Faculty Senate Chronicle for May 4, 2017

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SENATE ACTIONS

• Approved curriculum proposals.

• Adopted a recommendation for tuition charges to undergraduate students taking graduate-level courses.

• Adopted a recommendation to reorganize faculty in counseling psychology.

• Adopted a recommendation to change the University’s learning management system.

• Approved a report of the Part-time Faculty Committee summarizing best practices concerning the use and support of part-time faculty members.

• Adopted recommendations concerning interdisciplinary initiatives.

• Postponed until the regular September 2017 meeting further consideration of proposed amendment to the Faculty Senate bylaws concerning faculty senators who participate in the TARP program.
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MINUTES OF THE FACULTY SENATE MEETING OF MAY 4, 2017

The regular meeting of the Faculty Senate took place on Thursday, April 6, 2017 in room 201 of the Buckingham Center for Continuing Education. Chair Bill Rich called the meeting to order at 3:06 pm.

Of the current roster of 57 senators, 39 attended the meeting. Senators Budd, Hallett, Hreno, Kidd, Matejkovic, and Saliga were absent with notice. Senators Bodenschatz, Dye, Dhinojwala, Galehouse, Haas, Hariharan, Makki, Mitchell, and Samangy were absent without notice.

I. Adoption of Agenda

Senator Sterns moved to approve the agenda. Chair Rich proposed amending the agenda to add two more committee reports. The amendment was adopted by unanimous consent. The agenda was adopted without dissent.

II. Adoption of Minutes of April 6 meeting

On Senator Franks' motion the minutes were adopted without dissent.

III. Remarks of the Chair

Chair Rich remarked:

On the agenda for today’s meeting are curriculum change proposals from the Curriculum Review Committee; a resolution from the Academic Policies Committee calling for undergraduates taking graduate-level courses for credit toward their undergraduate degrees not to be charged more for taking those courses than they would be charged for taking undergraduate courses; on the recommendation of the Academic Policies Committee, approval of the consolidation of the Ph.D. program in counseling psychology in the Psychology Department in the College of Arts and Sciences, with the three faculty members currently in the School of Counseling in the College of Health Professions who teach in that program moving to the Psychology Department; on the recommendation of the Computing and Communication Technologies Committee, approval of the replacement of the learning management system; approval of recommendations of the Part-time Faculty Committee concerning best practices concerning the effective use and support of part-time faculty members; the final report of the ad hoc Interdisciplinary Initiatives Committee, which includes several action items; and a proposal to amend the Faculty Senate bylaws to allow Senators participating in the Transition After Retirement Program (TARP) to serve for the remainder of their Senate terms. This proposed amendment can be debated today but cannot be voted on until the September meeting.

This being the last Faculty Senate meeting of this academic year, I want to thank the members of this body and the members of its committees for their valuable service to the University over the course of the past year.

This has been a difficult year as we have continued to deal with the University’s poor fiscal condition, but we have made some progress on that front thanks in part to the leadership of President Wilson and to that of the members of this body who made some difficult and painful decisions about graduate education. We will continue to do the best we can in the current circumstances, but we ought not lose sight of the fact that the political leadership of the State of Ohio has chosen to disinvest in public higher education while cynically blaming Ohio’s public universities and their faculties for the resulting increase in the cost borne by our students. There is no reasonable prospect of relief until there is a change in that leadership. Let us keep in mind
that we are citizens as well as faculty, and vigorously exercise our rights and responsibilities as citizens to achieve that change.

This concludes my remarks.

IV. Special Announcements

Dr. Kim C. Calvo, professor of chemistry, died April 2nd. He served as chair of the Department of Chemistry from 2006 to 2016 and, from 2012 to 2014, as associate dean of the Buchtel College of Arts and Sciences.

Calvo joined the chemistry faculty here in 1984, having received his B.S. and Ph.D. degrees from The Ohio State University and having been a postdoctoral fellow at Harvard University. His research in enzymology was published in leading journals, including the Journal of the American Chemical Society and Biochemistry. He was a member of the American Chemical Society and the American Society for Biochemistry and Molecular Biology.

