. The termination process is addressed in university rule 3359-20-03.4. http://www.uakron.edu/hr/EquiEmplOpp.php

The Faculty Workload Policy is currently an agenda item for the Academic Policy and Calendar Committee of the Faculty Senate. Last revised in 1997, the committee is considering the entire policy in view of the institutional priorities and strategic themes of the Balanced Scorecard.

General Personnel Policies (faculty) are found in university rule 3359-20-03 that defines each faculty status, provides hiring processes for deans, assistant and associate deans and department chairs, addresses faculty status for administrators, and contains statements on academic freedom.
In Fall 2000, the Senior Vice President and Provost created an RTP (retention, tenure and promotion) Task Force charged with the complete review and revision of the University RTP guidelines. The resultant recommendations were passed by the Faculty Senate in April 2001 and implemented July 1, 2001. During academic year 2001-2002, each departmental unit revised internal RTP guidelines and criteria to be consistent with the new University wide rules. Major changes included college wide review committees, recognition of the scholarship of teaching and learning, and the requirement of external review for candidates standing for tenure and/or promotion.

Efforts are underway to improve the comparative position of average faculty salaries at The University of Akron. President Proenza first made the commitment to increasing faculty salaries shortly after his arrival at the University. Data have now been collected from benchmark institutions inside and outside Ohio. These data indicated that The University's average salary for professors and associate professors ranked 9th among Ohio institutions.

<table>
<thead>
<tr>
<th>School</th>
<th>Professor 2001-2002</th>
<th>Associate Professor 2001-2002</th>
<th>Professor 2002-2003</th>
<th>Associate Professor 2002-2003</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>Salary Rank</td>
<td>Salary Rank</td>
<td>Salary Rank</td>
<td>Salary Rank</td>
</tr>
<tr>
<td>Ohio State</td>
<td>93.1 1</td>
<td>63.5 1</td>
<td>97.9 1</td>
<td>66.4 1</td>
</tr>
<tr>
<td>Kent State</td>
<td>83.9 2</td>
<td>61.5 2</td>
<td>87.3 2</td>
<td>64.0 2</td>
</tr>
<tr>
<td>Miami University</td>
<td>83.2 3</td>
<td>61.3 3</td>
<td>85.7 3</td>
<td>63.1 4</td>
</tr>
<tr>
<td>University Of Cincinnati</td>
<td>81.9 4</td>
<td>60.6 4</td>
<td>84.4 4</td>
<td>62.3 6</td>
</tr>
<tr>
<td>Ohio University</td>
<td>79.8 5</td>
<td>60.4 6</td>
<td>82.2 6</td>
<td>62.2 7</td>
</tr>
<tr>
<td>Wright State</td>
<td>79.3 6</td>
<td>58.5 8</td>
<td>82.1 7</td>
<td>60.5 9</td>
</tr>
<tr>
<td>Cleveland State</td>
<td>78.2 7</td>
<td>60.5 5</td>
<td>81.3 8</td>
<td>62.9 5</td>
</tr>
<tr>
<td>Bowling Green</td>
<td>76.4 8</td>
<td>60.1 7</td>
<td>81.0 9</td>
<td>63.7 3</td>
</tr>
<tr>
<td>University Of Akron</td>
<td>73.3 9</td>
<td>56.7 9</td>
<td>83.7 5</td>
<td>62.2 7</td>
</tr>
</tbody>
</table>

The budget proposal forwarded by the Planning and Budget Committee, and approved by the President and Board of Trustees, provided for a 4% merit pool for the 2002-2003 fiscal year and an additional $1.2 million as a first step in dealing with salary compression and equity issues. These allocations brought the average salaries of professors and associate professors to the median position among Ohio institutions. The average salaries of
assistant professors already rank at the 75th percentile among state institutions. Our goal is to move the average salaries of professors, associate professors and assistant professors to at least the 75th percentile within the next few years.

Salary adjustment recommendations were received from all colleges and, based upon those recommendations, the amounts of money in the following chart were made available to adjust salaries.

<table>
<thead>
<tr>
<th>College</th>
<th>Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buchtel College of Arts and Sciences</td>
<td>$366,297</td>
</tr>
<tr>
<td>Business Administration</td>
<td>$67,524</td>
</tr>
<tr>
<td>Community and Technical</td>
<td>$97,119</td>
</tr>
<tr>
<td>Education</td>
<td>$43,963</td>
</tr>
<tr>
<td>Engineering</td>
<td>$83,184</td>
</tr>
<tr>
<td>Fine and Applied Arts</td>
<td>$212,523</td>
</tr>
<tr>
<td>Graduate School</td>
<td>$2,750</td>
</tr>
<tr>
<td>Law</td>
<td>$39,855</td>
</tr>
<tr>
<td>Nursing</td>
<td>$24,456</td>
</tr>
<tr>
<td>Polymer Science and Polymer Engineering</td>
<td>$33,717</td>
</tr>
<tr>
<td>University Libraries</td>
<td>$21,410</td>
</tr>
<tr>
<td>Wayne College</td>
<td>$23,491</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$1,012,798</td>
</tr>
</tbody>
</table>

Contract professionals (university rule 3359-22-01) are full-time or part-time non-teaching professional personnel of the University to whom the Board of Trustees, on the recommendation of the administration, grants recognition and benefits. Contract professionals may be appointed as instructional professional staff if their responsibilities involve instructional or academic support functions or administrative professional staff if their responsibilities are business/administrative in nature. Any contract professional originally appointed to this category prior to July 1, 1986, is designated as a member of the general faculty as long as the person continues in such positions. Contract professionals do not hold regular faculty rank; minimum requirement for this employment category is a baccalaureate degree.

<table>
<thead>
<tr>
<th>FY</th>
<th>Contract Professionals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1997</td>
<td>339</td>
</tr>
<tr>
<td>1998</td>
<td>349</td>
</tr>
<tr>
<td>1999</td>
<td>357</td>
</tr>
<tr>
<td>2000</td>
<td>381</td>
</tr>
<tr>
<td>2001</td>
<td>417</td>
</tr>
</tbody>
</table>

Staff employees of the University are termed “exempt” and
“non-exempt.” The term “exempt” includes biweekly salaried staff personnel who are not eligible for overtime. Exempt staff members are not required to complete payroll time records. The term “non-exempt” includes hourly classified and unclassified staff personnel who are eligible for overtime. Non-exempt staff members, whether full-time or part-time, are required to complete payroll time records. Also the civil service of the state is divided into the classified service and the unclassified service as defined by section 124.11 of the Revised Code. All staff employees are appointed to the classified service unless specifically exempted through provisions of the code.

