Institution: The University of Akron

Chief Executive Officer: Interim President John C. Green

Date Submitted: December 20, 2018

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

Action: Interim Report due 12/31/18 on shared governance and communication

Core Component: 5.B.
The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.

2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.

3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

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

An Interim report is requested documenting that the Institution has continued to rapidly act on its plans for improving shared-governance structures and communication.

The University of Akron (UA) operates in a consultative decision-making model patterned after the AAUP Redbook and defined in Board of Trustees rules—an excerpt from which is presented here:

3359-10-01.1   The university of Akron rules of the university council.

(A) Name. The name of this body is the university council.

(B) Defining shared governance. The university council will operate under the principle of consultative decision-making whereby the opinion and advice of the university council membership are sought, but decision-making authority remains with the board of trustees and its appointed agent, the university president. Thus, the university council will function in a manner consistent with information sharing and discussion rather than joint decision-making. The university council provides open lines of communication and informs university administration on matters of planning, policy, and programs that are pertinent to the fulfillment of the university's mission. University council recommendations shall be referred to the president, as provided for in these bylaws. The faculty senate remains the sole body which proposes curricular and academic changes to the board through the president.

The University Council (UC) is a broadly representative body consisting of members from eight constituency groups: Undergraduate Student Government; Graduate Student Government; Faculty Senate; Contract Professional Advisory Committee; Staff Employee Advisory Committee; Department Chairs/School Directors; Deans; and Vice Presidents. By design, administrators from the last three constituency groups may not be officers of UC. Officially approved by the Board of Trustees in June 2016 (although it operated prior to that time in an unofficial capacity), UC has proven to be the single most important formal change at UA to significantly improve shared governance and communication.

Since its inception, UC has vetted numerous changes affecting the entire campus, such as a non-tobacco policy (Attachment A), a new budgeting cycle (Attachment B), and most recently a new campus-wide Three-Year Action Plan (Attachment C) with a planning cycle (Attachment D) synchronized with the budgeting and program review (Attachment E) cycles. Numerous details about the operations of UC such as meeting minutes and actions are available at this public web link: https://www.uakron.edu/uc/.

Faculty Senate has also maintained its role as a major campus governing body, recommending numerous curricular changes (these can be found in meeting minutes available here: https://ideaexchange.uakron.edu/universityofakronfacultysenate/) as well as implementing a new general education curriculum in Fall 2017 (Attachment F) and making several important academic policy revisions (Attachment G). One point of contention between the Faculty Senate (and the faculty union, Akron AAUP) and the UA administration has been the way the 2017-2018 summative Academic Program Review (APR) process was finalized.

As described in the interim report on program review which accompanies this report, APR was a year-long process aimed at resource reallocation amongst academic units, and was finalized when the Board of Trustees (BOT) voted to invest in 32 new hires in areas of strength/demand and to phase out 80 programs in other less strategic areas (Attachment H). Although the Faculty Senate adopted its Academic Policies Committee report regarding APR in May 2018 (Attachment I), it did not vote on lists of programs to be phased out as this report primarily contained recommendations on areas of investment. The final lists were developed by the President and Provost and discussed with the Deans during Summer 2018 based on all the program data and rankings in the APR reports, before a recommendation was made to the BOT in August 2018.

Had the lists been brought back to the Faculty Senate for a presumably contentious public debate in September 2018, a new class of students (though not many since most of the phase-out programs were enrollment challenged and comprised less than 5 percent of our students) would have been admitted into the phase-out programs this academic year. This would have extended the teach-out plans by another year and caused a public relations challenge that could have further adversely affected UA's enrollment, neither of which were acceptable given our current enrollment and financial challenges. In summary, there is an agreement to disagree over whether the APR process was a good or poor example of shared governance under the consultative-decision making model as the administration involved the faculty in every step but the last (Attachment J).

On a positive note, each academic unit involved in the phase-out areas had the opportunity to propose newly revised degree programs during the Three-Year Action Plan process, and no faculty positions were eliminated by the APR decisions. One explicit example of how APR catalyzed change for the better is the phasing out of the Ph.D programs in Electrical, Computer and Biomedical Engineering. In response to APR, the faculty in the College of Engineering have proposed to adopt a new model wherein the College will have one Ph.D program (Attachment K) with a standardized admissions process and students will choose their area of concentration from the sub-disciplines represented throughout the College. The administration supports this proposal as a way to strengthen the quality and consistency of the applicants admitted to graduate work in Engineering.

The Administrative Activities Review (AAR) process completed on October 22, 2018 was another recent major undertaking demonstrating improvements in shared governance and communication. As can be seen in the final report presented here as Attachment L, every administrative unit on campus was reviewed for efficiency and effectiveness. This public web link: https://www.uakron.edu/president/administrative-activities-review provides access to all of the unit-level self-studies, so the campus community can better understand the role, scope and performance of each area. In every case, recommendations for improvements at the unit level were moved into the Three-Year Action Plan discussed below. The level of transparency seen in AAR has not been present across campus in the past, and evidences a new mode of operation as UA looks to the future.

Another significant recent undertaking is the President's proposals for reorganizing some of our colleges. On September 17, 2018 he released four reorganization ideas Attachment M to the potentially affected colleges, which were followed by an open forum on each proposal. At these meetings the President described his rationale behind each idea, answered questions, and asked that each college consider the proposals and respond with critiques and alternative ideas (including making no changes in organization at all) with explanations and rationales. Whereas he initially wanted these responses by October 22, 2018, based on feedback received he moved the timeline back to February 1, 2019 (Attachment N). Once again, this is another example where shared governance and open communication are playing a major role across the UA campus.

Another example of improved shared governance and communication is what has recently transpired regarding the search for our next UA President which is to begin in Spring 2019. In an unprecedented offer by the BOT to the campus community, the Provost was authorized to begin discussions with respect to changing the structure of the search committee. On October 26 and 29, 2018, proposals to add four additional members to the Presidential Search Committee—the elected leaders of the University Council, Undergraduate Student Government, Faculty Senate, and Akron AAUP—were made to each group. When this was discussed at the University Council meeting on November 13, 2018, the Contract Professional Advisory Committee (CPAC) and the Staff Employee Advisory Committee (SEAC) representatives took issue with not having a seat at the table (Attachment O). Hearing this (as one or more members of the BOT now consistently attend UC and Faculty Senate meetings), the Board upon recommendation of the President and Provost extended the same offer to both CPAC and SEAC. University Council endorsed the final proposal on December 4, 2018 and the BOT approved the appropriate rule change on December 5, 2018 (Attachment P). Faculty who are members of Akron AAUP voted on December 14, 2018 to ratify a change in the collective bargaining agreement consistent with the rule change adopted by the BOT.

Finally, with all of the data and information available from AAR and APR, UA was in perfect position to establish a new plan going forward. We formed a representative Strategic Planning Steering Committee which put together an aggressive timeline and process to accomplish its goals. However, it became apparent that agreement as to what constitutes a strategic plan could not be achieved quickly, and there was some sense of urgency to make sure that our planning was sufficiently advanced so as to inform the fiscal year 2019-2020 budgeting process, which will begin in Spring 2019. Therefore, we settled on forming a Three-Year Action Plan which rests on unit-level plans that were developed in October/November 2018. The draft plan was vetted with the Deans and Vice Presidents, at special meetings of the UC and Faculty Senate, and with community leaders and Undergraduate Student Government. All comments and suggestions were considered in an iterative process to arrive at a final version. University Council endorsed the plan on December 4th, 2018 and it was approved by the Board of Trustees on December 5th, 2018. The plan is provided here as part of Attachment Q, and once again in the

interest of improving communication across campus all of [the unit-level plans can be viewed online].

In summary, we have provided numerous examples of UA making significant improvements in shared governance and communication across campus. In addition, these changes are now embedded in our rules, policies and procedures and will therefore continue to shape our mode of operation into the future. There is ample evidence that UA meets the expectations of HLC Core Component 5.B.

3359-20-05.10   Tobacco free campus.

(A) Policy Statement.

    (1) The university of Akron recognizes the serious health consequences of tobacco use both to users and non-users as well as creating issues with litter and cleanliness. The university is committed to maintaining a safe, healthy, clean and respectful learning and working environment for members of the University community.

    (2) Tobacco use, including the sale, advertising, sampling and distribution of tobacco products is prohibited in all university facilities, on all university grounds, whether leased or owned and in vehicles parked on university grounds, and at all university sponsored events, regardless of the venue.

    (3) All tobacco industry and related company sponsorship or promotion of any event or activity affiliated with the university or located on university grounds is prohibited.

(B) Definitions.

    (1) "Tobacco" is defined to include any product that contains tobacco or contains nicotine [or lobelia], that is intended for human consumption, or is likely to be consumed, whether smoked, heated, chewed, absorbed, dissolved, or ingested by any means including electronic devices, but does not include any cessation product approved by the United States food and drug administration for use as a medical treatment, including, but are not limited to nicotine replacement therapy and other products.

    (2) "University facilities" are defined as any building, facility or vehicle owned, leased, used or occupied by the university.

    (3) "Members of the university community" are defined as anyone on campus including, but not limited to faculty, staff, students, visitors, vendors, consultants, contractors, or volunteers.

(C) Exceptions and limitations.

    (1) Tobacco use may be permitted for controlled research with prior approval of the provost, and in the case of smoking, the review and recommendation of the department of environmental and occupational health and safety.

    (2) Tobacco use may be permitted as part of educational, clinical, smoking-cessation programs, or other special events with the prior approval of the provost and in the case of smoking, the review and recommendations of the department of environmental and occupational health and safety.

(3) In an effort to remain good neighbors with our community, students and employees of the university are requested to refrain from tobacco use on sidewalks and other areas adjacent to university property.

(D) Signage.

Appropriate signs indicating that tobacco use is not permitted on campus will be posted throughout the campus, at the discretion of the university, at various locations such as entrances of academic buildings, administrative spaces and athletic venues.

(E) Tobacco education and cessation.

Tobacco education and cessation shall be closely coordinated with other components of the university's employee assistance program and with student health services and may include programming, activities and cessation programs and support.

Effective: July 1, 2017

Certification: _____
                                                 Ted A. Mallo
                                                 Secretary
                                                 Board of Trustees

Promulgated Under: 111.15

Statutory Authority: 3359.01

Rule Amplifies: 3359.01

The University of Akron
Continuous Planning and Budgetary Process

Stakeholders

President, CFO, Provost, Vice Presidents, Deans, University Council Budget and Finance Committee, University Council, Board of Trustees Finance and Administration Committee, and Board of Trustees.

Process and Timeline

November – February

Continuous Planning and Budgeting

Step 1

CFO develops initial budgetary assumptions and estimates.

January – April

Step 2A

CFO shares initial and evolving assumptions and estimates with President, Provost, and University Council Budget and Finance Committee.

Step 2B

CFO and Provost coordinate with the non-academic and academic units to gather planning and budgetary information.

Step 2C

CFO and Provost work with President to formulate budgets.

March - April

Step 3

CFO meets with Finance & Administration Committee of the Board of Trustees to review details of the developing budgets.

Step 4

CFO meets with University Council Budget and Finance Committee to review details of the developed budgets.

Step 5

University Council Budget and Finance Committee makes its budgets recommendation to University Council.

May

Step 6

University Council makes its budgets recommendation to the President.

May – June

Step 7

CFO presents the budgets to the Finance and Administration Committee of the Board of Trustees for its consideration or possibly presents to the full Board of Trustees for approval consideration.

Step 8

The Board of Trustees considers and approves the budgets as presented for the Consent Agenda or as New Business.

Continuous Planning and Budgeting

Continuous Planning and Budgeting

Continuous Planning and Budgeting

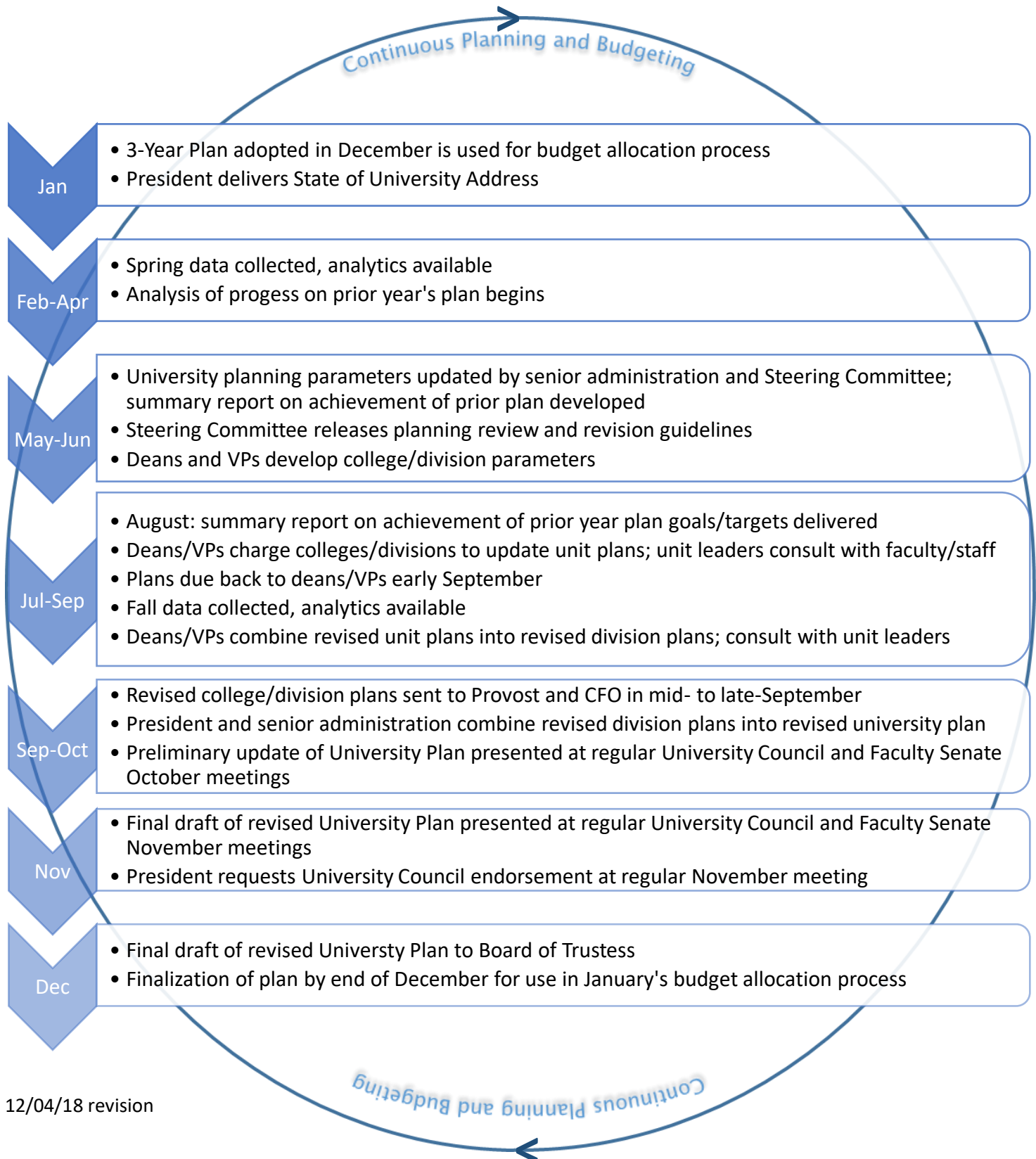University Council endorsement of Three-Year Action Plan

The University of Akron's Three-Year Action Plan is the result of an inclusive, University-wide process that generated hundreds of actionable suggestions and recommendations to advance the University. The consistent themes contained within the unit-level plans from the deans and the vice presidents are reflected in the University's overall draft plan. The plan was reviewed by numerous constituencies throughout the University and those comments were considered as part of the final draft that has been presented to University Council for its endorsement.

Accordingly, the University Council Executive Committee recommends that the full University Council endorse this plan, which will be presented by the President to the UA Board of Trustees for final action at its December 5, 2018 meeting.

The University of Akron
Continuous Planning Cycle

Stakeholders

President, Provost, CFO, Vice Presidents, Deans, Planning Steering Committee, University Council, and Board of Trustees.

Continuous Planning and Budgeting

Jan
- 3-Year Plan adopted in December is used for budget allocation process
- President delivers State of University Address

Feb-Apr
- Spring data collected, analytics available
- Analysis of progess on prior year's plan begins

May-Jun
- University planning parameters updated by senior administration and Steering Committee; summary report on achievement of prior plan developed
- Steering Committee releases planning review and revision guidelines
- Deans and VPs develop college/division parameters

Jul-Sep
- August: summary report on achievement of prior year plan goals/targets delivered
- Deans/VPs charge colleges/divisions to update unit plans; unit leaders consult with faculty/staff
- Plans due back to deans/VPs early September
- Fall data collected, analytics available
- Deans/VPs combine revised unit plans into revised division plans; consult with unit leaders

Sep-Oct
- Revised college/division plans sent to Provost and CFO in mid- to late-September
- President and senior administration combine revised division plans into revised university plan
- Preliminary update of University Plan presented at regular University Council and Faculty Senate October meetings

Nov
- Final draft of revised University Plan presented at regular University Council and Faculty Senate November meetings
- President requests University Council endorsement at regular November meeting

Dec
- Final draft of revised Universty Plan to Board of Trustess
- Finalization of plan by end of December for use in January's budget allocation process

Continuous Planning and Budgeting

Program Review Timeline

Co-Chairs:
Joseph Wilder
e: wilder@uakron.edu
Marnie Saunders
e: mms129@uakron.edu

Program Review Timeline
Fall 2018 – Fall 2019

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 7th: Programs to be reviewed receive written notification

2019:
2. January 18th: Program Review documents distributed to programs
3. January 18th- 25th: Optional Program Review Q&A meetings with deans and chairs
4. April 1st: Faculty complete self-study report
   - Report sent to chair for independent assessment (chair letter)
   - Report sent to PRC co-chairs for compliance check
     o If compliant, self-study reports uploaded to Program Review Sharepoint drive (PRC begin reading)
     o If non-compliant, reports returned to units for corrections and step repeated
5. April 10th: 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 1st: 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 13th: 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 17th: PRC initial report completed
9. July 15th: External reviewer report(s) completed
10. August 15th: PRC completes final report incorporating external review(s)
11. August 19th: All previous level reports and letters sent to Curriculum Review Committee (CRC) for formal comment (CRC report)
12. October 31st: CRC completes independent assessment
13. November 7th: CRC report presented to Faculty Senate for endorsement/comment
14. November 8th: All reports and letters sent to units for comment
15. November 21st: Unit's written response to all reviews received
16. December 1st : 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.

The University of Akron
IdeaExchange@UAkron

The University of Akron Faculty Senate Chronicle

3-2-2017

Faculty Senate Chronicle for February 2, 2017

Jon Miller
The University of Akron, mjon@uakron.edu

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the university of akron
Chronicle

a report to the faculty of
the university of akron

FEBRUARY 2, 2016

26 pages

SENATE ACTIONS

• Approved curriculum proposals brought forward by the Curriculum Review Committee.

• Approved a proposal for amending University Rule 3359-20-05.1.

• Approved courses for inclusion in the forthcoming General Education program.

• Approved a resolution affirming support for international members of the University community.

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MINUTES OF THE FACULTY SENATE MEETING OF FEBRUARY 2, 2017

The regular meeting of the Faculty Senate took place Thursday, February 2, 2016 in room 201 of the Buckingham Center for Continuing Education. Vice Chair Linda Saliga called the meeting to order at 3:04 pm.

Of the current roster of 57 senators, 42 attended the meeting. Senators Kidd, Rich and Veillette were absent with notice. Senators Gatzia, Haas, Hariharan, Hreno, Klein, Li, Matejkovic, Mitchell, Quinn, Samangy and Soucek were absent without notice.

I. Adoption of Agenda

Senator Gatzia moved to adopt the agenda as distributed. Vice Chair Saliga proposed several changes to the agenda. The agenda as amended was adopted without dissent.

II. Adoption of Minutes of December Meeting

Senator Randby moved to adopt the minutes as distributed. Senator Randby requested the correction of an error on page 9. The minutes as amended was adopted without dissent.

III. Remarks of the Vice Chairman

Vice Chair Saliga read a selection from Chair Rich's email to the Senate, reporting his absence for illness and including the following remarks:

"In my remarks, I had planned to address, among other things, the impact of President Trump's Executive Order propagandistically entitled "Protecting the Nation from Foreign Terrorist Entry into the United States," and the University's response to it.

"I agree with and fully support the statement President Wilson issued on Sunday but, as he knows, I believe the University needs to go farther to assure international students (and faculty) that the University will protect the privacy of their immigration-related information and that, although the University will comply with all applicable legal requirements, neither its police department nor any other part of the University will otherwise participate in the enforcement of immigration laws.

"I am aware that Senator Feltey has been working on a resolution that she plans to introduce under New Business this afternoon. I want you to know that I support it.

"A few days ago (before I knew I wouldn't be present) I invited my law faculty colleague Elizabeth Knowles to attend this afternoon's Senate meeting. She is an expert on immigration law. I invited her in anticipation of possible questions that might arise in the meeting that she could help to answer. She graciously agreed to attend and will be there as a resource for you. I am grateful to her for doing so."

Vice Chair Saliga had no further remarks.

IV. Special Announcements

Vice Chair Saliga announced:

Thomas M. Besch, Professor Emeritus of Surveying and Mapping Technology, died November 30 at the age of 70.

Mr. Besch joined the University in 1992 as a part-time lecturer in the Department of Engineering, Science Technology. After full-time appointments as a visiting instructor and instructor, he became an assistant professor of surveying and construction engineering in 1996. He was promoted to associate professor in 2001 and full professor in 2004.

Professor Besch held several academic degrees, including a Bachelor of Science in Technical Management from the University of Maryland, which he received in 1992, and a Master of Arts in Geography, which he received from this University in 1995.

His survivors include his wife, Ann M. Besch, who is a senior lecturer in the Department of Engineering and Science Technology.

Lisa M. Temsey, Coordinator of Online Learning in the College of Health Professions, died December 7 at the age of 44.

After teaching at East Canton High School, Ms. Temsey joined the University of Akron in 2015.

Ms. Temsey earned a Bachelor of Science in Elementary Education in 1994 and a Master of Arts in Educational Foundations in 2013, both from this University. She also earned a Master of Gifted Education, Intervention Specialist, at Kent State University in 2002. At the time of her death, she had nearly completed a doctorate in secondary education at this University.

Dr. Howard L. Stephens, Professor Emeritus of Polymer Science and Chemistry, died January 24 at the age of 97.

Dr. Stephens, who served in the U.S. Army during World War II, went on to enroll in the University of Akron, where he earned a Bachelor of Science and a Master of Science, both in Chemistry, and, in 1960, a Ph.D. in Polymer Chemistry.

He joined his alma mater in 1950 and worked in the Department of Chemistry and the Institute of Rubber Research early in his career. He served as Head of the Department of Polymer Science from 1978 to 1982, the year he retired. In 1980 he was received the G. Stafford Whitby Award for Teaching from the Rubber Division of the American Chemical Society.

V. Report of the Executive Committee

Secretary Miller reported:

The Faculty Senate Executive Committee (EC) has met five times since the last regular meeting in early December.

On the 15th of December, the EC met for regular Senate business and to prepare for its monthly meeting with the President and the Provost. We certified the election of Lori Kidd and Michele Thornton for the College of Health Professions, made committee appointments, and looked at current and upcoming vacancies. We also prepared an agenda for our monthly meeting with the President and Provost that same day. At this meeting, the EC discussed the possible buyout; the state and importance of academic advising; the status of dean searches; and the immediate future of the University's relationship with Ernst & Young.

On Wednesday the 18th of January, the EC joined representatives of the AAUP, the University Council, and the Chairs for a presentation on the administration's updated transformation plan.

On Thursday the 19th, the EC met for regular Senate business and to prepare an agenda for the monthly meeting with the President and Provost. We certified the election of Clayton Fant for the the Part-Time Faculty and made committee appointments.

At the later meeting with the President and the Provost, the EC expressed disappointment with the BOT's rejection of the Tiger Team recommendation that the shared governance bodies be represented on certain Board committees. We also discussed possible changes in undergraduate financial aid (scholarship) policy, the cost of intercollegiate athletics, possible

changes in the allocation of stipends and tuition waivers for graduate students, and the status of the various dean searches.

On Thursday the 26th, the FSEC met to prepare the agenda for today's regular Senate meeting. We also discussed the recent deliberations of the Graduate Council about graduate assistantships; issues before the Academic Policies Committee; and the upcoming Board of Trustees information session.

This concludes my report.

VI. Remarks of the President

President Wilson welcomed several members of the Board of Trustees—Roland Bauer, Joseph Gingo, Warren Woolford, Olivia Demas, and student trustee Zack Michel—and expressed appreciation of their spirit of openness and cooperation. He noted that the Board has announced information sessions, the first of which will take place on Monday, February 6th.

President Wilson updated the Senate on our progress with respect to enrollment. In the fall we were down 8% overall, including a downturn in new freshman enrollment of 20%. As of the recent census, however, we are down 6.7% for Spring, which the President described as beating expectations and showing an improvement, given the number of graduating seniors.

President Wilson noted that applications are up from last year. Seat deposits have increased between 40% to 50% at this early stage. He reminded the Senate that retention will be as important as ever, given our small freshman class. He reported as well on additional funding provided to the University from the John S. Knight Foundation for recruiting efforts. He also shared news and expressed appreciation for the good work of Kevin Smith, Andy Platt, Chris Horne, and Kyle Kutichief in the creation of promotional gift boxes in the style of Unbox Akron for direct admits in the College of Business. Encouraged by the success of this project, the President has asked Chris Horne to create another 2,700 boxes.

President Wilson reported on the hiring of Jolene Lane as Chief Diversity Officer, who will begin work at UA later this semester.

President Wilson expressed his excitement for the University's ongoing diversity programming, including Rethinking Race, a Black Male Symposium, and the Black Male Summit to be held the last weekend of September. He reported that Dr. Ransom has been at work on preparing another Black Male Summit Academy as well.

Turning to the issue of international students, President Wilson reminded the Senate that recruiting additional international students is an important part of the current plan to stabilize and grow the University's enrollment. He reported on the hiring of international recruiters and the creation of residence hall arrangements especially for international students. He shared that over one hundred people responded to his request for information about the campus community's international connections. He reported that his two recent international forums brought in about 115 faculty and staff.

Also on the international stage, he noted, there has been a change to immigration policy. He described how this particular change in immigration policy affects us immediately. The University will hold an informational session to educate the campus community about this, led by President Wilson and Professor Knowles. He reported that at least two of our graduate students are currently in Iran and unable to return from break, and the University has engaged in congressional outreach to solve the related problems. Both students had personal needs that the University has assisted with, as well. Reporters have asked President Wilson if we would scale back our international goals, and he reported that he has responded not at all.

President Wilson commented on Governor Kasich's recently released budget. He noted it includes a 1% increase in state support, a freeze on all tuition and fees, and a mandate that the University include all textbooks as part of the cost of instruction. The legislation allows for the addition of a $300 fee, but the details of this are not yet clear. He reported that Provost Ramsier would have more to say about this.

President Wilson reported on the progress of the current transformation plan and expressed appreciation for the hard work of our bare-bones administration. He also thanked the Faculty Senate, its executive committee, and the faculty and staff in the University Council.

He reported that the community consistently expressed good feelings for the direction of the University, and he thanked everyone for their work to make this so.

He encouraged the Senate to support efforts to offer more evening, online, and hybrid programming in response to the needs of our students.

He reported that a full report on the plan for revising the structure of the scholarship system would be going to the Budget Committee of the University Council and a Senate committee. This report will include projections modelled by Ernst & Young. He noted that the new scholarship grid would need to be completed by the end of the semester.

He spoke of the better job that we can do in attracting, recruiting, retaining, and graduating students. He reminded us that our number of graduates is the top factor in the calculation of state support. He described our graduation rate as not anywhere near where it needs to be. He expressed concern about graduation and retention and explained how revision to the scholarship policy might help here. He related anecdotes of how students are discouraged from persistence when they lose their scholarship funding. He explained that we can guarantee the scholarships if we reduce them a bit on the front end. He described a system of guaranteed upgrades as likely to help with persistence and graduation. He shared a story about dining with his wife at a sorority holiday party and the feedback he received on this. He noted that too many students avoid rigorous classes out of fear of losing their scholarship. He also noted that he's unaware of any other University in the country that has done this, and he invited us to report precedents if we know of them. Ernst & Young has been modelling this and they believe it will work well financially. He imagined how great it would be to offer incoming students an Akron Guaranteed scholarship later this month.

President Wilson raised the matter of graduate assistantships. He noted that our spending here is "really out of whack" compared to schools across the state and that we need to make adjustments to avoid involuntary layoffs of full-time staff or faculty. He expressed confidence that this could be fixed. He cited the policy of allowing students taking additional credits beyond what's needed for the degree as something to re-examine, telling an anecdote of a graduate student who has taken every course offered at the graduate level in the College of Education. He also explained that we could hire full-time employees for perhaps every two graduate assistantships that we stop.

President Wilson next turned to the voluntary buyout forthcoming, noting that Towers Watson has been retained to help the university to do this right. He described it not as a retirement package but as a voluntary buyout package.

President Wilson then made himself available for questions.

Senator Clark asked how high school principals might help us to better prepare students for college and thus help with retention.

President Wilson reported that, in general, high school principals are pleasantly surprised when a university president visits. He has invited high schools to send their own administrators

to visit the University to better understand what we do, and he reported that two high schools have done so. But he also noted that the high schools are generally preoccupied with their testing. He also reported that some Knight Foundation monies would be used to bring in high school principals.

Senator Randby asked for an update on Bits and Atoms and the news that they have rejected the proposed space allocated for them in the Polsky building.

President Wilson reported that his conversations from the start have focussed on the greatness of the city's and the community's support for Bits and Atoms, but there was not a complete discussion of the cost of providing such space and the $8M price tag for 40,000 square feet. He repeated that they have been offered 18,000 square feet on the first floor of Polsky—the early college space. He reported that he has not heard anything further since his offer about the University's offer of 15-18,000 square feet on the first floor and the basement.

Senator Randby reported that what he heard yesterday must have been a rumor.

Senator Elliott ventured three related questions. He asked what the President would do if he was digging a big hole. He asked about the buyout proposal and advanced math to argue that the buyout would not save us money. He also questioned the expense for Ernst and Young's consulting services, comparing their work to Rudy Fichtenbaum's $5,000 report prepared last year.

