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Faculty Senate Chronicle for December 1, 2016

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DECEMBER 1, 2016

29 pages

SENATE ACTIONS

- Approved curriculum change proposals.
- Approved a motion to revise Board Rule 3359-60-03.1.
- Approved a motion to request that policies concerning academic dismissal from Deans and the Vice President of Student Success be delivered to the Academic Policies Committee.
- Approved a resolution from the Computing and Communication Technologies Committee about laptop replacement.
- Approved a motion from the ad hoc General Education Implementation Committees to approve courses for the new General Education program.

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MINUTES OF THE FACULTY SENATE MEETING OF DECEMBER 1, 2016

The regular meeting of the Faculty Senate took place Thursday, December 1, 2016 in room 201 of the Buckingham Center for Continuing Education. Senate Chair William D. Rich called the meeting to order at 3:01 pm.

Of the current roster of 56 senators, 45 attended the meeting. Senators Blackledge, Cutright, Franks, Gatzia, Haas, Hreno and Matejkovic were absent with notice. Senators Elliott, Joy, Mitchell and Soucek were absent without notice.

I. Adoption of Agenda

Senator Clark moved to adopt the agenda as distributed. Chair Rich proposed several changes to the agenda. The agenda as amended was adopted without dissent.

II. Adoption of Minutes of April, May, and November Meetings

On Senator Clark's motion, the Senate adopted the April minutes without dissent. On Senator Saliga's motion, the Senate adopted the May regular meeting minutes without dissent. On Senator Kidd's motion, the Senate adopted the May special meeting minutes without dissent. On Senator Landis's motion, the Senate adopted the November minutes without dissent.

III. Remarks of the Chairman

Chair Rich remarked:

On the agenda for today's meeting are the approval of the December graduation list; the approval of curriculum changes reported out by the Curriculum Review Committee; two action items from the Academic Policies Committee, including a proposed rule change concerning University of Akron students taking courses on a transient basis at other universities; a recommendation from the Computing and Communications Technology Committee concerning the replacement of laptop computers; and the approval of existing courses as satisfying the new general education learning outcome requirements, as recommended by the ad hoc General Education Implementation Committee.

This last item represents an important milestone in the years-long undertaking to reform the University of Akron's general education requirement. The members of the several general education learning outcome committees, and especially the chairs of those committees, who also served on the ad hoc General Education Implementation Committee, have worked long and hard on the implementation of the new general education requirement. The recommendations before us today are the result of careful thought and deliberation. We owe those faculty members a debt of gratitude for their service.

As you know, last August the "Tiger Team" recommended that each of several Board of Trustees committees include a non-voting representative of one of the following four shared governance bodies: the Faculty Senate, the University Council, the department chairs and school directors, and the Akron AAUP. In our October meeting, the Faculty Senate expressed its support for this recommendation. Since then, so did each of the other three aforementioned shared governance bodies. I urge President Wilson to present this proposal to the Board of Trustees, and the Board of Trustees to adopt it. The events of the last several years prove beyond doubt that the Board needs information and advice that only faculty representatives can provide, and that the faculty would benefit from greater knowledge of the thinking of the Trustees. This modest proposal would in no way diminish the Board's authority over the University. Rather, it would open up the lines of communication between the Board and the faculty, and would go a

long way toward demonstrating to the Higher Learning Commission the Board's commitment to shared governance and informed decision making.

On November 1, in response to changes in regulations promulgated by the U.S. Department of Labor under the Fair Labor Standards Act, the University announced that all salaried contract professionals earning less than \$47,476 annually would be converted to hourly employees. This decision was made despite the fact that guidance from the Department of Labor expressly permits employees who make less than that amount annually to remain on salary, and despite the fact that the regulations create a lower threshold than \$47,476 for academic administrative personnel, such as academic advisers, who interact with students outside the classroom. It is not clear to me why the University would choose to convert academic administrative professionals to hourly pay. I made inquiry of the Associate Vice President for Human Resources early this week but have yet to receive the favor of a reply. I should point out that some of the affected professionals are constituents of the Faculty Senate: namely, the academic advisers, who are represented ably by Senator Minocchi. To my mind, Senator Minocchi exemplifies the professionalism of the academic advisers (and of contract professionals in general). For years he has made large contributions to the work of the Senate's Academic Policies Committee, contributions that recently were given recognition when the Committee chose him as its vice chair. I do not understand why the University would tell him and others like him that they are to be converted to hourly employees who must punch a time clock. Although this conversion has been put on hold pending the outcome of litigation challenging the new Department of Labor regulations, it is quite possible that the new regulations eventually will be upheld and the University would proceed with the conversion. I continue to await an explanation from the Administration.

As you may recall, in our last meeting questions were raised again about the continuation of the GenEd Core program into the Spring 2017 semester. During that discussion, the Provost expressed the view that the Chancellor's approval of the University's GenEd Core proposal obligated the University to continue the program until the end of the two-year period for which it was proposed. You may also recall that I questioned the correctness of that interpretation. Since then, the Provost made inquiry of the Department of Higher Education. The upshot, as I understand it, is that the University is in fact *not* obligated to continue the GenEd Core program into the Spring Semester. It is also my understanding that the Provost intends to present a proposal on this subject to the Board of Trustees next week, which I expect he will talk to us about during his remarks today.

The recent release of the Ernst & Young report on the University's fiscal condition was accompanied by the President's announcement of a set of measures to reduce and eventually eliminate annual budget deficits. These measures include financial incentives for faculty members (and other University employees) to retire. The details of this plan are not yet worked out, so it remains to be determined by how much it would reduce the University's costs and what the impact would be on the University's academic programs, on the reputation of the University, and on future student enrollment. I hope that President Wilson will address this subject shortly in his remarks to us.

Finally, let me wish you all a happy and peaceful holiday season.

This concludes my remarks.

IV. Special Announcements

There were no special announcements.

V. Report of the Executive Committee

Secretary Miller reported:

Since the Faculty Senate last met in November, the Faculty Senate Executive Committee (EC) met three times and the Faculty Senate officers met one time with the Board of Trustees.