<table>
<thead>
<tr>
<th>FY</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>1997</td>
<td>918</td>
</tr>
<tr>
<td>1998</td>
<td>909</td>
</tr>
<tr>
<td>1999</td>
<td>967</td>
</tr>
<tr>
<td>2000</td>
<td>955</td>
</tr>
<tr>
<td>2001</td>
<td>1,028</td>
</tr>
</tbody>
</table>

For many years, the University has had three separate classification and compensation systems – one for contract professionals and Exempt Technical Staff employees; one for unclassified hourly employees; and one for classified employees based on the State of Ohio Classification system. Each had its own job titles, pay ranges and rules. Within these systems were overlapping job title and different compensation rates. In 1998, The University of Akron partnered with William M. Mercer, Inc. to conduct a classification and compensation study for contract professional, classified and unclassified non-bargaining unit staff members. As a result of this study, the University has created one integrated classification and compensation program for the above-mentioned staff. No employee has had an adverse salary impact. The results have also allowed the University to assign every affected employee to a newly established market-based pay system. This provides a more consistent, equitable, and efficient system to administer. The University is committed to reviewing the system annually to assure that it accurately reflects job responsibilities, maintains pay equity, and attracts and retains qualified employees. University rule 3359-25 provides the details of the program.

http://www2.uakron.edu/ogc/Rules/RulesByNumber.htm

Every unit on campus is dedicated first and foremost to student success, The University of Akron’s top priority, and students are the main focus of the University’s revenues and resources. The functions of the Office of Student Affairs and the importance of student organizations were discussed earlier in this chapter. Chapter 5, Criterion 3, details the educational mission of the
Two common global indicators of student success are freshmen retention rates and six-year graduation rates. Across four cohorts of first-time, full-time freshmen entering The University of Akron in 1998, 1999, 2000, and 2001 the one-year retention rates were stable at 68%, 65%, 68% and 67% respectively. Complete six-year graduation rates for the five most recent cohorts entering The University of Akron in 1991, 1992, 1993, 1994, and 1995 also show a stable trend of 37%, 36%, 35%, 38%, and 38%, respectively.

After reaching a peak in 1990, enrollment at the University fell steadily, reaching a low point in 2000. Under the leadership of President Proenza, the University has focused its efforts at increasing the student population by attracting more first-year students and transfer students, as well as increasing the retention of students currently enrolled. Although many in the University community feel that the campus should not grow back to its peak of approximately 30,000 students, increasing the number of registered students is critical to generating revenue and relieving existing budget pressures. The discussion about an optimal size for the University continues.

<table>
<thead>
<tr>
<th>Fall</th>
<th>Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990</td>
<td>28,821</td>
</tr>
<tr>
<td>1991</td>
<td>28,176</td>
</tr>
<tr>
<td>1992</td>
<td>26,994</td>
</tr>
<tr>
<td>1993</td>
<td>25,913</td>
</tr>
<tr>
<td>1994</td>
<td>24,396</td>
</tr>
<tr>
<td>1995</td>
<td>23,556</td>
</tr>
<tr>
<td>1996</td>
<td>22,652</td>
</tr>
<tr>
<td>1997</td>
<td>21,878</td>
</tr>
<tr>
<td>1998</td>
<td>22,022</td>
</tr>
<tr>
<td>1999</td>
<td>21,889</td>
</tr>
<tr>
<td>2000</td>
<td>21,631</td>
</tr>
<tr>
<td>2001</td>
<td>22,941</td>
</tr>
</tbody>
</table>

Data Source: OBOR HEI System

Numerous efforts have been instituted to improve the recruitment of students. More effective advertising, especially television, newspaper and magazines, has increased the awareness of the University among the region’s population. Showcasing the President describing the strong programs available at the University and the proposed new Landscape for Learning, television advertisements seek to inform prospective students and their families about the benefits of a higher education at Akron. Admissions staff is working effectively in high schools across our recruitment area to encourage prospective
students to consider Akron as their school of choice. The University is sponsoring visitation days for high-school students to alert them to the many programs and options available. The University is also offering college courses to students prior to high-school graduation. This post-secondary education program attracts some of the top high-school students to our campus early and offers a great opportunity for recruiting them later for a four-year degree.

The University has been successful at acquiring increased funding for scholarships to meritorious undergraduate students. Promising high-school seniors applying to the University are invited to “Scholarship Saturday,” a half-day event in February where faculty and administrators interview applicants and award financial support to the strongest candidates. Statistics have shown that over 90 percent of the students attending this event actually attend the University as incoming freshman. The increased scholarship activity has attracted more valedictorians and high-achieving high-school students to the University.

The University has also increased efforts at retaining a greater percentage of students who continue beyond the first year and complete the baccalaureate degree. Many retention efforts are focused on improving the first-year experience to give entering students a greater likelihood of success. Students are encouraged to participate in learning communities and take advantage of a range of orientation activities before and during their first year at the University. Programs are in place to inform and help students with the range of campus services that support learning. These include peer tutoring and faculty mentors, personal counseling, career advising, improved library orientation, writing, reading and math labs, and training to improve computer and study skills. First-year students are monitored closely and programs are available to intervene when student success is questionable. The University has also instituted new programs to improve instruction of teaching assistants who work closely with first-year students.

Currently, a First-Year Experience Task Force, under the direction of the Associate Provost for Teaching, Learning and Faculty Development, is involving the entire university community in dialogue and planning to address these first-year recruitment and retention issues.

Fall 2001 data shows that 95 percent of the student population (graduate and undergraduate combined) were from Ohio; 82 percent were from the adjoining five county area (Summit, Stark,
Wayne, Medina and Cuyahoga); 56 percent were female and 15 percent were graduate students. Reflecting the demography of Ohio, only 17 percent of the student population were non-white. It is unlikely that the demography of the region from which UA recruits will change greatly in the near future.

The Fall 2001 entering new freshmen class numbered 3,504. Their average ACT score was 20.4, which is comparable to the average ACT for the first-time freshmen classes since 1997. The Common Data Set, which has become the standard for the gathering of financial aid information, shows that of the 3,107 Fall 2001 entering first-time full-time freshmen, 60 percent received financial aid awards. The average need-based gift was $3,873; the average need-based self-help award was $2,592; the average need-based loan was $2,482; the average total financial package received was $4,833.

That the University is able to attract freshmen of high academic ability is demonstrated by the significant increase in Honors Program admissions. In the Fall 2001 freshmen class there were 2 National Merit Scholars (tuition, fees, room and board), 20 Oelschlager Scholars (range $1000 to $13,000, average $5000), 43 Scholarships for Excellence ($9000), 7 Buckingham Scholars (full tuition, fees, room and board), 44 Presidential Scholars ($3000), and 93 Honors Scholars ($2900 and up).

The Financial Aid Office, as outlined above under the Office of the Vice President for Student Affairs, helps students access the financial resources that they need to enroll and stay successfully enrolled until graduation by coordinating UA scholarship and student employee programs, and developing effective financial aid packages and realistic student budgets. The office also provides counseling to help students maintain low default rates on all loans. The state of Ohio has a median household income just below that of the United States median. Consequently, UA students are increasingly dependent upon receiving financial aid.