President Wilson welcomed faculty who would be interested in quitting their full-time jobs and coming to work in administration eighty hours a week. He reminded Senator Elliott that the the job of faculty is teaching, advising, creating relationships with students, researching, and writing grants. He invited Senator Elliott to initiate a private conversation with him if he was interested in giving this up to work in administration.

Senator Randby asked about meal plans and the contract that requires we purchase so many meal plans.

President Wilson described the contract with Aramark as running ten years and requiring them to invest in the campus food service infrastructure. He further explained that they pay us $3 million a year. Because we did not have enough students in the residence halls, we were going to owe them $1 million of that $3 million. He explained that making $2 million was likely better than we'd be doing if we were running the dining halls ourselves. He praised Nathan Mortimer for proposing that we purchase meal plans with the additional $1 million. He explained that he is using these meal plans to feed students in dire need and to improve faculty-student relationships by sponsoring lunches at which they can talk.

VII. Remarks of the Senior Vice President and Provost

Provost Ramsier reported that the site team for the HLC visit will be here a week from the coming Monday. He noted that the various groups on the itinerary will be receiving invitations. He urged faculty to make themselves available if possible, to answer questions and be honest, and to assure the visit team that the information we have provided is accurate. He explained that everyone knows the University has issues, but we can also demonstrate progress and continuous improvement on these issues. He reported that he feels good about where we are now and he believes our assurance argument was solid. One chink in our armor, he reported, was the Federal Compliance Review, which involves a separate panel that reviews what we submitted on paper and provides a report that the HLC team will then use to supplement their work while they are here. This review team asked for syllabi for particular courses, and he reviewed them as well, as he has been an HLC team chair in the past. He expressed his disappointment with the disagreement among syllabi about learning objectives for different sections of the same course.

He noted that the Deans will be tasked with reviewing our syllabi to help improve this situation. He urged faculty to be more involved in making sure that the learning outcomes for each course are consistent, independent of mode of delivery or location.

He reported that the Provost's office has been working hard to get the RTP letters out in time for approval at the April meeting.

He reported that he has reviewed and will recommend professional development leaves for fourteen of thirty applicants, and that these recommendations will go to the Board of Trustees at the February meeting.

He described a piece in the state budget about competency-based education. He explained again that Ohio's community college network has made a deal with Western Governors, an online instution with competency-based programming, for community college students to finish their four-year degree. The Inter-University Council Provosts disapprove of this plan, he reported, and he will serve on a writing team to articulate their position to Columbus.

He also described the textbook mandate in Governor Kasich's proposed budget as a big problem to which the IUC Provosts will respond.

VIII. Committee reports

A. Curriculum Review Committee — Provost Ramsier

Provost Ramsier presented a motion from the CRC to approve the list of curriculum proposals (see Appendix A). The motion passed without dissent.

B. Academic Policies Committee — Vice Chair Minocchi

Vice Chair Minocchi brought forward a proposal for revision to University Rule 3359-20-05.1 ("Grading system, discipline, academic probation and dismissal,"), referring to both the report of the APC and the proposed revision to the rule (see Appendix B). The motion was adopted without dissent.

C. Ad hoc General Education Implementation Committees — Janet Bean

Janet Bean presented for the committee a list of courses (see Appendix C) to be approved for the new General Education program. The motion was adopted without dissent.

D. Athletics Committee — Chair Nicholas

Chair Nicholas praised Athletics Director Larry Williams for his focus on academics and tendered a written report (see Appendix D).

Senator Coffey questioned the report's assertion that the University gained a $13.7 million "nationwide exposure" benefit from our participation in a bowl game. He noted that no one from Political Science makes such claims if they appear on C-SPAN or NPR in the course of their work for the University.

E. ad hoc Interdisciplinary Initiatives Committee — Elizabeth Erickson

Senator Erickson reported that this committee has met, and that she has been elected Chair. She also reported great interest and enthusiasm among the many committee members for the future of this committee.

IX. Report from Graduate Council Representatives — Senators Allen and Sterns

Senator Allen brought forward a set of resolutions from the Graduate Council (see Appendix E). Senators Quinn, Barrett, Elliott, Cutright, Willits, and Coffey, as well as Dean Midha and President Wilson, participated in deliberations over these resolutions (see Transcript).

Senator Coffey moved that the Senate call another meeting for the subsequent Thursday to continue deliberations. This motion passed without dissent.

X. Report of University Council Representatives — Representatives Roy & Allen
    Senator Allen had no report on University Council.

XI. New Business
    Senator Feltey moved a resolution supporting international members of the University community (see Appendix F). The motion was adopted.

XII. Good of the Order
    There was nothing for the good of the order.

XIII. Adjournment
    The meeting was adjourned at 5:27 p.m.

Signed, Jon Miller, Secretary.

Questions and comments about the minutes can be emailed to mjon@uakron.edu or called in to x6202.

Curriculum Proposals for February 2017 Faculty Senate

Proposal Number	Proposal Title
A&S-MODL-15-15228	Chinese
EDUC-CURR-15-15451	Urban Youth Mentoring
SUMM-ENGRSCI-16-16735	Building Construction
POLY-PENGR-16-17439	Research Methods
A&S-POLSC-16-18662	Cross-Cult Negotiation-MidEast
A&S-POLSC-16-18659	Cross-Cult Negotiation-Asian
SUMM-ASSOC-16-17558	Diversity in American Society
ENGR-CIVILE-15-13513	Tools for Civil Engineering II
ENGR-CIVILE-15-13512	Hydraulic Engineering
SUMM-ENGRSCI-16-16830	Manufacturing Engr Tech - CAM
A&S-GEOSCIENCE-16-18866	Contemporary Issues in Environmental Science
WAYN-WAYINST-16-18954	Health Care Office Management Internship
SUMM-ENGRSCI-16-17545	CNC Programming I
SUMM-ENGRSCI-16-17580	CNC Programming II
SUMM-BUSTECH-16-18598	Programming for Cybersecurity
SUMM-BUSTECH-16-18599	UNIX-based Systems Security
SUMM-ENGRSCI-16-16799	National Electrical Code and Electrical System Design
CHP-NURIN-16-18470	Professional Nursing Capstone
CHP-NURIN-16-18519	Nursing of Communities Practicum/RN only
CHP-NURIN-16-18520	Professional Nursing Leadership Practicum Prof Nurs Leadership Practicum
CHP-NURIN-16-18467	Nursing Research/RN Only
CHP-NURIN-16-18468	Professional Nursing Leadership
CHP-NURIN-16-18461	Health Assessment/Rn
CHP-NURIN-16-18464	Complex Care of Aging Families/RN only
CHP-NURIN-16-18466	Nursing of Communities/RN only
CHP-NURIN-16-18460	Concepts of Professional Nursing
CHP-NURIN-16-18462	Nursing Care of Healthy Individuals/Families
CHP-NURIN-16-18463	Palliative Nursing Care
WAYN-WAYINST-16-18952	Medical Office Administration
WAYN-WAYINST-16-18953	Medical Office Techniques

Appendix B

Academic Policies Committee 2/2/17

Academic Policies Committee met on December 5th and January 31st to discuss clarifying and amending University Rule 20-05.1 regarding withdrawal from courses. APC agreed, without dissent, on edits found in the accompanying document. Of primary concern was amending references to "receiving dean" to reflect that decision-making authority regarding withdrawal resides with the dean of the student's degree-granting college, or in cases in which a student is not yet admitted to a degree-granting college, with the dean of the student's intended degree-granting college.

In addition, language was inserted to allow for partial withdrawal, after the deadline, for documented extraordinary, non-academic reasons at the discretion of the dean of the student's degree-granting college or intended degree-granting college as indicated above. Partial withdrawal after the deadline but during the semester, although not explicitly allowed in the current University Rule, has been utilized on an infrequent basis at the University of Akron. Committee members agreed that narrow but valid reasons do exist to allow for partial withdrawal and that decision-making authority ought to lie with the deans of the degree-granting colleges.

3359-20-05.1   Grading system, discipline, academic probation and dismissal.

(A) Faculty grade records.

(1) The faculty member is expected to maintain a careful and orderly record of each student's academic performance in each class. The records may be maintained in grade books provided by the university and all such records are the property of the university. When a faculty member leaves the employ of the university, or accumulates grade records no longer needed, these records should be surrendered to the department chair for disposition.

(2) The faculty member's grade records must be legible, understandable, and complete, as they are the ultimate information in case of questions concerning a student's or a former student's academic performance.

(B) Reporting grades.

(1) By the end of the fifth week of classes in normal academic semesters (pro-rated for summer sessions), faculty members teaching one hundred-level and two hundred-level classes will assign satisfactory or unsatisfactory performance indicators to all students. Such indicators will be assigned in the system used by the university registrar, and will be based on the faculty members' overall assessment of the students' classroom performance to-date. The system will in turn notify students of any unsatisfactory indicators and direct them to seek the advice of their faculty and/or academic adviser in order to improve their classroom performance.

(2) At the time for reporting final grades, the university registrar provides each faculty member with appropriate instructions for the reporting of grades.

(C) Grading system.

(1) Grades, as listed below, are used to indicate academic performance. Overall scholastic averages are computed on a quality point ratio basis, wherein the sum of the quality points earned is divided by the sum of the credits attempted. The quality point value per credit for each letter grade is shown in the following table:

grade	quality points	key
A	4.0	
A-	3.7	
B+	3.3	
B	3.0	

3359-20-05.1

B-	2.7	
C+	2.3	

C	2.0	
C-	1.7	
D+	1.3	undergraduate/law courses
	0.0	graduate courses
D	1.0	undergraduate/law courses
	0.0	graduate courses
D-	0.7	undergraduate/law courses
	0.0	graduate courses
F	0.0	

symbol	quality points	key
I	0.0	incomplete
IP	0.0	in progress
AUC	0.0	audit
CR	0.0	credit
NC	0.0	no credit
WD	0.0	withdrawn
NGR	0.0	no grade reported
INV	0.0	invalid grade reported
PI	0.0	Permanent incomplete

(2) Incomplete "I" means that the student has done passing work in the course, but some part of the work is, for good and acceptable reason, not complete at the end of the term. Failure to complete the work by the end of the following semester (not summer session, except in engineering) converts the incomplete "I" to an "F." When the work is satisfactorily completed within the allotted time, the incomplete "I" is converted to whatever grade the student has earned.

It is the responsibility of the student to make up the incomplete work. The faculty member should submit the new grade to the university registrar's office on a change of grade form, which is available from each dean's office. If the instructor wishes to extend the "I" grade beyond the following term for which the student is registered, the instructor should submit an incomplete extension form, which is available from each collegiate dean's office, before the end of the semester.

(3) In progress "IP" means that the student has not completed the scheduled course work during the semester because the nature of the course does not permit completion

within a single semester, such as work toward a thesis. An "IP" grade should be assigned only in graduate courses.

(4) Credit "CR" means that a student has shown college level competence by satisfactorily pursuing a regular university course under the credit/noncredit registration option. An undergraduate student who has completed at least fifty percent of the work toward a degree, or a postbaccalaureate student, may register for selected courses on a credit/noncredit basis. The student should consult his/her academic adviser for details.

Noncredit "NC" is assigned if the work pursued under this option is unsatisfactory. The student may secure information about this option from an adviser or from the university's "Undergraduate Bulletin."

(5) Permanent incomplete "PI" means that the student's instructor and the instructor's dean may for special reasons authorize the change of an "I" to a "PI."

(6) No grade reported "NGR" indicates that at the time grades were processed for the current issue of the record, no grade had been reported by the instructor.

(7) Invalid "INV" indicates the grade reported by the instructor of the course was improperly noted and thus unacceptable for proper processing.

(D) Dropping courses - applicable to undergraduate and graduate students.

(1) It is the responsibility of the student to determine the impact of dropping from courses on matters such as financial aid (including scholarships and grants), eligibility for on-campus employment and housing, athletic participation, and insurance eligibility.

(2) Students may drop a course through the second week (fourteenth calendar day) of a semester or proportionally equivalent dates during summer session, intersession, and other course terms. No record of the course will appear on the student's transcript. For purposes of this policy, the course term for a course that meets during a semester but begins after the beginning of a semester and/or ends before the end of a semester begins when its class meetings begin and ends when its class meetings end.

(3) Dropping a course shall not reduce or prevent a penalty accruing to a student for misconduct as defined in the code of student conduct.

(4) Degree-granting colleges may supplement this policy with more stringent requirements.

(5) This policy shall take effect at the beginning of the fall 2011 semester for all newly

enrolled undergraduate students. In addition, this policy shall take effect at the

beginning of the fall 2013 semester for all currently and previously enrolled undergraduate students who have not graduated prior to the start of the fall 2013 semester.

(E) Withdrawing from courses - applicable to undergraduate and graduate students.

(1) It is the responsibility of the student to determine the impact of withdrawing from courses on matters such as financial aid (including scholarships and grants), eligibility for on-campus employment and housing, athletic participation, and insurance eligibility.

(2) After the fourteen-day drop period, and subject to the limitations below, students may withdraw from a course through the seventh week (forty-ninth calendar day) of a semester or proportionally equivalent dates during summer session, intersession, or other course terms. A course withdrawal will be indicated on the student's official academic record by a grade of "WD."

(3) This policy shall take effect for all students at the beginning of the fall semester of 2011.

(F) Withdrawing from courses - applicable to undergraduate students only.

(1) Undergraduate students may not withdraw from the same course more than twice. If a student attempts to withdraw from a course after having withdrawn from it twice before, he or she will continue to be enrolled in the course and will receive a grade at the end of the semester.

(2) Full-time undergraduate students who need to withdraw from all courses for documented extraordinary, non-academic reasons (e.g., medical treatment or convalescence, military service) must obtain the permission of the dean of their college. For purposes of this paragraph,

    (a) Students are considered full-time if they were enrolled as full-time students at the beginning of the term; and

    (b) Courses for which the student has completed all requirements are excluded.

(3) Undergraduate students who withdraw from two courses either before they have earned thirty credits, or after they have earned thirty credits but before they have earned sixty credits, are not permitted to register for additional courses until they have consulted with their academic adviser. The purpose of this consultation is to discuss the reasons for the course withdrawals and to promote satisfactory academic progress by helping students develop strategies to complete their courses successfully.

(4) Except as otherwise provided below, undergraduate students may not withdraw from more than four courses before they have earned sixty credits. Students who attempt

to withdraw from more than four courses will continue to be enrolled in those courses and will receive grades at the end of the semester.

(5) Undergraduate students who need to withdraw from all courses for documented extraordinary, non-academic reasons (e.g. medical treatment or convalescence, military service) may, after consulting with their adviser, submit a written petition to the dean of their college requesting that these courses not be counted toward the four-course withdrawal limit. The dean may grant this permission if, in the dean's judgment, it is consistent with the best academic interests of the student and the best interests of the university.

(5)(6)   After the withdrawal deadline, undergraduate students may submit a written petition to the dean of their degree-granting college requesting partial withdrawal for documented extraordinary, non-academic reasons (e.g. medical treatment or convalescence, military service). If the student is not yet admitted to a degree-granting college, the withdrawal request must be submitted to the dean of the student's intended degree-granting college or, if the student has not declared a major, from the deans of the degree-granting colleges offering the courses. The dean may grant this permission if the dean finds that the withdrawal is necessitated by circumstances beyond the student's control and is consistent with the best academic interests of the student and the best interests of the university.

(6) Undergraduate students who have reached the four-course withdrawal limit as noted above may, after consultation with their adviser, submit a written petition to the dean of their college seeking permission to withdraw from one or more additional courses. The dean may grant this permission if the dean finds that the withdrawal is necessitated by circumstances beyond the student's control and is consistent with the best academic interests of the student and the best interests of the university.

(7) Withdrawing from a course shall not reduce or prevent a penalty accruing to a student for misconduct as defined in the student code of conduct.

(8) Degree-granting colleges may supplement this policy with more stringent requirements.

(9) This policy shall take effect at the beginning of the fall 2011 semester for all newly enrolled undergraduate students. In addition, this policy shall take effect at the beginning of the fall 2013 semester for all currently and previously enrolled undergraduate students who have not graduated prior to the start of the fall 2013 semester.

(G) Changing grades.

(1) A faculty member who, because of an error, wishes to change a final grade already awarded to a student must submit a written request on the change of grade form for that change to his/her dean. The dean notifies the faculty member and the university

registrar of the decision.

(2) Re-examination for the purpose of raising a grade is not permitted.

(H) Retroactive withdrawal.

(1) A retroactive withdrawal may be granted only when a student has experienced unforeseen, documented extenuating medical or legal circumstances that he/she could not have reasonably expected.

(2) The student must submit all retroactive withdrawal requests within one calendar year of resuming coursework at the university of Akron.

(3) The student must initiate the withdrawal request by providing written documentation of the circumstances, a current university of Akron transcript, current contact information, and a cover letter of explanation addressed to the dean of the college in which he/she is enrolled.

(4) Upon receipt of required materials from the student, the ~~receiving~~ dean of the student's college will discuss the request with the instructor(s) of record, relevant chair(s), and other deans (if the student is requesting retroactive withdrawal from courses in other colleges). Based on these discussions, a coordinated joint response regarding the request will be formulated by the ~~receiving~~ dean. If approval of the request is recommended by the ~~receiving~~ dean, the university registrar will initiate the retroactive withdrawal. The ~~receiving~~ dean will notify the student of the action taken. If the student is not yet admitted to a degree-granting college, the withdrawal request must be submitted to the dean of the student's intended degree-granting college or, if the student has not declared a major, from the deans of the degree-granting colleges offering the courses.

(5) Requests that have been denied can be appealed to the office of the provost.

(6) This process addresses academic changes to a student's record only. Once the academic record changes have been made, the student has the right to submit an appeal for tuition and/or fee changes.

(I) Course credit by examination.

(1) Qualified students may obtain credit for subjects not taken in a course by passing special examinations. The grade obtained is recorded on the student's permanent record and counts as work attempted whenever quality ratio calculations are made.

(2) Any student desiring to take special examinations for credit, before beginning to study for the examination and before asking the course instructor for direction, must first receive permission from both the student's dean and the dean under whose jurisdiction the course is listed. After permission is granted, the student prepares for the special examination without faculty assistance. Faculty members may describe only the objectives of the course and the work to be covered. The examination must be comprehensive and demand more from the student than is expected on a regular final examination in the course. The faculty member will file copies of the examination and the student's answers with the faculty member's dean.

(3) Credit by examination is not allowed during a student's last semester before graduation.

(J) Exemption from required courses.

Qualified students may be exempted from courses by examination, testing, or other means approved by the college faculty in which the course is offered.

(K) Faculty tutoring.

If a faculty member tutors a student in a credit course, the student's examination and other performance in the course must be planned and evaluated by another faculty member or by an approved faculty member from another university.

(L) Repeating courses.

Any course may be repeated twice by an undergraduate student subject to the following conditions:

(1) To secure a grade ("A" through "F") a student may repeat a course in which the previously received grade was a "C-," "D+," "D," "D-" or "F," "CR," "NC," or "AUD." Registrations under the "CR/NC" option are subject to the restrictions in the "CR/NC" policy.

(2) To secure a "CR," a student may repeat a course in which the previously received grade was a "NC." Registrations under the "CR/NC" option are subject to the restrictions in the "CR/NC" policy.

(3) To secure a grade ("A" through "F"), "CR," "NC," a student may repeat a course in which the previously received grade was an "AUD." Registrations under the "CR/NC" option are subject to the restrictions in the "CR/NC" policy.

(4) A graded course ("A" through "F") may not be repeated for a grade of "AUD."

(5) A course taken under the "CR/NC" option may not be repeated for a grade of "AUD."

(6) With the dean's permission, a student may substitute another course if the previous course is no longer offered. Courses must be repeated at the university of Akron.

(7) Grades for all attempts at a course will appear on the student's official academic record.

(8) Only the grade for the last attempt will be used in the grade point average.

(9) All grades for attempts at a course will be used in grade point calculation for the purpose of determining graduation with honors and class rank if applicable.

(10) For purposes of this section, credit for this course or equivalent will apply only once toward meeting degree requirements.

(M) Approbation, probation, and dismissal.

(1) An undergraduate student who carries twelve or more credit hours during a semester and earns a quality point average of 3.50 or better is listed on the dean's list of the student's college.

(2) An undergraduate student who carries twelve or more credit hours during a semester and earns a quality point average of 4.00 is listed on the president's list of the university.

(3) An undergraduate student who fails to maintain a total quality point ratio of 2.0 is on academic probation and is subject to such academic discipline as may be imposed by the dean of the student's college.

(4) Probation is a warning to the student whose academic record is unsatisfactory and who is in danger of being dismissed from the university. A student may, however, be dismissed without having previously been placed on probation.

(5) Students dismissed from the university are not eligible to register for any credit courses. They may, however, enroll for noncredit work. Readmission may be granted by the office responsible for readmission after consultation with the dean of the college from which the student was dismissed. If the student wishes to re-enter a college other than the one from which the student was dismissed, the office responsible for readmission must also consult with the dean of that college before a readmission decision is reached.

(6) Students dismissed from the university for reasons other than failure to meet academic standards are readmitted by action of the president only.

(N) Auditing courses.

A student choosing to audit a course must elect to do so at the time of registration. The student pays the enrollment fee and may be expected to do the work prescribed for students taking the course for credit, except that of taking the examination. Any faculty member may initiate withdrawal for a student not meeting these expectations.

(O) Scheduling field trips.

The university encourages faculty members to arrange worthwhile field trips which they believe will add substantially to the course they teach. Before scheduling a field trip which is not listed in the university "Undergraduate Bulletin" as an integral part of the course, faculty members should receive approval from their dean. The request for approval should state the name and number of the course, the number of students and faculty members making the trip, the nature of the trip, the destination and the time required for the trip. If students will miss other classes, they must consult their instructors so that work missed because of an approved trip can be made up. Faculty members should contact the purchasing department about insurance coverage.

(P) Dealing with academic misconduct.

(1) The university reserves the right to discipline any student found responsible of academic misconduct in accordance with the code of student conduct. The student's faculty member shall refer the matter to the office of student conduct and

community standards or a designated representative of that office to investigate the alleged misconduct and determine the outcome.

(2) A faculty member who has evidence that a student has cheated in any term papers, theses, examinations or daily work shall report the student to the department chair who in turn shall report the matter to the student's dean. Faculty members should be familiar with the student disciplinary procedures in order to protect the rights of students who have been alleged of academic dishonesty or other misconduct.

(3) All tests and examinations shall be proctored except in colleges of the university with honors systems which have been approved by the faculty senate.

(4) Members of the faculty of the school of law should consult with their dean as to procedures under the honor system of that school. Faculty members should become familiar with the student disciplinary procedures and the school of law honor system.

Replaces: 3359-20-05.1

Effective: 02/01/2015

Certification: _____
                                       Ted A. Mallo
                                       Secretary
                                       Board of Trustees

Promulgated Under: 111.15

Statutory Authority: 3359

Rule Amplifies: 3359

Prior Effective Dates: 11/27/89, 07/20/90, 05/22/91, 07/31/92, 09/16/96,
                                  02/01/03, 02/22/03, 03/20/03, 06/25/07, 06/13/08,
                                  06/30/11, 07/30/11, 02/14/13, 05/23/13, 07/05/13,
                                  05/09/14

Appendix C

To: Faculty Senators
From: Janet Bean, Coordinator of General Education
Date: January 26, 2017
RE: General Education Course Approval

The General Education Implementation Committees have approved these courses and submit them to Faculty Senate for final approval. Course proposals are available for review on the General Education Curriculum site, which you can access from your Springboard Home page.

Natural Science
3650:130 Descriptive Astronomy
3650:133 Music, Sound, & Physics
3650:137 Light

Complex Systems Affecting Individuals in Society
3230: 460   Field Methods in Cultural Anthropology
3370: 421   Coastal Geology
3370: 452   Geology & Environmental Science Service Learning
3580: 308   Spanish Composition: Health Professions and First Responders
3600: 361   Biomedical Ethics
3600: 365   Environmental Ethics
3850: 342   Sociology of Health and Illness

Domestic Diversity
3350: 350   Geography of the United States & Canada
3400: 250   U.S. History to 1877
3400: 251   U.S. History since 1877
7750: 270   Diversity and Social Work

CORRECTIONS
The following courses were approved at the December Faculty Senate meeting under incorrect numbers. The correct numbers are:

3230: 358   Native North Americans
3580: 307   Spanish Conversations for Health Professions
7800: 264   Playscript and Performance Analysis
7800: 467   Multicultural Theatre

Faculty Senate Athletic Committee Report 2/2/2017
John B. Nicholas, Chair

The Faculty Senate Athletic Committee met twice since the last report on November 9, 2016 and on December 7, 2016 at 2:00 PM.

In the November meeting, Anne Jorgensen was the representative from the Director of Athletics office. She shared a message from AD Larry Williams which was that the Department of Athletics stand with the rest of the campus regarding the budget situation and that they are committed to keeping the cost of athletics in line with other University spending.

Further discussion ensued about head injuries to athletes and adopting a University wide policy. This was prompted by issues regarding a cheerleader who recently suffered a head injury.

Also at the November meeting, Faculty Athletic Representative to the NCAA, Dr. Deb Owens was in attendance to discuss the Student Athletic Improvement committee that was formed to help the Department of Athletics improve academic performance and to ensure compliance with the NCAA academic standards. The committee includes two member of the Faculty Senate Athletics Committee.

Some of the topic presented were: The current sports team's GPA rankings were shared. The graduation rates were also shared and student athletes graduation a significantly higher than other students by a margin of 66% to 42%. Athletics pilots often become practice for the rest of the university. Grades First is one example.

The report from the December 7, 2016 meeting follows:

Director of Athletics, Larry Williams, provided a synopsis of fall sports and provided some insight as to what to expect for each sport moving forward. The discussion then segued into a discussion of budget and how to better engage the academic side of the University. He understands that we are an academic institution first and that athletics are ancillary to the mission of the University. A frank discussion ensued between the FSAC and Mr. Williams. The talk segued into a discussion of the value of the football program. Mr. Williams share the results of a study conducted by the Mid-America Conference. The results of that study determined that the value of the visit to the Famous Idaho Potato Bowl was $13.7 million in national exposure. The discussion then moved to the academic success rate of the student-athletes. Anne Jorgensen reported that UA is one of the schools to be recognized for 75% graduation rate of student-athletes and that 750 student athletes registered for spring semester.

All other matters were tabled until the February 3, 2017 meeting as this discussion consumed the allotted time for the meeting.

Report from The Graduate Council
February 2, 2017

Motions Approved by the Graduate Council, January 30, 2017

1. The Graduate school will no longer fund stipends for RAs.

2. For community/industrial grants the tuition waiver cannot exceed the value of the stipend and these students will be considered as in-state tuition paying students.

3. Stipend and tuition waiver will not exceed the required number of credit hours. Exceptions will be reviewed on a case-by-case basis.

4. The Graduate Council recommends that approximately 30% of the current funding will be maintained in support of a new model for terminal MS funding. This is subject to annual review of the funding.

Hold for Further Discussion
When possible grant writers should include tuition coverage.

The following table presents the savings measures recommended by the Graduate Council.

University's Transformation Plan Graduate School Savings Focus Areas					
as approved unanimously by the Graduate Council January 30, 2017					
	FY2017-18 (F18)		FY2018-19 (F19)		
Focus Area	Stipend	Tuition	Stipend	Tuition	**Total**
Graduate Research Assistantships	$1.4 M	$1 M			$2.4 M
Tuition Charged to Grants		*Hold for Further Discussion*			*Hold for Further Discussion*
Restricting Credit Hours to Degree Requirements					Approximately $2 M
New Funding Model for Master's Students	$.75 M	$3.5 M	$.75 M	$3.5 M	$8.5 M
Total					$12.9 M +

Appendix F

RESOLUTION OF FACULTY SENATE
February 2, 2017

BE IT RESOLVED THAT the Faculty Senate of the University of Akron join President Wilson and government and business officials in the Akron community, in affirming our support for international members of the university community and beyond. We see the executive order, Protecting the Nation from Foreign Terrorist Entry into the United States, and associated statements issued by the Trump administration selectively denying admission of people from seven Muslim-majority nations to the United States as disruptive, discriminatory, and unacceptable.

As an institution of higher education, we benefit from international and domestic diversity among our students, faculty, and staff. Our curriculum requirements reflect our goal of educating for citizenship in a global society. Our stated goal to expand international programs and student recruitment makes clear we are committed to continuing in this direction. The current crisis created by the executive order calls for a response and statement of intent. We appreciate President Wilson's timely statement released Sunday. We ask that the University of Akron administration commit to the following on behalf of the university community:

- The university will continue to honor its commitments to all our current and future Deferred Action for Childhood Arrivals (DACA) undergraduate and graduate students. While it is still unclear how the DACA program will be affected by Trump administration decisions, our commitments to these students remain firm.

- We will continue to protect the privacy of our student information and records from unauthorized or unlawful intrusion. While University of Akron representatives will comply with lawfully issued subpoenas and warrants, the university will not function as an agent of the federal government regarding enforcement of federal immigration laws.

- The University of Akron Police Department will not seek immigration status information in the course of law enforcement activities and responsibilities.

The University of Akron
General Education

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General Education Program

General Education provides a common intellectual experience for all university students.

The program was designed to help students develop strong communication and critical thinking skills, a broad understanding of disciplinary areas, and the knowledge and skills necessary for responsible citizenship in an interconnected world. General Education is the foundation of all undergraduate degree programs at The University of Akron.

Learning Outcomes

Students who complete the General Education Program will demonstrate foundational competency in:

- Written communication, oral communication and information literacy.
- Creating and evaluating reasoned arguments, and employing quantitative, qualitative, and normative information in such arguments.
- Knowledge of representative content and methods of inquiry of the arts, humanities, natural sciences, and social sciences.
- Knowledge and skills that promote personal, social and environmental responsibility, including knowledge of diversity, systemic relationships, and collateral effects and consequences within and across systems.

Requirements

Students pursuing a bachelor's degree must complete three tiers of General Education coursework. Tiers I and II provide students with foundational skills and breadth of disciplinary knowledge. Tier III courses require students to integrate knowledge, understand diverse perspectives, and think critically about complex issues. Courses tagged for Tier III may also fulfill major or Disciplinary Area requirements.

Tier 1: Academic Foundations — 12 credits
- Quantitative Reasoning (3)
- Speaking (3)
- Writing (6)

Tier 2: Disciplinary Areas — 22 credits
- Arts and Humanities (9)
- Natural Science (7)
- Social Science (6)

Tier 3: Tags — 4 courses
- Complex Systems Affecting Individuals in Society
- Critical Thinking
- Domestic Diversity
- Global Diversity

Curriculum

For a printable copy of your General education Curriculum, click here.

