

**Institution: The University of Akron**

**Chief Executive Officer: Interim President John C. Green**

**Date Submitted: December 14, 2018**

**Submitted by: Rex D. Ramsier, Exec. VP/Chief Admin. Off.; Accreditation Liaison Off.**

**Action: Interim Report due 12/31/18 on program review**

**Core Component: 4.A.**

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.

**Areas of Focus:**

From the 5-10-17 HLC Team Report Review Summary:

*An interim report documenting that program review of all programs is underway. Evidence of program review of undergraduate programs that do not hold specialized accreditation is expected.*

As noted in our institutional response dated June 1, 2017, The University of Akron (UA) concurred with the Higher Learning Commission (HLC) Team's finding that Core Component 4.A. was met with concerns. Our new program review process developed in Fall 2016 used a faculty-driven model intentionally delegated to the UA Graduate Council (a body of elected faculty which reports to the Faculty Senate) in the interest of improved shared governance and to realize substantive results. The Graduate Council presented its plan to the Council of Deans after review by the Provost. Deans were asked to nominate two individuals from each college, one with an undergraduate teaching emphasis and one with a graduate teaching emphasis. The program review committee of twelve members was then formed, and the new formative process launched in Spring 2017 with eleven departments under review. This was the process that the HLC Team referred to in its report.

As we moved toward the Fall 2017 semester, it became apparent that we needed to begin a serious and comprehensive strategic planning process, and for that to be effective we needed a "snapshot" of where we are as an institution both in terms of academics and administrative support units. In addition, the language in the HLC Team report indicated that UA needed to document that a review of all programs was underway. To address these two needs simultaneously, we augmented the program review committee that we already had in place with an additional twelve faculty members, to form the Academic Program Review (APR) committee. We also formed an Executive Committee which decided upon consistent data tables, templates and a categorization scheme so we could review all of our degree programs in a summative way in one calendar year with the goal of resource reallocation (not financial savings). A comprehensive summary of the APR process can be found in the frequently asked questions document presented here as Attachment A, which is also available through the public web link <https://www.uakron.edu/apr/>.

The APR committee's final report (Attachment B) was forwarded, along with unit self-studies and Deans' reviews (all of which are available at the link above), to the Academic Policies Committee of the Faculty Senate. This committee issued a report to Faculty Senate, which was approved and forwarded to the Office of the President on May 3, 2018, as recorded in the minutes of the meeting (Attachment C). After deliberation for more than two months, including confidential consultations with each Dean individually, Interim President Green and Provost Ramsier presented a series of recommendations to the UA Board of Trustees.

These recommendations led to final actions by the Board of Trustees on August 15, 2018, wherein thirty-two full-time positions (31 faculty, one contract professional) were allocated for investment in strategic academic areas of strength and growth potential. These positions are estimated to involve about \$2.8 million in annual compensation and \$3.5 million in one-time start-up funds. Another result of APR is that about eighty degrees and degree tracks were put on a phase-out plan. This means that new admissions to these degrees and tracks were suspended, and currently admitted students will be taught-out here at UA over the next several years.

The APR details are provided here in Attachment D, and can also be found on the public web link <https://www.uakron.edu/advance-ua>. The phased-out programs were primarily those which had: produced very low numbers of degrees recently; declining demand/enrollment; or significant competition or duplication of effort with other Northeast Ohio colleges/universities.

The latter category is related to our need to be responsive to the requirements of the Northeast Ohio Regional Compact – a legislatively mandated new program which includes a goal to minimize or eliminate duplicative programs in our region - which has five public universities and four public community colleges (Attachment E). Therefore, in addition to satisfying the need to set a baseline for academic focus and investment for the future, and the need to ensure that all of our programs have been recently reviewed, APR served a third purpose by being proactively responsive to the Ohio Department of Higher Education.

Although the level of input and involvement of faculty in all academic units, Department Chairs/School Directors, Deans, the APR committee, the Academic Policies Committee, the Faculty Senate, and the upper administration was substantial, reactions to the changes resulting from APR were mixed. On the one hand, Undergraduate Student Government, the Chancellor of the Ohio Department of Higher Education, and members of the community found the decisions to be reasonable and timely (Attachment F). However, on the other hand, faculty would have preferred that before the Board took final action on the list of programs to be phased out, the list would have been vetted campus-wide rather than only with the Deans (Attachment G). The shared governance aspects of APR are discussed in greater detail in the interim report on shared governance and communication that accompanies this report on program review. Here we have provided documented evidence that UA has reviewed all of its academic degree programs in the past year, and has an ongoing cycle of program review in place, meeting the expectations of the HLC Team report and Core Component 4.A.

We have now returned to the formative program review process on a seven year cycle, which is consistent with a requirement from the Ohio Department of Higher Education/Chancellor's Council on Graduate Studies that each institution review all graduate degree programs at least once every seven years. Our formative program review process also includes all undergraduate degrees, and our new general education program which began in fall 2017, as evidenced by the timeline and procedure documents presented here as Attachment H. Learning from issues raised about the APR process, program review on a going forward basis will include an evaluation of our programs by an outside consultant and a feedback mechanism where academic units will respond to the reviews with a plan to address any deficiencies or areas of concern. In addition, these formative reviews will not be brought forward to the upper administration for summative action; rather, they are intended to be part of our continuous improvement activities within the colleges. However, the results of program review will inform our planning and budgeting processes, particularly with respect to identifying future investment and disinvestment areas.

As noted above, to enable an effective planning process we also needed a “snapshot” of our administrative support units. The Administrative Activities Review (AAR) served that purpose, resulting in a final report issued on October 22, 2018 which is included here as part of Attachment I. These documents and all of the unit-level AAR self-studies are available at the following public web link: <https://www.uakron.edu/aar>.

APR and AAR then set the backdrop for UA's Three-Year Action Plan which was built from unit-level plans, vetted across campus and with community leaders, endorsed by the University Council on December 4<sup>th</sup>, 2018 and approved by the Board of Trustees on December 5<sup>th</sup>, 2018. This plan will be the basis of our budget development for the next fiscal year. The plan is

provided here as part of Attachment J, and once again in the interest of transparency all of the unit level plans can be viewed at the following web site:

<https://uazips.sharepoint.com/sites/3yap>. It should be noted that academic units had the opportunity as part of their unit-level planning to propose substantive revisions to degrees phased-out by APR to remedy areas of concern and to seek activation of the newly revised programs through the curriculum approval process.

In summary, The University of Akron has made significant progress in reviewing all of our academic programs and academic support units, and substantially improving our ongoing program review process on a seven year cycle. In addition, these reviews form an integral part of our three year action plan which will now drive the budgeting process on an annual basis in a self-consistent continuous improvement model that emulates best practices in higher education.



## Academic Program Review (APR)

*Frequently Answered Questions – Last Updated 22 January 2018*

### 1. When are the Deans Reports due?

*15 January 2018. All reports have been received.*

### 2. Who is on the APR Committee?

- |                        |   |
|------------------------|---|
| 1. Phil Allen,         | BCAS, Co-Chair, Psychology                          |
| 2. Richard Londravage, | BCAS, Biology                                       |
| 3. David Perry,        | BCAS, Chemistry                                     |
| 4. Harvey Sterns,      | BCAS, Faculty Senate/University Council, Psychology |
| 5. Ann Usher,          | BCAS, Music   |
| 6. Ingrid Weigold,     | BCAS, Counseling/Psychology                         |
| 7. Matt Wyszynski,     | BCAS, Modern Languages                              |
| 8. John Zipp,          | BCAS, Sociology                                     |
| 9. Sukanya Kemp,       | CAST, Applied General and Technical Studies         |
| 10. Andy Milks,        | CAST, Engineering and Science Technology            |
| 11. Bill McHenry,      | CBA, Management                                     |
| 12. Melinda Newman     | CBA, Finance  |
| 13. Stacia Biddle,     | CHP, Allied Health Technology                       |
| 14. Carolyn Murrock,   | CHP, Nursing  |
| 15. Ron Otterstetter   | CHP, Sports Science and Wellness Education          |
| 16. Andrey Dobrynin    | CPSPE, Polymer Science                              |
| 17. Nicole Zacharia,   | CPSPE, Polymer Engineering                          |
| 18. Teresa Cutright,   | Engineering, Civil Engineering                      |
| 19. Shiva Sastry,      | Engineering, Co-Chair, Electrical & Computer Eng.   |
| 20. Marnie Saunders,   | Engineering, Biomedical Engineering                 |
| 21. Dana Cole,         | Law, Law-Instruction                                |
| 22. Bill Rich,         | Law, Chair of Faculty Senate, Law-Instruction       |
| 23. Gary Holliday,     | LJFFCE, Curricular and Instructional Studies        |
| 24. Tim Vierheller,    | Wayne, Physics                                      |

### 3. What was the Rationale for selecting APR Faculty Team Reviewers?

- Nominations from the Deans
- Representation from all colleges, not necessarily from every department
- Representation from Faculty Senate (Bill Rich), University Council (Harvey Sterns) and the AAUP (John Zipp)
- Gender representation
- Adequate coverage to review doctoral and masters programs review required by Ohio Chancellors Council for Graduate Studies; every doctoral program has at least one reviewer from another doctoral program and the other reviewer is at least from a program that grants Master's degrees

### 4. What is expected in the APR Report from the Faculty?

#### **Part 1:**

**Department-level Quantitative Analysis:** Please interpret the following data provided with a focus on Student Recruitment, Education, Graduation and Improving UA revenues in the context of your department/program(s).

1. **Teaching Outcomes Table 1:** UA Data, **Table 2:** ODHE Data

2. **Demographic Analysis Table 3**

3. **Graduate Assistantships Table 4** (where applicable)

4. **General Fund Centric Revenues/Expenses Table 5**

5. **Student Performance by Course Level Table 6**

6. **Graduate Student Exit Interview Data Table 7** (where applicable)

For each associate, undergraduate, master's, and doctoral program in your unit, please provide data from your unit and an analysis for the following two items:

#### **7. Learning Outcomes**

Please summarize your assessment activities and provide an analysis of your activities. You may include data from Tables 1-4 and Tables 6-7 to complete this item. You may also include departmental-level data that you have collected.

#### **8. Market Demand**

How many of your graduating students in the last three years have pursued a career in their field of study or a career commensurate with their educational qualifications? Please provide actual numbers and not percentages. How many graduates from your undergraduate programs are pursuing graduate studies? Please list key employers of your students and universities where your students pursue graduate studies.

*Please provide data from your unit for:*

**9. Research and Creative Activity Outcomes:** *Please provide the number of refereed publications, books, book chapters, art/dance/theatre exhibits or other scholarly or creative works in Table 8 for the last three years. You may also wish to note other measures such as number of citations.*

**Part 2:**

**Department-level Qualitative Analysis:** *Please address the following two sections for each associate, undergraduate, master's, and doctoral program in your unit.*

**1. Areas of Strength and Distinctiveness:** *What are the strengths of your program? Please address the number of degrees awarded in your program as it compares with other programs in the State of Ohio (Tables 1-2.1).*

The Full APR Team will complete the following form for each program:

Department\_\_\_\_\_

Program\_\_\_\_\_

College\_\_\_\_\_

**PROGRAM RATING****CATEGORY****PRIORITY**

Dean of College

\_\_\_\_\_

\_\_\_\_\_

APR Team Rating

\_\_\_\_\_

\_\_\_\_\_

**Comments**

Highlights from discussion about the program by the APR team

**Recommendations**

Highlights from Strategic Plan and discussions by APR team

**6. What the is APR Process going forward?**

1. *Deans were invited to share the rationale for how they categorized and prioritized the programs in their colleges. This meeting was held on 17 January 2018 and all Deans presented.*
2. *Two individual Reviewers will be assigned to review programs in a specific department.*
3. *These reviewers are expected to independently complete the Program Review form based on their review of the Faculty Reports and the Dean Recommendations.*
4. *These reviews will be shared with the full APR team.*
5. *APR Team will discuss each program individually and arrive at a final rating by vote.*
6. *Deans have agreed to have someone available from their office "on call" when the programs from their colleges are being reviewed.*

**7. What happens if the APR Classification and Priority (as determined by the APR Committee) are different from that of the Dean?**

*In designing the APR process, our aim was to ensure parallel reliability in the reviews. Thus, we view the Deans Recommendations and APR Recommendations as viewpoints that the APC will consider before they make APC recommendations.*

## **8. What roles do the Deans have in the APR Process? (NEW)**

*The APR Executive Committee (13 December 2017) strongly endorsed inviting Deans to share their College-level Strategy with the APR Team before the programs in the college are rated by the full APR Team. We propose that the Deans focus these presentations on the issues they deemed as being important for Classification (C1, C2 and C3) and Prioritization (P1 and P2) of programs. This presentation is not mandatory for the Deans – however, the APR team strongly recommends that the Deans consider this invitation to participate.*

*All Deans participated and presented on 17 January 2018.*

## **9. What happens if the APR Team has unanswered questions before they classify and prioritize programs?**

*The reviews of the programs will be scheduled ahead of time and the respective Deans will be informed of the schedule. The Dean or a designee will be invited to attend the session if the APR team has unresolved questions. This issue was already discussed with the Council of Deans and all of our Deans have expressed their satisfaction with this approach.*

## **10. How will the APR Team rating process account for inherent differences across colleges and programs?**

*The responses from the Faculty reports to the six fields requested will be shared with the APR Team. The team will also have access to all the data related to the units (Table 1 – Table 9). These responses serve as a reference for the APR team.*

*In addition, we are going to rely on the narrative explanation and presentations from the Deans about how they have classified and prioritized the programs in their colleges.*

*The following items were identified by UA Leadership as being important for classifying programs: Number of Paying Students, Number of Graduating Students, Support offered from the program for General Education courses (e.g., English), Curricular support for other programs (e.g., Mathematics, Physics and Chemistry for Engineering, Mathematics and Statistics for Business), Cost of Delivery, Marketplace data and Outcomes.*

*The following items were identified as being important for Prioritization: Distinctiveness, Quality, Excellence, Potential for SSI, Attractiveness to students.*

*As noted above, these are not just hard numbers – but will be considered in the narrative context provided by the Faculty Reports and Dean Recommendations.*

## **11. What do the Categories C1, C2 and C3 mean?**

*In general terms, the classifications C1, C2 and C3 refer to how the program is performing currently. One may consider these as being above average, average or below average, respectively. The important factor to know is that these ratings must be with respect to other similar programs in the State of Ohio as indicated in the data tables provided.*

*Programs that are currently distinctive may also compare their performance with other peer institutions nationally or internationally as long as they also provide verifiable data.*

*In cases where the programs are new, we expect the Deans reports to clarify the classification and prioritization.*

## **12. What do the Priorities P1 and P2 mean?**

*In broad terms, these priorities should indicate where resource reallocations should be made to strengthen the academic mission of the university.*

*It is anticipated that the categories assigned to programs indicate how academic resource reallocation may be directed. The priorities offer more precision to steer the academic reallocation process.*

## **13. When are the APR Team Reports Due?**

*Reports are due to the Academic Policies Committee by 1 March 2018.*

## **14. What is the APC Process for Program Review?**

*The APR Team Co-Chairs are planning to meet with APC leadership in late January or early February to coordinate. Our plan calls for the APC to consider the Faculty Reports, Recommendations from the Deans and APR Recommendations to arrive at their own APC recommendations.*

## **15. When will the APC Recommendations go to Faculty Senate?**

*Our timeframe calls for this to be presented at the April Faculty Senate meeting.*

## **16. What happens after the Faculty Senate votes on APC Recommendations?**

*The President and Provost will review the recommendations, make final decisions and discuss their decisions with the Council of Deans, and the University community.*



## Academic Program Review, Fall 2017 – Spring 2018 Final Report

*Prof. Phillip A. Allen, Professor of Psychology*

*Prof. Shivakumar Sastry, Professor of Electrical and Computer Engineering  
Co-Chairs*

Academic Program Review (APR) was launched in Fall 2017 to address three specific needs. First, the Chancellors' Council of Graduate Studies in the State of Ohio requires a periodic review of doctoral programs. Second, the Higher Learning Commission accreditation process requires a review of the academic programs. Finally, and perhaps most significantly, this review of all the academic programs was launched to establish a baseline for purposes of strategic planning.

The APR Executive/Advisory Board (Appendix A) was established to oversee the process and data preparation. A consistent set of data (Appendix B) was prepared with advice from this board for all the programs. A template for preparation of the self-study reports (Appendix C) was also developed. These data and template discussed with the Deans of all the colleges through several meetings and revised based on feedback received. These data and instructions were shared with all the faculty in UA through their respective Deans. Based on further feedback from the Deans, Table 5 was revised by the CFO and the revised data were sent to the Deans. Table 5.1 which included Research Expenditures was separated because these funds currently have little impact on the general fund.

### Discussions with Faculty Groups

Faculty-groups or faculty members were appointed by the respective Deans and Chairs to prepare the unit-level self-study reports. The co-chairs met conducted several meetings with faculty groups, department chairs and Deans to clarify and answer questions about what was expected in the APR process in Fall 2017. Based on feedback from the faculty groups, the original deadline for self-study reports, 15 October 2017, was revised to 15 November 2017, to allow more time for faculty to adequately discuss unit-level academic issues. Most of the self-study reports were completed and submitted to the respective offices of the Deans by 15 November 2017.

### Discussions with Chairs and Changes to Schedule

During the APR meetings in Fall 2017, the Department Chairs and School Directors requested an opportunity to write a unit-level assessment of the self-study reports. In response to this request, the self-study report template was revised to include a statement from chairs and directors (up



to two pages) to indicate their concurrence or otherwise with the self-study reports. When they disagreed with the self-study reports, they had the opportunity to document appropriate reasons. Since the Chairs were working in close cooperation both with the Deans and with their respective faculty groups, it was decided that the time required by the Chairs to prepare these two-page reports did not warrant an extension of time.

Reports from the Deans were required to be submitted by 15 December 2017. At the request of a couple Deans, this deadline was moved to 15 January 2018.

### **Metrics and Rating Programs by Deans**

Deans were requested to categorize the programs in their colleges as C1, C2 or C3. These categories were intended to represent the level of current performance of the program in terms of UA level metrics such as Retention, Number of Majors/Degree Awards, Learning Outcomes, Market Demand, Scholarship, Revenue/Expenditure Ratio and the Strategic Opportunities for the program. Since such metrics have contextual importance in the different colleges, the Deans were allowed the flexibility to weigh these metrics in a manner that is most suitable for their colleges. For example, this allowed Deans with teaching-intensive or research-intensive units to weigh the metrics in a manner that was best suited to their Colleges. Deans were requested to include at least 20% of the programs in their colleges in each of the three categories.

For programs in categories C1 and C3, the Deans were requested to assign a priority P1 or P2. The priority P1 was intended to indicate opportunities for investment that had a high likelihood of tactical benefits to improve the fiscal position at UA.

### **Academic Program Review Faculty Team**

A 24-member faculty team of reviewers was assembled before 15 January 2018. Nominations for this team were requested from the Deans. Most of the Deans submitted their nominations as requested. The members were selected by the APR Executive/Advisory Committee to balance several factors such as faculty representation from all the colleges, technical expertise required to evaluate the doctoral programs, gender, and availability during the review period.

### **Dean Reports and Rationale Presentations**

Most of the Dean reports were received on or before 15 January 2018. All the Deans were required to present a rationale for how they categorized and prioritized programs in their respective colleges on 17 January 2018. All the members of the APR Faculty Team and the APR Executive/Advisory Committee were invited to the presentations by the Deans. Most of the

presentations by the Deans were recorded (with consent from the respective Deans). Members that could not attend the presentations were provided access to these recorded presentations.

The APR Executive/Advisory Committee decided that the reviews of the Deans and the ratings they assigned to the programs in their colleges should be shared with individual reviewers with the advice that the reviewers should use the Dean reports only for information.

### **Launch of Academic Program Review Faculty Team**

The APR Faculty Team met with Provost Rex Ramsier in January 2018. In this meeting, the Provost answered several questions related to how the reviews will be utilized. The Provost also shared his views about how the needs of the colleges are different. The APR Faculty Team decided that each member was free to weigh the metrics in a manner that they felt would be most appropriate. It was agreed that each member would be consistent in how they weigh the metrics for the programs they were assigned to review. It was also decided that each member of the review team would not be constrained by the requirement to place a certain number of programs in each category because each reviewer's sample size would be small. The process by which reviewers would be assigned reviews was also discussed. All these discussions and decisions were made before the reviewers knew which specific programs they would review.

### **Academic Program Review Assignments**

Reviews were assigned using a combination of an algorithmic method and manual adjustment to balance the load of each reviewer. The underlying algorithmic method was based on the classical job assignment model to minimize the total "cost" of assignment. A cost-matrix was prepared to represent the degree to which a reviewer could review a particular program based on their area of expertise. Reviewers who were associated with the department/unit in which the program was housed were excluded by assigning a large cost to avoid issues related to conflict of interest. Potential reviewers who were from disciplines that were close to the program were assigned low costs. In all cases, the co-chairs ensured that there were multiple options for reviewers who could be assigned to any given program. The assignment algorithm was executed using this cost-matrix, with some modifications to account for the fact that 24 reviewers were assigned to review programs in 55 departments/units that housed a total of about 180 programs. In most cases, all the programs in a department/unit were assigned to the same reviewer. The co-chairs ensured that every program was assigned to two different reviewers. All doctoral programs were assigned such that at least one of the two reviewers was from a doctoral program to satisfy requirements of the Ohio Chancellor's Council of Graduate Studies. In most cases, both reviewers were from other doctoral programs. Since the number of programs in each unit varied considerably, the co-chairs adjusted a few assignments manually to balance the review load.

Each member of the APR Faculty Team was assigned a set of programs to review. Each member was only aware of the reviews they were assigned. They were requested to submit their reviews by 14 February 2018. Most of the reviews were received as requested. After the reviews from both programs were received, the reviews were de-identified and uploaded to a common shared folder prior to the team deliberations.

The team agreed to meet on four full days, 16-17 February 2018 and 23-24 February 2018 to discuss the reviews and prepare the final team ratings for the programs.

### **Clarifying the Meaning of the Categories C1-C2-C3 and the Priorities P1 and P2**

On the first day, through the process of discussing the first few programs, the APR Faculty Team settled on a specific interpretation of the Categories and Priorities as outlined below. It is critical to recognize that this scale, C-level categories and P-level priorities, is non-linear and cannot be interpreted in simplistic terms – e.g., “C2 is better than C3-P1”. It is our intent that the recommendations will be read/used/interpreted using the following rubric:

1. The **Category C2** – meant that *either (a) the program was solid and doing well and did not need additional resources at this time, or (b) the information in the self-study reports and Dean reports were inadequate to evaluate the program and the program could sink or swim on its own merits*. As advised by the APR Executive/Advisory Committee and the Deans, no priorities were assigned to programs in this category.
2. The **Category C1** – meant that the program was distinctive and important for UA. Here, *Priority P1* meant that there is a need for additional resources in the program and that such investment could potentially yield tactical benefits to UA. *Priority P2* meant that the program was doing well and could continue to thrive on its current resources.
3. The **Category C3** – meant that the program performance was not as expected for one or more reasons. These programs need attention and further, more detailed, review. Here *Priority P1* meant that it is important to consider investing in these programs because it can result in tactical or strategic benefits to UA and the region. *Priority P2* meant that no investment is recommended. In many cases, the rating C3-P2 was also assigned to programs that were already suspended.

For convenience and potential reuse at other levels of APR, this information is included in Appendix F.

Because of the lack of accurate program-level data in many of the self-study reports and reports from the Deans, it is important to obtain *specific* and *accurate* program-level data moving forward by working with the all the faculty, chairs and deans associated with programs in categories C1 or C3. It is strongly recommended that any investment decisions in these programs should be preceded by a detailed *capacity analysis beyond the unit-level aggregated information*, if it is missing in the current reports.

### **APR Review Deliberations and Ratings Process**

The reviews of the programs proceeded through the four days. A designated note taker supported the entire review process. Electronic clickers were used to collect individual votes in secret. Only the collective distribution of scores was revealed to all members. Any member, including the co-chairs, with a conflict related to the program being discussed was excused and not present in the room during the discussions. For every program, the two reviewers presented their reviews. The reviews were displayed on a projected screen for all members to view. After the reviewers presented their reviews, members asked clarifying questions and discussed specific details of the program. In many cases, the reviewers amended their ratings based on the discussions. A few typographic errors in the score sheets were corrected by the faculty team. Programs that had similar ratings from the reviewers did not, in general, create a lot of discussion. In some cases, the ratings provided by the Deans were also considered as an additional data point by the review team.

After the discussions for each program, one of the co-chairs summarized the discussion to help the note taker record the summary. The electronic vote collection system was opened. Each member present and who wished to vote, cast their vote in secret. When all members had cast their votes, the collective distribution was revealed in public. The note taker recorded the distribution of votes for each program. This process was repeated for each of the (over) 180 programs.

### **Concerns about the Data**

Members of the APR Faculty Team were, in general, dissatisfied with the accuracy of the data provided. For example, the data from Table 1 for Wayne College appeared to be inconsistent with the data in the reports; since the data from Wayne College are audited, we decided to use the Dean's data to make APR decisions. All the data used were reviewed by the Deans and everyone agreed that despite the flaws, these were the best data available to carry out APR.

### **Concerns about the Self-Study Reports**

The level of engagement of faculty in this APR process was outstanding. While many self-study reports were responsive, some units relied on using material from their existing accreditation reports, graduate/undergraduate bulletins, and other marketing material. In a few cases, the reports were repetitive and unresponsive to the APR requests.

### **Concerns about the Reports from Deans**

Many of the reports from the Deans were commendable and outstanding. A few reports lacked adequate detail and were not responsive to the requests from APR. The programs were not categorized and prioritized as requested and the APR faculty team did not have any data to make a recommendation.

### **Academic Program Review Recommendations from the Co-Chairs**

The following recommendations may be considered when APR is carried out in the future:

#### ***Recommendations to Improve APR Data***

1. *CIP/Plan Codes that are used to record enrollments and degree awards in different programs/colleges should not be co-mingled.*
2. *It would be helpful if data for market demand of various programs were to be presented. The role of the career placement centers and co-op offices in preparing these data should be examined. These data should be prepared and discussed by the Council of Deans prior to APR to enable faculty to understand the market-demand and adjust academic offerings accordingly.*
3. *Data to compare the performance of our programs with those in peer institutions should be collected in a consistent and accurate manner. The role of the Office of Academic Affairs in preparing these data should be examined. These data need to be discussed with the Chairs and the Deans prior to APR in order to allow faculty to better understand the competition from peer institutions.*
4. *Issues with Revenues/Expenditures in Table 5*
  - a. *The net revenues reported in Table 5 should not be apportioned based on SCH production in the unit. Instead, a more accurate analysis would involve units receiving credit for course delivery based on the actual tuition and fees collected.*

- b. Scholarships for students should continue to be associated with the college in which the student is currently enrolled.*
  - c. When students from one college take classes in another college, the associated costs should be administratively transferred to unit where the student is enrolled.*
  - d. No central scholarships should be awarded to students without being associated with the college where the student is enrolled.*
  - e. SSI received for course completion should continue to be associated with the unit where the course is delivered.*
  - f. SSI received for degree completion should continue to be associated with the unit where the student graduated.*
  - g. Units should identify resource expenditures associated with specific programs. If a unit hosts several programs, the revenues and expenditures associated with each program should be documented.*
- 5. Research and Creative activities should clearly identify the students associated with the works. Undergraduate programs should identify only those research and creative activities that involve undergraduate students. Similarly, the work of Master's and Ph.D. students should be separately identified.*
- 6. The learning outcomes should go beyond the items that are reported in accreditation reports; units should provide the data collected and an analysis to demonstrate student learning and improvement in learning. These data should be prepared by the Chairs and Deans prior to APR in order to allow faculty to better understand the impact of program delivery.*

### ***Recommendations to Improve Self-study Reports***

- 1. Faculty and Chairs should be informed that APR is an internal process and not an external accreditation process.*
- 2. Deans should ensure that incomplete, inaccurate and unresponsive APR self-study reports are not forwarded to the APR committee.*

### ***Recommendations to Improve Reports from the Deans***

- 1. Dean reports be submitted at least one month prior to the start of review by the faculty team. These reports should be administratively reviewed and non-compliant reports should be returned to the respective Deans for corrections.*
- 2. If a responsive report is not received at least two weeks before commencement of review by the faculty team, the reviews should proceed based on using available data.*

**In addition to the specific APR process recommendations above, the co-chairs recommend the following to strategically advance the academic programs and address the fiscal challenges at UA:**

1. *CIP Codes reported to ODHE should be revised both to maximize State Share of Instruction (SSI) collected by UA and to eliminate co-mingling of enrollment/degree awards across programs.*
2. *Collaborative offerings across departments, schools, programs at UA that reduce the cost-burden while improving the learning experience for students should be urgently explored at the undergraduate and graduate levels.*
3. Retention issues and increasing the 6-year graduation rates, which currently limit the degree award SSI collection, should be addressed with the highest priority. UA academic leadership should consider *establishing retention targets and 6-year graduation rates* for every college/unit/program. Performance against these targets should be evaluated and periodically reported through forums such as the Provost Reports.
4. *Vibrant doctoral programs are critical both for the successful delivery and for maintaining the academic relevance of undergraduate programs.* While the students in doctoral programs should continue to be supported in a market-competitive manner, the sustainability of these programs should be improved by increasing the number of self-paying students in Master's programs.
5. *The pathways for UA undergraduate students to enter graduate programs at UA appear to be currently limited.* For example, cross-college recruitment does not appear to be common. Creating new pathways for highly qualified students is likely to improve the sustainability of the graduate programs, address the needs for teaching support, and address critical national needs in emerging areas of importance.
6. We recommend that a strategic plan for affected Colleges be developed to address the effect of Stark State College in programs that compete with UA programs (CAST and General Education).

**Process Recommendations for Conducting Future Academic Program Review**

1. Continuing to have two Co-Chairs for APR, one with STEM focus and another with non-STEM focus is effective and desirable.
2. No members of the APR Executive/Advisory Committee should be involved in either the APR Faculty Team or the Academic Policies Committee.
3. All the members of the APR Executive/Advisory Committee should have an active role in meeting and explaining/training faculty, chairs and Deans.
4. The Provost should consider assigning a designee to the APR Executive/Advisory Committee.
5. The Deans should be allowed to elect a member to the APR Executive/Advisory Committee.
6. The Chairs should be allowed to elect a member to the APR Executive/Advisory Committee.
7. The University Governance bodies should be allowed to elect one faculty member each for the APR Executive/Advisory Committee, who are not already members of the Academic Policies Committee or the Faculty Senate.
8. At least one of the past co-chairs of APR may be requested to serve in the APR Executive/Advisory Committee to ensure continuity.
9. There must be designated administrative support for APR – to record the proceedings of the APR Executive/Advisory Committee meetings, to prepare data required for APR, to collect and organize the reports received, to coordinate meetings and to support the co-chairs in organizing and conducting APR.



**Appendix A    Executive/Advisory Board Members**

**Appendix B    Tables 1 – 9**

**Appendix C    Self-study Template**

**Appendix D    Review Ratings and their Interpretation**

**Appendix E    Categories and Priorities for Academic Programs at UA**

**Appendix F    Summary and Statistics**

## Appendix A: APR Executive/Advisory Committee

1. Phillip A. Allen	Professor, Psychology, Director Non-STEM Research, Co-Chair APR
2. Heidi Blakeway-Phillips	Special Assistant to the President
3. Michelle Byrne	Assessment Director
4. George Chase	Professor, Chemical & Biomolecular Engineering, Director STEM-Research
5. Jolene Lane	Chief Diversity Officer, Vice-President for Inclusion and Equity
6. Chand Midha	Vice Provost, Executive Dean, Graduate School
7. William D. Rich	Associate Professor, Law, Chair of Faculty Senate
8. Shivakumar Sastry	Professor, Electrical and Computer Engineering, Co-Chair APR
9. Marnie Saunders	Associate Dean, Graduate School
10. Harvey Sterns	Professor, Psychology, Chair of University Council
11. John Zipp	Professor, Sociology, Past Chair of AAUP

## Academic Program Review Committee – January 2018

1. Phil Allen,	BCAS, Co-Chair, <i>Psychology</i>
2. Richard Londrville,	BCAS, <i>Biology</i>
3. David Perry,	BCAS, <i>Chemistry</i>
4. Harvey Sterns,	BCAS, Faculty Senate/University Council, <i>Psychology</i>
5. Ann Usher,	BCAS, <i>Music</i>
6. Ingrid Weigold,	BCAS, <i>Counselling/Psychology</i>
7. Matt Wyszczanski,	BCAS, <i>Modern Languages</i>
8. John Zipp,	BCAS, <i>Sociology</i>
9. Sukanya Kemp,	CAST, <i>Applied General and Technical Studies</i>
10. Andy Milks,	CAST, <i>Engineering and Science Technology</i>
11. Bill McHenry,	CBA, <i>Management</i>
12. Melinda Newman,	CBA, <i>Finance</i>
13. Stacia Biddle,	CHP, <i>Allied Health Technology</i>
14. Carolyn Murrock,	CHP, <i>Nursing</i>
15. Ron Otterstetter,	CHP, <i>Sports Science and Wellness Education</i>
16. Andrey Dobrynin	CPSPE, <i>Polymer Science</i>
17. Nicole Zacharia,	CPSPE, <i>Polymer Engineering</i>
18. Teresa Cutright,	Engineering, <i>Civil Engineering</i>
19. Shiva Sastry,	Engineering, Co-Chair, <i>Electrical &amp; Computer Engineering</i>
20. Marnie Saunders,	Engineering, <i>Biomedical Engineering</i>
21. Dana Cole,	Law, <i>Law-Instruction</i>
22. Bill Rich,	Law, Chair of Faculty Senate, <i>Law-Instruction</i>
23. Gary Holliday,	LJFFCE, <i>Curricular and Instructional Studies</i>
24. Tim Vierheller,	Wayne, <i>Physics</i>

Table 1			
Teaching Outcomes: UA Data			
Department: Psychology			

Count			
	Fall 2014	Fall 2015	Fall 2016
Undergraduate Majors			
Master's Students			
Doctoral Students			
Tenure Track Faculty			
Non-Tenure Track Faculty			
Part-time Faculty			

Degrees Granted			
	FY 2015	FY 2016	FY 2017
Undergraduate			
Master's			
Doctoral			

Fall 2016							
	SCH by Course Level		Teaching Responsibility				
	Count	Count %	FT Tenure/ Tenure Track	FT Non-Tenure Track	FT Visiting	PT	GA
100 Level							
200 Level							
300 Level							
400 Level							
500 Level							
600 Level							
700 Level							
800 Level							
TOTAL							

Table 2	
Teaching Outcomes: ODHE Data	
Department: Psychology	OBHE Subject Field: Psychology

UA Degrees Granted FY 2014-16			
Degrees Granted	FY 2014	FY 2015	FY 2016
Certificates			
Associate			
Undergraduate			
Master's			
Doctoral			

Other Ohio University Main Campus 3-Year Average Degrees Granted FY 2014-2016					
	Certificates	Associate	Undergrad	Master's	Doctoral
Bowling Green State University					
Central State University					
Cleveland State University					
Kent State University					
Miami University					
Ohio State University					
Ohio University					
Shawnee State University					
University of Cincinnati					
University of Toledo					
Wright State University					
Youngstown State University					

### Table 2.1

## Teaching Outcomes: ODHE RAW Data

### Degrees/Certificates Awarded in FY 2014 - FY 2016 at Ohio Public and Private Colleges and Universities

Source: <http://www.ohiohighered.org/data-reports/degrees>, Sector—University Main Campuses

[illegible]

Table 3						
Fall 2016 Demographic Analysis						
Department: Psychology						

	Undergrad.	Master's	Doctoral	TT Faculty	NTT Faculty	PT Faculty
Count						

Gender	Undergrad.	Master's	Doctoral	TT Faculty	NTT Faculty	PT Faculty
Female						
Male						

Residency	Undergrad.	Master's	Doctoral
In-State			
Out-of-State			
International			

Race/Ethnicity	Undergrad.	Master's	Doctoral	TT Faculty	NTT Faculty	PT Faculty
African American						
Asian						
Hispanic						
Native American						
Native Hawaiian/Other Pacific						
Non-Resident Alien						
Two or More Races						
Unknown						
White						

**Table 4****Fall 2016 Graduate Assistantships by Academic Department****Department: Psychology**

<b>Graduate Assistantships</b>	<b>Count</b>		<b>In-State</b>	<b>Out-of St.</b>	<b>International</b>
GA Count					

<b>Graduate Assistantship Categories</b>		<b>Percent</b>	<b>In-State</b>	<b>Out-of St.</b>	<b>International</b>
Teaching					
Instructional Support					
Research					
Administrative Assistant					
Fellow					

**Graduate Assistantship Funding by Employed Department**

	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>
Graduate School Stipends			
Department Stipends			
Grant Stipends			
Other Stipends			
GA Tuition Awarded			

Table 5			
General Fund Apportioned Revenues and Direct Expenditures			
Department: Psychology			
Primary Revenue:	FY 2015	FY 2016	FY 2017
UG Tuition and Fees			
Gross Undergraduate Tuition & Fees			
Scholarships / Discounts			
<b>Net Total UG Tuition &amp; Fees</b>			
UG Course Completions SSI Earnings			
UG Degree Completions SSI Earnings			
<b>Total UG Revenue</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
GR Tuition and Fees			
Gross Graduate Tuition & Fees			
Scholarships / Discounts			
<b>Net Total GR Tuition &amp; Fees</b>			
GR Course Completions SSI Earnings			
GR Degree Completions SSI Earnings			
Doctoral Subsidy			
<b>Total GR Revenue</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>IDC</b>			
<b>Total Primary Revenues</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
Primary Expenditures:	FY 2015	FY 2016	FY 2017
Compensation and Benefits			
Graduate Stipends			
Operating			
Other			
<b>Total Primary Expenditures</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

Please read the Program Review Table Documentation for details related to this table.



[illegible]

Table 7			
Graduate Student Exit Interview Data			
#REF!			

Demographics for students graduating in FY 2015-2017			
Demographics	FY 2015	FY 2016	FY 2017
Number of FT:PT students (FT:PT)			
Number of US Citizen/Permanent Resident (1) to Non-US Citizen (2) (1:2)			

University Evaluation	FY 2015	FY 2016	FY 2017	* Select from these options
Top 3 reasons provided for choosing PROGRAM*				1 - program/faculty reputation
				2 - job placement opportunities
				3 - location/region
				4 - UA reputation
				5 - financial support
				6 - curriculum
				7 - other
Number of students that had an acceptable advisor that was accessible (Acceptable:Total)				
Number of students that felt the program was challenging (scored 3, 4, or 5) (Challenging:Total)				
Number of students that felt the program prepared (scored 1, 2 or 3) them for employment or higher ed (Prepared:Total)				

Career Plans	FY 2015	FY 2016	FY 2017
Number of students planning on careers in academics (A), Industry (I), Government (G), Other (O) (A:I:G:O)			
Number of students that have/will have publications (Publishing:Total)			

### Table 8

## Research and Creative Activity Outcomes

Department: Psychology

[illegible]

**Table 9 (To be supplied by Dean's office)**

## Prioritized Program Inventory

Department: Psychology

[illegible]

[illegible]

## Academic Program Review, Fall 2017

**Goal:** *Engage our faculty colleagues in a holistic, university-wide, process to examine and advise college-level and university-level leadership about:*

1. *the quality of our academic programs,*
2. *alignment of our programs with the mission of UA, and*
3. *allocation of current and future resources.*

**Department-level Quantitative Analysis:** *Please analyze the following data provided with a focus on Student Recruitment, Education, Graduation and Improving UA revenues.*

- |  |   |
|--|---|
| <b>1. Teaching Outcomes</b>                      | <b>Table 1:</b> UA Data,<br><b>Table 2:</b> ODHE Data |
| <b>2. Demographic Analysis</b>                   | <b>Table 3</b>  |
| <b>3. Graduate Assistantships</b>                | <b>Table 4</b> (where applicable)                     |
| <b>4. General Fund Centric Revenues/Expenses</b> | <b>Table 5</b>  |
| <b>5. Student Performance by Course Level</b>    | <b>Table 6</b>  |
| <b>6. Graduate Student Exit Interview Data</b>   | <b>Table 7</b> (where applicable)                     |

*For each associate, undergraduate, master's, and doctoral program in your unit, please provide data from your unit and an analysis for the following two items:*

- 7. Learning Outcomes**  
Please summarize your assessment activities and present an analysis of your activities.
- 8. Market Demand**  
How many of your graduating students in the last three years have pursued a career in their field of study? Please provide actual numbers and not percentages. How many graduates from your undergraduate programs are pursuing graduate studies? Please list key employers of your students and universities where your students pursue graduate studies.

*Please provide data from your unit for:*

- 9. Research and Creative Activity Outcomes:** Please provide the number of refereed publications, books, book chapters, art/dance/theatre exhibits or other scholarly or creative works in Table 8 for the last three years.

**Department-level Qualitative Analysis:** *Please address the following two sections for each associate, undergraduate, master's, and doctoral program in your unit.*

- 1. Areas of Strength and Distinctiveness:** What are the strengths of your program? Please address the number of degrees awarded in your program as it compares with other programs in the State of Ohio (Table 1).
- 2. Areas of Concern:** Identify present areas of concern in your program and how you propose to address these challenges. Are there anticipated future areas of concern with your program?

**Department-level Strategic Opportunities:** From the perspective of your programs, where are our strategic growth areas? How do you see us capitalizing on these opportunities given the fiscal challenges we currently face? Please discuss frankly the limitations and competitive threats that are relevant.

## **Preparing Self-Study Reports**

*No more than a total of 10 pages per program. Use minimum 11 pt font.*

When preparing the self-study reports for your programs, please consider the following topics and prompts as suggestions. *We intend that the self-study reports will address the topics identified below.* To help with your discussions, the data in the tables (1-8) provide a snapshot of what is happening at UA from different perspectives. Please consider trends that are indicated by the data in these tables as they relate to your programs.

### **1. Student Recruitment**

- a. What are the key strengths (technical skills, knowledge and values) of students you would like to see enrolled in your programs?
- b. What are the barriers, if any, to recruiting students with such strengths to your programs? What can be done to reduce these barriers?
- c. Comment on any significant enrollment trends you notice in Table 1.
- d. Comment on the demographics data in Table 3.

### **2. Education and Graduation**

- a. Describe an ideal graduate of your program.
- b. What are *minimum* strengths (skills, knowledge and values) future employers, educators and society can expect from *all* your graduates?
- c. What courses and experiences are the most important contributors to producing the ideal graduate? What experiences are necessary to ensure the minimum strengths? Is there a need to improve these courses and experiences?
- d. Comment on the performance of your program with respect to the data presented in Table 2 and Table 2.1.
- e. Are faculty/GA resources appropriately used in your program? Comment on data in the bottom part of Table 1.
- f. Comment on any significant trends in Table 4 (Graduate Assistantships).

- g. Comment on any significant trends you notice in Table 7 (Graduate Student Exit Interview data).
  - h. Are there unmet technology needs for the program?
- 3. Creative Activities, Research and Technology Advancement (where applicable)**
- a. Please highlight the major research, teaching or creative activities in your department/program and their relevance to create knowledge, cultural or civic enrichment, and technological advancement.
  - b. What educational experiences are the important contributors to maintaining these thrusts over the long term? Is there a need to improve these experiences?
  - c. How are these activities affecting the region? The country?
  - d. Describe how students are engaged in these activities and the tangible benefits to students from this engagement.
- 4. Assessment and Learning Outcomes**
- a. Are the course completion rates represented in Table 6 adequate your program?
  - b. How well are your students meeting the program learning outcomes?
  - c. What are areas of strength in student learning?
  - d. What areas have you identified as needing improvement?
  - e. How well are your students prepared for upper level classes?
  - f. Is there any need for corrective action? If so, please describe your plans.
- 5. Market Demand**
- a. What kinds of careers do your graduates pursue?
  - b. How do you make sure that your curriculum is responsive to market needs?
  - c. In what ways do your students assess the value of the degree your program offers?
  - d. Using data in Table 1 and Table 2 as context, comment on the performance of your programs compared to other programs in State of Ohio.
  - e. Please provide examples of significant career achievements of your alumni.
- 6. Improving UA Revenues**
- a. The State Share of Instruction is an important revenue source for UA that is directly affected by retention. What can be done to improve retention in your program?
  - b. OHED is moving toward an SSI formula that emphasizes degree completion. What are some ways in which we can improve our competitive profile shown in Table 2 and Table 2.1.
  - c. What can be done to improve the number and the quality of self-funded master's students in your graduate programs (if you have any)? You may use data in Table 5 as a reference.
  - d. Comment on the undergraduate scholarships in Table 5. Does this level of scholarship represent the quality of your students? What suggestions do you have for future scholarships?