On Saturday, November 7, the officers of the EC attended an executive session of the Board of Trustees' Finance and Administration Committee.

On Monday, November 8, the EC met with the President and Provost to discuss the Saturday meeting of the Finance and Administration Committee as well as developments in the administration's planning for the FY18 budget.

On Thursday, November 10, the EC met to discuss this Monday meeting and prepare for the meeting with the President on November 17.

On Thursday, November 17, the EC met for regular Senate business. We set an agenda for the December meeting and an agenda for the meeting with President later that afternoon. At the meeting with the President, the EC discussed the procedure for terminating the General Education Core program; providing better support for part-time faculty; the UA/Portage Lakes Career Center Early College High School; the timing of the release of the Ernst & Young report, with a plan for increasing revenues and cutting expenses; and possible cost savings in graduate tuition waivers, travel, and athletics.

As Secretary, I'll conclude the report with two announcements. First, all faculty senators are expected to serve on at least one faculty senate committee. There is a form on the Senate website that will make it easy to select preferences and email them to Heather Loughney. Second, the minutes and transcripts of Faculty Senate meetings are now published in IdeaExchange, our institutional repository. The main benefit to publishing these documents on the repository is that they will now be full-text searchable, much like most academic journals. All of the approved minutes for this academic year and the last academic year are now in IdeaExchange. Going forward we will add new minutes only to IdeaExchange. My plan now is to gradually move all the minutes and transcripts I can locate to the repository. We'll leave the documents that are now on the forward-facing website until everything is moved over to the institutional repository.

VI. Remarks of the President

President Wilson expressed appreciation and admiration of the Senate's support of students and welcomed the Chair of the Board, Roland H. Bauer. He introduced Barbara Weinzierl, his new chief of staff, and praised her work at the Law School. He remarked on the Ernst & Young report and the framework for the course of action to correct our financial condition. Enrollment metrics, he reported, continue to look better than they did at the same time in 2015 and 2014. He praised faculty who have visited high schools and given special lectures, and he counted the high schools he has visited this fall as more than fifty. He noted that retention continues to be a major concern for the administration. He remarked on the publication of the Ernst & Young report's framework, a byproduct of leadership teamwork, which he regards as a way to put us on a solid financial footing within two years. All of the departments will be asked to reduce expenses, as we are operating on a deficit. He noted that the robust size of our graduating class will make building overall enrollment more difficult in the short term. He spoke hopefully of this framework and said he would consider alternative ways to adjust the budget only if this framework did not work. He described ideas about changing our scholarship structures in ways that will increase retention and graduation. He explained that the framework for exploring a buyout is not fully detailed and should be discussed, and he expressed his hope that the Faculty Senate and the University Council would contribute representatives to a working group that will

be created to study the possibility. Graduate assistantships were identified as another piece of the present plan to address budgetary challenges. He noted that of our roughly 3,250 graduate students, 1,283 are receiving assistantships that include stipends and tuition remission. He compared these numbers with figures for other schools.

He stressed that we must act quickly. He remarked on investments that must be made in admissions. He described a working group that will study how we might increase enrollment and retention through greater flexibility with course scheduling, including more evening courses. He identified the international context as an area in which we might seek growth and our need to invest in a robust international programs office and international recruiters. In the Law School, a greater interest on international matters attracted both Ohio and international students. Investments will be made in development, with metrics for accountability and goals.

President Wilson invited Senators to ask questions.

Senator Bouchard asked if there was a more detailed version of the Ernst & Young report; President Wilson replied no, this is something we need to work more on. Senator Bouchard followed up by asking if they really found data that differs from what we could find on the website for Institutional Research, and President Wilson replied yes and also spoke of expertise that Ernst & Young could provide on cost saving possibilities in areas such as utilities.

Senator Allen asked about the difference between the balance of the core budget and the large deficit in the auxiliary budget. President Wilson described the auxiliary budget as impacted by the decline in enrollment. Student housing, for example, is below capacity. Meal plan sales are down. Athletics runs at a deficit. President Wilson described himself as putting a lot of pressure on athletics to reduce expenses and increase revenue.

Senator Allen remarked that the campus understands the financial situation. He related that it would really help faculty if cuts were made to athletics that were of the same magnitude as the cuts that will be made to the academic side. He suggested that thirty of the thirty-five million dollars in the auxiliary budget deficit are athletics. President Wilson replied the number was more like twenty-four. Senator Allen expressed his belief that the cost of athletics was lower when our enrollment was twenty-nine thousand.

Senator Hariharan asked for clarifications about the numbers President Wilson used to describe the extent to which we subsidize graduate education through stipends and tuition waivers. President Wilson agreed that we must analyze what all of these graduate assistantships are doing. He wondered if some of our master's programs were not built on a doctoral program model. He speculated that perhaps students are staying beyond the credit total required for their program to keep their stipend, and that the state is not providing subsidy for these students.

Senator Hariharan asked about the difference in tuition as a barrier for building enrollment in international programs. President Wilson responded that the Law School experimented with this before he came here, and that he looked forward to discussing this.

Senator Galehouse asked if graduate student scholarships are discounted the same way that undergraduate student scholarships are currently, and President Wilson affirmed that was the case. He also asked if undergraduate tuition payments were paying for the graduate student stipends, and President Wilson spoke about the complexity of funding at the university.

Senator Braun described a scenario in engineering that would illustrate possible problems with reforming graduate assistantships. If we do not get enough students into the program because we no longer offer tuition waivers, we risk not filling our courses and eliminating our programs. He urged the President to cut sports programs before graduate assistantships. President Wilson responded that graduate assistants are doing different things and perhaps some of them

are doing things that we do not need to continue doing. He asked if perhaps more graduate assistantships who could be paid from grants. He noted that graduate assistants are doing administrative work in various places such as the student union and athletics; he asked if they would pay tuition if they continued to get a stipend, or if they would pay tuition if they kept their employment at an hourly rate. He disagreed with the assertion that no one comes here for athletics; he cited the national championship of the soccer program, the Olympic athletes, and the visibility of the football team on the ESPN sports ticker as reasons that people out of state know about Akron. He also reported that every day or every other day, at least, he is asked about baseball and how Akron could cut a program like that.