Calvo’s focus as a professor and as department chair was on students, providing them with the best possible educational experience. He often taught extra sections of undergraduate courses and loved to spend time helping students one on one. One of his accomplishments as department chair was raising industrial funds from Omnova Solutions Foundation and from the Lubrizol Foundation to renovate the advanced laboratories used by chemistry and biochemistry majors. Calvo played a central role in implementing the biochemistry degree and laboratory class at the University.

Calvo was well-loved by the faculty and staff in the Department of Chemistry and throughout the college and was noted for his wry sense of humor, fairness, and decency.

Dr. Alan G. Krigline, professor emeritus of management and international business, died on April 17th.

He earned a bachelor’s degree from the University of Florida, and an M.B.A. and a Ph.D. in business administration and management from the University of Georgia. Dr. Krigline joined the faculty of the College of Business Administration in 1973 as head of the Management Department, in which capacity he served for twenty years. He also served as associate director of the Institute for Global Business from 1996 to 1997. He retired in 1999.

V. Report of the Executive Committee

The Faculty Senate Executive Committee (EC) met four times on three days since the last regular meeting.

In the early morning of April 10, members of the EC met with the Board of Trustees for our second information session. We discussed the Governor’s textbook affordability mandate, the possibility of joining other schools in the Ohio Plan for tuition, budgeting processes, fundraising, efforts to better understand the SSI formulas, athletics, the need to retain our own talented staff, our overall number of academic programs, and planning.

On Thursday, April 20, the EC met twice, first to conduct regular Senate business, and then with the President and Provost. In the first of these meetings, we note the lack of expressed interest in serving on University Council committees and planned a more earnest plea for distribution on the listserv. We discussed the possibility of Senate service for faculty in the TARP program, childcare on campus, news about SSI formulas from Columbus, and the April 10 information session with the Board.

Later that day, the EC met with Provost Ramsier and President Wilson. We discussed the possible role in shared governance for faculty retiring in the TARP program; graduate assistants in the Polymer college; childcare on campus; recruiting transfer students; the assessment director
position; and the potential that the creation of new academic programs from existing courses might have in recruiting, retention, and graduation.

The EC then met on Thursday, April 27, to conduct regular Senate business and prepare for this regular meeting. We certified the elections of Ali Dhinojwala and Mark Foster from the College of Polymer Science; of Nidaa Makki and Francis Broadway from the Lebron James Family Foundation College of Education; and we returned results for clarification to Wayne College. We set the agenda for today’s meeting; we discussed ongoing complaints and frustrations with the Curriculum Proposal System; a potential reorganization involving the College of Health Professions and the Department of Psychology in Buchtel College; efforts led by Jarrod Tudor to increase the number of flexible learning options for nontraditional students; issues raised by graduate assistants in the Department of Political Science; a draft of a proposal to allow faculty in the TARP program to serve out their terms in Senate; and we thankfully were able to appoint Kathryn Budd to the UC Communications committee and Robert Gandee to the UC Institutional Advancement committee.

VI. Remarks of the President

President Wilson echoed Chair Rich's expression of gratitude to the Senate for their work and service this year.

He noted that the Governor's budget has moved into the State house, and he offered to answer questions about discussions he has been having about the University at the state level.

He identified our enrollment as a most pressing issue for UA; he noted that May 1 was the national signing deadline for many of our students. He explained that our seat deposits are up 15% over last year and housing deposits are up 15-20%. He noted that some schools in the area are down.

On the budget, President Wilson reported that they are working hard on putting together a budget for next year. He noted that further reductions will be necessary. He shared the news that our recent "hiring frost" has enabled UA to spend less than anticipated in the past year, so that we have not drawn down on savings as much as once anticipated, which was $18M. He thanked the room for being judicious with expenditures.

He spoke of the expected impact of what he is seeing from the forthcoming state budget. Many details of UA's budget will be determined by what the State provides and allows with the next budget. He reported that the Ohio House has passed on a budget to the Ohio Senate with a flat state share of instruction. Inflation and rising costs make a budget based on flat SSI difficult, and so he spoke of flat funding for two years as a serious concern. Tax revenues are about $800 million behind projections, he noted. The House has cut $650 million, leaving the Senate to cut another $150 million.

On the textbook affordability mandate, President Wilson reported that the new proposal has abandoned the plan to require the universities to provide textbooks to students, but it does call on schools to annually study their textbook costs and report to the Chancellor and the Efficiency Advisory Committee.