## **REQUESTED FORMAT FOR SELF-STUDY REPORTS AND EVALUATIONS**

1. Each Department/School prepare a single PDF document addressing the Quantitative Analysis, Qualitative Analysis, and Strategic Opportunities as above, with separate sections for each program, e.g., BS Computer Engineering, BS Electrical Engineering, MS Electrical Engineering, Ph.D. Computer Engineering, Ph.D. Electrical Engineering.
2. Please use reasonable aggregations for programs as is relevant for your Department/School, e.g., BS program with and without Co-op can be treated as the same program even though they have different program codes.
3. *Department Chairs may comment on the self-study report for the department (no more than two pages please)*
4. *Please observe the page limits.*
5. Upon completion of the evaluation and prioritization, send one PDF document for Department/School for which you received data tables. Please include the Deans Office narrative assessment (if any) and prioritization a separate PDF document.
6. Deans offices, please **return the reports through the Provost and the Office of Academic Affairs to the Academic Program Review Committee.**

## Appendix D: Meaning of the Categories C1-C2-C3 and the Priorities P1 and P2

On the first day, through the process of discussing the first few programs, the APR Faculty Team settled on a specific interpretation of the Categories and Priorities as outlined below. *It is critical to recognize that this scale is non-linear and cannot be interpreted in simplistic terms – i.e., “C1 is better than C2”, “C2 is better than C3”.* The recommendations and ratings of the APR team must be read/used/interpreted using this rubric:

1. The **Category C2** – meant that either (a) *the program was solid* and doing well and did not need additional resources at this time, *or* (b) the *information* in the self-study reports and Dean reports were *inadequate* to evaluate and the program and the program could *sink or swim on its own merits*. As advised by the APR Executive/Advisory Committee and the Deans, no priorities were assigned to programs in this category.
2. The **Category C1** – meant that the program was distinctive and important for UA. Here, *Priority P1* meant that there is a need for additional resources in the program and that such investment could potentially yield tactical benefits to UA. *Priority P2* meant that the program was doing well and could continue to thrive on its current resources.
3. The **Category C3** – meant that the program performance was not as expected for one or more reasons. These programs need attention and further, more detailed, review. Here *Priority P1* meant that it is important to consider investing in these programs because it can result in tactical or strategic benefits to UA and the region. *Priority P2* meant that no investment is recommended. In many cases, the rating C3-P2 was also assigned to programs that were already suspended.

For convenience and potential reuse at other levels of APR, this information is included in Appendix F.

Because of the lack of accurate program-level data in many of the self-study reports and reports from the Deans, it is important to obtain *specific* and *accurate* program-level data by working with the all the faculty, chairs and deans associated with programs in categories C1 or C3. A detailed *capacity analysis must be carried out*, when missing in the current report, before investment decisions are made.

Program	Dean	N1	N2	N3
BCAS_Anthropology_BA	C1P1	C3P2	C1P2	ATTACHMENT B
BCAS_Art_BA_BFA	C1P1	C1P1	C1P1	
BCAS_Art ED BA	C2	C2	C2	
BCAS Art History BA	C3P2	C3P1	C3P2	
BCAS ART Studio ART BA	C2	C2	C2	
BCAS ART Arts Administration MA	C1P1	C2	C2	
BCAS Biology BS	C2	C2	C2	
BCAS Biology MS	C3P1	C2	C3P1	
BCAS Biology Integrative Biosciences Ph.D.	C1P1	C2	C1P1	
BCAS Chemistry BS/BA	C2	C1P2	C2	
BCAS Chemistry MS	C3P1	C3P1	C2	
BCAS Chemistry Ph.D.	C1P1	C1P1	C1P1	
BCAS Child and Family Development BA	C1P2	C1P2	C1P2	
BCAS Child and Family Development MA	C3P1	C3P1	C3P1	
BCAS Communication Media Studies BA	C2	C1P2	C2	
BCAS Communication Public Relations BA	C2	C1P1	C1P2	
BCAS Communication Strategic and Organization Comm BA	C2	C2	C2	
BCAS Communication MA	C3P1	C2	C3P1	
BCAS Computer Science BS	C1P1	C1P1	C3P1	
BCAS Computer Science MS	C1P1	C1P1	C3P1	
BCAS Criminal Justice AS	C2	C2	C1P1	
BCAS Criminal Justice Criminal Intelligence Analysis BS	C2	C2	C1P1	
BCAS Dance BFA/BA	C2	C3P2	C1P2	
BCAS Theatre MA	C3P2	C3P1	C2	
BCAS Theatre Arts BA	C3P2	C1P1	C2	
BCAS English BA	C2	C2	C3P1	

BCAS English MA	C3P2	C1P1	C1P2
BCAS English MFA	C1P2	C3P1	C3P1
BCAS Fashion Merchandising BA	C3P2	C3P2	C3P2
BCAS Fashion Merchandising MA	C3P2	C1P2	C1P1
BCAS Geosciences BS/BA	C1P1	C2	C3P1
BCAS Geosciences MS	C3P1	C2	C3P1
BCAS Geosciences GIS BA/BS	C3P2	C2	C3P2
BCAS Geosciences GIS MS	C3P2	C2	C2
BCAS History BA	C2	C2	C2
BCAS History MA/Ph.D.	C3P1	C2	C3P2
BCAS Interior Design BA	C3P2	C3P1	C2
BCAS Math BS	C2	C2	C3P1
BCAS Math MS	C3P1	C2	C3P1
BCAS Modern Languages French BA	C1P2	C1P1	C1P2
BCAS Modern Languages Spanish BA	C1P2	C2	C1P1
BCAS Music BA/BM	C2	C2	C2
BCAS Music MA	C2	C2	C2
BCAS Philosophy BA	C2	C2	C2
BCAS Physics BS	C3P2	C3P2	C3P2
BCAS Physics MS	C3P1	C2	C3P2
BCAS Political Science BA/BS	C1P1	C2	C2
BCAS Political Science MA/MAP	C1P2	C1P1	C2
BCAS Psychology BA	C2	C1P2	C3P2
BCAS Psychology MA terminal	C3P1	C1P1	C1P1
BCAS IO Psychology Ph.D.	C1P1	C1P1	C1P1

BCAS Counseling Psychology, Ph.D.	C1P1	C1P1	C1P1
BCAS Adult Development and Aging, Ph.D.	C1P1	C3P2	C3P2
BCAS Public Administration MPA	C3P1	C2	C3P1
BCAS Sociology BA	C1P1	C3P1	C3P2
BCAS Sociology MA	C3P1	C1P1	C3P1
BCAS Sociology Ph.D.	C1P1	C1P1	C1P1
BCAS Statistics BS	C1P1	C1P1	C1P1
BCAS Statistics MS	C1P1	C1P2	C2

<b>Program</b>	<b>Dean</b>	<b>R1</b>	<b>R2</b>	<b>APR</b>
CBA Accountancy BSA	C1P1	C1P1	C1P1	
CBA Accountancy MSA	C2	C2	C2	
CBA Accountancy Mtax	C1P2	C2	C1P2	
CBA Economics BA	C2	C2	C2	
CBA Labor Economics BS	C3P2	C3P2	C3P2	
CBA Economics MA	C2	C2	C1P2	
CBA Finance-Financial Planning BBA	C2	C2	C2	
CBA Finance-RISK Management and Insurance BBA	C2	C2	C2	
CBA Finance-Financial management BBA	C2	C2	C2	
CBA Finance MBA	C2	C2	C2	
CBA Management - Human Resource Management BBA	C2	C2	C2	
CBA Management - Information Systems BBA	C2	C2	C2	
CBA Management - Supply Chain and Operations Management BBA	C1P2	C1P2	C1P2	
CBA Management - Information Systems MS	C2	C2	C2	
CBA Management - Supply Chain Management MS	C2	C2	C3P1	
CBA Management - Technological Innovation MS	C3P2	C3P2	C3P2	
CBA Marketing Management BBA	C1P2	C1P2	C1P2	
CBA Marketing Sales Management BBA	C1P2	C1P2	C2	
CBA Marketing Integrated Marketing BBA	C2	C1P2	C1P2	
CBA Marketing International Business BBA	C3P1	C3P2	C3P2	
CBA Marketing - Strategic Marketing MBA	C2	C2	C2	
CBA Marketing - International Business MBA	C3P2	C3P1	C3P2	
CBA Dean's Office MBA/Interdisciplinary	C1P1	C1P2	C1P2	
CBA Dean's Office BBA/Generalist	C2	C2	C2	
CBA Dean's Office MBA/Applied Math	C2	C2	C2	

<b>Program</b>	<b>Dean</b>	<b>R1</b>	<b>R2</b>	<b>APR</b>
CHP_Allied Health_Medical Assisting Technology_AAS	C2	C2	C2	
CHP_Allied Health_Radiologic Technology_AAS	C2	C2	C2	
CHP_Allied Health_Surgical Technology_AAS	C2	C2	C2	
CHP_Allied Health_Respiratory Therapy Technology_BS	C2	C2	C2	
CHP_MS/MA Classroom Guidance	C3-P2	C3-P2	C3P2	
CHP_MS/MA Clinical Mental Health Counseling	C1-P2	C1-P2	C1-P2	
CHP_Counselor Education_PhD	C2	C2	C2	
CHP_MS/MA Marriage Family Counseling/Therapy	C2	C2	C2	
CHP_Marriage And Family Counseling/Therapy PhD	C3-P1	C3-P2	C3-P1	
CHP_MS/MA School Counseling	C2	C2	C3-P1	
CHP_Nursing_BSN	C1-P1	C1-P1	C1-P1	
CHP_Nursing_DNP	C2	C2	C1-P1	
CHP_Nursing_MSN	C1-P1	C2	C1-P1	
CHP_Nursing_Doctoral	C3-P2	C1-P1	C2	
CHP_Nursing_Master of Health Practice/Public Health	C1-P2	C2	C2	
CHP Dietetics - Coordinated Program BS	C2	C2	C3-P1	
CHP Dietetics - Didactic Program BS	C3-P1	C3-P1	C3-P1	
CHP_FoodEnvironmentalNutrion BS	C1-P2	C1-P2	C1-P2	
CHP_NutritionDietetics_MS (Suspended)	C3-P2	C3-P2	C3-P2	
CHP_SLPA_AuD	C1-P1	C1-P1	C1-P1	
CHP_SLPA_BA	C2	C2	C2	
CHP ChildLifeSpecialist MA	C3-P2	C3-P2	C3-P2	
CHP Arts, Language Pathology MA	C1-P2	C2	C1-P2	
CHP_SocialWork_BA	C2	C1-P2	C2	
CHP_SocialWork_MSW	C1-P2	C1-P2	C2	
CHP Sports Studies BS	C2	C2	C2	
CHP Exercise Science BS	C2	C2	C2	
CHP Athletic training BS	C2	C2	C2	

CHP Physical Education BS	C3-P1	C3-P2	C3-P2
CHP Physical Education MS	C2	C2	C2
CHP_SSWE_MS Exercise Physiology	C2	C2	C2
CHP_SSWE_MS Sport Science	C2	C2	C2

Program	Dean	R1	R2
Law JD	C1	C1-P2	C1-P2
Law LLM	C2	C2	C1-P1

Program	Dean	R1	R2
CPSPE Polymer Engineering BA/MS		C3-P2	C3-P2
CPSPE Polymer Engineering/Polymer Material Engineering MS/BE(China) (AMP)		C2	C1-P2
CPSPE Polymer Engineering/Applied Math BS/MSPE		C3-P1	C3-P2
CPSPE Polymer Engineering MS Engineering		C3-P2	C1-P1
CPSPE Polymer Engineering PhD		C2	C1-P1
CPSPE Polymer Science MS		C1-P2 and C2	C2
CPSPE Polymer Science Ph.D.		C2 and C3-P2	C1-P2
CPSPE Polymer Science/Natural Science BS/MS		C3-P2	C3-P2
		New	
CPSPE Polymer Science/Polymer Engineering (Professional Masters/Law/Business)		program	



<b>Program</b>	<b>Dean</b>	<b>R1</b>	<b>R2</b>
Engineering_Civil_BS	C1-P1	C2	C1-P1
Engineering_Civil_MS	C1-P2	C1-P2	C1-P2
Engineering_Civil_PhD	C1-P1	C1-P1	C1-P1
Engineering_Mechanical Eng_BS	C1-P1	C1-P2	C2
Engineering_Mechanical Eng_MS	C1-P2	C2	C3-P1
Engineering_Mechanical Eng_PhD	C1-P2	C2	C3-P1
Engineering_Aerospace Systems Eng	C2	C2	C3-P2
Engineering_Chemical_BS	C1-P2	C1-P2	C1-P1
Engineering_Chemical_MS	C2	C1-P2	C2
Engineering_Chemical_PhD	C1-P1	C1-P1	C1-P1
Engineering_ChemicalBiomolecularEngineering_corrosion	C2	C1-P1	C1-P1
Engineering Electrical Engineering BS	C1-P1	C2	C1-P1
Engineering Electrical Engineering MS	C1-P2	C2	C1-P2
Engineering Electrical Engineering_PhD	C2	C2	C2
Engineering Computer Engineering BS	C1-P1	C1-P1	C1-P1
Engineering Computer Engineering_PhD	C3-P2	C3-P1	C3-P2
Engineering_BME BS	C1-P1	C2	C1-P2
Engineering_BME_MS	C2	C3-P2	C2
Engineering_BME_PhD	C3-P1	C2	C3-P2
Engineering Dean's Office BS	C3-P2	C3-P1	C3-P2
Engineering Dean's Office MS	C3-P2	C3-P1	C3-P2
Engineering_Engineering Applied Math_PhD	C3-P2	C3-P2	C3-P2
Engineering_Engineering Management_MS	C3-P1	C3-P2	C3-P1

<b>Program</b>	<b>Dean</b>	<b>R1</b>	<b>R2</b>	<b>APR</b>
Education EFL Assessment, Evaluation and Data Literacy MA	C1-P2	C2	C1-P2	
Education EFL Education, Administration and Principalship MA	C2	C2	C2	
Education EFL Higher Education Administration MA	C3-P2	C2	C3-P1	
Education EFL Instructional Technology MA	C2	C2	C2	
Education EFL EdD	C3-P2	C3-P2	C3-P1	
Education C&I Early Childhood Teacher Prep BSE	C1-P1	C1-P1	C1-P1	
Education C&I Elementary Education with Literacy Option MA	C2	C2	C2	
Education C&I Elementary Education - Secondary Education PhD	C3-P2	C3-P1	C3-P2	
Education C&I Adolescent and Young Adult BSE	C1-P1	C1-P1	C2	
Education C&I Middle Level Education BSE	C1-P1	C1-P1	C2	
Education C&I Special Education BSE	C1-P1	C3-P1	C1-P2	
Education C&I Special Education MA	C3-P2	C3-P1	C3-P2	
Education C&I Special Education MS (with Licensure)	C3-P1	C2	C3-P1	
Education C&I Adolescent and Young Adult MSE (with Licensure)	C2	C2	C2	

<b>CAST Program</b>	<b>Dean</b>	<b>R1</b>	<b>R2</b>	<b>APR</b>
<b>Business and Information Technology</b>				
CIS, Networking--AAB and BS	C1P1	C1P1	C1P1	
CIS Cybersecurity, BS	C1P1	C1P1	C1-P2	
Bachelor of Organization Supervision	C1P2	C2	C1P2	
CIS Programming AAB and BS	C1P2	C1P2	C2	
CIS Digital Forensics, BS	C2	C1P1	C1-P2	
Business Management Tech, Gen AAB	C2	C2	C3-P2	
CIS Web Development--AAB, BS	C2	C2	C1-P2	
Business Mgmt Tech, Accounting--AAB	C3P1	C3P2	C3-P2	
Business Tech, Small Bus Mgmt--AAB	C3P1	C3P2	C3-P2	
Hospitality Mgmt, Culinary Arts--AAB	C3P1	C3P2	C3P1	
Hospitality Mgmt, Hotel/Lodging--AAB	C3P1	C3P2	C3P1	
CIS--Specialized Apps--BS	C3P2	C3P2	C1-P2	
Marketing Tech, Advertising/Sales--AAB	C3P2	C3P2	C3-P2	
CIS Networking, Microsoft Track--AAB	C3P2	C3P2	C1-P2	
Marketing/Sales--Retail Fashion--AAB	C3P2	C3P2	C3-P2	
<b>Engineering and Science Technology</b>				
Mech Engineering Tech--AAS, BS	C1P1	C1P1	C1P1	
Construction Engineering Tech--AAS, BS	C1P1	C1P1	C2	
Surveying and Mapping--AAS, BS	C1P1	C1P1	C3P1	
Adv (AAS) and Auto (BS) Manu Eng Tech	C1P1	C1P2	C1P1	
Corrosion Engineering Tech--AAS	C1P1	C3P1	C1P1	
Construction Field Operations--AAS	C2	C2	C1P1	
Electronic Engineering Tech--AAS, BS	C2	C2	C2	
Geographic and Land Info Systems--AAS	C3P2	C3P2	C3P2	
<b>Disaster Science and Emergency Services</b>				
Emergency Mgmt and Homeland Sec--BS	C1P1	C1P1	C1P1	
Fire Protection Tech--AAS	C2	C2	C3P1	
Emerg Med Servs, Fire/Medic, EMT--AAS	C2	C2	C2	
<b>Applied General and Technical Studies</b>				
Assoc of Arts (AAB), Ass of Science (AAS)	C1P2	C2	C2	
Associate of Tech Studies--ATS	C2	C2	C2	

<b>Program</b>	<b>Dean</b>	<b>R1</b>	<b>R2</b>	<b>APR</b>
WAYNE Liberal Arts and Sciences/Liberal Studies AA, AS, ATS	C1-P1	C1-P1	C1-P1	
WAYNE Business Management Technology - General AAB	C1-P1	C1-P2	C1-P1	
WAYNE Paraprofessional Education AAS	C1-P1	C1-P1	C2	
WAYNE Exercise Science Athletic Trainer AAS	C2	C2	C3-P1	
WAYNE Healthcare Medical Office Management/Admin AAB	C2	C2	C3-P2	
WAYNE Business Management Technology - Accounting AAB	C3-P2	C1-P2	C1-P1	

## Summaries of Discussion and Vote Distribution by APR Faculty Team

<b>APR Feb 17, 2018</b>		
<b>Program</b>	<b>Score</b>	<b>Notes</b>
BCAS Chemistry BS	C2-70% C1P1-30%	Overall good solid program. Noted that research for UG part of program must emphasize publications with UG students, if any.
BCAS Chemistry MS	C1P1-5% C2-63% C3P1-32%	Market demand for MS in Chemistry is high. Only competitor for these students is YSU. NEO has a high market need for Masters prepared Chemists. This is a program that plans to transition it as a feeder system for the PhD program and allow self-paying students to enroll will be beneficial to the University.
BCAS Chemistry PhD	C1P1-95% C1P2-5%	The PhD in Chemistry is a vital program for the University. Hiring TT faculty in the Department of Chemistry will not only serve Chemistry, but CPSPE, CHP, and Biology. The revenue generated from external funding to support GAs to teach basic labs is crucial for the FT faculty to spend their time grant writing.
BCAS Biology BS	C1P1-0% C1P2-0% C2-100%	General Education component major part of program offerings (FY 17: 22% SCH; Service Courses 38% SCH; Major Courses 40% SCH). Planned re-structuring of program to attract pre-med and NEOMED students. If overall UA enrollment grows, might need investment for increased GE load.
BCAS Biology MS	C1P1-5% C1P2-63% C2-32%	This MS program is shrinking (down to 13 students presently according to the departmental report) due a shift in TAs from this program to the integrative biosciences Ph.D. program (less than half of its former size). A real question is whether it makes sense to continue this program or whether to reallocated these resources to their Ph.D. program. The cost of the program was also discussed.

BCAS Biology PhD	C1P1-37% C1P2-26% C2-32% C3P1-5%	The integrative biosciences Ph.D. program with its emphasis on biomimicry is innovative, it has a relatively large number of students, and it funds a lot of its students through industrial assistantships (CIGAs). On the down side, it has averaged 5 graduates a year (seemingly a 10-year completion rate). Also, using the CIGA funding mechanism raises the issue of whether as many faculty are needed (because industrial placements appear to be providing a lot of the educational enrichment). This program is approaching a C1 classification, but not quite there. Members expressed concern about the cost of the program.
BCAS Math BS	C1P1-5% C1P2-21% C2-63% C3P1-11% C3P2-0%	Recommendation from this body to consider the programs together for the future of course offerings.
BCAS Math MS		Vote: Should the programs be considered as one or as separate? 1=50% 2=50% . Therefore, it was decided to vote on both programs separately.
Applied math	C1P1-0% C1P2-0% C2-100% C3P1-0% C3P2-0%	There are two MS level degrees offered in the mathematics department: mathematics and applied mathematics. The BS/MS program was not 'evaluated' independently. For the 'traditional' MS, UA numbers were split, however data for comparisons to peers was combined. If combine the two MS routes for comparison, UA is comparable/above five of its peers and has less graduates than the other five peers. However, with the demand, all but 1 of the graduates were employed in their field or pursuing an advanced degree (one person had taken time of to prepare for the actuarial exam). Job prospect is expected to increase. In addition, department TAs are essential at leading the recitation sections for the service courses in the algebra and calculus sequences. This essential need and the number of graduates nudged the C3 category to a C2. This program draws a larger number of students and is perhaps more marketable than the pure math MS. While also a small program,

		perhaps it should be given higher priority than the MS pure math track.
Pure math	C1P1-0% C1P2-0% C2-60% C3P1-35% C3P2-5%	This program is slightly revenue positive and small. The students help teach classes, but given the program's small size many more resources do not need to be directed this way.
BCAS Physics BS	C1P1-0% C1P2-0% C2-0% C3P1-40% C3P2-60%	<p>General Education classes needed for multiple other disciplines. Majority of revenue comes from this aspect.</p> <p>Actual major has very little demand or interest from students. Enrollment steady but very small opportunity for increase</p> <p>Competes and loses students to Engineering and Math (usually the well prepared students). This is a weak program with low external visibility and future improvement prospects. The majority of revenue of the department is coming from the service teaching. Upper level (300/800) physics classes constitute a small fraction of the net revenue (~\$200K per year).</p>
BCAS Physics MS	C1P1-0% C1P2-0% C2-0% C3P1-10% C3P2-90%	<p>This is a weak program with low external visibility and future improvement prospects. However, continuation of the MS physics program is required to maintain qualified students' pool for TA positions in the 100/200 Physics classes. It should be considered to increase the number of TA positions in physics to satisfy the departmental teaching needs. Half of students are Graduate Assistants (8). Increase in enrollment will require more GAs to be hired to meet teaching needs, without increasing paying students.</p> <p>Program supports the sizeable General Education and UG labs/service sections. Decrease in GA support would cause a decrease in number of sections for UG students</p>

		Faculty must maximize recruitment efforts by emphasizing possible new MS in Materials Physics program that is proposed. Will differentiate from other programs in Ohio.
BCAS Computer Science BS	C1P1-29% C1P2-10% C2-24% C3P1-33% C3P2-5%	A vibrant computer science department is critical for the future of UA. At present, the resources related to computing are dispersed in various colleges and units, without critical mass or distinction in any of these units. The strategic ideas offered in this report at the UG level are not focused. It would be better for the unit to focus squarely on strengthening the core curriculum – including the discrete math, architecture and systems topics that currently affect the MFAT performance of students. It was recommended that this program be further discussed because of the spread of votes. Discussion moved on to MS program.
BCAS Computer Science MS	C1P1-38% C1P2-5% C2-19% C3P1-33% C3P2-5%	At the graduate level, the national and regional competition is strong. Any offerings must be thoughtfully crafted with a clear idea of what student population it will appeal to, and which regional need it will help to address. UA must develop a comprehensive vision for computing education that aims to coalesce the dispersed parts and develop areas of distinction that can better serve the region and attract high-quality students to develop exciting careers here. It was noted that the votes on Computer Science, despite dispersion indicate need for investment.
BCAS Geosciences BS/BA	C1P1-67% C1P2-31% C2-14% C3P1-0% C3P2-0%	Good program – hard-working faculty – they routinely assess learning. MAJOR issue is lack of recruitment efforts. Problematic for new TT hires and TA lines: “77% of revenue generated in GenEd courses using mostly NTT and adjunct faculty”. Plans for recruitment are weak. Should consider offering tracks rather than wanting to reactivate inactive programs. CONCERN – want to grow things when there is not a strong showing



		in current degrees. Too many course offerings, not sure this is cost-effective. In addition to the ~25 graduates a year, geosciences is responsible for a good number of general education credits, and their undergraduate program should remain strong.
BCAS Geosciences MS	C1P1-5% C1P2-0% C2-24% C3P1-62% C3P2-10%	Group expressed concern that competitor programs in Geosciences offers master's stipends and scholarships. TAs essential for field experience and labs.
BCAS Geosciences GIS BA/BS	C1P1-0% C1P2-24% C2- 10% C3P1-24% C3P2-43%	Faculty could teach more hours/ lack capacity to teach more diverse offerings. Good assessment of learning. Growth expected in labor market – 29% over next 10 years. Issue is few numbers of students – faculty too busy to actively recruit? (little detail provided) or adequately revamp curriculum. However neighboring universities are investing and growing. Wait for students to change major to get enrollment numbers – WHY!!!! Too much outside competition is very problematic – money not only issue here? C337000 - 5 total enrolled '14-'16 / 5 total degrees '15-'17
BCAS Geosciences GIS MS	C1P1-5% C1P2-0% C2-20% C3P1-10% C3P2-65%	Not sure thesis option is sustainable. Many competitors seem to be online. Full workload on faculty? Big drop in exit interview publications 4:21. Looks like they have not awarded thesis option since 2013. Do not acknowledge what competitors offer here. Not an actionable strategic plan - develop consortia. Not well integrated with geology
BCAS Statistics BS	C1P1-95 C1P2-5 C2-0 C3P1-0 C3P2-0	Massive GenEd producer, small dept in terms of faculty, 3 specialties at BA level and starting to build connections with business. Market demand for graduates, particularly for actuarial scientists.
BCAS Statistics MS	C1P1-5% C1P2-55% C2-41% C3P1-0% C3P2-0%	Good potential market niche and average number of students/graduates. With a flexible schedule they are adjusting to drop in GAs, good at finding jobs for their graduates. Loss of 3 tenure track faculty a concern.

BCAS Anthropology BA	C1P1-9% C1P2-41% C2-41% C3P1-5% C3P2-5%	Small program with decent SCH production, recently moving toward Anthro/Archeology. Good visibility in media. Does not have high productivity for number of graduates.
BCAS Communication Media Studies BA	C1P1-0% C1P2-18% C2-82% C3P1-0% C3P2-0%	Interesting opportunities for their majors with TV and radio. Decent placements, large number of majors per faculty members.
BCAS Communication Public Relations BA	C1P1-5% C1P2-76% C2-19% C3P1-0% C3P2-0%	Fairly large major, pretty good job finding rate, very efficient program with 4 faculty. Interacts with Buchetellite and has remained fairly steady in enrollment.
BCAS Communication Strat & Org Comm BA	C1P1-0% C1P2-0% C2-100% C3P1-0% C3P2-0%	A well established program with a reasonable number of majors, just not quite as stellar as the other 2 programs with more faculty teaching.
BCAS Communication MA	C1P1-0% C1P2-0% C2-38% C3P1-52% C3P2-10%	A masters program that has worked toward online programming. It has about 15 students graduating a year, maintaining it's smaller size. Online portion may help. Concern of loss of TAs affecting programs.
BCAS Child & Family Development BA	C1P1-0% C1P2-91% C2-9% C3P1-0% C3P2-0%	Department that has split off into 3 parts; Child & Family is one part. Both reviewers rated highly, producing high number of SCH and addressing an important niche in Pre-K development.
BCAS Child & Family Development MA	C1P1-0% C1P2-0% C2-0% C3P1-50% C3P2-50%	Small program that is getting smaller. Struggling to find a student population, something we didn't fully understand.
BCAS Dance BA	C1P1-9% C1P2-64% C2-23% C3P1-5% C3P2-0%	Small program with a wonderful facility and national ranking. Working on recruiting.
BCAS Arts Admin MA	C1P1-23% C1P2-27% C2-45% C3P1-5% C3P2-0%	Has the potential to be a high quality program that desperately needs a Tenure Track faculty member. Working to convert thesis to project. Needs a non-thesis option and needs additional investment of tenure-track faculty.
BCAS Theatre Arts BA	C1P1-0% C1P2-0% C2-0% C3P1-36% C3P2-64%	A program that was recently reinstated, we are not sure what it's prospects are. This will be a difficult program to

		bring back, given that there is a quality program down the road (KSU).
BCAS Theatre Arts MA	C1P1-0% C1P2-0% C2-0% C3P1-0% C3P2-100%	Suspended since 2013.
BCAS English BA	C1P1-0% C1P2-23% C2-77% C3P1-0% C3P2-0%	A very large SCH department, a moderate number of majors though. Has gone down the track of creative writing instead of critical writing. Concern by some that it did not have a particularly large major.
BCAS English MA	C1P1-0% C1P2-5% C2-45% C3P1-23% C3P2-27%	A decent sized master's program with a large emphasis on credentialing for teachers. Some concern over their moving forward without GAs, but may not be as big a problem as it has been for other depts. There is something special about the emphasis on writing vs literary.
BCAS English MFA	C1P1-14% C1P2-77% C2-5% C3P1-5% C3P2-0%	A collaborative program with UA, Kent and YSU. It's a growing program with 19 students and has averaged 20 students graduated per year. Little cost for TAs and receives national attention. Emphasizes creative writing.
BCAS Criminal Justice AS	C1P1-35% C1P2-135 C2-48% C3P1-4% C3P2-0%	This is a program that is new to BCAS, came from CAST. There were 4 different degree programs which will now be 1 degree with 4 different tracks. A lot of potential for this program.
BCAS Criminal Justice Criminology & Criminal Justice BS	C1P1-68% C1P2-9% C2-23% C3P1-0% C3P2-0%	A new unit that started this fall that is comprised of part of unit from CAST, part of Sociology and part from Political Science. They have a lot of graduates and placements. The Dean thinks highly of it as well as the reviewers. Do they have enough personnel?
BCAS Political Science BA	C1P1-0% C1P2-0% C2-100% C3P1-0% C3P2-0%	A program that is going to be smaller but still has quite a few majors. It is a concern that most of the faculty will remain in Political Science even though many majors will now be located in Criminal Justice. Still, this is not a small dept. Lots of GenEd production. They have a good national prescence with John Green and The Bliss Institute.

BCAS Political Science MA	C1P1-23% C1P2-18% C2-59% C3P1-0% C3P2-0%	Have a Master's with 3 tracks - 2 MA and 1 MAP program. MA seems to be declining, the international studies program seems to be increasing.
BCAS Sociology BA	C1P1-0% C1P2-5% C2-91% C3P1-5% C3P2-0%	They have productive faculty, a large GenEd contribution to UA, that will continue going forward. The new program will decrease the number of programs they have but they will still have a large contribution to GenEd.
BCAS Sociology MA	C1P1-0% C1P2-5% C2-0% C3P1-14% C3P2-82%	There are not many programs offering PhD, ours does. Sounds like it's a legacy program (the MA program) or a consolation prize program and not something they are trying to develop. Have a program that appears to have low demand, a loss of TAs and concerns that things are not going to improve, but they have a 4+1 program in the works.
BCAS Sociology PhD	C1P1-14% C1P2-0% C2-36% C3P1-41% C3P2-9%	A joint program with KSU, there is some concern about whether they want to stay in the partnership or have their own program. Not many completing program but comparable to state averages. Concerns over shortage of faculty.
BCAS Philosophy BA	C1P1-0% C1P2-0% C2-95% C3P1-0% C3P2-5%	A relatively small major with a lot of SCH for GenEd. Lot of plans to increase enrollment, some already underway.

<b>APR Saturday, February 17</b>		
<b>Program</b>	<b>Score</b>	<b>Notes</b>
BCAS Art BFA	C1P1-100% C1P2-0% C2-0% C3P1-0% C3P2-0%	Very strong program, doing well. Faculty are stretched but a good program all around.
BCAS Art ED BA	C1P1-0% C1P2-5% C2-95% C3P1-0% C3P2-0%	Degree from CAS with licensure from Col of Ed. Low number of graduates and low faculty. At capacity right now. Two community grants.
BCAS Art History BA	C1P1-0% C1P2-0% C2-5% C3P1-23% C3P2-73%	Program that has a strong GenEd component but number of majors is low. Art has other programs with higher priority for faculty hires.
BCAS Art Studio BA	C1P1-0% C1P2-0% C2-91% C3P1-5% C3P2-0%	Performing moderately, relationship with Biomimicry. Need for technical person to manage studios as it could be a safety concern.
BCAS Fashion Merchandising BA	C1P1-23% C1P2-5% C2-23% C3P1-45% C3P2-5%	Administratively has no home at this time. Faculty are doing well, maintaining enrollment in a program that is #2 employer in country. Graduates are good, program is suffering because of a lack of a home.
BCAS Fashion Merchandising MA	C1P1-0% C1P2-0% C2-0% C3P1-0% C3P2-100%	Inactive program with no students currently enrolled in it. No support for program.
BCAS Interior Design BA	C1P1-0% C1P2-5% C2-41% C3P1-23% C3P2-32%	Program has been moving between colleges, 12 graduates in last year and market is good for graduates. Faculty have requested moving to CAST.
BCAS Modern Languages French BA	C1P1-0% C1P2-33% C2-67% C3P1-0% C3P2-0%	Small program, 2 faculty, 2-3 degrees per year but doing intensive GenEd teaching. Important for university as long as language requirement is there.
BCAS Modern Languages Spanish BA	C1P1-71% C1P2-14% C2-19% C3P1-5% C3P2-0%	Program that is doing well, good market demand. Medicine has been a growing area as well as Criminal Justice.
BCAS Music BA/BM	C1P1-5% C1P2-5% C2-90% C3P1-0% C3P2-0%	Fairly large department with 16 tracks of offering. Revenue positive. Some well known faculty. Number of students vary by track. Important for Full Time Director with music background

		with accreditation coming up in 2019. Have consistently performed well.
BCAS Music MA	C1P1-0% C1P2-0% C2-100% C3P1-0% C3P2-0%	Large number of tracks. Need for Music Director who is a musician. Solid program producing a number of degree graduates. Some well known faculty.
BCAS Public Administration MPA	C1P1-9% C1P2-5% C2-59% C3P1-27% C3P2-9%	A graduate only program. Faculty teaching in other programs. Reviewers suggested a couple of innovative ideas; focus on digital cities and sharing courses with CBA. Graduates have high impact in local area. Has high percentage of minority students.
BCAS Psychology BA	C1P1-11% C1P2-26% C2-63% C3P1-0% C3P2-0%	Have a good, solid program with a successful model of teaching. Half of revenue generated through GenEd.
BCAS Psychology MA	C1P1-9% C1P2-58% C2-42% C3P1-0% C3P2-0%	IO Psych is well known program, attracting self-pay students. Housed in strong department with good faculty.
BCAS Psychology PhD		
PhD IO Psychology	C1P1-79% C1P2-16% C2-5% C3P1-0% C3P2-0%	IO Psychology program is very well known. Students are well placed. Investment is a priority. Have a successful model of engaging graduate students. Currently running above effective capacity.
PhD Counseling	C1P1-53% C1P2-21% C2-26% C3P1-0% C3P2-0%	Program in a strong department but this program seems to be low in research. Students are local, catering to minority students. One well funded grant. Only program APA accredited.
PhD Adult Development and Aging	C1P1-11% C1P2- 5% C2-0% C3P1-32% C3P2-53%	Joint program with CSU, faculty support from UA seems to have gone down. Small number of graduates. Number of faculty was 5, now 3. Note disparate financial support between schools.
<b>CHP Allied Health</b>		
Medical Assisting Technology AAS	C1P1-0% C1P2-10% C2-90% C3P1-0% C3P2-0%	Associates degree program that has a reasonable number of students. Having issues in terms of getting it's coursework to count towards Nursing. Hard to compare to other programs in state because it is not comprable. Ratio of revenue is positive. Recommend that issue of credit transfer be resolved. 50% of students intend to go on to higher degrees and

		are not able to at UA due to issues. These students would like to stay at UA and transfer into Nursing and Nursing would like that as well.
Radiologic Technology AAS	C1P1-0% C1P2-10% C2-86% C3P1-5% C3P2-0%	Averages 27 graduates per year. Up for site visit for accreditation this year. Some difficulties in placing students for clinicals.
Surgical Technology AAS	C1P1-0% C1P2-5% C2-95% C3P1-0% C3P2-0%	18 majors per year. Concern over competition from Stark State. Program appears to be holding its own. Recommend that it would be advisable to increase marketing of all programs.
Respiratory Therapy Technology BS	C1P1-0% C1P2-0% C2-100% C3P1-0% C3P2-0%	Program with 39 majors on average and 21 graduates. Limited to 20 students. Good revenue to expenditure ratio. Not much room to grow without more clinical placements.
CHP Classroom Guidance MS/MA	C1P1-0% C1P2-0% C2-0% C3P1-0% C3P2-100%	Program has very small enrollment, small number of graduates. No program report submitted by dept. Not accredited in the state of Ohio.
CHP Clinical Mental Health Counseling	C1P1-0% C1P2-86% C2-10% C3P1-5% C3P2-0%	Large Masters program with 16-18 graduates per year. Looking to specialize. More market competition. Good ratio in revenue/expediture.
CHP Counselor Education PhD	C1P1-0% C1P2-0% C2-86% C3P1-5% C3P2-10%	At the present time this is a fairly large doc program in terms of enrollment but not in terms of graduation, there is a concern going forward about self funding and whether they will be viable. Also concerns about redundancy with Counseling PhD in Psychology.
CHP Marriage Family Counsel/Therapy MS	C1P1-0% C1P2-0% C2-90% C3P1-5% C3P2-5%	A relatively large program with not as many grads as would be expected. Did not get accreditation from one organization but got the other. Thinking of retooling program to meet their niche.
CHP Marriage Family Counsel/Therapy PhD	C1P1-0% C1P2-0% C2-0% C3P1-24% C3P2-76%	Program that is not a small program but it's 1-3 grads per year seems low. There is concern over shorter than usual accreditation.
CHP School Counseling MS/MA	C1P1-0% C1P2-0% C2-71% C3P1-19% C3P2-10%	Program that has about 150 students enrolled per year but 26 grads last year. Received 2-year accreditation but not full.

CHP Dietetics -Coordinated Prog BS	C1P1-0% C1P2-5% C2-91% C3P1-5% C3P2-0%	12-14 grads per year, limited by number of internships. We recommend that they consider a collaborative program with Sports Science & Sports Nutrition in light of upcoming requirements for Masters. 92% pass rate on their national registration exam.
CHP Dietetics -Didactic Prog BS	C1P1-0% C1P2-0% C2-0% C3P1-5% C3P2-95%	Relatively large program with approx. 130 admits and pre-admits combined with a low success rate on national registration exam (compared to the coordinated program version).
CHP Food Environmental Nutrition BS	C1P1-24% C1P2-71% C2-0% C3P15%- C3P2-0%	45 students per year, about 15-25 grads. 97% placement rate at time of graduation. Working for an online certificate program. Only undergraduate program in the state.
CHP Nutrition Dietetics MS	C1P1-0% C1P2-0% C2-5% C3P1-0% C3P2-95%	Program suspended since 2015.
CHP SLPA AuD	C1P1-86% C1P2-14% C2-0% C3P1-0% C3P2-0%	We're impressed. Relatively large doctoral program with 10 grads per year. The best endowed program at UA. Generates revenue of 1 Mil per year in their clinic and also have students that are paid from the clinic or are self-paying. Also nationally recognized as a quality program.
CHP SLPA BA	C1P1-5% C1P2-14% C2-81% C3P1-0% C3P2-0%	Fairly large major that is now down to about 170 student per year. 30-50 grads per year. Looks like a distinctive program with laboratories that are outstanding. Only concern is a slight decline in number of students. Still large for a clinical program.
CHP Child Life Specialist MA	C1P1-0% C1P2-0% C2-0% C3P1-5% C3P2-95%	Program that has some students, has one faculty member that is not TT. There are real concerns with the program in terms of market niche. Different counseling programs are taking of this niche, both reviewers concerned about viability of program.
CHP Arts, Language Pathology MA	C1P1-0% C1P2-73% C2-27% C3P1-0% C3P2-0%	Program that has 116 majors and 15 grads per year. Pretty good placement. Challenges for future are TA based model to pay for yourself model.
CHP Social Work BA	C1P1-5% C1P2-77% C2-18% C3P1-0% C3P2-0%	Quite large undergrad program with 376 in 2016. Still a large major with lots of graduates, facing some challenges with Lakewood location. Have people getting jobs but many others go into other careers with this degree.



CHP Social Work MSW	C1P1-0% C1P2-23% C2-77% C3P1-0% C3P2-0%	Has 127 students, 63 grads. Large MSW program that is now separate from CSU. First time pass rate was 61%, below the average in Ohio.
CHP Sports Studies BS	C1P1-0% C1P2-0% C2-100% C3P1-0% C3P2-0%	Large program, lots of graduates however appears to be shrinking though, 298 to 209. Use of Infocision Stadium.
CHP Exercise Science BS	C1P1-0% C1P2-0% C2-76% C3P1-10% C3P2-14%	Moderately large major that has 4 specialty tracks, the largest is pre-physical therapy. As a major it is declining, they are struggling to find students that can succeed in Anatomy and Physiology, potential solution is to switch to less rigorous course, which will prevent them from meeting requirements to be accepted into Phys Therapy programs. No discussion of their placement rates of success of students.
CHP Athletic training BS	C1P1-0% C1P2-0% C2-86% C3P1-14% C3P2-0%	Program that has gone from 138 to 77 majors. Maintained steady state with 12 grads per year. Small side for this school but still reasonable. Concerns are the difficulty of students passing A & P and the new requirement on the horizon of Masters for Athletic Trainers.
CHP Physical Education BS	C1P1-0% C1P2-0% C2-0% C3P1-5% C3P2-95%	A very very small program that appears to be shrinking each year. Only 1 grad this year. Unclear why decline is happening, but might be fit in college. Looking to put health emphasis but that has not happened yet.
CHP Physical Education BS		No data available.
Exercise Physiology MA	C1P1-0% C1P2-14% C2-86% C3P1-0% C3P2-0%	Has a lot of students enrolled, between 50-61. Average 30 grads per year. Concerns moving forward due to changes in TA model.
Physical Education MA	C1P1-0% C1P2-0% C2-0% C3P1-0% C3P2-100%	A very small program with around 3-6 students enrolled, with no graduates each year. Steady at this level. Some confusion about Dean's ranking as it was rated under rubric of physical education. This group split them up to show true enrollment.
Sports Science MA	C1P1-0% C1P2-5% C2-95% C3P1-0% C3P2-0%	This is a larger Masters program with adequate enrollment or 60 and graduates per year-33 per year. Appears to be going well.

<b>APR Friday, February 23</b>		
<b>Program</b>	<b>Score</b>	<b>Notes</b>
Law JD	C1P1-5% C1P2-90% C2-5% C3P1-0% C3P2-0%	Overall strong program, discussion of favorable revenue to expense ratio. Impact in local community noted. Good program and beneficial to UA. Committee noted to watch bar pass rate and grades overall.
Law LLM	C1P1-5% C1P2-10% C2-86% C3P1-0% C3P2-0%	Program in a good school but a small program. Much of data were not broken out enough for assessment. Questions about comparative data is it LLM focus on IP or LLM overall? Discussion of pathways for technical backgrounds to go into program in patent law. Discussion of employment opportunities.
BCAS History BA	C1P1-0% C1P2-9% C2-91% C3P1-0% C3P2-0%	A program with well known faculty and generating large GenEd revenue. Degrees are low but comparable with state. Faculty losses in recent years but do not expect significant economic returns based on investments.
BCAS History MA/Ph.D.	C1P1-0% C1P2-0% C2-82% C3P1-9% C3P2-9%	A program with well known faculty with challenges at PhD level. SSI helped by enrollment at the MA level. Doctoral students do not get SSI. Grad classes currently have low enrollment. Dept has substantial endowment funds and does local history well. Endowment could help students in the future. Strategy for 3 + 2 program that is helpful for UA.
CHP Nursing BSN	C1P1-90% C1P2-5% C2-0% C3P1-5% C3P2-0%	Strong program that has a very high demand in market. Large interest among students, large number of pre-admits. Quality is critical for graduates. Much to be gained by investing in this program. 7 TT faculty for program needs to be addressed. Advising and recruitment of quality students is issue needs to be addressed.
CHP Nursing MSN	C1P1-81% C1P2-10% C2-10% C3P1-0% C3P2-0%	A program that is difficult to assess because of lack of program specific data but impression is that the program is strong and with investment would help both the BSN as well as the DNP programs. A program with high market demand and interest to students. Impression is that it is a program worthy of

		investment, center for nursing should be revisited. High completion rate.
CHP Nursing DNP	C1P1-62% C1P2-14% C2-24% C3P1-0% C3P2-0%	Program that's doing reasonably well under circumstances. Program needed for nurse anesthetists who currently get Masters but will be required soon to have a DNP degree. Lower number of students but degree is in demand. Majority of these students are self-paying.
CHP Nursing Ph.D.	C1P1-0% C1P2-14% C2-81% C3P1-0% C3P2-5%	Large number of students in UG level. Small number of awarding of degrees. Concerns about ability to recruit faculty into program that can mentor at PhD level. Increase participation of non-doctoral nursing faculty into the PhD program as KSU does. Group feels that investment into UG programs will have beneficial effects on Grad program.
CHP Nursing Master of Health Prac/Pub Health	C1P1-0% C1P2-0% C2-100% C3P1-0% C3P2-0%	One of the reviewers mentioned that they was involved in a couple of committee meeting more than 10 years at initiation of this program, since then has had no involvement in the program. Group had consensus to proceed. MPH programs in general are regionally and nationally important programs. Not much direction in the program in recent years but interest in increasing UA role in this program. Do not see reason for additional investment at this time.
<b>CAST</b>		
<b>CAST Business &amp; Information Technology</b>		
CIS Networking--CISCO track, AAB & BS	C1P1-36% C1P2-55% C2-9% C3P1-0% C3P2-0%	Associates/Bachelors degree in networking. Lots of employment opportunities as well as market demand. Associates is declining while Bachelors is increasing. Voting on combined programs.
CIS Networking--Microsoft track	C1P1-0% C1P2-0% C2-0% C3P1-0% C3P2-100%	Department has elected to terminate the program. No demand in program, very few students in program.
CIS Cybersecurity, BS	C1P1-59% C1P2-27% C2-14% C3P1-0% C3P2-0%	Has a demand and potential area of growth for UA. 45 students in first year of operation.
CIS Digital Forensics, BS	C1P1-18% C1P2-45% C2-36% C3P1-0% C3P2-0%	A new, distinctive program with increasing enrollment. No degrees awarded to date, not much data to assess.