Senator Braun noted that soccer and Olympic athletes are not significant expenses compared to football. He explained that getting funding for graduate assistantships in grants introduces too much of an element of luck to permit for stable planning for an academic program. President Wilson repeated that the importance of athletics is not as simple as it might seem and spoke of his experience as an intellectual property lawyer for science and technology firms as evidence that perhaps he did understand engineering better than Senator Braun suggested.

Senator Coffey described our football losses as about \$5 million, which he conceded was not bad for Division 1 football, but still such a large number that it stands out to any objective observer as something that we must at least discuss ending. He spoke of our lowest attendance in Division 1 as a behavioral indicator of student disinterest in football. He spoke of deep-seated resentment among our busy students about football, as they are not capable of attending games the way students can at some schools. President Wilson agreed that we do need to talk about this.

Senator Hallett asked about information technology services and described it as an area the University must invest in, especially in computer repair and online course construction. President Wilson thanked Senator Hallett for her remarks.

VII. Remarks of the Senior Vice President and Provost

Provost Ramsier described a resolution to end the Gen Ed Core program immediately that will be brought to the Board next week. He reported that only fourteen students were enrolled for the Spring, and only three were poised to save money because the others were in the “plateau.”

He remarked on the launching of dean searches as taking a bit longer than expected. In early February, six internal searches will launch with a goal of ending before the academic year.

He reported that at the last IUC Provost meeting, there was a big push for funding for the state to be directed to subsidize competency-based education programs of Western Governors. He also reported that community colleges have signed three-plus-one agreements with Western Governors, which would imply that community colleges would begin to teach third-year courses. And Ohio students would increasingly complete their four-year degrees with a school outside of Ohio.

He reported that the IUC Provosts had a long discussion of a set of data that was presented to the IUC by the Ohio Department of Higher Education, which took it upon itself to do a calculation of all of what they called the “duplicated” programs in every region of the state. The dataset showed in red all of the programs that are duplicated in Northeast Ohio. Universities have been tasked to respond. The Provost imagined three responses. We could take no action; we could collaborate to save money; or we could eliminate programs. In early spring, Deans will need to talk with Chairs and Faculty to formulate a University-level response to the ODHE in March.

The draft assurance argument for the Higher Learning Commission is posted today with a Qualtrix survey that we can use to provide comments. This week we received the team

assignment. It is chaired by a CFO. A set of bio sketches will come out later. Ohio Department of Higher Education will send a representative from the Chancellor's Office at the request of Provost Ramsier.

Provost Ramsier concluded by expressing compliments and firm support for the recommendation of the Academic Policies Committee.

VIII. Approval of the December Commencement List

Senator Allen moved approval of the commencement list. The motion was adopted without dissent.

IX. Committee reports

A. Curriculum Review Committee — Provost Ramsier

Provost Ramsier presented a set of curriculum change proposals (see appendix A) that had come through the system with no further pending comments or concerns. The motion was adopted without dissent.

B. Academic Policies Committee — Chair Klein

Chair Klein moved the Academic Policies Committee's recommendation that the following language replace paragraph (B)(2) in Board of Trustees rule 3359-60-03.1:

(2) For all transient coursework, prior written permission to take the course must be received from the dean of the student's degree-granting college. If the student is not yet admitted to a degree-granting college, written permission must be received from the dean of the student's intended degree-granting college or, if the student has not declared a major, from the dean of the degree-granting college offering the course.

Senator Randby asked how the proposal would affect students who want to take a course in the summer from another institution if it is in the Ohio Transfer module.

Senator Minnocci responded that there is no legality issue, that all the neighboring schools have the same policy. The intention is not to deny students the opportunity, he noted, but to ensure that the courses count as the students hope.

The motion to recommend this revision was adopted without dissent.

Chair Klein next moved the Academic Policies Committee's recommendation that the deans of the academic colleges and the Vice President for Student Success be requested to provide the Academic Policies Committee with copies of their respective policies concerning the dismissal of students for academic deficiency. The purpose of this request is to enable the Academic Policies Committee to assess how similar these policies are from college to college and to consider how these policies affect College Credit Plus students whose overall GPA was sufficient for admission but whose GPA for CCP courses causes them to be on academic probation during their first semester at the University of Akron.

There was no debate on the motion. It was adopted without dissent.

- C. Computing and Communication Technologies Committee — Chair Randby
Senator Randby offered a resolution concerning laptops from the CCTC (see Appendix C).

Senator Osorio proposed to amend the resolution by inserting the following paragraph:

8. Whereas Part time faculty may or may not have office space, may teach on one campus or multiple campuses, are essential to first year student success and hence should be supported in providing up-to-date courses as well as secure class management, we request that equipment withdrawn from service be evaluated and rehabilitated as possible by IT. We further request that this evaluated equipment be distributed to Part time faculty promptly.

There was no debate on the motion to amend. It was adopted without dissent.

Senator Randby described his hope that this resolution will promote conversation.

Senator Sterns spoke in favor of the motion but reminded the Senate that University Council has a committee that studies this issue that must be coordinated with.

Senator Randby noted he is a member of that committee, and Linda Barrett is chair.

There was no further debate on the resolution, and it was adopted without dissent.

- D. Ad hoc General Education Implementation Committees — Chair Saliga
Vice Chair Saliga described the reports distributed for this meeting (see Appendix D), including a motion to approve courses for the new General Education program.

Senator Otterstetter asked if additional courses could be put into the program, and Vice Chair Saliga responded yes and explained how.

Senator Klein asked if there was still an opportunity for a course to go straight to TAG approval without going through the curriculum proposal process. Senator Saliga replied, no.

There was no further debate on the motion. The motion was adopted without dissent.