Tier I: Academic Foundations

Quantitative Reasoning — 3 credit hours
- 2030:152 Technical Mathematics II
- 2030:153 Technical Mathematics II (2/2, must take 2030:152 Technical Mathematics I)
- 3450:115 Mathematics for Modern Technologies (3)
- 3450:135 Mathematics for Everyday Life (3)
- 3450:145 Algebra for Calculus (4)
- 3450:149 Pre-Calculus (4)
- 3470:260 Statistics for Everyday Life (4)
- 3470:260 Basic Statistics (3)
- 3470:261 Introduction to Statistics I (3)
- 3470:262 Introduction to Statistics II (2/2, must take 3470:261 Introduction to Statistics I)

Students who successfully complete a mathematics or statistics course with a prerequisite on the above list satisfy the Quantitative Reasoning requirement.

Speaking — 3 credit hours
- 2420:262 Professional Communication and Presentation (3)
- 7600:105 Introduction to Public Speaking (3)
- 7600:106 Effective Oral Communication (3)

Writing — 6 credit hours
First course
- 3300:111 English (3)
- 3300:110 Composition I + Workshop (4)
- 3300:111 Composition I (3)

Second course
- 2020:222 Technical Report Writing (3)
- 3300:112 Composition II (3)

Students who are placed in the second writing course and successfully complete it satisfy the Writing requirement.

Tier II: Disciplinary Area Courses

Arts and Humanities — 9 credit hours

Arts - at least one course
- 3100:261 Film Appreciation (3)
- 7100:100 Survey of History of Art I (3) CT
- 7100:210 Survey of History of Art II (3) CT
- 7500:210 Visual Arts Awareness (3)
- 7500:201 Exploring Music: Bach to Rock (3)
- 7800:100 Experiencing Theatre (3)
- 7800:264 Playscript and Performance Analysis (3)
- 7900:200 Viewing Dance (3)

Humanities - at least one course
- 3200:230 Sports and Society in the Ancient World (3)
- 3200:289 Mythology of Ancient Greece (3)
- 3300:252 Shakespeare and his World (3)
- 3300:281 Fiction Appreciation (3)
- 3400:200 Empires of the Ancient World (3) GD
- 3400:210 Humanities in the Western Tradition (4) CT
- 3400:221 Humanities in the World Since 1300 (4) CT
- 3501:210 Arabic Culture through Film (3)
- 3502:210 Chinese Culture through Film (3) GD
- 3560:210 Japanese Culture through Film (3) GD
- 3580:200 Hispanic Literature in Translation (3)
- 3600:101 Introduction to Philosophy I (3) CT
- 3600:120 Introduction to Ethics (3) CT
- 3600:125 Theory and Evidence (3) CT
- 3600:150 Critical Thinking (3) CT
- 3600:170 Introduction to Logic (3) CT
- 3600:111 History of Ancient Philosophy (3) CT

Students must take at least one Arts course and at least one Humanities course. The second Arts or Humanities course may be in the same department or in a different one.

Courses marked GD or CT also fulfill a Tag requirement

Natural Science — 7 credit hours, including one lab
- 2780:195 Anatomy and Physiology I, Allied Health (3)
- 2780:197 Anatomy and Physiology II, Allied Health (3)
- 3100:100 Basic Chemistry (3, lab)
- 3820:111 Introductory Chemistry (3, lab)
- 3820:112 Introductory and Analytical Chemistry (3, lab)
- 3820:160 Technical Physics – Mechanics (4, lab)
- 3820:163 Technical Physics – Electricity and Magnetism (2)
- 3830:164 Technical Physics – Heat and Light (2)
- 3100:103 Natural Science Biology (4, lab)
- 3100:106 Exploring Biology (3)
- 3100:101 Chemistry for Everyone (4, lab)
- 3150:151 Human Evolution (4, lab)
- 3370:100 Earth Science (3)
- 3370:101 Introductory Physical Geology (4, lab)
- 3370:11 Dinosaurs (1)
- 3370:122 Mass Extinctions & Geology (1)
- 3370:133 Caves (1)
- 3370:135 Geology of Energy Resources (1)
- 3370:171 Introduction to Oceans (3)
- 3370:200 Environmental Geology (3)
- 3370:201 Exercises in Environmental Geology (1 1, lab)
- 3370:203 Exercises in Environmental Geology (1 1, lab)
- 3370:211 Introduction to Environmental Science (3)
- 3650:130 Descriptive Astronomy (4, lab)
- 3650:133 Music, Sound, & Physics (4, lab)
- 3650:137 Light (4, lab)
- 7760:153 Nutrition Fundamentals (3)

A major-track course in the natural sciences can substitute for a general education natural science course.

Students may fulfill the Natural Science requirement with any coursework that adds up to seven credit hours and includes a lab, using courses from the same department or different ones.

Social Science — 6 credit hours
- 2040:240 Human Relations (3)
- 2040:242 American Urban Society (3)
- 2040:243 Contemporary Global Issues (3) GD
- 2040:244/344 Death and Dying (3) DD
- 2040:247 Survey of Basic Economics (3) CT
- 2040:249 Black Experience from 1619-1877 (3) DD
- 2040:256 Diversity in American Society (3) DD
- 2040:257 Black Experience from 1877-1954 (3) DD
- 2040:258 Black Experience from 1954-Present (3) DD
- 3230:150 Human Cultures (3)
- 3230:201 Human Diversity (3) DD
- 3250:100 Introduction to Archaeology (3)
- 3250:100 Introduction to Economics (3)
- 3250:200 Principles of Microeconomics (3)
- 3250:244 Introduction to Economic Analysis (3)
- 3350:100 Introduction to Geography (3)
- 3700:100 United States History to 1877 (4) DD
- 3400:201 United States History since 1877 (4) DD
- 3700:130 Government and Politics in the United States (3)
- 3700:130 World Politics and Governments (3)
- 3750:100 Introduction to Psychology (3)
- 3850:100 Introduction to Sociology (3) DD

Students may fulfill the Social Science area requirement using courses from the same department or different areas.

Courses marked CS, CT, DD, or GD also fulfill a tag requirement

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Tier III: Tagged Courses

Complex Systems Affecting Individuals in Society — one course
- 2040:241 Technology and Human Values (3)
- 3230:370 Globalization and Culture (3)
- 3230:420 Anthropology of Food (3)
- 3230:407 Medical Anthropology (3)
- 3230:460 Field Methods in Cultural Anthropology (4)
- 3350:395 Natural Resources and the Environment (3)
- 3350:430 Labor Market and Social Policy (3)
- 3370:421 Coastal Geology (3)
- 3980:405 Environmental Ethics (3)
- 3980:460 Biomedical Ethics (3)
- 3700:363 Environmental Ethics (3)
- 3750:425 Psychology of Hate (4)
- 3700:401 American Families in Poverty (3)
- 3850:320 Social Inequalities (3)
- 3850:325 Sociology of Health and Illness (3)
- 3850:433 Deviant Behavior (3)
- 4400:402 Senior Design Proj (3) Elec Eng (3)
- 4450:462 Senior Des Proj II: Comp Eng (3)
- 4600:461 ME Senior Design Project I (2)
- 4600:497 Honors Proj in Mechanical Eng (3)
- 4800:441 Biomedical Error Design I (3)
- 4900:490 Aerospace Design Project (3)
- 4900:497 Aerospace Honors Project (3)
- 5500:323 Urban Youth Mentoring (3)
- 8200:440 Nursing of Communities (3)

Courses marked SS also fulfill a Tier II Disciplinary Area requirement

Critical Thinking — one course
- 2030:205 Technical Calculus I (3)
- 2040:240 Human Relations (3)
- 2040:247 Survey of Basic Economics (3)
- 2040:349 Integrated Human Behavior and Health (3)
- 3100:410 Population Biology (3)
- 3100:486 Cell Physiology Laboratory (2)
- 3230:359 Anthropological Theory (3)
- 3240:400 Archaeological Theory (3)
- 3250:226 Computer Skills for Economic Analysis (3)
- 3250:380 Money and Banking(3)
- 3250:400 Intermediate Microeconomics (3)
- 3250:410 Intermediate Macroeconomics (3)
- 3250:436 Applied Econometrics (3)
- 3300:300 Critical Reading & Writing (3)
- 3370:151 Shrubs Mineralogy and Petrology (4)
- 3370:250 Structural Geology (4)
- 3370:444 Environmental Mineralogy (3)
- 3400:210 Humanities in the Western Tradition (4) HUM
- 3400:221 Humanities in the World Since 1300 (4) HUM
- 3400:315 History of Modern Europe (3)
- 3600:101 Introduction to Philosophy I (3) HUM
- 3600:120 Introduction to Ethics (3) HUM
- 3600:125 Theory and Evidence (3) HUM
- 3600:150 Critical Thinking (3) HUM
- 3600:170 Introduction to Logic (3) HUM
- 3600:311 History of Ancient Philosophy (3) HUM
- 3600:312 History of Medieval Philosophy (3)
- 3600:313 History of Modern Philosophy (3)
- 3750:370 Psychology Quantitative Methods (4)
- 3750:320 Introduction to Experimental Psychology (4)
- 3750:441 Clinical and Counseling Psychology (4)
- 3850:301 Research Methods I (3)
- 4400:401 Electrical Engineering Senior Design I (2)
- 4450:401 Computer Engineering Senior Design I (2)
- 6400:320 Foundations of Personal Finance (3)
- 6800:325 Marketing Research (3)
- 7100:100 Survey of Art History I (3) ART
- 7500:371 Analytical Composition (2)
- 7600:245 Argumentation (3)

Courses marked ART, HUM or HUM fulfill a Tier II Disciplinary Area requirement

Domestic Diversity — one course
- 2040:244/344 Death and Dying (3) SS
- 2040:249 Black Experience from 1619-1877 (3) SS
- 2040:256 Diversity in American Society (3) SS
- 2040:257 Black Experience from 1877-1954 (3) SS
- 2040:258 Black Experience from 1954-Present (3) SS
- 3001:200 Introduction to Women's Studies (3)
- 3000:201 Intro to Pan-African Studies (3)
- 3230:309 Native North Americans (3)
- 3250:487 Urban Economics (3)
- 3300:350 Black American Literature (3)
- 3400:350 Geography of the United States & Canada (3)
- 3350:442 Urban Applications in GIS (3)
- 3400:225 U.S. History to 1877 (4) SS
- 3400:201 U.S. History since 1877 (4) SS
- 3400:350:6 Women's History (3)
- 3580:367 Spanish Conversations for Health Professions (3)
- 3600:493 Philosophy of Feminism (3)
- 3750:435 Cross-Cultural Psychology (4)
- 3750:474 Psychology of Women (4)
- 3850:320 Introduction to Sociology (3) SS
- 7600:325 Intercultural Communication (3)
- 7750:270 Diversity and Social Work (3)
- 7900:467 Multicultural Theatre (3)

Courses marked SS also fulfill a Tier II Disciplinary Area requirement

Global Diversity — one course
- 2040:243 Contemporary Global Issues (3) SS
- 3230:150 Human Cultures (3)
- 3230:151 Human Diversity (3) SS
- 3230:416 Anthropology of Sex & Gender (3)
- 3250:460 Economics of Developing Countries (3)
- 3300:362 World Literatures (3)
- 3350:375 Geography of Cultural Diversity (3)
- 3400:200 Empires of the Ancient World (3) HUM
- 3400:380 Global Societies: Africa (3)
- 3400:384 Global Societies: India (3)
- 3400:385 Global Societies: Japan (3)
- 3400:386 Global Societies: Latin America (3)
- 3400:397 Global Societies: Middle East (3)
- 3400:337 France from Napoleon to De Gaulle (3)
- 3400:395 Global Societies: Iran (3)
- 3400:446 Ottoman State and Society (3)
- 3400:499 Women & Gender in Mid East Soc Global Diversity (3)
- 3560:210 Japanese Culture through Film (3)
- 3580:380 Hispanic Culture through Film (3)
- 3600:240 Eastern Philosophy (3)
- 3700:360 Comparative Politics (3)
- 3850:321 Population Society (3)
- 7100:310 Survey of Art II (3) ART
- 7900:215 History of Theatre and Dramatic Literature I (3)
- 7800:435 History of Theatre and Dramatic Literature II (3)

Courses marked ART, HUM or SS also fulfill a Tier II Disciplinary Area requirement

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Schedule of classes ▶

If you entered before Fall 2017, see your General Education curriculum.

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the university of akron

Chronicle

a report to the faculty of
the university of akron

May 3, 2018

71 pages

SENATE ACTIONS

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).
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.
4) Adopted a resolution from the Computing and Communications Technology Committee recommending the selection of Management and Curriculum Management modules of Leepfrog's Courseleaf software.
5) Adopted a resolution from the Accessibility Committee recommending development of an Accessibility liaison program for the campus.
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.
7) Adopted a resolution from the Academic Policies Committee to approve the creation of the Urban STEM Education Center in the College of Education.
8) Adopted a resolution from the Academic Policies Committee recommending changes to University Rule 20-05.1 (Grading system, discipline, academic probation and dismissal).
9) Adopted a resolution from the Academic Policies Committee to approve changes to transfer criteria for the Child and Family Development program.
10) Adopted a report from the Academic Policies Committee addressing the Academic Program Review Report from the Academic Program Review Committee.
11) Adopted a resolution regarding the Academic Program Review.

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MINUTES OF THE FACULTY SENATE MEETING OF
MAY 3, 2018

The regular meeting of the Faculty Senate took place Thursday, May 3, 2018 in room 201 of the Buckingham Center for Continuing Education. Senate Chair William D. Rich called the meeting to order at 3:02 pm.

Of the current roster of 63 senators, 48 attended the meeting. Senators Alves, Browadway, Hreno and Makki were absent with notice. Senators Brown, Braun, Chronister, Cole, Dhinojwala, Haas, Hajjafar, Hariharan, Quinn, Simms and Soukup were absent without notice.

I. Adoption of Agenda

The agenda was adopted as amended by Chair Rich without dissent.

II. Adoption of Minutes of April 5, 2018 meeting

On Senator Saliga's motion, the minutes were adopted without dissent.

III. Remarks of the Chairman

Chair Rich remarked:

We have a full agenda today. Among the items on it are

- Final approval of proposals, previously debated, from the Graduate Council
  - o to amend the definition of full-time graduate student in two University rules and
  - o to amend the bylaws of the graduate faculty to provide for an additional category of graduate faculty;
- Curriculum change proposals from the Curriculum Review Committee;
- From the General Education Advisory Committee, expedited approval of courses for credit toward satisfaction of the new general education requirement;
- From the Computing and Communications Technology Committee, approval of the selection of a new automated curriculum proposal system;
- From the Accessibility Committee, a proposal to develop an accessibility liaison program; and
- Four items from the Academic Policies Committee:
  - o A proposal concerning reference to accessibility and other policies and information in course syllabi;
  - o Approval of a new Urban STEM Education Center in the College of Education;
  - o A rule change concerning dismissal of students for academic deficiency; and
  - o Academic program review.

One way or another, we need to act on academic program review. I hope we can do so today, but that will require that we proceed apace through the agenda. If we do not act on it today, we will need to hold a special meeting next week. I hope that will not be necessary.

The Academic Policies Committee received the Academic Program Review Committee's report about two months ago. It has met weekly between then and now, and much work was done by electronic mail, as well. There was not enough time, however, for APC to carefully review in detail the data for every program. Nor did APC undertake to arrive at its own ratings of individual programs. The approach APC took was to focus primarily on programs with respect to which there were apparent discrepancies between the APR Committee's ratings and those of the dean, and to make comments about those programs, sometimes expressing disagreement with the APR Committee's ratings. The APC report on academic program review also makes some general observations about the academic program review process and its limitations, and offers advice and cautions about how the Administration should go about making decisions about investment and disinvestment in programs. APC offers its report for adoption by the Senate. If the Senate adopts APC's report, it will have adopted the content of the APC report as its own. It will not thereby have adopted the Academic Program Review Committee's report, nor will it have endorsed that report except to the limited extent that the APC report does so.

As we approach the end of another academic year, I want to thank all of the members of this body and all of the members of its committees for their service to the University this year.

I want to give special thanks to the members of the Academic Policies Committee. APC is always one of the busiest Senate committees, but this year it was especially busy and productive, thanks to the diligent and capable work of its members and the leadership of its chair, Janet Klein, and vice-chair, Joe Minocchi. In addition to Janet and Joe, Heather Howley and Bob Veillette contributed above and beyond the call of duty to the report on academic program review. The Senate, the faculty as a whole, and certainly I owe them our deepest gratitude.

Unless we do not complete our work today and must hold a special meeting, this is the last Senate meeting over which I will preside. As I said in my remarks in the April meeting, it has been a great honor to serve as your chair and a privilege and pleasure to work with so many dedicated, knowledgeable colleagues across the campus.

Universities exist to serve their students by educating them, and to serve the public in various ways including by the advancement of knowledge. The non-faculty employees of universities play an essential role; without their services, universities could not function. As a formal, legal matter, the university is its board of trustees but, in reality and fundamentally, a university is its faculty. It is the faculty that educate students, advance knowledge, and serve the public in various other ways, and it is the faculty who know best how to do these things and what the necessary pre-conditions are for doing them. That is why it is essential that faculty continue to speak clearly and, when necessary, forcefully about the

problems, issues, and opportunities that confront the University, and it is why the Administration and Board must listen when the faculty speaks. When the faculty does speak, it must use the care, skill, and precision that we as individual faculty members bring to our scholarly work.

The six years during which I have presided over the Senate have been a difficult period for the University. Including interims, we have had four presidents during that period. This University, like others around the state, continues to be squeezed by the state political leadership's long-term program of disinvestment in public higher education. This puts all of us under great stress as we witness the hollowing-out of what was once a great strength of this State and this nation – its institutions of higher education. This will not change until the state's political leadership is changed, and that will not occur until the voting public is persuaded of the value of public higher education. We as faculty must not be removed or aloof from politics. Rather, we must engage our fellow citizens in dialog about the value of public higher education, the consequences of disinvestment in it, and the relationship between their choices in the voting booth and the future of the state and its universities. In the immortal words of Joe Hill, "Don't mourn, organize."

I wish you all the best.

This concludes my remarks.

IV. Special Announcements

Wallace Sterling died April 9th at the age of 82.

He earned a Bachelor of Arts degree in English and Theatre from the University of Florida, where he was also a member of the marching band. He earned a Ph.D. in Theatre from the University of Southern Illinois at Carbondale in 1966. He taught at the University of Akron from 1966 until 1996, retiring as Professor Emeritus. During the summers of 1986 through 1995, Professor Sterling was Coordinator of Theatre Arts Programs for the Governor's Summer Institute for Gifted High School Students. After his retirement he lived for several years in Chapel Hill, NC, where he was an adjunct professor at North Carolina Central University and was a director with the local little theater. He eventually retired to Tampa where he served as an adjunct professor at the University of Tampa for several years. He loved teaching and directing and enjoyed mentoring students and helping them succeed.

Our retired colleague and former Dean of the College of Fine and Applied Arts, Mark Auburn, writes as follows about Professor Sterling:

Wallace Sterling was an actor. He vamped through the role of Sir Benjamin Backbite in my production of "The School for Scandal" at UA in 1996. He brought an inspired variation of the comedic talent he'd displayed via the bumbling Dogberry in "Much Ado About Nothing" at E.J.Thomas Performing Arts Hall in 1992. As a stage director, he favored thought-provoking drama which opens our minds to questions of identity and social responsibility, and whether he introduced Pinter or August Wilson, Euripides or Albee, he forced us outside our comfort zone. Wally retired in 1996, so he was not here for the faculty's selection of representation by the AAUP in 2002, but I suspect he was very happy to see his advocacy gain recognition, for he took with great seriousness not just his duties as the leading instructor in theatre literature and direction but also his responsibilities

to shape the curriculum and advise our leaders about all matters within the scope of faculty governance. And he was a visionary within the curriculum. Wally saw the need for instruction in arts management, and he saw how a master's program could be housed within the theatre faculty to teach this broad wide-ranging practical field under the aegis of theatre. He participated in hiring the first and second directors for this program, and I dare say he served on dozens of master's thesis committees of the folks who are leading Akron's renaissance as an arts-friendly, arts-embracing community. He directed me on stage more than fifty years ago, and I remember today with affection how he fought some of my decisions after he selected me as his Interim Director of Theatre in 1994. I am so pleased that he was able to enjoy a long fruitful retirement.

The Senate rose for a moment of silence in memory of our deceased colleague.

V. Report of the Executive Committee

Secretary Miller reported:

On Thursday, April 12, the Faculty Senate officers met with the Board of Trustees Presidential Advisory and Screening Committee to answer questions and provide advice about the choice of a successor to Matthew Wilson.

The Faculty Senate Executive Committee (EC) met on Thursday, April 19. We set an agenda for our meeting, later that day, with the Provost. We discussed enrollment; the future of Buchtel College of Arts and Sciences with John Green moving to the President's Office; the four-day class schedule; academic program review; and strategic planning and the University's mission. We also certified Senate elections. At our meeting with the Provost, we discussed the process of selecting a new Dean for the Buchtel College of Arts and Sciences; the future of the College of Education; the budget; admissions and enrollment; the four-day class schedule; and academic program review, strategic planning, and the University's mission.

On Thursday, April 26, the EC met to set an agenda for this meeting. We also certified Senate elections and make appointments to Senate committees.

At the April meeting, Senate Osorio requested that the EC look into the status of the four resolutions the Senate has passed concerning part-time faculty during the last four academic years. These include a resolution for a salary increase; a salary review; retirement benefits; and a bonus. To the best of our knowledge, the Administration has taken no action on these resolutions beyond referring them to University Council and/or referring them for cost analysis.

The EC now brings a recommendation that the Senate create an ad hoc strategic planning committee to develop and propose a strategic plan for the accomplishment of the University's academic mission, the members of said committee to be appointed by the Faculty Senate's Executive Committee.

The EC has one more recommendation to bring the Senate. This we do without the knowledge of our Chair. We'd like to present Bill with this certificate of appreciation, and we ask the Senate to approve the following resolution:

Resolved, the Faculty Senate thanks William D. Rich for his many years of exemplary service to this body and to the University and its community as

a whole. He has been a great help to the faculty, and he has done much to promote shared governance. We especially appreciate his expertise as a parliamentarian; his service on the Reference, Academic Policies, and Executive Committees; and his distinguished work as Chair of the Senate. We wish him the best in retirement, and we are grateful that he will be available to advise us for the foreseeable future.

VI. Remarks of the President

Interim President Green expressed his pleasure in appearing before the Faculty Senate and spoke of his desire to work with the Senate and the other organizations of shared governance for as long as he serves as Interim President. He noted that he was, with Bill Rich, one of the first Faculty Senators to serve in this body. He thanked Matt Wilson and praised his work for the University.

He described as one the overarching tasks ahead of him is to help the Board of Trustees to prepare for the search for the new President. He stressed that continuity is one of the important things and noted that he planned to make very, very few changes in the administrative structure of the university, and these only as required by events.

The University would continue the initiatives started by his predecessor, Five-Star Fridays and eSports, with the Provost to review and re-evaluate these programs after one year.

He described Academic Program Review as a main priority. He expressed his wish that APR serve as a foundation for a strategic plan. He also expressed his wish that he will be able to hand a strategic plan to the next President.

He thanked Bill Rich and said that his plans to continue to be around and involved were a great comfort.

VII. Remarks of the Provost

Provost Ramsier reported that the Higher Learning Commission reported that transfer of Wayne College's accreditation to under The University of Akron's umbrella will be effective on July 1 of 2018.

He also reported that the Office of Academic Affairs agreed at the Council of Deans meeting to authorize thirteen visiting faculty positions for Fall 2018. Next Tuesday the Deans will discuss the allocation of tenure-track lines for searches beginning in Fall 2019.

VIII. Report of the University Council Representatives - Senators Roy & Allen

Senator Roy reported that the UC has met twice since the last meeting. In early April, the UC selected its officers as representatives to the Board of Trustees' Presidential Advisory and Screening Committee.

In other news, the UC received a committee report from Information Technology detailing their goals, including the consolidation of email accounts to one platform for identity and data management. Matt Wilson reported on the study abroad program for law students in Japan and a first-ever alumni event in South Korea. Provost Ramsier described the transfer of Wayne College; APR; and faculty who took the VRIP and the consequent hiring needs.

Senator Roy also reported that the UC ad hoc Awards Committee revived the tradition of achievement awards, and the UC ad hoc Textbook Committee brought forward a resolution encouraging faculty to adopt and develop affordable textbooks. Interim President Green spoke to the UC, providing much the same updates as he did to the Senate today, and Chair Sterns revisited the notion of childcare on campus in light of the closing of the Center for Child Development.

IX. Report of the Graduate Council Representatives - Senators Allen & Soucek
Chair Rich noted that the amendments to the rules are still before us (see Appendix A), held over from the last meeting to correct drafting errors of a technical and not a substantive nature. The Senate substituted these versions for the ones presented in the last meeting. There being no further debate, the motion was adopted.

X. Committee Reports
   A. Curriculum Review Committee—Chair Cravens
      On behalf of the committee, Chair Cravens presented a motion to approve curriculum changes (see Appendix B). The motion was adopted without dissent.

   B. General Education Advisory Committee—Chair Bean
      On behalf of the committee, Chair Bean presented a motion to approve fast-track curriculum changes (see Appendix C). The motion was adopted without dissent.

   C. Athletics Committee
      There was a written report (see Appendix D)

   D. Computing and Communications Technology Committee—Chair Randby
      Chair Randby described work on a recommendation to provide additional, electronic options for RTP (see Appendix E). Chair Randby also presented a motion to adopt a new curriculum proposal system (see Appendix E). Vice Chair Saliga noted that both CRC and URC support this motion. The motion was adopted without dissent.

   E. Accessibility Committee—Chair Booher
      Chair Rich noted that one recommendation from the Accessibility Committee, concerning mandatory inclusion of language on all syllabi, was referred to the Academic Policies Committee.

      Jina Sang presented the recommendations (see Appendix F). Senator Nofziger noted that college and department are very different levels, and many departments are currently overburdened. Jina Sang replied that it would be up to the colleges to appoint liasons as necessary. Dean Kennedy noted that this proposal was discussed at the Council of Deans and the Deans supported the notion of one per college. Chair Rich noted the

motion is worded in a manner that is sufficiently ambiguous to allow discretion. The motion was adopted without dissent.

F. Academic Policies Committee—Chair Klein
Senator Klein reported that the APC voted unanimously to reject the first proposal of Accessibility (see Appendix G) and proposed in its place the creation of a web page with a stable URL that could be inserted into all syllabi.

Senator Randby expressed confusion, as there is already a website and he puts it on his course syllabi.

Chair Rich replied that APC gets these requests often, to include information in the syllabi, and were they always granted, all of that information would overshadow the actual syllabi. Chair Rich noted that APC's view is yes, there is important information all students should be able to find easily, and this information could be aggregated in a single, often-updated website.

Senator Randby described the links on his syllabi.

The motion was adopted without dissent.

Senator Klein next presented the proposal for the Urban STEM Education Center (see Appendix G). The motion was adopted without dissent.

Senator Klein next presented the rule changes on academic probation (see Appendix G). The motion was adopted without dissent.

Senator Klein next presented the rule change for academic probation (see Appendix G). The motion was adopted without dissent.

Senator Klein next presented the committee's review of the Academic Program Review Committee's report (see Appendix G).

Chair Rich clarified that APC has brought us a report containing APC's thoughts on the process and the contents of the APR committee's report. He noted that adopting the APC's report does not mean that the Senate has adopted and endorsed the contents of the APR report.

Senator Randby noted the report begins with critical remarks about the process before commenting on programs singularly. He expressed agreement for support for Computer Science, flagship programs, and up-and-coming areas. On the section on the College of Applied Science and Technology, however, Senator Randby noted that the report does not reflect the priorities we should have for that college. In particular, for the engineering and science technology programs, he called for a stronger commitment. He continued with his observation that CAST's mechanical

engineering technology program is underfunded and neglected, its surveying and mapping program is in the same situation, and so are the other programs in that department. He wondered why Computer Information Systems were not mentioned at all, and he went on to express support for additional programs in the College of Applied Science and Technology.

Chair Rich asked Senator Randby if there was an amendment he would proposed, or if that was debate against the proposal.

Senator Randby extemporized an addition to the section at the end. He moved that the sentence "Solid investment in engineering and science and technology programs and computer information systems programs including cybersecurity and digital forensics are necessary." The motion passed.

Senator Schulze added that it seems clear to everyone that what is likely to follow, in spite of the preamble, is that there will be program closures before there will be strategic planning. She reported that many faculty want it clear and on the record that the financial situation of the University is not the fault of the faculty or our programs. If there is fault, it lies elsewhere, with the State perhaps. Yet, for as long as she has been here, it has always been the faculty, the departments, and the programs that bear the brunt of the cuts. The faculty would like this on the record. She emphasized the need for strategic planning to make sound decisions that are reasonable and fair.

Chair Rich added that, as a participant in the process as a member of the APR, the APC, and EC of the APR, is that there are some programs that are identified as possible candidates for elimination. But in general, these are programs that the faculty recognize have been supplanted. One thing that Chair Rich wanted emphasized is that closing programs or sets of programs will not necessarily result in any meaningful savings. Who teaches those programs, do they need to be offering those courses anyway, and are these programs not functioning as an alternative route for students to graduation? While in theory, there may be some programs that cost too much relative to the revenue they generate, it is difficult to say the APR committee identified any of those. If getting rid of a program would not result in fewer courses that need to be taught or fewer faculty members to teach them, then there may be no good reason to eliminate them.

Chair Feltey noted that Ph.D. programs were emphasized in some areas but not in others. She asked if neglect of Ph.D. programs in the Social Sciences had an explanation.

Chair Rich answered that there was no way that APC could address every program. APC addressed the areas that we thought were questionable in

the APR committee report. Chair Rich also expressed his conviction that not all the discrepancies or errors were caught, because this report was created under enormous time pressure. He explained that great care must be exercised in making decisions based on this report.

Senator Klein noted that the general narrative of the APC report wanted to emphasize that the sudden loss of graduate assistants played a role. She repeated that APC could not highlight everything that deserved it. The emphasis on graduate education in one area was not intended to de-emphasize graduate education in another.