CIS Programming, AAB & BS	C1P1-0% C1P2-10% C2-85% C3P1-0% C3P2-5%	Program that is combined AS, BS that is in great demand in area. Low number of graduates so far.
CIS Web Development, AAB & BS	C1P1-0% C1P2-11% C2-84% C3P1-0% C3P2-5%	A AAB & BS program that has been around for about 3 yrs, too early for many graduates. Agreements with local 2-yr colleges.
CIS Specialized Apps, BS	C1P1-0% C1P2-0% C2-5% C3P1-0% C3P2-95%	Very small program that is not enrolling as well as anticipated.
Bachelor of Organization Supervision	C1P1-0% C1P2-24% C2-76% C3P1-0% C3P2-0%	A very large program with about 400 majors, 200 degrees awarded. Appears to be niche program for those already in workplace.
Business Mgmt Tech-General AAB	C1P1-0% C1P2-0% C2-24% C3P1-10% C3P2-67%	In the past a medium-large program that is now shrinking, from 139 to 98 majors in last 3 yrs, 27 to 13 graduates in last 3 years.
Business Mgmt Tech, Accounting-AAB	C1P1-0% C1P2-0% C2-5% C3P1-0% C3P2-95%	A program that has had a declining number of graduates over the last 3 years-9, 1 and 2 degrees granted over last 3 years.
Business Mgmt Tech, Small Bus Mgmt-AAB	C1P1-0% C1P2-0% C2-0% C3P1-0% C3P2-95%	Shrinking program that has slightly over 20 majors over last 3 years, reducing 3, 5 and 1.
Hospitality Mgmt, Culinary Arts-AAB	C1P1-0% C1P2-0% C2-5% C3P1-45% C3P2-50%	Smaller program, about 55 majors in last year, average of 10 graduates in past 3 years. Some knowledge of grads in community.
Hospitality Mgmt, Hotel/Lodging-AAB	C1P1-0% C1P2-0% C2-0% C3P1-22% C3P2-78%	Decreasing enrollment from 25 to 15 majors. Varying number of graduates. Niche appears to be moving from Associate to Bachelors degree.
Marketing Tech, Advertising/Sales-AAB	C1P1-0% C1P2-0% C2-0% C3P1-0% C3P2-100%	An average of 10 students enrolled per yr over last 3 years, 4 grads per yr. Small program and enrollment appears to be dropping.
Marketing/Sales, Retail Fashion-AAB	C1P1-0% C1P2-0% C2-0% C3P1-0% C3P2-100%	A very small program that may have 3 students presently enrolled. 2 graduates over last 5 years.

<b>Engineering &amp; Science Technology</b>		
Mech Engineering Tech AAS, BS	C1P1-87% C1P2-9% C2-0% C3P1-4% C3P2-0%	Average of 125 students, 30 grads per yr in each AAS and BS program. Market demand in this area and students are finding placement.
Construction Engineering Tech AAS, BS	C1P1-30% C1P2-26% C2-43% C3P1-0% C3P2-0%	A program that averages over 70 majors in both AAS and BS and approx. 25 grads for both. There has been some decline for unknown reasons that is a concern, but overall has been fairly stable.
Surveying & Mapping AAS, BS	C1P1-74% C1P2-9% C2-4% C3P1-9% C3P2-4%	Average of about 20 majors in each program per year. 8 degrees granted. Smaller program but only has 1 faculty member. Student just won national award and appears there is synergy with Civil Engineering.
Adv (AAS) and Automated (BS) Manu Eng Tech	C1P1-57% C1P2-30% C2-13% C3P1-0% C3P2-0%	An average of about 30 students in combined programs, 9 grads per year. Good partnership with Luk Technologies and that is a plus. Only 1 faculty and 1 visiting faculty in dept.
Corrosion Engineering Tech AAS	C1P1-0% C1P2-0% C2-100% C3P1-0% C3P2-0%	A brand new program initiated in Fall 2017. No data but looks promising.
Construction Field Operations AAS	C1P1-0% C1P2-0% C2-100% C3P1-0% C3P2-0%	A brand new program initiated in Fall 2017. No data but looks promising. Projected job growth is 31% national, 24% in Ohio.
Geographic and Land Info Systems AAS	C1P1-0% C1P2-0% C2-0% C3P1-0% C3P2-100%	3 students enrolled and 1 graduate over last 3 years. One faculty member in program recommends termination of program.

<b>CBA Accountancy BSA</b>	C1P1-78% C1P2-17% C2-4% C3P1-0% C3P2-0%	Has an average of about 500 majors per year, 16 grads per yr. Increased productivity by having enhanced programs. Moving forward trying to recruit high quality faculty in challenging market.
CBA Accountancy MSA	C1P1-0% C1P2-9% C2-91% C3P1-0% C3P2-0%	Program that is decreasing in enrollment, partially due to a new program being added. Number of majors down 75 to 35 over 3 yrs, degrees granted dropped from 25 down to 18.
CBA Accountancy Mtax	C1P1-4% C1P2-65% C2-30% C3P1-0% C3P2-0%	A niche program that emphasizes tax and has an accelerated and online version. Also has joint mtax and JD version. Granting degrees on different academic semesters important to capture SSI. Strong program with 40 enrolled and 25 grads per year. Only accredited program in state.
CBA Economics BA	C1P1-14% C1P2-5% C2-73% C3P1-9% C3P2-0%	Note that this dept recently moved from CAS to CBA. Degree program with 58 majors per year, 15 grads per yr, 1.4 Mil in revenues. It has come to a new home that is likely to provide more synergy moving forward, however it needs a MacroEconomist to serve their needs.
CBA Labor Economics BS	C1P1-0% C1P2-0% C2-0% C3P1-0% C3P2-100%	The department has suspended the program, no grads, no students and suspension seems justified.
CBA Labor Economics MA	C1P1-0% C1P2-13% C2-87% C3P1-0% C3P2-0%	Has an average of 12 students per yr, 6 grads per yr. Retooling program to deal with removal of TAs. Working on new emphasis in data analytics. In need of MacroEconomist in this level.
CBA Finance-Financial Planning BBA	C1P1-0% C1P2-5% C2-95% C3P1-0% C3P2-0%	Has an average of 100 students, 20 grads. Changed its name recently. Good market niche, smaller to medium sized program in CBA.
CBA Finance-RISK Management & Ins BBA	C1P1-0% C1P2-0% C2-100% C3P1-0% C3P2-0%	This a new program beginning Fall 2017. There are 42 students enrolled, 6 graduated Fall 2017.
CBA Finance-Financial management BBA	C1P1-0% C1P2-0% C2-100% C3P1-0% C3P2-0%	About 150 majors, niche work on analytics and accounting.
CBA Finance MBA	C1P1-0% C1P2-0% C2-55% C3P1-9% C3P2-36%	This program is shrinking, appears to have average of 35 students and 16 grads. They are discussing revising the

		program to Masters of Finance, that may improve the enrollment.
CBA Management-Human Resource Mgt BBA	C1P1-0% C1P2-0% C2-100% C3P1-0% C3P2-0%	A major that has averaged about 115 students per year with 30 grads. Good relationship with HR community. Over 1.5 ratio of revenue to expenditure. Appears to be a solid program.
CBA Management-Info Systems BBA	C1P1-0% C1P2- 0% C2-96% C3P1-4% C3P2-0%	A program with average of 73 majors per yr, 17 grads that has increasing student interest. Hoping to have more access to information systems in CBA.
CBA Management-Supply chain & Oper BBA	C1P1-0% C1P2-91% C2-4% C3P1-4% C3P2-0%	Average 123 majors and 24 grads. Positive revenue flow. Fastest growing program in CBA.
CBA Management-Information Systems MS	C1P1-0% C1P2-0% C2-91% C3P1-0% C3P2-9%	MA program that has gone from 70 to 40 students. Average 37 grads per year but will go down due to not having GAs any longer.
CBA Management-Supply Chain Mgt MS	C1P1-0% C1P2-0% C2-48% C3P1-30% C3P2-22%	Small program with average of 6 students over 3 yrs. Average 3 grads per yr over 2 years. Now approved with STEM federal designation which should help enrollment.
CBA Management-Technological Innov MS	C1P1-0% C1P2-0% C2-0% C3P1-0% C3P2-100%	Small program averaging 12 students per year. Enrollment on downward slope. Not much hope held out for its success.
CBA Marketing Management BBA	C1P1-0% C1P2-96% C2-4% C3P1-0% C3P2-0%	Large program w/avg of 90 majors and 50 graduates. Overall a positive program.
CBA Marketing Integrated Marketing Comm BBA	C1P1-0% C1P2-58% C2-42% C3P1-0% C3P2-0%	This program is approx 1/3 the size of marketing mgmt, feel strongly about it, this deals with the technological side of marketing according to dept and dean report. There is room for growth.
CBA Marketing Sales Management BBA	C1P1-0% C1P2-52% C2-48% C3P1-0% C3P2-0%	Program averages 100 students per yr with 20 grads. Has Fisher Institute which is a prestigious link. Very good placement.
CBA Marketing International Business BBA	C1P1-0% C1P2-0% C2-0% C3P1-0% C3P2-100	Averages 88 students per year, 13 graduates. Students are struggling to find placements. Dept recommends major be converted over to minor.
CBA Marketing Strategic Mktng MBA	C1P1-0% C1P2-0% C2-91% C3P1-0% C3P2-9%	An average of 32 students per yr, 11 grads per yr. This is small compared to other programs in marketing in the state for marketing. However, this is a more targeted program and that

		could explain the smaller size. There was a concern by APR of sparse program description.
CBA Marketing Interntl Business MBA	C1P1-0% C1P2-0% C2-0% C3P1-0% C3P2-100%	A small masters with 8 majors and 2 grads per yr. Not much of a market niche and while department did not say anything about ending the program, it does not look promising for it.

<b>APR Saturday, February 24</b>		
<b>Program</b>	<b>Score</b>	<b>Notes</b>
<b>CAST</b>		
Electronic Engineering Tech, AAS, BS	C1P1-0% C1P2-26% C2-74% C3P1-0% C3P2-0%	Upward trend in number of majors, average of about 40 enrolled per year per program and degrees granted 20 per yr for BS 25 for AAS. High placement rate, produce some service courses for other programs.

<b>Disaster Science and Emergency Services</b>		
Emergency Mgmt & Homeland Sec, BS	C1P1-92% C1P2-8% C2-0% C3P1-0% C3P2-0%	Program that has interest both in and out of state. About 100 enrolled. Important program that should continue in growth.
Fire Protection Tech, AAS	C1P1-0% C1P2-0% C2-54% C3P1-38% C3P2-8%	A program that had interest in past but has seen a decline. Also offered at Stark State. Online course being explored as well as new mandates for degree in state coming.
Emerg Med Servs, Fire/Medic, EMT, AAS	C1P1-0% C1P2-8% C2-83% C3P1-4% C3P2-4%	Program that has most of cost covered by medical institutions, enrollment has decreased. Plan is to offer programs for firefighters in the future. Moving forward it should consider alignment with Fire Protection Tech.



<b>Applied General and Technical Studies</b>		
Assoc of Arts (AAB), Assoc of Science (AAS)	C1P1-0% C1P2-0% C2-95% C3P1-0% C3P2-5%	Two programs that are GenEd intensive, teaching productivity is high. Don't have many faculty FTEs but serve GenEd role. Offers CAST students who have satisfied the GenEd requirements and other requirements for degree but have not satisfied requirements for other Assoc degree programs an opportunity for degree completion.
Associate of Tech Studies-ATS	C1P1-0% C1P2-0% C2-96% C3P1-0% C3P2-4%	Very similar to AAS and AAB degrees. Provides pathway for students to graduate who have completed requirements.
<b>CBA</b>		
Dean's Office MBA Interdisciplinary	C1P1-9% C1P2-52% C2-39% C3P1-0% C3P2-0%	Generalist program that is of value to the college. Provides pathways to graduation for students in other programs in college. Makes best use of capabilities across all of college. Increase in number of degrees and grads, potential for self paying students in future. Concerns about accuracy of data in Table 5.
Dean's Office BBA Generalist Program	C1P1-0% C1P2-4% C2-96% C3P1-0% C3P2-0%	About 300 majors per year, avg 51 grads. A generalist degree for those who prefer not to have specific degree in Business.
Dean's Office MBA Applied Math	C1P1-0% C1P2-0% C2-79% C3P1-14% C3P2-7%	This is a tiny program. It is possible that its marginal cost to the University also is negligible. This would be true if all or nearly all of the courses taken by these students must be taught anyway. Whether this is the case cannot be ascertained from the information available in the APR documents.

<b>Polymer Science and Engineering</b>		
CPSPE Polymer Engineering BA/MS	C1P1-0% C1P2-0% C2-0% C3P1-0% C3P2-100%	Small program with no enrollment, no interest to revive indicated in reports.
CPSPE Polymer Engineering/Polymer Material Eng		
MS/BE (China) (AMP)	C1P1-0% C1P2-18% C2-82% C3P1-0% C3P2-0%	Largely populated by students from China - self paying. They are well placed post grad. Plans to diversify the student enrollment.
CPSPE Polymer Engineering/Applied Math BS/MSPE	C1P1-0% C1P2-5% C2-0% C3P1-36% C3P2-59%	Small program that provides pathway for math graduates to explore degrees Polymer Science and Polymer Eng.
CPSPE Polymer Engineering MS Engineering	C1P1-0% C1P2-0% C2-86% C3P1-0% C3P2-14%	Program with about 10 students enrolled and 4.5 grads per year. Does not appear to be in high demand. Concerns about number of MAs in College.
CPSPE Polymer Engineering PhD	C1P1-14% C1P2-24% C2-52% C3P1-0% C3P2-10%	Distinctive program on campus. Have well known faculty and good enrollment numbers for PhD program. Revenue to expenditure is matter of concern but demonstrates improvement in past 3 years. Information supplied in self-study report and dean's report does not advocate well for the program.
CPSPE Polymer Science MS	C1P1-0% C1P2-29% C2-71% C3P1-0% C3P2-0%	Another distinctive program, unique in Ohio and country. Revenue to expenditure is a concern. Benefit of investment in polymer being a benefit to rest of campus was discussed.
CPSPE Polymer Science PhD	C1P1-27% C1P2-32% C2-36% C3P1-0% C3P2-5%	Distinctive program on campus. Concern about revenue vs. expenditure ratio. Concern of benefit to campus but recognized that program brings reputation to campus, students in program contribute to UA overall. Additional investment should demonstrate tangible benefits to the university at large. Dean's report did not advocate well for the program.
CPSPE Polymer Science/Natural Science BS/MS	C1P1-0% C1P2-0% C2-0% C3P1-0% C3P2-100%	Program for which we don't see much interest. Report says needs champion but none seems available. "The Wooster 3 + 2 and natural science program has not been successful and does

		not appear to have a passionate champion so probably not worth the time and attention to make profitable."
CPSPE Polymer Science/Polymer Engineering		
(Professional Master/Law/Business)	C1P1- C1P2- C2- C3P1- C3P2-	Group moved to waive evaluation of program as it has not yet begun.

Education		
Education EFL Assessment, Eval & Data Literacy MA	C1P1-0% C1P2-41% C2-59% C3P1-0% C3P2-0%	Completely online but recently in transition. 24 students and 6 grads per year. Being online makes program more accessible to teachers.
Education EFL Education, Admin & Principalship MA	C1P1-0% C1P2-4% C2-50% C3P1-46% C3P2-0%	Significant decline in enrollment, dept has plans to move to online. 9 currently enrolled, 3 degrees awarded last year, 21 several years before. There is a demand for principal licensure.
Education EFL Higher Education Admin MA	C1P1-0% C1P2-0% C2-9% C3P1-74% C3P2-17%	This is a program that has almost 40 students per yr enrolled. Averaged 20 grads per yr. Changing to online program. Authentic classroom assessments were part of program in past, whether that will continue in online format is questioned.
Education EFL Instructional Technology MA	C1P1-0% C1P2-4% C2-91% C3P1-4% C3P2-0%	Program larger than last few, avg 50 enrolled last 3 yrs but has declined. Avg 28 grads per yr but declining. Trying to supplement in-person program with online and perhaps bilingual program.
Education EFL EdD	C1P1-0% C1P2-0% C2-0% C3P1-0% C3P2-100%	Program presently suspended. 7 students completing. There is a demand for principals and superintendents but no plan is presented in dept report or dean's report. Committee notes that there has not been permanent leadership in this college (and that this may be necessary to evaluate this program's prospects).
Education C & I Early Childhood Teacher Prep BSE	C1P1-87% C1P2-9% C2-4% C3P1-0% C3P2-0%	Large program with approx 370 majors per yr., 100 grads per yr. Oversupply of grads/jobs before but goal of new dual licensure is helping with placement. The fact that the other program (in Ohio) with dual licensure is growing is evidence that this program can grow as well.
Education C & I Elementary Education with Lit Opt MA	C1P1-0% C1P2-0% C2-95% C3P1-5% C3P2-0%	Program has averaged 40 students per yr, 20 graduates. Enrollment is expected to increase because of new state requirements for 3rd grade reading guarantee.
Education C & I Elementary Education - Sec Ed PhD	C1P1-0% C1P2-0% C2-0% C3P1-30% C3P2-70%	Both tracks are suspended and there is a proposal in works for Sec Ed but prospects for future are not positive. Enthusiasm for the program proposal would improve with supportive and strong leadership .

Education C & I Adolescent & Young Adult BSE	C1P1-43% C1P2-19% C2-38% C3P1-0% C3P2-0%	A larger program with avg 260 majors and 60 degrees granted. There is a clinical live-in model that gives this a special niche.
Education C & I Middle Level Education BSE	C1P1-48% C1P2-14% C2-38% C3P1-0% C3P2-%	Middle level education BSE, 150 students enrolled per yr with 50 grads, this is slightly down. Has dual licensure, faculty proposing to add modern language specialist to fill a vacancy.
Education C & I Special Education BSE	C1P1-52% C1P2-48% C2-0% C3P1-0% C3P2-0%	Larger program with 160 majors and 55 grads. Dual licensure. Won an award for highly qualified teacher status, only in state. Department has received grant that benefits this dept and others to promote diversity in program.
Education C & I Special Education MA	C1P1-0% C1P2-0% C2-0% C3P1-10% C3P2-90%	Program has shown dramatic declines in enrollment, 3 yrs ago 22 and last yr 10, degrees granted 16 down to 7. Concern that this program without licensure did not have good prospects.
Education C & I Special Education MS (with Licen)	C1P1-5% C1P2-5% C2-14% C3P1-59% C3P2-18%	Average 40-35 majors per yr, grads per yr was 22, now down to 10. Postitive aspect compared to MA is that there is licensure but would need to be more undergrads produced in this program to move into MA program. Unclear if that is likely.
Education C & I Adol & Yng Adult MSE (with Licen)	C1P1-0% C1P2-0% C2-70% C3P1-30% C3P2-0%	Has gone from 66 down to 27 majors, 19 grads per yr. Has changed from 47 hrs minimum to 36 for degree. Can function to make HS teachers eligible to teach College Credit Plus courses and they desperately need a foreign language person.

<b>Engineering</b>		
Engineering Civil BS	C1P1-65% C1P2-15% C2-20% C3P1-0% C3P2-0%	Large major avg 370 majors per yr, grads 45-50 per yr. Concerns with retention, not clear where locus of bottleneck is but it is a productive dept. Indirect costs (from grants) were lower than expected but that is due to state funding. Strong job placement in growing market demand. Oldest program in the college.
Engineering Civil MS	C1P1-0% C1P2-36% C2-59% C3P1-0% C3P2-5%	Avg of 47 enrolled, 16-31 grads over last 3 yrs. A program that itself noted their concern over quality of students so even though there is potential to increase students if they have more faculty, but would this makes sense given their own comments on quality of students?
Engineering Civil PhD	C1P1-64% C1P2-32% C2-0% C3P1-5% C3P2-0%	Avg 46 students per yr, 13 grads per yr. Largest PhD program in Civ Eng in Ohio. They have awarded more PhDs than the rest of Ohio programs combined.
Engineering Mechanical Eng BS	C1P1-9% C1P2-61% C2-26% C3P1-0% C3P2-4%	Very large program 1200-1400 majors per yr. Backbone program in Engineering. Issues in retention with 30% completion rate. Concern noted by dean that in the last accreditation visit their student/faculty ration was too high. Overall good disposition.
Engineering Mechanical Eng MS	C1P1-0% C1P2-0% C2-87% C3P1-13% C3P2-0%	Avg 52 students enroll per yr, 25 grads. Extremely low enrollment in some upper level courses.
Engineering Mechanical Eng PhD	C1P1-0% C1P2-0% C2-91% C3P1-9% C3P2-0%	11-12 grads per year, considred large for PhD program but this is a very large dept; less than 1 graduate per faculty per year.
begin track 5		
Engineering Aerospace Systems Eng	C1P1-0% C1P2-0% C2-77% C3P1-23% C3P2-0%	Newer program with 100 students enrolled, 14 grads per year. The department can consider synergistic courses with other programs.
Engineering Chemical BS	C1P1-17% C1P2-75% C2-8% C3P1-0% C3P2-0%	Mid to large program w/ 395 enrolled, 42 grads per yr. Fine co-op program, some concerns over placement in recent years.
Engineering Chemical MS	C1P1-0% C1P2-17% C2-83% C3P1-0% C3P2-0%	Smaller program, 19 enrolled, 7 grads per yr. Concern over loss of GAs. Corrosion is a growth area and could help this program.

Engineering Chemical PhD	C1P1-87% C1P2-9% C2-4% C3P1-0% C3P2-0%	68 students enroll, 14 grads per yr. A lot for a grad program and may be largest in Ohio. Some concern about ratio of rev to exp. but given large numbers in program, investment may be good.
Engineering Chemical Biomolecular Eng Corr.	C1P1-71% C1P2-13% C2-17% C3P1-0% C3P2-0%	Newer program with 100 students enrolled, avg 14 grads per yr. Only degree of its kind in the country. Some concern that non-co-op students are not graduating at a very high rate.
Engineering Electrical Eng BS	C1P1-9% C1P2-43% C2-48% C3P1-0% C3P2-0%	About 45 grads per yr, 330 majors. Productive dept with a strategic plan for 5 + 1 BS/MS program.
Engineering Electrical Eng MS	C1P1-0% C1P2-45% C2-55% C3P1-0% C3P2-0%	Combined masters program, avg 45 enrolled w/17 grads per yr. High quality program based on publications.
Engineering Electrical Eng PhD	C1P1-0% C1P2-0% C2-100% C3P1-0% C3P2-0%	About 29 enrolled, 5 grads per yr. High quality and productive faculty. Low in grant productivity, though.
Engineering Computer Eng BS	C1P1-87% C1P2-0% C2-13% C3P1-0% C3P2-0%	240 enrolled, 25 grads per yr. Some concern over graduation rate being low but with 2 faculty and 250 majors the lack of faculty appears to be the major problem.
Engineering Computer Eng PhD	C1P1-0% C1P2-4% C2-4% C3P1-61% C3P2-30%	Very small program, 3 enrolled, 3 grads over last 5 yrs. However if looking at the number of students graduating per faculty in program, closer to other programs like it. Does not cover concern over small numbers in classes that must be offered.
Engineering Biomedical Engineering BS	C1P1-4% C1P2-57% C2-39% C3P1-0% C3P2-0%	300 majors, 50 grads per yr. A lot of positive press for undergrad program but there is a concern about low revenue to expenditure ratio.
Engineering BME MS	C1P1-0% C1P2-0% C2-35% C3P1-17% C3P2-48%	Small program that is averaging about 7 grads per yr. Offering Masters on way to PhD may be an option.
Engineering BME PhD	C1P1-0% C1P2-4% C2-39% C3P1-35% C3P2-22%	Has 22 students enrolled, 1.5 grad per yr. Small degree production program and that is a concern but also has a very small faculty.
Engineering Dean's Office BS	C1P1-0% C1P2-0% C2-0% C3P1-4% C3P2-96%	Average of 2 grads per yr. very low priority program.

Engineering Dean's Office MS	C1P1-0% C1P2-0% C2-0% C3P1-0% C3P2-100%	Program has had 1 grad in last 5 yrs.
Engineering Engineering Applied Math PhD	C1P1-0% C1P2-4% C2-8% C3P1-4% C3P2-83%	Small doctoral program with avg of 3 students over last 3 yrs, 1 grad in 5 yrs.
Engineering Engineering Management MS	C1P1-0% C1P2-4% C2-4% C3P1-65% C3P2-26%	Has about 8 enrolled, 9 grads in 5 yrs. Takes very few resources to exist. Potential of adding online version.



<b>Wayne</b>		
Liberal Arts and Sciences/Liberal Studies AA, AS, ATS	C1P1-4% C1P2-70% C2-22% C3P1-4% C3P2-0%	Using Dean's data because they must be audited (i.e., regional campuses must have separate audits). Based on data provided, have approx 25 students enrolled in both programs over 3 yrs, 25 average grads per yr. This is the anchor program for Wayne College.
Business Mgmt Tech General AAB	C1P1-17% C1P2-65% C2-17% C3P1-0% C3P2-0%	105 students enrolled, 14.3 grads per yr. 2-yr program and beginning Fall 2018 a BA international business program. Recommend speaking with CBA given their experience.
Paraprofessional Education AAS	C1P1-9% C1P2-13% C2-78% C3P1-0% C3P2-0%	Smaller program w/15 enrolled and 6 grads per yr. Only 2 other programs like this in state. Concern of lack of communication between this program and College of Education at Main Campus.
Exercise Science Athletic Trainer AAS	C1P1-0% C1P2-4% C2-87% C3P1-9% C3P2-0%	28 students enrolled per yr, 7 grads per yr. 1 faculty member. Efficient program. Some discussion of moving to 4-yr degree but complicated due to location of expensive equipment available on Main campus. It is recommended that Wayne consult with Exercise Science at Main campus concerning this program.
Healthcare Medical Office Mgmt/Admin AAB	C1P1-0% C1P2-0% C2-52% C3P1-22% C3P2-26%	Program that in last few yrs has gone from over 100 majors to 11. Avg 11 grads. Working on online program that is both synchronous and asynchronous, but there are still concerns.
Business Mgmt Tech Accounting AAB	C1P1-0% C1P2-0% C2-0% C3P1-0% C3P2-100%	Program is suspended with no interest in re-initiating by dean or dept.

## Appendix F: Summary and Statistics

A few typographic errors were discovered in the narrative summary of discussions attached in the preceding Appendix. These errors were corrected by cross-checking with handwritten notes and converted to a numerical scale as follows:

- **C1-P1 = 1**
- **C1-P2 = 2**
- **C2 = 3**
- **C3-P1 = 4**
- **C3-P2 = 5**

The distribution of votes were converted to a composite APR score in the range 1 to 5 using the above scale for the ratings. Scores closer to 1.0 indicate a strong indication to rate the program as C1-P1 and scores closer to 5.0 indicate a strong indication to rate the program as C3-P2. It is also important to note that when there are discrepancies between the categories and priorities in the individual reports and the ratings in Appendix E of the report, the ratings in Appendix E must be considered. This is because reviewers amended their ratings during the APR discussion of the programs.

The remainder of this Appendix lists the numerical ratings of the various programs and some observations based on these data. Programs with composite score less than 1.55 and programs that have composite scores greater than 4.45 are highlighted.

*The concerns related to the accuracy of some of the data (e.g. Table 2) and specificity of the data, i.e., unit-level vs. program-level, must be fully considered when interpreting the composite APR scores. Consistent with our recommendations, these scores should be considered as indicators and more accurate and specific data must be closely examined before academic decisions are made relative to these programs.*

College	Program	Level	Degree	Dean	R1	R2	APR	C1-P1	C1-P2	C2	C3-P1	C3-P2
BCAS	Art	B	BFA	1	1	1	1	100	0	0	0	0
BCAS	Statistics	B	BS	1	1	1	1.05	95	5	0	0	0
BCAS	Chemistry	D	PhD	1	1	1	1.05	95	5	0	0	0
BCAS	IO Psychology	D	PhD	1	1	1	1.26	79	16	5	0	0
BCAS	Geosciences	B	BS/BA	1	3	4	1.47	67	19	14	0	0
BCAS	Modern Languages Spanish	B	BA	2	3	1	1.49	71	14	10	5	0
BCAS	Criminal Justice Criminal Intelligence Analysis	B	BS	3	3	1	1.55	68	9	23	0	0
BCAS	Counseling Psychology	D	PhD	1	1	1	1.73	53	21	26	0	0
BCAS	English MFA	M	MFA	2	4	4	2.03	14	77	5	5	0
BCAS	Biology Integrative Biosciences	D	PhD	1	3	1	2.05	37	26	32	5	0
BCAS	Child and Family Development	B	BA	2	2	2	2.09	0	91	9	0	0
BCAS	Communication Public Relations	B	BA	3	1	2	2.14	5	76	19	0	0
BCAS	Criminal Justice	A	AS	3	3	1	2.21	35	13	48	4	0
BCAS	Dance	B	BFA/BA	3	5	2	2.26	9	64	23	5	0
BCAS	Biology	M	MS	4	3	4	2.27	5	63	32	0	0
BCAS	ART Arts Administration	M	MA	1	3	3	2.32	23	27	45	5	0
BCAS	Political Science	M	MA/MAP	2	1	3	2.36	23	18	59	0	0
BCAS	Statistics	M	MS	1	2	3	2.38	5	55	41	0	0
BCAS	Chemistry	B	BS/BA	3	2	3	2.4	30	0	70	0	0
BCAS	Psychology	M	MA	4	1	1	2.42	0	58	42	0	0
BCAS	Psychology	B	BA	3	2	5	2.52	11	26	63	0	0
BCAS	Anthropology	B	BA	1	5	2	2.59	9	41	41	5	5
BCAS	Computer Science	M	MS	1	1	4	2.62	38	5	19	33	5
BCAS	Modern Languages French	B	BA	2	1	2	2.67	0	33	67	0	0
BCAS	English	B	BA	3	3	4	2.77	0	23	77	0	0
BCAS	Computer Science	B	BS	1	1	4	2.78	29	10	24	33	5
BCAS	Math	B	BS	3	3	4	2.81	6	21	63	11	0
BCAS	Communication Media Studies	B	BA	3	2	3	2.82	0	18	82	0	0
BCAS	Music	B	BA/BM	3	3	3	2.85	5	5	90	0	0
BCAS	History	B	BA	3	3	3	2.91	0	9	91	0	0
BCAS	Art Education	B	BA	3	3	3	2.95	0	5	95	0	0
BCAS	Biology	B	BS	3	3	3	3	0	0	100	0	0
BCAS	Communication Strategic and Organization Comm	B	BA	3	3	3	3	0	0	100	0	0
BCAS	Political Science	B	BA/BS	1	3	3	3	0	0	100	0	0
BCAS	Math (Applied)	M	MS	4	3	4	3	0	0	100	0	0

BCAS	Music	M	MA	3	3	3	3	3	0	0	100	0	0
BCAS	ART Studio ART	B	BA	3	3	3	3	3.03	0	5	91	5	0
BCAS	Sociology	B	BA	1	4	5	5	3.03	0	5	91	5	0
BCAS	Fashion Merchandising	B	BA	5	5	5	5	3.07	23	5	23	45	5
BCAS	Philosophy	B	BA	3	3	3	3	3.1	0	0	95	0	5
BCAS	Chemistry	M	MS	4	4	3	3	3.22	5	0	63	32	0
BCAS	History	M	MA/PhD	4	3	5	5	3.27	0	0	82	9	9
BCAS	Sociology	D	PhD	1	1	1	1	3.31	14	0	36	41	9
BCAS	Public Administration	M	MPA	4	3	4	4	3.4	0	5	59	27	9
BCAS	Math (Pure)	M	MS	4	3	4	4	3.45	0	0	60	35	5
BCAS	Communication	M	MA	4	3	4	4	3.72	0	0	38	52	10
BCAS	English	M	MA	5	1	2	2	3.72	0	5	45	23	27
BCAS	Geosciences	M	MS	4	3	4	4	3.75	5	0	24	62	10
BCAS	Interior Design	B	BA	5	4	3	3	3.85	0	5	41	23	32
BCAS	Geosciences GIS	B	BA/BS	5	3	5	5	3.89	0	24	10	24	43
BCAS	Adult Development and Aging	D	PhD	1	5	5	5	4.14	11	5	0	32	53
BCAS	Geosciences GIS	M	MS	5	3	3	3	4.3	5	0	20	10	65
BCAS	Child and Family Development	M	MA	4	4	4	4	4.5	0	0	0	50	50
BCAS	Physics	B	BS	5	5	5	5	4.6	0	0	0	40	60
BCAS	Theatre Arts	B	BA	5	1	3	3	4.64	0	0	0	36	64
BCAS	Art History	B	BA	5	4	5	5	4.72	0	0	5	23	73
BCAS	Sociology	M	MA	4	1	4	4	4.76	0	5	0	14	82
BCAS	Physics	M	MS	4	3	5	5	4.9	0	0	0	10	90
BCAS	Theatre Arts	M	MA	5	4	3	3	5	0	0	0	0	100
BCAS	Fashion Merchandising	M	MA	5	2	1	1	5	0	0	0	0	100
CAST	Emergency Mgmt and Homeland Sec	B	BS	1	1	1	1	1.08	92	8	0	0	0
CAST	Mech Engineering Tech	A/B	AAS/BS	1	1	1	1	1.21	87	9	0	4	0
CAST	CIS Cybersecurity	B	BS	1	1	2	2	1.55	59	27	14	0	0
CAST	Advanced and Automated Manufacturing Engineering Technology	A/B	AAS/BS	1	2	1	1	1.56	57	30	13	0	0
CAST	Surveying and Mapping	A/B	AAS/BS	1	1	4	4	1.6	74	9	4	9	4
CAST	CIS, Networking (CISCO Track)	A/B	AAB/BS	1	1	1	1	1.73	36	55	9	0	0
CAST	Construction Engineering Tech	A/B	AAS/BS	1	1	3	3	2.11	30	26	43	0	0
CAST	CIS Digital Forensics	B	BS	3	1	2	2	2.16	18	45	36	0	0
CAST	Electronic Engineering Tech	A/B	AAS/BS	3	3	3	3	2.74	0	26	74	0	0
CAST	Bachelor of Organization Supervision	B	BS	2	3	2	2	2.76	0	24	76	0	0

CAST	CIS Web Development-	A/B	AAB/BS	3	3	2	2.99	0	11	84	0	5
CAST	Corrosion Engineering Tech	A	AAS	1	4	1	3	0	0	100	0	0
CAST	Construction Field Operations	A	AAS	3	3	1	3	0	0	100	0	0
CAST	CIS Programming	A/B	AAB/BS	2	2	3	3	0	10	85	0	5
CAST	Emerg Med Servs, Fire/Medic, EMT	A	AAS	3	3	3	3.01	0	8	83	4	4
CAST	Associate of Tech Studies	A	ATS	3	3	3	3.08	0	0	96	0	4
CAST	Associate of Arts, Associate of Science	A	AAS	2	3	3	3.1	0	0	95	0	5
CAST	Fire Protection Tech	A	AAS	3	3	4	3.54	0	0	54	38	8
CAST	Hospitality Mgmt, Culinary Arts	A	AAB	4	5	4	4.45	0	0	5	45	50
CAST	Business Management Tech, Gen	A	AAB	3	3	4	4.47	0	0	24	10	67
CAST	Hospitality Mgmt, Hotel/Lodging	A	AAB	4	5	4	4.78	0	0	0	22	78
CAST	Business Mgmt Tech, Accounting	A	AAB	4	5	5	4.9	0	0	5	0	95
CAST	CIS--Specialized Apps	B	BS	5	5	2	4.9	0	0	5	0	95
CAST	Business Tech, Small Bus Mgmt	A	AAB	4	5	5	4.95	0	0	0	5	95
CAST	Marketing Tech, Advertising/Sales	A	AAB	5	5	5	5	0	0	0	0	100
CAST	CIS Networking, Microsoft Track	A	AAB	5	5	2	5	0	0	0	0	100
CAST	Marketing/Sales--Retail Fashion	A	AAB	5	5	5	5	0	0	0	0	100
CAST	Geographic and Land Info Systems	A	AAS	5	5	5	5	0	0	0	0	100
CBA	Accountancy	B	BSA	1	1	1	1.24	78	17	4	0	0
CBA	Marketing Management	B	BBA	2	2	2	2.04	0	96	4	0	0
CBA	Management - Supply Chain and Operations	B	BBA	2	2	2	2.1	0	91	4	4	0
CBA	Accountancy	M	MTax	2	3	2	2.24	4	65	30	0	0
CBA	Dean's Office MBA/Interdisciplinary	M	MBA	1	2	2	2.3	9	52	39	0	0
CBA	Marketing Integrated Marketing	B	BBA	3	2	2	2.42	0	58	42	0	0
CBA	Marketing Sales Management	B	BBA	2	2	3	2.48	0	52	48	0	0
CBA	Economics	B	BA	3	3	3	2.79	14	5	73	9	0
CBA	Economics	M	MA	3	3	2	2.87	0	13	87	0	0
CBA	Accountancy	M	MSA	3	3	3	2.91	0	9	91	0	0
CBA	Finance-Financial Planning	B	BBA	3	3	3	2.95	0	5	95	0	0
CBA	Dean's Office BBA/Generalist	B	BBA	3	3	3	2.96	0	4	96	0	0
CBA	Finance-RISK Management and Insurance	B	BBA	3	3	3	3	0	0	100	0	0
CBA	Finance-Financial management	B	BBA	3	3	3	3	0	0	100	0	0
CBA	Management - Human Resource Management	B	BBA	3	3	3	3	0	0	100	0	0
CBA	Management - Information Systems	B	BBA	3	3	3	3.04	0	0	96	4	0
CBA	Management - Information Systems	M	MS	3	3	3	3.18	0	0	91	0	9

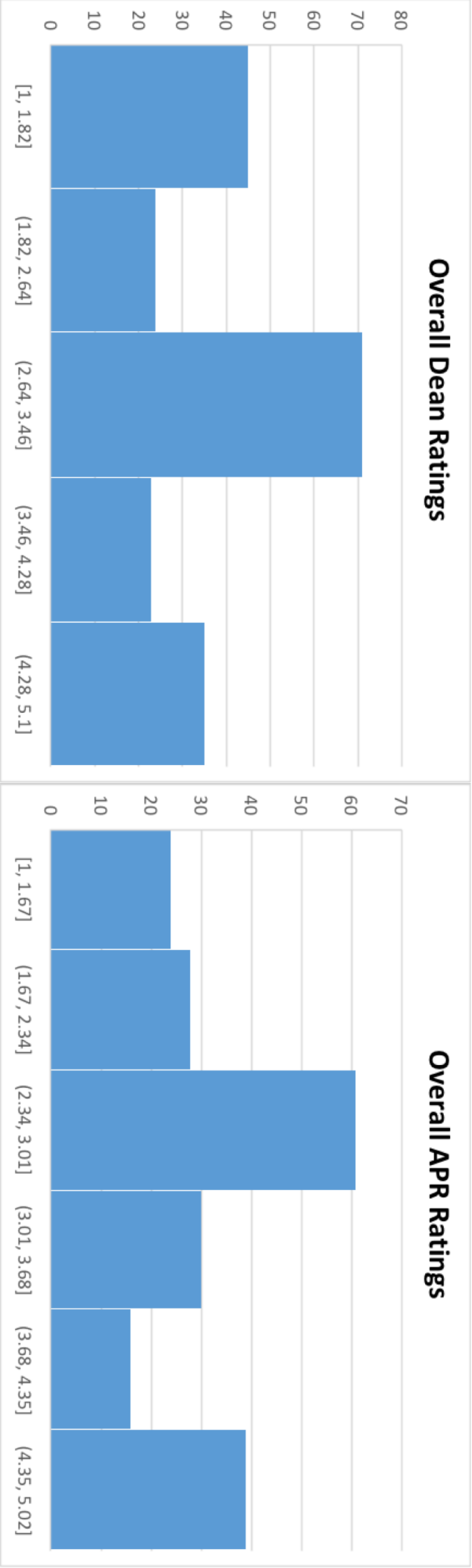
CBA	Marketing - Strategic Marketing	M	MBA	3	3	3	3.18	0	0	91	0	9
CBA	Dean's Office /Applied Math	M	MBA	3	3	3	3.28	0	0	79	14	7
CBA	Management - Supply Chain Management	M	MS	3	3	4	3.74	0	0	48	30	22
CBA	Finance	M	MBA	3	3	3	3.81	0	0	55	9	36
CBA	Labor Economics	B	BS	5	5	5	5	0	0	0	0	100
CBA	Marketing International Business	B	BBA	4	5	5	5	0	0	0	0	100
CBA	Management - Technological Innovation	M	MS	5	5	5	5	0	0	0	0	100
CBA	Marketing - International Business	M	MBA	5	4	5	5	0	0	0	0	100
CHP	Speech, Language, Pathology and Audiology	D	AuD	1	1	1	1.14	86	14	0	0	0
CHP	Nursing	B	BSN	1	1	1	1.2	90	5	0	5	0
CHP	Nursing	M	MSN	1	3	1	1.31	81	10	10	0	0
CHP	Nursing	D	DNP	3	3	1	1.62	62	14	24	0	0
CHP	FoodEnvironmentalNutrition	B	BS	2	2	2	1.86	24	71	0	5	0
CHP	SocialWork	B	BA	3	2	3	2.13	5	77	18	0	0
CHP	Clinical Mental Health Counseling	M	MS/MA	2	2	2	2.22	0	86	10	5	0
CHP	Arts, Language Pathology	M	MA	2	3	2	2.27	0	73	27	0	0
CHP	Speech, Language, Pathology and Audiology	B	BA	3	3	3	2.76	5	14	81	0	0
CHP	SocialWork	M	MSW	2	2	3	2.77	0	23	77	0	0
CHP	ExercisePhysiology	M	MS	3	3	3	2.86	0	14	86	0	0
CHP	Allied Health _Medical Assisting Technology	A	AAS	3	3	3	2.9	0	10	90	0	0
CHP	Allied Health _Surgical Technology	A	AAS	3	3	3	2.95	0	5	95	0	0
CHP	Sport Science	M	MS	3	3	3	2.95	0	5	95	0	0
CHP	Nursing	D	PhD	5	1	3	2.96	0	14	81	0	5
CHP	Allied Health _Radiologic Technology	A	AAS	3	3	3	2.98	0	10	86	5	0
CHP	Allied Health _Respiratory Therapy Technology	B	BS	3	3	3	3	0	0	100	0	0
CHP	Sports Studies	B	BS	3	3	3	3	0	0	100	0	0
CHP	Nursing	M	MPH	2	3	3	3	0	0	100	0	0
CHP	Dietetics - Coordinated Program	B	BS	3	3	4	3.03	0	5	91	5	0
CHP	Athletic training	B	BS	3	3	3	3.14	0	0	86	14	0
CHP	Marriage Family Counseling/Therapy	M	MS/MA	3	3	3	3.15	0	0	90	5	5
CHP	Counselor Education	D	PhD	3	3	3	3.28	0	0	86	5	10
CHP	Exercise Science	B	BS	3	3	3	3.38	0	0	76	10	14
CHP	School Counseling	M	MS/MA	3	3	4	3.39	0	0	71	19	10
CHP	Marriage And Family Counseling/Therapy PhD	D	PhD	4	5	4	4.76	0	0	0	24	76
CHP	NutritionDietetics (Suspended)	M	MS	5	5	5	4.9	0	0	5	0	95
CHP	Dietetics - Didactic Program	B	BS	4	4	4	4.95	0	0	0	5	95