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

Senator Allen distributed documents, "Fall 2016 Graduate Assistant Funding Analysis" and "Graduate Council Report on Graduate Funding per the Ernst & Young Report" (see Appendix E) and described the extent of their usefulness. He described our current approach as optimized for an older era when our state share of instruction was pegged to credit hours and not to degree completion.

Senator Sterns emphasized that this informational report is the beginning of the discussion and that it represents the current starting point of conversations going on right now in Graduate Council.

Senator Nofziger questioned the data suggesting that many graduate students take credits beyond the minimum. Senator Allen noted that we are substantially over in many programs.

Senator Hariharan commented that the graduate assistantship funding is a form of research funding.

Senator Willits reported that when she was on Graduate Council she learned that tuition was always waived at out-of-state rates. Ohio State charges themselves in-state tuition and then waives it.

Senator Allen agreed that we are charging the full rate.

Senator Willits described the scenario of a student on an assistantship completing a thesis as evidence we might want to reduce the minimum credit hours. She further asked if there was any discussion on increasing teaching assistantships to help the coursework and academic mission and not the research mission. Senator Allen responded to the latter question in the affirmative and to the former question by explaining that a student's minimum could be very low. He further praised graduate programs for their contribution to the improvement in the quality of life of people in the community.

Senator Quinn asked how state subsidy was incorporated in all of these calculations, and if there were further breakdowns of the graduate assistantships into different categories.

Senator Allen described the real benefit of the state share of instruction in degree completion. He also emphasized that teaching assistantships generate about three times the revenue than they receive on average. Senator Quinn noted that perhaps not all teaching assistants are the teacher of record.

Senator Sterns noted that SSI is more complicated than anyone could imagine.

Senator Bouchard recalled that tuition remission was calculated on the assumption that students would use the full amount. She wondered if other schools are not calculating this money on the basis of credits they actually use. She asked if that explains why our numbers are so high.

Dean Midha explained how SSI has changed and now 30 percent is indexed to course completion (not independent studies or thesis hours) and 50 percent is indexed to degree completion. He further noted that the share is proportional to the output of other schools. He explained that there are 26 levels of subsidy ranging from \$70 to \$700 per credit hour, for example. He described the number as based on the credits the students actually take, and he reported that the information provided in these Graduate Council handouts came from other graduate deans at a recent retreat. He concluded by expressing appreciation for our input.

Senator Allen remarked that Senator Bouchard's point was still good.

Dean Midha reported that the Graduate College has studied and found that most graduate students are graduating with far more credits than is required.

XI. Report of University Council Representatives — Representatives Roy & Allen

Senator Allen reported that an ad hoc textbook committee has been established the goal of textbook affordability and that University Council voted in favor of changing the academic calendar and eliminating summer commencement.

XII. New Business

There was no new business.

XIII. Good of the Order

Senator Feltey read an open letter from the Faculty Advisory Committee of the University of Akron Women's Studies Program (see Appendix F).

Senator Klein reported that three of her students have reported being singled out and targeted for their religion or ethnicity since the election, and she expressed a wish that we continue to build a diverse faculty to better support all students.

XIV. Adjournment

The meeting was adjourned at 5:05 p.m.

Signed, Jon Miller, Secretary.

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

APPENDIX A

REPORT OF THE CURRICULUM REVIEW COMMITTEE

Curriculum Pending Faculty Senate
December 2016

Proposal Number	Proposal Title
A&S-HIST-16-18796	U.S. History Since 1877
BUS-MANGT-16-18123	Management - Supply Chain Mgmt
BUS-MANGT-16-18131	Supply Chain Management
BUS-MANGT-16-17204	Information Systems Management
BUS-MANGT-16-17210	Information Systems Management
CHP-NURIN-14-11026	Fundamentals Of Public Health Epidemiology
CHP-SPLANG-14-12177	Child Life Specialist - Thesis
BUS-FINAN-16-17648	Finance - International Fin (inactive)
BUS-FINAN-16-17835	Real Estate
EDUC-CURR-16-17256	Special Education
SUMM-ENGRSCI-16-17460	Manufacturing Processes
SUMM-ENGRSCI-16-17461	Industrial Safety & Environmental Protection
A&S-ARTSCO-15-15867	Theory of Criminal Law
A&S-ARTSCO-15-15869	Foundations of Crime Analysis
A&S-COMMUN-16-17150	Advanced Topics in Media Writing
A&S-COMPSCI-16-17041	Operating Systems
A&S-COMMUN-16-17628	Mass Media - Communication
A&S-COMPSCI-16-17040	Senior Seminar in Computer Science
A&S-COMPSCI-16-17043	Introduction to Parallel Processing
BUS-FINAN-16-17803	Finance - Financial Services
BUS-MANGT-16-18126	Health Services Operations Management
BUS-MANGT-16-18138	Supply Chain Sourcing
BUS-MANGT-16-18141	Supply Chain Logistics Management
CHP-NURIN-16-18646	RN/BSN AP Online
CHP-SOCIAL-16-16923	Drug Use and Abuse
CHP-SOCIAL-16-16924	Addiction Assessment and Treatment Planning
CHP-SOCIAL-16-18593	Group Principles in Addiction
CHP-SOCIAL-16-18594	Addiction Treatment
CHP-SPLANG-16-17862	Research Methods in Communicative Disorders I
CHP-SPLANG-16-18108	Anatomy & Physiology of Speech & Hearing
CHP-SPORTSCI-15-15360	Sport Rules and Regulations for Athletic Training
CHP-SPLANG-16-18114	Anatomy & Physiology of Speech & Hearing
CHP-SPORTSCI-15-15378	Principles of Athletic Training
EDUC-EDFOUND-16-17039	New Media Technologies
ENGR-ELECTE-15-13153	Digital Communication