Senator Elliott noted the paragraph "Even though the report" and considering the comments of Senator Schulze, he expressed his concern that there is nothing in the document reflecting the Senate's concern that we continue to cut academic programs without commensurate reductions on the non-academic side. He reported that Provost Ramsier only replied that we are already very lean on the non-academic side. Senator Elliott noted that inflating the athletic spending, maintaining the non-academic spending, would be the wrong direction. He discussed proposing commensurate reductions in the non-academic side somewhere. Senator Elliott proposed an amendment to the report which was not adopted after numerous senators spoke for and against it. A decision was made to offer the amendment as its own resolution under new business.

Chair Rich noted that the charge of the APC was academic program review and despite sharing those sentiments, the APC noted that it would be hard to read that report and not come to the conclusion there is enormous concern with the diminished allocation of resources to academic programs and the possibility of further cuts.

Senator Klein agreed with Chair Rich.

Senator Bennington offered thoughts on the comments about academic programs being the sole area of cuts. He argued that if we look across the campus, there have been cuts everywhere. Student Government's budget, for example, has been cut. Administrative burdens, compared to institutions across the state, are heavy, he noted, speaking of his experience visiting other campuses across the state. He argued that everyone will need to take cuts, given our financial situation.

Jamal Feerasta spoke in support of hospitality management programs.

Chair Rich repeated that both the APR committee and the APC were under great time pressure and were unable to address every point worth addressing. He noted, however, that the programs just mentioned are cited in both reports as examples starved by neglect--as programs that have suffered from poor decision making.

The motion to adopt the APC report on APR was adopted without dissent.

XI. New Business

Senator Schulze moved to put forward Senator Elliott's amendment as its own motion. Chair Rich called for this to be reduced to writing. Senators Schulze, Hausknecht, and Elliott worked on this as the Senate considered new business (below). After new business, the Senate returned to the following resolution:

Having endured scrutiny and budget cuts to academic programs in past years the faculty senate resolves the following: Nonacademic areas such as administration and athletics should face similar open scrutiny and the possibility of proportionate budget adjustments.

The motion was adopted.

XII. Good of the Order

Enoch Damson urged the University to expand more in the online direction. He urged an investigation of class sizes and some kind of discussion of class sizes in online and face-to-face classes.

Senator Roy announced that the AAUP Faculty First Friday event will take place tomorrow at five pm.

Vice Chair Saliga invited the Senate to the Barley House for a drink with Chair Rich after the meeting.

XIII. Adjournment

The meeting was adjourned at 4:36 pm.

—Jon Miller, Secretary.

Questions and comments about the minutes can be emailed to mjon@uakron.edu or called in to x6202.

3359-24-01 **Bylaws of the graduate faculty.**

(A) Name. This organization shall be known as the graduate faculty of the university of Akron.

(B) Purpose. The purpose of the graduate faculty shall be to encourage and contribute to the advancement of knowledge through instruction and research of highest quality, and to foster a spirit of inquiry and a high value on scholarship throughout the university.

(C) Duties. The duties of the graduate faculty shall be:

(1) To develop curricula leading to appropriate graduate degrees;

(2) To participate in research, publication, and professional societies;

(3) To recruit, encourage, and supervise superior students in their graduate studies;

(4) To conduct graduate classes and seminars that stimulate creativity, independent thought, and scholarly attitudes and performance;

(5) To serve on supporting committees, as needed; to supervise student research; and to direct theses and dissertations;

(6) To help develop and maintain a graduate library appropriate to a sound graduate program;

(7) To elect the members of the graduate council, and if elected to the council, to serve in the best interests of the graduate faculty and the graduate school; and

(8) To participate in the selection of a dean of the graduate school.

(D) Membership.

(1) The following shall be members of the graduate faculty.

(a) President of the university.

(b) Senior vice president and provost.

(c) Dean of the graduate school.

(d) Associate/assistant dean(s) of the graduate school.

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    (e) Deans of colleges offering graduate programs.

    (f) Distinguished professors.

    (g) Chairs of departments/schools offering graduate programs.

    (h) Appointees as indicated in paragraph (D)(2) of this rule.

(2) There is only one graduate faculty of the university of Akron. Within that graduate faculty, members have different responsibilities. All members of the graduate faculty are defined as being "Category I" members. Those members of the graduate faculty, who request and are granted the prerogative to direct master's theses and doctoral dissertations (described herein), are defined as being "Category II" and "Category III" members, respectively.

    (a) Application for graduate faculty membership is made upon the recommendation of the graduate faculty of the department/school or a duly constituted committee of that faculty. Applications are reviewed in turn by the department chair/school director, the college dean, and the graduate council. Appointments to the graduate faculty are made by the dean of the graduate school on the basis of the recommendations of the graduate council. Any member of the university faculty, who holds a full-time appointment at the rank of assistant professor, associate professor or professor, including those ex-officio members designated in paragraphs (D)(1)(a) to (D)(1)(g) of this rule, may be nominated.

    (b) Nominations and recommendations for appointments of members shall be made in the following categories:

        (i) "Category I": teaching of master's and doctoral courses and serving as a member of thesis and dissertation committees.

        (ii) "Category II": "Category I" responsibilities plus directing of master's degree theses.

        (iii) "Category III": "Category II" responsibilities plus directing of doctoral dissertations.

    (c) Ex-officio appointments shall be in "Category I." A majority of members serving on doctoral dissertation committees must be in "Category III." Candidates, who received their terminal degrees within one year of applying for graduate faculty membership, will be granted the category that they request for a five-year period. Reappointments in "Category II" and "Category III" will then be contingent upon requirements for these categories. "Category I" appointments will be for the duration of the faculty member's appointment to the university and does not require renewal.

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| Deleted: , directing of master's degree theses, and teaching of doctoral courses |
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(d) Quality is the primary factor in awarding membership on the graduate faculty. Those closest to the discipline are in the best position to provide a qualitative assessment of a candidate's research, scholarly and/or creative accomplishments. The role of the department/school's graduate faculty, the department chair/school director, and the collegiate dean in evaluating the candidate's credentials for graduate faculty membership is to provide the crucial quality assessment. All applications forwarded for graduate faculty membership must contain written qualitative assessments of the candidate's research, scholarly and/or creative activities.

(e) In addition, in order to ensure minimum quantitative standards on a university-wide basis, the following shall be the minimum criteria for applying and being recommended for "Category I."

   (i)   Candidates must possess a terminal degree appropriate to their fields.

(f) The following shall be the minimum criteria for applying and being recommended for "Category II."

   (i) Candidates must possess a terminal degree appropriate to their fields.

   (ii)   Candidates must be actively engaged in scholarly or creative activities demonstrative of current knowledge of and involvement with their fields. Examples of this requirement include:

      (a) Paper presentations at regional, national or international meetings of the professional discipline; and

      (b) Reviewed performances or exhibits or published creative work; a minimum of one refereed publication is required. For non-publication-oriented disciplines, reviewed creative work or activity in recognized forums is required.

   (iii) Candidates may present other evidence of scholarly or creative activity such as panel membership, discussant, patents or performance activity.

   (iv) Reappointment to the graduate faculty will depend upon demonstrating the requirement in paragraph (D)(2)(f)(ii) of this rule within the previous appointment period.

(g) The following shall be the minimum criteria for applying and being recommended for "Category III."

   (i)   Candidates must possess a terminal degree appropriate to their field of expertise and employment.

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    (ii) Current scholarly competence as demonstrated by at least four refereed scholarly publications or the equivalent. Examples may include refereed journal articles, chapters in scholarly books, conference proceedings, and successful external research grants. Two of these refereed publications must be journal articles or chapters in scholarly books.

    (iii) In appropriate disciplines, scholarly books containing substantial original material by the author may be substituted for the refereed publications described in paragraph (D)(2)(g)(ii) of this rule.

    (iv) Reappointment to the graduate faculty will depend upon demonstrating the above within the previous appointment period.

(h) It shall be the responsibility of each department/school to develop its own guidelines specifying criteria for members of that department to be nominated for graduate faculty status, based on standards in their own disciplines. The guidelines will be developed by the full-time graduate faculty of the department/school and the academic dean. Guidelines must be approved by the graduate council and the dean of the graduate school. These guidelines shall meet or exceed the general criteria described above and shall be approved and on file in the graduate school office prior to the submission of any appointment application.

(i) Persons, who do not meet all of the preceding criteria but are recognized by their departmental/school colleagues as being highly qualified in their special fields of study, may apply in a specific category by the graduate faculty of a department/school for membership in the graduate faculty.

(j) All applications shall be accompanied by an abbreviated vita (form provided as part of the application). Such curriculum vita must provide complete information concerning possession of the appropriate terminal degree for the discipline, concerning research and scholarship with bibliographic citations (complete, ordered list of authors' names, volumes, years, pages), and other scholarly or professional activities indicated by year. The curriculum vita must differentiate refereed publications from non-refereed.

    (i) The applicant, departmental graduate faculty committee, department chair/school director, and the college dean are to provide or attest to both qualitative and quantitative information substantiating the nominee's qualifications.

    (ii) The candidate must specify which category of membership is desired. Candidates, who are clearly qualified for "Category III," should request consideration for this category of membership, even if they are not affiliated with doctoral programs.

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(3) A faculty member holding joint appointments in more than one university department/school must seek graduate faculty status in each department/school in which graduate faculty membership is desired.

(4) Any person desiring to appeal graduate council's actions taken under the provision of paragraph (D)(2) of this rule may request a review by a committee composed of: two members of the graduate council who are not on the graduate faculty membership committee, and three members of the graduate faculty who are not in the candidate's department/school, to be appointed by the senior vice president and provost or designee who shall serve as a non-voting chair.

(5) Appointments to the graduate faculty shall be for initial and subsequent terms of five years for "Category II" and "Category III" status. Terms shall begin on the first day of the fall semester and end on the day preceding the first day of the fall semester five years later. Appointments made during the fall semester shall be considered as having been made on the first day of that semester. For appointments made during the spring semester, the term shall be considered as having begun on the first day of the following fall semester. Applications for reappointments shall be made not later than March first for a term to begin in the following fall semester.

(6) Adjunct, part-time, visiting, non-tenure track, and other faculty members shall be eligible for ad hoc temporary "Category I" appointment to the graduate faculty. Such an appointment shall be given for the performance of specified graduate faculty functions (e.g., for teaching specific master's or doctoral level courses and serving on specific master's or doctoral committees).

  (a) Ad hoc temporary functions shall exclude:

      (i)   directing of doctoral dissertations or master's theses, and

      (ii) service as the representative of the graduate school on dissertation committees.

  (b) The dean of the graduate school shall make such an appointment for a specified period of time to fulfill specified function(s), normally for a period of one up to five academic years. Faculty shall be nominated for such an appointment by the full-time graduate faculty in the department/school, the department chair/school director, and the collegiate dean, and must possess the appropriate terminal degree, documented experience, and other credentials relevant to performance of the specified graduate faculty function(s), as defined by departmental/school guidelines.

  (c) An ad hoc appointment may be renewed, but only on a case-by-case basis.

(7) Only members of the graduate faculty shall be permitted to teach courses at the graduate level. Only those members who hold a full-time, regular (non-ad hoc temporary) appointment to the graduate faculty at the university of Akron shall be

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eligible to vote as graduate faculty members.

(8) For some disciplines, "Category III" graduate faculty status is essential for a faculty member's career path. Therefore, a new hire past the one-year terminal degree may be granted "Category III" for a five-year period according to the following scale:

Time since report of terminal degree	Publications* required
0-1 year	0 refereed publications
1-2 years	1 refereed publication
2-3 years	2 refereed publications
3-4 years	3 refereed publications

*Or creative activity according to department/school criteria.

(a) The above is equivalent to one refereed publication per year following the receipt of the terminal degree or four refereed publications in the last five years.

(E) Officers. Officers of the graduate faculty shall be the president of the university, the senior vice president and provost, the academic deans of colleges offering graduate programs, the dean of the graduate school, and a vice chair elected by the graduate council. Their duties shall be as follows:

(1) The president, as executive head of the university in all its departments/schools, shall receive the reports of subordinate officers, shall advise and counsel them, and shall have the powers and responsibilities stated in the bylaws of the board of trustees of the university.

(2) The senior vice president and provost shall receive the reports of the graduate council, and shall advise and counsel the dean of the graduate school and the graduate faculty as the chief academic officer of the university responsible to the president for the supervision of the academic functions of the university.

(3) The academic deans of those colleges offering graduate programs shall be responsible for direct supervision of graduate faculty and programs within their respective colleges.

(4) The dean of the graduate school shall be responsible for the administration of the graduate school, and shall supervise its programs and its student body. The dean shall serve as chair and preside at meetings of the graduate faculty and shall be responsible for recording and maintaining of minutes of all meetings of the graduate faculty, sending out notices of all meetings, and for seeing that all graduate faculty receive copies of the agenda prior to, and minutes after, all meetings. Two copies of all documents shall be sent to the university archivist.

(5) The vice chair shall be elected by the graduate council and shall preside over graduate faculty and graduate council meetings in the absence of the chair.

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(F) Committees. The graduate council shall be the executive committee of the graduate faculty and shall represent the graduate faculty in proposing matters of academic policy and procedure of the graduate school, and in counseling and advising with the dean of the graduate school in matters of administering the graduate school.

(1) The graduate council shall consist of sixteen voting members, including fourteen elected graduate faculty members and two elected faculty senate representatives. In addition membership shall include the following non-voting members: one elected graduate student; the dean of the graduate school; and the associate dean of the graduate school.

(a) The faculty members shall be elected from the colleges and divisions as follows:

College or division	Number of elected members
Buchtel college of arts and sciences	
- Humanities division 1	
- Natural sciences division 1	
- Social sciences division 1	5
- Visual arts division 1	
- At-large 1	
The LeBron James Family Foundation College of Education	2
College of business administration	2
College of Engineering	2
College of health professions	2
College of polymer science and polymer engineering	1

(b) The student member shall be elected yearly by the graduate student government.

(c) The dean shall not have voting rights, except in the case of tie votes.

(d) The number and apportionment of graduate council members shall be reviewed within three years of the adoption of these bylaws and at least every three years thereafter by the graduate faculty. A similar review shall be conducted whenever a college not now offering a graduate degree shall institute one.

(2) The term of office of a faculty member on the graduate council shall be three years and the terms arranged so that no fewer than four members shall be replaced each year. Members may serve no more than two consecutive terms. No more than one member of the faculty of any department/school may serve on council during any

given year. Faculty membership on the graduate council is limited to those members of the graduate faculty who qualify under paragraph (D)(2) of this rule or department chairs/school directors who qualify under paragraph (D)(1) of this rule.

(3) The faculty members retiring from the graduate council each year shall duly constitute a nominating committee which will meet in March and propose the names of two graduate faculty members from each college or division represented by the retiring members.

    (a) The nominations shall be transmitted to the dean of the graduate school by April first, and the dean shall circulate the slate to the graduate faculty. Prior to April fifteenth, any five qualified members of a college or division may nominate an additional member of their group by petition addressed to the dean of the graduate school through the college dean.

    (b) On or about April fifteenth, the dean of the graduate school shall send a ballot to each member of the graduate faculty concerned, which ballot shall list all nominees for the graduate council classified according to college or division. Faculty members shall vote only for the representative of their own particular group and shall vote for one nominee only, except when a member-at-large is elected from the Buchtel college of arts and sciences. The ballot shall be inserted in an unmarked envelope which shall be placed inside another envelope. The outer envelope shall be signed and returned to the dean of the graduate school no later than May first.

    (c) The graduate council shall then tally the vote and preserve the ballots for one month after the May meeting. In the event that no candidate for a given position receives a majority of the votes cast, there shall be a reballot between the two candidates with the largest pluralities. Results of the election shall be announced to the graduate faculty, and the newly elected members shall take up their duties on September first.

    (d) If a vacancy should occur on the graduate council with one year or more left in the term, a special election shall be held. The newly elected member shall serve for that portion of the term for which the originally elected member shall be absent. For the special election, the last nominating committee shall be asked to submit a slate of two names from the appropriate faculty group; other nominations may be made in accordance with the procedure described in paragraph (F)(3)(a) of this rule. If a vacancy occurs with less than one full year remaining in the term, the dean of the college may recommend for appointment to the graduate council a person from the appropriate college or division to fill the vacancy for the remainder of the term.

(3) The duties of the graduate council shall include:

    (a) To evaluate the qualifications of nominees and recommend membership on the graduate faculty.

    (b) To vote upon all matters of policy of the graduate school, not otherwise established by the graduate faculty.

    (c) To counsel and advise the dean of the graduate school in administering the policies of the graduate school as related to, but not limited to admissions, dismissals, transfers, awards, curricula and degree programs.

(5) The dean of the graduate school shall serve as chair of the graduate council. At its first meeting each fall, council shall elect from among its members a vice chair and a secretary. The vice chair shall work with the chair on the agenda for each meeting and preside in the absence of the chair.

(6) Standing committees of the graduate council shall be as follows:

    (a) A graduate faculty membership committee, comprised of a chair and one other faculty member of the graduate council who will serve as vice chair, plus four persons from the membership of the graduate faculty, shall be elected by the council. Six different colleges shall be represented in the membership of this committee. This committee shall review all nominations for membership on the graduate faculty, using the guidelines in paragraph (D)(2) of this rule, and make recommendations to the graduate council. Those persons approved by the graduate council shall be recommended to the dean of the graduate school for appointment to the graduate faculty. Any nominated person who is rejected by the council or the dean may seek further consideration through the procedure described in paragraph (D)(4) of this rule.

    (b) A graduate faculty curriculum committee, comprised of a chair and one other faculty member of the graduate council who will serve as vice chair, plus four persons from the membership of the graduate faculty, shall be elected by the council. Six different colleges shall be represented in the membership of this committee. This committee shall review all curriculum proposals and related curricular issues referred to either the graduate council or the dean of the graduate school under the operative university curriculum review policies and procedures.

    (c) A graduate faculty student policy committee, comprised of a chair and two other faculty members of the graduate council, one of the two identified as vice chair, and three persons from the membership of the graduate faculty, shall be elected by the council, plus three graduate students to be elected by the graduate student government. Six different colleges shall be represented in the faculty membership of this committee. This committee shall assist the graduate council and the dean of the graduate school in resolving issues regarding admission and denials of

admission, transfer credit, dismissals, special standing, and other matters relating to the general welfare of graduate students.

(d) The dean of the graduate school shall be an ex-officio, non-voting member of all standing committees of the graduate council. No other member of the graduate faculty may serve on more than one standing committee at a time.

(e) Ad hoc committees of graduate council may be appointed by the dean of the graduate school as needed. The chair shall be a member of graduate council and shall report to the council.

(7) Minutes of the graduate council meetings shall be available electronically to all members of the graduate faculty and graduate council within two weeks of each meeting. Unless a formal objection to the action of council is submitted in writing to the dean of the graduate school within two weeks after the date of distribution, council actions shall be considered as approved by the graduate faculty. All such actions should be forwarded to the faculty senate whenever action by that body is required.

(a) If written objection to any action of the graduate council is received by the dean of the graduate school, the dean shall report it to the council for consideration. One member of council shall be designated by the dean to arbitrate the matter between council and the objector. If agreement has not been reached after two weeks, a special meeting of the graduate faculty shall be called. The action of the graduate faculty on the issue shall be binding and reported in the next minutes of the graduate council.

(8) The graduate council shall meet at least once a month during the academic year and two-thirds of the membership shall constitute a quorum.

The agenda for meetings of the graduate council shall be prepared by the dean of the graduate school in consultation with the vice chair prior to each meeting and shall include a report from each standing committee. Any member of the graduate faculty may submit items for the agenda to any member of the graduate council.

(G) Meetings.

(1) The graduate faculty shall hold a regular annual meeting. A quorum at any meeting shall be ten per cent of the graduate faculty membership. Members shall be notified one month prior to the date of all regular meetings.

(2) The agenda for each regular meeting shall include:

(a) A report by the dean of the graduate school on the state of the graduate school,

(b) A report by the vice chair of graduate council on the activities of the graduate council,

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    (c)   A report from a representative of university libraries on the state of the libraries as they pertains to graduate study,

    (d)   A report from a representative of information technology on the state of the computing and telecommunication units as they pertain to graduate study,

    (e)   A report from a representative of graduate student government, and

    (f)   Other business.

(3) Special meetings of the graduate faculty shall be called by the dean of the graduate school when:

    (a)   Ten members so petition, or

    (b) The counsel and guidance of the graduate faculty are sought by the dean and/or the graduate council.

(4)   The chair of the graduate faculty shall appoint a parliamentarian, who shall base any ruling on "Robert's Rules of Order, Revised."

(5)   Minutes of each graduate faculty meeting shall be posted electronically for all members of the graduate faculty and sent to graduate student government. A permanent file shall be kept in the graduate school office. Two copies shall be sent to the university archivist.

(6)   These bylaws may be amended by vote at special meetings of the graduate faculty that are called for the specific purpose of considering such amendments, and provided that the amendments are distributed to the entire membership in writing at least one month prior to the meeting and are approved by two-thirds of those present at such meetings. Amendments may also be made by a two-third vote of those voting by secret mail ballot, provided the amendment has been submitted to the entire membership in writing at least six weeks prior to the deadline for receipt of the vote. Amendments are subject to ratification by the board of trustees.

Effective: 08/27/2017

Certification: _____
                                              M. Celeste Cook
                                              Secretary
                                              Board of Trustees

Promulgated Under: 111.15

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Statutory Authority: 3359.01

Rule Amplifies: 3359.01

Prior Effective Dates: 11/04/77, 12/20/79, 08/20/04, 08/30/09, 10/22/10, 10/01/12,
                                02/01/15, 11/16/15

3359-60-06.4   **Doctoral degree requirements.**

(A) General requirements. A master's degree is not a prerequisite for the doctorate; however, the first year of study after the baccalaureate will be substantially the same for both the master's and doctoral student. No specific number or sequence of courses constitutes a doctoral program or assures attainment of the degree. A formal degree program consists of a combination of courses, seminars and individual study and research that meet the minimum requirements of the graduate school and those of the committee for each individual student.

(B) Admission.

(1) Usually, a student is not officially considered as a doctoral student until completion of a master's program or its equivalent and approval for further study.

(2) A minimum grade-point average of 3.00 is required for graduation of a candidate for all doctoral degrees.

(C)   Continuous enrollment requirement. The graduate school requires that a doctoral student register for a minimum of one graduate credit as approved by his or her adviser during each fall and spring semester. Individual departments may exceed this minimum requirement. A doctoral student should consult with his or her academic department.

(D) Residency requirements.

(1) A doctoral student may meet the degree requirements of the graduate school and department by full-time study or a combination of full- and part-time study.

(2) The minimum residency requirement for a doctoral candidate in all programs is at least two consecutive semesters of full-time study and involvement in departmental activities. "Full-time study" is defined as nine to fifteen semester credits, except for graduate teaching and research assistants for whom full-time study is specified by the assistantship agreements. For doctoral students who are in their final semester of study and have completed their degree requirements or international students participating in Curricular Practical Training (CPT) and/or Academic Training (AT) opportunities of 30 or more hours per week with approval from the International Center, one or more graduate hour constitutes full-time enrollment. The summer sessions may count as one semester, provided that the candidate is enrolled for a minimum total of six semester credit hours per combined summer terms. Programs vary in their requirements beyond the minimum, e.g., credits or courses to be completed, proper time to fulfill the residency requirement and acceptability of part-time employment.

(3) Before a doctoral student begins residency, the student's adviser and the student shall

prepare a statement indicating the manner in which the residency requirement will be met. Any special conditions must be detailed and will require the approval of the student's committee, the departmental faculty members approved to direct doctoral dissertations, the collegiate dean and the dean of graduate studies and research.

(E) Time limit. All doctoral requirements must be completed within ten years of starting

coursework at the university of Akron or elsewhere. This refers to graduate work after receipt of a master's degree or the completion of thirty semester credits. Extension of up to one year may be granted in unusual circumstances by the dean of graduate studies and research upon written request by the student and recommendation by the adviser, department head, and college dean.

(F) Credits.

(1) A doctorate is conferred in recognition, of high attainment and productive scholarship in some special field of learning as evidenced by the satisfactory completion of prescribed program of study and research; the preparation of a dissertation based on independent research; and the successful passing of examinations covering the special field of study and the general field of which this subject is a part. Consequently, the emphasis is on mastery of the subject rather than a set number of credits. Doctoral programs generally encompass the equivalent of at least three years of full-time study at the graduate level. A minimum of fifty per cent of the total credits above the baccalaureate required in each student's doctoral program must be completed at the university of Akron. A maximum of six workshop credits may be applied to a doctoral degree. Such credits must be relevant to the degree program, recommended by the student's adviser and approved by the dean of graduate studies and research.

(2) No graduate credit may be received for courses taken by examination or for five-hundred-numbered courses previously taken at the four-hundred number course level as an undergraduate without advance approval from the dean of graduate studies and research.

(G) Transfer credits.

(1) Up to fifty per cent of the total graduate credits above the baccalaureate required in a doctoral program may be transferred from an accredited college or university, including the university of Akron. All transfer credit must be at the "A" or "B" level in graduate courses. The courses must be relevant to the student's program as determined by the student's academic department and fall within the ten-year limit if beyond the master's level. A student already admitted to the university of Akron must receive prior approval from his or her academic department for transfer courses taken elsewhere.

(2) A student admitted with a master's degree or equivalent will have work evaluated in relation to the student's program to determine transfer credit. Thirty semester credits are transferable from a master's degree. A block transfer of credit does not apply toward the student's ten-year time limit for degree completion.

(3) A student seeking to transfer credits must have full admission and be in good standing

at the university. Transfer credits shall not be recorded until a student has completed twelve semester credits at the university of Akron with a grade-point average of 3.00 or better.

(H) Language requirements. There is no university-wide foreign language requirement for the Ph.D. The student is required to demonstrate one of the following skills depending upon the particular program.

(1) Plan A: Reading knowledge, with the aid of a dictionary, of two approved foreign languages. At the discretion of the major department an average of "B" in the second year of a college-level course in a language will be accepted as evidence of proficiency in reading knowledge for that language. English may be considered as one of the approved foreign languages for a student whose first language is not English; and demonstrated competence in a research technique (e.g., statistics and/or computers) may be substituted for one of the two foreign languages.

(2) Plan B: Comprehensive knowledge of one approved foreign language, including reading without the aid of a dictionary and such additional requirements as the department may impose.

(3) Plan C: In certain doctoral programs the demonstration of competence in appropriate research skills may serve as a substitute for the foreign language requirements.

(4) Plan D: In certain doctoral programs there is no foreign language requirement.

(I) Optional department requirements. Each department may determine requirements for a doctoral student with regard to entrance examinations, qualifying examinations, preliminary or comprehensive examinations and course sequences.

(J) Dissertation and oral defense.

(1) The ability to do independent research and demonstrate competence in scholarly exposition must be demonstrated by the preparation of a dissertation on some topic related to the major subject. It should represent a significant contribution to knowledge, be presented in a scholarly manner, reveal the candidate's ability to do independent research and indicate experience in research techniques.

(2) A doctoral dissertation committee supervises and approves the dissertation and

administers an oral examination upon the dissertation and related areas of study. This examination is open to the graduate faculty. The dissertation and oral examination must be approved by the committee before the dissertation is submitted to the graduate school. A final online submission of the dissertation is due in the graduate school at least three weeks prior to commencement. This copy must be signed by the adviser, faculty reader, department head and college dean prior to submission to the dean of graduate studies and research. A manual titled "Guidelines

for Preparing a Thesis or Dissertation" is available online and all copies of the dissertation must conform to these instructions.

(K) Graduation. To be cleared for graduation, a candidate must have:

(1) Completed the academic program with a grade-point average of at least 3.00.

(2) Submitted an approved dissertation and passed an oral examination.

(3) Filed an online application for graduation with the registrar.

(4) Paid all applicable fees.

(5) Met any other department and university requirements.

Replaces:	3359-60-06.4
Effective:	02/01/2015
Certification:	_____
	Ted A. Mallo
	Secretary
	Board of Trustees
Promulgated Under:	111.15
Statutory Authority:	3359
Rule Amplifies:	3359
Prior Effective Dates:	Prior to 11/04/77, 08/30/79, 01/30/81, 12/31/86, 05/22/91, 12/13/03, 07/05/13

3359-60-06.2   **Graduate student standards.**

(A) International students.

    (1)   An international student is normally admitted only in the fall, and all credentials should be received by the graduate school by the first of April.

    (2)   An international student should access the online graduate application through the graduate school website and submit the required application fee. An official transcript and degree from all institutions and universities attended must be submitted. Original records in languages other than English must be accompanied by exact English translations and certified by the school, U.S. consulate, or other legal certifying authority.

    (3)   An international student should submit to the graduate school the declaration and certification of finances, an original statement from the bank showing availability of sufficient funds to cover the cost of the first year of study, and a copy of the passport. The graduate school will prepare the certificate of eligibility (I-20A/B or DS-2019) upon receipt of adequate financial support, copy of the passport, and admission to the university.

    (4)   International applicants, United States citizens, and permanent residents whose native language is not English must submit evidence that they have a sufficient level of English to undertake graduate studies at the university of Akron. After submitting acceptable academic credentials and proof of English proficiency, applicants who are fully admitted may enroll in graduate course work and be eligible for university of Akron funded assistantships, fellowships, or scholarships. Prospective teaching assistants must achieve a passing score on the UADEPT (the "University of Akron Developed English Proficiency Test"), or a twenty-three or greater on the speaking component of the internet-based TOEFL (the "Test of English as a Foreign Language").

    (5)   Applicants to graduate programs can demonstrate their English proficiency in one of the following ways:

        (a)   A minimum score of five hundred fifty on the paper-based TOEFL, two hundred thirteen on the computer-based TOEFL, or seventy-nine or higher on the internet-based TOEFL. (The following departments require a higher standard of proficiency: English and history require a TOEFL of 580/237/92; and biomedical engineering requires a TOEFL of 590/243/96.) Scores more than two years old will not be accepted; or

        (b)   A minimum score of 6.5 on the IELTS (the "International English Language Testing System"), which is managed by the British Council. Scores more than two

years old will not be accepted; or

(c) Successful completion of a full course of study in the advanced level of ELI (the "English Language Institute") at the university of Akron. ELI is an intensive (twenty hours a week) program in English for academic purposes. The advanced level course of study is offered every fall, spring, and summer according to the university's academic calendar; or

(d) Successful completion of twenty-four credit hours of upper-level undergraduate or eighteen credit hours of graduate coursework at a United States university or college in which English is the primary language of instruction. Successful completion is defined as maintaining a 3.0 cumulative grade point average in full-time, continuous studies. Applicants must submit original transcripts of their coursework; or

(e) Successful completion of an undergraduate or graduate program at a university outside the United States in which English is the language of administration and instruction. English must be used for all administrative functions and for all areas of instruction (with the exception of foreign language courses) including course lectures, materials, discussions, readings, and writing assignments. Applicants must submit an original official document from the undergraduate or graduate institution certifying that all of the administrative functions and instruction are conducted in English. The document must be signed by an officer of the institution and carry an official seal. The dean of the graduate school at the university of Akron will review the submitted documentation and inform the applicant if he or she has satisfied the English requirement. The decision will be final.