<table>
<thead>
<tr>
<th>SOURCE OF ASSISTANCE</th>
<th>FY99</th>
<th>FY00</th>
<th>FY01</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Scholarship</td>
<td>$5.4M</td>
<td>$6M</td>
<td>$7.5M</td>
</tr>
<tr>
<td>University Awards</td>
<td>$2.3M</td>
<td>$2.4M</td>
<td>$2.5M</td>
</tr>
<tr>
<td>Fee Reductions</td>
<td>$15.8M</td>
<td>$14.8M</td>
<td>$15M</td>
</tr>
<tr>
<td>Outside Scholarships/Awards</td>
<td>$4.9M</td>
<td>$5.6M</td>
<td>$6.3M</td>
</tr>
<tr>
<td>Pell Grants</td>
<td>$10.8M</td>
<td>$10.7M</td>
<td>$11.2M</td>
</tr>
<tr>
<td>Supplemental Educational Opportunity Grants</td>
<td>$1.2M</td>
<td>$816,000</td>
<td>$858,000</td>
</tr>
<tr>
<td>Ohio Instructional Grants</td>
<td>$4.8M</td>
<td>$4.2M</td>
<td>$4.3M</td>
</tr>
<tr>
<td>Loans</td>
<td>$53.4M</td>
<td>$51.6M</td>
<td>$58.2M</td>
</tr>
<tr>
<td>Student Employment</td>
<td>$15.8M</td>
<td>$15.1M</td>
<td>$15.6M</td>
</tr>
</tbody>
</table>

Source: UA Student Financial Records System Extract File
As shown above, total in-house institutional support – university scholarships and awards, fee reductions and student employment – was increased by 32 percent from $37.7M in FY99 to $40.6M in FY01. A complete and more detailed breakdown is found in the 2002 Fact Book.

STRENGTHS, CHALLENGES, FUTURE PLANS

STRENGTHS

- The University has organized its governing structure in keeping with the concept of shared leadership.
- The University is committed to increasing faculty salaries to the 75% percentile of state public institutions.
- The University, through the Mercer Study that addressed classification and compensation for contract professional, classified and unclassified non-bargaining unit staff members, has created one integrated classification and compensation program for the above-mentioned staff.

CHALLENGES

- Maintaining and increasing qualified student enrollment.
- Maintaining and increasing the expertise of faculty and staff.
- Job audits of classified and unclassified non-bargaining unit staff members has resulted in awarding of raises which are not supported by increases to unit budgets.

FUTURE PLANS

- Review, define, and codify the roles and authority of various institutional groups and committees.
- Commitment to, as becomes affordable, maintaining and increasing the numbers of full-time faculty and staff.
- Continue to develop, monitor and implement enrollment management strategies.
Capital Planning and Facilities Management (CPFM) has responsibility for the physical campus environment and The University of Akron Police Department. The Department is responsible for the health, safety and welfare of student, faculty, staff and visitors while establishing an aesthetic pleasing campus. From the removal of hazardous materials, to the maintenance of a myriad of licenses and permits, to the daily enforcement of the laws that govern the city and campus, it is the charge of CPFM to accomplish these functions. To the extent possible, these functions are accomplished through disciplined preventive measures. The Department performs four basic functions related to capital improvements and the physical environment of the University: document the history of the University by archiving maps, construction documents, reports and photographs; record the current physical status of the University by generating room inventory reports, real estate maps and space book drawings; predict the development of the University through Capital Improvement Requests, master planning, and programming which responds to the academic and research priorities of the University; administer capital improvements of the University with decisive, uniform procedures in order to expedite the growth of the University and assure the efficiency of each construction dollar.

Following the arrival of President Proenza, the University developed an extensive capital-improvement program that is part of the New Landscape for Learning. The President realized that the physical plant was outdated and in need of major improvement if the University was to achieve its goal of becoming the top research university in Northern Ohio. The first step in the New Landscape for Learning was the demolition of several older buildings that no longer supported effective education. A series of new buildings are being constructed or planned that will offer the University community an environment that will meet current and future educational needs. Many existing campus buildings are being updated and renovated to improve the overall learning environment. Streets are being closed to vehicle traffic and the land given back to the University as open space or uses that directly support a campus environment. These changes will make the campus feel more like a unified community.

The Polymer Engineering Building was the first building completed under the original Landscape for Learning program. This facility greatly expands the research and instruction capabilities of the premier science and technology program at the
University by providing expanded space for classrooms, laboratories, and offices. The building puts the College of Polymer Science and Polymer Engineering in a stronger position for continued growth.

The new College of Arts and Sciences Building, dedicated September 4, 2002, offers the campus numerous benefits to enhance student learning. Fourteen new state-of-the-art general-purpose classrooms increase the classroom capacity of the University. Home to seven academic departments and the Dean’s office within the Buchtel College of Arts and Sciences, this building allows diverse college units to be centralized at fewer locations and provides well-equipped instructional and research laboratories, dedicated department classrooms, enhanced computer technology, and improved office space for faculty, staff, and students.

Quality university education requires much more than classrooms, labs, and instructors. The overall quality of student life and student services is integral to providing quality education, and the Landscape for Learning recognizes these needs. One aspect of the New Landscape for Learning focuses on the services and amenities important for improving the satisfaction and well being of students attending the University.

A new and expanded student center, currently under construction, will provide our students with a greatly improved range of social or personal services and modern facilities to support their time at the University. These include improved food services, social activities, meeting rooms, space for cultural events, and a range of support services (photocopying, banking, ticketing, bookstore, game room). The presence of these services on campus helps build a sense of community for students. Even our commuting students will find it easier to center their college lives on campus, rather than remaining isolated attendees of university classes.

The delivery of important academic support services to students is necessary for their education program to succeed. Scheduled to begin construction Spring 2003, a new student services building will offer students "one-stop" service for such critical offices as registration, financial aid, advising, career management, diversity centers, and numerous other activities that are integral to an effective University education.

Support of student health and well being is also a key component for meeting the students’ educational needs. A well-equipped student recreation center is under construction, which will
provide a wide range of functions or activities that improve the health and well being of the campus community. This represents another example of support services that improve the teaching and learning climate on campus.

The creation of vast new open spaces will add a greater sense of identity, community and cohesion. In total, we’ll be adding 31 acres of open space, nearly doubling the existing open space. These strategically created spaces will feature many new and abundant landscape enhancements, including the planting of 30,000 new trees that will line the clearly defined campus connections. The areas set to be opened up include: East Courtyard, College Green, Buchtel Common, Polymer Grove, Jackson Green, and Campus streets and paths lined with 30,000 new trees. http://www3.uakron.edu/nmc/plan/open_spaces.html

A University campus also needs an effective internal transportation system that allows students, faculty, and staff access into and within the campus. The closing of several streets running through the University offers a stronger campus-like environment supportive of pedestrians and free of large-scale traffic. Since most campus users drive to the area, provision of safe and convenient parking areas generally near the fringe of the campus has been a priority for campus planners. The New Landscape for Learning includes the replacement of surface parking lots with three parking decks for vehicles. Access to different parts of the campus is enhanced with a shuttle bus system that transports students, faculty, and staff effectively between the central campus area and outlying parking areas or buildings.

Renovation of existing research and instructional space will strengthen other campus programs. For example, improvements in Whitby Hall, housing the Department of Chemical Engineering, will result in modernized laboratory facilities, upgraded computer labs, and enhanced technology classrooms. Planned expansion to Guzzetta Hall will relieve overcrowded and inadequate conditions in the Ballet Center and enhance dance, theatre, and music programs within the College of Fine and Applied Arts.

The College of Business Administration is currently in the design phase of the construction of a new state-of-the-art building, which will provide needed classroom space, executive training facilities, a global resources information center, and administrative offices for the Institute for Global Business. The building will also house the Fisher and Fitzgerald Institutes and the Center for Organizational Development.

<table>
<thead>
<tr>
<th>Greenspace</th>
<th>Parking and Transportation</th>
<th>Renovations and Improvements</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
In the College of Education, a combination of outreach earnings, private gifts, and technology fees has funded several improvements to physical facilities including: a Center for Literacy, remodeling of the Center for Economic Education, refurbishment and equipping of space in support of ZIPfit and the cardiovascular rehab programs, computer lab enhancements and two new computer labs, a dedicated distance learning classroom, improvements in the Center for Child Development, remodeling of the college Office of Student Affairs, and the installation of approved network wiring.