ENGR-ELECTE-15-13179	Information Theory
SUMM-ASSOC-16-17637	Technology & Human Values
PROV-DEVPR-16-18186	Fundamental of Mathematics V
SUMM-BUSTECH-15-15422	Computer IS - Cisco Ntwkg Tech
SUMM-BUSTECH-15-15770	Community Service and Leadership in a Global Context
SUMM-BUSTECH-16-17571	Computer IS - Microsoft Ntwkg
SUMM-ENGRSCI-16-16654	Materials Testing I
SUMM-ENGRSCI-16-16720	Construction Estimating
SUMM-ENGRSCI-16-16721	Materials Testing II
SUMM-BUSTECH-15-13357	Hospitality Law
SUMM-BUSTECH-16-17598	Business Mgmt Tech-General Bus
SUMM-BUSTECH-14-12678	Marketing & Sales Tech - Advt
SUMM-BUSTECH-14-12679	Marketing & Sales Technology
SUMM-BUSTECH-14-12680	Marketing & Sales Technology
SUMM-BUSTECH-15-13356	Fundamentals of Food Preparation I
SUMM-ENGRSCI-15-15084	*Drafting & Computer Drftg Tec
SUMM-ENGRSCI-15-16648	Statics
SUMM-BUSTECH-16-17604	Business Mgmt Tech - Small Bus
CHP-ALLIEDHEAL-14-12329	HIM Practicum
CHP-NURIN-16-18807	Senior Honors Project
CHP-ALLIEDHEAL-14-11623	Current Topics in HIM
CHP-ALLIEDHEAL-14-12328	Coding Practicum
CHP-ALLIEDHEAL-14-11453	Quality Management in Healthcare
CHP-SOCIAL-16-18675	Addiction Services - Basic
SUMM-ENGRSCI-16-16724	Building Codes
CHP-SOCIAL-16-18768	Social Work with the Mentally Retarded
A&S-ARTSCO-16-18524	Peace Studies
CHP-SOCIAL-16-18678	Addiction Education & Prevention
SUMM-ENGRSCI-16-16765	Computer Applications in Construction
SUMM-ENGRSCI-16-17462	Introduction to CNC and Additive Manufacturing
SUMM-ENGRSCI-16-17581	Computer Aided Tool Design
ENGR-BIOMED-16-16658	Biomedical Engr - Biomechanics
A&S-GEOSCIENCE-16-18886	Geology - Environmental Sci

Appendix B

Report of the Academic Policies Committee – December 1, 2016

Academic Policies Committee reviewed and discussed the University regulation regarding transient permission for UA students seeking to take coursework at another institution. The current rule (3359-60-03.1) reads as follows:

- (2) If the course work taken at another institution is to be used to satisfy university of Akron general education requirements, prior written permission to take the course must be received from the office responsible for transfer student services unless the course has been previously approved as an equivalency by the university of Akron.

If the course work taken at another institution will be used to satisfy a degree granting college requirement or as an elective credit, prior written permission to take the course must be received from the dean of the student's degree granting college unless the course has been previously approved as an equivalency by the university of Akron.

Under these parameters, transient permission is not required for courses with articulated equivalency. Committee members agreed, without dissent, that written permission ought to be required prior to taking any course at another institution, regardless of established equivalency or particular degree requirement, for reasons including but not limited to the following:

Suitability of the transient course when evaluated by graduate/professional schools

Continuity of curriculum when the course is part of a sequence

Assurance that the course will apply to the degree as intended

Academic Policies Committee recommends that the following language replace the two paragraphs above in Board of Trustees rule 3359-60-03.1.

- (2) For all transient coursework, prior written permission to take the course must be received from the dean of the student's degree-granting college. If the student is not yet admitted to a degree-granting college, written permission must be received from the dean of the student's intended degree-granting college or, if the student has not declared a major, from the dean of the degree-granting college offering the course.

CCTC Laptop Replacement Resolution

1. Whereas, we, the members of the 2016-2017 Faculty Senate's Computing and Communication Technologies Committee, recognize that the maintenance of University-owned computers and laptops reduces licensing costs and reduces the risk of FERPA violations and other computer information security concerns by better protecting the security of student information through encryption, and;
2. Whereas, we, the members of the 2016-2017 Faculty Senate's Computing and Communication Technologies Committee, recognize that the laptops of the full-time faculty are crucial to the teaching mission of The University, and;
3. Whereas, we, the members of the 2016-2017 Faculty Senate's Computing and Communication Technologies Committee, recognize that the laptops of the full-time faculty have now aged to the point of affecting the quality of the teaching which is our central mission, and;
4. Whereas, we, the members of the 2016-2017 Faculty Senate's Computing and Communication Technologies Committee, believe that a sensible plan of regular and ongoing, rolling replacement of faculty laptops must be enacted, and;
5. Whereas, we, the members of the 2016-2017 Faculty Senate's Computing and Communication Technologies Committee, recognize that the full-time Contract Professionals and full-time Staff also currently need new computers or laptops, and;
6. Whereas, we, the members of the 2016-2017 Faculty Senate's Computing and Communication Technologies Committee, recognize that finding the funds to replace old laptops will be difficult given the poor financial condition of the university;
7. We, the members of the 2016-2017 Faculty Senate's Computing and Communication Technologies Committee, request (1) that the replacement of laptops (many of which are either dysfunctional or older than 5 years old) of full-time faculty be considered with the highest of priorities (perhaps by splitting the initial cost of replacements over the current and next fiscal years), and (2) that a rolling and regular 5-year schedule to replace 20% of the laptops/desktops of all full-time faculty each year, 20% of the laptops/desktops of all full-time Contract Professionals each year, and 20% of the laptops/desktops of all full-time Staff each year be placed as a recurring line item in The University's annual budget beginning with the 2017–2018 fiscal year.

Appendix D

Report on the Implementation of the Revised General Education Program

Submitted by Janet Bean, Coordinator of General Education

The General Education Implementation Committees have approved a slate of courses for the revised General Education Program and request a Faculty Senate vote. The list of courses can be found in the attached document, Revised General Education Curriculum. In addition, Faculty Senators can review course proposals on the Springboard site, General Education Curriculum.

Instructions for accessing the Springboard curriculum site: All faculty senators have been enrolled as students. From the Springboard Home page, select “student” under Role and “ongoing” under semester. Click on GENERAL EDUCATION CURRICULUM. You will find the proposals for all courses that have been approved by the Implementation Committees, as well as information about General Education assessment.