All tuition and most fees will be capped in this next budget. He noted that Columbus has sensed that universities have been trying to get around the cap on tuition by raising various fees. He noted that there is a statute in place that allows universities to raise tuition on the condition that they guarantee it for an incoming cohort—the Ohio Plan. The cap on this has been the allowed raise plus cost of living, so for us, if we comply with this statute, we would be able to raise tuition 1.75%. He reported that the University has spoken with the Chancellor about this, with other schools in the region, and they regard this favorably. It would not be possible to do
this, however, until Fall 2018. President Wilson explained that the House proposal has removed the tuition cap so long as a campus joins the Ohio Plan, so we may be able to raise tuition further in Fall 2018.

He reported that high schools have been vociferous about the costs of supplying textbooks for College Credit Plus courses, and the House has responded to those complaints by proposing legislation mandating that the University pay half the costs of textbooks for these courses.

He also reported that community colleges continue to push for permission to offer applied bachelor's degrees, and he shared the questions he has asked in Columbus about the need to fairly determine whether these same degrees are offered by four-year schools in the same region.

Tenure policies must be reviewed and updated if current legislation goes through, he added. Finally, he noted that there is a provision related to granting regional accreditation to Western Governors on the condition that it will not receive state funding. President Wilson repeated the news of his efforts to persuade Columbus to look to our own four-year schools for online BA degree completion.

At President Wilson’s invitation, Provost Ramsier shared an anecdote about Western Governors billboards in Indiana.

President Wilson reported on the receipt of a $5 million donation from Jim and Vanita Oelschlager to create an American Indian Artifact Museum here on the campus of the University of Akron.

President Wilson then changed the topic of his remarks to the University’s ongoing transformation plan. He reported that a lot of work has been done by Graduate Council and Ernst & Young on understanding the SSI formulas. He noted that some of our policies, that have changed or not been enforced, have been found to have cost us a lot of money. For example, our students must be on a tuition payment plan or they must have paid tuition, for us to receive SSI for them. Our practice had been, out of the goodness of our hearts, to permit students to not go on a payment plan when they could not pay tuition in full. He described plans to change this policy and expectations that such changes might increase the University’s share of instruction by as much as seven hundred thousand dollars or more.

The Akron Guarantee scholarship continues to flourish, he reported. The acceptance rate has been about 94% from the roughly 70% of students who have replied to inquiries about switching to this plan. He described the first-year savings from this program as about $1.5M, or enough to lower the projected deficit for the next fiscal year into the higher thirty millions.

He warned faculty that we spent over $8M in travel last year, and only 55% of all travel expenditures are being incurred by using p-cards. He reminded us that money spent on a p-card returns money to the university, and so we might be moving to a policy that requires all travel to be paid for by a p-card. He reported that Kevin Rushing, the bursar, has been looking at more centralized systems and perhaps new travel policies designed to make the University more efficient. Hotels and car travel also appear to have potential for savings.

He concluded his remarks by inviting everyone to the six commencement ceremonies beginning next week. We will graduate more than 2,200 undergraduates and more than 800 graduate degrees.

The President then welcomed questions from the Senate.

Senator Klein asked about cutting summer courses as lost income and international programs.

The President deferred to the Provost on the first question. On international programming, he reported that we now have an international recruiting office that is fully staffed with four
people, and we already beginning to see additional students. Our director of global engagement, who will oversee study abroad, our immigration, and our international relationships, starts May 15. A director of international students and scholars will begin at the end of the month. The international center is being housed in Buchtel Hall, and President Wilson is putting together a fundraising plan for it. He also reported on progress in talks with schools in China, Mumbai, South Korea, Japan, and Ghana.

Senator Klein asked if these offices would put out contact information and be available to meet with any department. President Wilson replied yes, absolutely, and referred Senator Klein to John Yates.

Senator Elliott spoke about standard metrics and how we are doing on them. President Wilson replied that it would depend what metrics we are talking about. He invited Senator Elliott to send him a list of metrics that he would like President Wilson to address in future remarks to the Senate. On the subject of student debt, he noted that we have not been raising tuition or fees while the amount of scholarshiping we are doing has gone up significantly. The number of students receiving scholarships has risen from about one third to about two thirds in five years, and so, he noted, we could fairly say that the cost of a UA education has come down.