Physical Facilities is working to reduce the deferred maintenance list on campus through the implementation a Preventive Maintenance Program working toward Predictive Maintenance. Predictive Maintenance Program will take a proactive approach to reducing any future deferred maintenance on the infrastructure of the University.

The University of Akron has at the present time at least $53 million in deferred maintenance requirements. State funding does not address deferred maintenance, and the list and the amounts continue to grow. The University is attempting to establish a plan to take care of safety issues first and ending with aesthetic items, all geared towards deferred maintenance. The main issues will include safety items such as structural integrity, life safety, and lighting but will also be coupled with safety issues and with energy savings investments, so that our initial costs will be realized in a pay back within three to five years. In this way we attempt to protect the taxpayers investments and at the same time, attempt to lower our energy costs per square feet of buildings.

The Department is responsible for health and safety code compliance. Knowing that the codes are minimal requirements, they often lobby for more stringent standards on new construction, renovation, and even small local projects. Providing a safe and friendly environment for the purpose of education is always the first goal. While safety and environmental needs often differ from building code compliance, student safety, compliance with disabled standards, and strict enforcement of environmental regulations are the rule, without exception.

The mission of The University of Akron Police Department is to establish and maintain a secure environment so that students, staff and faculty can concentrate on their goals and objectives without being interrupted by personal safety concerns.
The UAPD is tasked with ensuring that the campus community remains a safe and learning conducive environment for students and faculty. Uncompromised public safety though unparallel quality service remains the focal point of the 35 state certified law enforcement officers comprising UAPD. In order to meet the safety and security goals of UAPD, the department is divided into three operational groups that function as one consolidated police force.

The first group, Administrative Leadership and Planning (ALP), coordinates the strategic direction and abilities of the department. The ALP consists of the Chief of Police, Major, and three group commanders. Together, they tailor the safety needs and desired responses to the campus through interaction with UA administrators. The second group, Special Investigations Unit (SIU), protects and serves the campus community by conducting sensitive criminal and administrative investigations with the sole purpose of bringing the properly desired state of closure either to crime victims or to the authority requesting investigative activities. SIU detectives also coordinate local, state and federal law enforcement cooperation between UA and other agencies. Finally, SIU functions as the intelligence gathering unit of the police department, with the goal of providing particularly needed to sustain efficient daily operations.

Finally, the largest group, Patrol Operations, is the backbone of UAPD. This section provides the broadest array of departmental services and is responsible for emergency police response, as well as answering service oriented demands. Whether it is a student asking for directions or a car accident victim calling 911, a Patrol Operations representative, police officer, will be the individual performing the service. Within this sub-unit, there are other auxiliary roles performed for the special needs of the campus. These needs range from traffic safety to crime prevention educational out-reach programs and to every other conceivable aspect of law enforcement.

An internal analysis of the UAPC revealed that the public is very responsive and cognoscente of campus law enforcement service at UA. It is estimated that police dispatch will receive roughly 40,000 - 50,000 calls per year that must be filtered by the dispatcher to determine the correct routing of the call for the appropriate service. Approximately 20,000 of that number results in actual requests for police service.

Mindful of what has been learned, UAPD is increasingly seeking new and innovative ways to further the lines of communication between the officers and those that they serve. This is being
done by the exploration of public service announcements on local campus cable television, campus radio, the World Wide Web via the Internet and possibly by the use of a phone number similar to the function of 911, although used exclusively for non-emergencies (ex. Baltimore City 311 project).

In the interest of academic needs, the Department must understand the processes of research and operations of higher education. Buildings are stationary, but research and education are constantly changing. To meet those necessary changes, the department lobbies for high building standards and space that will evolve to fit the needs. Although Capital Planning, Physical Facilities, Police and Safety all look at a project in a different light, each unit to works toward the one common goal of serving academic needs now and in the future.

PHYSICAL RESOURCES:
STRENGTHS, CHALLENGES, FUTURE PLANS

STRENGTHS
- The New Landscape for Learning project that includes a new student center building, parking decks, Arts and Sciences building, and others.
- A continuing record of a safe campus environment.
- New capital improvements to existing buildings as a solution to deferred maintenance.

CHALLENGES
- Issue of deferred maintenance.
- Managing the Ohio Department of Transportation (ODOT) project fallout for the campus community and its visitors.
- Making the transition to new facilities comfortable for students, faculty, and staff.
- Providing continuing new dollar budgets for the operation of new facilities.

FUTURE PLANS
- Establishment of a Predictive Maintenance Program that will take a proactive approach to reducing any future deferred maintenance on the infrastructure of the University.
- Using all forms of campus communication to keep students, faculty, and staff informed of ODOT’s progress.
- Inclusion of new building maintenance costs as a line item in the budget.
Enrollment steadily declined at The University of Akron between 1990 and 2000. This situation is particularly problematic since 93% of the University’s revenues are tied to student enrollment, such as tuition, fees and state subvention based on credit hour generation. As state support for higher education has declined, the effect on the University’s budget has been severe.

<table>
<thead>
<tr>
<th>FY</th>
<th>Amount</th>
<th>Reasons</th>
<th>How Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>$930,000</td>
<td>SSI reduction late in year</td>
<td>Salary savings from last quarter FY01</td>
</tr>
<tr>
<td></td>
<td>$2,650,000</td>
<td>Phase I</td>
<td>Proportionally shared by all divisions. Detail determined by Dean/VP</td>
</tr>
<tr>
<td></td>
<td>$2,080,000</td>
<td>Phase II</td>
<td>Proportionally shared by all divisions. Detail determined by Dean/VP</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Subtotal</td>
<td>$4,730,000</td>
</tr>
<tr>
<td>02</td>
<td>$2,205,000</td>
<td>Budgeted shortfall (enrollment)</td>
<td>Proportionally shared by all divisions. Detail determined by Dean/VP</td>
</tr>
<tr>
<td></td>
<td>$5,160,000</td>
<td>Anticipated additional shortfall (enrollment and SSI)</td>
<td>Central control of vacant positions; 20% tax on FY02 ending balances; postponement of VP/CIO projects</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Subtotal</td>
<td>$7,365,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>TOTAL</strong></td>
<td><strong>$13,025,000</strong></td>
</tr>
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</table>

Since Dr. Proenza’s arrival, The University has engaged in strategic initiatives to enlarge the financial base. These include campus enhancements, expansion of the information technology infrastructure, and enrollment management. Efforts to recruit and retain students have been successful. Enrollment for Fall Semester 2001 increased significantly, the first increase in enrollment following a 10-year decline of 26.5%. The University has also experienced success in diversifying the sources of income through increased private donations, federal appropriations, and external funding for research and sponsored programs. The University of Akron, like other Ohio institutions,
has been forced to increase tuition and fees in order to balance its budget.