(B) Non-accredited American school graduates. A student holding a baccalaureate degree from a non-accredited American college or university, if otherwise qualified, is required to complete at least ten semester credits of postbaccalaureate work at a 3.00 level before being considered for admission to the graduate school. The accreditation status of the school at the time of the student's graduation shall apply. A student should consult with the department head in the major field to develop a postbaccalaureate program.

(C)   Grades.

(1) A student admitted to graduate study under any status at the university of Akron is expected to maintain a minimum 3.00 average (4.00 = "A") at all times. A grade-point average of 3.00 or better is required for graduation. Any student whose average falls below 3.00 is no longer in good standing in the graduate school and considered on probation. No more than six semester credits of "C" grades may be counted toward the degree. In computing cumulative averages, "D" grades are treated as "F" grades. The dean of graduate studies and research,

with the approval of the department head, may dismiss anyone who fails to make satisfactory progress toward declared goals or who accumulates six semester credits of "C+" or below. The accumulation of six semester credits of "F" will result in mandatory dismissal. A student dismissed from the graduate school for academic reasons may not be readmitted for one calendar year, and then only if evidence for expecting improved performance is submitted and found acceptable.

(2) Official academic records are maintained with a grade-point system as follows:

Grade	Quality Points
"A"	4.0
"A-"	3.7
"B+"	3.3
"B"	3.0
"B-"	2.7
"C+"	2.3
"C"	2.0
"C-"	1.7
"D+"	0.0
"D"	0.0
"D-"	0.0
"F"	0.0

(3) The following grades may also appear on the term grade reports or on the official academic record. There are no grade points associated with these grades.

(a) "I" - Incomplete: Indicates that the student has done passing work in the course but that some part of the work is, for good and acceptable reason, not complete at the end of the term. Failure to make up the omitted work satisfactorily by the end of the following term, not including summer sessions, converts the "I" to an "F". When the work is satisfactorily completed within the allotted time, the "I" is converted to whatever grade the student has earned. (Note: If instructors wish to extend the "I" grade beyond the following term for which the student is registered, prior to the end of the term they must notify the office of the registrar in writing of the extension and indicate the date of its termination. It is the responsibility of the student to make arrangements to make up the incomplete work. The faculty member should submit the new grade to the office of the registrar in writing.)

(b) "IP" - In progress: Indicates that the student has not completed the scheduled coursework during the term because the nature of the course does not permit completion within a single term, such as work toward a thesis.

(c) "PI" - Permanent incomplete: Indicates that the student's instructor and the instructor's dean have for special reason authorized the change of an incomplete ("I") to a permanent incomplete ("PI").

(d) "W" - Withdraw: Indicates that the student registered for the course but withdrew officially sometime after the second week of the term.

(e) "NGR" - No grade reported: Indicates that, at the time grades were processed for the present issue of the record, no grade had been reported by the instructor.

(f) "INV" - Invalid: Indicates the grade reported by the instructor for the course was improperly noted and thus unacceptable for proper processing.

(4) Any student whose grade-point average falls below 3.00 is no longer in good standing in the graduate school and will be placed on probation. In consultation with the college or department, as appropriate, the dean of the graduate school will dismiss full-time students who do not return to good academic standing within two consecutive semesters (excluding summers) and part-time students who do not return to good academic standing within the attempting of fifteen additional credits.

For the purpose of administration of the full-time and part-time provisions of this policy, full-time and part-time status are determined by the semester in which the student goes on probation. Full-time enrollment constitutes nine or more graduate hours; part-time is less than nine graduate hours. For doctoral students who are in their final semester of study and have completed all other degree requirements or international students participating in Curricular Practical Training (CPT) and/or Academic Training (AT) opportunities of 30 or more hours per week with approval from the International Center, one or more graduate hour constitutes full-time enrollment.

The dean of the graduate school, with the approval of the relevant department head may also dismiss anyone who fails to make satisfactory progress toward declared goals or who accumulates six semester credits of "C+" or below. The accumulation of six semester credits of "F" will result in mandatory dismissal.

A student dismissed from the graduate school for academic reasons may not be readmitted for one calendar year, and then only if evidence for expecting satisfactory performance is submitted and found acceptable.

(D)   Repeating courses. Any graduate course may be repeated once for credit. However,

the degree requirements shall be increased by the credit hour value of each course repeated. The hours and grades of both the original and the repeated section shall be used in computing the grade-point average. Required courses in which a "D" or "F" was received must be repeated.

(E)   Transfer students. A graduate student matriculated in the graduate school of another college or university who wishes to transfer to the university of Akron to continue graduate education must be in good standing at the other school.

(F)   Course load. A full load of coursework at the graduate level is nine to fifteen semester credits including audit. For doctoral students who are in their final semester of study and have completed all other degree requirements or international students participating in Curricular Practical Training (CPT) and/or Academic Training (AT) opportunities of 30 or more hours per week with approval from the International Center, one or more graduate hour constitutes full-time enrollment.

(G)   Registration. The responsibility for being properly registered lies with the student, who should consult with the assigned adviser in preparing a program of courses and/or research. A schedule of courses, hours, class location and registration procedures is obtainable from the registrar.

(H)   Entrance qualifying examinations. The use of examinations to determine admissibility to enter a graduate program or eligibility to continue in one is the prerogative of the departments offering graduate programs. The department has the right to select the examination and minimum acceptable level of performance. Information and procedure may be obtained from the head of the appropriate department.

Effective: 08/24/2015

Certification: _____
                                             Paul A. Herold
                                             Secretary
                                             Board of Trustees

Promulgated Under: 111.15

Statutory Authority: 3359

Rule Amplifies: 3359

Prior Effective Dates: Prior to 11/04/77, 08/30/79, 01/30/81, 12/31/86,

3359-60-06-2   6

05/22/91, 05/09/14, 02/01/15

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

Curriculum Proposals for May 2018 Faculty Senate

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

Athletics Committee meeting April 26, 2018

Attending: Jeffrey Franks, Robert Gandee, Mary Lu Gribschaw, Anne Jorgensen, Matthew Juravich, LaLa Krishna, Timothy Lillie, Ron Otterstetter, Deb Owens, Rolando Ramirez, Larry Williams

Meeting called to order at 2:01 pm

Approval of Minutes from 3/16/2018 meeting

Meeting began with an update from the Athletic Department from Athletic Director Larry Williams. Williams indicated that the final athletic event of the year (softball) was upcoming w/ the end-of-year student athlete banquet to follow on 4/29. The administrative year is essentially complete. He also indicated that we will not win the MAC conference award for academic performance (The Reese Trophy). In addition, he shared that women's basketball coach Jody Kest will be stepping down w/ a search for her replacement to commence at the beginning of the fiscal year. One internal candidate (Melissa Jackson) has been identified.

Williams also spoke on the recent presentation given by David Ridpath on campus re: spending on college athletics. He pointed to a follow up meeting w/ AAUP officials and other faculty where budget was discussed further. He then asked the group to continue to share opinions about the role of athletics on campus and indicated that the budget for next year has been completed and submitted.

Additional discussion ensued re: the college basketball taskforce recommendations shared by Condoleeza Rice. Williams indicated that he will likely a member of a special committee to work on the agent certification process that will address one of the major recommendations given by the taskforce.

Deb Owens then discussed the changes to the advising model on campus, specifically as it pertains to student athletes. Commended Jorgensen for her hard work and support of new initiative. Jorgensen commented that the change in advising model is not a seamless transition and could result in long wait times for appointments. Student athletes see multiple advisors with some transfer admissions complications. John Gates has been a big help in this area.

Anne Jorgensen then brought up the new General Education guidelines specifically as they relate to the option for assigning one credit for participation on a varsity athletic team. She offered that there is no rationale for utilizing (or keeping) this option. Further, the credit isn't necessary anymore. Gribschaw, Otterstetter, Owens, and Franks all agreed.

Meeting adjourned at 3:01pm.

Computing & Communications Technologies Committee

Subject: Moving from a paper-based to an electronic-based RTP process

The Computing and Communications Technologies Committee of the Faculty Senate has considered the request submitted to it by the Chair of the Faculty Senate, Bill Rich, to investigate the possibilities for moving the RTP process from a paper-based to an electronic-based process. The committee examined several options.

The options that the committee recommends against using are USB keys, Brightspace, and Office365 (OneDrive or SharePoint). USB keys should not be used because they are vulnerable to file corruption and they foster the transmission of malware. Brightspace and Office365 are not designed to function as RTP systems and it would be very impractical to use them to replace the current system.

The best option for an electronic-based RTP process is a faculty activity reporting system. Companies such as Digital Measures (https://www.digitalmeasures.com/) and Interfolio (https://www.interfolio.com/) make and support this type of software. The College of Business Administration is already using Digital Measures for some of its processes.

The committee recommends that if the university wishes to move the university to an electronic-based RTP system, then an ad-hoc committee of IT professionals, faculty and other appropriate personnel be appointed to (1) create an RFP to be sent to organizations that make and support faculty activity reporting systems, (2) evaluate all proposals submitted in response to the RFP with input from faculty and administrators, and (3) make a recommendation to the Faculty Senate.

Computing & Communications Technologies Committee

Subject: Computing & Communications Technologies Committee meeting report

The CCTC met on Friday, April 20, 2018.

The committee submits the following recommendation to the Faculty Senate: The CCTC recommends that the Faculty Senate approves the adoption of the Catalog Management and Curriculum Management modules of Courseleaf.

The committee finalized its recommendation regarding moving the RTP process to one that is electronic-based.

Scott Randby
CCTC Chair

Accessibility Committee
Report to the Faculty Senate, May 2018

This year, the Accessibility Committee has focused on approaches to increasing awareness and acceptance of, and compliance with, accessibility and accommodation practices by all faculty. The Office of Accessibility (OA) has been vital in these discussions. They applaud and appreciate the support that the majority of faculty members show for students with disabilities, particularly through our inclusion of their recommended syllabus statement and acceptance of student's accommodations and needs. However, the OA does report that some faculty are resistant to accommodations, specifically, and that some, though enthusiastic to support all students, desire more knowledge to best meet the needs of students with disabilities.

In response to these issues, and to continue supporting our students and their rights to education, we have two recommendations:

I. Recommendation to Strongly Encourage Faculty to Include the Office of Accessibility's Syllabus Statement on All Syllabi
The recommended Syllabus Statement, published on the OA website, is as follows:

> *Pursuant to University policy #3359-38-01, The University of Akron recognizes its responsibility for creating an institutional atmosphere in which students with disabilities have the opportunity to be successful. Any student who feels he/she may need an accommodation based on the impact of a disability should contact the Office of Accessibility at 330-972-7928 (v), 330-972-5764 (tdd) or access@uakron.edu. The office is located in Simmons Hall Room 105.*
>
> *After the student's eligibility for services is determined, his/her instructors will be provided a letter which will outline the student's accommodations.*

Inclusion of this statement on our syllabi demonstrates to students our commitment to meet their needs, and provides directions for students to help determine those needs.

II. Recommendation to Develop an Accessibility Liaison Program
We recommend the development of an *Accessibility Liaisons* program by the Office of Accessibility. This program would ask for a volunteer faculty or staff member from each department or college. These volunteers will receive specific training in accessibility practices for teaching, including:
- o Knowledge of federal ADA and other relevant requirements
- o Knowledge of UA policies, practices, and procedures for accessibility and accommodation
- o Concepts of Universal Design, including creating accessible teaching materials and practices in traditional and online courses

Volunteer liaisons would serve as resources for their department/college to answer questions about accessibility and accommodations; to provide updates regarding important information or legislation relevant to teaching; and to provide suggestions for improving accessibility in the classroom.

The Accessibility Committee asks for your affirmative vote on both recommendations to support our teaching and our students.

Respectfully submitted,
Amanda K. Booher

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:
  - o 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,
  - o 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 firster 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.

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.

Report of the Academic Policies Committee on Academic Program Review

During the months of March and April, the Academic Policies Committee (APC) met weekly to discuss the Academic Program Review (APR) report. APC reviewed the APR report, the deans' reports, the individual program reports, and the APR reviewers' notes. Each college received at least two APC reviewers. The reviewers presented their findings to the committee and discussed discrepancies found in the various APR documents. The committee primarily focused on incongruities related to the categorizations presented in the APR report. The recommendations made below represent the best efforts of APC members to call attention to what the committee believes are the most striking discrepancies and areas of concern.

It is important to note the significant role that faculty, deans, and committees played in completing this work and attempting to produce some actionable results in terms of investment priorities for the University. Most faculty plan their workload more than a year in advance, carefully balancing research, service, and teaching demands to ensure maximum productivity while meeting departmental needs. Yet despite these prior commitments, faculty approached this work with full engagement and diligence. While the APR documents amount to thousands of pages representing the cumulative efforts of the academic side of our campus community, it should not be mistaken for legitimate program review. Nor should it be assumed that because the APR effort has involved substantial input from faculty that it constitutes in itself an adequate allowance of shared governance in terms of maintenance of the curriculum, strategic planning, or directions for investment. This report is a response to the administration's request for data in order to rate programs based on their financial potential. It is a point-in-time snapshot, which reveals a university that has experienced a significant loss of full-time faculty that is bound to adversely affect student enrollment and retention.

This year's APR process is a considerable departure from the standard program-review process that is expected by the Higher Learning Commission. Typically, programs are reviewed on a rotating basis such that only about 20% of programs are evaluated in each academic year, as the university indicated to the Higher Learning Commission it would do. These reviews focus primarily on assessment, learning outcomes, and other curricular matters, and are intended to offer feedback to faculty in order to be responsive to the changing needs of their students and fields of study. 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 routine, robust examinations of the curriculum by faculty and administrators to ensure that the university's academic mission is met. When given the time to gather accurate data, assess student learning, and reflect upon the findings, program reviews can provide meaningful information for strategic planning and potential investment opportunities. APC recommends that this report be used as a starting point for a far more regularized, faculty-driven, thorough, and less hasty program review process.

Even though this report should not be used as the basis for making strategic decisions about the University's curriculum, there are several themes that can and should be acted upon immediately. In a great majority of programs, the loss of full-time tenure-track faculty has become a serious problem. The *Chronicle of Higher Education* recently published an article entitled, "It Matters a Lot Who Teaches Introductory Courses. Here's Why," which summarizes research that showed that tenure-track faculty increase retention through their personal mentorship of students and their institutional connectedness. Many of the programs that have been placed in the C3 category in APR are there largely because faculty numbers are so low, thereby driving down enrollment. Even the programs in the C2 and C1 categories are struggling with dwindling tenure-track faculty and no assurances of replacements. Departments are less likely to innovate when resources are scarce or uncertain. The lack of incoming tenure-track faculty harms the basic academic functioning of the University, as institutional knowledge is lost through faculty retirements, and the workforce is not even restored through replacement. Service obligations, such as the kind required from this very project, become more and more difficult to complete because there are fewer faculty to engage in the work. The growing responsibility of faculty to devote time and energy to service obligations negatively affects students, most importantly, as a faculty that is stretched too thin cannot dedicate those extra hours to work with students or conduct research that advances knowledge and informs their teaching. The ability of faculty to regularly engage in research and conversation with colleagues at other institutions through the peer-review process and conference presentations is directly related to the quality of education their students will receive as well as the reputation of the university at large. Investing in a few high-profile programs will not be successful without a significant, across-the-board investment in full-time, tenure-track faculty due to the interconnected nature of the institution and its curricula. Programs are not atomized units that can be nurtured in isolation or left to sink or swim. Each degree granted is a representation of a wide range of disciplines, skill-sets, and areas of study. Focusing on programs singularly without investment in the larger academic enterprise will leave even our best-known degrees vulnerable.

Another significant theme that was shared in many program narratives was related to the significant reduction of graduate assistantships. Graduate assistants are valuable to both the undergraduate and graduate missions of the University. They provide support that improves the delivery of undergraduate courses and, in the process, they strengthen their understanding of basic concepts that underlie their graduate education. When they have gained sufficient experience, graduate assistants sometimes teach classes, and they assist in the production of research and even in the completion of departmental tasks. A long-term reduction in assistantships will only harm the University. In any case, it is clear that the hasty implementation of this decision in the short term did not allow departments to adequately prepare for the impact. There appears to have been little consideration given to the availability of qualified adjunct faculty pools, or to the long-term financial consequences of the loss of grants and joint degree programs with other universities. Thus, while short-term monetary savings may have been obtained, the long-term costs may well outweigh these gains.

Finally, although this process was arduous, it was not without reward, as our committee was left with great admiration for the distinctive educational experience at The University of Akron. The faculty here have been extremely productive in research and teaching despite ever increasing demands. Many of our programs continue to grow in reputation and get more students across the finish line than do peer institutions. Our graduates leave our institution and make a positive impact in their communities, and many of our programs foster that connection through internships, clinical placements, and service learning.

APC recognizes the economic challenges that the University is facing. Yet, cutting programs or allowing them to wither without careful consideration of the resulting academic impact will create far more significant challenges in the future.

Reviews of Individual Colleges

While APR committee members were asked to assign "ratings" to each program under review, APC generally has refrained from commenting on the categorization or "ratings" of each program. In part, this is because APC finds the "ratings" to be somewhat confusing and problematic. For example, the History Department was noted by APR committee members as being of excellent quality and would have been categorized as C1 had it not been hurt by the loss of faculty and lack of replacements. The APR committee settled on a C2 categorization to protect it from getting cut further, but also to point out that it needs attention and investment. The History Department is only one example among many that suffer from a "rating" that might be misleading. In other cases, we find an element of confusion in programs that are "rated" or "categorized" highly (with a C1), but which have been designated as low-priority (P2) in terms of investment. Here, the determination of the APR committee was not that the high-quality program in question *didn't* need investment, but rather that investment would not see an *immediate* turnaround. Conversely, some programs were categorized as C3 not necessarily because they were of low quality, but because their tenure-track faculty losses have brought them to a dire state. And yet some of these C3 programs have been marked as P1, which indicates that they are a priority in terms of more immediate investment returns. APC members regret that the assigned categories can be misleading and are only meant to designate which programs might see returns on immediate investment, and that the long-term impact of neglect of quality programs is not reflected in these rankings. There is a particular concern about the table that appears in Appendix F of the APR committee report, in that it combines the values of two different variables – program quality and priority for investment – into a single measure, the meaning of which is murky at best. APC urges that this table be disregarded, as the combined measure could be easily misinterpreted.   Having said that, APC notes that it is important to invest not just in the areas highlighted in the sections below, which have potential for more immediate returns in the shape of increased enrollment, but also in some of the University's "breadwinners," like Math, History, and Communication. APC members strongly believe that departments and programs

across campus need to be seen not in isolation, but as parts of a complete education, with many parts depending on others in the service of students.

BCAS Humanities and Fine Arts

The committee identified a few programs with some discrepancies between the dean's assessment and the reviews of the APR committee. Dance is one. APR rated it higher than the dean did. It is an important program for UA and for links to the community, and its graduates are in regional and even national demand. However, it needs stable leadership and a faculty-driven curriculum. The Theatre Arts BA needs serious investment. At a minimum, it should be left alone (and not cut) in order to see where it is going after being reinstated not long ago. The MA in English also needs to be given the opportunity to develop the department's new learning outcomes. Surely the MA in English, which was ranked poorly by the dean, and the MFA, whose value is more recognized, are interconnected.

BCAS Social Sciences

The University has an opportunity to invest in social science programs, particularly in Criminal Justice and History. Criminal Justice is poised to recruit far more students than it already has, and represents a regional niche in this area. Additional tenure-track faculty positions should be distributed among the three units that jointly offer this program. The proposed Global Studies program similarly offers the opportunity to recruit more students to the University. The success of this program will require investment in additional tenure-track faculty in History and other departments that will be the major contributors to this program. Those positions will also fill voids in the staffing of general education courses, some of which (such as the Humanities courses) are falling seriously short of adequate tenure-track faculty, who not only are important for retaining freshmen and sophomores (see reference to the *Chronicle* article above), but who are essential for mentoring part-time faculty in the Humanities, World Civilizations, and new Global Societies programs.

BCAS Natural Sciences

Physics offers BS and MS programs, and produces more graduates per faculty member than does any other state university in Ohio, although the numbers are small. The Physics faculty sustain a high teaching load, but the department is barely able to cover the lectures and labs for its lower-level course offerings. Each semester, the Physics Department must keep a waiting list of first- and second-year students unable to register for courses required for their major, mostly in engineering or science. Usually, student attrition during the first two weeks of the semester is sufficient to allow the wait-listed students to register, but sometimes these students cannot be accommodated and must register for their courses over the summer in order to avoid a domino-effect of delays in other courses required for their major. If a sufficient number of students does not enroll for a summer course, that summer course is canceled, or its full-time faculty must teach at reduced wages, if maintained on a small-class formula. When summer courses are

canceled, students suffer. Paying full-time faculty on a small-class formula is demeaning and contributes to low morale among faculty and serves as a disincentive to teach summer courses that students need.

The consensus of APC is that the situation in Physics borders on emergency. The needs of the Physics Department have been neglected for so long and to such an extent that it is beginning to damage the university at large. The effect will be devastating if word gets out that first-year science and engineering majors cannot register for the classes that they need to progress through their degree programs at UA, and so might as well matriculate at some other university instead.

While the APR committee determined that Physics is a lower-priority program in terms of investment, APC instead maintains that Physics needs immediate relief in the form of faculty lines and teaching assistantships if the University is to sustain its programs in the Natural Sciences and Engineering. Put bluntly, both the BS program and the MS program in Physics are essential if we intend to have a university at all. Immediate priority should be given to both of the Physics degree programs.

The Physics Department should not be relegated to a "service-only" role. Instead, collaborative options to expand their research opportunities and graduate programs should be explored. For example, the expansion of the Engineering Applied Math PhD program to include an Engineering Physics option could allow Physics faculty to advise PhD students and afford them greater funding opportunities.

APC observes that the Mathematics Department has difficulty accommodating all of the Natural Science and Engineering students who need to take Calculus, Differential Equations, and other math courses. Each semester, the Department keeps extensive waiting lists of students who cannot register in their first- and second-year classes. The Department tries to accommodate these students by raising enrollment limits or forming additional class sections. In Fall 2018, the waiting list for Calculus I alone included more than 200 students, not all of whom could be accommodated. Students unable to enroll in Calculus I must delay the remainder of their Mathematics sequence and potentially other courses for which it is a pre-requisite. This year, the Mathematics Department has completed searches for two new tenure-track faculty. This will help, but the long-term health of the department will depend on the restoration of TA support to revive the MS program, and an increase in faculty lines.

Geosciences offers BA, BS, and MS degrees in Geology and Geography (Geographic Information Systems (GIS)). APC believes that some of these programs, particularly the BS and MS programs in GIS, have strong potential for growth. The GIS programs, although categorized as low priority by the APR committee, should be seriously considered for investment in the estimation of the APC.

Statistics has been a very solid program with a high market demand for graduates. The Statistics Department offers many general education classes as well. Enrollment has declined owing to the

reduction of graduate assistantships. With a further loss of faculty for the next academic year, there is a great need for faculty replacement.

Chemistry is a solid program that is vital for the University. Market demand is high. There is a need for tenure-track faculty, especially to mentor at the PhD level.

Computer Science is critical for the future of the University, and APC supports the need for investment.

Law

There is general agreement between the Dean's report and the APR regarding the assessment of this School. Enrollment is up despite the nationwide downward trend. The LLM program in intellectual property is relatively new and therefore does not have enough data to draw from. The JD program is strong and has a favorable revenue-to-expense ratio as well as an important community impact. The Law School has also suffered from a loss of faculty. Maintenance of investment in tenure-track faculty is vital for the School to sustain the high level of student achievement for which it is currently recognized.

Wayne College

The final APR report states that the Institutional Research data for Wayne College appears to be inconsistent with the data provided by Wayne College. Given that data from Wayne College is audited, APR decided to use information provided by Wayne College to make APR decisions. APC concurs with that decision.

APC generally agrees with the APR report, but notes the mixed ratings assigned to the Healthcare Medical Office Management/Admin AAB degree. While 52% of the APR committee members gave it a C2 rating and 48% a C3, the self-study report provided by Wayne College shows this program to be unique in Northeast Ohio. Moreover, it is very popular among non-traditional students and returning students who have had to face some life struggles. Program faculty are also currently working to collaborate with Bowling Green State University- Firelands campus. In addition, a fully online version of the degree is in the works. APC recommends that this program be supported with investment.

CAST

CAST has a number of high-quality programs, including the Bachelor of Organizational Supervision, the BS in Cyber Security, and the BS in Digital Forensics. The College makes a

significant financial contribution to the University. CAST offers students multiple pathways to success, including a number of associate degrees that feed into bachelor's degrees. At the same time, several of CAST's programs also provide a prime example of what happens to student enrollment when programs are neglected and investment in faculty is not prioritized. The Culinary Arts program is one of only two such programs offered on main campuses in the state. This program was popular with students and well regarded in the community. Competitions associated with the program were points of pride. However, the closure of Gallucci Hall, the loss of tenure-track faculty, and the failure to replace aging equipment created uncertainty about the continued existence of the program. The administration neglected to communicate with the college, the students, or the community about its intentions, and these constituencies have been left to draw their own conclusions about the program's prospects. It should be no surprise that students have left the program to pursue their education elsewhere. Program closures should be the outcome of careful strategic planning and shared governance with key constituencies and not of mere neglect.

The majority of the general education component of CAST is delivered by the Department of Applied General and Technical Studies, which offers the Associate of Arts (AA), Associate of Science (AS), and Associate of Technical Studies (ATS). Lack of marketing remains one barrier to raising internal and external awareness of these three degrees, which combined have graduated over 200 students for each of the past four academic years. Outreach within and beyond the campus would benefit from further investment.

The Emergency Management and Homeland Security program provides degrees in one of the fastest growing fields in higher education. It is not only one of the oldest programs in the nation but one of the top-tier ones as well. Solid investment in this program together with the Engineering and Science Technology Department of CAST, which also has a stellar reputation and a high number of graduates, would benefit not only the College but the University.

The Need to Invest in Associate Degrees

The University has failed to invest adequately in associate degree programs. Associate degrees have mistakenly been thought of as end points rather than midway points. Students have not been encouraged to pick up an associate degree on the way to a bachelor's degree. Since Ohio's state subvention is geared much more heavily toward degree completion than course completion, such that upon completion of a two-year degree the university receives half of the subvention dollars, investment in associate degree programs makes excellent financial sense. Two-year degree completion also helps students who either stop out or are not ready for 300 or 400-level course work. Investing in associate degree programs will help the University to capitalize on CCP student enrollment as well as to create stronger pathways to four-year degrees from regional campuses. Finally, most of the associate degree programs fit seamlessly within the updated

general education curriculum and various bachelor's degrees. By enhancing and advertising our associate degrees we can strengthen our ability to compete within the area's educational marketplace. Our competitive edge is our faculty, our quality, and our curriculum.

LeBron James Family Foundation College of Education

The APC review of the APR report regarding the LJFF College of Education programs finds two programs within the Department of Educational Foundation and Leadership (EF&L) that would benefit from investment. The MA in Higher Education Administration is in demand and has recruited students from not only this campus, but others, as well. Also, the program is moving to an online program. The MA in Administration and Principalship appeals to a market niche in providing professional development in personnel and curriculum management to school leaders. Within the Department of Curricular and Instructional Studies (C&I), the APC notes the suspension of the Ph.D. degree and concurs that enthusiasm for the degree would improve with support and investment. Within that department, there is a tremendous need for new faculty in the areas of Intervention Specialist, AYA (Adolescent and Young Adult), Language Arts, and Early Childhood and Foreign-Language. Faculty in these high-need areas seem essential. Student enrollments in the first three areas are high and there is strong teacher demand in the fourth.

College of Engineering

Engineering maintains high-quality programs, at all levels, in all of its disciplines. However, through loss of faculty and graduate assistants as well as the simultaneous increase in undergraduate enrollment, Engineering faculty are stretched thin, and their ability to serve their students is necessarily suffering. They have started to receive some faculty replacements, and this is helpful; however, it must continue if present enrollment numbers are to be supported.

A general weakness in the Engineering graduate programs seems to be the small number of the Engineering College's own BS graduates who continue to MS or PhD study at UA. The introduction or expansion of programs to streamline the MS degree requirements for the College's own BS graduates might help to attract some high-quality students to the graduate programs.

APC has the following observations on some Engineering programs given C3 ratings by the APR committee:

Biomedical Engineering and Computer Engineering graduate programs: The Biomedical Engineering Department and the Electrical and Computer Engineering Department must maintain the BS programs in Biomedical Engineering and Computer Engineering. Both of these

undergraduate programs enjoy a large enrollment, as they are in "up and coming" areas. The quality of these BS programs depends heavily on the support of the departmental faculty conducting research in their respective fields. Disinvestment in the graduate programs can only result in the eventual degradation of the associated undergraduate programs. Thus, the research enterprise in the BME and ECE Departments needs to be made more robust, for the sake of the undergraduate programs as well as the graduate programs themselves.

Engineering Dean's Office BS degree: This program is rightly considered a low priority for investment. However, it would be a mistake to close it, as it requires no resources beyond those used for maintaining the other Engineering programs. Besides, it does serve a purpose in the College, as it is used by the occasional student who is prevented by personal or academic circumstances from completing the capstone design experience required for the standard ABET-accredited degree programs.

Engineering Dean's Office MS degrees, including Engineering Management MS: Again, these programs need no investment. However, little would be gained by closing them because it costs practically nothing to maintain them.

College of Polymer Science and Polymer Engineering

The College of Polymer Science and Polymer Engineering (CPSPE) offers four graduate-degree programs: the MS and the PhD in both Polymer Science and Polymer Engineering. All four of these seem to be well run, high-quality graduate programs.

Together, the Polymer Science PhD and the Polymer Engineering PhD are rightly regarded as the flagship programs of The University of Akron. For decades, they have been widely regarded as holding a position of national and international leadership, and such is still the case today. As evidence of their reputation, the departmental reports cite application and placement statistics, as well as the anecdote: Everywhere you go, when you say "Polymer," people say "Akron."