The implementation process has proceeded according to the plan outlined in the General Education Revision Steering Committee’s final report (approved by Faculty Senate on 4/9/14).

- The Special Curriculum Review process is largely completed. Over the past three semesters, Disciplinary Learning Outcome Committees and Tagged Learning Outcome Committees have met to review and approve existing courses for inclusion in the new General Education program.
- In December 2016, the Provost appointed a Coordinator of General Education to “ensure the functioning and integrity of the new General Education Program and oversee its assessment processes.”
- The General Education Advisory Committee (GEAC) has been reconstituted, with the chairs of the Implementation Committees appointed to ensure continuity in the transition.
- The first round of General Education Assessment began in Spring 2016, with assessment of Writing courses. Each General Education area will be assessed on a rotating four-year cycle. For more details, see the attached General Education Assessment plan.
- The new General Education Program will be implemented in Fall 2017 for incoming students.

Revised General Education Program

Implementation date: Fall 2017

General Education provides a common intellectual experience for all university students. It is designed to give students a breadth and depth of knowledge and skills across the disciplines of social science, science, arts, and humanities. It is designed to impart valuable skills such as oral and written communication, information literacy, and critical thinking, as well as an understanding of responsible citizenship including such areas as human diversity, economic literacy, personal health, and societal and environmental sustainability. General Education is the foundation of all our degree programs at The University of Akron.

Students in four-year degree programs must complete three tiers of General Education requirements.

Tier I: Academic Foundation Courses

The Academic Foundation incorporates *broad skills* that are essential to success in a baccalaureate program.

Quantitative Reasoning—3 credit hours

- 2030:161 Mathematics for Modern Technology
- 2030:152 & 153 Technical Mathematics II and III (must take both)
- 3450:135 Mathematics for Everyday Life
- 3450:145 College Algebra
- 3450:149 Pre-Calculus
- 3470:250 Statistics for Everyday Life
- 3470:260 Basic Statistics
- 3470:261 & 262 Intro to Statistics I and II (must take both)

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

- 2420:263 Professional Communication and Presentation
- 7600:105 Introduction to Public Speaking
- 7600:106 Effective Oral Communication

Writing—6 credit hours

First course

- 2020:121 English
- 3300:110 Composition I + Workshop
- 3300:111 Composition I

Second course

- 2020:222 Technical Report Writing
- 3300:112 Composition II

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

Tier II: Disciplinary Area Courses

The Disciplinary Areas represent the *broad knowledge* that is essential to a liberally educated individual.

Arts and Humanities—9 credit hours

Arts

- 7100:100 Art History Survey
- 7100:210 Visual Arts Awareness
- 7500:201 Exploring Music, Bach to Rock
- 7800:262 Playscript and Performance
- 7900:200 Viewing Dance

Humanities

- 3200:230 Sports and Society in the Ancient World
- 3200:289 Mythology of Ancient Greece
- 3300:252 Shakespeare and his World
- 3300:281 Fiction Appreciation
- 3400:200 Ancient Empires
- 3400:210 Humanities in the Western Tradition
- 3400:221 Humanities in the World
- 3501:210 Arabic Culture through Film
- 3502:210 Chinese Culture through Film
- 3560:210 Japanese Culture through Film
- 3580:250 Hispanic Literature in Translation
- 3600:101 Introduction to Philosophy
- 3600:150 Critical Thinking
- 3600:120 Ethics
- 3600:125 Theory and Evidence
- 3600:170 Introduction to Logic
- 3600:211 History of Ancient Philosophy

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

Natural Science—7 credit hours, including 1 lab

- 2780:106 Anatomy and Physiology I (Allied Health) 3 credit, non-lab
- 2780:107 Anatomy and Physiology II (Allied Health) 3 credit, non-lab
- 2820:105 Basic Chemistry 4 credit, lab
- 2820:111 Introductory Chemistry 4 credit, lab
- 2820:112 Introductory and Analytical Chemistry 4 credit, lab
- 2820:160 Technical Physics - Mechanics 4 credit, lab
- 2820:163 Technical Physics - Electricity and Magnetism 2 credit, non-lab
- 2820:164 Technical Physics - Heat and Light 2 credit, non-lab
- 3100:103 Natural Science Biology 4 credit, lab
- 3100:106 Exploring Biology 3 credit, non-lab
- 3150:101 Chemistry for Everyone 4 credit, lab
- 3230:151 Human Evolution 4 credit, lab
- 3370:100 Earth Science 3 credit, non-lab
- 3370:101 Introductory Physical Geology 4 credit, lab
- 3370:135 Geology of Energy Resources 1 credit, non-lab
- 3370:171 Introduction to Oceans 3 credit, non-lab
- 3370:201 Exercises in Environmental Geology I 4 credit, lab
- 3370:203 Exercises in Environmental Geology II 4 credit, lab
- 3370:211 Introduction to Environmental Science 3 credit, non-lab
- 7760:133 Nutrition Fundamentals 3 credit, non-lab

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

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

Social Science—6 credit hours

- 2040:240 Human Relations
- 2040:241 Technology and Human Values
- 2040:242 American Urban Society
- 2040:243 Contemporary Global Issues
- 2040:244/344 Death and Dying
- 2040:247 Survey of Basic Economics
- 2040:254 Black Experience from 1619-1877
- 2040:256 Diversity in American Society
- 2040:257 Black Experience from 1877-1954
- 2040:258 Black Experience from 1954-Present
- 3230:150 Human Cultures

- 3230:251 Human Diversity
- 3240:100 Introduction to Archaeology
- 3250:100 Introduction to Economics
- 3250:200 Principles of Microeconomics
- 3250:244 Introduction to Economic Analysis
- 3350:100 Introduction to Geography
- 3400:250 United States History to 1877)
- 3400:251 United States History since 1877
- 3700:100 Government and Politics in the United States
- 3700:150 World Politics and Governments
- 3750:100 Introduction to Psychology
- 3850:100 Introduction to Sociology

Students may fulfill the Social Science area requirement using courses from the same discipline or different ones.