CHP	Physical Education	B	BS	4	5	5	4.95	0	0	0	5	95
CHP	ChildLifeSpecialist	M	MA	5	5	5	4.95	0	0	0	5	95
CHP	Classroom Guidance	M	MS/MA	5	5	5	5	0	0	0	0	100
CHP	Physical Education	M	MS	3	3	3	5	0	0	0	0	100
CPSPE	Polymer Science	D	PhD	1	3,5	2	2.24	27	32	36	0	5
CPSPE	Polymer Engineering	D	PhD	2	3	1	2.68	14	24	52	0	10
CPSPE	Polymer Science	M	MS	3	2,3	3	2.71	0	29	71	0	0
CPSPE	Polymer Engineering/Polymer Material Engineering											
CPSPE	MS/BE(China) (AMP)	M	MS	3	3	2	2.82	0	18	82	0	0
CPSPE	Polymer Engineering	M	MS	5	5	1	3.28	0	0	86	0	14
CPSPE	Polymer Engineering/Applied Math	M	MSPE	5	4	5	4.49	0	5	0	36	59
CPSPE	Polymer Engineering	M	MS	5	5	5	5	0	0	0	0	100
CPSPE	Polymer Science/Natural Science	M	MS	5	5	5	5	0	0	0	0	100
Education Education	C&I Early Childhood Teacher Prep	B	BSE	1	1	1	1.17	87	9	4	0	0
Education Education	C&I Special Ed	B	BSE	1	4	2	1.48	52	48	0	0	0
Education Education	C&I Middle Level	B	BSE	1	1	3	1.9	48	14	38	0	0
Education Education	C&I Adolescent and Young Adult	B	BSE	1	1	3	1.95	43	19	38	0	0
Education Education	EFL Assessment, Evaluation and Data Literacy	M	MA	2	3	2	2.59	0	41	59	0	0
Education Education	EFL Instructional Technology	M	MA	3	3	3	2.97	0	4	91	4	0
Education Education	C&I Elementary with Literacy Option	M	MA	3	3	3	3.05	0	0	95	5	0
Education Education	C&I Adolescent and Young Adult (with licensure)	M	MSE	3	3	3	3.3	0	0	70	30	0
Education Education	EFL , Administration and Principalsip	M	MA	3	3	3	3.42	0	4	50	46	0
Education Education	C&I Special (with Licensure)	M	MS	4	3	4	3.83	5	5	14	59	18
Education Education	EFL Higher Ed Administration	M	MA	5	3	4	4.08	0	0	9	74	17
Education Education	C&I Elementary - Secondary	D	PhD	5	4	5	4.7	0	0	0	30	70
Education Education	C&I Special Ed	M	MA	5	4	5	4.9	0	0	0	10	90
Education Education	EFL EDD	D	Edd	5	5	4	5	0	0	0	0	100
Engineering Engineering	Chemical and Biomolecular Engineering	D	PhD	1	1	1	1.17	87	9	4	0	0
Engineering Engineering	Computer Engineering	B	BS	1	1	1	1.26	87	0	13	0	0
Engineering Engineering	Corrosion Engineering	B	BS	3	1	1	1.48	71	13	17	0	0
Engineering Engineering	Civil Engineering	D	PhD	1	1	1	1.48	64	32	0	5	0
Engineering Engineering	Civil Engineering	B	BS	1	3	1	1.55	65	15	20	0	0
Engineering Engineering	Chemical and Biomolecular Engineering	B	BS	2	2	1	1.91	17	75	8	0	0
Engineering Engineering	Mechanical Engineering	B	BS	1	2	3	2.29	9	61	26	0	4
Engineering Engineering	Biomedical Engineering	B	BS	1	3	2	2.35	4	57	39	0	0
Engineering Engineering	Electrical Engineering	B	BS	1	3	1	2.39	9	43	48	0	0

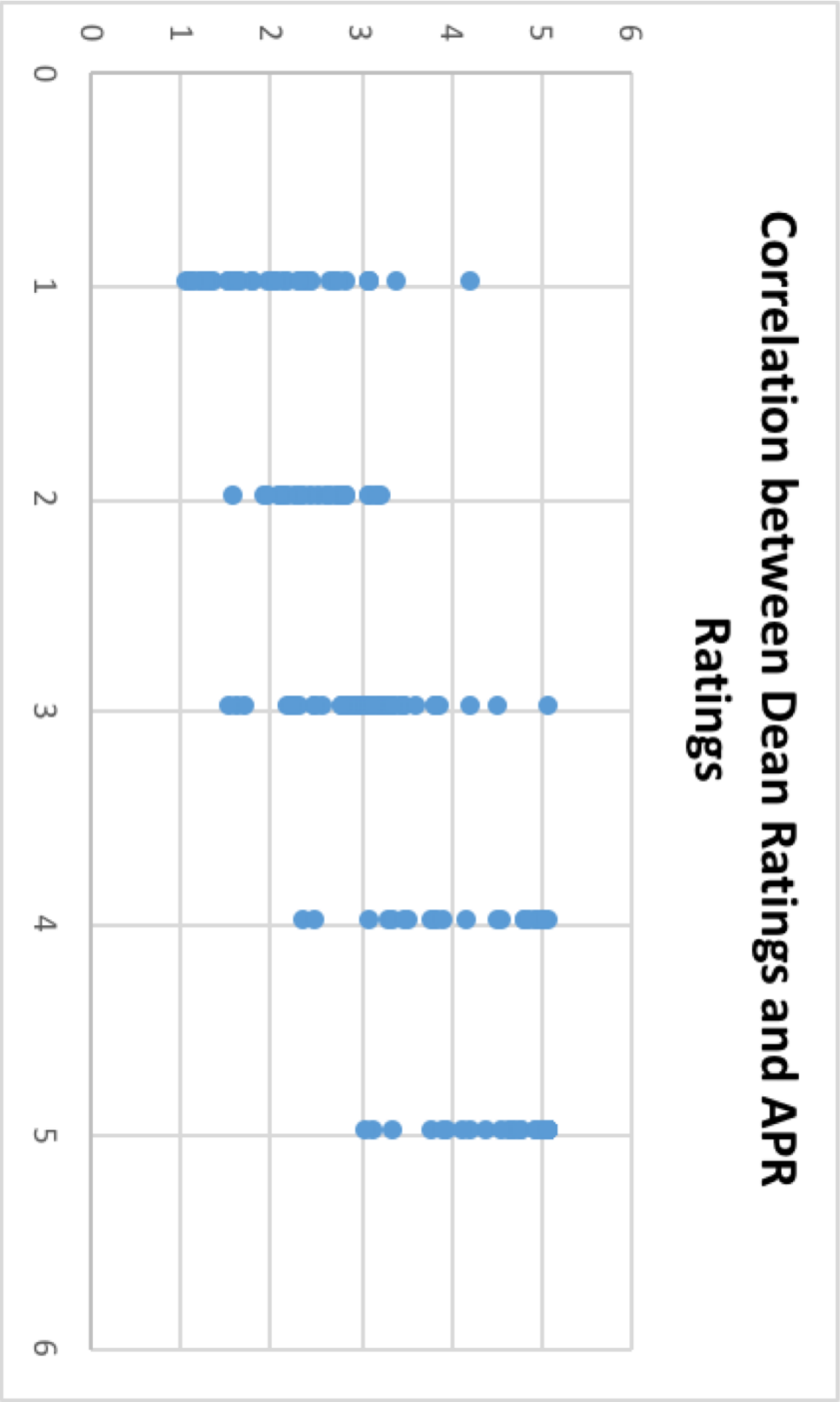
Engineering	Electrical Engineering	M	MS	2	3	2	2.55	0	45	55	0	0
Engineering	Civil Engineering	M	MS	2	2	2	2.74	0	36	59	0	5
Engineering	Chemical and Biomolecular Engineering	M	MS	3	2	3	2.83	0	17	83	0	0
Engineering	Electrical Engineering	D	PhD	3	3	3	3	0	0	100	0	0
Engineering	Mechanical Engineering	D	PhD	2	3	4	3.09	0	0	91	9	0
Engineering	Mechanical Engineering	M	MS	2	3	4	3.13	0	0	87	13	0
Engineering	Aerospace Systems Engineering	B	BS	3	3	5	3.23	0	0	77	23	0
Engineering	Biomedical Engineering	D	PhD	4	3	5	3.75	0	4	39	35	22
Engineering	Biomedical Engineering_Management_MS	M	MS	4	5	4	4.1	0	4	4	65	26
Engineering	Biomedical Engineering	M	MS	3	5	3	4.13	0	0	35	17	48
Engineering	Computer Engineering	D	PhD	5	4	5	4.14	0	4	4	61	30
Engineering	Engineering Applied Math_PhD	D	PhD	5	5	5	4.63	0	4	8	4	83
Engineering	Engineering Dean's Office BS	B	BS	5	4	5	4.96	0	0	0	4	96
Engineering	Engineering Dean's Office MS	M	MS	5	4	5	5	0	0	0	0	100
Law	Juris Doctorate	D	JD	1	2	2	2	5	90	5	0	0
Law	Master of Laws	M	LLM	3	3	1	2.83	5	10	86	0	0
WAYNE	Business Management Technology - General	A	AAB	1	2	1	1.98	17	65	17	0	0
WAYNE	Liberal Arts and Sciences/Liberal Studies	A	MA/AS/AT	1	1	2	2.26	4	70	22	4	0
WAYNE	Paraprofessional Education	A	AAS	1	1	3	2.69	9	13	78	0	0
WAYNE	Exercise Science Athletic Trainer	A	AAS	3	3	4	3.05	0	4	87	9	0
WAYNE	Healthcare Medical Office Management/Admin	A	AAB	3	3	5	3.74	0	0	52	22	26
WAYNE	Business Management Technology - Accounting	A	AAB	5	2	1	5	0	0	0	0	100



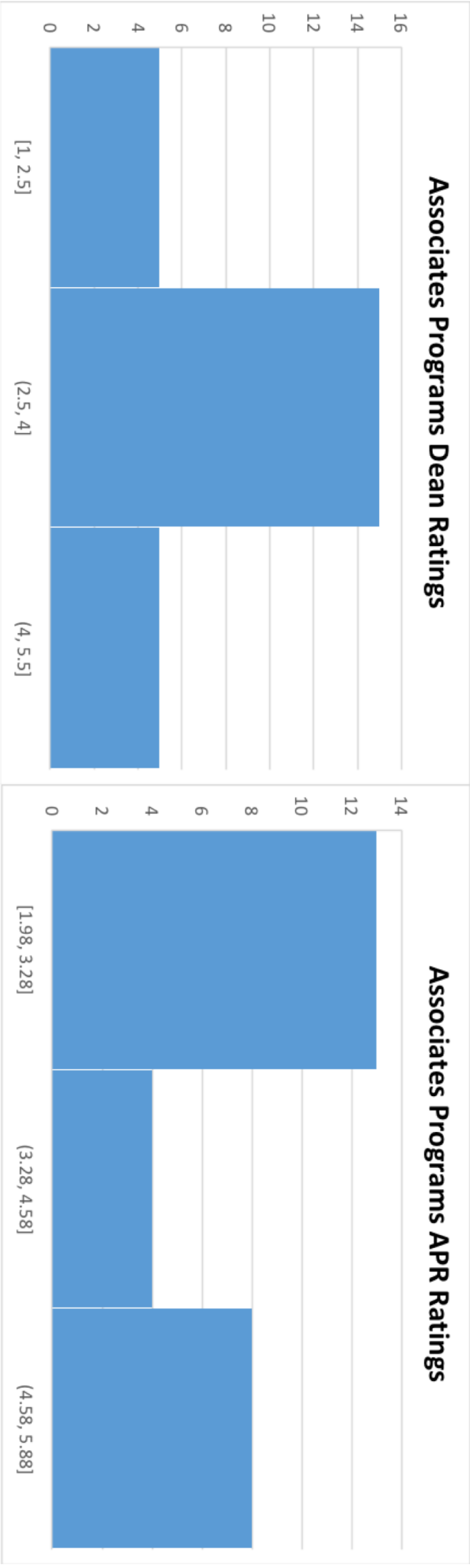
# Ratings across all UA Programs



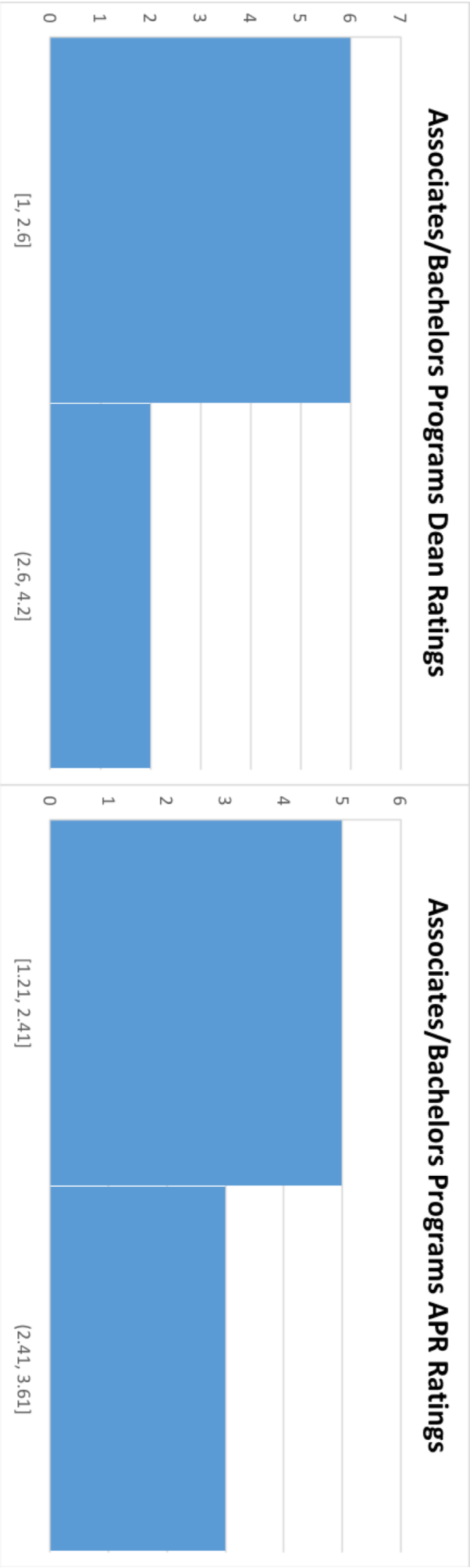
# Independence of APR Faculty Team



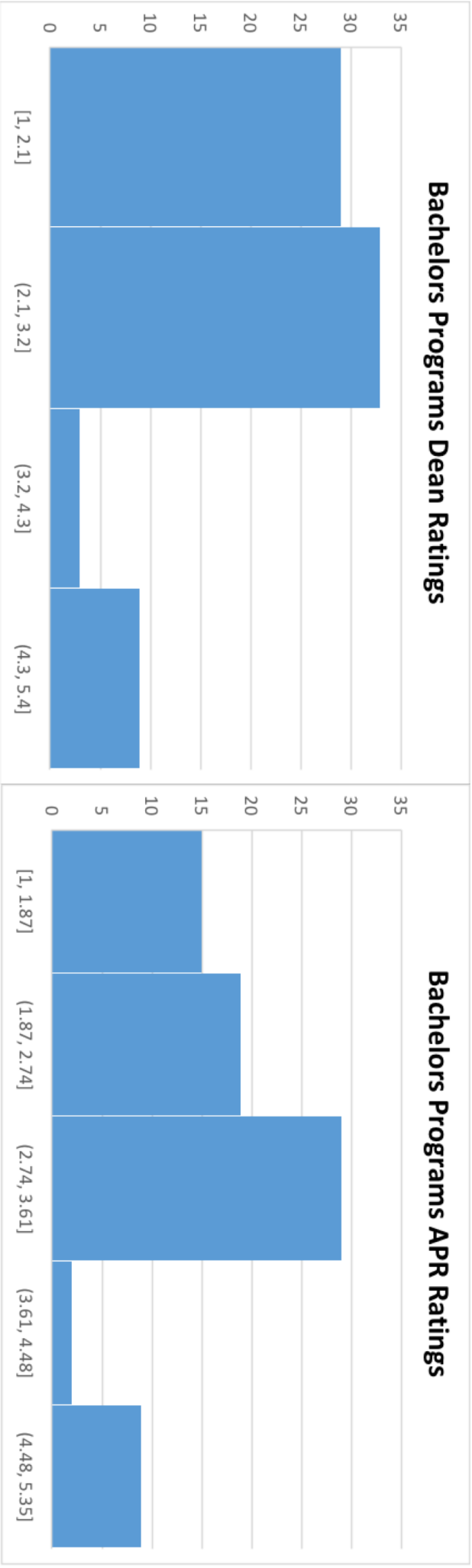
# Associates Programs



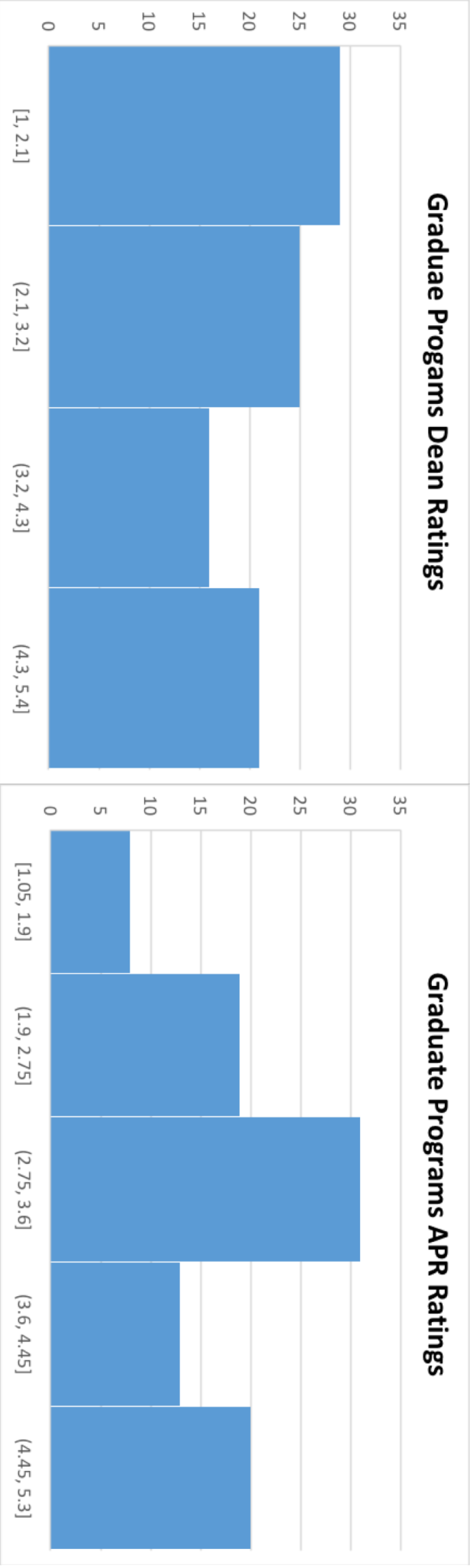
# Associates/Bachelors Programs



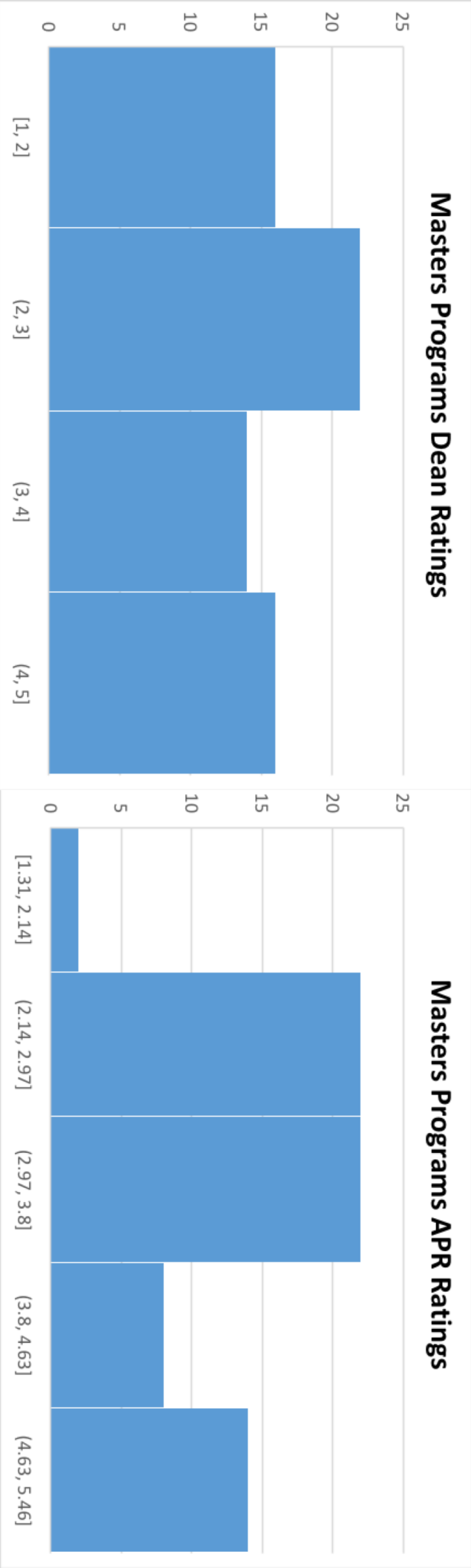
# Bachelors Programs



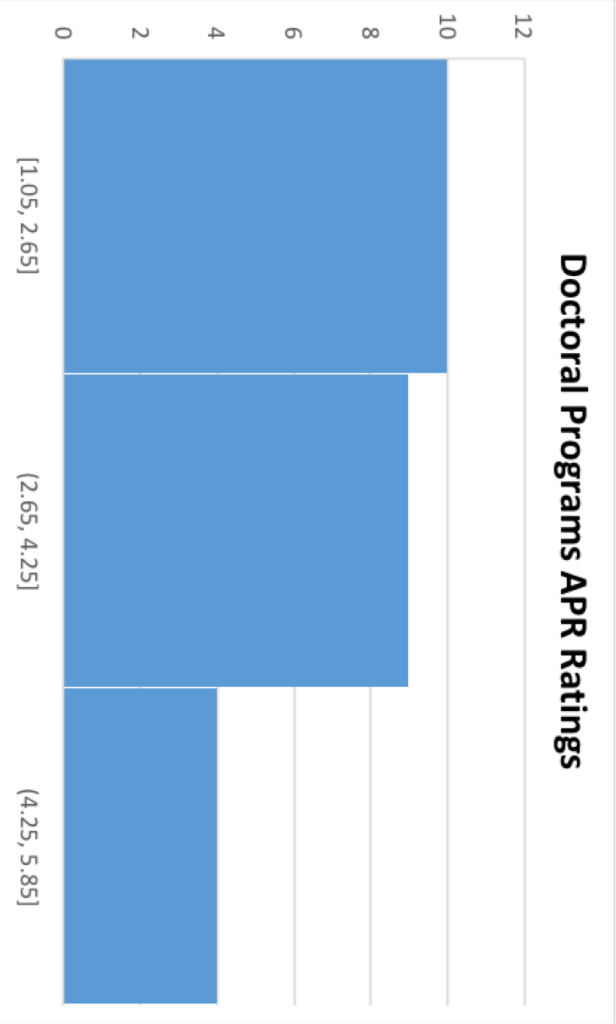
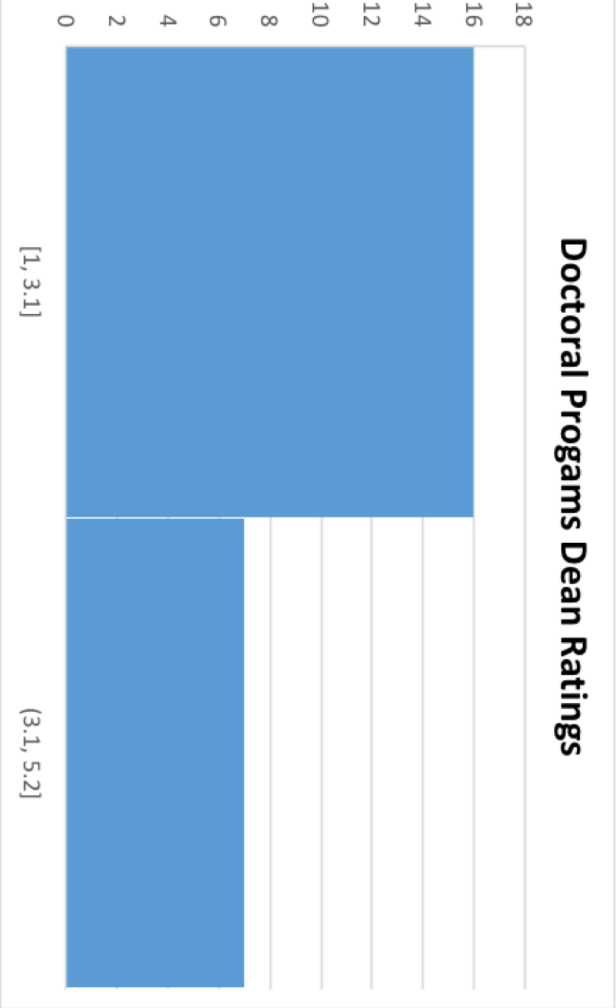
# Graduate Programs



# Masters Programs

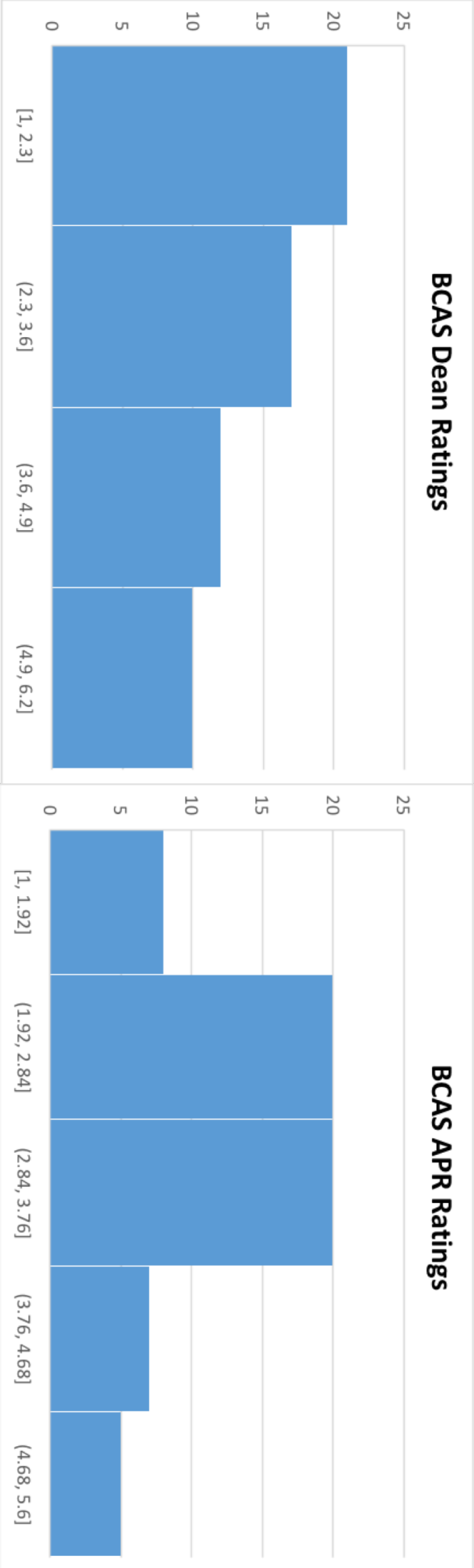


# Doctoral Programs

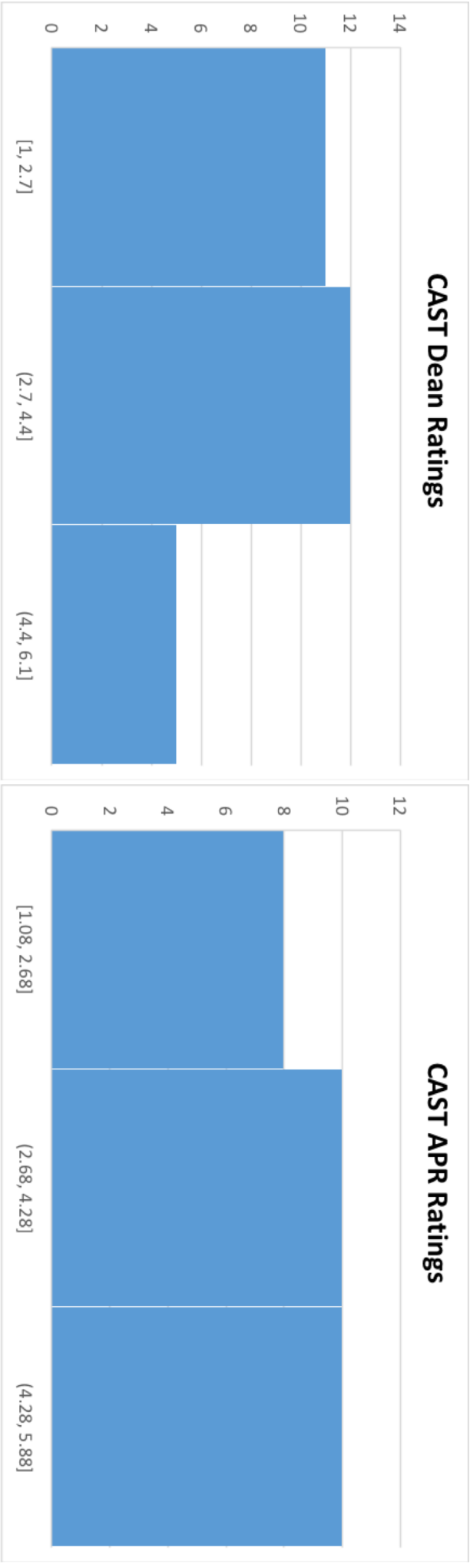




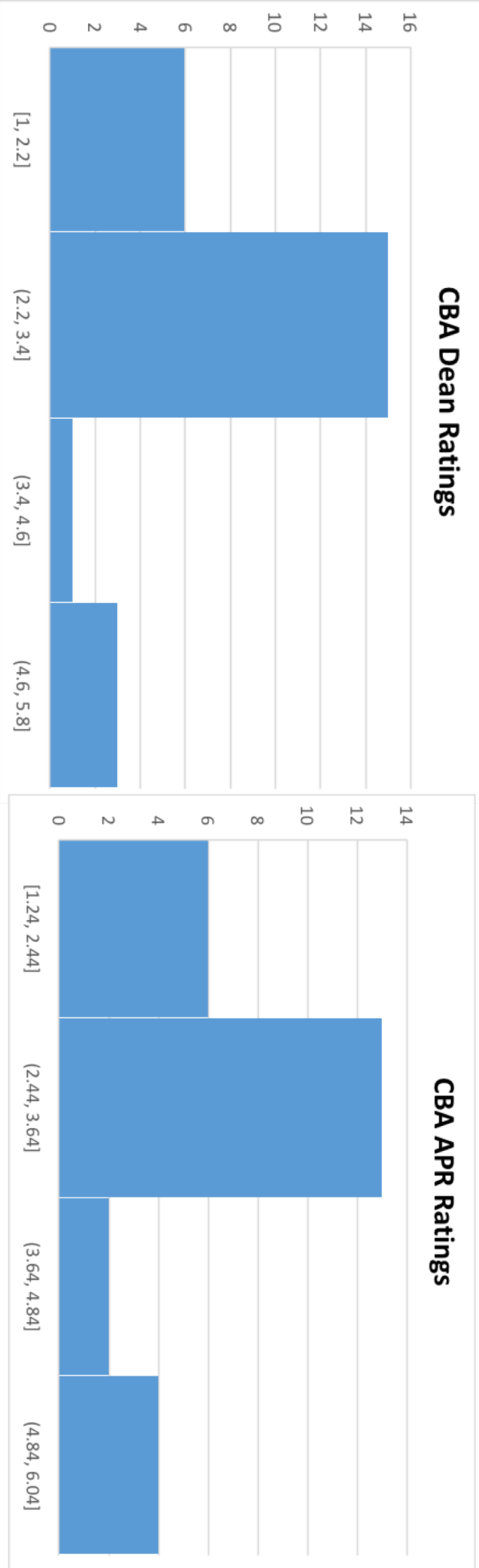
# BCAS Programs



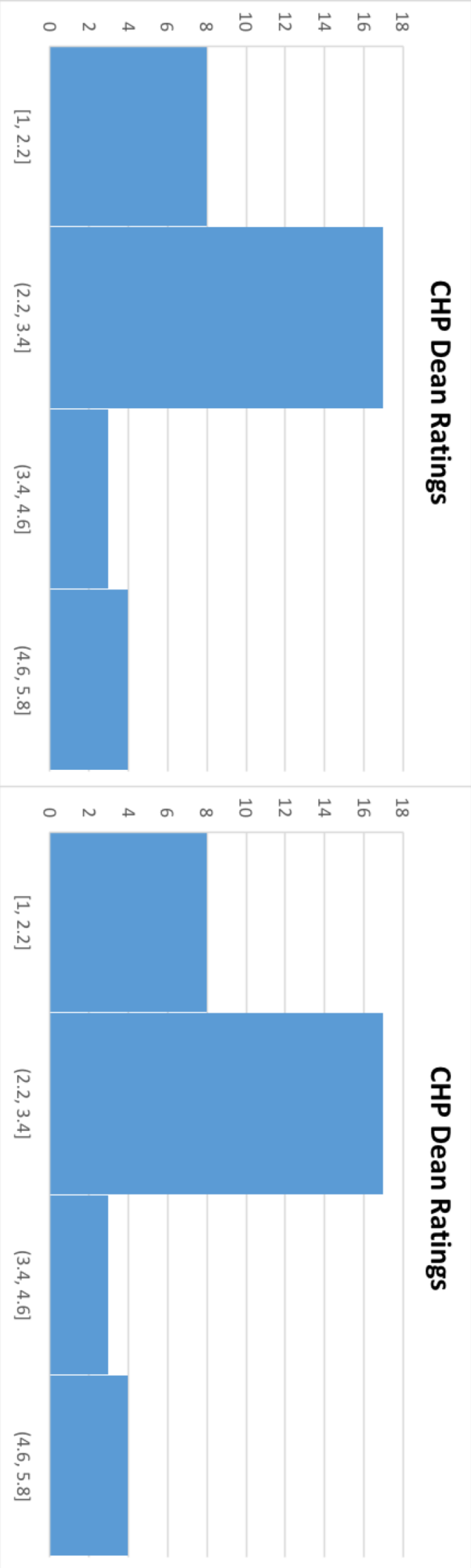
# CAST Programs



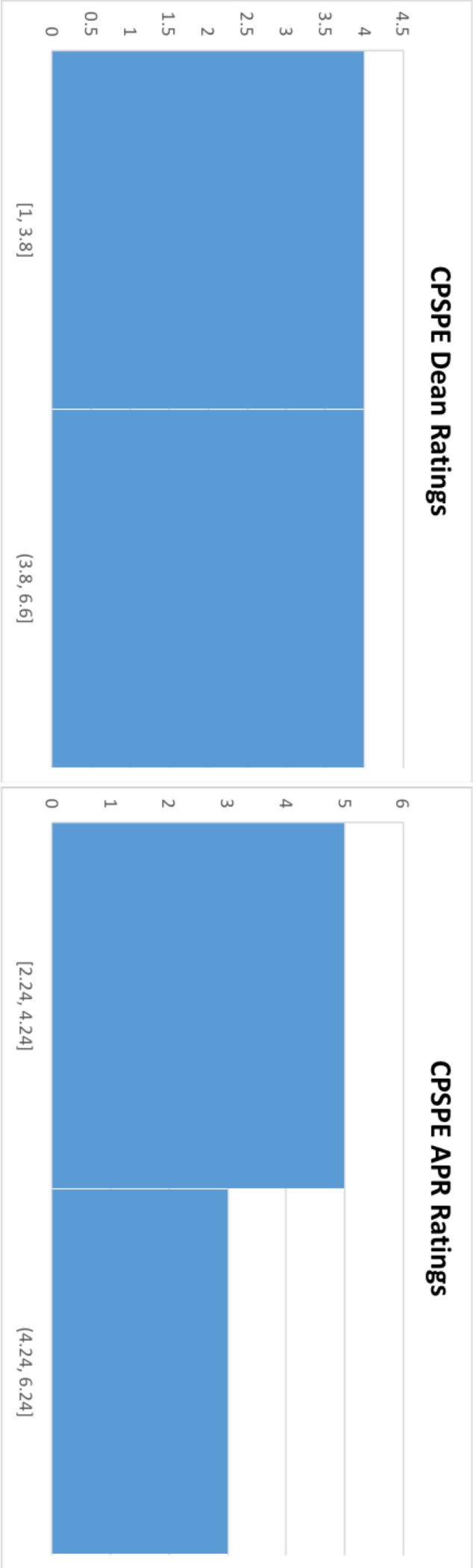
# CBA Programs



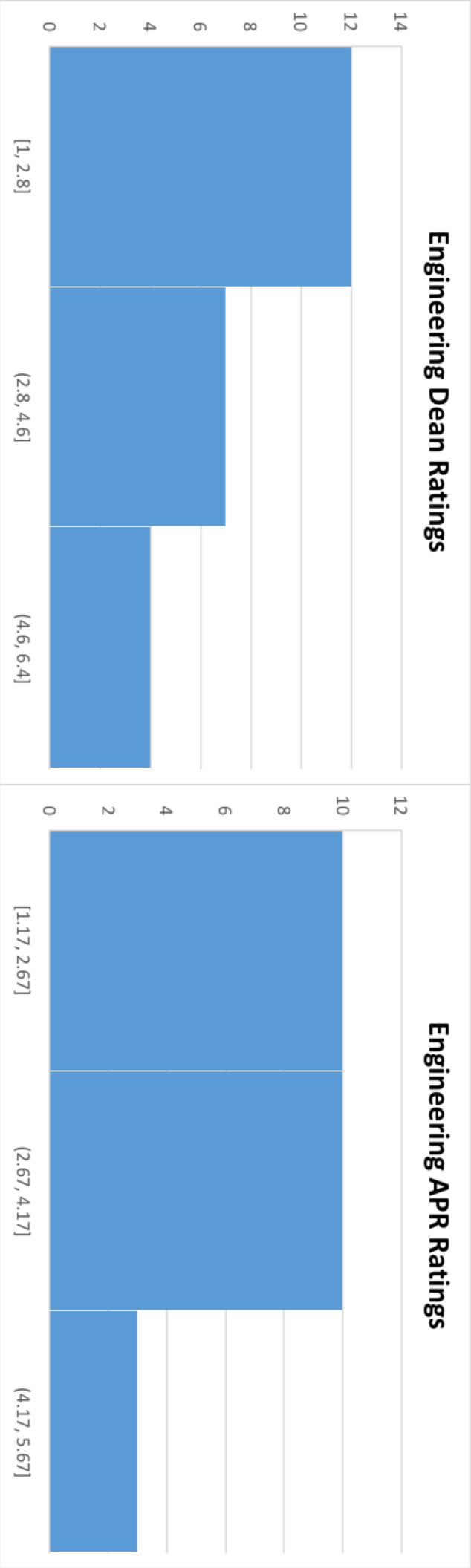
# CHP Programs



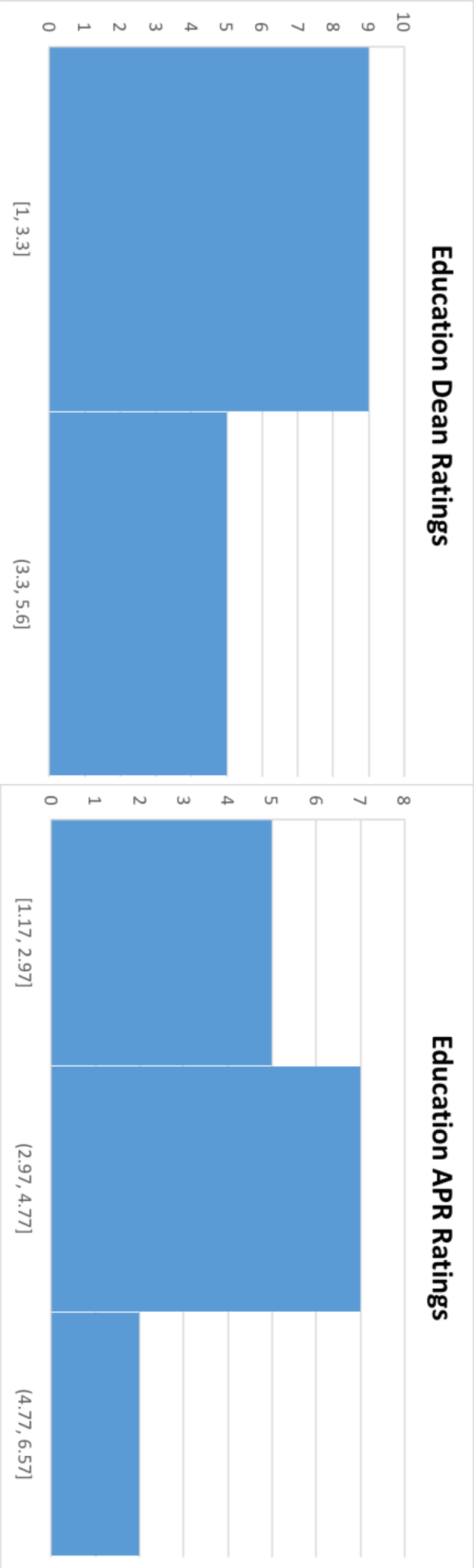
# CPSPE Programs



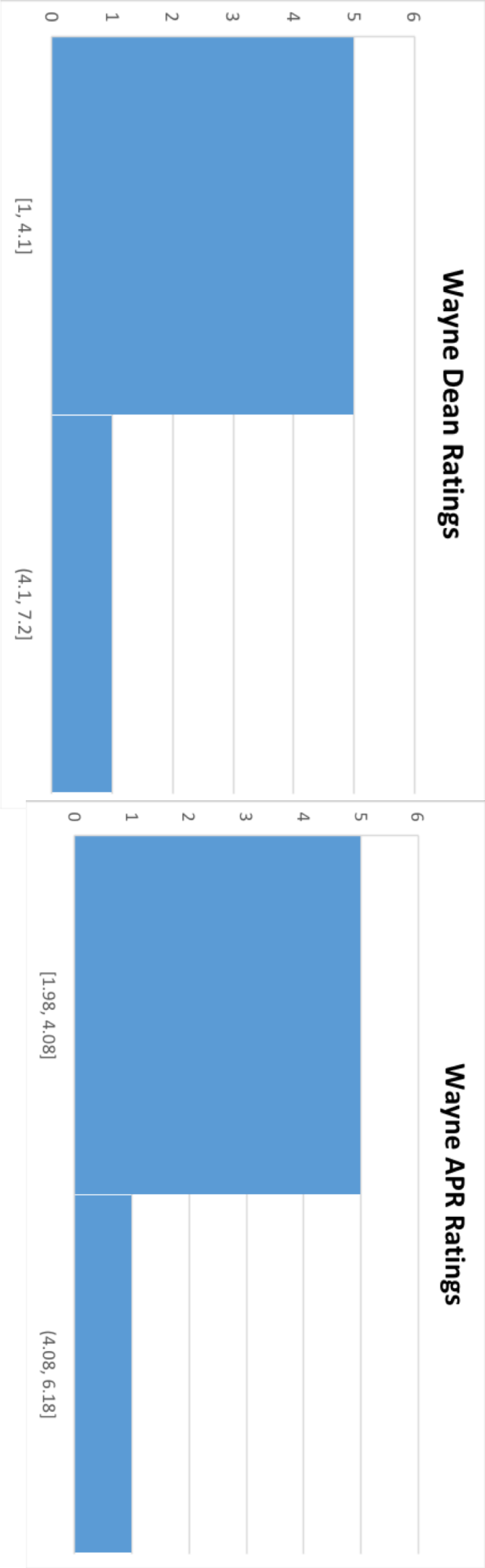
# Engineering Programs



# Education Programs



# Wayne College Programs







**Faculty Senate**

Akron, OH 44325-4910  
(330) 972-7896

ATTACHMENT C

**DATE:** May 4, 2018  
**TO:** John Green, Interim President  
**FROM:** William D. Rich, Faculty Senate Chair  
**SUBJECT:** Action items of Faculty Senate from May 2018 meeting

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On May 3, 2018 the Faculty Senate approved the following legislation, which requires your response in accordance with the Faculty Senate bylaws:

- 1) **Adopted proposals from the Graduate Council to amend the Graduate Faculty Bylaws and two University regulations: 3359-60-06.2 (Graduate student standards) and -06.4 (Doctoral degree requirements) (attached).**
- 2) **Adopted a resolution from the Curriculum Review Committee approving the list of curriculum change proposals (attached).**
- 3) **Adopted a resolution from the General Education Advisory Committee approving courses for the new general education requirement (attached).**
- 4) **Adopted a resolution from the Computing and Communications Technology Committee recommending the selection of Management and Curriculum Management modules of Leapfrog's Courseleaf software (attached).**
- 5) **Adopted a resolution from the Accessibility Committee to recommending development of an Accessibility liaison program for the campus (attached).**
- 6) **Adopted a resolution from the Academic Policies Committee to recommend that the Administration develop a "one-stop" web page that would cover accessibility, diversity, sexual harassment, student conduct and other related items of interest to students so that faculty can include the URL for that web page in their course syllabi (attached).**
- 7) **Adopted a resolution from the Academic Policies Committee to approve the creation of the Urban STEM Education Center in the College of Education (attached).**
- 8) **Adopted a resolution from the Academic Policies Committee recommending changes to University Rule 20-05.1 (Grading system, discipline, academic probation and dismissal) (attached).**

- 9) Adopted a resolution from the Academic Policies Committee to approve changes to transfer criteria for the Child and Family Development program (attached).**
- 10) Adopted a report from the Academic Policies Committee addressing the Academic Program Review Report from the Academic Program Review Committee (attached).**
- 11) Adopted a resolution regarding the Academic Program Review (attached).**

For your information, the Senate adopted a resolution creating an ad hoc Senate committee on strategic planning.