The Polymer Science MS and the Polymer Engineering MS serve as feeders to the respective PhD programs. Practically all MS students are from China, and none receive support from UA. Documentation of MS graduate placement is not as complete as that for PhD graduate placement, as more of the MS graduates may return to China without informing CPSPE of where they are going. However, as a significant percentage of the MS graduates continue to the PhD programs in CPSPE, the faculty have the direct opportunity to observe whether the essential MS program outcomes are being met, and to improve the MS curricula and polices as needed.

Owing to recent retirements, as well as some "poaching" by competing institutions, faculty numbers in CPSPE are down slightly. The remaining faculty have absorbed into their research teams the graduate students left behind by the departing faculty; however, the current number of

students per advisor cannot be sustained, and the graduate programs will shrink as students graduate.

The general sense of APC from reading the departmental reports is that the reputation of CPSPE may have become slightly tarnished of late. With the current number of faculty, the CPSPE graduate programs may decrease in quality as well as in size over time, as the college becomes less attractive to prospective faculty candidates. Restoration of lost faculty lines will be important in the long term to prevent a more noticeable decline and to ensure the continued stature of our flagship programs.

CHP

The college is home to seven schools, two of which (The Schools of Nursing and Speech-Language Pathology and Audiology) have distinguished themselves, and investing in them would provide great benefit to the college and to the University. The School of Nursing is the flagship department of the college and its programs are in high demand; however, the loss of tenure-track faculty has resulted in a critical situation with large classes and a very high student-faculty ratio.

The school has a large number of graduate students at both MS and PhD levels, and some of the faculty are very successful researchers. However, the faculty were told by the administration that their profession is a practice profession and not a research profession, and the resulting lack of support for research has affected the overall quality of the program. A strong School of Nursing is essential for the University, and the committee recommends immediate investment.

CBA

The College of Business Administration has programs in Accountancy, Economics, Finance, Management, and Marketing. The Accountancy BSA has about 500 majors a year and the Accounting Department is attempting to recruit high-quality faculty to support this and other programs. The Economics Department has just recently moved to the College of Business Administration from the College of Arts and Sciences and has a need for a tenure-track macro-economist. The Supply-Chain and Operations BBA and MS are Management Department programs that are growing quickly and the MS now has STEM Federal Designation, which should affect that program positively. APC's views are consistent with those of the APR committee.

Urban Education STEM Center Proposal: (U-STEM Center)

Submitted on: April 18, 2018

Submitted by:
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LeBron James Family Foundation College of Education

MISSION

The mission of the Center is to advance STEM education and research in urban schools and communities. Through partnering with the local community, we aim to develop, implement, promote, and evaluate STEM education initiatives.

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, providing professional development for teachers, and conducting 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.

Increase Visibility
The Urban Education STEM Center (U-STEM Center) will **increase visibility** of STEM education at The University of Akron to allow us to become the primary partner to the local community to collaborate on STEM education in urban settings to enthusiastically explore, engage, and expose learners of upcoming/emerging STEM issues and concepts.

Expand Collaborations
The Center will provide a structure for **expanding collaborations** with community partners, as well as across the university. The Director of the Center will communicate with partners to strengthen existing collaborations, as well as build new partnerships with educational organizations and corporations. Having a collaborative Center will also allow us to expose University of Akron students to new opportunities through field work or internships.

Share Resources and Increase Funding
The Center will provide ways to share resources to manage several initiatives. With current initiatives, individual faculty members are managing communication and logistics among other things. A central structure allows for streamlining resources and improving communication.

Additionally, the U-STEM Center will improve our ability to secure external funding for STEM education and research. There are many foundations in Northeast Ohio who are funding STEM education initiatives, and we

are more likely to obtain funding as a center rather than individual faculty members, especially with the track record of **securing external funding** among faculty in this group.

PURPOSES

The three main purposes of the Center will be to:

(1) Provide educators with research-based professional development in STEM teaching to inform and reform their teaching practice in STEM,

(2) Expose and engage learners in research-supported STEM curricula, and

(3) Conduct research and evaluation of local, state, and federally funded STEM education programs.

FUNCTIONS

The Center will serve as an umbrella organization for many activities within the College and in collaboration with STEM-related activities on campus and in the community. The Center will consist of **three arms** that are inter-connected. Activities for each arm are outlined in Table 1.

Table 1 - Center Activities by Arm

I. Offer Professional Development in STEM Teaching	
Description of Activities	**Examples**

A. Seek funding to develop and implement teacher professional development workshops. Large urban school districts approached faculty for such a need.
B. Develop makerspace technology to integrate into curriculum
C. Develop, implement, and market a STEM Certificate
D. Develop an Urban STEM virtual community
	A. Sample topics for workshops (*previously funded through ITQ grants*):
	  ▪ Teaching fractions workshop
	  ▪ Physics Modeling
	  ▪ Integrating Engineering in the curriculum
	B. Embed innovative STEM practices in math and science methods courses so that our candidates graduate with the skills to implement innovative curricula.
	C. Google Educator Training and Certificate for in-service educators.
	D. Podcast presentations on latest advancements in STEM education; Maintain and grow eTRAIN (electronic Teacher Resource and Information Network) Virtual Learning Community for Teachers.

II. Expose and Engage Learners in Research-Supported STEM Curriculum	
Description of Activities	**Examples**

A. School based activities
B. Informal learning activities
 	
These activities increase visibility of the College, serve as a recruitment tool by bringing high school students on campus, and expose our teacher candidates on how to run future STEM activities when they enter the teaching force.
	A. Sample current School based activities
	  ▪ NSF funded ITEST grant to integrate engineering in middle school (collaboration with engineering, APS and Soap Box Derby)
	  ▪ Code Girl (partnership w/ Stark County Schools)
	  ▪ Science Olympiad (partnership w/ Polymer engineering)
	
	B. Sample Informal Learning Activities
	  ▪ FIRST robotics (partnership w/ engineering)
	  ▪ Girls Who Code (partnership w/CBA)
	  ▪ Code Hopper
	  ▪ Camps (Think Tank to Shark Tank)
	
	  ▪ Establishing ongoing partnerships with organizations such as the Akron Zoo, Stan Hywet Hall & Gardens, Art Museum, Botanical Gardens, Holden Arboretum

III. Research and Evaluate Funded STEM-based Initiatives	
Description of Activities	**Examples**

A. Collaborate with the community and faculty across the university to submit for local, state, and federally funded research grants
 	
B. Provide formative and summative evaluation services for existing and new STEM programming including, but not limited to:
  ▪ Logic model development
  ▪ Cost/benefit analysis
  ▪ Evaluation planning
	Past or current example projects individual faculty members were contracted to provide evaluation services for that could have been contracted through the Center for larger-scale evaluation:
	
	  ▪ *Evaluation of an All-Year-Round School* (Canton City Schools)
	  ▪ *Partnership to Improve Physics Instruction Through Inquiry* (Ohio Department of Higher Education)
	  ▪ *Affording Opportunities for Success for*

- Assessment development - Survey development - Data analysis - Assessment blueprints - Outcome-based evaluation - Topic or skill-specific professional development in the area of assessment (e.g., inquiry-based assessment)	*First Generation, Economically Disadvantaged STEM Students with an Emphasis on Appalachia* (National Science Foundation) - Survey Development Workshop (National Institute of Standards and Technology, U.S. Department of Commerce) *Akron I PROMISE Network Program* (LeBron James Family Foundation) *Preserving the Past Programming for Middle School Students* (Stan Hywet Hall & Gardens, Akron Public School District) *Meet the Staff Programming for Middle School Students* (Stan Hywet Hall & Gardens, Akron Public Schools) *Oregon City Schools Assessment Development, Pilot, and State-Wide Dissemination* (Sub-contracted from Bowling Green State University) *Professional Preparation of Underrepresented Minority PhD's for a Career in Engineering Academia* (Evaluation for an NSF project)

ADMINISTRATIVE STRUCTURE

Director or Co-Director
The Center will be directed by a faculty member from the LJFF College of Education. He/she will receive one course release each Fall or Spring semester in exchange for coordinating the scheduling and dissemination of the Center's activities. The Director (or co-Directors) will also be responsible for maintaining the budget (expenses/revenues) for the Center.

Associate Directors
Associate Directors will be named, as needed, to oversee the activities within an arm of the Center (e.g., Research & Evaluation in STEM programming) as activities expand. The Associate Directors will be faculty members and report to the Director of the Center. Funding for Associate Directors will be provided through external sources (e.g., grants awarded, contracted evaluation services).

Advisory Board
The Center will recruit and maintain an Advisory Board consisting of STEM Education faculty, representation from Urban STEM individuals from other areas of campus, and representations from Urban STEM Education organizations from the community. The Advisory Board will meet with the Director at least four times a year. The Director will report to the Advisory Board and the Chair of the Board which operates from the by-laws of the Advisory Board.

The responsibilities of the Advisory Board will be to:

- Provide feedback to the Center on the alignment of activities with the Center's mission and vision
- Review financials
- Provide recommendations related to advancing in the three arms of the Center
- Assist in generating solutions to problems that arise
- Increase visibility of the Center through communicating the work of the Center with their constituency group and referring potential new initiatives to the Center.

Student Assistant

Funding for one student assistant will be provided through the LeBron James Family Foundation College of Education on an annual basis. The responsibilities of the Student Assistant will be to support the activities across all three arms of the Center as needed. The Director and Associate Directors will work directly with the Student Assistant. Example responsibilities include communication with partners, assisting with program logistics and implementation (workshops, camps, etc.), and data collection and management.

Sub-Committees/Teams

Teams will be formed on a project basis. These teams will be formulated by the Director and Associates who are leading the project effort. Faculty members from across the University of Akron, University of Akron students, and outside members to the University with expertise and experience aligned to the project will be recruited to collaborate and funded through the dollars awarded for the project.

BUDGET AND FUNDING RESOURCES

Initial allocation of faculty time and student support will come from the LeBron James Family Foundation College of Education. Specifically, the Director will be provided with one course release during the academic year funded through the College. The College will also fund a Student Assistant. The College and department percentage of IDC from grants initiated by the Center will be allocated to the Center as an investment for the operating budget. As projects, grants, and other funding lines develop, the U-STEM Center will be self-sustainable to support these growing needs.

LOCATION

The U-STEM Center will be housed in space in Zook Hall. Zook Hall currently houses existing equipment. Also, Zook Hall has proximity to the College's technology support located on the second floor of Zook and the first-floor science and math classrooms.

EXPECTED OUTCOMES

As a result of Center activities, we expect an increase in:

A. Applications for external local, state, or federal funding
B. Collaborations with urban school districts related to STEM initiatives
C. STEM Education Professional development offerings
D. Visibility as a hub for STEM education teaching and research

the university of akron

Chronicle

a report to the faculty of
the university of akron

May 3, 2018

71 pages

SENATE ACTIONS

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).
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.
4) Adopted a resolution from the Computing and Communications Technology Committee recommending the selection of Management and Curriculum Management modules of Leepfrog's Courseleaf software.
5) Adopted a resolution from the Accessibility Committee recommending development of an Accessibility liaison program for the campus.
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.
7) Adopted a resolution from the Academic Policies Committee to approve the creation of the Urban STEM Education Center in the College of Education.
8) Adopted a resolution from the Academic Policies Committee recommending changes to University Rule 20-05.1 (Grading system, discipline, academic probation and dismissal).
9) Adopted a resolution from the Academic Policies Committee to approve changes to transfer criteria for the Child and Family Development program.
10) Adopted a report from the Academic Policies Committee addressing the Academic Program Review Report from the Academic Program Review Committee.
11) Adopted a resolution regarding the Academic Program Review.

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MINUTES OF THE FACULTY SENATE MEETING OF
MAY 3, 2018

The regular meeting of the Faculty Senate took place Thursday, May 3, 2018 in room 201 of the Buckingham Center for Continuing Education. Senate Chair William D. Rich called the meeting to order at 3:02 pm.

Of the current roster of 63 senators, 48 attended the meeting. Senators Alves, Browadway, Hreno and Makki were absent with notice. Senators Brown, Braun, Chronister, Cole, Dhinojwala, Haas, Hajjafar, Hariharan, Quinn, Simms and Soukup were absent without notice.

I. Adoption of Agenda

The agenda was adopted as amended by Chair Rich without dissent.

II. Adoption of Minutes of April 5, 2018 meeting

On Senator Saliga's motion, the minutes were adopted without dissent.

III. Remarks of the Chairman

Chair Rich remarked:

We have a full agenda today. Among the items on it are
- Final approval of proposals, previously debated, from the Graduate Council
  - to amend the definition of full-time graduate student in two University rules and
  - to amend the bylaws of the graduate faculty to provide for an additional category of graduate faculty;
- Curriculum change proposals from the Curriculum Review Committee;
- From the General Education Advisory Committee, expedited approval of courses for credit toward satisfaction of the new general education requirement;
- From the Computing and Communications Technology Committee, approval of the selection of a new automated curriculum proposal system;
- From the Accessibility Committee, a proposal to develop an accessibility liaison program; and
- Four items from the Academic Policies Committee:
  - A proposal concerning reference to accessibility and other policies and information in course syllabi;
  - Approval of a new Urban STEM Education Center in the College of Education;
  - A rule change concerning dismissal of students for academic deficiency; and
  - Academic program review.

One way or another, we need to act on academic program review. I hope we can do so today, but that will require that we proceed apace through the agenda. If we do not act on it today, we will need to hold a special meeting next week. I hope that will not be necessary.

The Academic Policies Committee received the Academic Program Review Committee's report about two months ago. It has met weekly between then and now, and much work was done by electronic mail, as well. There was not enough time, however, for APC to carefully review in detail the data for every program. Nor did APC undertake to arrive at its own ratings of individual programs. The approach APC took was to focus primarily on programs with respect to which there were apparent discrepancies between the APR Committee's ratings and those of the dean, and to make comments about those programs, sometimes expressing disagreement with the APR Committee's ratings. The APC report on academic program review also makes some general observations about the academic program review process and its limitations, and offers advice and cautions about how the Administration should go about making decisions about investment and disinvestment in programs. APC offers its report for adoption by the Senate. If the Senate adopts APC's report, it will have adopted the content of the APC report as its own. It will not thereby have adopted the Academic Program Review Committee's report, nor will it have endorsed that report except to the limited extent that the APC report does so.

As we approach the end of another academic year, I want to thank all of the members of this body and all of the members of its committees for their service to the University this year.

I want to give special thanks to the members of the Academic Policies Committee. APC is always one of the busiest Senate committees, but this year it was especially busy and productive, thanks to the diligent and capable work of its members and the leadership of its chair, Janet Klein, and vice-chair, Joe Minocchi. In addition to Janet and Joe, Heather Howley and Bob Veillette contributed above and beyond the call of duty to the report on academic program review. The Senate, the faculty as a whole, and certainly I owe them our deepest gratitude.

Unless we do not complete our work today and must hold a special meeting, this is the last Senate meeting over which I will preside. As I said in my remarks in the April meeting, it has been a great honor to serve as your chair and a privilege and pleasure to work with so many dedicated, knowledgeable colleagues across the campus.

Universities exist to serve their students by educating them, and to serve the public in various ways including by the advancement of knowledge. The non-faculty employees of universities play an essential role; without their services, universities could not function. As a formal, legal matter, the university is its board of trustees but, in reality and fundamentally, a university is its faculty. It is the faculty that educate students, advance knowledge, and serve the public in various other ways, and it is the faculty who know best how to do these things and what the necessary pre-conditions are for doing them. That is why it is essential that faculty continue to speak clearly and, when necessary, forcefully about the

problems, issues, and opportunities that confront the University, and it is why the Administration and Board must listen when the faculty speaks. When the faculty does speak, it must use the care, skill, and precision that we as individual faculty members bring to our scholarly work.

The six years during which I have presided over the Senate have been a difficult period for the University. Including interims, we have had four presidents during that period. This University, like others around the state, continues to be squeezed by the state political leadership's long-term program of disinvestment in public higher education. This puts all of us under great stress as we witness the hollowing-out of what was once a great strength of this State and this nation – its institutions of higher education. This will not change until the state's political leadership is changed, and that will not occur until the voting public is persuaded of the value of public higher education. We as faculty must not be removed or aloof from politics. Rather, we must engage our fellow citizens in dialog about the value of public higher education, the consequences of disinvestment in it, and the relationship between their choices in the voting booth and the future of the state and its universities. In the immortal words of Joe Hill, "Don't mourn, organize."

I wish you all the best.

This concludes my remarks.

IV. Special Announcements

Wallace Sterling died April 9th at the age of 82.

He earned a Bachelor of Arts degree in English and Theatre from the University of Florida, where he was also a member of the marching band. He earned a Ph.D. in Theatre from the University of Southern Illinois at Carbondale in 1966. He taught at the University of Akron from 1966 until 1996, retiring as Professor Emeritus. During the summers of 1986 through 1995, Professor Sterling was Coordinator of Theatre Arts Programs for the Governor's Summer Institute for Gifted High School Students. After his retirement he lived for several years in Chapel Hill, NC, where he was an adjunct professor at North Carolina Central University and was a director with the local little theater. He eventually retired to Tampa where he served as an adjunct professor at the University of Tampa for several years. He loved teaching and directing and enjoyed mentoring students and helping them succeed.

Our retired colleague and former Dean of the College of Fine and Applied Arts, Mark Auburn, writes as follows about Professor Sterling:

Wallace Sterling was an actor. He vamped through the role of Sir Benjamin Backbite in my production of "The School for Scandal" at UA in 1996. He brought an inspired variation of the comedic talent he'd displayed via the bumbling Dogberry in "Much Ado About Nothing" at E.J.Thomas Performing Arts Hall in 1992. As a stage director, he favored thought-provoking drama which opens our minds to questions of identity and social responsibility, and whether he introduced Pinter or August Wilson, Euripides or Albee, he forced us outside our comfort zone. Wally retired in 1996, so he was not here for the faculty's selection of representation by the AAUP in 2002, but I suspect he was very happy to see his advocacy gain recognition, for he took with great seriousness not just his duties as the leading instructor in theatre literature and direction but also his responsibilities

to shape the curriculum and advise our leaders about all matters within the scope of faculty governance. And he was a visionary within the curriculum. Wally saw the need for instruction in arts management, and he saw how a master's program could be housed within the theatre faculty to teach this broad wide-ranging practical field under the aegis of theatre. He participated in hiring the first and second directors for this program, and I dare say he served on dozens of master's thesis committees of the folks who are leading Akron's renaissance as an arts-friendly, arts-embracing community. He directed me on stage more than fifty years ago, and I remember today with affection how he fought some of my decisions after he selected me as his Interim Director of Theatre in 1994. I am so pleased that he was able to enjoy a long fruitful retirement.

The Senate rose for a moment of silence in memory of our deceased colleague.

V. Report of the Executive Committee

Secretary Miller reported:

On Thursday, April 12, the Faculty Senate officers met with the Board of Trustees Presidential Advisory and Screening Committee to answer questions and provide advice about the choice of a successor to Matthew Wilson.

The Faculty Senate Executive Committee (EC) met on Thursday, April 19. We set an agenda for our meeting, later that day, with the Provost. We discussed enrollment; the future of Buchtel College of Arts and Sciences with John Green moving to the President's Office; the four-day class schedule; academic program review; and strategic planning and the University's mission. We also certified Senate elections. At our meeting with the Provost, we discussed the process of selecting a new Dean for the Buchtel College of Arts and Sciences; the future of the College of Education; the budget; admissions and enrollment; the four-day class schedule; and academic program review, strategic planning, and the University's mission.

On Thursday, April 26, the EC met to set an agenda for this meeting. We also certified Senate elections and make appointments to Senate committees.

At the April meeting, Senate Osorio requested that the EC look into the status of the four resolutions the Senate has passed concerning part-time faculty during the last four academic years. These include a resolution for a salary increase; a salary review; retirement benefits; and a bonus. To the best of our knowledge, the Administration has taken no action on these resolutions beyond referring them to University Council and/or referring them for cost analysis.

The EC now brings a recommendation that the Senate create an ad hoc strategic planning committee to develop and propose a strategic plan for the accomplishment of the University's academic mission, the members of said committee to be appointed by the Faculty Senate's Executive Committee.

The EC has one more recommendation to bring the Senate. This we do without the knowledge of our Chair. We'd like to present Bill with this certificate of appreciation, and we ask the Senate to approve the following resolution:

Resolved, the Faculty Senate thanks William D. Rich for his many years of exemplary service to this body and to the University and its community as

a whole. He has been a great help to the faculty, and he has done much to promote shared governance. We especially appreciate his expertise as a parliamentarian; his service on the Reference, Academic Policies, and Executive Committees; and his distinguished work as Chair of the Senate. We wish him the best in retirement, and we are grateful that he will be available to advise us for the foreseeable future.

VI. Remarks of the President

Interim President Green expressed his pleasure in appearing before the Faculty Senate and spoke of his desire to work with the Senate and the other organizations of shared governance for as long as he serves as Interim President. He noted that he was, with Bill Rich, one of the first Faculty Senators to serve in this body. He thanked Matt Wilson and praised his work for the University.

He described as one the overarching tasks ahead of him is to help the Board of Trustees to prepare for the search for the new President. He stressed that continuity is one of the important things and noted that he planned to make very, very few changes in the administrative structure of the university, and these only as required by events.

The University would continue the initiatives started by his predecessor, Five-Star Fridays and eSports, with the Provost to review and re-evaluate these programs after one year.

He described Academic Program Review as a main priority. He expressed his wish that APR serve as a foundation for a strategic plan. He also expressed his wish that he will be able to hand a strategic plan to the next President.

He thanked Bill Rich and said that his plans to continue to be around and involved were a great comfort.

VII. Remarks of the Provost

Provost Ramsier reported that the Higher Learning Commission reported that transfer of Wayne College's accreditation to under The University of Akron's umbrella will be effective on July 1 of 2018.

He also reported that the Office of Academic Affairs agreed at the Council of Deans meeting to authorize thirteen visiting faculty positions for Fall 2018. Next Tuesday the Deans will discuss the allocation of tenure-track lines for searches beginning in Fall 2019.

VIII. Report of the University Council Representatives - Senators Roy & Allen

Senator Roy reported that the UC has met twice since the last meeting. In early April, the UC selected its officers as representatives to the Board of Trustees' Presidential Advisory and Screening Committee.

In other news, the UC received a committee report from Information Technology detailing their goals, including the consolidation of email accounts to one platform for identity and data management. Matt Wilson reported on the study abroad program for law students in Japan and a first-ever alumni event in South Korea. Provost Ramsier described the transfer of Wayne College; APR; and faculty who took the VRIP and the consequent hiring needs.

Senator Roy also reported that the UC ad hoc Awards Committee revived the tradition of achievement awards, and the UC ad hoc Textbook Committee brought forward a resolution encouraging faculty to adopt and develop affordable textbooks. Interim President Green spoke to the UC, providing much the same updates as he did to the Senate today, and Chair Sterns revisited the notion of childcare on campus in light of the closing of the Center for Child Development.

IX. Report of the Graduate Council Representatives - Senators Allen & Soucek
Chair Rich noted that the amendments to the rules are still before us (see Appendix A), held over from the last meeting to correct drafting errors of a technical and not a substantive nature. The Senate substituted these versions for the ones presented in the last meeting. There being no further debate, the motion was adopted.

X. Committee Reports
   A. Curriculum Review Committee—Chair Cravens
      On behalf of the committee, Chair Cravens presented a motion to approve curriculum changes (see Appendix B). The motion was adopted without dissent.

   B. General Education Advisory Committee—Chair Bean
      On behalf of the committee, Chair Bean presented a motion to approve fast-track curriculum changes (see Appendix C). The motion was adopted without dissent.

   C. Athletics Committee
      There was a written report (see Appendix D)

   D. Computing and Communications Technology Committee—Chair Randby
      Chair Randby described work on a recommendation to provide additional, electronic options for RTP (see Appendix E). Chair Randby also presented a motion to adopt a new curriculum proposal system (see Appendix E). Vice Chair Saliga noted that both CRC and URC support this motion. The motion was adopted without dissent.

   E. Accessibility Committee—Chair Booher
      Chair Rich noted that one recommendation from the Accessibility Committee, concerning mandatory inclusion of language on all syllabi, was referred to the Academic Policies Committee.

      Jina Sang presented the recommendations (see Appendix F). Senator Nofziger noted that college and department are very different levels, and many departments are currently overburdened. Jina Sang replied that it would be up to the colleges to appoint liasons as necessary. Dean Kennedy noted that this proposal was discussed at the Council of Deans and the Deans supported the notion of one per college. Chair Rich noted the

motion is worded in a manner that is sufficiently ambiguous to allow discretion. The motion was adopted without dissent.

F. Academic Policies Committee—Chair Klein
Senator Klein reported that the APC voted unanimously to reject the first proposal of Accessibility (see Appendix G) and proposed in its place the creation of a web page with a stable URL that could be inserted into all syllabi.

Senator Randby expressed confusion, as there is already a website and he puts it on his course syllabi.

Chair Rich replied that APC gets these requests often, to include information in the syllabi, and were they always granted, all of that information would overshadow the actual syllabi. Chair Rich noted that APC's view is yes, there is important information all students should be able to find easily, and this information could be aggregated in a single, often-updated website.

Senator Randby described the links on his syllabi.

The motion was adopted without dissent.

Senator Klein next presented the proposal for the Urban STEM Education Center (see Appendix G). The motion was adopted without dissent.

Senator Klein next presented the rule changes on academic probation (see Appendix G). The motion was adopted without dissent.

Senator Klein next presented the rule change for academic probation (see Appendix G). The motion was adopted without dissent.

Senator Klein next presented the committee's review of the Academic Program Review Committee's report (see Appendix G).

Chair Rich clarified that APC has brought us a report containing APC's thoughts on the process and the contents of the APR committee's report. He noted that adopting the APC's report does not mean that the Senate has adopted and endorsed the contents of the APR report.

Senator Randby noted the report begins with critical remarks about the process before commenting on programs singularly. He expressed agreement for support for Computer Science, flagship programs, and up-and-coming areas. On the section on the College of Applied Science and Technology, however, Senator Randby noted that the report does not reflect the priorities we should have for that college. In particular, for the engineering and science technology programs, he called for a stronger commitment. He continued with his observation that CAST's mechanical

engineering technology program is underfunded and neglected, its surveying and mapping program is in the same situation, and so are the other programs in that department. He wondered why Computer Information Systems were not mentioned at all, and he went on to express support for additional programs in the College of Applied Science and Technology.

Chair Rich asked Senator Randby if there was an amendment he would proposed, or if that was debate against the proposal.

Senator Randby extemporized an addition to the section at the end. He moved that the sentence "Solid investment in engineering and science and technology programs and computer information systems programs including cybersecurity and digital forensics are necessary." The motion passed.

Senator Schulze added that it seems clear to everyone that what is likely to follow, in spite of the preamble, is that there will be program closures before there will be strategic planning. She reported that many faculty want it clear and on the record that the financial situation of the University is not the fault of the faculty or our programs. If there is fault, it lies elsewhere, with the State perhaps. Yet, for as long as she has been here, it has always been the faculty, the departments, and the programs that bear the brunt of the cuts. The faculty would like this on the record. She emphasized the need for strategic planning to make sound decisions that are reasonable and fair.

Chair Rich added that, as a participant in the process as a member of the APR, the APC, and EC of the APR, is that there are some programs that are identified as possible candidates for elimination. But in general, these are programs that the faculty recognize have been supplanted. One thing that Chair Rich wanted emphasized is that closing programs or sets of programs will not necessarily result in any meaningful savings. Who teaches those programs, do they need to be offering those courses anyway, and are these programs not functioning as an alternative route for students to graduation? While in theory, there may be some programs that cost too much relative to the revenue they generate, it is difficult to say the APR committee identified any of those. If getting rid of a program would not result in fewer courses that need to be taught or fewer faculty members to teach them, then there may be no good reason to eliminate them.

Chair Feltey noted that Ph.D. programs were emphasized in some areas but not in others. She asked if neglect of Ph.D. programs in the Social Sciences had an explanation.

Chair Rich answered that there was no way that APC could address every program. APC addressed the areas that we thought were questionable in

the APR committee report. Chair Rich also expressed his conviction that not all the discrepancies or errors were caught, because this report was created under enormous time pressure. He explained that great care must be exercised in making decisions based on this report.

Senator Klein noted that the general narrative of the APC report wanted to emphasize that the sudden loss of graduate assistants played a role. She repeated that APC could not highlight everything that deserved it. The emphasis on graduate education in one area was not intended to de-emphasize graduate education in another.

Senator Elliott noted the paragraph "Even though the report" and considering the comments of Senator Schulze, he expressed his concern that there is nothing in the document reflecting the Senate's concern that we continue to cut academic programs without commensurate reductions on the non-academic side. He reported that Provost Ramsier only replied that we are already very lean on the non-academic side. Senator Elliott noted that inflating the athletic spending, maintaining the non-academic spending, would be the wrong direction. He discussed proposing commensurate reductions in the non-academic side somewhere. Senator Elliott proposed an amendment to the report which was not adopted after numerous senators spoke for and against it. A decision was made to offer the amendment as its own resolution under new business.

Chair Rich noted that the charge of the APC was academic program review and despite sharing those sentiments, the APC noted that it would be hard to read that report and not come to the conclusion there is enormous concern with the diminished allocation of resources to academic programs and the possibility of further cuts.

Senator Klein agreed with Chair Rich.

Senator Bennington offered thoughts on the comments about academic programs being the sole area of cuts. He argued that if we look across the campus, there have been cuts everywhere. Student Government's budget, for example, has been cut. Administrative burdens, compared to institutions across the state, are heavy, he noted, speaking of his experience visiting other campuses across the state. He argued that everyone will need to take cuts, given our financial situation.

Jamal Feerasta spoke in support of hospitality management programs.

Chair Rich repeated that both the APR committee and the APC were under great time pressure and were unable to address every point worth addressing. He noted, however, that the programs just mentioned are cited in both reports as examples starved by neglect--as programs that have suffered from poor decision making.

The motion to adopt the APC report on APR was adopted without dissent.

XI. New Business

Senator Schulze moved to put forward Senator Elliott's amendment as its own motion. Chair Rich called for this to be reduced to writing. Senators Schulze, Hausknecht, and Elliott worked on this as the Senate considered new business (below). After new business, the Senate returned to the following resolution:

Having endured scrutiny and budget cuts to academic programs in past years the faculty senate resolves the following: Nonacademic areas such as administration and athletics should face similar open scrutiny and the possibility of proportionate budget adjustments.