Tier III: Tagged Courses

The Tags represent knowledge and skills required of responsible citizens: critical thinking, knowledge of US and global diversity, and the ability to apply an interdisciplinary perspective to social issues. Many tagged courses also fulfill General Education disciplinary area requirements or requirements in the majors.

Critical Thinking—one course

- 2030:255 Technical Calculus I
- 2040: 247 Survey of Basic Economics
- 2040: 349 Integrated Human Behavior and Health
- 3250:380 Money and Banking
- 3250:400 Intermediate Macroeconomics
- 3250:410 Intermediate Microeconomics
- 3250:426 Applied Econometrics
- 3230:359 Anthropological Theory
- 3240:400 Archaeological Theory
- 3250: 226 Computer Skills for Economic Analysis
- 3370: 231 Silicates
- 3370:231 Silicate Mineralogy and Petrology
- 3370:350 Structural Geology
- 3370:444 Environmental Magnetism
- 3400:221 Humanities in the World Since 1300
- 3400:323 History of Modern Europe
- 3400:210 Humanities in the Western Tradition
- 3400:221 Humanities in the World Since 1300

- 3600:125 Theory and Evidence
- 3600:211 History of Ancient Philosophy
- 3600:313 History of Modern Philosophy
- 3600:312 History of Medieval Philosophy
- 3750:110 Psychology Quantitative Methods
- 3750:220 Introduction to Experimental Psychology
- 3750:441 Clinical and Counseling Psychology
- 4400:401 Electrical Engineering Senior Design I
- 4450:401 Computer Engineering Senior Design I
- 6400: 200 Foundations of Personal Finance
- 7600: 245 Argumentation

Complex Systems Affecting Individuals in Society—one course

- 3230: 370 Globalization and Culture
- 3250: 385 Natural Resources and the Environment
- 3370: 498 River Seminar
- 3750: 425 Psychology of Hate
- 3850: 320 Social Inequalities
- 3850: 330 Criminology
- 3850: 433 Deviant Behavior
- 7400: 401 American Families in Poverty

Domestic Diversity—one course

- 2040:244/344 Death and Dying
- 2040:254 Black Experience from 1619-1877
- 2040:256 Diversity in American Society
- 2040:257 Black Experience from 1877-1954
- 2040:258 Black Experience from 1954-Present
- 3001:200 Introduction to Women's Studies
- 3250:487 Urban Economics
- 3350:358 Native North Americans
- 3350:443 Urban Applications in GIS
- 3400:350 US Women's History
- 3600:455 Philosophy of Feminism
- 3680:307 Spanish Conversations for Health Professions
- 3750:435 Cross-Cultural Psychology
- 3750:474 Psychology of Women
- 3850:100 Introduction to Sociology
- 7600:325 Intercultural Communication
- 7800:346 Multicultural Theatre

Global Diversity—one course

- 2040:243 Contemporary Global Issues
- 3230:251 Human Diversity
- 3350:275 Cultural Diversity
- 3400:200 Empires of the Ancient World
- 3580:360 Hispanic Culture through Film
- 3600:340 Eastern Philosophy
- 3700:300 Comparative Politics
- 7800 335/435 History of Theatre

General Education Assessment Plan

Guiding Principles

- The goal of assessment is to improve teaching. Time devoted to data collection and assessment must be balanced with time devoted to actions that “close the loop,” such as revising assignments, developing new teaching strategies, and adjusting curriculum.
- The assessment process must be faculty-driven. Faculty who teach general education courses should be involved with assessment and follow-up actions.
- General education assessment should bring together faculty from various units across the university to discuss common instructional goals and challenges. The process should build a shared General Education culture and work against the silo mentality of departments.
- Courses must be assessed and renewed on a continuing basis. Units are ultimately responsible for the assessment and renewal of their General Education courses.

General Education Course Assessment and Renewal Cycle

Area	University-Wide Assessment	Course Renewal
Writing	May 2016	May 2018
Communication	May 2017	May 2019
Quantitative Reasoning	May 2017	May 2019
Disciplinary Areas <ul style="list-style-type: none"> • Natural Sciences • Social Sciences • Humanities • Arts 	May 2018	May 2020
Tags <ul style="list-style-type: none"> • Critical Thinking • Global Diversity • Domestic Diversity • Social Issues 	May 2019	May 2021

Process for University-Wide Assessment

In the academic year before the May assessment, units will collect learning artifacts from a sample of students taking the targeted general education course. The week after Spring Semester exams, a team of faculty will assess the artifacts. The Office of Academic Affairs will sponsor these General Education Assessment Days, and participating faculty will receive a small stipend. The assessment teams should be made up of faculty who teach the general education courses being evaluated, and should represent the various sites where the course is taught (main campus, Wayne campus, online, dual credit, DL). There will be individual Assessment Days for each of the disciplinary areas and tags.

Gen Ed Coordinator responsibilities: provide units with list of sampled students (generated by Institutional Research); assist with data collection, as needed; work with unit coordinators to plan assessment; coordinate Assessment Days; write report, with input from unit coordinators

Unit responsibilities: appoint a coordinator; collect assessment artifacts; participate in Assessment Days; create an action plan

Process for General Education Course Renewal

Units must complete a Course Renewal form two years after the university-wide assessment that has three components: assessment action report, updated syllabus, and updated assessment artifact(s). The purpose of the course renewal is twofold: 1) to insure that the course still meets the required learning outcomes, and 2) to insure that units have used assessment data to create and implement an action plan to improve teaching and learning in the course.

Unit Responsibilities: implement action plan to improve teaching and learning; keep good records of activities; write and submit report

Gen Ed Coordinator Responsibilities: communicate with units; provide support as needed; collect course renewal materials.