<table>
<thead>
<tr>
<th>Tuition and Fees per Student Credit Hour</th>
<th>FY98</th>
<th>FY99</th>
<th>FY00</th>
<th>FY01</th>
<th>FY02</th>
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<td></td>
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</tr>
<tr>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition</td>
<td>139.25</td>
<td>147.60</td>
<td>156.50</td>
<td>165.86</td>
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</tr>
<tr>
<td>Fees</td>
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<td>15.65</td>
<td>16.80</td>
<td>17.55</td>
<td>19.15</td>
</tr>
<tr>
<td><strong>Comm &amp; Tech</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Tuition</td>
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<td>147.60</td>
<td>147.60</td>
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<td>15.65</td>
<td>15.65</td>
<td>14.85</td>
<td>16.18</td>
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<td><strong>Wayne</strong></td>
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<td></td>
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</tr>
<tr>
<td>Tuition</td>
<td>133.60</td>
<td>140.25</td>
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<td>133.20</td>
<td>144.62</td>
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<tr>
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<td>4.20</td>
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</tr>
<tr>
<td>Tuition</td>
<td>168.00</td>
<td>178.00</td>
<td>188.80</td>
<td>200.10</td>
<td>218.70</td>
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<tr>
<td>Fees</td>
<td>6.45</td>
<td>6.85</td>
<td>7.30</td>
<td>7.70</td>
<td>8.36</td>
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<tr>
<td><strong>Law</strong></td>
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</tr>
<tr>
<td>Tuition</td>
<td>206.60</td>
<td>219.00</td>
<td>232.15</td>
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<td>268.93</td>
</tr>
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<td>Fees</td>
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<td>7.50</td>
<td>7.95</td>
<td>8.40</td>
<td>9.14</td>
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<td></td>
</tr>
<tr>
<td>Tuition</td>
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<td>358.25</td>
<td>384.05</td>
<td>390.15</td>
<td>407.09</td>
</tr>
<tr>
<td>Comm &amp; Tech</td>
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<td>Wayne</td>
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<td>372.10</td>
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<tr>
<td>Law</td>
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<td>339.95</td>
<td>360.40</td>
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<td>396.75</td>
<td>420.60</td>
<td>434.95</td>
<td>458.57</td>
</tr>
</tbody>
</table>

Since 1997, the primary vehicle for developing institution-wide planning and budgeting recommendations has been the Planning and Budgeting Committee (PBC). By definition it is a university committee and includes a wide cross section of the campus community.

For most of the period since the last NCA visit in 1997, academic and administrative units have been required to submit on an annual basis plans and budget requests for their units. Beginning with budget development for the 1997-98 fiscal year, the PBC required use of standardized electronic forms and spreadsheets for the submission of annual reports, one- and five-year plans, and budget requests from all units. The process was designed as a largely bottom-up effort, with planning and budget development beginning at the department level for both academic and administrative units and culminating in recommendations to PBC by the vice presidents. Generally, PBC’s call for planning and budget requests was issued early in the Fall Semester with a
To ensure unit accountability along with a close alignment of planning and budgeting, the following documents were required: an annual report indicating the unit's progress toward goals of the prior year; one- and five-year plans including specific strategies, timelines, and performance measures in the one-year plan; and the unit's annual budget request. These documents then were forwarded from the department chair or school director to the dean in the academic units and from the director to the vice president in the administrative units. Planning and budgeting materials were submitted in hard copy as well as electronically to the next level of review and to the Institute for Policy Studies, which prepared detailed summaries of unit requests from the President’s Office to the academic colleges and departments. The summaries included data regarding positions requested, continuing operating requests, and initiatives requiring one-time funding. In addition to the written documentation, the PBC frequently held hearings in which deans and vice presidents were given the opportunity to present key unit priorities and needs.

The PBC would then present a recommended budget to the Faculty Senate for discussion. Following these deliberations, the Faculty Senate would forward a budget recommendation to the President. The final version of the budget recommendation is presented by the President to the Board of Trustees.

The budgeting philosophy of The University of Akron could best be described as a hybrid approach, largely centralized in many ways with prominent features of decentralization at the unit level. For years the institution has permitted carry over of year-end balances, both positive and negative, as a way of encouraging responsible planning instead of a "use-it-or-lose-it" mentality so prevalent in many public institutions. In times of financial stress, these reserve balances have been tapped, but largely left to the individual accounts, departments, and units, for distribution. There has been significant support for increased decentralization of resources, particularly personnel-related ones. Until very recently (see below), there has been no central sweep of vacancy dollars; each vice president is given the authority to make recommendations concerning personnel dollars within their units. For example, in the event of vacancies the vice presidents make recommendations whether the positions are filled, changed, or eliminated. By design, salary savings are retained by the generating college or division and may be allocated for other purposes in the current or next fiscal year. However, these salary savings often become the target for meeting quick budget cuts. For example, a one percent reduction (prorated to start of fiscal
year) in state appropriations in May 2000 was met in several colleges by using unallocated salary savings.

In recent years, as the focus has been upon budget reduction rather than expansion, the methodology used by PBC has changed. For the FY 2002 year, plans and budget requests were submitted at the vice presidential level based upon three scenarios: a 3 percent reduction, no change, or a 3 percent increase in base budget including personnel and non-personnel expenses. In the FY 2002 budget, units were assessed a budget cut based upon their share of the overall budget, which could be met through personnel and/or non-personnel reductions.

PBC presented an unprecedented budget recommendation for FY 2003 that included a possible deficit. The balanced budget was based on an assumed 4% increase in student credit hour production. When budgets were allocated, all units - both administrative and academic - were required to escrow an amount equal to that unit’s share should the student credit hour production show only a 2% increase. As it was, the 4% assumption was optimistic and student credit hour production increased only 1%. The resultant deficit was exacerbated by additional factors that combined to create a significant anticipated revenue shortage for the current fiscal year.

First, assuming that credit-hour production will follow the same trend in the spring semester as it did in fall, the resulting tuition and fees revenue shortage for the year will be approximately $4 million, $2 million of which will be offset by using those funds that were held in reserve. Second, our auditors are required that we supplement our allowance for doubtful accounts by $600,000, due to the increased amounts of delinquent student accounts. Additionally, changes made by the Ohio Board of Regents staff will result in our receiving $2.56 million less than anticipated from the state, as detailed in the next paragraph.

The Regents staff functionally nullified the Inter University Council presidents’ agreement with the governor through an application of their funding formula. Their most-recent interpretation of the formula resulted in an estimated $1.2 million reduction to The University of Akron. A subsequent recalculation of the comparative three-year rolling average of state universities’ enrollments potentially will reduce our State Share of Instruction by another $1 million. Finally, a reduction in doctoral support statewide will diminish our funding by $360,000.

In total, after using our reserved funds, we needed to address nearly $5.2 million in anticipated revenue shortages for the
current fiscal year, even as state finances and Regents staff decisions continue to make public university budgeting subject to change.

To protect the employment status of current faculty, staff and contract professionals, three actions were taken by the University effective October 16, 2002.

- The current-year technology budget will be reduced by $1.8 million.
- Budget carry-over amounts of all administrative and academic units from the last fiscal year (FY2002) will be reduced by 20 percent.
- Position vacancy funds across all units of the University will be managed centrally. All new academic hires will require the approval of the provost, and all other hires must be approved by the vice president for business and finance.

After considering a number of options for dealing with the projected budget shortages and realizing that any budget reductions will cause some difficulty for all of us, these steps were determined to be the most fair and prudent and the least detrimental to our faculty, staff, contract professionals and students. These actions were necessary to preserve our current University workforce.