The motion was adopted.

XII. Good of the Order

Enoch Damson urged the University to expand more in the online direction. He urged an investigation of class sizes and some kind of discussion of class sizes in online and face-to-face classes.

Senator Roy announced that the AAUP Faculty First Friday event will take place tomorrow at five pm.

Vice Chair Saliga invited the Senate to the Barley House for a drink with Chair Rich after the meeting.

XIII. Adjournment

The meeting was adjourned at 4:36 pm.

—Jon Miller, Secretary.

Questions and comments about the minutes can be emailed to mjon@uakron.edu or called in to x6202.

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

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:
  - o 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,
  - o 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 firster 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.

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.

Report of the Academic Policies Committee on Academic Program Review

During the months of March and April, the Academic Policies Committee (APC) met weekly to discuss the Academic Program Review (APR) report. APC reviewed the APR report, the deans' reports, the individual program reports, and the APR reviewers' notes. Each college received at least two APC reviewers. The reviewers presented their findings to the committee and discussed discrepancies found in the various APR documents. The committee primarily focused on incongruities related to the categorizations presented in the APR report. The recommendations made below represent the best efforts of APC members to call attention to what the committee believes are the most striking discrepancies and areas of concern.

It is important to note the significant role that faculty, deans, and committees played in completing this work and attempting to produce some actionable results in terms of investment priorities for the University. Most faculty plan their workload more than a year in advance, carefully balancing research, service, and teaching demands to ensure maximum productivity while meeting departmental needs. Yet despite these prior commitments, faculty approached this work with full engagement and diligence. While the APR documents amount to thousands of pages representing the cumulative efforts of the academic side of our campus community, it should not be mistaken for legitimate program review. Nor should it be assumed that because the APR effort has involved substantial input from faculty that it constitutes in itself an adequate allowance of shared governance in terms of maintenance of the curriculum, strategic planning, or directions for investment. This report is a response to the administration's request for data in order to rate programs based on their financial potential. It is a point-in-time snapshot, which reveals a university that has experienced a significant loss of full-time faculty that is bound to adversely affect student enrollment and retention.

This year's APR process is a considerable departure from the standard program-review process that is expected by the Higher Learning Commission. Typically, programs are reviewed on a rotating basis such that only about 20% of programs are evaluated in each academic year, as the university indicated to the Higher Learning Commission it would do. These reviews focus primarily on assessment, learning outcomes, and other curricular matters, and are intended to offer feedback to faculty in order to be responsive to the changing needs of their students and fields of study. 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 routine, robust examinations of the curriculum by faculty and administrators to ensure that the university's academic mission is met. When given the time to gather accurate data, assess student learning, and reflect upon the findings, program reviews can provide meaningful information for strategic planning and potential investment opportunities. APC recommends that this report be used as a starting point for a far more regularized, faculty-driven, thorough, and less hasty program review process.

Even though this report should not be used as the basis for making strategic decisions about the University's curriculum, there are several themes that can and should be acted upon immediately. In a great majority of programs, the loss of full-time tenure-track faculty has become a serious problem. The *Chronicle of Higher Education* recently published an article entitled, "It Matters a Lot Who Teaches Introductory Courses. Here's Why," which summarizes research that showed that tenure-track faculty increase retention through their personal mentorship of students and their institutional connectedness. Many of the programs that have been placed in the C3 category in APR are there largely because faculty numbers are so low, thereby driving down enrollment. Even the programs in the C2 and C1 categories are struggling with dwindling tenure-track faculty and no assurances of replacements. Departments are less likely to innovate when resources are scarce or uncertain. The lack of incoming tenure-track faculty harms the basic academic functioning of the University, as institutional knowledge is lost through faculty retirements, and the workforce is not even restored through replacement. Service obligations, such as the kind required from this very project, become more and more difficult to complete because there are fewer faculty to engage in the work. The growing responsibility of faculty to devote time and energy to service obligations negatively affects students, most importantly, as a faculty that is stretched too thin cannot dedicate those extra hours to work with students or conduct research that advances knowledge and informs their teaching. The ability of faculty to regularly engage in research and conversation with colleagues at other institutions through the peer-review process and conference presentations is directly related to the quality of education their students will receive as well as the reputation of the university at large. Investing in a few high-profile programs will not be successful without a significant, across-the-board investment in full-time, tenure-track faculty due to the interconnected nature of the institution and its curricula. Programs are not atomized units that can be nurtured in isolation or left to sink or swim. Each degree granted is a representation of a wide range of disciplines, skill-sets, and areas of study. Focusing on programs singularly without investment in the larger academic enterprise will leave even our best-known degrees vulnerable.

Another significant theme that was shared in many program narratives was related to the significant reduction of graduate assistantships. Graduate assistants are valuable to both the undergraduate and graduate missions of the University. They provide support that improves the delivery of undergraduate courses and, in the process, they strengthen their understanding of basic concepts that underlie their graduate education. When they have gained sufficient experience, graduate assistants sometimes teach classes, and they assist in the production of research and even in the completion of departmental tasks. A long-term reduction in assistantships will only harm the University. In any case, it is clear that the hasty implementation of this decision in the short term did not allow departments to adequately prepare for the impact. There appears to have been little consideration given to the availability of qualified adjunct faculty pools, or to the long-term financial consequences of the loss of grants and joint degree programs with other universities. Thus, while short-term monetary savings may have been obtained, the long-term costs may well outweigh these gains.

Finally, although this process was arduous, it was not without reward, as our committee was left with great admiration for the distinctive educational experience at The University of Akron. The faculty here have been extremely productive in research and teaching despite ever increasing demands. Many of our programs continue to grow in reputation and get more students across the finish line than do peer institutions. Our graduates leave our institution and make a positive impact in their communities, and many of our programs foster that connection through internships, clinical placements, and service learning.

APC recognizes the economic challenges that the University is facing. Yet, cutting programs or allowing them to wither without careful consideration of the resulting academic impact will create far more significant challenges in the future.

Reviews of Individual Colleges

While APR committee members were asked to assign "ratings" to each program under review, APC generally has refrained from commenting on the categorization or "ratings" of each program. In part, this is because APC finds the "ratings" to be somewhat confusing and problematic. For example, the History Department was noted by APR committee members as being of excellent quality and would have been categorized as C1 had it not been hurt by the loss of faculty and lack of replacements. The APR committee settled on a C2 categorization to protect it from getting cut further, but also to point out that it needs attention and investment. The History Department is only one example among many that suffer from a "rating" that might be misleading. In other cases, we find an element of confusion in programs that are "rated" or "categorized" highly (with a C1), but which have been designated as low-priority (P2) in terms of investment. Here, the determination of the APR committee was not that the high-quality program in question *didn't* need investment, but rather that investment would not see an *immediate* turnaround. Conversely, some programs were categorized as C3 not necessarily because they were of low quality, but because their tenure-track faculty losses have brought them to a dire state. And yet some of these C3 programs have been marked as P1, which indicates that they are a priority in terms of more immediate investment returns. APC members regret that the assigned categories can be misleading and are only meant to designate which programs might see returns on immediate investment, and that the long-term impact of neglect of quality programs is not reflected in these rankings. There is a particular concern about the table that appears in Appendix F of the APR committee report, in that it combines the values of two different variables – program quality and priority for investment – into a single measure, the meaning of which is murky at best. APC urges that this table be disregarded, as the combined measure could be easily misinterpreted.   Having said that, APC notes that it is important to invest not just in the areas highlighted in the sections below, which have potential for more immediate returns in the shape of increased enrollment, but also in some of the University's "breadwinners," like Math, History, and Communication. APC members strongly believe that departments and programs

across campus need to be seen not in isolation, but as parts of a complete education, with many parts depending on others in the service of students.

BCAS Humanities and Fine Arts

The committee identified a few programs with some discrepancies between the dean's assessment and the reviews of the APR committee. Dance is one. APR rated it higher than the dean did. It is an important program for UA and for links to the community, and its graduates are in regional and even national demand. However, it needs stable leadership and a faculty-driven curriculum. The Theatre Arts BA needs serious investment. At a minimum, it should be left alone (and not cut) in order to see where it is going after being reinstated not long ago. The MA in English also needs to be given the opportunity to develop the department's new learning outcomes. Surely the MA in English, which was ranked poorly by the dean, and the MFA, whose value is more recognized, are interconnected.

BCAS Social Sciences

The University has an opportunity to invest in social science programs, particularly in Criminal Justice and History. Criminal Justice is poised to recruit far more students than it already has, and represents a regional niche in this area. Additional tenure-track faculty positions should be distributed among the three units that jointly offer this program. The proposed Global Studies program similarly offers the opportunity to recruit more students to the University. The success of this program will require investment in additional tenure-track faculty in History and other departments that will be the major contributors to this program. Those positions will also fill voids in the staffing of general education courses, some of which (such as the Humanities courses) are falling seriously short of adequate tenure-track faculty, who not only are important for retaining freshmen and sophomores (see reference to the *Chronicle* article above), but who are essential for mentoring part-time faculty in the Humanities, World Civilizations, and new Global Societies programs.

BCAS Natural Sciences

Physics offers BS and MS programs, and produces more graduates per faculty member than does any other state university in Ohio, although the numbers are small. The Physics faculty sustain a high teaching load, but the department is barely able to cover the lectures and labs for its lower-level course offerings. Each semester, the Physics Department must keep a waiting list of first- and second-year students unable to register for courses required for their major, mostly in engineering or science. Usually, student attrition during the first two weeks of the semester is sufficient to allow the wait-listed students to register, but sometimes these students cannot be accommodated and must register for their courses over the summer in order to avoid a domino-effect of delays in other courses required for their major. If a sufficient number of students does not enroll for a summer course, that summer course is canceled, or its full-time faculty must teach at reduced wages, if maintained on a small-class formula. When summer courses are

canceled, students suffer. Paying full-time faculty on a small-class formula is demeaning and contributes to low morale among faculty and serves as a disincentive to teach summer courses that students need.

The consensus of APC is that the situation in Physics borders on emergency. The needs of the Physics Department have been neglected for so long and to such an extent that it is beginning to damage the university at large. The effect will be devastating if word gets out that first-year science and engineering majors cannot register for the classes that they need to progress through their degree programs at UA, and so might as well matriculate at some other university instead.

While the APR committee determined that Physics is a lower-priority program in terms of investment, APC instead maintains that Physics needs immediate relief in the form of faculty lines and teaching assistantships if the University is to sustain its programs in the Natural Sciences and Engineering. Put bluntly, both the BS program and the MS program in Physics are essential if we intend to have a university at all. Immediate priority should be given to both of the Physics degree programs.

The Physics Department should not be relegated to a "service-only" role. Instead, collaborative options to expand their research opportunities and graduate programs should be explored. For example, the expansion of the Engineering Applied Math PhD program to include an Engineering Physics option could allow Physics faculty to advise PhD students and afford them greater funding opportunities.

APC observes that the Mathematics Department has difficulty accommodating all of the Natural Science and Engineering students who need to take Calculus, Differential Equations, and other math courses. Each semester, the Department keeps extensive waiting lists of students who cannot register in their first- and second-year classes. The Department tries to accommodate these students by raising enrollment limits or forming additional class sections. In Fall 2018, the waiting list for Calculus I alone included more than 200 students, not all of whom could be accommodated. Students unable to enroll in Calculus I must delay the remainder of their Mathematics sequence and potentially other courses for which it is a pre-requisite. This year, the Mathematics Department has completed searches for two new tenure-track faculty. This will help, but the long-term health of the department will depend on the restoration of TA support to revive the MS program, and an increase in faculty lines.

Geosciences offers BA, BS, and MS degrees in Geology and Geography (Geographic Information Systems (GIS)). APC believes that some of these programs, particularly the BS and MS programs in GIS, have strong potential for growth. The GIS programs, although categorized as low priority by the APR committee, should be seriously considered for investment in the estimation of the APC.

Statistics has been a very solid program with a high market demand for graduates. The Statistics Department offers many general education classes as well. Enrollment has declined owing to the

reduction of graduate assistantships. With a further loss of faculty for the next academic year, there is a great need for faculty replacement.

Chemistry is a solid program that is vital for the University. Market demand is high. There is a need for tenure-track faculty, especially to mentor at the PhD level.

Computer Science is critical for the future of the University, and APC supports the need for investment.

Law

There is general agreement between the Dean's report and the APR regarding the assessment of this School. Enrollment is up despite the nationwide downward trend. The LLM program in intellectual property is relatively new and therefore does not have enough data to draw from. The JD program is strong and has a favorable revenue-to-expense ratio as well as an important community impact. The Law School has also suffered from a loss of faculty. Maintenance of investment in tenure-track faculty is vital for the School to sustain the high level of student achievement for which it is currently recognized.

Wayne College

The final APR report states that the Institutional Research data for Wayne College appears to be inconsistent with the data provided by Wayne College. Given that data from Wayne College is audited, APR decided to use information provided by Wayne College to make APR decisions. APC concurs with that decision.

APC generally agrees with the APR report, but notes the mixed ratings assigned to the Healthcare Medical Office Management/Admin AAB degree. While 52% of the APR committee members gave it a C2 rating and 48% a C3, the self-study report provided by Wayne College shows this program to be unique in Northeast Ohio. Moreover, it is very popular among non-traditional students and returning students who have had to face some life struggles. Program faculty are also currently working to collaborate with Bowling Green State University- Firelands campus. In addition, a fully online version of the degree is in the works. APC recommends that this program be supported with investment.

CAST

CAST has a number of high-quality programs, including the Bachelor of Organizational Supervision, the BS in Cyber Security, and the BS in Digital Forensics. The College makes a

significant financial contribution to the University. CAST offers students multiple pathways to success, including a number of associate degrees that feed into bachelor's degrees. At the same time, several of CAST's programs also provide a prime example of what happens to student enrollment when programs are neglected and investment in faculty is not prioritized. The Culinary Arts program is one of only two such programs offered on main campuses in the state. This program was popular with students and well regarded in the community. Competitions associated with the program were points of pride. However, the closure of Gallucci Hall, the loss of tenure-track faculty, and the failure to replace aging equipment created uncertainty about the continued existence of the program. The administration neglected to communicate with the college, the students, or the community about its intentions, and these constituencies have been left to draw their own conclusions about the program's prospects. It should be no surprise that students have left the program to pursue their education elsewhere. Program closures should be the outcome of careful strategic planning and shared governance with key constituencies and not of mere neglect.

The majority of the general education component of CAST is delivered by the Department of Applied General and Technical Studies, which offers the Associate of Arts (AA), Associate of Science (AS), and Associate of Technical Studies (ATS). Lack of marketing remains one barrier to raising internal and external awareness of these three degrees, which combined have graduated over 200 students for each of the past four academic years. Outreach within and beyond the campus would benefit from further investment.

The Emergency Management and Homeland Security program provides degrees in one of the fastest growing fields in higher education. It is not only one of the oldest programs in the nation but one of the top-tier ones as well. Solid investment in this program together with the Engineering and Science Technology Department of CAST, which also has a stellar reputation and a high number of graduates, would benefit not only the College but the University.

The Need to Invest in Associate Degrees

The University has failed to invest adequately in associate degree programs. Associate degrees have mistakenly been thought of as end points rather than midway points. Students have not been encouraged to pick up an associate degree on the way to a bachelor's degree. Since Ohio's state subvention is geared much more heavily toward degree completion than course completion, such that upon completion of a two-year degree the university receives half of the subvention dollars, investment in associate degree programs makes excellent financial sense. Two-year degree completion also helps students who either stop out or are not ready for 300 or 400-level course work. Investing in associate degree programs will help the University to capitalize on CCP student enrollment as well as to create stronger pathways to four-year degrees from regional campuses. Finally, most of the associate degree programs fit seamlessly within the updated

general education curriculum and various bachelor's degrees. By enhancing and advertising our associate degrees we can strengthen our ability to compete within the area's educational marketplace. Our competitive edge is our faculty, our quality, and our curriculum.

LeBron James Family Foundation College of Education

The APC review of the APR report regarding the LJFF College of Education programs finds two programs within the Department of Educational Foundation and Leadership (EF&L) that would benefit from investment. The MA in Higher Education Administration is in demand and has recruited students from not only this campus, but others, as well. Also, the program is moving to an online program. The MA in Administration and Principalship appeals to a market niche in providing professional development in personnel and curriculum management to school leaders. Within the Department of Curricular and Instructional Studies (C&I), the APC notes the suspension of the Ph.D. degree and concurs that enthusiasm for the degree would improve with support and investment. Within that department, there is a tremendous need for new faculty in the areas of Intervention Specialist, AYA (Adolescent and Young Adult), Language Arts, and Early Childhood and Foreign-Language. Faculty in these high-need areas seem essential. Student enrollments in the first three areas are high and there is strong teacher demand in the fourth.

College of Engineering

Engineering maintains high-quality programs, at all levels, in all of its disciplines. However, through loss of faculty and graduate assistants as well as the simultaneous increase in undergraduate enrollment, Engineering faculty are stretched thin, and their ability to serve their students is necessarily suffering. They have started to receive some faculty replacements, and this is helpful; however, it must continue if present enrollment numbers are to be supported.

A general weakness in the Engineering graduate programs seems to be the small number of the Engineering College's own BS graduates who continue to MS or PhD study at UA. The introduction or expansion of programs to streamline the MS degree requirements for the College's own BS graduates might help to attract some high-quality students to the graduate programs.

APC has the following observations on some Engineering programs given C3 ratings by the APR committee:

Biomedical Engineering and Computer Engineering graduate programs: The Biomedical Engineering Department and the Electrical and Computer Engineering Department must maintain the BS programs in Biomedical Engineering and Computer Engineering. Both of these

undergraduate programs enjoy a large enrollment, as they are in "up and coming" areas. The quality of these BS programs depends heavily on the support of the departmental faculty conducting research in their respective fields. Disinvestment in the graduate programs can only result in the eventual degradation of the associated undergraduate programs. Thus, the research enterprise in the BME and ECE Departments needs to be made more robust, for the sake of the undergraduate programs as well as the graduate programs themselves.

Engineering Dean's Office BS degree: This program is rightly considered a low priority for investment. However, it would be a mistake to close it, as it requires no resources beyond those used for maintaining the other Engineering programs. Besides, it does serve a purpose in the College, as it is used by the occasional student who is prevented by personal or academic circumstances from completing the capstone design experience required for the standard ABET-accredited degree programs.

Engineering Dean's Office MS degrees, including Engineering Management MS: Again, these programs need no investment. However, little would be gained by closing them because it costs practically nothing to maintain them.

College of Polymer Science and Polymer Engineering

The College of Polymer Science and Polymer Engineering (CPSPE) offers four graduate-degree programs: the MS and the PhD in both Polymer Science and Polymer Engineering. All four of these seem to be well run, high-quality graduate programs.

Together, the Polymer Science PhD and the Polymer Engineering PhD are rightly regarded as the flagship programs of The University of Akron. For decades, they have been widely regarded as holding a position of national and international leadership, and such is still the case today. As evidence of their reputation, the departmental reports cite application and placement statistics, as well as the anecdote: Everywhere you go, when you say "Polymer," people say "Akron."

The Polymer Science MS and the Polymer Engineering MS serve as feeders to the respective PhD programs. Practically all MS students are from China, and none receive support from UA. Documentation of MS graduate placement is not as complete as that for PhD graduate placement, as more of the MS graduates may return to China without informing CPSPE of where they are going. However, as a significant percentage of the MS graduates continue to the PhD programs in CPSPE, the faculty have the direct opportunity to observe whether the essential MS program outcomes are being met, and to improve the MS curricula and polices as needed.

Owing to recent retirements, as well as some "poaching" by competing institutions, faculty numbers in CPSPE are down slightly. The remaining faculty have absorbed into their research teams the graduate students left behind by the departing faculty; however, the current number of

students per advisor cannot be sustained, and the graduate programs will shrink as students graduate.

The general sense of APC from reading the departmental reports is that the reputation of CPSPE may have become slightly tarnished of late. With the current number of faculty, the CPSPE graduate programs may decrease in quality as well as in size over time, as the college becomes less attractive to prospective faculty candidates. Restoration of lost faculty lines will be important in the long term to prevent a more noticeable decline and to ensure the continued stature of our flagship programs.

CHP

The college is home to seven schools, two of which (The Schools of Nursing and Speech-Language Pathology and Audiology) have distinguished themselves, and investing in them would provide great benefit to the college and to the University. The School of Nursing is the flagship department of the college and its programs are in high demand; however, the loss of tenure-track faculty has resulted in a critical situation with large classes and a very high student-faculty ratio.

The school has a large number of graduate students at both MS and PhD levels, and some of the faculty are very successful researchers. However, the faculty were told by the administration that their profession is a practice profession and not a research profession, and the resulting lack of support for research has affected the overall quality of the program. A strong School of Nursing is essential for the University, and the committee recommends immediate investment.

CBA

The College of Business Administration has programs in Accountancy, Economics, Finance, Management, and Marketing. The Accountancy BSA has about 500 majors a year and the Accounting Department is attempting to recruit high-quality faculty to support this and other programs. The Economics Department has just recently moved to the College of Business Administration from the College of Arts and Sciences and has a need for a tenure-track macro-economist. The Supply-Chain and Operations BBA and MS are Management Department programs that are growing quickly and the MS now has STEM Federal Designation, which should affect that program positively. APC's views are consistent with those of the APR committee.

Report of the Academic Policies Committee to Faculty Senate for December 6, 2018

The following three items have been unanimously approved by APC members and are recommended for approval by Senate:

<mark>First Item</mark>

APC Statement on APR and Shared Governance

At the November 2018 Senate meeting, Senators directed the APC to revise its statement on APR to focus on shared governance. The following document makes those revisions:

APC recommends that Faculty Senate vote to formally object to the procedures used in the recent Academic Program cuts on the grounds that administration did not share governance in the final decision-making phase of the process. Specifically, administration did not:

1) use appropriate and available mechanisms to ensure that information used to make decisions was factually correct,

2) allow the University community the opportunity to respond before supposedly irreversible actions were taken,

3) allow individual programs to address items unique to their programs that would have resulted in better-informed decisions, or

4) act in accordance with its own numerous verbal assertions that no cuts would be made on the basis of the outcomes of this process.

Rationale: University Board Rule 3359-20-05.2 *Curricular changes* states that certain curriculum-related actions require University approval, and that among these actions are the deletion of courses and changes in the bulletin description. Any action preventing students from entering a program is a de facto deletion of courses and programs, at least temporarily, and would require a change to the bulletin description. Therefore, the prohibiting of admissions to a program requires University approval, which was not obtained in the case of the recent program cuts.

Additionally, University Board Rule 3359-10-02 (F) (4) states that the Academic Policies Committee is a permanent committee of the Faculty Senate and that it "Recommends and interprets academic policy on university-wide matters such as admission, retention, graduation, and dismissal requirements." In May, the APC strongly recommended that the APR report be used as a "starting point for a far more regularized, faculty-driven, thorough, and less hasty program review process" (May 2018 APC APR Report, 1). The APC also recommended that no program cuts or suspensions be made on the basis of the APR report due to a variety of factors, one of which was that the APR process differed sharply from what the University publicly said it would do in the 12/22/16 Assurance Argument to the HLC and in subsequent correspondence.

This consultation with the APC in the fact-finding phase of the APR process is not a replacement for a seat at the final decision-making table that APC and CRC, by the University's own standard, and by its commitment to HLC, should have had when the upper administration met behind closed doors to arbitrarily, and based upon faulty information, make the final decisions about program admissions.

Relevant Precedent: On February 2, 2014, President Proenza forwarded Provost Sherman's request that faculty evaluate and discuss the proposal to suspend and eliminate a number of programs. Faculty Senate referred the proposal to APC and CRC, who carefully reviewed the proposals and gathered feedback from faculty in the affected programs. APC and CRC approved many of the proposed suspensions and eliminations, but not all of them. Senate then adopted APC's recommendations and forwarded the result to the President. The process followed in 2014 was acceptable to APC, CRC, and Senate. The recent program eliminations (2018), however, were the result of a substantively different process. The CRC did not review any proposals for program eliminations or suspensions; nor did the APC receive a list of the proposed program suspensions or eliminations. The affected faculty did not have the opportunity to respond to program suspensions prior to their passage by the Board of Trustees. Therefore, the decision made by the Board of Trustees on Aug. 15, 2018 to suspend programs was in violation of their own rules and of shared governance.

UA's Commitment to HLC Regarding Shared Governance: On May 10, 2017, the Higher Learning Commission requested an interim report "documenting that the Institution has continued to rapidly act on its plans for improving shared-governance structures and communication" (50). The basis for the request reflected comments made by stakeholders during the accreditation visit that the campus administration's actions to improve governance were "insufficient to meet the level of shared-governance expected on a campus [and] therefore mistrust remains" (49). The administration's decision to effectively close programs without vetting them through the Faculty Senate and without giving stakeholders the opportunity to address perceived program flaws demonstrates a failure to improve governance structures, communication, and trust.

The administration also failed to establish a climate of trust when it did not inform faculty, students, or community partners of the program suspensions prior to the press release of the Board actions on August 15th. Interim President Green and Provost Ramsier have repeatedly requested the collective and collegial efforts of the faculty to move on from APR and toward the implementation of the strategic action plan. Yet the decision to reveal program eliminations through a press release rather than through face to face discussions between the affected faculty and leadership lacks basic collegiality that should be the rule in any organization.

Like the Administration, the Academic Policies Committee intends to move forward. However, when required, we must examine how decisions were made in order in order to improve future interactions. In fact, the Higher Learning Commission has insisted that we do so. The Academic Policies Committee condemns the process used by the administration to eliminate programs as well as the manner in which these decisions were communicated. These failures do not meet the level of shared governance expected on our campus and therefore undermine the legitimacy of the cuts made on August 15th 2018.

<mark>Second Item</mark> <mark>(Two separate proposals)</mark>

Admissions policy changes for ELI and other international students

1. International students who wish to enroll at UA for an undergraduate degree will no longer be required to present an ACT/SAT score to be considered for admission, but will be recommended. Admission acceptance or denial would be based on high school performance (according to each country's equivalency of a high-school diploma) and other valid and predictive indicators of potential for academic success.

Rationale: Under the current interpretation of the undergraduate admissions rule (attached), international student applicants are required to submit ACT/SAT scores so that the admissions formula may be used. However, many international students face limited access to testing sites; some countries have few or no sites and travel to/from existing sites can involve international travel and additional expenses for accommodation, visas, and the test fee, and sometimes test scores are delayed or cancelled for security reasons (e.g., fraud). More than 1,000 accredited colleges and universities no longer use the ACT/SAT for admission purposes. Some have adopted a test-flexible (i.e., may submit other standardized tests) or test-optional policy (i.e., scores must be submitted for scholarship consideration). In Ohio, Miami University does not require the SAT or ACT of international students (except for those applying from schools in the U.S. or Canada), KSU only requires them of direct-admit majors, and OU only demands them for scholarships. This change in policy would allow UA to expand its international student body while keeping in line with current state-wide and national trends in international admissions policies.

2. International students who need help with English proficiency would be permitted to enroll in UA's English Language Institute (ELI) regardless of nonimmigrant status (as long as their status does not prohibit study), and independent of whether or not they intend to pursue an undergraduate or graduate degree at UA.

Rationale: Under the current policy, UA will admit international students to ELI if: (1) they are seeking F-1 status and are first granted conditional admission status to an undergraduate or graduate academic program (conditional status is due to English proficiency), or (2) they have a different nonimmigrant status (F-2, H-4, etc.), lawful permanent residence, or U.S. citizenship. Unfortunately, ELI enrollments have dropped recently, mostly due to changes in the SACM (Saudi Arabian Cultural Mission) scholarship and the current political environment. ELI enrollment often fluctuates due to these and other circumstances in individual countries or transnationally.

If ELI were to admit students who need help with English proficiency independent of whether they intend to pursue an undergraduate or graduate degree at UA, they would help fill ELI classes at all four proficiency levels. Students of different backgrounds (language, interests, nationality, etc.) would greatly contribute to the ELI experience for all students. In addition, students who do not already have conditional admission to UA may apply after being at the ELI and living in Akron for one or two semesters. Of course, these students pay tuition to ELI

whether or not they continue their studies in an academic program at UA, and their presence contributes to diversity on campus. The International Center is able to provide immigration services, programs, and other support services for nonimmigrant students admitted to the ELI, regardless of their intention to continue in academic programs. Should ELI graduates wish to pursue a regular degree at UA, they would need to demonstrate proficiency in English using whatever metrics are employed to assess any other international applicants.

Third Item

CBA Proposed New Admissions Policy for Graduate Applicants

Applicants may petition the CBA Graduate Admissions Committee (GAC) for a waiver of the GMAT, GRE, or other standardized test if they have achieved three years of progressive work experience, showing both management and quantitative responsibilities, after completion of a bachelor's degree from an accredited university.

Background/Rationale

There is currently a national trend among graduate business schools to not require a standardized entrance exam (i.e., GMAT or equivalents). Instead, numerous master's-level business programs, especially for the MBA, are allowing applicants the option of waiving the standardized exam if other requirements are met, or for some programs completely eliminating the need to take a standardized exam for admission all together. This national trend is becoming increasingly more prevalent, especially among colleges in northeast Ohio, as programs attempt to reverse admission and enrollment declines over the past few years. Also, a growing body of research has emerged that questions whether scores on the GMAT (and other standardized tests) are truly good indicators of how successful students will be in completing their graduate business education.

Therefore, the CBA conducted a self-study involving a small number of recent graduates to determine whether there are any differences between students who take the GMAT and those waived because of years of managerial work experience. The CBA found that the mean GPA for GMAT graduates was a 3.60, and for students not taking the standardized test was 3.65. While the difference is small, this undertaking did help CBA faculty internally to better understand the trend upon finding that the non-GMAT group was equal to those (and sometimes higher) that took the test.

Thus, the request is that the admission policy officially be amended to allow applicants with at least three years of progressive work experience to petition the CBA Graduate Admissions Committee (one faculty member from each of CBA's five departments) for a standardized waiver. The committee will review the petition and decide whether waiving the standardized exam is warranted or not. Not only will this change allow us to stay competitive with our peer colleges in northeast Ohio, we believe that it will help increase the number of applications from

business managers who do not wish to take a standardized exam and have historically gone to a competitor in the region that does not require, or at least waives, the exam.