GEAC Responsibilities: review and approve Course Renewals

NOTES

Currently, we are using a low-tech data collection process. At the request of the General Education Coordinator, Institutional Research samples students enrolled in the targeted courses and creates a spreadsheet. Folders are labeled with the name of the sampled student, instructor, and section number. Folders are given to unit leaders, who hand them out to individual faculty. Faculty collect the learning artifact from the sampled students, put it in the folder, and give the folders to the unit leader. The unit leader gives the folders to the General Education Coordinator. Student names are then removed and replaced with numbers.

OAA provided a budget for the 2016 General Education Assessment Days. On-going support has been requested.

Appendix E

Report of the Graduate Council Representatives

Graduate Council Report on Graduate Funding per the Ernst & Young Report

University of Akron's stipends versus our in-state Competitors:

Proposed Strategies for managing the Graduate School's Budget:

1. No Longer Provide Stipends/Tuition Awards for Administrative Assistantships
2. Propose to cap the number of Credit Hours allowed under tuition awards (e.g., if a degree requires 35 hours of credit, cap the number beyond 35 hours that can be covered by a tuition award)
3. Maintain Funding for Teaching Assistantships, but not for Research Assistantships (unless the RAs are funded by extramural sources)

Fall 2016 Graduate Assistant Funding Analysis						28-Nov-16
Institution	Graduate Students			GA Funding		Aprox. Average Tuition Awards
	Total	Full-time	Half-time	Stipends	Tuition Awards	
University of Akron	3,247*	2,040	1,207	\$8.7 M	\$23 M	\$7,083.46
Cleveland State University	4,521			\$3.9 M	\$5.6 M	\$1,238.66
Ohio University	5,188	2,079	3,109	\$14.3 M	\$18.4 M	\$3,546.65
University of Cincinnati	11,000	5,500	5,500	\$11 M	\$40 M	\$3,636.36
Wright State University	3,600 - 4,000			\$5.5 M	\$9 M	\$2,368.42

* 1,273 Graduate Assistants

Open Letter From the Faculty Advisory Committee of the Women's Studies Program
November 14, 2016

We, the faculty advisory committee of the University of Akron Women's Studies Program, write this open letter to express our collective concern regarding the election of Donald Trump to the U.S. Presidency. As concerned citizens and, importantly, as faculty who care deeply about the education and well being of our students, we go on record as speaking out against the misogyny, racism, Islamophobia, homophobia, and xenophobia expressed throughout the Trump campaign.

Donald Trump has spoken in favor of policies that pose an immediate threat to the health and reproductive rights of women, including and especially college-aged women and women pursuing higher education. Trump has promised to defund Planned Parenthood, an organization that provides sexual and reproductive health care for 5 million men, women, and teens each year. According to a well-documented study conducted by Planned Parenthood, now that young women are able to control their fertility, they comprise a "majority of undergraduate students in America" and have been able to successfully pursue degrees in law, medicine, business, and liberal arts. Describing pregnancy as an "inconvenience" for businesses (Byers, 2016), Trump also vowed to repeal the Affordable Health Care Act, which will result in an end to requiring insurance companies to cover birth control with no copay (Marcus). He has promised to nominate justices to fill openings on the Supreme Court who are anti-choice, putting *Roe v. Wade* at risk of being overturned. Clearly, these policies, if enacted, pose a threat to the autonomy of women, including the ability to pursue higher education.

Donald Trump has made statements that are misogynist, hateful, and may be seen as fomenting sexual violence against women. The language he uses is a far cry from the goals of higher education to advance public thought, debate, and deliberation on issues of equality, democracy, and citizenship. In fact, Trump himself, in the widely circulated tape from "Access Hollywood," admitted sexually assaulting women ("Transcript"). His casual boasts have been corroborated by many survivors of his assaults and documented in *New York Magazine* ("An Exhaustive List"). Clearly, these views of women are incompatible with the intellectual development and growth of all University of Akron students who we, as faculty, seek to guide, teach, and support.

Donald Trump has spoken in favor of punitive immigration policies that threaten the lives of women and children, especially those travelling from locations such as countries in Latin America where rape and violence against women is rampant (Beamish, 2015).

Donald Trump has called climate change a "hoax" (Jacobson, 2016), in direct contradiction to widely accepted credible scientific evidence that supports the existence of climate change as a pressing global issue. Further, Trump's denial runs

counter to the goals of higher education, which seek to advance the well being of society and the environment.

Trump has retweeted racist posts on twitter, and has received the endorsement of the Ku Klux Klan (Holley, 2016). The proposed policies and public statements mentioned above—in addition to numerous others not recounted here—have emboldened hate groups and hate crimes since November 8, 2016. We are deeply concerned as many of these hate crimes have specifically targeted college students. A brief list of college students targeted by hate crimes since November 8, 2016, include Canisius College in Buffalo, NY; SUNY Geneseo; University of Pennsylvania; New York University; San Diego State University; University of Louisiana, Lafayette; and, San José State University (Yan, Ellis, & Sgueglia, 2016).

The University of Akron's website states: "We strive to create a welcoming environment for students, faculty, staff, and visitors. We respect and celebrate our differences....We strive to create a framework for excellence that incorporates diversity at its core while linking the quality of the educational experience" ("Diversity Matters"). The proposed policies, sentiments, and general social climate fostered by the election of Donald Trump run counter to the stated goals of The University of Akron. Trump's documented statements and proposed policies are not "inclusive," they do not "incorporate diversity," and they do not represent "quality" reasoning, they do not rely on sound evidence and clear argumentation or critical thought—all foundations for higher education.

Many of us view this election as a call to action. We all agree on the importance of speaking out against misogyny, racism, Islamophobia, homophobia, and xenophobia and advocating for the exercise and implementation of policies based on sound reasoning, evidence, equality, and respect for diversity. We invite the UA community and surrounding areas to join us in continued discussion and debate over these issues that deeply affect our students and our communities.

Finally, we recommit, with even greater intensity, to teach, conduct research, and promote the discipline of Women's Studies as a key component of academia and education and as integral to the understanding and progress of women worldwide; to support the understanding and advancement of women's concerns; and to cultivate an atmosphere of respect for women at the University of Akron and beyond.

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