Senator Elliott followed up by asking about what percentage of students graduate on time. President Wilson spoke of the Akron Guarantee Scholarship as providing additional incentive to keep students on track. He sees a good number of our students are already off track after the first year because they do not complete thirty credits.

Senator Randby spoke about p-cards and how he is lucky to get one-third of a trip reimbursed for one of many conferences he attends each year. He noted that using the p-card is a big disincentive for travel. President Wilson replied that another option might be to cut travel, and he described a possible p-card mandate as a way around that. He expressed a desire to facilitate travel more than to cut travel, and spoke of the creation of single system as possible cost-saver as well.

Senator Braun asked for clarification about travel costs, and whether this includes money from research funding. President Wilson noted that they are looking at all expenses marked "travel" and guessed that it might be all travel, but would have to check. Senator Braun noted that faculty shop around, looking for the best prices, and he expressed skepticism that we would get the lowest rate if we were locked into one website. President Wilson reported that he stays in $60 motels in Polaris when he spends the night in Columbus, because he understands he is spending valuable student tuition money. He described a site called Concur which aggregates all the websites. He spoke of a rental car discount rate that we can access that will beat anything, and this Concur website already has these details in it. And, the University gets a little cash back when we use it. Such a system would also allow us to make airfare purchases. He argued that such a system would save us time and money.

Senator Fant asked about the Ohio Plan and what happens if someone does not graduate in four years. President Wilson explained that there is a provision for this—students complete at the rate for new students, which may or may not be higher than the rate the student had locked in for his or her first four years.

Senator Soucek congratulated President Wilson for hugging his son on campus. He spoke of summer graduation, and he expressed skepticism about students who will walk this spring but only graduate after summer coursework. President Wilson noted that many universities have eliminated summer graduation—Kent State, for example, has decided to do only one ceremony in their football stadium, hire a speaker, and hope that it does not rain. The idea, he reported, was
that if students graduated in the summer, they would walk in the fall. In response to a letter-writing campaign, the University decided to give them the option of walking in the spring. He suggested that the decision could be re-evaluated after this first year.

Senator Quinn asked if it would be legal for the University to get money back from funding provided by research sponsors. President Wilson speculated that research sponsors must be aware that a great deal of spending is done by credit cards with such programs, and he said the University would look at this to make sure there are not any problems.

Senator Nicholas asked what is "significantly less" than $18M. President Wilson deferred to Nathan Mortimer, who clarified that we are on pace to draw perhaps less than $12M.

VII. Remarks of the Provost

On the subject of summer classes, Provost Ramsier offered a clarification: the deans were tasked, before the summer schedules were posted, to design the summer schedule and calculate the cost, and they were given this money by the Provost and the CFO. He noted that the CFO gave the deans the money they asked for plus the increase in the faculty collective bargaining agreement. He referred faculty to the deans of their respective colleges if there were questions about summer classes.

He acknowledged the receipt of the laptop refresh report from the CCTC, thanked them for it, and referred it to the University Council, requesting that the Budget Committee and the IT Committee review it and provide advice about implementation.

On the subject of the recent visit from the Higher Learning Commission, he noted that we have not received even a draft report for corrections of factual errors.

He thanked the Academic Policies Committee for moving quickly on today's MOU about the reorganization involving the School of Counseling and the Department of Psychology. He praised this as beneficial to students, as well as for accreditation purposes.

On the subject of the House version of the state budget, Provost Ramsier reported that this was discussed at length during the IUC Provosts' call. He apprised the Senate of three matters that should concern the faculty. First, there is a movement to require the Board of Trustees to review tenure guidelines, with the intent of having a track through which one can obtain tenure via commercialization of technology. Second, there is language describing a process of post-tenure review. And third, there is language requiring that all faculty teach a certain minimum number of credit hours per year. Provost Ramsier reported that the position of the IUC Provosts has been that the State should drop all of these ideas and let institutions govern themselves.

Senator Klein asked for clarification about "commercialization of technology." Provost Ramsier responded that the State would like faculty to be able to obtain tenure through another track that rewarded commercialization of patents. Provost Ramsier added that the IUC Provosts oppose State involvement in any of this.

Senator Elliott spoke about graduate teaching being teaching. Provost Ramsier agreed.