Unfortunately, additional budget reductions are anticipated and informal information coming from the Board of Regents suggests that no new funds will come to higher education in Ohio before the 2006-2007 biennium.

The newly adopted Return on Investment (ROI) model is helping the University tie planning to budgeting in very positive ways. After more than a year of study and discussion, the Planning and Budget Committee, under the leadership of the Senior Vice President and Provost, developed an ROI budget allocation model and process. The committee's goals were to: 1) tie budget to financial performance, 2) enhance revenues, 3) allow for some incentive-based budgeting, and 4) align resources with priorities. The new model replaces the institution's reliance on historical, incremental approaches to resource allocation. The model was approved in the fall of 2001 with overwhelming support throughout the governance process; the PBC, the Faculty Senate, and the Board of Trustees. The ROI model is being phased in over five years in order to allow academic units to adjust and the model to be adjusted based on experience.
Colleges that generate an ROI greater than that required will get a portion of the tuition dollars returned to their budgets. To the extent permitted by the University budget, these funds will be returned in the form of continuing base dollars that can be used to fund new positions and other ongoing needs. At full implementation, the portion of college tuition revenue generated in excess of the target ROI will be distributed as follows: 50% to the unit and 50% to a pool for reallocation by the Senior Vice President and Provost based on quality and strategic priority.

<table>
<thead>
<tr>
<th>COLLEGE</th>
<th>Earned Summer 2001 (Pilot Project)</th>
<th>Earned FY01-02 (Base Budget Dollars)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buchtel College of Arts and Sciences</td>
<td>$131,169</td>
<td>$221,811</td>
</tr>
<tr>
<td>Community and Technical Education</td>
<td>$226,505</td>
<td>$122,386</td>
</tr>
<tr>
<td>Fine and Applied Arts</td>
<td>$17,477</td>
<td>$29,490</td>
</tr>
<tr>
<td>Law</td>
<td>$270</td>
<td></td>
</tr>
<tr>
<td>Nursing</td>
<td>$13,845</td>
<td></td>
</tr>
<tr>
<td>University College</td>
<td>#14,571</td>
<td>$146,079</td>
</tr>
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</table>

In several colleges, programs have been discontinued because of declining enrollments, financial pressures, changing markets, and in order to focus available resources more strategically. Examples of discontinued programs include American Sign Language, Transportation, Histology, Adapted Physical Education, MFA program in Theatre, medical technology, and three classics baccalaureate degrees. The University’s future success in managing scarce resources to meet its purposes depends upon continued innovations in the academic units and incentives such as ROI that bring increased base budgets to support those innovations with continuing dollars.

Within academic units, careful budget management and planning, along with increased attention to expanding and diversifying revenue streams, have maintained the commitment of resources to effective teaching and learning. Grant activity in the Law School has resulted in the addition of new courses, facilitated curriculum changes, allowed for the hiring of additional faculty, and supported the creation of a new business clinic. The Law School has also expanded its recruiting efforts through the addition of an admissions counselor. The Community and Technical College has developed accelerated degree and weekend programs, and new certificate programs. University College opened an Office of New Student Orientation that is self-supporting through fees paid by new and transfer students. This college also economized by increasing the use of technology to
automate targeted notices to students. University College, the College of Arts and Sciences, and the College of Fine and Applied Arts piloted the use of term instructors, using part-time faculty funds to hire full-time, non-tenure track faculty in order to provide more full-time faculty to serve students. The art education program was transferred from the College of Education to the College of Fine and Applied Arts. The School of Speech Language Pathology and Audiology has submitted a final application to the Ohio Board of Regents for a Doctor of Audiology degree program. The College of Arts and Sciences has seen a dramatic increase in revenues from grants and development activity. Similarly, the College of Business Administration received a special line item in the state budget that allocates over $1 million to educational programs in international business. The College of Business Administration has also implemented a new Executive MBA Program in International Business. The College of Polymer Science and Polymer Engineering has been successful in achieving a large federal earmark and major state appropriations. The College of Education expanded graduate outreach programs as well as creating sales and service type activities which double as clinical experiences for University students. The College has also been extremely successful in attracting federal and state research support.

Despite the expectation that Ohio legislators will continue to cut funding to higher education, two budget priorities remain critical — salaries and technology funding. Upon recommendation of President Proenza and with the unanimous support of PBC, a $1.2 million fund was set aside in the FY03 budget for salary equity adjustments. In 2002, The University of Akron embarked upon a multi-phase process to address salary compression within the University and in relation to average faculty salaries at benchmark schools. The ultimate goals of this process are the fair recognition of merit within UA and the elevation of average faculty salaries to a level equal to the 75th percentile of Ohio public universities.

The Salary Equity Task Force recommended that the funds be divided into two pools, labeled Track I Funds and Track II Funds. Track I Funds will be used to bring average faculty salaries more in line with those seen at benchmark universities, while Track II Funds will be used to address salary compression at the professor and associate professor levels. Given that salaries of faculty hired in rank during the last five years are more consistent with those seen at benchmark schools and the overall competitiveness of the assistant professor average salaries, those appointed within last five years were excluded. At the professor rank, $325,000 was allocated for Track I adjustments.
and $400,000 was set aside for Track II funds. At the associate professor level, the totals were $95,000 and $200,000, respectively. More detail is in Part I of this chapter.

Consistent with the vision of Charting the Course and the strategic themes outlined in the Balanced Scorecard Initiative, funding for technology infrastructure is essential. The state of the art in computers and associated technology is one of a dynamic nature. Reduced budget allocations impact individual computing services, the enterprise system, technical support to business processes, data management, the wireless initiative, and distance education. Further, the rate of change in technology will require that the technology staff raise their sights: from programming, development, and installation, to integration, outsourcing standardized services, and identifying core competencies.

The University of Akron receives funding from the state, student tuition and fees, individuals in the form of gifts and contracts, and other institutions.

The State Share of Instruction (SSI) Formula has been in existence in one form or another in the state of Ohio since the mid-1960s. It distributes the bulk of state monies that are provided to Ohio’s public colleges and universities. The main features of the formula are that it is based on actual average costs, is primarily enrollment driven, and supports core academic activities. The SSI formula distributes about $1.5 billion each year in support of over 550,000 students enrolled in Ohio’s 38 state-supported colleges and universities.

The basic concepts underlying the SSI formula are:

**Average costs**: the formula is based on statewide average costs – not what the Board of Regents (or any other entity or person) thinks it should cost to educate a college student in the state of Ohio. Obviously, the cost to educate a student varies greatly from discipline to discipline. The Board of Regents collects detailed data from each campus to know how much it costs them to provide instruction in each discipline.

**Models**: the formula classifies courses into one of fifteen different levels (called models) to differentiate between the costs to educate students taking courses at different levels. The table below shows each model, provides a general description of the types of courses in that model, and presents the statewide average cost per student of providing a course at that level. The average costs shown in the table are actually the sum of three components:
o Instruction and support: what it costs campuses to provide degree credit instruction to students. It also includes costs of support activities such as libraries and technology.

o Student services: the cost of student services such as admission, registration, and academic counseling.

o Plant Operations and Maintenance: what it costs to pay for heating, cooling, cleaning, and other such services.