## Curriculum Proposals for May 2018 Faculty Senate

Proposal Number	Proposal Title
A&S-ART-17-21293	Visual Arts Awareness
EDUC-CURR-17-22086	Middle Level Edu-Lang Arts/Sci
EDUC-CURR-17-22093	Middle Level Edu-Lang Art/Math
EDUC-CURR-17-22516	Instructional Techniques in Secondary Education
EDUC-CURR-17-22122	Middle Level Edu-Math/Soc St
EDUC-CURR-17-22097	Middle Level Edu-LangArt/SocSt
EDUC-CURR-17-22106	Middle Level Edu-Sci/Soc St
EDUC-CURR-17-21616	Middle Level Edu-Science/Math
SUMM-BUSTECH-17-21251	Switching Basics and Wireless
SUMM-ENGRSCI-17-22190	Geographic & Land Info Systems
EDUC-CURR-17-22523	Teaching Mathematics to Inclusive Early Childhood Settings
EDUC-CURR-17-22508	Developmental Writing and Digital Literacies in Inclusive Early
EDUC-CURR-17-22510	Middle Level Education
EDUC-CURR-17-22385	Teaching Social Studies to Middle Childhood
EDUC-CURR-17-22390	Teaching Math to Middle Level Learners
EDUC-CURR-17-22509	Building Understanding in Early Childhood Settings
EDUC-CURR-17-22511	Student Teaching Colloquium: Middle Grades
EDUC-CURR-17-22561	Teaching Language Arts & Media to Middle Level Learners
EDUC-CURR-17-22399	Engineering for Educators
EDUC-CURR-17-22512	Introduction to Teaching in the Content Area
EDUC-CURR-17-22513	Clinical Teaching I
EDUC-CURR-17-22380	Early Childhood Practicum
EDUC-CURR-17-22391	Teaching Science to Middle Level Learners
EDUC-CURR-17-22522	Inquiry Learning in Early Childhood Inclusive Settings
A&S-COMMUN-17-21601	Interpersonal & Public Commun
A&S-BIOL-17-20000	Biology - Thesis Option
BUS-BUSDEAN-17-22658	BS Applied Mathematics/MBA
BUS-BUSDEAN-17-22659	Global Immersion
BUS-MANGT-17-20600	Introduction to Health-Care Management
BUS-MANGT-17-22432	Computer Techniques for Management
BUS-MANGT-17-22440	Business Applications Development
BUS-MANGT-17-22441	Information Systems and IT Governance
BUS-MANGT-17-22444	Advanced Analytics
BUS-MANGT-17-22448	Knowledge Management and Business Intelligence
BUS-MANGT-17-22453	Information Systems Management
CHP-NURIN-17-21392	Post MSN DNP
CHP-NURIN-17-21612	Family Psy/Mental Hlth Nur Pra
CHP-NURIN-17-22468	Adult/Gero NP
CHP-NURIN-17-22469	Child/Adolescent Primary/Acute

CHP-NURIN-17-22470	Child & Adolescent HNP-Primary
CHP-NURIN-17-22471	Child/Adolescent Acute Care NP
CHP-NURIN-17-22472	Nursing Service Administration
CHP-NURIN-17-22473	Nursing Anesthesia
CHP-NURIN-17-22475	Family Psy/Mental Hlth Nur Pra
CHP-SPLANG-17-22263	Language and Literacy Development
CHP-SOCIAL-17-22486	Cognitive Behavioral Therapy I: The Basics
CHP-SOCIAL-17-22487	Cognitive Behavioral Therapy II: Beyond the Basics
A&S-HIST-17-22288	Humanities in the World since 1300
A&S-CHLDFAMDEV-17-22115	Family in Lifespan Perspective
A&S-COMMUN-18-22968	Introduction to Graduate Study in Communication
A&S-PHILOS-16-19508	3+3 BA (Philosophy)/JD Program
A&S-CLASS-18-23181	Human Diversity
CHP-ALLIEDHEAL-17-21767	Healthcare Simulation Tech
SUMM-ASSOC-18-22964	Technical Mathematics II
SUMM-ASSOC-18-22965	Technical Mathematics III
A&S-DANCETHEAT-17-20900	Viewing Dance
A&S-DANCETHEAT-17-19925	History of Theatre and Dramatic Literature I
A&S-PHILOS-17-19873	Philosophy - Ethics
SUMM-ENGRSCI-17-21679	Electronic Engineering Tech
SUMM-ENGRSCI-17-21783	Electronic Engineering Tech
A&S-DANCETHEAT-17-19926	History of Theatre and Dramatic Literature II
A&S-CHEM-17-21923	Chemistry - Polymer
A&S-CHLDFAMDEV-18-23214	Accelerated BA/MA Child & Family Development
BUS-BUSDEAN-17-22681	Innovation Consulting Project
BUS-BUSDEAN-17-22663	Business Certificate for Health Care Professionals
CHP-NURIN-17-21658	Advanced Methods for Research
CHP-NURIN-17-21869	Psychiatric Mental Health, APN I
CHP-NURIN-17-22286	Family Psychiatric Mental Health Nurse Pract.: Child/Family Interventions
ENGR-ELECTE-18-23479	Circuits II
ENGR-CHEME-18-23404	Corrosion Management II
SUMM-ENGRSCI-17-22207	GIS Essential Skills
CHP-SOCIAL-17-22661	Relapse Prevention
CHP-SOCIAL-18-23528	Addiction Services-Adv (Cert)
BUS-MANGT-17-22175	Organizational Transformation

**GEAC Faculty Senate Report**

May 2, 2018

Submitted by Janet Bean, GEAC member and Coordinator of General Education

The General Education Advisory Committee submits the following courses for Faculty Senate approval. As existing courses, they went through the "fast-track" process rather than through the CPS. GEAC has approved them and verified that they have also received departmental approval.

**APPROVE**

7800:100	Experiencing Theatre	Arts
3230:150	Human Cultures	Global Diversity
3100:423	Population Biology	Critical Thinking
3100:486	Cell Physiology Laboratory	Critical Thinking
3230:416	Anthropology of Sex & Gender	Global Diversity
3370:133	Caves	Natural Science
3370:200	Environmental Geology	Natural Science
3400: 395	Modern Iran	Global Diversity
3400:499	Women & Gender in Mid East Soc	Global Diversity
4400:402	Senior Design Proj II: Elec Eng	Complex Systems
4450:402	Senior Des Proj II: Comp Engr	Complex Systems
4800:491	Biomedical Engr Design I	Complex Systems

In addition, GEAC has voted to remove 2040:241 Technology and Human Values from our Social Science offerings. All disciplinary area courses must be part of the Ohio Transfer Module unless GEAC approves a waiver, which is not the case here. The state OTM committee has rejected 2040:241 for inclusion in the OTM. The course will retain its Complex Systems tag.

**REMOVE**

2040:241	Technology and Human Values	Remove from Social Science
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## **Report of the Academic Policies Committee to Faculty Senate**

**3 May, 2018**

APC met weekly during the months of March and April to review the APR report, draft our own report, and address other items on the agenda. APC presents the following items to Senate:

1. APC's APR Report, which was emailed to the Senate list on Monday, April 30.
2. APC recommends approval of the Urban STEM Education Center proposal, which is attached to this email.

**Rationale:** Currently, an increasing number of schools are expanding their STEM offerings for K-12 students and have a need for support in developing programs, professional development for teachers, and research and evaluation on those initiatives. Although we have many individual faculty members working on projects to meet some of those needs of school districts, what is lacking is a college-level structure to facilitate building capacity for and expanding such work.

3. APC recommends changes to University Rule 20-05.1, which are explained below.

**Rationale:** University Rule 20-05.1, in its current iteration, establishes the designation of academic probation but does not specify the length of time that an undergraduate student may remain on probation, where the decision-making authority resides for dismissal or retention, or under what conditions a dismissed student may be readmitted to the university.

In light of this ambiguity, combined with the inconsistency with which dismissal/retention decisions have been made by various units across campus, Academic Policies Committee recommends the following changes (please see specific text in Paragraph M of attached University Rule 20-05.1):

☐ An undergraduate student whose GPA falls below 2.0 for each of two consecutive semesters will be evaluated for dismissal or retention following the second semester, with the option to retain for one additional semester if the term GPA has improved significantly but the term GPA remains below 2.0. An undergraduate student whose GPA falls below 2.0 for three consecutive semesters will be dismissed from the university.

☐ Decisions regarding retention or dismissal will be made by the dean of a student's degree-granting college, or by the dean's designee. Students not yet enrolled in a

degree-granting college will be evaluated by the head of the Division of Student Success, or by the head's designee.

- ☐ Dismissed students applying to return to the university must have either:
  - completed at a regionally accredited college or university at least 18 credit hours, with a 2.5 GPA or higher, that will apply toward a degree at the University of Akron or,
  - waited a minimum of five calendar years from the date of dismissal and submitted a written statement outlining the causes of poor academic performance and steps taken toward improvement.
- ☐ Students readmitted on probation will be evaluated for retention or dismissal immediately following the first semester after readmission, with the option to retain for one additional semester if the term GPA has improved significantly but the cumulative GPA remains below 2.0.

4. APC has reviewed the Accessibility Committee's report to the Faculty Senate for May, 2018, and has considered its request to approve its "Recommendation to Strongly Encourage Faculty to Include the Office of Accessibility's Syllabus Statement on All Syllabi," and unanimously voted to not recommend approval of this proposal. Instead, APC recommends that the administration create a single web page that contains links to information and University policies to which all university syllabi should refer, and that faculty include this link in their syllabi. This will ensure that as information is updated, all syllabi, by including this link, will also contain the most up-to-date information, and will avoid the necessity of hundreds of faculty members modifying each of their syllabi every time such information is updated and such policies are amended.

5. APC unanimously recommends Senate approval of changes to the admission and transfer criteria requirement for the Program in Child and Family Development from 2.3 to 2.0, as requested by Program's faculty.

Rationale: A dilemma has arisen for students who meet the graduation GPA of 2.0 but cannot formally be admitted according to the admission requirement, which is currently 2.3. The proposed amendments to this rule will resolve this inconsistency.

The new requirements are as follows:

ICT=Earned 30 credits (excluding IP or RG). Successfully completed General Education English and Mathematics. Minimum GPA for ICT is calculated including transfer work (if present) until 30 UA credits are earned. Minimum 2.0 GPA in major and all coursework. Successfully completed 3760:201 and 3760:265 with a minimum C grade. 3

Transfer Admission= Earned 30 credits (excluding IP or RG). Successfully completed General Education English and Mathematics. Minimum GPA for ICT is calculated including transfer work until 30 UA credits are earned. Minimum 2.0 GPA in major and all coursework. Successfully completed 3760:201 and 3760:265 with a minimum C grade.

**THE UNIVERSITY OF AKRON****RESOLUTION 8- -18****Recommendations from Academic Program Review**

**WHEREAS**, Academic Program Review is a continuous improvement process, expected by the State of Ohio and the Higher Learning Commission, that improves alignment of academic programs with institutional mission and vision, utilizes resources effectively and efficiently, and is responsive to existing and emerging social, cultural, scientific and economic needs of the region, state and nation; and,

**WHEREAS**, Academic Program Review has been completed for the majority of degree programs during the last calendar year in order to form a baseline for university-wide strategic planning and academic streamlining and focus; and,

**WHEREAS**, One of the primary goals of the Northeast Ohio Compact as defined by the Chancellor of the Ohio Department of Higher Education is to limit the number of duplicative academic degrees being offered in our region (Attachment A); and,

**WHEREAS**, The president and provost have considered the Academic Program Review process in its entirety, including the evaluations from the faculty in each academic department/school, each department chair and school director, each dean, the Academic Program Review Committee, and the Faculty Senate (Attachment B); and,

**WHEREAS**, The president and provost have recommended specific actions for the hiring of faculty in areas of strategic importance (Attachment C) and for the suspension of admission to and eventual phase out of degrees in other areas (Attachment D) to be taken by the Board of Trustees; Now, Therefore,

**BE IT RESOLVED**, That the Board of Trustees accepts the recommendations of the president and provost; and,

**BE IT FURTHER RESOLVED**, That for the degrees recommended for phasing out, the administration should follow appropriate processes to ensure that students (including continuing students and those entering the University in fall 2018) currently admitted in such degrees are provided an opportunity to complete their degrees; and that any students currently seeking admissions to such degrees will be advised that the particular degree is being phased out, and advisors will work with them to identify suitable alternatives at The University of Akron; and,

**BE IT FURTHER RESOLVED**, That the administration will implement a regular cycle of program review commencing in the fall 2018 semester, which will continue to shape the academic profile of The University of Akron.

---

M. Celeste Cook, Secretary  
Board of Trustees

August 15, 2018



Initiatives

General Education  
Revision

Academic  
Program  
Review

Leadership  
Development  
and Recognition

About the  
Provost

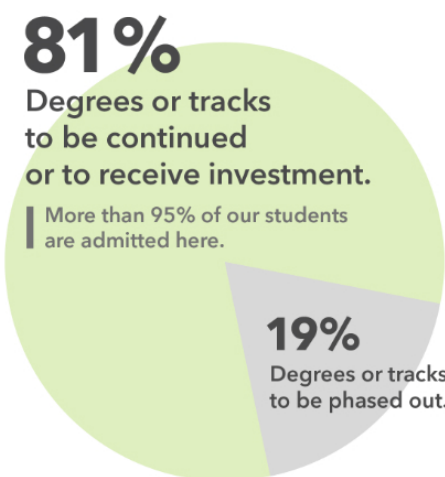
Accreditation

Academic Program Review results

Aug. 15, 2018

Today, the Board of Trustees approved recommendations from Academic Program Review, a faculty-led, year-long process to evaluate every degree and degree track we offer.

The review will allow us to increase resources in degree programs of greatest interest, opportunity and benefit to students. New degrees will be created, many will receive investment or continue as is, and some will be phased out.



About 81 percent of our degrees and degree tracks will be expanded or go unchanged.

Areas of investment

The University of Akron is investing in some key areas of strength and opportunity, consistent with the results of Academic Program Review.

The 32 full-time hires include twenty-three (23) tenure track faculty, eight (8) non-tenure track faculty and one contract professional to replace visiting faculty positions or to add depth and breadth to the University. The goal is to fill the positions for the fall 2019 semester. Ten (10) of these positions will be joint appointments in other UA colleges/schools to foster greater interdisciplinary collaborations.

CYBERSECURITY, CRIMINAL JUSTICE, AND EMERGENCY SERVICES

- One (1) tenure track position in Computer Information Systems – CAST (in support of cybersecurity) – joint appointment in Computer Science
- One (1) tenure track position in Computer Information Systems – CAST (networking-in support of cybersecurity) – joint appointment in Computer Science
- One (1) non-tenure track position in Homeland Security -- CAST (in support of cybersecurity)
- One (1) tenure track position in Criminal Justice – BCAS (in support of cybersecurity) – joint appointment in Computer Information Services; in lieu of a visiting faculty position
- One (1) tenure track position in Criminal Justice – BCAS (corrections) – joint appointment in Sociology
- One (1) non-tenure track position in Fire Protection – CAST; in lieu of a visiting faculty position
- One (1) non-tenure track position in Statistics – BCAS; in lieu of a visiting faculty position

POLYMER AND CHEMICAL SCIENCES

- One (1) tenure-track position in Polymer Science – PSPE (Chemistry/Sustainability);
- One (1) tenure-track position in Polymer Science – PSPE (Materials Characterization) – joint appointment in Chemistry
- One (1) tenure-track position in Polymer Engineering – PSPE (Advanced Manufacturing)
- One (1) tenure-track position in Polymer Engineering – PSPE (Mesoscale Simulation) – joint appointment in Chemical Engineering
- One (1) tenure track position in Civil Engineering – COE; joint appointment in Geosciences or Corrosion Engineering
- One (1) tenure track position in Mechanical Engineering – COE (materials) – joint appointment in Corrosion Engineering

HEALTH AND BIOSCIENCES

- One (1) non-tenure track position in Nursing – CHP (Child/Adolescent Health-Acute/Primary Care))
- One (1) contract professional to coordinate Nursing program at Wayne College
- One (1) tenure track position in Speech-Language Pathology and Audiology – CHP (language disorders)
- One (1) tenure track position in Mechanical Engineering – COE (robotics) – joint appointment in Biomimicry Research Innovation Center

PERFORMING ARTS

- One (1) tenure track position – BCAS; Director, Schools of Music and Dance
- Three (3) tenure track positions in Music – BCAS; (clarinet, violin and one TBD); in lieu of visiting faculty positions
- One (1) tenure track position in Dance – BCAS; (ballet)
- One (1) non-tenure track position in Dance -- BCAS; in lieu of a visiting faculty position

DIGITAL COMMUNICATION

- One (1) tenure-track position in Communication – BCAS (business communication/organizational communication); in lieu of a visiting faculty position – joint appointment in College of Business Administration
- One (1) tenure track position in Communication (social media)
- One (1) tenure track position in Communication (media studies); in lieu of a visiting faculty position

BUSINESS, LAW, AND EDUCATION

- One (1) non-tenure track position in Business – CBA (financial planning)
- One (1) non-tenure track position in Business – CBA (marketing)
- One (1) non-tenure track position in Business – CBA (management)
- One (1) tenure track position in Law (legal writing and research)
- One (1) tenure track position in Law (intellectual property, if judicial appointment is finalized)
- One (1) tenure track position in Education – LJFFCOE (adolescent/young adult – language arts); in lieu of a visiting faculty position

List of degrees and their status

Below are the degrees and degree tracks that will continue and those that will be phased out. Phased out degrees and tracks are marked in gray, along with the rationale for the decision.

Degrees to be phased out will remain active until all students in the program graduate (including those entering in fall 2018), but no new admissions to those degrees will be permitted.

Doctoral degrees & tracks ▼

Law ▼


Master's degrees & tracks ▼

Bachelor's degrees & tracks ▼

Associate degrees & tracks ▼


Additional information

[Letter to campus](#) from Board Chair Joseph M. Gingo and Interim President John C. Green

 [Fact sheet](#)

 [Academic Program Review summary and timeline](#)

 [Table: Enrollment and graduation figures for phased-out degrees and tracks](#)

 [Answers to your questions](#)

[Ask a question or leave a comment](#)

Information For:

Future Students  
Accepted Students  
Alumni & Friends  
Current Students  
Faculty and Staff  
Parents

On Campus:

Athletics  
Colleges & Schools  
Diversity  
Events & Calendar  
Help a Zip  
Safety



Akron, OH 44325  
Phone: 330-972-7111  
Contact us  
Send mail & deliveries to UA  
Text-Only

**NORTHEAST OHIO REGIONAL HIGHER EDUCATION COMPACT**

Consortium Agreement Among Cleveland State University, Cuyahoga Community College, Kent State University, Lakeland Community College, Lorain County Community College, NEOMED, Stark State College, the University of Akron, and Youngstown State University

This Consortium Agreement between the public colleges and universities within the Northeast Region (Cleveland State University, Cuyahoga Community College, Kent State University, Lakeland Community College, Lorain County Community College, NEOMED, Stark State College, the University of Akron, and Youngstown State University) hereinafter referred to as the Northeast Regional Higher Education Compact.

WHEREAS, the Northeast Regional Higher Education Compact recognizes the impact of higher education on the region of Northeast Ohio; and

WHEREAS, the institutions have similarities and complementary strengths and wish to expand their capacities by creating a consortium that will facilitate coordinated and efficient academic, financial and administrative operations of state institutions and ensure regional workforce development initiatives; and

WHEREAS, this collaboration model will better enable outcomes in the aforementioned institutions from direct from high school, adult and workforce development student populations; and

WHEREAS, the work of the consortium will be to create operational and educational efficiencies and initiatives to improve and strengthen the educational offerings of the member institutions and further to create pathways that will lead to increased degree attainment including associate, bachelor's, master's and doctoral degrees; and

WHEREAS, the work of the consortium will include creating pathways from the K-12 system to the higher education system and to work efficiently and effectively to further lower the overall cost of higher education in the Northeast Ohio region and at the same time to provide high-quality educational offerings; now, therefore,

In response to the Ohio Revised Code (Section 3345.59) requiring regional compacts of Ohio's public colleges and universities with an executed agreement in place by June 30, 2018, with subsequent reports of the efficiencies gained as a result of these compacts in their annual efficiency reports to the Chancellor of Higher Education, the parties hereby agree to join together through this Agreement to form the Northeast Regional Higher Education Compact. The parties agree that the consortium, referred to above, consisting of Cleveland State University, Cuyahoga Community College, Kent State University, Lakeland Community College, Lorain County Community College, NEOMED, Stark State College, the University of Akron, and Youngstown State University, will serve as the coordinating body of the member institutions and thereby empower them to implement initiatives to produce high-quality educational opportunities and support workforce and community needs. The parties further agree that this is a planning, but not a governing function with respect to the member institutions. Each institution's appointed

board of trustees will govern that institution; each institution will maintain its own separate identity; and each institution shall have neither power nor authority to act for or bind the other institutions.

## CONSORTIUM AND STEERING COMMITTEE STRUCTURE AND RESPONSIBILITIES

### A. Goals of the Project

The Northeast Regional Higher Education Compact project will strive to achieve the following key goals:

1. Examine whether unnecessary duplication of academic programming exists.
2. Develop strategies to address the workforce education needs of the region.
  - a. Participate in the Regional Workforce Collaboration Partnerships efforts. The Ohio departments of Education and Higher Education will work with the Governor's Office of Workforce Transformation to develop a Regional Workforce Career Counseling Collaboration model. With this model, the JobsOhio Network, local chambers of commerce, school districts, businesses, Ohio Technical Centers and the higher education community will build county-level partnerships that provide career services to students.
  - b. Enhance internship and co-op opportunities by connecting student co-ops and interns with In-Demand occupations at private companies and organizations within regionally targeted industries.
  - c. Consider ways to enhance apprenticeship training and collaboration with employers.
  - d. Participate in the RAPIDS grant process. The Regionally Aligned Priorities in Delivering Skills (RAPIDS) program was designed to align state investments against regionally verified workforce demand by investing funds for equipment, internships, and co-ops on a regional basis.
3. Enhance the sharing of resources between institutions to align educational pathways and to increase access within the region. For these purposes, the compact will do all of the following:
  - a. Provide and share resources and programming to improve academic performance and opportunities to address the workforce needs of the region;
    - i. Based on the analysis completed by each institution for duplicative program reports, institutions should consider how to share courses and programs, and evaluate collaborative efforts moving forward.
  - b. Identify, develop and implement shared curriculum and resources to promote educational pathways that minimize the time required to earn a degree. This may include, but is not limited to, curriculum delivered using open educational resources and online formats;
    - i. Examine the Guaranteed Transfer Pathways between Ohio Technical Centers (OTCs), Community Colleges and Universities.

Institutions in each region can build upon the regional approach already underway in pathway development.

- ii. Examine One Year Option pathways, which allow graduates of Ohio Technical Centers who complete a 900-hour program of study and obtain an industry-recognized credential approved by the Chancellor to receive 30 college technical credit hours toward a technical degree upon enrollment in an institution of higher education. Colleges and OTCs in each region should examine areas where further program alignment could occur.
  - iii. When and where appropriate, develop a model for 3+1 agreements where a student can attend a community college for the first three years of a bachelor's degree and then complete the degree at a university with one additional year of study.
  - iv. Utilize resources being developed through the Ohio Mathematics Initiative.
  - v. Utilize Open Educational Resources under development.
- c. Analyze operational costs and implement cost-effective procedures that support greater access and opportunities for students in the region.
  - i. Utilize the recommendations from the Task Force on Affordability and Efficiency in Higher Education on asset and operational reviews.
4. Reduce operational and administrative costs to provide more learning opportunities and collaboration in the region.
  - a. Follow recommendations from the Task Force on Affordability and Efficiency in Higher Education for improving services and lowering costs to students.
5. Enhance career counseling and experiential learning opportunities for students.
  - a. Participate in Regional Workforce Collaboration Partnerships.
  - b. Utilize resources available through the National Association of Colleges and Employment (NACE).
  - c. Enhance internship and co-op opportunities.
  - d. Participate in Career Counseling best practice workshops offered through the Ohio Department of Higher Education.
6. Expand alternative education delivery models such as competency-based and project-based learning.
  - a. For an overview of competency-based education and what Ohio's campuses are doing, review the Condition Report on competency-based Education.
  - b. Consider working with others in Ohio currently using competency-based education delivery models.
  - c. Consider joining and using the competency-based education network, CBEN, which is a "national consortium for designing, developing and scaling new models for student learning."
7. Develop a strategy to increase collaboration and pathways with information technology centers, adult basic and literacy education programs, and school districts in the region.

- a. Participate in the RAPIDS grant process.
  - b. Coordinate with local ASPIRE programs (formerly ABLE) to develop additional career pathways for adult learners. Consider ways to refer students to ASPIRE programs for free English and math skills training, as an alternative to remedial courses on campus.
  - c. Participate in Regional Workforce Collaboration Partnerships.
  - d. Utilize services like those in OARNet.
  - e. Engage in local P-16 collaborations.
8. Develop strategies to enhance the sharing of resources between institutions to improve and expand the capacity and capability for research and development.
    - a. Consider participating in the Ohio Innovation Exchange (OIE), which will provide users with interactive, web-enabled tools to connect Ohio's university experts, college students, business leaders, and industry professionals in new information-driven ways.
    - b. Consider participating in the I-Corps initiative, a statewide, university-based technology commercialization program that 1) qualifies commercialization strategies for new scientific discoveries; and 2) trains research scientists and student entrepreneurs in the advanced principles of technology entrepreneurship and commercialization.
    - c. Collaborate on research and community projects and develop quick response teams to significant state issues such as water quality, infant mortality and opiate addiction.
    - d. Consider establishing multi-institutional "Venture Funds" to advance innovation and commercialization across institutions.
  9. Identify and implement the best use of university regional campuses to reflect the goals described in 1-8 above.

#### B. Roles and Responsibilities of Members

Signatories of this Consortium Agreement will be considered members of the Consortium. Such members must actively participate in implementation. Specific responsibilities of the members may include but are not limited to:

- Participating in working groups:
  - Student Success
  - Finance and Administration
  - Workforce/Talent Development
- Leveraging resources.
- Designating a point person(s) to share the task of coordinating the work of the Consortium.

SIGNATURE LINES

## Results of Academic Program Review

*Message to campus, Aug. 15, 2018*

*Contains statement of support from Ohio Department of Higher Education Chancellor John Carey (highlighted)*

Today is an important milestone for The University of Akron as our University community works together to best position UA to educate our students for productive careers and contribute to the growth of Northeast Ohio.

For the past year, the faculty and administration have conducted a comprehensive review of our academic degrees and degree tracks, in keeping with the expectations of the Ohio Department of Higher Education and the Higher Learning Commission. This inclusive, faculty-led exercise began at the department level and included input from unit-level faculty, department chairs and school directors, deans, a 24-member faculty Academic Program Review Executive Committee, and Faculty Senate.

Interim President **John Green** and Provost **Rex Ramsier** considered the input and prepared a list of faculty hires for fall 2019 in areas of strategic priority for the University and a set of recommendations for phasing out some degree offerings. After further discussion with the deans and some revisions based on those conversations, final recommendations were made to the University's Board of Trustees, which earlier today approved them.

This in-depth process yielded extremely valuable insights for UA going forward:

- **The vast majority of UA's academic programs are performing well.** Approximately 81% of all 414 degrees and degree tracks currently offered, in which about 95% of UA students are admitted, have a strong academic foundation, a healthy enrollment and/or potential for growth.
- **Key areas of strength and opportunity have been identified.** Polymers, music, dance, cybersecurity, nursing, health and biosciences, communication, engineering and business are among the academic programs and fields identified as areas for investment. UA plans to hire 31 full-time faculty, including 23 tenure-track positions and a contract professional, in these key areas, in time for the start of classes in fall 2019.
- **Programs with low enrollment and/or degrees earned, or that duplicate heavily invested programs at other regional institutions, also have been**

**identified.** These degrees and degree tracks will be phased out and eventually terminated, beginning with suspension of new admissions to these degrees in fall 2018. Students currently admitted to those degrees and degree tracks (including continuing students and those entering in fall 2018) will be able to complete their degree at UA. No elimination of regular faculty, contract professionals or staff positions is planned due to these actions. These actions also will help contribute to the future financial stability of the University.


- **The results of Academic Program Review will be used to inform future University strategic planning.** With the results of Academic Program Review serving as our foundation, we will initiate a strategic planning process this fall to establish the optimal path forward for our University and its students. More details on that process – which will engage the entire University and our community – will be forthcoming.

Ohio Department of Higher Education Chancellor **John Carey** sent along a message of encouragement for this process: "I applaud the difficult but necessary work that The University of Akron administration and faculty have undertaken to conduct the Academic Program Review. It is essential to partner with other higher education stakeholders, both to take advantage of new opportunities and to redirect resources to other areas when that makes sense. The faculty and administration are to be commended for their thorough and collaborative process. I believe The University of Akron will be stronger because of it."

[See more detailed information about the results of Academic Program Review.](#)

We recognize and appreciate that change of this nature can be challenging. In the weeks ahead, the president and the provost will meet with deans, department chairs and faculty to discuss how best to implement the specific, data-driven recommendations approved today by the Board.

We sincerely appreciate the dedicated efforts of the individuals who devoted their time, energy and talents in the preparation of the Academic Program Review, and of all who will help us fulfill its recommendations in the weeks, months and years ahead. Thank you for your support of The University of Akron.



Joseph M. Gingo  
Chair, Board of Trustees



John C. Green, Ph.D.  
Interim President



# **Undergraduate Student Government**

## **The University of Akron**

### **MEMO**

FOR IMMEDIATE RELEASE  
08/15/2018

University of Akron Community,

The University of Akron is entering into a monumental moment where we begin to define what our future holds. Today's decisions made by the Board of Trustees are a key element in creating a structure by which key constituent groups on campus can begin to partake in the strategic planning process. The authorized transitions will ultimately allow the university to grow in our strengths, and distinguish UA in the higher education market. We look forward to working with President Green, Chairman Gingo, and the Board of Trustees as we process these decisions in the days ahead.

The reallocation of assets and resources is not easy. Many individuals have dedicated their careers and livelihoods to the programs that are impacted by these decisions. The interest of Undergraduate Student Government is to promote the wellbeing of our undergraduate community. We are comforted in knowing that no student will be directly impacted by these changes. However, in the face of all change, our goal is to be as transparent and open as possible. In the coming days, we commit to creating spaces and avenues for students to voice their concerns to us. We will soon announce a series of town halls, forums, and drop in events where students can pose their questions to members of USG, and the administration.

We believe our university is entering into a historic time. Even though the days in front of us seem challenging, these are special moments where we have the ability to shape the course of our future, together. United, as a Zips family, our greatest days are ahead of us, and the best is yet to come.

Should you have any questions, comments or concerns, please do not hesitate to reach out to us directly at 330-972-7002 or at [usgpresident@uakron.edu](mailto:usgpresident@uakron.edu)

Go Zips,

Taylor Bennington  
Student Body President  
The University of Akron

Andrew Barry  
Student Body Vice President  
The University of Akron



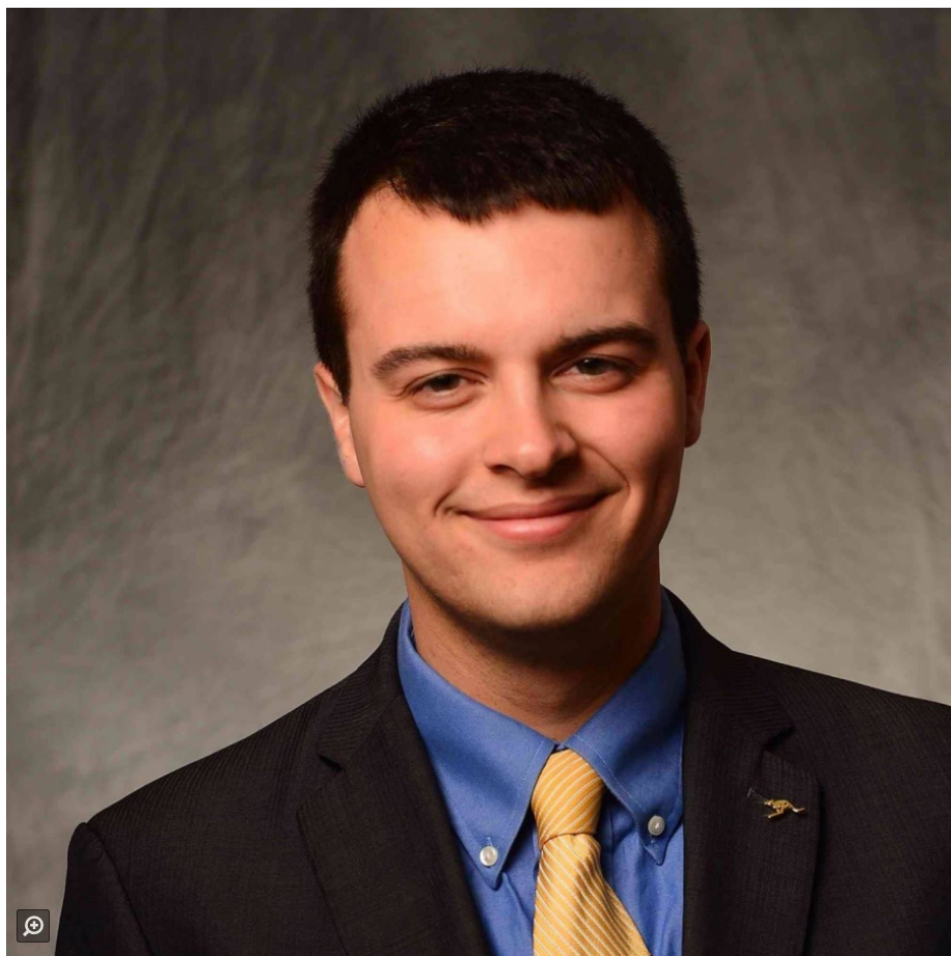


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## USG President Discusses Support for APR, Student Reactions to Results

*Undergraduate Student Government President Taylor Bennington goes into detail about the role he played in the Faculty Senate, representing and reaching out to the student body.*



Taylor Bennington, President of the UA student body and Undergraduate Student Government. (Photo courtesy of The University of Akron)

By Brooklyn Dennison and Megan Parker

October 9, 2018

During an exclusive interview with The Buchtelite, Taylor Bennington, President of Undergraduate Student Government at The University of Akron, explained why USG supported the Academic Program Review and his understanding of students' opinion toward the results.

As representatives of USG and the student body in the Faculty Senate, Bennington and Vice President Andrew Barry were involved with the APR when it began going through the Faculty Senate.

Bennington said the extent of his involvement in the APR process had been sharing information between Interim President Dr. John Green and student leaders, specifically "what was going on with program review and to solicit feedback: not about specific programs, but about the process."

Meanwhile, Bennington also said he was involved through the Faculty Senate in voting to approve the APR report before it was sent to Green and other administrative figures, as the Faculty Senate had been the ones guiding the process for the APR.

"The Faculty Senate approved of the original document," Bennington said. "I was there, I voted for that original document that got sent to the administration knowing full well that document could be used to... make decisions pertaining to programs."

During the interview, Bennington said that the decision to cut 80 programs had been a difficult one for administrative figures, but was "indicative of the student opinion" and necessary for the future of the University.

"If you look at the programs that are being phased out, the students spoke themselves inherently in making those decisions. Ninety-five percent of students weren't in those 20 percent of programs that are being phased out," Bennington said.

Meanwhile, Bennington also said that USG made no attempts to reach out to any students through any methods, such as a survey, about their thoughts toward which programs should be cut before the decisions had been made.

After the Board of Trustees listed the 80 programs planned to be phased out, Bennington said he let students know that they could talk with him about the process and results, but still has not actively sought out to talk with the five percent of students affected.

"Preliminarily there was no survey, I suppose, to say. But after the fact we made several opportunities available for students to engage with us about academic program review and I've been involved in many many conversations with student leaders after the fact," Bennington said.

One instance when Bennington had spoken with students after the cut programs were decided was at a student leader lunch where select student leaders were chosen to meet with Green and ask any questions they had pertaining to the University.

"We were really intentional about the first meeting who we were inviting to the table. We invited the president of the engineering student council to be part of that conversation because we know that... there was some debate about some of the changes proposed," Bennington said.

Although Green went into great detail about the APR during this lunch, Bennington said he could not recall any questions specifically being raised in regards to the APR.

"I don't remember any questions being asked, but we'll be generous and say at most there was one to two questions asked about academic program review," Bennington said. "Most students don't care because it doesn't impact them."

While tabling in various locations on campus and talking with different students about their concerns at UA, Bennington said he does not ever hear students say the APR is a part of their concerns.

"I've been out multiple times asking and talking to students about, you know, 'hey what are you most concerned about on our campus?' Nobody's saying academic program review. It's not something that's a concern to the student body," Bennington said.

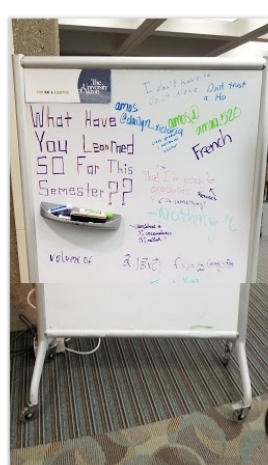
With the feedback regarding the APR and its results he has received from students, Bennington said that none has involved negative reactions.

Using the example of when students protested outside of Buchtel Hall during the Scarborough Administration, Bennington said he feels that students would be vocal if they did have concerns.

"I'd say that our student body's history is one that students really don't hold back when they have concerns," Bennington said.

Students may not be protesting in front of Buchtel Hall as others have in the past, but they are sharing their opinions elsewhere.

A large whiteboard in Bierce Library asked students what they have learned so far this semester. One of the responses read: "That UA wants to cut research programs for more funding for sports."



Megan Parker

A whiteboard in Bierce Library where students are encouraged to write what they have learned so far this semester.

Nonetheless, Bennington said that he is confident that the process was done "in the good spirit of shared governance, and my confidence in the administration's commitment to hearing the student voice."

Pertaining to shared governance, the student voice did not have the same magnitude and power as other groups had when evaluating the APR.

Bennington said that the APR was an academic issue, which the Faculty Senate exclusively handles. Although Bennington represents things that are important or concerning to the student body in the Faculty Senate, he said USG doesn't have a role in discussing academic issues.

"What I think is important to know about shared governance is that ultimately, at the end of the day, the administration are the ones that the board has entrusted with immediate decision making power," Bennington said.

Concluding the interview, Bennington repeated his previous statements of support for the APR and that he felt strongly about this process being completed with ideals of shared governance and commitment to understanding students' voices.

### Trending Stories

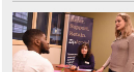
- 1 One Injured, One Arrested in UA Residence Hall Shooting • 320 Views
- 2 Five-Star Friday Opinions From Fellow UA Students • 215 Views
- 3 Bohemian Rhapsody Another Flop for LGBTQ Representation • 163 Views
- 4 Stan Hywet's "Deck the Halls" 2018 to Host Winter Wonderland • 126 Views

### News



Kaitlin Bennett Visits UA, Vows Open Carry Return  
By Jake Herron, Online Editor

December 6, 2018



SEFA Grant Helps UA Students with Non-Academic Financial Needs  
By Brooklyn Dennison and Sala Wier

December 4, 2018



MakerStudio at UA Offers Free 3D Printing for Students  
By Brooklyn Dennison, Editor-in-Chief

November 28, 2018

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### Weather

Akron

[Dark Sky](#)

**29°**  
and rising

**Overcast**  
Wind: 7 mph (SW)

### Caregiver Needed

for Cate in South Akron  
11 years old  
Has cerebral palsy, autism, and behavior issues.  
Can be quite silly, loves being active and going to school.

**Wednesday, Thursday, and Friday**  
2:30 pm to 7:30 pm  
**Saturday**  
11:00 am to 5:00 pm or 12:00 pm to 6:00 pm

see signs to become a volunteer; please email: Ohio Department of Disabilities. References required.  
To inquire contact Patti at [Patticos@yahoo.com](mailto:Patticos@yahoo.com)

### Sports



Men's Soccer Advances Again  
By Jordyn Etling, Sports Editor

November 21, 2018



Zips Come Up Short on Senior Night  
November 21, 2018



Men's Soccer Wins MAC Championship  
By Jordyn Etling, Sports Editor

November 13, 2018

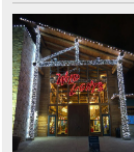
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### Arts & Entertainment



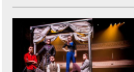
Unnoticed  
By Megan Parker, Copy Editor

December 5, 2018



Third Annual 'Wild Lights' at Akron Zoo  
By Amanda Piekarz, Arts & Entertainment Editor

December 5, 2018



Champions of Magic Set to Perform at E.J.  
November 3, 2018

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### Opinion



Bohemian Rhapsody Another Flop for LGBTQ Representation  
By Brooklyn Dennison, Editor-in-Chief

November 21, 2018



Remembering Trans Lives  
By Brooklyn Dennison, Editor-in-Chief

November 20, 2018



Making the Most of Halloween  
By Brooklyn Dennison, Jake Herron, Sala Wier, Megan Parker, Jordyn Etling, and Amanda Piekarz

October 31, 2018

[VIEW MORE](#)

### Polls

**How are Five-Star Fridays going?**

- ☐ I'm enjoying the new schedule.  
☐ Not a fan of Five-Star Fridays.

[Vote](#)  
[View Results](#)

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Tweets by [@buchtelite](#)

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# Editorial: University of Akron cutting low-demand degrees makes sense

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By The Canton Repository Editorial Board

Posted Aug 17, 2018 at 6:43 AM



Trying to be all things to all people rarely succeeds in the long run.

Better positioned for sustainability are the entities that identify their core strengths — what they do uniquely or better than their competition — then build and develop those areas of advantage.

The list is long of businesses, service providers, retailers — you name it — that attempt to branch out too far, into uncharted territory or highly competitive niche segments that eventually demand more resources than can be justified.

Among the notorious over-reachers in Ohio and nationwide: colleges and universities.

In their never-ending quest to grow enrollment — their lifeblood — these institutions for years have added fancier and fancier dorms, new academic buildings, updated athletic and recreational facilities and offered all kinds of other amenities in an “arms race” with their peers, all geared toward luring students on campus and keeping them there by whatever means necessary. It’s part of the reason the cost of higher education typically outpaces inflation.

Add academic offerings to the list as well — bachelor’s, master’s and doctoral degrees in discipline upon discipline, some with minimal demand and dubious post-graduation employment prospects. Woe was the college president who lost a student because the campus didn’t offer a degree in advanced fill-in-the-blank.

Left unchecked, the system creaks under its own weight.

On Wednesday, the University of Akron put itself on a diet.

Over the next three to five years, UA will shed 80 degree programs from the 414 it currently offers, turning its attention to and focusing its resources on areas of greater interest student-wise and where the university has excelled.

Being phased out will be degrees at all levels, among them bachelor’s in physics, labor economics, French, interior design and several areas of fashion merchandising. In the case of the last, a handful of students are enrolled at UA compared to about 2,000 in similar fashion programs at Kent State, where the program is nationally regarded.

Altogether, less than 5 percent of UA students are working toward the degrees being cut, and they will be able to finish their programs and graduate before the plug is pulled. No new students will be admitted in these areas.

At the same time, UA will hire into areas and invest other capital where it competes regionally and nationally: polymer science and polymer engineering, for example, and a fledgling cybersecurity program projected to be in high demand for many years.

“We’re going to double-down on our academic strengths,” interim President John Green told our Editorial Board.

The evaluation of the entire academic structure at UA took a year and brought faculty, department chairs and other administrators and staff to the table. Decisions were not made easily, nor the effects taken lightly, Green said, but were necessary so the university “could become more distinctive.”

We applaud UA for taking this bold step, and we suggest other state institutions follow their leadership.

The cost of higher education rises when schools offer degrees and programs with minimal interest and participation. Ohio taxpayers and families writing those big checks are picking up the tab for institutions trying to be all things to all people.

A leaner, more efficient system with less unnecessary duplication across the state would benefit everyone.