Senator Braun described post-tenure review as a euphemism for cancelling tenure. Provost Ramsier reported that it is proposed that it would be required every five years, with language about expectations, and that there would be a required three-year performance enhancement plan for faculty who did not meet expectations, with termination or demotion as possible outcomes for those who fail to meet the expectations established by their plan.

Senator Braun asked about the TARP and if serious steps will still be needed if not many faculty are taking TARP, as he has heard reported.

President Wilson noted yes, we will have to find revenue or savings elsewhere.
President Wilson expressed his desire to avoid layoffs, and he pointed to a variety of creative measures that might be taken to generate revenue and prevent the need for layoffs, which would be one of the last things he would want to pursue.

VIII. Committee Reports

A. Curriculum Review Committee – Chair Ramsier

Provost Ramsier brought forward a two-page list of curriculum proposals for approval (see Appendix A). The motion was adopted without dissent.

B. Academic Policies Committee – Chair Klein

Senator Klein presented the report of the Academic Policies Committee (see Appendix B) and read the following resolution, which was included in the report:

Whereas, It is sometimes beneficial for undergraduate students to take graduate-level courses for credit toward their undergraduate degrees;

Whereas, The University currently charges undergraduate students more per credit for taking graduate-level courses for credit toward their undergraduate degrees than it charges for undergraduate courses, and charges them for each graduate-level course even if they are within the tuition “plateau”;

Whereas, These additional charges deter undergraduate students from taking graduate-level courses for credit toward their undergraduate degrees; and

Whereas, The additional cost incurred by the University when an undergraduate student takes a graduate-level course instead of an undergraduate-level course for credit toward an undergraduate degree is trivial;

Resolved, That the tuition charge for undergraduate students taking graduate-level courses solely for credit toward an undergraduate degree, and not also for credit toward a graduate degree, should be the same as for undergraduate-level courses.

The motion was adopted without dissent.

Chair Klein then presented a recommendation to approve the reorganization of the faculty and the Ph.D. program in counseling psychology from the College of Health Professions to Arts and Sciences (see Appendix C). The motion was adopted without dissent.

C. Computing and Communications Committee – Chair Randby

Senator Randby presented a motion on the learning management syste (LMS) (see Appendix D). Senator Miller moved to amend the resolving clause by substituting the following:

Resolved, the University should select Brightspace by D2L as the new LMS and change the name of the LMS as described.
The motion to amend was adopted without dissent.

Senator Hausknecht asked why change the name of the LMS. Senator Randby responded that not knowing what is the underlying technology has been found to inhibit faculty and students from researching how to best use the system on their own. Senator Elliott clarified that this will be more than upgrade; the service and hardware would be off campus; the transition would be big; and there would be a slight savings in cost.

Senator Randby reported that while this will be a big change, we should be able to handle it. And volunteers will pilot the new software over the summer.

Senator Nofziger asked if the transition would take place in the middle of a summer session.

Senator Randby noted that if you are teaching a summer class using the old system, nothing should change.

Dean Kennedy asked if there was a plan for changing names throughout the system.

Senator Randby responded that he does not know the answer to the question but expressed confidence in Dean Aimée deChambeau and Wendy Lampner.

The main motion was adopted without dissent.

D. Faculty Research Committee – Chair Diefendorf

The committee submitted a written, informational report (see appendix E).

E. Part-Time Faculty Committee – Chair Osorio

Senator Fant reported that it is widely not known that part-time faculty are responsible for applying for promotion by themselves. He presented a report of best practices concerning the use and support of part-time faculty (see Appendix F) and asked for the Senate's approval. The motion was adopted without dissent.

F. Ad hoc Interdisciplinary Initiatives Committee – Chair Erickson

On behalf of the ad hoc Interdisciplinary Initiatives Committee, its chair, Professor Erickson, moved adoption of the committee’s final report, which included three recommendations, and spoke of the experience of the committee that led to the creation of their report (see Appendix G). Senator Klein expressed gratitude for the committee's work. Professor Erickson echoed these sentiments. The motion was adopted without dissent.

G. Athletics Committee – Chair Nicholas

The committee submitted a written report (see Appendix H).