<table>
<thead>
<tr>
<th>Model</th>
<th>General Description</th>
<th>Average Costs FY 2002</th>
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<tbody>
<tr>
<td>UNDERGRADUATE</td>
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<tr>
<td>General Studies I</td>
<td>Introductory social science</td>
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</tr>
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<td>General Studies II</td>
<td>Introductory humanities</td>
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<td>General Studies III</td>
<td>Introductory sciences</td>
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<td>Technical I</td>
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<tr>
<td>Technical II</td>
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<tr>
<td>Baccalaureate I</td>
<td>Advanced social sciences</td>
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<td>Advanced sciences</td>
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<td>GRADUATE</td>
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<td>Masters I</td>
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<td>Medical II</td>
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</tbody>
</table>

**FTEs (Full-time equivalent):** The use of FTE standardizes student credit hours for different academic terms. The SSI formula counts all credit hours of instruction for all regular terms, plus summer. The FTE does not distinguish between students enrolled part-time of full-time.

**Assumed fee:** This is the amount that does not come from state resources, it is primarily the monies that come from tuition. To calculate the amount the campus will receive:

- Add average costs for each component of the Baccalaureate I model
The result is the amount of state support the campus will receive for the FTE. The Board of Regents makes this calculation for each of the levels or models for which a campus has FTEs, and that amount is distributed to the campus.

However, if the state budget does not have sufficient funds to distribute the amount calculated, the amount is reduced.

The purpose of the SSI formula is to distribute funds equitably among campuses in an efficient manner. The use of the statewide average costs helps promote efficiency. The use of FTEs and fifteen models helps promote equity. Adequacy is defined not so much for the mechanics of the formulas as by the level of funding. Because of tight state finances and budget cuts, the SSI has provided a less and less adequate level of funding. In the late 1980s, the average undergraduate student share of instruction was about 37%. By FY 2002, the state share had plummeted from 63% to about 50% and the student share has risen from 37% to about 50%.

Although the previous explanation of the calculation presents a simplified picture of how the formula works, the actual calculation is not quite so simple. Complicating factors include:

**Two and five-year average FTEs:** A campus actually earns the greater subsidy amount derived from the use of two-year and five-year average FTEs. A growing campus benefits from the two-year average; a campus with stable or declining enrollment benefits from using the five-year average.

**Guarantee:** The formula contains a “hold-harmless” provision, which guarantees a campus the same amount of money it received in the previous year. The guarantee has been the source of some contention, since at the margins it takes money away from growing campuses. Most recently, FY 2003, the state has deviated from the original terms of this agreement.

The University of Akron has sustained, to date, an SSI reduction of 6.53% since FY 2001. SSI for FY01 through FY03, including budget cuts and reductions, can be found at [http://www.regents.state.oh.us/financial/SSI_FY01-03.pdf](http://www.regents.state.oh.us/financial/SSI_FY01-03.pdf)
Unrestricted funds include the Education and General Fund and the Auxiliary Enterprises. These two funds represent the operating fund of the institution. The Education and General Fund includes primarily SSI and the student tuition and fees approximating 93% of our income. Auxiliary Enterprises are essentially self-supporting units which derive their revenues from fees charged for services – dining services, parking, etc.

Restricted funds are funds that are expendable only for the specific operating purpose designed by the grantor, and any such funds not used are generally refundable to the grantor. These include funds for research, scholarships, and funds specifically designated for departmental use. Generally, some periodic reporting is required to the grantor.

Loan funds are funds that are available for granting loans to students. The largest individual accounts are the Federal Perkins Loan and Nursing loans. Other rotating funds are form private sources.

The Endowment Fund group includes two types of funds:

- Endowment funds which are contributions where the donor has stipulated that the principal is to be kept intact in perpetuity and only the income can be expended wither for a general purpose or for a restricted purpose such as scholarships or professorships.

- With Quasi-endowment funds where the Board, as distinct from the donor, has set aside unrestricted current funds or private donations for which the donor has not specified a restricted purpose to be used as endowment. Quasi-endowment funds are also known as Board-designated Endowment or Funds Functioning as Endowment.

Annuity and Life Income Funds are amounts where only the principal, and not the income to be earned, has been given to the institution. The income is usually reserved by the donor for a specified period of time and the institution agrees to pay either a specified sum or the actual income earned to the donor for this period.

Plant Funds consist of four sub-groupings:

- Unexpended funds are amounts that are to be used for plant additions or modernization. Such funds will include cash and other investments that have been transferred to this fund for plant purposes.
Funds for renewal or replacement representing amounts transferred from current funds for renewal or replacement of existing plant. Such amounts represent a form of funding in lieu of depreciation.

Funds for retirement of indebtedness are made, mandatory, from the operating accounts in the current fund for the purpose of repaying a debt. The periodic debt payment is made form this group.

Investment in plant represents the cost of plant including land and equipment. The reporting basis if cost, or market value in case of gifts-in-kind.

Agency funds consist of resources received by The University of Akron where the institution acts as custodian or fiscal agent for individual students, faculty, staff, members, and organizations.

The University of Akron Foundation is the primary fund raising arm of the University. The Foundation endowment invests monies in support of student financial aid, buildings, archives and other special projects. The designation of the gift determines into which fund the monies are deposited – either to the Foundation or directly to the University.

Further, the Foundation was created to assist the University with costs that may not be covered by general, federal or grant funds. Proper approvals are required, and the Treasurer’s office maintains careful procedures to ensure that funds are spent properly.

Ohio Senate Bill 6 of the 122nd General Assembly was enacted into law in 1997. It is designed to increase financial accountability of state colleges and universities by using a standard set of measures with which to monitor the fiscal health of campuses. Using the year-end audited financial statement submitted by each public institution, the Board of Regents annually applies these standards to monitor individual campus finances. In addition, Senate Bill 6 requires state colleges and universities to submit quarterly financial reports to the board of Regents within 340 days after the end of each fiscal quarter. More information is available at [http://www.regents.state.oh.us/financial/sb6.html#Background](http://www.regents.state.oh.us/financial/sb6.html#Background)

Further, the Higher Education Information (HEI) system contains data supplied by Ohio's colleges and universities. It is a comprehensive relational database that includes data on students, courses, faculty, facilities, and finances. It is available at [http://www.regents.state.oh.us/hei/index.html](http://www.regents.state.oh.us/hei/index.html)
FINANCIAL RESOURCES: STRENGTHS, CHALLENGES AND FUTURE PLANS

STRENGTHS:
- Return On Investment (ROI) allocation of budgets rewards productive units.
- Reversal of enrollment decline – 93% of the University revenue is directly tied to student enrollment.
- Creative financial diversification within administrative units, colleges, and departments.

CHALLENGES:
- Difficult economic state climate requiring diversification of revenue streams.
- Cumbersome and confusing budget process.
- Salary equity and compression issues.
- Funding the technological infrastructure.
- Supporting ROI without the infusion of new funds.
- Competition from other service providers, such as online proprietary institutions.

FUTURE PLANS:
- Develop research relationships and the commercialization of the University.
- Continued assessment of the planning and budgeting process to assure accountability and the furthering of the University’s mission.
- Continued diversification of financial base.
- Refinement of budget processes and procedures.
- Commitment to bring faculty salaries to a level equal to the 75th percentile of Ohio public universities.
- Streamlining of some bureaucratic functions to make it easier for units to be entrepreneurial.