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# UA faculty groups criticize academic review that will lead to 80 degree programs being phased out

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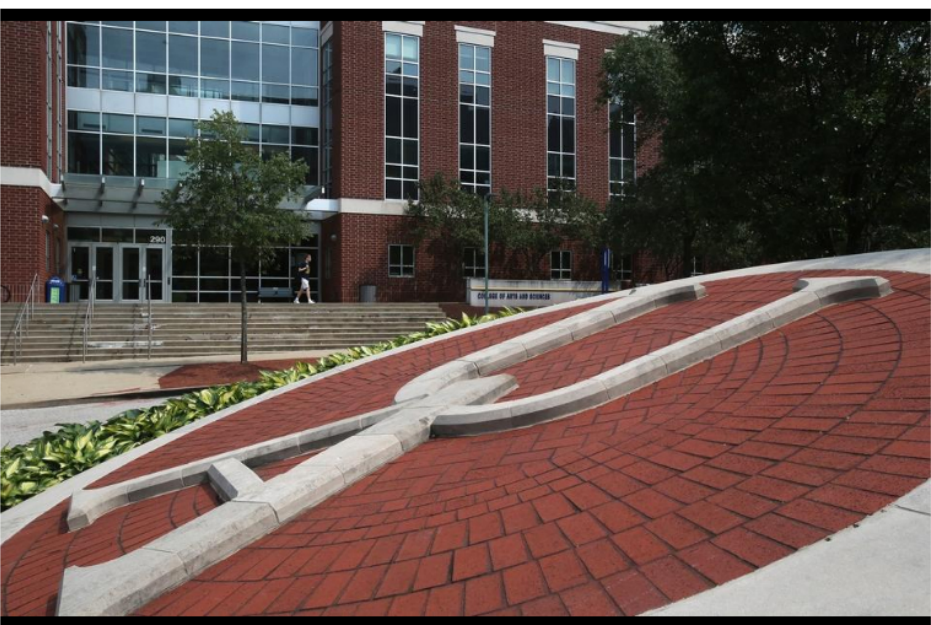
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A student walks out of the University of Akron's College of Arts and Sciences building on South College Street on Wednesday, Aug. 16, 2018. (Mike Cardew/BeaconJournal/Ohio.com)

Posted Aug 16, 2018 at 11:04 PM



Two University of Akron faculty organizations on Thursday criticized the process that will lead to 80 degree programs being cut, saying faculty should have had more input.

The faculty union and the Faculty Senate — the legislative body on the campus — issued a joint response to the university board's decision this week to phase out nearly 20 percent of the university's programs over a three- to five-year period.

In the letter emailed to their members Thursday, the senate and the union, the Akron chapter of the American Association of University Professors, said they "share the Administration's concern about the University's financial well-being. And we believe that the path to academic excellence and financial sustainability can best be achieved cooperatively, with active faculty input and involvement."

The Faculty Senate was part of the "academic program review," which also included department chairs, deans, school heads and administrators.

But the senate did not have a chance to weigh in on the final list of recommendations of programs to be phased out. It was this list — developed by Interim President John Green and Provost Rex Ramsier — that the UA board approved Wednesday.

The board also approved investing in what campus officials are calling "key areas of strength and opportunity." A total of 31 faculty members will be hired for these areas, including polymer science and polymer engineering and the new cybersecurity program.

## Review questioned

The letter from the Faculty Senate and union points out that the process was unusual because all 414 of the university's degree/degree track programs were reviewed at once. Typically, only a portion of programs are reviewed at any one time, allowing for more thorough analysis, the letter stated.

UA spokesman Wayne Hill said in a prepared statement Thursday that UA "has engaged the faculty in a meaningful and substantive manner at every step of the way" throughout the review.

He noted that leaders of both the union and the Faculty Senate were on the executive committee that guided the review process.

Hill said the board approved the cuts and decided to invest in "key areas of opportunity" based on the "thorough analysis."

But union President Pamela A. Schulze said in an interview Thursday that too much focus was placed on enrollment.

"What was needed was a more conventional and less extremely rushed academic review process," said Schulze, who signed the letter with Faculty Senate Chair Linda Saliga.

"There are programs on that list that I know make money for the university," Schulze said, explaining that while they have relatively low enrollments, their costs are low.

She didn't want to name specific programs being cut that she believes are viable for fear of not mentioning them all and upsetting union members.

The programs — including bachelor's and master's degrees in physics, a bachelor's degree in athletic training, a bachelor's degree in art history and a master's degree in history — represent about 20 percent of the total number offered at the financially struggling university. But fewer than 5 percent of UA students were enrolled in the programs last year, UA officials have said. UA has struggled with enrollment declines; enrollment last fall totaled about 22,000.

Schulze and Saliga said there are no plans for the faculty groups to make a push to retain specific programs.

"At this point, this is a decision the board has made," Schulze said.

The faculty leaders said they hope that during the phase-out periods, some programs will get another look and possibly be spared.

Their letter quoted from a Faculty Senate committee report from last spring that criticized the process: "Quality program reviews are not intended to be competitions for scarce resources that pit programs within a college against one another; rather they are designed to be robust examination of the curriculum by faculty and administrators to ensure that the university's academic mission is met."

The report also recommended programs in which to invest, including some that ended up being cut Wednesday by the board.

## Strategic plan wanted

Schulze and Saliga said in interviews that a strategic plan — focusing on where the university wants to be in future years — should have preceded the academic review.

They said in the letter that a strategic plan is long overdue.

Green also has said he wants a strategic plan in place the end of this year; the plan would be updated on an ongoing basis.

Katie Byard can be reached at 330-996-3781 or [kbyard@thebeaconjournal.com](mailto:kbyard@thebeaconjournal.com). You can follow her [@KatieByardABJ](https://twitter.com/KatieByardABJ) on Twitter or on Facebook.



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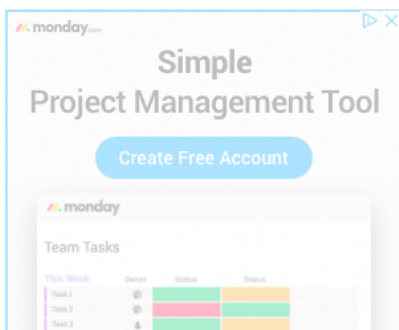
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Posted Aug 18, 2018 at 9:07 PM



There is virtual consensus about one thing at the University of Akron: To move forward, financially and strategically, requires hard choices. In that way, John Green, the university's interim president, has delivered. On Wednesday, the UA trustees approved his plan for shutting down 80 degree programs during the next three years to five years. The closures will be accompanied by new investments in designated and logical areas of strength, including polymer and chemical studies, cybersecurity and criminal justice, health, biosciences and the performing arts.

This is the direction the university must head, resources devoted to what makes it distinctive as the school works to stabilize enrollment that has declined overall in recent years.

Yet some things still are troubling about the approach of the university leadership.

To be sure, faculty members participated in a big way in the year-long academic program review that served as the foundation for the decisions about the degree programs. True, too, is that faculty members were not consulted about the final choices. Perhaps consultation would have devolved into special pleading. It also could have been helpful, reflecting that the dire circumstances call for doing things differently.

Which goes back to the earlier proposal for faculty members to sit as non-voting members on trustee committees, advancing communication, understanding and informed decision-making. Unfortunately, the trustees said no.

University leaders continue to struggle with the awkward sequencing. The tough choices unveiled last week are not part of an actual strategic plan. The plan is slated to come next, most likely by the end of the year. Yet such choices would resonate as about more than budgeting if they were part of something larger and persuasive, answering the question: What will UA be?

To a degree, UA has been dealt a lousy hand. Its top three executives still are not the product of national searches. The school is on a path to choosing a permanent president *after* it puts together a strategic plan. The trustees guiding the institution are political appointees, with little shared knowledge of higher education.

Again, there are aspects to all of this that cannot be helped, circumstances making the challenge more formidable. Which gets to something else that is troubling, the lack of trust.

The short and tumultuous presidency of Scott Scarborough divided the university community. Many saw the trustees as out of touch. Others saw many on campus, and beyond, unwilling to make or accept necessary changes. Thus, Scarborough's departure became an opportunity to bridge differences, achieve real collaboration to move the university to a better place.

Some helpful steps have been taken, yet so much mistrust remains. That is the context in which the decisions arrived last week.

What is shared is an awareness of how crucial the university is to Akron and the region. The indicators make plain that a community like ours is much better off with a strong research university. UA is an indispensable source of talent and a driver of the local economy. Everyone should want the university to succeed.

The hope is that with the choices approved last week amounting to the start of a process, there will be room to talk and refine, that the strategic planning will be truly inclusive, along with the presidential search. What is needed is a board of trustees determined to build trust, to recognize at last the value in tapping all the university has to offer to get out of its jam.

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Program Review Timeline  
Fall 2018 – Fall 2019

Co-Chairs:  
Joseph Wilder  
e: [wilder@uakron.edu](mailto:wilder@uakron.edu)  
Marnie Saunders  
e: [mms129@uakron.edu](mailto:mms129@uakron.edu)

**I. Review Process and Timeline:** This Program Review process will span the beginning of the spring semester through the end of the fall semester each year. Dates below indicate tasks must be completed by 5pm. Note the Program Review Committee (PRC) will complete an independent review and a final report. The independent review (initial report) will address the self-study, chair and dean letters. The final report will be a brief, overall efficiency evaluation (including the external reviewer report(s)).

2018:

1. December 7<sup>th</sup>: Programs to be reviewed receive written notification

2019:

2. January 18<sup>th</sup>: Program Review documents distributed to programs
3. January 18<sup>th</sup>- 25<sup>th</sup>: Optional Program Review Q&A meetings with deans and chairs
4. April 1<sup>st</sup>: Faculty complete self-study report
  - Report sent to chair for independent assessment (chair letter)
  - Report sent to PRC co-chairs for compliance check
    - If compliant, self-study reports uploaded to Program Review Sharepoint drive (PRC begin reading)
    - If non-compliant, reports returned to units for corrections and step repeated
5. April 10<sup>th</sup>: Chair completes independent assessment
  - Self-study report and chair letter sent to Dean
  - Chair letter shared with Faculty
  - Chair letter uploaded to Program Review Sharepoint drive for PRC work
6. May 1<sup>st</sup>: Dean completes independent assessment prioritizing areas of opportunity based upon college vision (dean letter)
  - Dean letter uploaded to Program Review Sharepoint drive for PRC work
  - Documents sent to outside reviewer(s) (Self-studies, chair letters and dean letters)
7. May 13<sup>th</sup>: PRC convenes to discuss charge and business rules
  - PRC meets as necessary (5/13-8/14) to discuss documents and prepare PRC initial report
8. June 17<sup>th</sup>: PRC initial report completed
9. July 15<sup>th</sup>: External reviewer report(s) completed
10. August 15<sup>th</sup>: PRC completes final report incorporating external review(s)
11. August 19<sup>th</sup>: All previous level reports and letters sent to Curriculum Review Committee (CRC) for formal comment (CRC report)
12. October 31<sup>st</sup>: CRC completes independent assessment
13. November 7<sup>th</sup>: CRC report presented to Faculty Senate for endorsement/comment
14. November 8<sup>th</sup>: All reports and letters sent to units for comment
15. November 21<sup>st</sup>: Unit's written response to all reviews received
16. December 1<sup>st</sup> : All reports (including unit written response) posted to Program Review website

**NOTES:** Reports and letters will be shared with PRC as they are received (no later than written deadline) to optimize time spent in overall assessment. This is a formative and transparent process for continuous improvement; **ALL** documents will be made available via the Program Review website.

		2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
BCAS	Anthropology							X
	Art						X	
	Biology	X						
	Chemistry		X					
	Communication					X		
	Computer Science				X			
	Criminal Justice Studies	X						
	DTAA	X						
	English							X
	FCS						X	
	Geosceinces					X		
	History						X	
	Mathematics				X			
	Mod Lang		X					
	Music	X						
	PAUS	X						
	Philosophy							X
	Physics					X		
	Pol Sci	X						
	Psychology	X						
	Sociology			X				
	Statistics				X			
CBA	Accountancy					X		
	Economics		X					
	Finance				X			
	Management	X						
	Marketing						X	

LJFFCE	C&I		X					
	Ed Foundations & Leadership					X		
COE	Biomedical					X		
	Chemical		X					
	Civil							X
	Elec&Computer				X			
	Mechanical						X	
CHP	Social Work			X				
	Sports Science & Wellness	X						
	Speech-Lang Path & Aud.					X		
	Nursing	X						
	Applied Health Tech				X			
	Counseling			X				
	Nutrition & Dietetics							X
CPSPE	Polymer Engineering		X					
	PolymerScience		X					
CAST	Business & Inf Tech	X						
	Applied Gen & Tech Studies						X	
	Disaster Serv & Emerg Serv.							X
	Engineering & Science Tech			X				
Wayne	Business Management Tech			X				
	Health Care Office Management				X			
	Exercise Science Tech			X				
	Paraprofessional Tech							X
LAW				X				
	Gen Ed 2.0						X	
	Honors College							X
		11	7	7	7	7	7	8

Co-Chairs:  
 Joe Wilder  
 e: [wilder@uakron.edu](mailto:wilder@uakron.edu)

Marnie Saunders  
 e: [mms129@uakron.edu](mailto:mms129@uakron.edu)

**Program Review Committee  
 and Programs 18-19**

Program Review  
 Fall 2018 – Fall 2019

---

**Program Review Committee:**

Co-Chairs

Faculty Representative  
 Graduate School Associate Dean – Academics

Joe Wilder (BCAS)  
 Marnie Saunders (CoEng)

Council Members

Gary Holliday (LJFFCOE)  
 Jina Sang (CHP)  
 Mark Soucek (PSPE)

Faculty Members

Thomas Calderon (CBA)  
 Malik Elbuluk (CoEng)  
 Galen Karriker (A&S)  
 Sukanya Kemp (CAST)

Assessment  
 Continuity

Michelle Byrne (CAST)  
 Phil Allen (BCAS)

**Fall 2018 - Fall 2019 Units:**

**Arts & Sciences: (7)**

Biology (B/M/D)  
 Criminal Justice Studies (A/B)  
 Dance, Theatre and Arts Administration (B/M)  
 Music (B/M)  
 Public Administration and Urban Studies (M)  
 Political Science (B/M)  
 Psychology (B/M/D)

**Business Administration: (1)**

Management (B/M)

**Health Professions: (2)**

Sports Science and Wellness (B/M)  
 Nursing (B/M/D)

**Applied Science and Technology: (1)**

Business and Information Technology (A/B)



# Administrative Activities Review (AAR) – Final Report

October 22, 2018

The Administrative Activities Review (AAR) process was developed as a companion exercise to Academic Program Review. As was noted in the AAR Guidelines, “(t)he review is an opportunity for your unit to reflect on its mission, the services you provide, your strengths and challenges, and your future plans. It will be used to inform decisions about resource allocations across the campus.” The full text of the Guidelines can be found on the AAR web page, located at [uakron.edu/aar](http://uakron.edu/aar).

The process commenced on July 3, 2018 with communication to the deans and the vice presidents, requesting that the AAR be submitted by August 6, 2018. The completed reports were reviewed by the Interim President, the Executive Vice President-Chief Administrative Officer /Provost and the Vice President/Chief Financial Officer, who collectively made the initial Evaluations and Recommendations. Those comments were reviewed with the vice presidents and the deans and then finalized in this Report. The Report was compiled by the Vice President/Chief Communications and Marketing Officer.

When reading this Report, the following points should be kept in mind:

- Much of the narrative included for the various units is taken directly from the information prepared by the individual units.
- The in-depth details prepared by the individual units can be found at [uakron.edu/aar](http://uakron.edu/aar).
- The employee information is for filled positions as of October 1, 2018, as prepared by Talent Development and Human Resources.
- The financial details are taken from the FY2017-2018 year-end reports provided to the Board of Trustees.
- Finally, all units throughout the University should factor in the recommendations contained within this AAR Final Report as part of the Three-Year Action Plan development process.

## **Board of Trustees**

The University of Akron's Board of Trustees is the governing body for The University of Akron, pursuant to Ohio Revised Code 3359.01. The Board is composed of 11 members – nine voting members and two nonvoting student members – all of whom are appointed by the Governor of Ohio with the advice and consent of the Ohio Senate. Trustees are appointed to a nine-year term of office, with the exception of Student Trustees who are appointed to a two-year term. On October 26, 2011, the Board adopted Rule 3359-1-10

thereby creating the position of Advisory Trustee and enabling the Board to add up to three non-voting members in that position, in addition to the 11 governor-appointed individuals.

The Board of Trustees has been charged by the Ohio Legislature (Ohio Revised Code 3359.03 and 3359.04) with selecting and appointing the president; setting the operating budget; approving personnel appointments; granting all degrees awarded by the University, including honorary degrees; establishing tuition and fee rates; approving contracts; and approving all rules, regulations, curriculum changes, new programs and degrees at The University of Akron. In June 2012, the Board of Trustees adopted it [Statement of Mission, Values, and Expectations](#).

### Employees

The Board Office currently has one full-time staff member (1 FTE), following the departure of a senior contract professional in 2016 who was not replaced. In addition, both the Vice President and General Counsel, who also serves as Board secretary, and the Associate Vice President and Deputy General Counsel, who also serves as assistant Board secretary, support the work of the Board office, along with staff from the Office of General Counsel.

### General Fund Expenditures FY2017 – 2018

Personnel:	\$ 90,934
Operating:	\$ 40,364
Total:	\$131,297

### Evaluation

- The Office operates in an effective and efficient manner, especially given the reduced staffing levels.
- Changes being made to reduce the amount of paper copying and collation through greater use of technology to improve efficiency should continue and expand as appropriate.

### Recommendation

- Staffing levels are minimal and should be reviewed as part of the Three-Year Action Plan process.

### **Office of the President**

The Office of the President provides administrative support to the President of the University and helps coordinate the initiatives of the President. The President's Cabinet consists of the executive vice president of administration/provost, and the vice presidents who lead the various functional areas of the University – advancement, finance and administration, general counsel, inclusion & equity, student affairs and communications and marketing. In addition, direct reports to the President include the director of government relations and the director of community engagement. There previously had been a chief of staff, but that vacant position is not being filled. The Department of Intercollegiate Athletics also reports to the Office of the President.

The Office has one executive assistant and two contract professionals, one heading government relations (who also serves as assistant director of the Ray C. Bliss School of Applied Politics) and one focused on community engagement.

Employees:                      One (1) FT faculty (President); two (2) FT contract professionals; one (1) FT staff, totaling four (4) FTE.

### **General Fund Expenditures FY2017-2018**

Personnel:	\$ 981,089 (includes Faculty Senate)
Operating:	\$ 331,685
Total:	\$1,312,774

### **Evaluation**

- The Office is thinly staffed relative to its current scope of services but adequately performs its functions.

### **Recommendation**

- Review current levels of staffing and resources as part of Three-Year Action Plan process.

## **Department of Intercollegiate Athletics (reports to the Office of the President)**

The purpose of the Department of Intercollegiate Athletics is “...to further the educational mission of the University by developing the student-athlete as a total person. The principal focus of Athletics is to develop success-driven student-athletes through academic achievement, athletic excellence and social responsibility. Athletics celebrates the success of student-athletes to cultivate pride, enthusiasm and commitment among faculty, staff, students, alumni and the greater Akron community.”

Three major categories make up the Department’s administration:

- Student Support (Academic Support Services, Compliance, Programming/Community Service, Sports Medicine and Strength and Conditioning)
- Administration (Business Office, Equipment, Facilities and Operations, Human Resources, Sports Program Administration, and Title IX Compliance)
- External Relations (Branding, Corporate Sponsorships, Communications, Development, Marketing, New Media and Ticket Operations)

The Department oversees the operations of twenty intercollegiate athletic programs (with two of those programs having been added within the last academic year), enabling student-athletes to compete at the NCAA Division I (FBS) level. Head coaches of each sport program are directly responsible for the management of his or her program. A senior Athletics administrator is assigned to each sport program for purposes of management oversight.

The Department (through its Facilities and Operations unit) manages UA athletics events as well as those of outside groups using/renting space on UA property. During FY2016 – 2017), 48 such rentals/events were held, generating \$135,105 in revenues.

The Z-Fund is the Athletics department fundraising organization, providing financial support for athletic scholarships, academic affairs, summer school, facilities, and operational needs of the department. During FY2017-2018, \$3.3 million was raised, a significant increase over FY2016-2017 (\$2.5 million) and FY2015-2016 (\$2.4 million).

The Department of Athletics is an Auxiliary unit of the University, funded through revenues it generates, as well as General Fund support.

<u><b>Total Employees:</b></u>	Eighty-seven (87) FT contract professionals, four (4) PT contract professionals, totaling 89.7 FTE
	Eleven (11) FT staff (regular and temporary), 131 PT staff (regular and temporary), totaling 65.3 FTE

Administrative expenditures (non-sport programs) FY2017-2018

Personnel:	\$ 4,154,231
Operating:	\$ 5,467,149
Total:	\$ 9,621,380

Sport programs expenditures FY2017-2018

Personnel:	\$ 6,027,514
Operating:	\$ 5,707,011
Total:	\$11,734,525

## Note:

- 94% of annual University debt service obligations related to InfoCision Stadium and 100% of annual Stile Field House debt service are included in the budget for the Department of Athletics, totaling \$4,968,580 during FY2017-2018.
- Athletic student aid (scholarships) totaled \$6,706,997 during FY2017-2018.
- The Department generated \$8,295,808 in revenue during FY2017-2018.
- General Fund Support provided to the Department totaled \$24,289,339 during FY2017-2018.

Evaluation

- The Department continues to offer its sport programs, providing support to student-athletes, raising financial support and managing facility operations.
- Some functions within the Department (e.g. human resources, marketing, development and programming) could be better integrated with campus procedures.

Recommendations

- Develop plans to reduce General Fund subsidy of Athletics over the next three years, through both additional revenue generation and expense reduction as part of the Three-Year Action Plan process.
- Review the potential efficiencies and benefits/challenges of consolidating various functional units within the Department (such as academic advising, budget and finance, marketing and communications, development, compliance) with centralized University operations.

## **Office of Academic Affairs**

The Office of Academic Affairs (OAA), under the leadership of the Executive Vice President-Chief Administrative Officer/Provost, supports the academic, research and service goals of the University. OAA works with administrators, faculty and staff to strengthen academics across campus and increase student success.

### **Office of Academic Affairs-Administration**

OAA is responsible for the academic and academic-support units across campus, and oversees a wide variety of activities, including but not limited to: colleges and schools; research and technology transfer; Enrollment Management and Student Financial Aid; Talent Development and Human Resources; Choose Ohio First; English Language Institute; EXL Center for Experiential Learning; Military Services Center and Army ROTC; National Center for Education and Research on Corrosion and Materials Performance (NCERCAMP) and others detailed in the sections that follow.

### **Administrative employees:**

Faculty:	Two (2) FT (including the Executive Vice President-Chief Administrative Officer/Provost), totaling two (2) FTE
Contract Professionals:	Three (3) FT and one (1) PT, totaling 3.6 FTE
Staff:	Five (5) FT, totaling five (5) FTE

### **General Fund Expenditures FY2017-2018**

Personnel:	\$1,219,921
Operating:	\$ 5,420
Total:	\$1,225,340

Note: A total of \$356,317 in General Fund expenditures for compensation to the President Emeritus is included in the Provost Office's total expenditures.

### **Evaluation**

- The Office (administrative) is thinly-staffed relative to its current scope of services but adequately performs its functions.

### **Recommendation**

- Review current levels of staffing and resources as part of Three-Year Action Plan process.

## Choose Ohio First

The Choose Ohio First Scholarship Program works to recruit and retain talented students in science, technology, engineering mathematics and medicine (STEMM) and STEMM education fields who otherwise most likely would not have an opportunity or desire to pursue such a degree. The program focuses on interdisciplinary studies and work that supports and expands UA's efforts in the biotechnology/engineering/materials corridor development for Northeast Ohio.

Services are focused on recruiting potential students through visits to UA, high schools and community events and by conducting various programs designed to help students remain at UA, including Jump Start Orientation, Running Start Summer Bridge program, intrusive support, academic coaching, sociocultural events, the STEMM Living/Learning Community, and providing supplemental instruction and tutoring.

COF recently piloted "Collegiate Success", a new program for non-COF students. There were 45 students from the pilot program in 2017-2018 and 25 students from the Summer Bridge 2018 cohort (recent high school students taking math before starting at UA in the Fall).

Employees: Seven (7) FT contract professionals, totaling seven (7) FTE

### General Fund Expenditures FY2017-2018

Personnel:	\$427,479
Operating:	\$128,944
Total:	\$556,423

### Evaluation

- Currently, there are 389 COF scholars, about 110 per cohort each year. The persistence rate for the past three years is 92%, and the fall 2017 retention rate was 94%. The overall graduation rate for past years is 74%.
- The Collegiate Success Program had a total of 150 Scholars in FY2017-2018.

### Recommendation

- Review current levels of staffing and resources as part of Three-Year Action Plan process.

## English Language Institute

The English Language Institute (ELI) provides quality English language instruction to non-native speakers of English, with a principal goal of enabling students to achieve an English proficiency test score that will fulfill UA's admissions requirements. Instruction is provided during 20-hour per week intensive study with four proficiency levels and five skill areas.

Employees: Two (2) FT faculty (regular and temporary), nine (9) PT faculty, totaling 6.8 FTE

### ELI is a Sales Account (non-General Fund) unit. FY2017-2018 expenditures

Personnel:	\$410,623
Operating:	\$ 16,993
Total:	\$427,616

Revenues: ELI generated \$546,774 in revenues during FY2017-2018.

### Evaluation

- Enrollment has declined for several reasons including recent limitations to students admitted to ELI, the scaling back of the Saudi scholarship program and the uncertainties and concerns related to U.S. international relations. ELI support services remain needed for current UA international students.

### Recommendations

- Ensure seamless interaction with UA's International Center.
- Explore additional revenue opportunities, such as test preparation.
- Assess impact of programming by fall 2019



## **Enrollment Management – Office of Undergraduate Admissions**

The Office of Undergraduate Admissions is responsible for identifying and recruiting students, processing/evaluating applications and supplemental materials, determining admissions decisions, and enrolling new undergraduate students to The University of Akron. The Office of Admissions works with the following constituents... high school students, family members, high school counselors, as well as transfer, adult, guest, and post-baccalaureate students.

The Office of Admissions includes four key areas:

- **New Freshmen (NF) Outreach** – There are 14 positions within this area that are dedicated to recruiting high school students. (We are in the process of searching for an Admissions Counselor.) Areas of responsibility include territory management; event planning; communication management – print, electronic and social media; working with special student populations – multicultural, honors, out-of-state, college credit plus; working with academic and student services areas on-campus; application review; etc.
- **Transfer and Adult Student Services Center** – There are six positions within this area that are dedicated to working with adult, transfer, guest and post-baccalaureate students. Areas of responsibility include territory management; event planning; communication management; working closely with community colleges and UA academic areas to build articulation agreements; application review; transfer credit evaluation; etc.
- **Processing** – There are nine positions within this area. (There is one position that is vacant.) The primary area of responsibility for the employees on this team are processing applications for all domestic, undergraduate applicant types...new freshmen, transfer, adult, guest, post-baccalaureate, and college credit plus. They process the applications via CommonApp, Target X and EAB, as well as all of the supplemental materials. They have an expertise in the business processes to support the students' journey through the application, admission and enrollment process. They are knowledgeable and can respond to inquiries and issues in a timely and accurate fashion.
- **Data/Systems** – There are five positions within this area. (One position is vacant.) These employees have the expertise in the business processes and technology to support Admissions/Enrollment Management. Having this expertise within the office is critical to respond to issues in a timely and accurate manner. This group is dedicated to connecting the marketing, recruitment and processing efforts to the systems. This group also produces all of the data analysis...Blue and Gold reports for each semester, event analysis, etc., as well as produces the distribution lists for mailings and e-mails.

Employees: Twenty-three (23) FT contract professionals, one (1) PT contract professional, totaling 23.6 FTE  
 Nine (9) FT staff, totaling nine (9) FTE

#### General Fund Expenditures FY2017-2018

Personnel:	\$2,411,394
Operating:	\$1,556,455
Total:	\$3,967,848

#### Evaluation

- This office adequately supports the University's new enrollment plan. It also can respond to opportunities and issues in a timely manner.
- The continuing increase in General Fund scholarships is a significant concern.

#### Recommendations

- Review current levels of staffing and resources as part of Three-Year Action Plan process.
- Develop plans to reduce the amount of General Fund scholarships as part of Three-Year Action Plan process.

### **EXL Center for Experiential Learning**

The mission of the EXL Center for Experiential Learning is to help students emerge as civically-engaged, adaptable leaders, ready to join in the enterprise of building strong and sustainable communities by promoting hands-on, community-based, problem-centered learning. The six main areas of programming include:

- Akron Community Internship Program – students work on a 100-hour project that addresses a civic-oriented issue, linked to an Akron community organization – nearly 70 to date
- Unclasses – focusing on classes that endeavor to overcome barriers to teaching courses that are innovative and interdisciplinary, particularly addressing the issue of small classes that may otherwise be canceled
- Pitch competitions – working in partnership with the Burton D. Morgan Foundation, spark students to become involved in entrepreneurship activities, including reaching out to non-business majors (social entrepreneurs)
- Student-driven initiatives – supporting projects developed by students that have a clear academic connection

- Faculty-driven initiatives – research projects where faculty engage students and strategically challenge barriers to experiential learning
- Community-engaged courses – providing modest funding for normal UA classes that include service-learning or community-based research components

Employees: One (1) FT faculty, one (1) FT staff, totaling two (2) FTE

#### General Fund Expenditures FY2017-2018

Personnel: \$352,209

Operating: \$137,255

Total: \$489,463

#### Evaluation

- Significant connections have been made between UA, UA students and the community through EXL's work and focus.
- Much favorable media coverage has been obtained for the Center's interesting and innovative programming.

#### Recommendation

- Review current levels of staffing and resources as part of Three-Year Action Plan process.

### **Office of Institutional Research**

The Office of Institutional Research seeks to provide consistent, timely and accurate information to help facilitate planning, guide decisions and analyze outcomes. It is responsible for filing required state and federal reports, assisting in timely completing filings for external accreditations (such as the Higher Learning Commission) and providing information for both internal and external studies. It also provides operational reports and dashboards to numerous units on campus, including enrollment management and advising.

Compliance reporting involves information provided to the Integrated Postsecondary Education Data System (IPEDS), which is used to describe and analyze trends in postsecondary education in the United States, and the Higher Education Information System (HEI), which is used for policy analysis and benchmarking, particularly at the state level.

Employees: Three (3) FT contract professionals, totaling three (3) FTE

General Fund Expenditures FY2017-2018

Personnel:	\$303,212
Operating:	\$ 6,376
Total:	\$309,588

Evaluation

- The office is thinly-staffed office relative to its current scope of services and provides information and data upon request.
- It has suffered from a lack of leadership for some time.

Recommendations

- Hire a new director and support staff.

**International Center**

The International Center (organized in 2017) provides support for international students, scholars, and education abroad participants and assists them in achieving their educational goals. It also ensures institutional compliance with federal immigration regulations. The International Center aims to attract, enroll, and retain international students by encouraging their participation in campus life and connecting them with other campus departments and community organizations that can support their social, emotional, academic, and cultural needs. The International Center cultivates sensitivity within the campus community regarding cultural differences and international student needs, and it helps students successfully adapt to their host culture.

Primary services include:

- International student recruitment (undergraduate)
- Center for International Students & Scholars, providing academic and social support, relevant programming and community outreach
- Immigration services, advising students and visiting scholars on the immigration process, obtaining and issuing required documents and reporting government-mandated information
- Global partnerships – coordinating and modifying agreements with partner institutions abroad
- Education Abroad, advising individual students with their study abroad aspirations, developing faculty-led short-term programs and required records

Employees: Ten (10) contract professionals, one (1) FT staff, totaling eleven (11) FTE

General Fund Expenditures FY2017-2018

Personnel:	\$ 858,769
Operating:	\$ 301,191
Total:	\$1,159,961

Revenues: The International Center generated \$31,030 in revenues during FY2017-2018.

Evaluation

- Significant new recruiting efforts were undertaken for the fall 2018 freshman class, with a slight increase in international students resulting. The Center has undergone substantial reorganization and refocusing during the past year.

Recommendation

- Assess impact of reorganized/refocused recruiting and programming by fall 2019.

**Military Services Center**

The mission of the Military Services Center is to provide superior customer service and quality processing of GI Bill benefits to improve recruitment, retention and graduation of military service members and their families. Services provided include:

- Working closely with numerous departments on campus, veterans organizations and other institutions to recruit veterans to UA
- Providing Veterans Administration benefit counseling and enrollment in the VA education system
- Reconciling certification of claims, billing and accounts
- Reporting required data to the Department of Veterans Affairs
- Managing the Peer Advisors for Veterans Education (PAVE) program, to provide additional support for veterans who go to college
- Leading the Ohio Veterans Education Council, which advocates on behalf of veterans, including connecting them with potential employers

Employees: Two (2) FT contract professionals, one (1) FT staff, totaling three (3) FTE

General Fund Expenditures FY2017-2018

Personnel:	\$245,364
Operating:	\$ 14,501
Total:	\$259,865

Evaluation

- The unit is well regarded, both internally and externally, and the small staff is dedicated to its mission. Veterans' enrollment has declined somewhat, in part due to the low 3.5% unemployment rate for veterans; there is no dedicated military recruiter.

Recommendation

- Review current levels of staffing and resources as part of Three-Year Action Plan process.

**Office of Research Administration (ORA)**

The Office of Research Administration provides one-stop pre- and post-award administrative services to UA's research enterprise, including:

- Identifying key research opportunities
- Facilitating the submission of all sponsored program proposals on behalf of the University
- Negotiating and executing research and other sponsored programs agreements
- Managing all financial aspects of funded sponsored projects
- Providing grants management assistance to faculty, staff and students
- Working to ensure regulatory compliance in human and animal subjects, biohazard and radiation safety, export control, conflicts of interest and responsible conduct of research

ORA interacts closely with the Office of Technology Transfer and The University of Akron Research Foundation (UARF), which seeks to create value for the University and the communities the University serves by transforming and expanding the region's innovation economy through entrepreneurship education, technology commercialization, application

of UA research, and creation of new entrepreneurial ventures. In addition, UARF is working to engage more students and faculty in entrepreneurship and innovation programming. UARF initiatives include:

Employees (ORA): Five (5) FT contract professionals, one (1) PT contract professional, five (5) FT staff, one (1) PT staff, totaling 10.5 FTE

General Fund Expenditures FY2017-2018 (does not include grant accountants)

Personnel:	\$422,511
Operating:	\$ 23,357
Total:	\$445,867

Evaluation

- This thinly-staffed unit relative to the scope of services it provides has increased participation in the technology transfer/intellectual property continuum by both students and faculty.

Recommendation

- Review current levels of staffing and resources as part of Three-Year Action Plan process.

## **Office of Technology Transfer**

The Office of Technology Transfer works to identify, protect and commercialize the University's research results, maximizing UA's research effectiveness and advancing regional and state economic development. The Office works closely with both the Office of Research Administration and the University of Akron Research Foundation in managing research activities. It assists faculty in fostering and establishing startup companies, facilitates existing small businesses generate funding and commercial applications for new technologies and promotes collaborations and sharing of business assets among established companies.

Employees: Three (3) contract professionals, totaling 2.2 FTE

General Fund Expenditures FY2017-2018

Personnel:	\$300,355
Operating:	\$ 17,679
Total:	\$318,034

Evaluation

- Invention disclosures and resulting applications continue to be robust, although there has been a drop-off from years past. The relatively new in-house filing of patent applications saves an estimated \$120,000 - \$150,000 annually in filing costs.

Recommendation

- Review current levels of staffing and resources as part of Three-Year Action Plan process.

**Research Vivarium**

The UA Research Vivarium ensures that it provides healthy, well-cared for animals to support UA's education and research mission, both internally and externally funded. It functions under the guidance and direction of the Office of Research Administration, to meet the research needs of colleges and departments. It facilitates compliance with all federal, state and local regulations governing animal utilization in teaching, research and testing.

Employees: Two (2) FT staff, totaling two (2) FTE

General Fund Expenditures FY2017-2018

Personnel:	\$ 87,153
Operating:	\$122,128
Total:	\$209,281



Sales Account expenditures FY21017-2018

Personnel:	\$52
Operating:	\$35,182
Total:	\$35,234

Revenues: The Research Vivarium generated revenues (from internal and external sources) of \$62,051 during FY2017-2018.

Evaluation

- The Research Vivarium fulfills its responsibilities.

Recommendation

- Fill the authorized Vivarium Technician position.

**Student Financial Aid**

The Office of Student Financial Aid provides fair and equitable access to financial assistance needed to support UA students' educational endeavors. Staff employ a philosophy of continuous improvement that seeks to put the student at the center of all decision-making while strictly adhering to federal, state and University guidelines. Primary services include:

- Education and Outreach – providing the right information at the right time
- Processing and Awarding of Financial Aid – managing the application processing for all student aid (totaling \$330 million annually) in grants, work study payments, student and parent loans, scholarships, fee waivers and specialized funding.
- Counseling and Customer Service – providing support as students and parents try to navigate their way through a complicated and complex process is a key objective.
- Compliance – Following the highly regulated requirements of the financial aid system is crucial to the University's ability to provide financial aid opportunities to students.

Employees: Nine (9) FT contract professionals, eleven (11) FT staff, totaling 20 FTE

General Fund Expenditures FY2017-2018

Personnel:	\$1,337,048
Operating:	\$ 189,379
Total:	\$1,526,427

Evaluation

- The Office does a good job of managing a very complicated function and works diligently to meet the needs of students and parents.
- The default rate on loans decreased significantly (from 13.4% one year ago to 10.8% in the current report).

Recommendation

- Determine if authorized but vacant positions should be filled through the Three-Year Action Plan process.

**Talent Development and Human Resources**

The Talent Development and Human Resources division supports faculty, staff and students as they pursue advancements in their education and career development. Its major responsibilities include University-wide employment management and administration, labor relations, classification and establishment of compensation ranges for all non-faculty positions, compliance with state and federal regulations as well as University rules related to equal opportunity and affirmative action, and benefits administration.

Employees: Nine (9) FT contract professionals, ten (10) FT staff, one (1) PT staff, totaling 10.7 FTE

General Fund Expenditures FY2017-2018

Personnel:	\$1,591,957
Operating:	\$ 91,230
Total:	\$1,683,186

### Evaluation

- The Office is thinly-staffed relative to its current scope of services. It performs essential functions for all UA employees, but some of the systems and processes need to become more efficient.
- Earning a three-year, \$300,000 federal grant from the Office on Violence Against Women for additional efforts to provide additional prevention programs was quite significant.
- A comprehensive review of employee classification is needed but has not occurred due to lack of funding and other factors.

### Recommendations

- Review current levels of staffing and resources as part of Three-Year Action Plan process.
- Include conducting a comprehensive review of UA's employee classification system in the Three-Year Action Plan.

## **Buchtel College of Arts and Sciences (BCAS)**

### **Dean's Office**

The BCAS Dean's Office's mission is to support and serve the students, faculty and staff of the College and its twenty-four (24) units, as well as the entire UA campus community and numerous community partners. More than 4,500 undergraduate students are pursuing BCAS degrees along with approximately 250 graduate students. In FY2017-2018, there were 275 full-time faculty, 312 part-time faculty, 27 full-time contract professionals and 51 full-time administrative staff within the College.

Much time and energy is spent responding to various needs that arise, including resolving course or program issues, guiding and supporting College staff for course scheduling, budget management and hiring, advising students on progress to degree, managing College recruitment activities, enforcing academic requirements and policies and generating data and reports for other University offices.

In addition to the current interim dean, there are four associate deans who have responsibilities for serving units within one division of the College (Humanities and Undergraduate Studies, Social Sciences, Fine Arts and Natural Sciences), a director of operations and technology and a coordinator of administrative services in the Dean's Office.

BCAS employees

Faculty:	285 FT (regular and temporary); 249 PT (temporary), totaling 383 FTE
Contract professionals:	26 FT (regular and temporary), two (2) PT, totaling 27.5 FTE
Staff:	50 FT (regular and temporary), 44 PT (regular and temporary), totaling 70.3 FTE

BCAS Dean's Office employees (included in College totals)

Faculty:	Five (5) FT, totaling five (5) FTE
Contract Professionals:	Fourteen (14) FT, totaling fourteen (14) FTE
Staff:	Four (4) FT, totaling four (4) FTE

General Fund expenditures – Dean's Office FY2017-2018

Personnel:	\$1,980,989
Operating:	\$ 370,979
Total:	\$2,351,968

Sales Accounts expenditures FY2017-2018

Personnel:	\$241,370
Operating:	\$300,465
Total:	\$541,835

Revenues: BCAS generated revenues of \$422,932 during FY2017-2018

Evaluation

- The Dean's Office is relatively small compared to the size of the College.
- BCAS has a number of small units that are costly to manage on a per capita basis

## Recommendations

- Review current levels of staffing and resources as part of Three-Year Action Plan process.
- As part of the Three-Year Action Plan process, prioritize strategic issues/initiatives that, as a result of limited financial resources, have been held back.
- Evaluate the costs/benefits of consolidating various functions (e.g. outreach, recruiting, marketing, budget, IT and events/facilities management) into centralized University units

## **College of Applied Science and Technology (CAST)**

The stated mission of the College of Applied Science and Technology (CAST) is “to prepare students for professional and technology-based careers through applied degrees and partnerships area businesses and the larger community. Its diverse, interdisciplinary, student-centered faculty promote creativity and innovation by connecting theory to practice.”

The main academic departments are the Department of Applied General and Technical Studies, Department of Business and Information Technology, Department of Disaster Science and Emergency Services and the Department of Engineering and Science Technology. In addition, the College operates the Police Academy, the Training Center for Fire and Hazardous Materials, the High Tech Forensic Lab and the Crystal Room restaurant.

CAST reports continuing increases in both course headcount and student credit hours for the past four semesters while overall University enrollment has declined.

The core functions of the Office of the Dean are to provide administrative oversight, academic oversight and data analysis, partnership administration and financial and human resource management. An assistant to the Dean oversees financial and human resource management and administration of the Dean’s Office, supported by an administrative secretary. Other personnel in the Office of the Dean include:

- Associate Dean – Academics, who provides administrative oversight to the academic departments and programs, manages the College’s compliance to University rules and collective bargaining agreements, provides leadership to department chairs and program directors and advances initiatives within the College. The Associate Dean is supported by a senior business analyst.
- Assistant Dean – Partnership Administration, who has oversight responsibility for academic partnerships, the associate of Technical studies, special projects and articulation agreements. The College Credit Plus program also is managed by the Assistant Dean. Eight individuals support the work of the Assistant Dean.

- Assistant Dean – Student Success, who is focused on student success and retention and student engagement services. A senior executive administrative assistant supports the Assistant Dean.
- Director of Advising, who oversees student advising and advising administration, supported by the same senior executive administrative assistant who supports the Assistant Dean, Student Success. Six full-time and two part-time academic advisers are in the unit.
- Director of Technology, who provides computer support for faculty, staff and students, the academic computing technology and multimedia technology classrooms and other University organizations and departments. An senior engineering technician and a computer support assistant are part of the unit.

There are four chairs for the main academic areas, with the dean and the interim associate dean acting as chairs for two of the departments. Four administrative assistants provide support, with one administrative assistant serving two of the departments.

#### CAST employees

Faculty:	Forty-five (45) FT faculty (regular and temporary), 133 PT faculty, totaling 93.3 FTE
Contract professionals:	Eleven (11) FT contract professionals, totaling eleven (11) FTE
Staff:	Fifteen (15) FT staff, two (2) PT staff, totaling 16.5 FTE

#### Dean's Office employees (included in College totals)

Faculty:	Two (2) FT faculty (one of whom also serves as CHP interim dean)
Contract professionals:	Eleven (11) FT contract professionals, totaling eleven (11) FTE
Staff:	Nine (9) FT and two (2) PT staff, totaling 23.5 FTE

#### General Fund Expenditures – Dean's Office FY2017-2018

Personnel:	\$2,151,189
Operating:	\$ 166,362
Total:	\$2,317,551

Note: Includes expenditures related to Information Tech fee (\$33,688 in Personnel expenditures and \$64,720 in Operating expenditures). Also, \$4,600 in IDC operating expenditures.

Several units within CAST are categorized as Sales Accounts (Crystal Room, Disaster Sciences and Emergency Services, Center for Fire and Hazardous Materials and Law Enforcement Training Center).

#### Sales Accounts expenditures FY2017-2018

Personnel:	\$ 384,478
Operating:	\$ 69,881
Total:	\$454,359

Revenues: CAST generated revenues of \$552,998 during FY2017-2018 from those Sales Account units.

#### Evaluation

- The Dean's Office staff is large compared to the size of the College, but employees do manage University-wide programs such as Early College High School, partnerships and tech prep outreach, etc.
- CAST has been very proactive in generating new programs (e.g. Cybersecurity) and working on new initiatives to engage and attract students.
- The financial position of the College is very good.

#### Recommendations

- Review current levels of staffing and resources as part of Three-Year Action Plan process.
- Evaluate the costs/benefits of consolidating various functions (e.g. outreach, recruiting, marketing, budget, IT and events/facilities management) into centralized University units.