G. Ad hoc Scholarly Communications Committee – Chair Miller
The committee submitted a written report (see Appendix I).

**IX. Report of Graduate Council Representatives – Senators Allen & Sterns**

Senator Allen presented an informational report (see Appendix J) and offered to answer any questions senators might have. Senator Joy commented that some TAs from some countries have speaking ability that is better than the TOEFL score suggests, and that perhaps there are students with scores under 23 who can be effective in the classroom. Senator Allen noted that there was an alternative way to satisfy the requirement through U-Adept.

Senator Soucek asserted that the scores have not been terribly predictive of student speaking ability. He remarked that everything coming out of Graduate Council has been very hurtful to his college.

Senator Joy remarked that perhaps there are other ways to determine how to use students in the classroom.

Senator Willits questioned the score of 23, and wondered where it comes from. She asked whether there is a way for the University to assess English proficiency through Skype or U-Adept. She questioned why students must be on campus to demonstrate English proficiency.

Chair Rich clarified that there no action item had been presented by the Graduate Council.

Senator Allen noted that these were state codes and that we were not making up these rules.

Chair Rich suggested that graduate faculty representatives from the various colleges should pursue these questions in Graduate Council.

Senator Soucek remarked that his college was such a major college for the University but they do not have many votes in Graduate Council, and he asked how apportionment was conducted for Graduate Council.

Chair Rich answered how representation is determined in the Senate, but could not do the same for the Graduate Council.

Dean Midha remarked that this has been a very difficult year for Graduate Council. He noted that their maximizing SSI discussion has been going on since middle of Fall semester there, so Council has been getting input and returning back the input to the Council of Deans. And the 23 is a state-mandated requirement, he reported. And he further remarked that the experience of faculty with students in a one-on-one situation might be very different than the experience of students listening to a TA in a classroom setting.

Senator Allen expressed his compulsion to respond to earlier comments, and he noted that representation from masters’ programs was essential for making the very difficult decisions which, in his opinion, hurt masters’ programs more than doctoral programs.

Senator Quinn asked for how long the State has required a TOEFL score of 23.
Dean Midha reported that this was approved more than two years ago. He further explained that there has been a practice of designating students as instructional support assistants, which is unsustainable.

Senator Quinn reiterated his question. Dean Midha responded that 23 has been a University-approved requirement and deferred to Provost Ramsier for an account of the history of this.

Provost Ramsier answered that we have not been following the State rule by exploiting a loophole that is not sanctioned by the State. He clarified that this was not targeted at any one college and recalled that the one person who dissented made the mistake of reporting that safety instructions cannot be expressed in English because the students do not understand English, and so we need Chinese students.

Chair Rich reminded the body that Graduate Council should be the place of first resort for debate on such matters and that we have no have action item from the Graduate Council representatives.

X. Report of University Council Representatives – Representatives Roy & Allen

There was no report.

XI. New Business

A. Introduction of Proposed Faculty Senate Bylaws Amendment Allowing Senators Taking TARP to Complete Their Senate Terms

Senator Nofziger moved to adopt a proposed bylaw amendment (see Appendix K). Senator Hausknect moved to postpone further consideration of this motion until the September meeting. This motion was adopted without dissent.

XII. Good of the Order

Senator Schulze invited bargaining unit faculty members to the Lockview tomorrow at five p.m.

XIII. Adjournment

The meeting was adjourned at 5:03 pm.

– Jon Miller, Secretary.