Information and technology resources are provided by the University Libraries, Design and Development Services, the Educational Media Center, Computing Services, the Wired for Wireless initiative, and campus internet services.

The University Libraries (http://www.uakron.edu/libraries) includes Bierce Library, the main campus library that serves the University College, the Community and Technical College, the College of Business, the College of Education, the College of Fines and Applied Arts, and the humanities and social sciences; the Science and Technology Library (located in the Auburn Science and Engineering Center) that serves the College of Engineering, the
College of Nursing, the College of Polymer Science and Polymer Engineering and the science departments of the Buchtel College of Arts and Science; and Archival Services (located on the ground floor of the Polsky Building) that includes the library’s special collections and the Archives of the History of American Psychology. The University Press also falls administratively under the University Libraries, and the Press Director reports directly to the Dean of the University Libraries.

The University Libraries houses over 1.18 million volumes in its three campus facilities and at the Cooperative Regional Library Depository, a state-assisted, shared storage facility located on the campus of the Northeastern Ohio Universities College of Medicine. The libraries make available over 8,000 current serial subscriptions in paper and electronic formats and are a state and federal document depository. The University of Akron libraries were a founding member of OhioLINK, which is Ohio's consortium of academic, law and medical libraries http://www.ohiolink.edu, and continue to be active participants in this invaluable service resource. Its 33 faculty librarians and 35 professional and support staff are the essential information service supporting The University of Akron’s mission. They foster intellectual inquisitiveness and promote equitable access to information, services and facilities that lead to effective teaching, study, reflection and learning.

http://www.uakron.edu/libraries(libsStratPlan.php

University Libraries has a strong commitment to information literacy, and in 2001 offered its first credit course on information seeking tools and strategies for undergraduates.

http://www.uakron.edu/libraries(libsComptStmt.php

Design and Development Services is a unit of Information Services charged with assisting faculty in the design, development and management of Web-based and Web-enhanced courses. They help faculty revise existing goals or set new goals as needed for Web-based instruction; assist faculty in re-analyzing learners, which is more important in Web-based courses; design and develop an effective framework for Web courses using WebCT, the University’s web-course management system; repurpose existing media material and creating new graphic, audio, video and other types of elements to enhance online instruction; and help instructors adapt their evaluations to the web-based environment.

In addition to Design and Development Services, Learning Technologies and Scholar/Learner Services provides instructional design, development, delivery, evaluation, and support services to faculty, staff and students in order to meet the educational needs
of the University community. Five departments address specific needs. **Software Training and Technological Services** provides specific training for administrative and academic software used University wide, such as PeopleSoft and WebCT; **Distributed Technology Services** provides leadership in planning, development, implementation, and support services for distributed computer systems, both hardware and software; **Computer Based Assessment and Evaluation** provides services in the design, development and deployment of on-line tests, surveys, and assessments; **Technology Learning Support Services** provides hardware service for faculty, staff, and students and lab support for the VPCIO division and other departments; and the **Technology Learning Support Center** provides first level support, both telephone and walk-in, for computer related questions and problems.

Our New Landscape for Learning is about more than bricks and mortar. It is about providing University of Akron students and faculty with technology - such as wireless laptop computers - that makes learning more accessible, dynamic, and relevant. The University of Akron’s vision for the 21st century is to provide a learning environment that embraces the use of today’s dynamic technology. The Technology Without Boundaries™ initiative is one step in that process. The laptop initiative provides for both students and faculty state of the art IBM laptop computers, which allows wireless access to the campus network- anywhere and at anytime. Technology Without Boundaries™ ensures that both students and faculty have access to technology that will promote and enable education, communication, and collaboration.

All of the IBM laptops are equipped with Cisco wireless communications that will provide connectivity to the University’s network. All buildings and residence halls on campus are wired for wireless communications, thus a student will have access to the internet, email, and their friends no matter where they are on campus.

Most student support services are administered by the Vice President for Student Affairs and by the Vice President for Information and Instructional Technologies, Libraries and Institutional Planning, and are detailed in Part I of this chapter.

The **Gardner Student Center**, located in the center of campus, serves students, faculty and staff, and is one of the University’s major assets in meeting the University-wide goal of public service. This busy facility houses four food service facilities, meeting rooms, lounges, movie theatre, student organization offices, recreation facilities, the copy center, a bank, a computer store, ticket/film/fax center, bookstore, and a computer lab. It is
central to the learning environment by providing diverse programs and superior services for the University and surrounding communities. As part of The University of Akron’s Campus Master Plan, construction of a new $40 million Student Center building began in the summer of 2002. Pictures, timelines and floor plans can be found at http://www3.uakron.edu/capplan/projects/StudentUnion.html.

**Robertson Cafe** is the "on-campus" cafe for students, staff, and faculty. Rob’s offers everything from chocolate chip pancakes to Caribbean Chicken. Pizzas are baked on site and guests can create their own sundaes with soft serve and toppings. There’s a vegetarian line and a full salad bar for those on restricted diets. Special menus for holidays and parties, highlighted with sparkling ice sculptures, are featured.

**Jump,** the new Asian Express restaurant has become a campus favorite food location that offers a unique cuisine to satisfy anyone’s palette.

For students looking for “real Italian” cuisine, **Tomassito’s** in the Gardner Student Center is where a new addition to the Chuckery with a menu to satisfy any Italian craving is found. The menu includes pizza made daily from fresh dough with a great selection of toppings, rigatoni and side dishes that are ready for dining in or carry out.

The **University Grille** opened fall of 2001 with a "fast food" menu of campus favorites “Burgers and Fries”. Their quick service and moderate prices make this a favorite on campus.

The **Sara Lee Sandwich Shop** specializes in made to order sandwiches, salads, soups and daily home style special in addition to specialty coffee and baked goods.

**Texa Cantina** is the latest food trend to hit the Student Center’s Chuckery. Popular “tex-mex” items include authentic tacos, burritos, taco salad, and other “south of the border” selections. Their salsa and chips are a great “between classes” snack.

The **Martin University Center** is a restaurant and banquet center specializing in seminars, wedding receptions and banquets. The **Grill Room** is open for lunch Monday through Friday.

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**Dining Services**

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*Self-Study Report: Chapter Four: Criterion Two: Resources*
As discussed in Part I of this Chapter, the Office of the Vice President for Student Affairs oversees student health services and the Office of the Vice President for Capital Planning and Facilities Management has responsibility for The University of Akron Police Department.

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<tr>
<th>SUPPORT SERVICES</th>
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<tbody>
<tr>
<td><strong>STRENGTHS</strong></td>
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<tr>
<td>o New student center.</td>
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<td>o Strong network of support services in place.</td>
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<td>o University Libraries membership in OhioLINK.</td>
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<tr>
<td><strong>CHALLENGES</strong></td>
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<tr>
<td>o Collaborations between support services.</td>
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<td>o Escalating expense of technology infrastructure.</td>
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<td>o Shared network storage space for students.</td>
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<td>o Reliability of the campus network.</td>
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<td>o Rising cost of library materials - both print and non-print.</td>
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<tr>
<td><strong>FUTURE PLANS</strong></td>
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<tr>
<td>o New student and administrative services building, recreation center, and parking decks.</td>
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<tr>
<td>o Work toward creative solutions to the cost of library materials.</td>
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<tr>
<td>o Prioritization of the various elements of information technology to maximize its use.</td>
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