## **College of Business Administration (CBA)**

### **Dean's Office**

The College of Business Administration prepares students to become competent responsible business professionals and leaders. Its purpose is to bring about student learning and success through academic quality, applied experiential learning, student professional development and engagement. CBA offers in-demand academic programs at the undergraduate and graduate levels, serves business and other disciplines with academic and professional development experiences, develops business connections that enhance student opportunities for experiential learning and career readiness, builds deep and comprehensive relationships with Northeast Ohio organizations and fosters innovation through research as well organizing forums for the development and exchange of best practices.

Approximately 2,300 students are pursuing undergraduate and graduate degrees within the College and its five academic units (Accountancy, Economics, Finance, Management and Marketing). An extensive array of tailored programs and services are offered to enhance the student experience, including centers and institutes on key aspects of business along with roundtable discussions and networking opportunities. The College also has built a stable of almost 280 advisory board members for its various disciplines, consisting of alumni and other professionals from throughout the region.

### **CBA employees**

Faculty:	71 FT (regular and temporary), 27 PT (regular and temporary), totaling 79 FTE
Contract professionals:	Sixteen (16) FT, one (1) PT, totaling 16.7 FTE
Staff:	Ten (10) FT (regular and temporary), three (3) PT, totaling 12 FTE

### **Dean's office employees (included in College totals)**

Faculty:	Two (2) FT, three (3) PT, totaling 2.7 FTE
Contract professionals:	Fifteen (15) FT and one (1) PT, totaling 15.7
Staff:	Six FT (regular and temporary), three (3) PT (regular and temporary), totaling 7.9 FTE

Note: Two (2) FT contract professionals are funded by gift money as well as one PT staff; One CP donates compensation back to the University.



General Fund expenditures – CBA Dean’s Office FY2017-2018

Personnel:	\$1,656,535
Operating:	\$ 377,684
Total:	\$2,034,219

CBA Sales Accounts expenditures FY2017-2018

Personnel	\$ 27,859
Operating:	\$ 13,344
Total:	\$ 41,202

Revenues: CBA generated revenues of \$39,250 during FY2017-2018.

Evaluation

- The Dean’s Office is heavily staffed given the size of the college, reflecting student professional development and experiential learning programming initiatives within CBA.
- CBA has introduced new and innovative undergraduate degree programs (e.g. supply chain management, financial planning, professional selling, etc.).

Recommendations

- Close vacant positions and re-allocate duties as necessary in a budget-neutral manner.
- Evaluate the costs/benefits of consolidating various functions (e.g. outreach, marketing, development, career services, budget, IT and events/facilities management) into centralized University units.
- Review current staffing levels and resources as part of the Three-Year Action Plan process.

**Cummings Center for the History of Psychology**

The Cummings Center for the History of Psychology supports access to the complete historical record of psychology and related human sciences to foster understanding of the human condition. It is an affiliate of the Smithsonian Institution. As a comprehensive research and education center, it actively acquires, preserves and provides access to primary sources and rare materials that support the teaching and research of psychology and related human sciences. Among its most recent accomplishments, it opened the National Museum of Psychology, the only museum of its kind devoted specifically to psychology’s history.

Employees

Faculty:	One (1) FT, totaling one (1) FTE
Contract professionals:	Six (6) FT (regular and temporary), totaling 5.8 FTE
Staff:	One (1) (temporary), totaling one (1) FTE

General Fund Expenditures FY2017-2018

Personnel:	\$470,531
Operating:	\$ 25,208
Total:	\$495,739

Evaluation

- The Center is a unique and distinctive asset to UA, and has been very successful with attracting philanthropic gifts.

Recommendation

- Expand impact of the Center as part of Three-Year Action plan process.

**College of Engineering (COE)**

UA's College of Engineering is one of the distinctive areas of the University, offering baccalaureate, master's and doctoral degrees in several disciplines. At the undergraduate level, the degree offerings are in biomedical engineering, chemical and biomolecular engineering, civil engineering, electrical and computer engineering and mechanical engineering. One of the signature elements of the College of Engineering is its co-operative education program. Master's degrees are offered in biomedical engineering, chemical engineering, civil engineering, electrical engineering and mechanical engineering.

Administratively, the College is organized as follows:

- Undergraduate Studies and Advising
- Graduate Studies and Administration
- Recruiting, Retention and Marketing
- Women in engineering Program

- Increasing Diversity in Engineering Academics (IDEAs)
- Co-operative Education and Placement
- Five (5) Engineering Departments

#### COE employees

Faculty: Ninety-seven (97) FT, twelve (12) PT, totaling 100 FTE

Contract professionals: Thirteen (13) FT, totaling thirteen (13) FTE

Staff: Twenty-eight (28) FT (regular and temporary), three (3) PT (temporary), totaling 30 FTE

#### COE Dean's Office employees (included in College totals)

Faculty: Two (2) FT, one (1) PT, totaling 2.2 FTE

Contract professionals: Thirteen (13) FT, totaling thirteen (13) FTE

Staff: Four (4) FT (regular and temporary), one (1) PT, totaling 4.5 FTE

#### General Fund expenditures – COE Dean's Office FY2017-2018 (including Co-Op)

Personnel: \$1,862,891

Operating: \$ 782,424

Total: \$2,645,315

#### COE Sales Accounts expenditures FY2017-2018

Personnel: \$147,894

Operating: \$ 63,742

Total: \$211,636

Revenues: COE generated revenues of \$262,979 during FY2017-2018.

#### Evaluation

- The Dean's Office is relatively large compared to the size of the College.
- The co-op program is very strong and the Women in Engineering and IDEAS programs are also of high impact.

- Due to the high cost of delivering a quality Engineering education, and the significant amount of general fund supported tuition discounts at both the undergraduate and graduate level, the financial position of the College needs improvement.

### Recommendation

- Review current staffing levels and resources as part of the Three-Year Action Plan process.
- Evaluate the costs/benefits of consolidating various functions (e.g., outreach, recruiting, marketing, budget, IT and events/facilities management) into centralized University units.
- Address the College's financial situation as part of the Three-Year Action Plan.

### **College of Health Professions (CHP)**

The College of Health Professions cultivates an interprofessional approach to training future healthcare professionals. CHP encompasses seven schools: Allied Health Technology, Counseling, Nursing, Social Work, Speech-Language Pathology and Audiology and Sport Science and Wellness Education, offering bachelors, master's and doctoral degree programs. In addition, the Akron-Regional Interprofessional Area Health Education Center is part of the College.

The Office of the Dean provides the following primary services: administrative oversight, graduate programs and strategic initiatives, academics and undergraduate studies, nursing programs, financial management and administrative assistant support. Within the last year, CHP has significantly reorganized from an administrative standpoint.

### CHP employees

Faculty:	(Interim dean also is CAST dean), ninety-two (92) FT, 206 PT, totaling 168 FTE
Contract professionals:	Twenty-one (21) FT (regular and temporary), four (4) PT, totaling twenty-three (23) FTE
Staff:	Nineteen (19) FT, one (1) PT, totaling nineteen (19) FTE

CHP Dean's Office employees (included in College totals)

Faculty: Three (3) FT, one (1) PT, totaling 3.2 FTE (Interim dean also serves as CAST dean)

Contract professionals: Nine (9) FT (regular and temporary), One (1) totaling 9.2 FTE

Staff: Three (3) FT, one (1) PT, totaling 3.4FTE

General Fund expenditures – CHP Dean's Office FY2017-2018

Personnel: \$ 1,323,382

Operating: \$ 235,335 (includes \$145,637 of Information Tech fees)

Total: \$1,558,717

CHP has several Sales Accounts, including the Human Performance Laboratory, Clinic for Individual and Family Counseling, Speech-Language Pathology/Audiology Clinic, Nursing Center for Community Health and Hearing Aid Dispensary.

CHP Sales Accounts expenditures FY2017-2018

Personnel: \$361,574

Operating: \$236,538

Total: \$598,292

Revenues: CHP generated revenues of \$584,436 during FY2017-2018 for the sales accounts listed above.

Evaluation

- The Dean's Office is of moderate size compared to the size of the College
- The College has made significant strides in the past two years.
- The financial position of the College is very good.

Recommendations

- Review current staffing levels and resources as part of the Three-Year Action Plan process.
- Evaluate the costs/benefits of consolidating various functions (e.g., outreach, recruiting, marketing, budget, IT and events/facilities management) into centralized University units.

### **College of Polymer Science and Polymer Engineering (PSPE)**

The College of Polymer Science and Polymer Engineering is one of the largest and broadest academic and research programs of its kind in the United States engaged in teaching, research and outreach in polymers. It seeks to train students in the field of polymer science and polymer engineering, conduct cutting-edge research and innovation, support polymer industries and create impetus for job growth in Northeast Ohio and increase the pipeline of students interested in STEM-related fields. It grants master's and doctoral degrees in either polymer science or polymer engineering and it recently has initiated a professional master's degree in polymer science and polymer engineering.

The Office of the Dean supports the academic activities of the two departments and the infrastructure to conduct sponsored research. It provides testing and training services to local industries, manages National Science Foundation-funded summer programs for students and teachers and conducts outreach activities to local schools.

#### **PSPE employees**

Faculty:	Twenty-eight (28) (regular and temporary, one (1) PT, totaling twenty-nine (29) FTE
Contract professionals:	Fifteen (15) FT (regular and temporary), totaling fifteen (15) FTE
Staff:	Twenty-four FT (regular and temporary), four (4) PT, totaling twenty-five (25) FTE

#### **PSPE Dean's office employees (included in College totals)**

Faculty:	Two (2) FT, totaling two (2) FTE
Contract professionals:	Ten (10) FT, totaling ten (10) FTE
Staff:	Eleven (11) FT (regular and temporary), one (1) PT, totaling 11.5 FTE

Note: Several employees are grant-funded and working on research projects.

#### **General Fund expenditures – PSPE Dean's Office FY2017-2018**

Personnel:	\$2,211,801
Operating:	\$ 665,176
Total:	\$2,876,977

[Note: includes research allocation (\$283,672) for former dean, discretionary fund for former dean (\$82,349) and Oelschlager Science and Technology (\$78,246). No such funds are included in current (FY2018-2019) budget allocations.]

PSPE Sales Accounts expenditures FY2017-2018

Personnel:	\$ 365,921
Expenditures:	\$ 715,345
Total:	\$1,081,265

Revenues: PSPE generated revenues of \$1,104,436 during FY2017-2018)

Evaluation

- The College has a significant regional, national and international reputation for graduate-level education and research.
- The recruiting program is very strong for both doctoral and masters students.
- Due to the high cost of delivering a quality Polymer Science/Polymer Engineering education, and the significant amount of general fund support for the College, the financial position of the College needs improvement.

Recommendations

- Review current staffing levels and resources as part of the Three-Year Action Plan process.
- Evaluate the costs/benefits of consolidating various functions (e.g., outreach, recruiting, marketing, budget, IT and events/facilities management) into centralized University units.
- Address the College's financial situation as part of the Three-Year Action Plan.

**Graduate School**

The Graduate School works with colleges and departments throughout the University to oversee implementation and enforcement of University policies and procedures and provide support services that guarantee the academic integrity of graduate and post-baccalaureate education at UA. It seeks to maintain academic quality of graduate and post-baccalaureate education, provide oversight of graduate education finances and provide oversight and assistance to students, faculty and staff with graduate education policies and procedures. The Graduate School reports that it serves 2,857 full-time and 1,733 part-time graduate students.

Employees

Faculty: Two (2) FT, totaling two (2) FTE

(Note: The faculty members also have University duties outside of the Graduate School.)

Contract professionals: Two (2) Ft, totaling two (2) FTE

Staff: Three (3) FT, totaling three (3) FTE

General Fund expenditures – Graduate School Dean’s Office FY2017-2018

Personnel: \$952,183

Operating: \$ 8,299

Total: \$960,482

(Note: excludes any Graduate Assistantship stipends, which totaled \$6,365,294 during the period.)

Evaluation

- The School has made significant positive changes in policies and practices in the past few years.

Recommendation

- Review current staffing levels and resources as part of the Three-Year Action Plan process.

**LeBron James Family Foundation College of Education (LJFF COE)**

The LeBron James Family Foundation College of Education is a learning and teaching community that prepares educational professionals across varied organizations, who are committed to diversity, equity, and excellence, and who conduct, utilize, and critique research through scholarship, leadership, collaboration, inclusive education, innovation, and professionalism.

The Office of the Dean is the administrative head of the College, responsible for managing the human and financial resources of the College, recruiting students, monitoring legislative changes associated with the practice of education and representing the College externally. The College now houses two academic departments (there previously had been four) and will be moving to become one academic unit College.



LJFF COE employees

Faculty: (Interim Dean also is Wayne College dean), twenty-five (25) FT, fifty (50) PT, totaling forty (40) FTE

Contract professionals: Six (6) FT (regular and temporary), totaling six (6) FTE

Staff: Seven (7) FT (regular and temporary), two (2) PT (temporary), totaling 8.5 FTE

LJFF COE Dean's office employees (included in College totals)

Faculty: (Interim dean also serves as Wayne College dean), one (1) PT (temporary), totaling 1.2FTE

Contract professionals: Six (6) FT, totaling six (6) FTE

Staff: Six (6) FT, totaling six (6) FTE

General Fund expenditures – LJFF COE Dean's Office FY2017-2018

Personnel: \$1,125,453

Operating: \$ 97,162

Total: \$1,222,615

LJFF COE Sales Accounts expenditures FY2017-2018

Personnel: \$33,584

Operating: (\$3,745)

Total: \$29,839

Revenues: LJFF COE generated revenues of \$8,312 during FY2017-2018.

Evaluation

- The College has made positive changes in the past two years.
- The College is adequately staffed and runs efficiently.

### Recommendations

- Continue to expand the impact of the College on regional pre-service and in-service urban educators.
- Review current staffing levels and resources as part of the Three-Year Action Plan process.
- Evaluate the costs/benefits of consolidating various functions (e.g., outreach, recruiting, marketing, budget, IT and events/facilities management) into centralized University units.

### School of Law

The School of Law promotes justice, the protection of individual liberty, and the rule of law through our commitment to excellence in teaching, scholarship, and service, and through the continuing commitment to expanding opportunities for legal education. Areas of study offered include advocacy and dispute resolution, business law, constitutional law, criminal law, family law, health law, intellectual property law, international law and wealth management law.

The administrative structure for the School of Law consists of the Office of the Dean, the law library, law clinics, School of Law centers, Office of Academic Affairs, Office of Student Affairs, Office of Student Success, Office of Admissions, Office of Career Services, Office of Finance and Personnel, Office of Alumni and Development and the Office of Information Technology. The associate dean, all assistant deans and all directors report directly to the Dean.

### School of Law employees

Faculty:	Twenty-seven (27) FT, twenty-three (23) PT, totaling thirty-two (32) FTE
Contract professionals:	Sixteen (16) FT, totaling sixteen (16) FTE
Staff:	Nine (9) FT, totaling nine (9) FTE

### School of Law Dean's Office employees (included in College totals)

Faculty:	Three (3) FT, one (1) PT, totaling 3.2 FTE
Contract professionals:	Twelve (12) FT, totaling twelve (12) FTE
Staff:	Seven (7) FT, totaling seven (7) FTE

General Fund expenditures – LAW Dean’s Office FY2017-2018

Personnel:	\$2,168,253
Operating:	\$ 481,551
Total:	\$2,649,804

(Note: includes expenditures for alumni and development, career planning, student affairs, admissions, academic success and marketing)

Evaluation

- The Dean’s Office is large compared to the size of the School, reflecting services provided within the School of Law such as student recruitment, student affairs, advising, career planning, and marketing.
- Rankings and bar passage rates are challenges.

Recommendations

- Close vacant positions and re-allocate duties as necessary in a budget-neutral manner.
- Address the School’s rankings and bar passage rates as well as seek to improve the financial situation as part of the Three-Year Action Plan.
- Review current staffing levels and resources as part of the Three-Year Action Plan process.
- Evaluate the costs/benefits of consolidating various functions (e.g., outreach, recruiting, development, marketing, budget, IT, library and events/facilities management) into centralized University units.

University Libraries

University Libraries provides resources, services and expertise to support and enhance teaching, learning and research. It includes Archival Services, Audio Visual Services, Bierce Library, Computer Based Assessment & Evaluation, Design and Development services, Distance Learning Services, Science & Technology Library and The University of Akron Press.

The Office of the Dean is responsible for providing the environment, resources and support necessary for the University Libraries to meet the diverse and changing information, teaching and learning needs of UA students, faculty and staff. It conducts staff and professional job searches, coordinates student employment, plans and administers the Libraries’ budget, coordinates projects within the libraries, creates engagement programming and conducts library assessments.

University Libraries employees

Faculty: Sixteen (16) FT, totaling sixteen (16) FTE  
 Contract professionals: Fourteen (14) FT, totaling fourteen (14) FTE  
 Staff: Thirty-one (31) FT, three (3) PT, totaling thirty-three (33) FTE

Libraries Dean's Office employees (included in Libraries totals)

Faculty: Two (2) FT, totaling two (2) FTE  
 Contract professionals: Three (3) FT, totaling three (3) FTE  
 Staff: None

General Fund expenditures – Libraries Dean's Office FY2017-2018

Personnel: \$307,514  
 Operating: \$107,690  
 Total: \$415,204

Libraries' Sales Accounts expenditures FY2017-2018

Personnel: \$12,154  
 Operating: \$49,481  
 Total: \$61,635

Revenues: University Libraries generated revenues of \$55,660 during FY2017-2018.

Evaluation

- University Libraries loans out many more materials than are received.
- The materials budget is split nearly evenly between OhioLINK (48.12%) and non-OhioLINK resources. OhioLINK provides exceptional value, especially for large subscription-based resources. Expenditures on non-OhioLINK resources encompass monographs, periodicals not available through OhioLINK agreements, course reserves materials, and incidentals necessary for collection maintenance and management.
- UL has assumed an expanded role in recent years by assimilating units that do testing, instructional design, audio-visual etc.

Recommendations

- Review current levels of staffing and resources as part of Three-Year Action Plan process.
- Address the cost of materials and their usage as part of the Three-Year Action Plan.
- Consider combining computer-based testing functions across campus.

**Military Science and Leadership**

The University of Akron Army ROTC (Reserve Officers' Training Corps) is one of the oldest such units in the United States and recruits, retains, develops and commissions quality officers of character to meet the annual needs of the U.S. Army. Approximately one hundred (100) UA students are ROTC cadets.

Employees

Military faculty: Six (6) – non-UA military science professors, instructors and recruiting officers

Staff: One (1) FT (UA), totaling one (1) FTE

General Fund expenditures FY2017-2018

Personnel: \$64,643

Operating: \$14,805

Total: \$79,449

Evaluation

- The ROTC program is distinctive and strong.

Recommendation

- Expand the impact of the program as part of the Three-Year Action plan.

**Wayne College**

Wayne College is comprised of the regional campuses within The University of Akron system, including the larger campus in Orrville and academic centers in Millersburg, Medina and Lakewood. It remains the region's open-access opportunity for students to complete developmental coursework to prepare for admission to UA. Wayne College has three additional components – Adult Focus, Developmental Education and UA Solutions, a workforce development and continuing education unit.

**Wayne College employees**

Faculty: Twenty (20) FT, 123 PT, totaling 66 FTE  
 Contract professionals: Twenty-one (21) FT, three (3) PT, totaling 23 FTE  
 Staff: Nineteen (19) FT, thirty-four (34) PT, totaling 38 FTE

**Wayne College Dean's Office employees (included in College totals)**

Faculty: One (1) FT (also serves as interim dean of the LeBron James Family Foundation College of Education), totaling one (1) FTE  
 Contract professionals: One (1) FT, totaling one (1) FTE  
 Staff: Two (2) FT, totaling two (2) FTE

**General Fund expenditures – Wayne College Dean's Office FY2017-2018**

Personnel: \$317,148  
 Operating: \$ 19,438  
 Total: \$336,586

**Wayne College Sales Accounts expenditures FY2017-2018**

Personnel: \$ 0  
 Operating: \$21,242  
 Total: \$21,242

Revenues: Wayne College generated revenues of \$70,734 during FY2017-2018.

**Other locations (Medina, Lakewood, Holmes County Higher Education Center)**General Fund Expenditures FY2017-2018

Personnel:	\$345,338
Operating:	\$390,481
Total:	\$735,819

Sales Account Expenditures FY2017-2018

Personnel:	\$0
Operating:	\$85,472
Total:	\$85,472

Revenues: The other locations generated revenues of \$13,294 during FY2017-2018.

**UA Solutions (Workforce Development Training)**Sales Account Expenditures FY2017-2018 (UA Solutions)

Personnel:	\$344,148
Operating:	\$285,243
Total:	\$629,391

Revenues: UA Solutions generated revenues of \$724,168 during FY2017-2018.

**Adult Focus**

Adult Focus is the first point of contact for adult students pursuing an undergraduate degree at the University of Akron. Adult Focus offers several services including advising and other forms of support to assist returning students wishing to navigate the higher education culture and system.

**General Fund expenditures FY2017-2018**

Personnel:	\$256,124
Operating:	\$27,886
Total:	\$284,010

**Evaluation**

- The Dean's Office is small compared to the size of the College.
- As UA's only branch campus, it has been historically under-utilized with very limited degree options.

**Recommendations**

- Review current staffing levels and resources as part of the Three-Year Action Plan process.
- Evaluate the costs/benefits of consolidating various functions (e.g., outreach, recruiting, marketing, budget, IT, library and events/facilities management) into centralized University units.
- Integrate additional degree offerings at Wayne College into the Three-Year Action Plan.

**Williams Honors College**

The Williams Honors College serves high-achieving, self-motivated students from throughout the University who have demonstrated an ability to excel and are seeking opportunities to distinguish themselves. Students in the Williams Honors College can design their own research focus, and get personal attention from faculty advisers. UA's esports initiative also is included in the Williams Honors College.

**Williams Honors College Dean's Office employees**

Faculty:	One (1) FT, six (6) PT, totaling 2.4 FTE
Contract professionals:	Four (4) FT, totaling four (4) FTE
Staff:	Two (2) FT, totaling two (2) FTE



General Fund expenditures – Williams Honors College Dean’s Office FY2017-2018

Personnel:	\$552,476
Operating:	\$ 87,041
Total:	\$639,517

Evaluation

- Leadership changes in the College have been substantial in recent years
- Significant positive changes in policies have been recently implemented.

Recommendation

- Expand the impact of the College as part of the Three-Year Action plan.

**Advancement: Development and Alumni Affairs**

The Department of Development is the Board of Trustees-designated fundraising entity for the University. Its mission is to maximize private sector support for the University by developing comprehensive strategies and programs to build lifelong donor relationships, and provide a major source of consistent, ongoing support to the University. It administers those resources in ways that inspire continuing trust and commitment from donors. It seeks to create an environment in which philanthropy is part of the University’s fabric and in which it will thrive into the future.

The University of Akron Foundation is led by the Vice President of Development, who serves as the Foundation’s executive director. The Foundation’s mission is to provide financial assistance to the University by encouraging, investing and administering gifts and bequests on behalf of alumni, friends, corporations, organizations and foundations who have a deep and abiding interest in supporting the University. The governing body is made up of 45 members and comprised of an executive committee, investment committee, gift and estate planning committee, college-centered committee and a stewardship committee. The combined Foundation and UA endowment is now over \$230 million, the highest in its history since the foundation’s founding in 1966.

The Department of Alumni Relations works to maintain and strengthen the connection between UA graduates and the University, helping generate support for UA from alumni throughout their lives.

## Development

Employees: Twenty-four (24) contract professionals, six (6) staff, total 29.7 FTE

### General Fund expenditures FY2017-2018

Personnel: \$2,232,220

Operating: \$ 515,969

Total: \$2,748,188

### Evaluation

- Donations to the University have dramatically increased within the past fiscal year – a total of \$29.4 million, up \$12.5 million (74%) over FY2016-2017.
- The office is thinly staffed relative to its current scope of services.

### Recommendations

- Review current levels of staffing and resources as part of Three-Year Action Plan process.
- Launch a major campaign for UA's 150th anniversary to attract funds that can be used in the next several years for undergraduate student "first dollar" scholarships and new faculty start-up packages and salaries.
- Upgrade/replace the software the Department uses.
- Consider the potential efficiency and financial benefits/challenges of consolidating development functions throughout the University (including Athletics) with centralized Development operations.

## Alumni Relations

The Office of Alumni Relations works to create mutually beneficial relationships and lifelong connections between The University of Akron, its students and alumni. It supports the University's mission of student success, research and lifelong learning. It organizes numerous alumni gatherings (now expanded to include significantly more locations than in prior years), coordinates meetings with the national alumni board, communicates regularly with alumni and helps generate enthusiasm and support for UA through events such as Homecoming. The executive director of the Office also serves as liaison for federal government relations.

Employees: Three (3) contract professionals, two (2) staff, totaling five (5) FTE

General Fund Expenditures (FY2017-2018)

Personnel:	\$470,489
Operating:	\$122,263
Total:	\$592,752

Evaluation

- With a small team, Alumni Relations has generated additional enthusiasm, participation and donations to benefit the University. The number of events held during FY2017-2018 (29) more than tripled the prior year, attracting more than 4,000 alumni attendees.
- The Office reinvigorated an on-line alumni merchandise store.

Recommendation

- Review current levels of staffing and resources as part of Three-Year Action Plan process.

**Vice President/Chief Financial Officer**

Numerous administrative departments and functions operate under the umbrella of the VP/CFO unit. These include: Campus Safety, Capital Planning & Facilities Management, Controller, Physical Facilities, E.J. Thomas Hall, Information Technology Services, Materials Handling, Office of Resource Analysis and Budget, Parking and Transportation Services, Treasury Services and the Zip Card Office. The VP/CFO also serves as Treasurer of The University of Akron Foundation.

**Office of the VP/CFO (Administrative)**

Employees: Two (2) FT contract professionals, one (1) FT staff, totaling three (3) FTE

General Fund Expenditures FY2017-2018

Personnel:	\$708,741
Operating:	\$ 4,658
Total:	\$713,400

(Note: Additional operating expenses reflected in VP/CFO department relating to institutional expenses, such as campus consultants, property tax assessments, banking fees, etc., total \$2,095,068)

Evaluation

- The Office (administrative) is thinly-staffed relative to its current scope of services but adequately performs its functions.

Recommendation

- Review current levels of staffing and resources as part of Three-Year Action Plan process.

**Campus Safety**

This division contains five departments: University of Akron Police Department, Locking Systems, Environmental and Occupational Health and Safety, Emergency Management and Clery Compliance. Each unit's mission is to create a feeling of safety and security for faculty, staff students and visitors to The University of Akron, both the main and Wayne College campuses.

Employees: Two (2) FT contract professionals, forty-six (46) FT staff (regular and temporary), four (4) part-time staff (regular and temporary), totaling 49.5 FTE. (Note: Two additional UAPD officers are assigned to Wayne College and recorded on the staffing table and financials for the College.)

General Fund Expenditures FY2017-2018

Personnel:	\$5,231,491
Operating:	\$ 368,339
Total:	\$5,599,830

Evaluation

- Through adjusted scheduling and dedication of division personnel, high standards of safety have been maintained.

Recommendation

- Review current levels of staffing and resources as part of Three-Year Action Plan process.

**Capital Planning and Facilities Management**

Capital Planning and Facilities Management provides services related to campus planning, design, sustainability and construction on campus, providing a clean, safe and comfortable environment for students, faculty, staff and visitors. UA currently maintains approximately 8.7 million net square feet of space, including auxiliary, residential and athletic space.

Services include Planning, Architecture, Interior Design, landscape Design, Parking Design, Construction and Technical Services, Construction Management, Programming, Cost Estimating, Sustainability, Renderings/Presentations, Higher Education Information Reports, Institutional Reporting, Real Estate Services, ADA Compliance, Building Code Compliance, and liaison with the Ohio Department of Higher Education, State Controlling Board and Ohio Facilities Construction Commission.

Annually, Capital Planning manages more than \$15 million in state and locally funded capital projects and provides oversight to a number of state-funded community projects. Funding for capital projects comes from a variety of sources, including donors, grants, plant funds and the approximately \$18.5 million in state capital funds received by UA during the biennium appropriation. There is approximately \$157 million in deferred maintenance.

Employees: Three (3) FT contract professionals, four (4) FT staff, totaling seven (7) FTE

General Fund Expenditures (FY2017-2018)

Personnel:	\$798,927
Operating:	\$ 38,929
Total:	\$837,856

Evaluation

- The unit is thinly-staffed relative to its current scope of services but works well to manage its projects.

Recommendation

- Review current levels of staffing and resources as part of Three-Year Action Plan process.

**Department of Physical Facilities**

The employees of the Department of Physical Facilities provide service to campus relating to the daily maintenance and repair of all buildings and grounds. It consists of four main units – Business Administration, Maintenance and Operations, Energy Operations and Grounds and Building Services.

Employees: Three (3) FT contract professionals, 203 FT staff (regular and temporary), three (3) PT staff, totaling 208.2 FTE

General Fund Expenditures FY2017-2018

Personnel:	\$12,597,545
Operating:	(\$ 2,135,206)*
Utilities:	\$ 9,033,420
Total:	\$19,495,759

\* Net after \$7,025,376 in chargebacks to units throughout the University.

Evaluation

- Frequent comments are heard praising the look and feel of the University's campus, which is a testament to the work of the Physical Facilities staff. These results have been achieved despite thin staffing relative to the scope of services provided.

Recommendations

- Review current levels of staffing and resources as part of Three-Year Action Plan process, including deferred maintenance issues
- Evaluate use of in-house vs. contracted labor for cleaning purposes.
- Investigate potential asset monetization and co/out-sourcing of functions.

**Dining Services**

The University transitioned its long standing in-house residential dining, retail dining, and concessions operations to Aramark during 2016 for a 10-year duration. That transition was the result of a publicly issued request for proposals process by the University.

Auxiliary expenditures FY2017-2018 (Dining Services and Catering)

Personnel:	\$ 310,669
Operating:	\$1,332,781
Total:	\$1,643,450

Revenues: Dining Services (including Catering) generated revenues of \$3,414,732.

Evaluation

- In close coordination with the VP for Finance/CFO, Aramark transitioned well into the campus while also making substantial capital investments.
- Aramark provides a quality dining experience with many dining options to the University's students and its other stakeholders.

Recommendations

- Maintain the close relationship with the local Aramark team and continue to meaningfully seek and monitor student input.
- Continue to make Aramark-funded capital investments into the dining program.
- Investigate whether joining Dining and Residence Life and Housing within the same administrative area would create even more synergies than currently exist.

## Controller

The Office of the Associate Vice President/Controller has oversight responsibility for purchasing, student accounts/bursar, the general accounting department (payroll, accounts payable and a financial analyst support department) and the fiscal operations of the Office of Research Administration.

Employees: Eighteen (18) FT contract professionals, fifteen (15) FT staff (regular and temporary), two (2) PT staff (regular and temporary), totaling 34.2 FTE

### General Fund Expenditures FY2017-2018

Personnel:	\$2,443,472
Operating:	\$ 151,399
Total:	\$2,594,871

### Departmental Sales expenditures FY2017-2018 (University credit card program)

Personnel:	\$121,137
Operating:	\$124,834
Total:	\$245,971

Revenues: The Office of the Controller generated revenues of \$277,770 for the University credit card program and \$356,070 for the University's installment payment plan.

### Evaluation

- The Office performs its functions adequately.

### Recommendation

- Hire a new controller due to impending retirement.



## Accounting

The Accounting Department works to provide accurate, timely and professional accounting and financial services in keeping with generally accepted accounting principles of Fund Accounting as prescribed by the National Association of College and University Business Officer (NACUBO) and the Governmental Accounting Standards Board (GASB). Its principal responsibilities include the University's financial reporting, general ledger fund and account maintenance, maintenance and updates of the PeopleSoft software and supporting software, reconciliation of bank accounts, fixed asset recording and tracking, accounting for auxiliary funds, scholarships, restricted funds and sales accounts, and other financial functions.

Employees: Included in Controller. Department reports 13 FT employees.

General Fund Expenditures FY2017-2018 are included in Controller

## Evaluation

- The department performs its functions consistently so that the University continues to receive an unqualified audit opinion from the University's external auditor.

## Recommendation

- Review current levels of staffing and resources as part of Three-Year Action Plan process.

## Payroll Office

The Payroll Office seeks to assure that all employees are paid accurately and in a timely manner while remaining compliant with all University rules, federal and state laws, rules and regulations and collective bargaining agreements. Principal services include payroll processing, payroll data maintenance, garnishment proceedings, employment verification reporting, employer withholding reporting, retirement processing and reporting, service certification, deduction remittance and managing the EmpCenter.

Employees: Included in Controller. The Department reports 8 FT (one vacant) and 2 PT

General Fund Expenditures FY2017-2018 are included in Controller

Evaluation

- The Office is thinly-staffed relative to its current scope of services. Many manual processes are time-consuming and inefficient.

Recommendations

- Review current levels of staffing and resources as part of Three-Year Action Plan process.
- Coordinate with IT to automate numerous manual reporting functions.

**Accounts Payable**

The Accounts Payable Department serves internal and external customers by providing efficient, timely and accurate information and payment processing in accordance with UA policies and procedures as well as with federal (IRS) and state (retirement systems) requirements.

Employees: Included in Controller. The Department reports it has four (4) FTE.

General Fund Expenditures FY2017-2018 are included in Controller

Evaluation

- The department adequately performs its functions.

Recommendation

- Review current P-Card program to achieve greater usage and compliance with University policies.

## **Purchasing**

The principal service of Purchasing is to provide effective purchasing practices and procedures to all University units, ensuring that University resources are utilized in a responsible, cost-conscious manner, and that all vendors comply with applicable laws. It also seeks to strengthen economic development and viability for diverse businesses. Additional services include risk management, and PCard and Travel & Expense processing.

Employees: Four (4) FT contract professionals, three FT staff, one (1) PT staff, totaling 7.7 FTE

### General Fund Expenditures (FY2017-2018)

Personnel:	\$ 506,550
Operating:	\$ 537,938
Total:	\$1,044,533

### Evaluation

- The department is thinly-staffed relative to current scope of services but adequately performs its functions.

### Recommendations

- Review current levels of staffing and resources (including enhancing software) as part of Three-Year Action Plan process.
- Improve training for University employees to follow University protocols in travel and expense reimbursement practices and use of PCard.

## **Student Accounts/Bursar**

The Department of Student Accounts/Bursar works to provide accurate and timely student account information, collect and process payments, issue refunds and ensure the timely deposit of University funds.

Employees: Three (3) FT contract professionals, ten (10) FT staff, totaling thirteen (13) FTE

General Fund Expenditures FY2017-2018

Personnel:	\$592,400
Operating:	\$ 26,378
Total:	\$618,778

Departmental Sales expenditures FY2017-2018 (installment payment plan)

Personnel:	\$267,714
Operating:	\$107,533
Total:	\$375,247

Revenues: Student Accounts/Bursar generated revenues of \$356,070 for the installment payment plan in FY2017-2018.

Evaluation

- The high experience levels of the department staff enables it to function effectively and efficiently.

Recommendation

- Review current levels of staffing and resources as part of Three-Year Action Plan process.

**E.J. Thomas Hall**

The University's E.J. Thomas Hall supports the academic and community success of the University and provides a cultural hub for the greater Akron region, attracting almost 110,000 patrons annually for a wide range of performances. These include the Broadway series, UA Residence Hall Programming Board activities, University guest lecture speakers, community fundraisers and special attractions. E.J. Thomas Hall also serves as home to The Akron Symphony, Tuesday Musical Association, Children's Concert Society and the Akron Youth Symphony.

Following an organizational realignment in 2015, UA staffing at E.J. Thomas Hall was reduced from twelve (12) FTEs to the current four (4) FTEs and partnership agreements were established with the Akron Civic Theater (for ticketing and marketing support) and Playhouse Square (to promote and deliver the long-standing Broadway in Akron series).

Employees: Two (2) FT contract professionals, one (1)) FT staff, four (PT) PT staff, totaling 4.9 FTE

E.J. Thomas Hall is a UA Auxiliary unit, funded through revenues it generates, along with General Fund support.

Auxiliary Unit Expenditures (FY2017-2018)

Personnel: \$ 384,375

Operating: \$2,719,303

Debt Service: \$ 327,014

Revenues: E.J. Thomas Hall generated revenues of \$2,731,226 in FY2017-2018.

General Fund Support in FY2017-2018 totaled \$957,014.

Evaluation

- The change in the operational model starting in 2015 has worked well, both in terms of artistic performance presentations and in reducing General Fund support.

Recommendation

- Review the potential efficiencies and financial benefits/challenges of establishing a centralized, University-wide events/facilities management structure.
- Investigate possible co- or out-sourced benefits/challenges for this unit.
- Increase E.J. Thomas Hall exposure, show attendance and revenue with new marketing plan.

## **Information Technology Services**

Information Technology Services (ITS) seeks “...to provide systems, services, solutions and access to technology and information that advance the goals of The University of Akron towards teaching and learning, research and innovation, collaboration and commitment to the University community.” The three core areas of service for ITS are:

- IT Infrastructure Services – maintain and leverage the technical infrastructure, including that used for the network, telecommunications and servers
- IT Support Services – maintain the client-based technology (laptop and desktop computers) and provide the Help Desk staff and support
- Applications Systems Services – provide support and services for most enterprise systems used by the University, as well as for the databases and business intelligence technology that are utilized

Employees: 9 FT contract professionals, 45 FT staff (regular and temporary), one (1) PT staff, totaling 54.5 FTE

General Fund expenditures FY2017-2018

Personnel:	\$ 5,658,195
Operating:	\$ 8,151,453
Total:	\$13,809,649

ITS Sales Accounts FY2017-2018

Personnel:	\$ 48,876
Operating:	\$ 157,752
Total:	\$ 206,629

Revenues: ITS generated revenues of \$446,444 during FY2017-2018.

Evaluation

- ITS staff is well-experienced and skilled, although thinly staffed for its current scope of services. It meets day-to-day service needs and strives to keep current with technological advances.

Recommendations

- Evaluate migration to a cloud-based ERP (Enterprise Resource Planning) system.
- Review the potential efficiencies and financial benefits/challenges of centralizing unit-level IT positions.

## Department of Materials Handling

The Department of Materials Handling provides goods and services to UA students, faculty, contract professionals and staff, including printing and copying services, surplus property management, central stores operation and campus mail services.

- Printing Services
  - Printing and Copying Services (PACS) – an in-house commercial printing facility
  - DocuZip Copy Center – responsible for all copyright clearance for student course packs
  - Copier Management Program – assessing and placing all copier and printer needs throughout the campus
- Surplus Property – redeploys and disposes of all University property, excluding land and buildings
- Central Stores – receive and distribute all freight deliveries to campus
- Mail Services – provide daily delivery of mail, parcels and packages (including shuttling library books) throughout the University

Employees: One (1) FT contract professional, eight (8) FT staff, totaling nine (9) FTE

Printing Services and Surplus Property are classified as Sales Units, not funded by the General Fund.

### Sales Account expenditures FY2017-2018

Personnel:	\$ 650,559
Operating:	\$ 391,582
Total:	\$1,042,141

Revenues: Printing Services generated revenues of \$1,070,408 during FY2017-2018.

### Central Stores and Mail Services

Employees: Six (6) FT staff, totaling six (6) FTE

General Fund Expenditures (FY2017-2018)

Personnel:	\$337,550
Operating:	\$ 5,811
Total:	\$383,362

Evaluation

- The Department performs its functions well. The centralized copier management program continues to achieve significant cost savings for the University.

Recommendation

- Review current levels of staffing and resources as part of Three-Year Action Plan process.

**Office of Resource Analysis and Budget**

The Office of Resource Analysis and Budget develops, controls and maintains the integrity of the annual unrestricted current fund budgets for the University. It also performs the University-wide position management function, as it accounts for 64% of the budget. The Office provides monthly monitoring, support and troubleshooting of budgetary issues that assist in preparation of quarterly and, ultimately, annual reporting.

Employees: Four (4) FT contract professionals, totaling four (4) FTE

General Fund Expenditures FY2017-2018

Personnel:	\$378,824
Operating:	\$ 742
Total:	\$379,566

Evaluation

- The Office is thinly-staffed relative to its current scope of services, but performs its duties well.
- Revenue projections for the budgets are routinely on the mark and the position management process is crucial to controlling expenditures.



## Recommendations

- Review current levels of staffing and resources as part of Three-Year Action Plan process.
- Review the potential efficiencies and financial benefits/challenges of consolidating most or all unit-level budget positions throughout the University under this Office.

## **Parking and Transportation Services**

Parking and Transportation Services assists students, faculty, contract professionals, staff and campus visitors by meeting all their transportation-related needs. These services are provided on both a daily basis and for numerous events and activities that occur throughout the year. The Roo Express shuttle services are provided through a contract with ABM Parking Services. Beginning in 2016, the University has expanded its partnership with Akron METRO RTA, consolidating some of the Roo Express shuttle routes with METRO's DASH (Downtown Akron Shuttle) service. The unit has responsibility for operations of forty (40) surface parking lots and nine (9) parking decks. It also oversees the bike share program (growing in usage) and issues in excess of 30,000 parking permits annually.

Employees: One (1) FT contract professional, five (5) FT staff, one (1) PT staff, totaling 5.7 FTE

Parking and Transportation Services is a UA auxiliary unit funded primarily through transportation and permit fees.

### Auxiliary Unit Expenditures FY2017-2018

Personnel:	\$ 352,094
Operating:	\$2,401,954
Total:	\$2,754,048
Revenues:	\$7,289,219
Debt Service:	\$4,462,233

## Evaluation

- Through shuffling of duties and dedication, the staff continue to provide needed services to campus. However, RooExpress ridership has dropped by nearly 80% since its peak in 2010, with approximately 192,000 passengers. Declining transportation fee revenue and cost of service, along with costly deferred

maintenance, creates a financially unsustainable situation. Annual debt service payments for past parking deck construction or renovation (almost \$4.5 million) consumes more than 60% of annual revenues. Annual student transportation fee revenue is \$1.7 million less than in 2010. Total costs for operating the Roo Express (ABM) and the METRO partnership have declined by 29% since FY2013-2014, reflecting the benefits of the METRO arrangement.

### Recommendations

- Explore expansion of partnership with METRO RTA to address critical financial and operational issues related to the Roo Express.
- Investigate potential asset monetization and co/out-sourcing of functions.

### **Treasury Services**

Treasury Services provides daily cash management and endowment investment administration for University operations as well as being responsible for many aspects of The University of Akron Foundation, including processing expenditures, administering endowed and non-endowed investment administration and reporting, college/department reporting, tax filings, life income and charitable gift annuity management and report preparation. There are significant internal and external reporting responsibilities (monthly, quarterly and annually) for both the University and the Foundation, which require substantial time and effort but are vital to monitoring the financial situation of both entities.

Employees: Two (2) FT contract professionals, totaling two (2) FTE.

### General Fund Expenditures FY2017-2018

Personnel:	\$141,258
Operating:	\$ 10,581
Total:	\$151,839

Note: 95% of compensation for Treasury Services employees is paid by the Foundation, not the General Fund. The personnel costs above include approximately \$88,500 of fringe benefit expenditures for non-Treasury Services employees. Operating costs are for student assistants.

Evaluation

- Treasury Services is thinly staffed relative to its current scope of services but performs its functions well.

Recommendations

- Evaluate ways to reduce time spent in managing separately invested endowments and the Foundation cash portfolio.
- Consider contracting for additional outside investment portfolio management.

**ZipCard Office**

The ZipCard Office provides an essential identification and debit card system for the entire campus. It produces photo identification cards for students, employees and contractors, coordinates debit card loading functions (including for meal plans), provides card readers to University departments for financial transactions, manages merchant agreements (e.g. Barnes and Noble, grocery stores, fast food restaurants) and maintains the MICROS Point of Sale system.

Employees:                      Three (3) FT staff, one (1) PT staff, totaling 2.1 FTE

General Fund Expenditures (FY2017-2018)

Personnel:	\$206,237
Operating:	(\$8,399)
Total:	\$197,838

Evaluation

- The Office is meeting the University's service needs.

Recommendation

- Investigate potential asset monetization and co/out-sourcing of functions.

### **Office of General Counsel**

The Office of General Counsel manages and supervises all legal matters of the University. The Vice President and General Counsel serves as chief legal advisor to the Board of Trustees, the President and University officers and administrators in all matters pertaining to the practice of law on behalf of The University of Akron. Areas of responsibility include:

- Review, advise and assist with preparation of legal documents, contracts, policies, procedures or other matters having legal significance to the management, operations or government of the University, including academic, governance, Title IX, student conduct and other student-related matters.
- Provide ongoing review of judicial decision, legislative or governmental regulatory developments and assist impacted units prepare strategies and training for compliance or other responses.
- Provide advice and assistance with property acquisitions, leases, employment-related matters, labor relations and collective bargaining, immigration, personnel and insurance matters, intellectual property matters, technology transfer initiatives and Ohio's Sunshine and Ethics laws.
- Advise and assist with compliance reviews by governmental agencies and higher education regulatory agencies and with internal reviews, regular and special audits and compliance reviews.
- Direct, coordinate and respond to diversified litigation and coordinate those matters with the Ohio Attorney General or Special Counsel appointed by the Attorney General, including providing appropriate liaison with the bench, bar, inspector general(s), prosecutor's office and law enforcement authorities at all levels.
- Manage the collection and maintenance of legal records as well as respond to Public Records requests.
- Provide advice and assist with public communication related to sensitive matters. Serve as legal advisor to The University of Akron Police Department and provide advice on environmental and safety matters.
- Serve as Secretary and Assistant Secretary to the University's Board of Trustees, advising and assisting the Board in the daily management and operation of the Board office

Employees: Four (4) FT contract professionals, three (3) FT staff, totaling seven (7) FTE

### **General Fund Expenditures FY2017-2018**

Personnel:	\$ 988,763
Operating:	\$1,600,208 (includes legal fees for patents)
Total:	\$2,588,971

Note: The Office of General Counsel continues to seek means to pass onto third parties the attorneys' fees and costs associated with sponsored research and license agreements. In FY2017-2018, approximately \$195,000 (or 13% of patent-related expenses) were reimbursed by research sponsors and technology licensees, and an additional \$238,000 (or 17% of patent-related expenses) had been billed for reimbursement, consistent with research and licensing agreement terms.