It is very important to note that this proposal is not requesting that the standardized exam be completely eliminated from the admission process. Instead, it will allow the GAC to review and decide on waiving the standardized exam if it deems the waiver to be warranted.

This proposal was voted on and approved by the graduate faculty in the College of Business Administration.

THE UNIVERSITY OF AKRON
College of Engineering

Guidelines for the Ph.D. Program

The College of Engineering at The University of Akron will offer the interdisciplinary Ph.D. in Engineering. The information presented here is intended to outline the program details for the purpose of clarifying requirements and procedures. No statements here are intended to conflict with requirements and procedures as defined by the Graduate School. Should conflicts exist, Graduate School regulations shall supersede

Eligibility
Any student, admitted to the Graduate Program in Engineering and in good standing, is eligible to enroll in graduate courses which may ultimately be counted toward the Ph.D. degree in Engineering. The student does not, however, become a candidate for the degree until he has successfully passed the Candidacy Examination as defined below. Every student who enters with a Bachelor of Science must complete either the college-wide Master of Science in Engineering degree or an approved Master of Science in Engineering degree in one of the departments, with a minimum of 24 Credits of coursework and 6 Credits of Thesis/Project, within 2 years of admittance into the program and before continuing in the Ph.D. in Engineering program.

Advisory Committee
For advising purposes entering students will be initially assigned to the Department of their choice or where this choice is not indicated, to the Department of their undergraduate degree. The Graduate Director will act as the new student's temporary advisor for the purpose of selecting courses until the student's permanent Interdisciplinary Doctoral Committee (IDC) has been appointed.

During the first semester for full-time students (first year for part-time students) entering with an M.S. degree, the Graduate Director, in consultation with the student, will appoint a research advisor. The student and the research advisor may propose five members who can serve on the student's Advisory Committee. The Advisory Committee will be appointed by the Graduate Director in consultation with the Research Advisor and must be approved by the Dean of the College of Engineering. The Chairperson shall be elected by the Committee, but must not be the research advisor. The above procedure will also be used for making Committee membership changes as they may become necessary as a result of faculty resignations, faculty loads, or shifts in student interest which make it necessary to change research advisors. All appointments and changes are subject to the approval of the Dean of the College of Engineering.

On questions where disagreement occurs within the Advisory Committee, the majority will rule. The Chairperson will vote only in case of ties.

The Advisory Committee will be responsible for:
a) Administration of a Qualifying Examination and formulation of a Plan of study, including Majors and Minors.

b) Approval of the student's plan of study including all courses and their proposed dissertation,
c) Administration of the student's Candidacy Examination, and
d) Approval of their dissertation.

To insure a consistently high standard in the quality of graduate education throughout the College of Engineering, all Advisory Committee actions are subject to the approval of the Dean of the College of Engineering.

Credit Requirements and Transfer Credits
The total credit requirement for the Ph.D. in Engineering is 96 credits beyond the B.S. degree and 72 credits beyond the M.S. degree. Transfer credits are to be evaluated by the individual student's Advisory Committee in conjunction with the formulation of a Plan of Study and must be consistent with the Graduate School guidelines.

Residency
As stipulated in the University of Akron Graduate School Procedural Statements: "All doctoral work must be completed within ten years of starting coursework at The University of Akron or elsewhere. This refers to graduate work after obtaining a Master's degree or the completion of 30? credit hours. Prior to that time, all students shall be considered Master's students. Extensions up to one year may be granted by the Dean of the Graduate School upon request by the student and recommendation by the Advisor and Graduate Director.

A minimum residence requirement in all programs shall be one academic year of full-time study. Departments may require a calendar year instead. Any student on an assistantship may count it as nine hours per semester up to a total of 24 hours within an academic year toward the requirement. No resident student may take outside employment except with the permission of the Graduate Director and Advisory Committee and approval by the Dean of the College."

Foreign Language Requirement
There is no Foreign Language Requirement. Individual Advisory Committees may stipulate additional language requirements.

Qualifying Examination
The Qualifying Examination shall be taken before the student has completed 18 credits of coursework at UA and before the completion of the second semester. A student must have the special permission of their Advisory Committee and the Graduate Director in order to enroll in coursework beyond this point without having completed their Qualifying Examination.

The purpose of the Qualifying Examination shall be:
a) To identify the students strengths and weaknesses in order to better plan a course of study and;
b) To discourage those students without adequate background from continuing.

The Qualifying Examination shall consist of a minimum of two 3 hour written sessions plus such other written or oral periods that the Advisory Committee may require. The student must be responsible for all basic undergraduate material and such graduate courses as may be completed to that point. The student should be aware that understanding and reasoning are paramount and that no great premium is attached to memorization. Students who do not pass the Qualifying Exam must retake the examination within one semester. A second failure of the Qualifying Exam will result in a review of the student's record and overall performance by the Advisory Committee and the Graduate Director.

Candidacy Examination

A Candidacy Examination shall be administered by the Advisory Committee after the student has completed approximately 2/3 of their graduate coursework. The student shall not register for more than a total of 9 credits of Doctoral dissertation until he/she has passed their Candidacy Examination. It shall be the student's responsibility to request such an examination before embarking on any extensive dissertation work. The Candidacy Examination must be completed no later than three semesters after the first attempt of the Qualifying Examination.

The purpose of this examination is to (a) establish that the student has developed the necessary background to undertake their research and (b) determine whether the student has been able to successfully integrate all of their coursework in order to make a significant contribution to their area of specialty.

The Candidacy Examination shall consist of a minimum of a written section and oral section that evaluates the appropriate background for research that the Advisory Committee may require.

Passing the Candidacy Examination qualifies the student for admission to candidacy for the Ph.D. A second failure of the Candidacy Examination will result in a review of the student's record and overall performance by the Committee, in conjunction with the Graduate Director for the purpose of recommending that the student be (a) re-examined or (b) dismissed. With the approval of the Dean of the College of Engineering, this recommendation will be forwarded to the Dean of the Graduate School.

The scope of the re-examination may be narrowed at the discretion of the committee in cases where the unsatisfactory performance falls in a particular area.

Research Proposal Defense

Following the Candidacy Exam, the student must complete all remaining course work and start the research activities. Within one year of completing the Candidacy Exam, the student must prepare and defend a research proposal. This research proposal shall consist of comprehensive Literature Review, clear articulation of the motivation and focus of their investigation/research, an outline of the approach proposed and some general expectations of the nature of the results. The preliminary results of the student must justify their approach and expected results. The proposal format should be similar to a national funding agency for the candidate's field, such as NSF, NIH, DOE, etc. or as specified by the Advisory Committee.

The Research Proposal defense shall consist of a presentation to the Advisory Committee. The research proposal must be submitted to the committee at least ten days ahead of the scheduled defense.

Passing the Research Proposal defense qualifies the student for progressing toward completing and defending the dissertation.

Any student who complete their proposal defense, and does not already have a Master's degree in Engineering, shall be awarded either a college-wide Master's degree or a program specific Master's degree as outlined in the Plan of Study.

Dissertation and Dissertation Defense
The student must carry out the proposed research activities and complete the writing of the dissertation no earlier than one year after the date of the Research Proposal Defense.

The final dissertation must be submitted to the Committee Chairperson. The Committee Chairperson shall distribute the dissertation to all members of the Advisory Committee and solicit a written evaluation of the dissertation. All advisory committee members shall return the written evaluation within two weeks of receiving the dissertation. Upon evaluation of the written dissertation by all the members of the committee, the Chairperson of the Advisory Committee, in consultation with the Graduate Director, shall schedule a public defense of the dissertation within one week. Members of the Advisory Committee may revise their evaluation after the dissertation defense, if necessary.

The dissertation defense shall consist of a public presentation of the results of the investigation. Members of the Advisory Committee shall reserve the right to question the candidate and suggest additional work or modifications to the dissertation prior to their acceptance of the results. The results of the dissertation defense shall be determined in a consultative manner by the Advisory Committee. The candidate shall be declared successful there are no fail votes by any member of the Advisory Committee.

Admission Requirements

1. Undergraduate GPA
   a. Minimum 3.2 Cumulative GPA from a recognized undergraduate program in Engineering.
   b. Under exceptional circumstances students with GPA of 3.4 or higher in selected advanced engineering courses may be considered.

2. English Language Criteria:
   a. TOEFL Spoken Exam – Minimum 23
   b. iELTS – Minimum 8
   c. Under exceptional circumstances, the Dean of the College of Engineering may waive the TOEFL examination upon conducting an interview of the applicant.

3. Graduate Record Examination:
   a. Minimum score of 152 on the Quantitative Section.
   b. Minimum score of 145 on the Verbal Section.
   c. Minimum scores of Quantitative and Analytical Writing as follows:
        i. Q: 152   AW: 5.0
       ii. Q: 155   AW: 4.5
      iii. Q: 160   AW: 3
       iv. Q: 170   AW: 2.5

   d. UA students with cumulative GPA of 3.7 or higher, pursuing graduate studies within two years of their graduation need not submit a GRE score.
   e. Under exceptional circumstances, the Dean of the College of Engineering may waive the GRE requirement in lieu of work experience and exceptional performance supported with documented evidence.

4. A Statement of Purpose that addresses their motivation for pursuing Ph.D. in Engineering and their prior preparation for the program.

5. Prior industry experience or research experience is Highly Recommended.

6. Prior contact with a faculty in the College of Engineering and a supporting letter is Highly Recommended.

7. All Ph.D. students will be automatically considered for available research and teaching assistantships.

Dear Colleagues,

We want to thank everyone involved in the preparation of the Administrative Activities Review.

This initiative was a significant undertaking and produced some of the most thorough self-analyses done in this institution's history. This process was accomplished swiftly and effectively and we appreciate your efforts.

This self-study of administrative functions throughout the University (both academic and non-academic units) will inform our forthcoming Three-year Action Plan and the FY2020 budgets. The full Administrative Activities Review Report and the reviews developed by the individual units are available at the AAR website.

The report contains a great deal of basic information about the administrative activities and personnel of the colleges, academic support units, and auxiliaries. This information may be new to you and others across campus. It includes:

- **Unit activities**. Concise descriptions of the purpose and administrative activities of all the units, including the college deans' offices.
- **Employees**. The number of full- and part-time employees in all the units broken down by faculty, staff and contract professionals.
- **Expenditures**. The funds budgeted for the administrative activities of all units, and where relevant, the source of the funds (general fund, auxiliaries, sales accounts, and so forth).

Here are a few key conclusions from the review:

- **Lean administration**. Many administrative areas, including college dean's offices, are thinly staffed given their responsibilities. This correlates with a 2017 report from the governor's office that indicated UA had the lowest non-academic administrative costs, as a percentage of overall expenditures (17 percent), among Ohio's public universities. There are some areas where there is a need to examine the organization and staffing, as well as the range of services provided.

- **Concentration on core academic and academic support functions**. Several recommendations are made to consider outsourcing of some services. Many universities already have done this and found that they are better handled by groups with more expertise and efficiency in those areas. By many accounts, our own experience outsourcing Dining Services has worked well for the University community as well as visitors and enabled us to focus more attention on other essential priorities. The same is true for the implementation earlier this year of the Call Center for Financial Aid. Areas identified in the report for evaluation of this option include Residence Life and Housing, the Recreation Center/Natatorium and Health Services, among others.
- **Centralization/coordination of administrative functions**. We may be able to increase efficiencies and productivity while reducing expenditures by consolidating administrative functions into their core areas. For example, some budgeting, marketing, development or information technology operations now performed in academic or administrative units perhaps could be done better within a centralized environment. This may allow academic units to tighten their focus on academic and research activities.

We now have additional reliable and relevant data that will be invaluable for our decision-making. These are recommendations at this point, but they are made to encourage all units – academic and non-academic alike – to think creatively and aggressively about efficiencies and effectiveness and incorporate them into the process of developing the Three-Year Action Plans.

Once again, thank you for your fine work on this project.

Sincerely,

John C. Green
Interim President

Rex Ramsier
Provost

Nathan J. Mortimer
Chief Financial Officer

Addressing challenges with a Strategic Plan

Message to campus from Interim President John C. Green
09/17/2018

The official fall 2018 enrollment census underscores the continuing challenge facing all of us at The University of Akron.

The enrollment headcount is 20,554 (17,455 undergraduates plus 3,099 graduate and law students), a 7-percent decline compared to the fall 2017 census. Combined with decreases in each of the past seven years, we have seen a 31-percent decline since fall 2011 (when the census figure was 29,832).

This trend has reduced our revenues by millions of dollars and is the principal cause of the structural General Fund budget deficit we face. During the last several years, we have taken meaningful steps to address myriad issues and there are encouraging signs for our future:

- UA's enrollment models accurately predicted the 2018 results and the same models suggest that the pattern of decline will end in fall 2019. We can be poised to grow again in the near future.
- The trend in recruiting better-prepared students continued this year as our latest incoming class has an average GPA of 3.5 and average ACT of 23. These results will pay off in higher retention and graduation rates.
- Data and other information obtained through the Academic Program Review has allowed us to take steps to position UA to attract more students with more distinctive degrees and more efficient operations.

It is important for us to continually re-evaluate how we present ourselves to prospective students and how we best serve them once they are here. We need to make it easy for prospective students to determine where their interests might fit within our academic offerings structure. In addition, current students who find their original career path unsuitable, should be able to easily identify alternative avenues to a degree. In our current configuration, multiple, related degrees or degree tracks offered in different colleges often make it difficult for students to see their options. Locating related areas of study within the same college could perhaps help reduce those difficulties and enable us to provide better guidance and support to those students.

On September 21st, I will begin some conversations with faculty in several colleges to consider those issues and possible ways we might improve. I want to stress that my ideas and suggestions are just that; your constructive feedback and input are wanted and needed. These initial discussions will be with colleagues in a few disciplines–

chemical sciences, engineering and engineering technology, computing and data science and full-time faculty, contract professionals and staff in the College of Applied Science and Technology.

The relevant faculty will receive advance copies of draft proposals for discussion purposes and will be asked to assess pros and cons in terms of addressing important questions facing UA (see full list below; not all questions are relevant to every draft proposal). If there are better ideas for reorganization or more effective ways to address these questions than reorganization, I welcome them and earnestly ask you to share them in those meetings.

Finally, as we announced last week, we are starting the process of developing an inclusive, realistic and actionable strategic plan for the University, including all academic, academic support and auxiliary units.

he process will be managed by the Strategic Planning Steering Committee. Co-chaired by **Dr. Aimée deChambeau** (dean of University Libraries) and **Dr. Chand Midha** (executive dean of the Graduate School), other members include: **Dr. Linda Saliga**(professor of mathematics and chair of Faculty Senate); **Dr. Kristine Kraft** (associate professor and interim director of the School of Allied Health Technology and faculty senator); **Dr. Phil Allen** (professor of Psychology and chair of University Council); **Stephanie Kiba**(assistant director of Academic Advisement, representing the Contract Professional Advisory Committee); **Pamela Duncan** (administrative assistant, senior, representing the Staff Employee Advisory Committee); and**Taylor Bennington** (president of Undergraduate Student Government).

The process is scheduled to begin on October 1 and be completed in December 2018. The timetable is necessarily short to allow for the strategic plan to inform the preparation of the 2019/2020 university budget and the search for the next president.

We have many challenges and many good opportunities in front of us, as well as the means to take advantage of them. But a key ingredient is required: the active commitment of every member of the University of Akron family. Working together, we can succeed.

[See the questions that might be answered by reorganization](#).

John

Change in potential reorganization timeline

Message to campus from Interim President John C. Green
09/28/2018

After consulting with the leadership of The University of Akron Board of Trustees, University Council, Faculty Senate and the Akron Chapter of the American Association of University Professors, I am modifying the timeline for consideration of the four proposals for potential reorganization of some academic units.

While the original target date for evaluation of the four proposals was to be October 22, 2018, we have agreed to revise that schedule to have evaluations and alternative suggestions completed by February 1, 2019. I will consult with the deans and chairs to provide due dates for specific steps in the process, including following our shared governance guidelines.

This change will enable the campus community to focus its attention on completing our Three-Year Action Plan by December 2018, as those results will be needed to inform the preparation of the next fiscal year budget (FY2019-2020). We will provide more information on that process next week.

I appreciate the thoughtful critique of the proposals and the many good ideas from our colleagues that have already resulted. Clearly more time is needed to evaluate the initial proposals. We need to have these types of conversations as we work together to improve our University.

John

University Council statement

After careful consideration of the request from the Provost and a review of the appropriate board rules, the executive members of SEAC and CPAC respectfully oppose the representation of UC solely by the chair in regard to the subcommittee advising the Board of Trustees in the forthcoming presidential search.

Rather than represent "unprecedented participation", this course of action is against board rule 3359-1-05 and would be a step backwards in terms of representation and shared governance.

The strength of the University Council lies in the representation of the many constituency groups across campus that come together to pool their ideas and concerns for the greater good of the institution and our students. To be effective, the Council elects an executive team to manage the business of the group and run the meetings, however, this responsibility does not extend to representation.

While a small committee can sometimes be more effective, efficiency should not come at the cost of representation. Rather than a subcommittee made up the UC Chair (a faculty member) the chair of faculty senate (also a faculty member) and the USG president, we recommend that the subcommittee be made up of members pulled from all the constituency groups represented in University Council.

This larger committee would better reflect the perspectives and concerns of the entire campus community - and should have little impact on the workings with the board since they would remain in an advisory role.

The executive members of SEAC and CPAC also respectfully oppose the proposal of a closed search. While we certainly understand and appreciate the logic behind the idea that a closed search could yield more qualified candidates, it is likely to exacerbate our already tenuous relationship with community stakeholders. In a time when our institution has taken much negative press for closed-door decisions and lack of transparency; and when our HLC accreditation focused so heavily on shared governance, we believe it would be detrimental to proceed with a closed search.

THE UNIVERSITY OF AKRON

RESOLUTION 12-11-18

Revisions to University Rule 3359-1-05
President of the university

BE IT RESOLVED, That the recommendation presented by the Rules Committee on December 5, 2018, to revise Rule 3359-1-05, be approved.

_____
M. Celeste Cook, Secretary
Board of Trustees

3359-1-05   President of the university.

(A) The board shall elect a president of the university to hold office at its discretion, in accord with its authority set forth in section 3359.03 of the Revised Code. The following procedures shall serve to guide the selection process, unless revised as provided herein.

(1) ~~The entire board of trustees, including student trustees, shall convene as a committee of the whole to constitute the presidential search committee for the president of the university of Akron.~~ In recognition of the legitimate concerns and interests of faculty, staff, academic and senior administration, students, alumni and community leaders, the search committee will involve such appropriate constituencies in the search process as follows:

(a) Prior to the invitation for nominations or applications of candidates, the presidential advisory and screening committee shall offer university constituency groups the opportunity to provide input concerning the proposed criteria, process and scheduling for the search process. The representative constituency and advisory groups may include, but are not limited to a representative from: the council of deans; department chairs; faculty senate; senior administration; contract professional advisory committee (CPAC); staff employee advisory committee (SEAC); university council; the Akron chapter of the American association of university professors (Akron AAUP); students, and community leaders.

(b) The board will consider the recommendations from all constituency groups, but retains the final authority to determine the criteria, process and schedule for the search.

(2) Pursuant to the bylaws of the board of trustees, the chairperson of the board shall name four voting trustees as a presidential advisory and screening committee with the following responsibilities:

(a) To make initial and ongoing recommendations to the full committee regarding the criteria, process, and scheduling for the search for the president;

(b) To recommend executive search firms for consideration by the full committee; and

(c) ~~To receive applications and nominations on behalf of the search committee;~~

(d) ~~To serve as a first level screening for candidates, and make recommendations to the full search committee;~~

~~(e)~~ (c) To conduct those activities related to the search as may be assigned by the chairperson of the search committee.

(3) The presidential search committee shall consist of:

    (a) The entire board of trustees, including student trustees and advisory trustees, convened as a committee of the whole; and

    (b) The elected leader (i.e. president or chair) of the following constituency groups:

        (i) University council;

        (ii) Faculty senate;

        (iii) CPAC;

        (iv) SEAC;

        ~~(iii)~~ (v) Undergraduate student government; and

        ~~(iv)~~ (vi) Akron AAUP.

    (c) Members of the search committee who are not members of the board of trustees shall be required to execute a confidentiality agreement as a condition of participating on the search committee.

    (d) Members of the search committee shall participate in all discussions and meetings of the presidential search committee and shall have access to all presidential search materials.

(4) The search committee shall recommend by consensus those individual(s) to be considered for employment as president by the board of trustees.

~~(3) In recognition of the legitimate concerns and interests of faculty, staff, academic and senior administration, students, alumni and community leaders, the search committee will involve such appropriate constituencies in the search process as follows:~~

    ~~(a) Prior to the invitation for nominations or applications of candidates, the presidential advisory and screening committee shall have the responsibility to meet and discuss the proposed criteria, process and scheduling for the search process with the representative constituency and advisory groups, including but not limited to, the council of deans, representatives of the department chairs, faculty senate, senior administration, contract professional advisory committee (CPAC), staff employee advisory committee (SEAC), students, and community leaders, as identified in this section.~~

    ~~(b) Prior to the selection of the president, the candidates (finalists) who are determined by the search committee to be well qualified to lead the university of Akron as its next president shall be invited to campus and each of the following constituencies and/or advisory groups shall be provided an opportunity to meet with the finalists and provide input.~~

(i) Deans. The deans of degree-granting colleges shall be invited to a meeting with each finalist candidate brought to the campus. A representative chosen by those deans shall have the opportunity to discuss orally with the full board of trustees, in executive session, their collective views with respect to each finalist candidate.

(ii) Academic department chairs and school directors. The chairs of academic departments and directors of schools shall elect from their membership five representatives who shall be invited to a meeting with each finalist candidate. A representative chosen by this group shall have the opportunity to discuss orally with the full board of trustees, in executive session, their collective views with respect to each finalist candidate.

(iii) Faculty senate and Akron AAUP. The faculty senate and Akron AAUP shall each elect from their membership three representatives who shall be invited to a meeting with each finalist candidate. This group of faculty senators and bargaining unit faculty, in accordance with article 10, section 6 of the collective bargaining agreement between the university of Akron and the American association of university professors, the university of Akron chapter, which became effective in 2005, shall have the opportunity to discuss orally with the full board of trustees, in executive session, their collective views with respect to each finalist candidate.

(iv) Senior administration. The vice presidents, head of human resources, director of affirmative action/EEO officer shall be invited to a meeting with each finalist candidate. A representative chosen by this group of administrators shall have the opportunity to discuss orally with the full board of trustees, in executive session, their collective views with respect to each finalist candidate.

(v) CPAC and SEAC. CPAC and SEAC shall each elect from their membership three representatives who shall all be invited to a meeting with each finalist candidate. One SEAC and one CPAC representative from this group of six shall have the opportunity to discuss orally with the full board of trustees, in executive session, their collective views with respect to each finalist candidate.

(vi) Student representatives. The president of the undergraduate student government, the president of graduate student government and the president of the student bar association shall be invited to a meeting with each finalist candidate. A representative chosen by these student representatives shall have the opportunity to discuss orally with the student trustees and the chair of the presidential advisory and screening committee, in executive session, their collective views with respect to each finalist candidate.

(vii) Community leaders. The advisory committee shall select a group of community leaders, including the president of the university of Akron

~~alumni association, to meet with each finalist candidate. A representative chosen by this group shall have the opportunity to discuss orally with the full board of trustees, in executive session, their collective views with respect to each finalist candidate.~~

~~(4)~~ (5) The foregoing procedures for the selection of the president by the board of trustees shall not be construed to limit, reduce, modify or relinquish any authority, responsibility, or discretion of the board to employ the president and govern the university consistent with the powers conferred upon the board by law. The board has the final authority to select and employ the president. Notwithstanding anything herein to the contrary, these procedures shall not be deemed to be mandatory, but shall be considered directory in nature; and, may be revised, in whole or in part, upon a majority vote of the board of trustees at any regular or special meeting, without the necessity of prior notice thereof.

(B) The president is the executive head of all university colleges, branches, schools, and departments and thus, responsible for general supervision of all its interests. Within general policies of the board, the president shall lead in fostering and promoting education, instruction, research and scholarly activity, and public service as its primary aims. Each year the president shall submit to the board a report on the institution's activities, plans, current and future needs and other relevant data. The president shall attend all meetings of the trustees and address to them matters of institutional importance. The president is the official medium of communication between the university, the board and its committees, possessing the exclusive right to transmit proposals from the faculty and staff--either as a group or as individuals--to the board. This exclusive right of the president shall not abridge the right of trustees to communicate directly with faculty, staff, or other employees of the university; and, no employee shall incur any penalty or sanction whatsoever in connection with such communications.

(C) By virtue of administrative assignment, the president is a member of the faculty senate and of each college faculty and thus, may preside at every meeting thereof, if the president so wishes. The president shall appoint all committees of the faculty senate unless their memberships are designated by rule. The president shall see that measures of the faculty senate, which have been properly submitted to and approved by the board, are implemented and shall ensure that directives of the board relative to internal administration are carried out.

(D) The president has authority in all matters of student discipline in accordance with the rules and regulations of the board. The president shall oversee preparation of the annual budget and advise the board on all financial matters; shall preside at commencement and all other public academic occasions; and shall confer such appropriate degrees and honors as are granted by the institution. The president shall have authority and responsibility to oversee intercollegiate athletics and ensure compliance with NCAA and conference rules. The president shall oversee and foster relationships with legislative

representatives, community, and municipal leaders, state and national higher education officials, professional associations, other educational institutions, business leaders, and other various publics of the university and higher education. The president shall assume a primary role in fund raising on behalf of the university.

(E) The president, or the president's designee, is authorized to recommend to the board of trustees for employment, including compensation therefor, or for removal, is empowered to nominate all full-time administrative officers, faculty, contract professionals, and unclassified staff members whose base salary exceeds seventy-five thousand dollars. to the board for appointment. This responsibility also extends to recommendations on the vacation of professorships and other positions. With the board's prior approval, the president may appoint administrative officers as necessary to ensure the institution's effective operation. Although the president may delegate authority to appropriate officials, the president shall retain final authority and responsibility for administration of the university in accord with the bylaws and regulations of the board. Delegation of major areas of authority or responsibility shall be in writing and shall be reported to the board of trustees prior to implementation.

(F) The board delegates authority to the president or the president's designee(s) to employ, set compensation for and remove full-time administrative officers, faculty, contract professionals and unclassified staff members whose base salary is less than seventy-five thousand dollars, and all part-time employees and classified staff. Any authority or responsibility of the president may be delegated by the president to any other full-time administrative officers, members of the faculty or contract professionals of the university, subject to any limitations set forth by action of the board of trustees. Delegation of major areas of authority or responsibility shall be in writing and shall be reported to the board of trustees prior to implementation.

(F) (G) The president is authorized and empowered to compromise, adjust, and settle any and all claims, actions, causes of action, demands, costs, expenses, and any and all other damages in connection with any lawsuit filed for or against the university in an amount not to exceed twenty-five thousand dollars, upon such terms and conditions as the president shall deem reasonable and best. All such settlements shall be made upon advice of the general counsel and shall be subject to any necessary approval of the attorney general and the court in which the action is pending, and such other requirements as are mandated by law. Further, the president is empowered to execute such agreements of settlement and perform such acts as are reasonable and necessary to effect this settlement authority.

(G) (H) When in the judgment of the president the safety and well-being of students, faculty or staff, or university property is endangered, or when necessary to comply with the requirements of federal or state laws or regulations or when circumstances require the promulgation of rules without the benefit of prior review and approval of the board of trustees and/or the faculty senate, the president, upon advice of the general counsel, is

authorized and empowered to promulgate rules for the governance of the university and provide for filing of such rules in compliance with section 111.15 of the Revised Code. The president shall immediately inform the board of trustees and when appropriate the faculty senate of any rules promulgated pursuant to this authority.

(H) (I) Subject to the authority of government vested by law in the board of trustees, the authority and responsibility for the internal administration of the university is delegated to the president of the university of Akron and shall in fact be exercised by the president. The president may consult extensively with appropriate student, faculty, employee, and administrative groups. However, administrative decisions in all matters of operation of the university of Akron shall be the responsibility of the president, subject to appropriate review and/or approval by the board of trustees, notwithstanding any other delegation of authority or responsibility to any student, faculty, employee, or administrative group. Any delegation of authority by the president shall be accompanied by appropriate standards of guidance in the exercise of such delegated authority and shall be accompanied by periodic review.

(I) (J) For reasons of protocol or otherwise, the president shall have the right to execute or by express written direction to delegate the authority to execute any contract. Contracts may only be executed on behalf of the university of Akron as authorized in the bylaws, regulations, and rules of the board; and except as expressly provided, no employees, agents, or other representatives whatsoever of the university of Akron shall have any contracting authority to bind the university of Akron. Contracts shall not be authorized unless executed in accord with policies and rules established by the board and the president. Except for routine contracts and purchases authorized by rules of the board, contracts shall be reviewed for legal form and sufficiency by the office of general counsel prior to their execution.

(J) (K) When authorized by the board of trustees, the president may serve on corporate boards in a representative capacity on behalf of the university. In such instances, the president shall keep the board of trustees informed regarding such activities and shall consult with and obtain prior approval from the board of trustees, unless otherwise authorized by the board of trustees, regarding the president's participation in any change in the mission, governance or legal structure of the entity or any commitment of university assets in connection with the president's service while acting in a representative capacity with the entity. For purposes of this provision, the term "assets" shall be liberally and broadly construed to include anything of value, including but not be limited to capital, real or personal property, financial resources, personnel, "in-kind" contributions as that term is commonly known in higher education, or other such form of value.

Effective: ~~02/01/2015~~

Certification: _____
                                              M. Celeste Cook
                                              Secretary
                                              Board of Trustees

Promulgated Under: 111.15

Statutory Authority: 3359

Rule Amplifies: 3359

Prior Effective Dates: 11/04/1977, 02/16/1987, 07/20/1990, 05/22/1991,
                                              12/23/1995, 09/04/1997, 11/24/2001, 06/25/2007,
                                              02/27/2009, 12/26/2013, 02/01/2015

University Council Executive Committee endorsement of search process

The University Council Executive Committee fully supports the Board of Trustees' proposal for a new Presidential search process, as it represents a significant step forward in shared governance at The University of Akron. The proposal expands the Presidential search committee to include the elected leaders of University constituency groups throughout the selection process, and by maintaining confidentiality we should be able to attract the broadest range of individuals to be our next president. We move that UC vote in favor of endorsing this proposal by the 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.*

<u>**Priority #1: Increase Success of Our Students**</u>

**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.

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

December 5, 2018