### Evaluation

- The Office is thinly staffed relative to its current scope of services, but manages an ever-increasing workload of general legal matters as well as provides extensive support to the Board of Trustees.
- The Office has significantly reduced the amount of contracting for outside legal counsel.

### Recommendations

- Review current levels of staffing and resources as part of Three-Year Action Plan process.
- Consider the potential efficiencies and benefits/challenges of consolidating University-wide compliance functions.

### **Vice President/Office of Inclusion and Equity, Chief Diversity Officer and Title IX Coordinator**

The Office of Inclusion and Equity provides strategic leadership for campus diversity, program oversight, diversity advising and mentoring, community relations and outreach and policy duties such that the learning and workplace environment will be welcoming, supportive, inclusive and equitable. The Office supervises work done by the Office of Multicultural Development (including the Multicultural Center), the Academic Achievement Programs, the Confucius Institute, the Shirla R. McClain Gallery for African American History and Culture, Title IX, the Women's Gender Resource Center and has a dual reporting line for the Office of Accessibility Services.

Administrative Employees:                      One (1) FT contract professional, totaling one (1) FTE

General Fund Expenditures FY2017-2018

Personnel:	\$193,431
Operating:	\$50,615
Total:	\$244,046

Evaluation

- Effort is being made to strengthen relationships and partnerships, both within the University in the community.
- Increased focus is needed, both within the Office and throughout the University, in recruiting, supporting, retaining and graduating underrepresented students.

Recommendations

- Review current levels of staffing and resources as part of Three-Year Action Plan process.
- Assess programming impact by fall 2019.

**Office of Multicultural Development**

The Office serves as the primary advocate for establishing a welcoming environment that focuses on access, retention and academic success. It presents cultural, social and intellectual activities for campus and local community enrichment. Primary services include serving as an academic advising office to support underrepresented students as they transition to college, overseeing the African American Male Learning Community, organizing the Black Male Summit Academy and the PASSAGE Learning Communities 1 & 2, offering co-curricular programming (e.g. – Dr. Martin Luther King, Jr., Activities, Fair, Café con Lech, National Coming Out Day, Latino Film Festival, etc.), and providing peer mentoring services

Employees: Five (5) FT contract professionals, one (1) FT staff, totaling six (6) FTE

General Fund Expenditures (FY2017-2018)

Personnel:	\$278,189
Operating:	\$ 1,612
Total:	\$279,802

Revenues: OMD generated revenues of \$2,275 in FY2017-2018.

### Evaluation

- The Office of Multicultural Development continues to provide needed support services to traditionally underrepresented student populations and offers a range of programming activities to expand awareness and acceptance of a diverse community.

### Recommendations

- Review current levels of staffing and resources as part of Three-Year Action Plan process.
- Work with Enrollment Management to create stronger pipeline of low income and first generation students and ensure support.
- Assess programming impact by fall 2019.

## **Academic Achievement Programs**

The Academic Achievement Programs include three federal TRiO Programs (Educational Talent Search, Upward Bound Classes and Upward Bound Math, Science and Pre-Engineering) and the University's STEP Program (Strive Toward Excellence Program). Through these programs the Office of Inclusion and Equity will continue to support initiatives and provide vital college-readiness programming for underrepresented and low-income middle and high school students. Though primarily academic, they also offer social, cultural and experiential learning opportunities that the participants would be unlikely to have otherwise. The programs are responsible for bringing many students to the University of Akron, and the STEP Program offers a full tuition scholarship through Bridgestone America for participants who decide to attend the University of Akron. These Programs primarily serve students in Akron Public Schools with a very small number in private and suburban schools.

### Educational Talent Search (ETS) – Serves 972 students in grades 6-12

Employees:	Three (3) FT contract professionals, two (2) FT staff, one + 23% (1.23) CWSBU staff, totaling (6.23) FTE
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Upward Bound Classic Program (UBC) – Serves 110 students in grades 9-12

Employees: Two (2) FT contract professionals, one (1) FT staff, one + 30% (1.30) CWSBU staff, totaling (4.30) FTE

Upward Bound Math, Science and Pre-Engineering (UBMS) – Serves 69 students in grades 9-12

Employees: One (1) FT contract professionals, one (1) FT staff, one + 23% (1.23) CWA staff, totaling (3.23) FTE

Strive Toward Excellence Program (STEP) – Serves 39 middle school students in grades 7-8 and 22 undergraduates at the University of Akron

Employees: One (1) FT contract professionals, one + 24% (1.24) CWSBU staff, totaling (2.24) FTE

Note: All employees are funded through external grants, with the exception of partial General Fund expenditures for approximately 60% of the program director's compensation.

Evaluation

- The Academic Achievement Programs provide college access and readiness to middle and high school students from traditionally underrepresented student populations and offers a range of programming activities. The programs create a valued pipeline to pursue post-secondary education at the University of Akron.

Recommendations

- Review current staffing structure in line with the federal grant guidelines as part of the Three-Year Action Plan process.
- Assess the efficacy of bringing two federal TRiO programs back to the University of Akron, SSS (Student Support Services) and The McNair Scholars Program.
- Assess programming impact by fall 2019.



## **Confucius Institute**

The Confucius Institute promotes the teaching and learning of Chinese language and culture, supports scholarly research on China, expands educational cooperation between China and the United States and enhances mutual understanding between peoples of China and the United States. It is a partnership between UA, the Ministry of Education of P. R. China and Henan University. It works in conjunction with several departments and colleges within the University as well as several high schools and community organizations, organizing cultural events and offering language courses.

Employees: The Institute reports one (1) FT staff and three annual course release for the faculty member who serves as the Institute director.

### General Fund Expenditures FY2017-2018

Personnel:	\$ 55,093
Operating:	\$ 47,276
Total:	\$102,369

Note: The Institute reports that three-fourths of funding for the Confucius Institute is provided by the Chinese Ministry of Education and its Confucius Institute Headquarters. UA provides 25% of the salary and benefits for a full-time staff member as well as three course releases for the faculty member who serves as director. Two to three student assistants also are funded through UA.

### Evaluation

- Leadership changes have resulted in the program continuing to operate but lacking oversight and direction from its Board of Directors.

### Recommendations

- Review current levels of staffing and resources as part of Three-Year Action Plan process.
- Assess programming impact by fall 2019.

### **Vice President for Student Affairs**

The principal purpose of the Office of the Vice President for Student Affairs is to support and engage students to advance and achieve their goals, defining success with each student, every day. Its strategic priorities include academic and personal development, belonging and respect, engagement and continuous improvement. Leadership is provided to the thirteen departments operating within the Office and to several other programs and initiatives, including advising Undergraduate Student Government.

In total, the Division of Student Affairs has the following employees:

Faculty:	Sixty (60) faculty are part-time within the Division, totaling 15.2 FTE
Contract Professionals:	Ninety-two (92) FT contract professionals, totaling ninety-two (92) FTE
Staff:	Twenty-five (25) FT staff, and twenty (20) PT staff, totaling 127.3 FTE

The Office of the Vice President for Student Affairs reports it has two (2) full-time administrative employees (vice president, administrative assistant, sr.) and one (1) part-time budget administrator. Unit-level employees referenced in the following descriptions are included in the Division totals.

### **General Fund Expenditures FY2017-2018 (VP administrative office)**

Personnel:	\$308,207
Operating:	\$ 22,039
Total:	\$330,246

### **Evaluation**

- The Office is thinly staffed relative to its current scope of services but is performing well.

### **Recommendation**

- Review current levels of staffing and resources as part of Three-Year Action Plan process.

## Office of Accessibility

The Office of Accessibility works to ensure full access and inclusion for people with disabilities in the campus environment, by coordinating and implementing federally mandated accommodations to facilitate full participation in the academic and university community setting. Currently, 1,728 students are identified as having various disabilities requiring these services. The Office also raises awareness through programming during Disabilities Awareness Week.

Employees: Four (4) FT contract professionals, one (1) FT staff, eleven PT staff (regular and temporary), totaling 11.1 FTE (included in Division total)

### General Fund Expenditures FY2017-2018

Personnel:	\$469,893
Operating:	\$123,434
Total:	\$620,327

### Evaluation

- The Office faces continuing increases in needed – and federally required – services with decreased staffing levels. However, it continues to be a leader within the field generally and within the State of Ohio.

### Recommendation

- Fill vacant Disability Specialist positions.

## Career Services

The Career Services unit provides career coaching and programming while developing connections with employers and valuable relationships with campus partners to provide students with ample opportunities for experiential learning and career development. Following a large-scale drop in employees due to administrative layoffs in 2015, eight new coordinators (six career advisors and two employee relations coordinators) have recently been hired, utilizing available Career Advantage Service fees. Principal services include student career advising, development of internships, co-ops and job placement opportunities, management of the Handshake Job Board, career programming and events, providing support for numerous campus admissions (Career Days, Campus Visit Days, Veteran Service events, etc.) and collaborating with faculty on classroom outreach career programs.

Employees: Thirteen (13) FT contract professionals, one (1) FT staff, totaling, fourteen (14) FTE (included in Division total)

General Fund Expenditures FY2017-2018

Personnel:	\$433,288
Operating:	\$119,058
Total:	\$552,345

Departmental Sales Account expenditures FY2017-2018

Personnel:	\$ 0
Operating:	\$80,175 (Career Fairs on campus)
Total:	\$80,175

Revenues: Career Services generated revenue of \$67,615 related to Career Fairs on campus in FY2017-2018.

Evaluation

- With recently increased staffing levels Career Services is better positioned to meet the needs of students and employers.

Recommendations

- Review current levels of staffing and resources as part of Three-Year Action Plan process.
- Seek ways to strengthen the relationship with the College of Engineering co-op program and consider centralizing the College of Business Administration career placement operations for improved efficiencies.

## **Counseling and Testing Center**

The Counseling and Testing Center promotes student learning, success and retention through excellence in comprehensive and culturally competent psychological counseling, career exploration and testing services. It is a nationally accredited counseling center and training site with a diverse staff of psychologists active in scholarship and professional organizations. Individual and group counseling is provided to UA students and psychoeducational workshops also are offered. Testing services include national standardized, psychological tests, correspondence/licensure tests, make-up exams and accommodated testing for students whose disabilities are registered with the Office of Accessibility. Training of Ph.D. students in psychology is supervised by the Counseling and Testing Center.

Employees:                      Seven (7) FT contract professionals, five (5) FT staff (regular and temporary), two (2) PT staff (temporary), total, 12.9 FTE (included in Division total)

### General Fund Expenditures FY2017-2018

Personnel:	\$ 996,129
Operating:	\$ 21,847
Total:	\$1,017,976

### Evaluation

- Counseling and Testing Center appointments are at their highest level in five years (5,917), with a one-year 20% increase over the prior year during FY2017-2018.

### Recommendations

- Review current levels of staffing and resources as part of Three-Year Action Plan process.
- Assess programming impact by fall 2019.
- Consider combining computer-based testing functions across campus.

## Dean of Students

The Office of the Dean of Students provides individualized care and support to students in need and works to create a healthy environment by promoting safety, healing and wellbeing for all students. Its goals are to welcome and engage students in need, direct students to appropriate resources and assist students, faculty, contract professionals and staff in realizing effective responses to questions and concerns. Services are provided through:

- CARE (Crisis, Assessment, Referral, Evaluation) Team and case management outreach and support for students experiencing crisis or emergency situations
- Deputy Title IX for students, coordinating University response to incidents of gender-based misconduct involving students
- SAVE (Sexual Assault and Violence Education) Team, coordinating gender-based misconduct prevention programs.

Employees: Three (FT) contract professionals, one (1) FT staff, totaling four (4) FTE (included in Division total)

## General Fund Expenditures FY2017-2018

Personnel:	\$251,486
Operating:	\$ 44,822
Total:	\$296,308

## Evaluation

- There is a growing number of both CARE team reports (278 in FY2017-2018, a 122% increase in three years) and Title IX reports involving students (532 in FY2017-2018, a 53% increase in three years). The University's partnership with the Rape Crisis Center of Summit and Medina Counties to provide support services to those who are subjected to sexual violence – the first of its kind in the State of Ohio – continues to serve as a model for such support service programs.

## Recommendations

- Review current levels of staffing and resources as part of Three-Year Action Plan process.
- Leverage faculty expertise to expand training opportunities across campus to complement the efforts of current staff.

## **Student Success Center**

The Student Success Center is centered on acclimating, educating and empowering students throughout their Akron Experience by establishing connections and supporting their personal growth inside and outside the classroom. The Center includes the following units: Exploratory Advising and Academic Support, New Student Orientation, Learning Communities and Akron Experience, Department of Student Life and Tutoring Services which are referenced in more detail below.

Employees: One (1) FT contract professional, one (1) FT staff, totaling two (2) FTE; twenty-two (22) PT faculty, totaling 4.9 FTE (included in Division total)

### General Fund Expenditures FY2017-2018

Personnel:	\$160,750
Operating:	\$ 1,414
Total:	\$162,164

## **Exploratory Advising and Academic Support (EAAS)**

EAAS engages incoming exploratory students (non-direct admit) for up to one year as they explore career and major pathways and provide support while cultivating academic success. (Note: In early 2018, the University moved to place most academic advisors within the various Colleges rather than utilizing the centralized advising model that had been in place previously. EAAS remains a centralized function.)

Employees: Three (3) FT contract professionals, one (1) FT staff, totaling four (4) FTE; one (1) PT faculty, totaling .15 FTE (included in Division total)

Personnel:	\$687,350
Operating:	\$ 51,859
Total:	\$739,209

Evaluation

- The performance can be evaluated in coming years, since it is a newly-established operating model.

Recommendations

- Review current levels of staffing and resources as part of Three-Year Action Plan process.
- Assess after FY2018-2019 to gauge the impact of the new advising structure across campus on student retention, persistence and progress to degree.

**New Student Orientation, Learning Communities and Akron Experience**

- New Student Orientation – continue the recruitment efforts of the Admission's Office by ensuring confirmed students are front-loaded into the earliest possible orientation program, with each participating student having a complete set of classes. It supports students during their first-year transition to UA.
- Learning Communities – provide an opportunity for students to connect with a peer cohort on a similar interest or academic aspiration
- Akron Experience – continue orienting students to campus resources and opportunities at UA during their first semester.

Employees: Three (3) FT contract professionals, one (1) FT staff, totaling four (4) FTE (included in Division total)

New Student Orientation is categorized as a Sales Account (non-General Fund)

Sales Account expenditures FY2017-2018

Personnel:	\$222,973
Operating:	\$385,565
Total:	\$608,539

Revenues: New Student Orientation generated revenues totaling \$586,716 in FY2017-2018.

Akron Experience General Fund Expenditures FY2017-2018

Personnel:	\$87,533
Operating:	\$ 0
Total:	\$87,533



Evaluation

- Satisfaction scores from student evaluations remain high, ranging from 79% scores of 4/5 on a five-point scale to 93%, with slightly higher results from survey responding parents.

Recommendation

- Review current levels of staffing and resources as part of Three-Year Action Plan process.

**Residence Life and Housing**

The Department of Residence Life and Housing (RLH) creates a living-learning environment for UA students that is the foundation of student success. There are ten residence halls with a capacity of 2,888 beds. Primary services provided include clean, well-maintained residence halls, safe and secure residence halls, efficient and fair contract management and billing, attractive prospective student marketing and open house and providing programs and activities that support the diverse needs of residence hall students.

Employees: Twelve (12) FT contract professionals, one (1) FT staff, one (1) PT staff, totaling 13.6 FTE (included in Division total)

Residence Life and Housing is a UA Auxiliary unit, funded through revenues it generates.

Auxiliary Unit expenditures FY 2017-2018

Personnel:	\$1,006,302
Operating:	\$7,190,497
Total:	\$8,250,800

Debt Service payments totaled \$10,658,774 in FY2017-2018.

Revenues: RLH generated revenue totaled \$20,592,991 in FY2017-2018.

### Evaluation

- Satisfaction scores from residential students concerning facilities remain strong. Lesser satisfaction scores have been recorded in terms of services provided, safety and security, programming and dining services. Annual debt service payments account for approximately 55% of operating costs. The merger of former RLH maintenance and custodial services with the Physical Facilities Operations Center in FY2015-2016 resulted in greater efficiencies and better coordination of services, while enabling RLH to focus more on programming and service to students.

### Recommendations

- Review current levels of staffing and resources as part of Three-Year Action Plan process.
- Consider ways to place more students – including student-athletes – in residence halls to increase revenues.
- Investigate potential asset monetization and co/out-sourcing of functions.
- Assess programming offerings by fall 2019.

## **Department of Student Conduct and Community Standards**

The Department of Student Conduct and Community Standards is committed to promoting student development and a community environment that is both safe and conducive for learning. This is achieved by educating students about their rights and responsibilities; educating faculty, contract professionals and staff about the Code of Student Conduct and the conduct process; promoting accountability and responsible behavior by all students; preserving a balance between the needs of individuals and the campus community; and treating each member of our community with respect while ensuring University procedures are followed. Principal services provided include: consulting daily with members of the campus community about related matters; receiving and reviewing referrals of student issues that may have violated the Code of Student Conduct; investigating reported instances of student misconduct; meeting (informally and formally) with respondents, complainants, witnesses and others to explain the process, collect information and resolve student misconduct issues; conducting formal hearings; issuing sanctions' conducting education and outreach; and, maintaining required records.

### Employees:

Three (3) FT contract professionals, one (1) FT staff, totaling four (4) FTE (included in Division total)

General Fund Expenditures FY2017-2018

Personnel:	\$259,722
Operating:	(\$ 7,942) (net of operating expenditures and fines received)
Total:	\$251,780

Evaluation

- The numbers of students referred for alleged misconduct of one kind or another has remained relatively constant for the past five years, despite the decline in overall student enrollment.

Recommendation

- Review current levels of staffing and resources as part of Three-Year Action Plan process.
- Fill coordinator of Student Conduct position.

**Student Health Services**

The mission of Student Health Services is to provide culturally competent, evidence-based, patient-focused health care for students, faculty, contract professionals and staff, as well as clinical expertise to fulfill degree requirements. Primary services include diagnosis and treatment of acute/chronic illness and injury, referrals to higher level of care as indicated, physical exams for clinical, research and employment experiences, diagnosis and treatment of mental illness in partnership with the Counseling and Testing Center, vaccines, NCAA-mandated Sickle cell disease testing for all student-athletes, fit testing for employees in the Physical Facilities Operation Center, health and wellness education and student and parent orientation activities.

Employees: Two (2) FT contract professionals, two (2) FT staff and three (3) part-time staff, totaling 5.2 FTE (included in Division total)

General Fund Expenditures FY2017-2018

Personnel:	\$463,653
Operating:	(\$58,468) (net of operating expenses and fees for service)
Total:	\$405,185

Evaluation

- Student Health Services is thinly-staffed relative to its current scope of services. Encounter visits have remained stable the last two years, with students accounting for 90% of visits. There is no physician or health educator in the unit.

Recommendation

- Consider evaluating costs/benefits of contracting for these services.

**Student Recreation and Wellness Service**

The Student Recreation and Wellness Service (SRWS) department serves and engages all students to learn, develop and succeed through innovative recreation, wellness and leadership opportunities that encourage healthy and balanced lifestyles. SRWS operates and maintains four facilities (Student Recreation and Wellness Center, Ocasek Natatorium, Central Hower South Gym and Buchtel Field) which serve students, contract professionals and staff in fitness and wellness, aquatics, Intramural Sports, Club Sports, Outdoor Adventure and team development. It operates nineteen (19) intramural sports programs with 10,832 participants and thirty-two (32) club sport teams with 516 students participating. 350 Outdoor Adventure program sessions were conducted from September 2017 through May 2018, a 9% increase in program participation.

Employees: Eleven (11) FT contract professionals, two (2) FT staff, totaling thirteen (13) FTE (included in Division total)

Student Recreation and Wellness Service is a UA Auxiliary unit of the University, funded through revenues it generates, along with General Fund support.

Auxiliary Unit Expenditures FY2017-2018

Personnel:	\$ 724,222
Operating:	\$1,828,217
Total:	\$2,552,439

Revenues: SRWS had revenues of \$596,981 in FY2017-2018.

Debt Service for SRWS totaled \$1,703,892 in FY2017-2018

General Fund Support for SRWS totaled \$3,855,057 in FY2017-2018

Ocasek Natatorium General Fund expenditures in FY2017-2018:

Personnel:               \$ 80,789

Operating:               \$ 50,275

Total:                   \$131,064

Evaluation

- The Recreation and Wellness Center is a valuable attraction to prospective as well as current students. A recently conducted survey shows generally favorable impressions of facilities and lifestyle improvements resulting from SRWC services and initiatives.

Recommendations

- Review current levels of staffing and resources as part of Three-Year Action Plan process.
- Investigate potential asset monetization and co/out-sourcing of functions.
- Assess programming functions to determine which ones are critical to the success of students.

**Department of Student Life/Student Union**

The purpose of the Department of Student Life is to foster and facilitate student experiences that integrate academic learning with student development. This includes campus programming (Zips Programming Network), civic engagement and community service, the Office of Fraternity and Sorority Life and the Student Organization Resource Center. The Department also manages, maintains and operates the Jean Hower Taber Student Union.

Employees:                   Eleven (11) FT contract professionals, three (3) staff, totaling 13.7 FTE (included in Division total)

The Department of Student Life/Student Union is a UA Auxiliary unit, funded through revenues it generates, along with General Fund support.

Auxiliary Unit Expenditures FY2017-2018

Personnel:	\$ 695,096
Operating:	\$1,901,807
Total:	\$2,596,903

Debt Service for the Student Union totaled \$2,930,365 in FY2017-2018.

Revenues: The Department of Student Life/Student Union generated revenues of \$932,666 in FY2017-2018.

General Fund support for Student Life/Student Union totaled \$4,812,892.

Evaluation

- The Department continues to operate the Jean Hower Taber Student Union in an effective and efficient manner. Campus Programming successfully operates nationally recognized programs, services and co-curricular experiences for students. Fraternity and sorority membership has remained relatively constant over the last three years. Recent national fraternity and sorority program evaluations led peer institutions.

Recommendations

- Review current levels of staffing and resources as part of Three-Year Action Plan process.
- Investigate potential asset monetization and co/out-sourcing of functions.
- Assess programming functions to determine critical ones for student success.

**Office of Student Academic Success/Tutoring Services**

The Office of Student Academic Success (OSAS) offers direct, individual services to help UA's diverse student population persist to degree. In-person tutoring support is offered at Bierce Library and in the Polsky Building, along with online tutoring available through eTutoring. Services include mathematics labs, writing labs, one-on-one tutorials services in a wide range of disciplines with an emphasis on general education and foundational courses, and learning assistants – specially trained, in-class tutors who team with faculty mentors to help students, often in math, science and language classes with larger enrollments.

Employees: One FT contract professional, totaling one (1) FTE; one (1) PT staff, totaling .6 FTE, eighteen (18), PT faculty, totaling 7 FTE (included in Division total)

#### General Fund Expenditures FY2017-2018

Personnel:	\$440,855
Operating:	\$168,575
Total:	\$609,430

#### Evaluation

- During FY2017-2018, 5, 183 students attended 27,149 tutoring sessions, a decline of approximately 16% in both categories from the prior year.

#### Recommendations

- Review current levels of staffing and resources as part of Three-Year Action Plan process.
- Assess impact of service and develop additional measures of success in evaluating provision of services.

### **University Registrar**

The Office of the University Registrar safeguards the integrity of student academic records through oversight of student information systems and official records. It supports student enrollment, academic progress and success through service to faculty, staff, students and their families and other publics while placing strategic emphasis on enrollment data, classroom support, academic certification, curriculum management and retention initiatives. Services provided include data and systems management, tracking and ensuring accuracy in degree progress and coordinating commencement operations and ceremonies, producing official academic records, managing academic schedules and administering the Retention and Completion Grant program.

Employees: Twelve (12) FT contract professionals, four (4) FT staff, and one (1) PT staff, totaling 16.5 FTE (included in Division total)

General Fund Expenditures FY2017-2018

Personnel:	\$1,272,182
Operating:	\$ 170,050
Total:	\$1,442,232

Departmental Sales expenditures

Personnel:	\$0
Operating:	\$6,850 (Passport Application Acceptance Services)
Total:	\$6,850

The Registrar generated revenues of \$6,850 related to Passport Application Acceptance Services in FY2017-2018.

Evaluation

- The Office provides effective and efficient services to its various constituencies.

Recommendations

- Review current levels of staffing and resources as part of Three-Year Action Plan process.
- Assess implications of new course scheduling software and continue implementation of analytics package.

**ZipAssist**

ZipAssist is the student advocacy and support office with the goal of “Refer. Support. Retain.” It serves as a central information hub, designed to share available on and off-campus resources and provide support and assistance to help students be successful. Its services include managing the Help-A-Zip Early Alert Referral program, implementing the Student Emergency Financial Assistance Program (SEFA), establishing and maintaining partnerships with community resources and organizations, assisting students with off-campus living issues and providing commuter resources, advising and assisting the Parent and Family Association and bringing various educational and social programming activities to campus.

Employees:	Five (5) FT contract professional, one (1) FT staff, totaling six (6) FTE (included in Division total)
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General Fund Expenditures FY2017-2018

Personnel:	\$ 89,469
Operating:	\$ 71,495
Total:	\$160,964

Evaluation

- During FY2017-2019, ZipAssist realized a 440% year-over-year increase in the number of referrals to ZipAssist, the result of increased awareness activities.
- The unit's management of the SEFA grant has been recognized as exemplary.
- The Parent and Family Association is being revitalized. More than 1,300 attendees took part in Family weekend during October 2017, a 40% growth from prior years.

Recommendation

- Review current levels of staffing and resources as part of Three-Year Action Plan process.

**University Communications and Marketing**

University Communications and Marketing (UCM) works to advance the interests of UA by 1) promoting and preserving its reputation as a premier institution of higher education and 2) marketing/advertising to prospective students to help recruit them to enroll at UA. UCM also strives to communicate effectively, efficiently and in a timely manner with its various audiences, both internal and external, to build awareness and understanding of university policies, practices and decisions and to generate support for those initiatives.

Its principal functions include: media relations, graphic design, web and mobile application management, social media, internal communications, trademarked merchandise review, publications, videography, photography, email marketing, and the University switchboard.

Employees: Eighteen (18) FT contract professionals, six (6) FT staff, totaling twenty-four (24) FTE

General Fund Expenditures FY2017-2018

Personnel:	\$1,959,877
Operating:	\$1,124,270
Total:	\$3,084,147

Evaluation

- UCM is thinly-staffed relative to the current scope of services provided. It effectively communicates with its constituencies and responds well to situations that develop.
- There are a limited number of individuals elsewhere in the University who perform marketing and communication activities, with limited coordination with UCM.
- Advertising expenditures in the marketplace are significantly lower than those of competitors.

Recommendations

- Review current levels of staffing and resources as part of Three-Year Action Plan process.
- Review the potential efficiencies and financial benefits/challenges of centralizing reporting responsibilities in UCM for marketing and communications staff from other areas of the University.

**THE UNIVERSITY OF AKRON****RESOLUTION 12- -18****Authorization of the University Administration to  
Implement a Three-Year Action Plan**

WHEREAS, in Fall 2018 the Three-Year Action Plan Steering Committee (the "Steering Committee"), the members of which were drawn from throughout the University, was formed; and

WHEREAS, the Steering Committee developed a comprehensive and inclusive process for each unit to develop a three-year plan including goals and priorities; and

WHEREAS, the process was guided by the Unifying Statement, developed by the Steering Committee in conjunction with the Faculty Senate Ad Hoc Committee on Strategic Planning; and

WHEREAS, each unit-level plan was submitted to the relevant Dean/Vice President, who in turn crafted a college/division level plan based on the submissions and sent these to the President and Provost; and

WHEREAS, the President and Provost consolidated all of the aforementioned plans into a draft Three-Year Action Plan (the "Plan"), which was then shared with all the major university shared governance bodies and community leaders for comments and feedback; and

WHEREAS, all of these comments and feedback were considered in developing the final version of the Plan; and

WHEREAS, the University is now positioned to implement the Plan which outlines the critical decisions and actions necessary for the University to align its resources to build on areas of strength, prioritize areas of investment, and control expenses; and

WHEREAS, the University intends to annually evaluate the Plan and adjust as necessary; and

WHEREAS, the University Council is the representative body of the University that deliberates and makes recommendations to the President on matters such as strategic planning, University policy, and other substantive matters that pertain to the strategic direction and operations of the University; and

WHEREAS, the University Council provides the integrated framework for both strategic and ongoing planning, decision-making and oversight of the University's strategic plan, including helping to ensure that the goals and objectives of the strategic plan are realized and helping to ensure that University policy is based on sound principles of shared governance, sound reasoning and adequate information; and

WHEREAS, the University Council considered the Plan and endorsed the final draft of the Plan at its December 4, 2018 meeting: Now, Therefore;

BE IT RESOLVED, that the President of the University and the University Administration are authorized to implement the Plan; and

BE IT FURTHER RESOLVED, that the President and the University Administration will regularly update the Board of Trustees on the status of the Plan's implementation.

---

M. Celeste Cook, Secretary  
Board of Trustees

**University of Akron Three-Year Action Plan**  
*As endorsed by Board of Trustees*  
**December 5, 2018**

**Creating, Pursuing and Sharing Knowledge** is the essence of what The University of Akron (UA) offers our students, wherever they may be in their educational path – just out of high school, a veteran returning from service, an adult wanting to finish a degree, a worker wanting to progress in her/his career, a college graduate seeking an advanced degree. Throughout this journey, our students are supported by faculty who are engaged and committed to their success, providing them with knowledge about their subject areas while generating new knowledge through research to advance their fields of study and contribute to the growth of our region, our state, our nation, and the world. Critical to this process is our strong commitment to diversity, inclusion and equity, both with regard to our student body and to the supportive community within the University which serves them, guiding them to timely graduation with a wide range of opportunities and personal assistance, focused on enhancing career-readiness for each individual student. The knowledge that is generated – both transmitted to students and new knowledge resulting from research – is connected to the broader community through productive partnerships between the University and companies and organizations throughout the region, working together to achieve common goals.

**Developing the Three-year Action Plans**

Having completed two data-driven University-wide reviews of current offerings and operations – Academic Program Review and Administrative Activities Review – UA is now positioned to establish its plan for the next three years, outlining the important decisions and actions that are needed to help the University be distinctive in a crowded, competitive higher education landscape. This plan is designed to align University resources to build on notable areas of strength, generate more revenue resulting from greater attraction of students to those areas, prioritize areas of investment, and control expenditures throughout the University.

The process for developing these plans (the University-wide plan and the plans from the colleges and units) was comprehensive and inclusive, guided by the Three-Year Action Plan Steering Committee drawn from throughout the University. In conjunction with the Faculty Senate Ad Hoc Committee on Strategic Planning, the following “Unifying Statement” was developed from the UA mission statement to establish an overall framework for the planning effort:

*“We are a regional public university committed to developing knowledgeable, open-minded, and productive members of an increasingly diverse society who will be life-long learners. Building on our strengths, we provide a transformative education to*

*students, complemented by cutting-edge research and innovative engagement with the public and private sectors.”*

Four priorities guide this Action Plan:

**1. Increase Success of Our Students**

- Provide high quality instruction, opportunities for career preparation, and excellent support services to achieve steady and timely academic progress toward graduation.

**2. Emphasize Academic Distinctiveness**

- Offer in-demand degree programs and those that make UA distinctive; conduct high-quality, focused research in specific areas of strength; and, engage with the community in driving the economic development of the region through strong public-private partnerships.

**3. Generate Additional Revenue**

- Increase student recruitment and persistence to degree, fundraising, research grants with limited or no University subsidy and additional external auxiliary funding.

**4. Continue to Improve Efficiency and Effectiveness**

- Operate academic, academic support and auxiliary units as effectively and efficiently as possible, including possible outsourcing of some operational functions, and ensure efficient delivery of courses and degree programs through more effective scheduling, academic administration and unit reorganization.

The results of this Three-Year Action Plan will be used to guide the preparation of the University’s FY 2019–2020 budget and inform the upcoming presidential search. The intent is to continually evaluate progress of the plan on an annual basis, make needed adjustments and continue with that process. Our new president will then have a plan and a planning process that can be modified or changed as she or he settles in to the presidency.

What follows is a list of tactics UA will pursue to advance these priorities over the next three years. These tactics are primarily drawn from the action plans developed by the deans and vice presidents, which in turn are rooted in relevant unit action plans. Given the diversity of these plans, the tactics are necessarily described in some general terms. However, in operational terms, the specific details of the tactics will be found in the relevant college, divisional, and unit action plans. The implementation of the tactics will occur through normal administrative channels. If such tactics require changes in policy, such changes will occur through normal shared governance practices.

*The approach and actions to be taken will result in changes within the University, and adapting to change can be difficult. However, it is imperative that we **do** adapt so we can*

*move forward. It is abundantly clear that we cannot just continue what we have been doing – however successful it may have been in the past.*

### **Priority #1: Increase Success of Our Students**

**Over the next three years, The University of Akron will increase student success by providing high quality instruction and excellent services so that students can achieve steady progress to graduation.**

- a. UA will deploy academic and academic support personnel to increase undergraduate student persistence rates by 1% each year; retention rates by 3% each year; and graduation rates by 2% per year.*
  - UA will employ scheduling analytics to offer classes in and across semesters to streamline paths to graduation.
  - UA will move all bachelor's degrees to 120 credits, unless explicitly prohibited by accreditors, to reduce costs to students and time to graduation.
  - UA will review and revise required course sequences to increase student success without compromising academic standards.
  - UA will review and revise course prerequisites and degree requirements to streamline paths to graduation.
  - UA will review and revise course offerings so that degree requirements can be met via online and hybrid courses, and so that credit may be obtained for previous learning experiences.
  - UA will consider efforts to revise foreign language requirements for undergraduates in natural science fields.
  - UA will continue to follow its undergraduate admissions rule which will improve the success of our diverse student body as well as enhance our academic reputation
  - Consistent with college action plans, UA will implement the 2019 Undergraduate Enrollment plan regarding persistence, retention, and graduation.
- b. UA will provide excellent student services, including providing intentional advising, prompt and effective attention to inquiries and timely assistance with personal distress situations, as well as spurring additional student engagement.*
  - UA will require all undergraduate students with less than 60 credits completed to meet with their college advisor before registering for classes.
  - UA college and faculty advisors will monitor all student pre-majors and ensure that such students expeditiously find a major in which they can succeed – including a smooth transition to another degree program when appropriate.

- UA and each college will expeditiously identify students struggling with course work and deploy faculty, tutors, study teams, peer mentors, and other resources to help these students complete their classes.
  - Consistent with college action plans, UA will review and revise direct admit criteria for admission to undergraduate degree programs to ensure that admitted students are adequately prepared to succeed in the program.
  - Consistent with college action plans, UA will continue to improve college-based student advising, with special attention to at-risk students.
  - UA will expand the scope and impact of UA's Choose Ohio First comprehensive student support model, including summer bridge programming, to Collegiate Success, pre-Engineering, and Underrepresented Scholarship student cohorts.
  - UA will help increase the success of first generation, low income, underrepresented and students with disabilities on campus.
  - UA will identify students facing personal challenges and provide wrap-around support.
  - UA will expand learning communities as a means to immerse students in areas of personal interest and academic pursuit.
  - UA will continue to stress the importance of student engagement in campus life to enhance persistence and retention, being attentive to diverse cultures and experiences.
  - UA will create opportunities for seamless integration of transfer students into academic and campus life.
  - UA will help students who need remedial and/or developmental coursework at the time of admission through co-requisite and other methods.
- c. *UA will increase student interactions with full-time faculty in the classroom, especially in undergraduate general education and required courses.*
- UA will optimize class size to ensure quality interactions between full-time faculty and students, especially freshmen and sophomores, both in-class and out-of-class.
  - UA will optimize the type and number of elective courses to balance the instruction of required and high demand courses with the ability to provide academically distinctive programs.



## **Priority #2: Emphasize Academic Distinctiveness**

**During the next three years, The University of Akron will pursue academic distinctiveness with new and revised degree programs, focused research excellence, and strong local partnerships.**

*a. UA will create new and revised degree programs for emerging markets and careers, encouraging diversity in a changing marketplace.*

- UA will focus course and degree offerings in areas of strong competitive advantage, student interest, and instructional capacity.
- UA will develop and implement new degrees in areas of high demand as well as new interdisciplinary initiatives, such as global and pre-med studies.
- UA will offer in-demand bachelor's degrees at Wayne College and other satellite locations in coordination with main campus programs.
- UA's LeBron James Family Foundation College of Education will increase its emphasis on urban pre-service teacher preparation, generate impact via the new Urban STEM Center and pursue other promising opportunities.
- UA will develop internal and external "2+2" degree programs, linking in-demand associate degrees to bachelor's degrees.
- Consistent with college action plans, units will work with the Graduate School to develop professional master's degrees to attract self-paying students.
  - Each Ph.D. program at UA will revise its curriculum, if necessary, so students will earn an appropriate masters degree once they advance to doctoral candidacy.
  - Consistent with college action plans, UA will develop and implement a plan for recruiting high-quality graduate students with assistance from the Graduate School.
- UA will regularly review and revise existing degrees to improve quality and outcomes via a regular multi-year cycle of program review.
- UA will expand experiential learning and research opportunities to all undergraduate degree programs.
- Consistent with college action plans, UA will support faculty efforts to move as many courses as possible online.
- Consistent with college action plans, UA will support faculty efforts to use open educational resources in as many courses as possible to increase textbook affordability.

*b. UA will expand cutting-edge research in focused areas of strength, including higher external funding, generation of intellectual property, and scholarly reputation.*

- UA will initiate new clusters of research activity, including “Major Research Ventures” (an interdisciplinary team of faculty) and “Faculty Research Ventures” (a single faculty member), to expand research funding.
- UA will develop master research agreements with business and industry to conduct research where the ownership of the intellectual property generated is negotiable consistent with the level of funding.
- Through the University of Akron Research Foundation (UARF), UA will expand its activities to support new research ventures as well as continue to foster the commercialization of UA intellectual property.
- UA will implement new policies for external research grants and contracts, including charging faculty time and tuition for graduate students as direct costs when allowed by the granting agency.
- Within Ph.D. programs, UA will seek an appropriate balance of doctoral students who are UA-funded teaching assistants and those who are externally-funded research assistants.
- Each unit at UA will develop and obtain approval for a faculty workload policy linking assigned time for research to discipline-appropriate research productivity, levels of external funding, and research with students.

*c. UA will maintain existing and seek new external partnerships to support workforce development, technical innovation, economic growth, and improved quality of life.*

- UA will participate in the implementation of the *Elevate Akron* plan for regional economic development, partnering with the Chamber of Commerce, City of Akron, and County of Summit.
- UA will strengthen its partnership with Bounce, including the possible relocation of appropriate UA personnel and activities to the downtown facility.
- UA will continue to work with the City of Akron and County of Summit on safety and community development in the Exchange Street Corridor.
- UA will expand its partnerships in the region to include workforce development and the management of intellectual property.
- UA will continue to work with the State of Ohio administration and legislators to keep higher education affordable, maximize our State Share of Instruction payments and focus on job and career readiness.

- UA will contribute to the implementation of the Northeast Ohio Regional Higher Education Compact to make public higher education more collaborative and less duplicative in the region.
- UA will continue existing and seek new educational partnerships with private and public entities.
- UA will continue to cultivate relationships on- and off-campus with entities whose mission is to serve minority and underserved populations and to advance the University's commitment to Inclusive Excellence.
- UA will continue to monitor federal legislation and seek new federal research funds.
- UA will expand existing and seek new relationships with area hospitals, including Akron Children's Hospital, Summa Health System, and Cleveland Clinic Akron General Hospital.
- UA will expand dual enrollment agreements (such as Direct Connect with Stark State College) to other Northeast Ohio Compact community colleges.
- UA will carry out its "sister university" partnerships with the Akron Public Schools, and seek to expand these relationships to include partnerships for visual and performing arts programs.
- UA will maximize the impact of its partnership with the LeBron James Family Foundation, including the "I Promise School" and the "I Promise Institute".
- UA will continue its strong partnerships with local arts institutions (such as the Akron Art Museum, ArtsNow, and the Civic Theater), educational groups (such as Summit Education Initiative, ConxusNEO, Leadership Akron, and Neighborhood Leadership), non-profit organizations (such as United Way and the Salvation Army), and civic institutions (such as Downtown Akron Partnership, Akron Zoo, and the Cuyahoga Valley National Park).

### **Priority #3: Generate Additional Revenue**

**During the next three years, The University of Akron will expand existing and seek new sources of revenue, including new student recruitment, fundraising, and funding for research and auxiliaries.**

- a. *UA will expand its recruitment of high quality and diverse students at all levels, with an emphasis on increasing net tuition revenue.*
  - UA will implement the 2019 Undergraduate Enrollment plan with regard to recruitment of first-time and transfer students, with the assistance of the colleges and other units consistent with their action plans.
  - UA will maximize transfer enrollment and success through Direct Connect and other dual enrollment programs.
  - UA will initiate additional efforts to recruit more College Credit Plus students to enroll at UA by creating stronger connections between the students and the University.

- UA will strategically improve rankings and continue to meet accreditation expectations in the colleges
- b. UA will expand development activities to raise additional funds for student scholarships, endowed chairs, campus facilities, and programs.*
- UA's Development Department will expand its fundraising efforts (targeting an 8% to 10% increase per year), with the assistance of the colleges and other units consistent with their action plans.
  - UA will lay the groundwork for a new fundraising campaign in conjunction with the Sesquicentennial Anniversary of the University.
  - UA fundraising efforts will focus on obtaining gifts that offset costs currently borne by the General Fund, including scholarships, endowed professorships, and facilities.
- c. UA will increase funding generated by auxiliary units, including athletics, residence halls, and student and recreation centers.*
- UA's Athletic Department will implement a three-year plan to reduce the financial draw from the General Fund by reducing costs (\$3 million over the next three years) and generating additional revenues (\$5 million over the next three years).
  - UA Residence Life and Housing will increase revenues by placing more students in the residence halls, including student-athletes.
  - UA will continue to investigate and pursue potential opportunities to monetize physical assets and/or revenue streams. The physical asset investigations will include sale, sale/leaseback arrangements, and other means with the intended purpose of first retiring outstanding bonded debt, followed by providing a source of capital and/or recurring cash flows for the University. The monetization of residence life and housing, recreation center, parking, football stadium and field house, and the University's power plant and its related infrastructure will initially be investigated.

#### **Priority #4: Continue to Improve Efficiency and Effectiveness**

**The University of Akron will continue to improve efficiency and effectiveness in the operation of academic, academic support, and auxiliary units.**

- a. UA will continue to improve efficiency and effectiveness in the delivery of courses and degree programs.*
- UA will centralize where appropriate the deans' office personnel in key services, including information technology, development, marketing, compliance and budgeting.

- UA will significantly reduce the number of low enrollment course offerings.
- UA will significantly increase the speed of curricular approvals.
- UA will reorganize University Libraries (UL), in keeping with UL recommendations, and continue to use data analyses to strategically allocate expenditures for materials.
- UA Office of Enrollment Management will implement plans to reduce the amount of General Fund scholarships.
- UA will assess the effectiveness and efficiency of academic support programs, such as the English Language Institute, Confucius Institute, and the Office of Multicultural Development.
- Consistent with the recommendations of the Administrative Activities Review, UA will review current levels of staffing and resources in the deans' offices and Office of Academic Affairs.

*b. UA will continue to improve efficiency and effectiveness in the delivery of academic support services, as well as the activities of auxiliary units.*

- UA will centralize, where appropriate, administrative personnel in key services, including information technology, development, marketing and communications, compliance and budgeting.
- Human Resources will conduct a comprehensive review of UA's employee classification system.
- Information Technology will evaluate the migration to a cloud-based Enterprise Resource Planning (ERP) system.
- UA will consider joining Dining and Residence Life and Housing within the same administrative area to create additional savings and synergies.
- Consistent with the recommendations from Academic Activities Review, UA will analyze current levels of staffing and resources in all academic support and auxiliary units.
- UA will explore the feasibility of establishing centralized management of conference and meeting facilities.