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

Curriculum Proposals for May 2017 Faculty Senate
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<th>Proposal Number</th>
<th>Proposal Title</th>
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<tr>
<td>A&amp;S-COMMUN-16-18998</td>
<td>Communication in Organizations</td>
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<tr>
<td>CHP-SOCIAL-16-18686</td>
<td>Foundation Field Practicum</td>
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<td>CHP-SOCIAL-16-18683</td>
<td>Science of Social Work</td>
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<td>CHP-SOCIAL-16-18681</td>
<td>Diversity and Difference in Practice</td>
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<td>CHP-SOCIAL-16-18679</td>
<td>Human Behavior and the Social Environment</td>
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<td>CHP-NURIN-16-19356</td>
<td>Introduction to Nursing Knowledge Domains</td>
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<td>CHP-NURIN-16-18374</td>
<td>Public Health Practice and Issues</td>
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<td>CHP-NURIN-16-18774</td>
<td>Family Psychiatric/Mental Health</td>
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<td>EDUC-CURR-16-19198</td>
<td>Special Education Programming: Moderate/Intensive II</td>
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<td>Seminar: Legal, Social and Ethical Issues in Special Education</td>
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<td>Special Educ: Mod to Intensive</td>
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<td>A&amp;S-CLASS-16-19314</td>
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<td>A&amp;S-COMMUN-15-16619</td>
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<td>A&amp;S-CLASS-16-19326</td>
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<td>POLY-POLYDEAN-17-20311</td>
<td>Polymer Materials Science and Engineering</td>
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<td>CHP-SOCIAL-16-18691</td>
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<td>SUMM-ENGRSCI-16-19823</td>
<td>Fundamentals of Map Production</td>
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<td>WAYN-WAYINST-16-18961</td>
<td>Medical Coding/Billing Internship</td>
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<td>SUMM-ENGRSCI-16-19818</td>
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<td>A&amp;S-CLASS-16-19334</td>
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<td>CHP-NURIN-16-19799</td>
<td>Concepts of Professional Nursing - RN Only</td>
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<td>CHP-NURIN-17-20045</td>
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Members of the Academic Policies Committee unanimously approved the following resolution:

Whereas, It is sometimes beneficial for undergraduate students to take graduate-level courses for credit toward their undergraduate degrees;

Whereas, The University currently charges undergraduate students more per credit for taking graduate-level courses for credit toward their undergraduate degrees than it charges for undergraduate courses, and charges them for each graduate-level course even if they are within the tuition “plateau”;

Whereas, These additional charges deter undergraduate students from taking graduate-level courses for credit toward their undergraduate degrees; and

Whereas, The additional cost incurred by the University when an undergraduate student takes a graduate-level course instead of an undergraduate-level course for credit toward an undergraduate degree is trivial;

Resolved, That the tuition charge for undergraduate students taking graduate-level courses solely for credit toward an undergraduate degree, and not also for credit toward a graduate degree, should be the same as for undergraduate-level courses.
Academic Policies Committee Report  
May, 2017

1. Members of the Academic Policies Committee unanimously approved the following resolution:

Whereas, It is sometimes beneficial for undergraduate students to take graduate-level courses for credit toward their undergraduate degrees;

Whereas, The University currently charges undergraduate students more per credit for taking graduate-level courses for credit toward their undergraduate degrees than it charges for undergraduate courses, and charges them for each graduate-level course even if they are within the tuition “plateau”;

Whereas, These additional charges deter undergraduate students from taking graduate-level courses for credit toward their undergraduate degrees; and

Whereas, The additional cost incurred by the University when an undergraduate student takes a graduate-level course instead of an undergraduate-level course for credit toward an undergraduate degree is trivial;

Resolved, That the tuition charge for undergraduate students taking graduate-level courses solely for credit toward an undergraduate degree, and not also for credit toward a graduate degree, should be the same as for undergraduate-level courses.

2. Members of the APC have also approved the proposal to move the faculty in the PhD in Counseling Psychology from the College of Health Professions to Arts & Sciences. Faculty in both colleges have long been members of the same PhD program, but for historical reasons, they have been in two different colleges. They want to consolidate the faculty and grad students in a single college because of accreditation issues, to streamline administration of the program, and to eliminate disparities in graduate assistantships and professional experiences between School of Counseling and Psychology Department students. All CHP faculty affected by the move voted in favor of the consolidation. The electronic vote of the Psychology Department was 12 in favor, zero against, and four abstentions (members simply did not return a vote). BCC approved the move with one additional statement: “The BCC supports the MOU as written, but wishes to express reservations regarding the source of ongoing funding for this PhD program and its potential impact on other BCAS departments.” The Memorandum of Understanding between the College of Health Professions, School of Counseling and the Buchtel College of Arts and Science, Department of Psychology regarding the Consolidation of the Collaborative Program in Counseling Psychology can be found in a separate attachment.
Memorandum of Understanding
between
the College of Health Professions, School of Counseling
and
the Buchtel College of Arts and Science, Department of Psychology regarding the Consolidation of the Collaborative Program in Counseling Psychology

This Memorandum of Understanding (MOU) delineates the consolidation of the Collaborative Program in Counseling Psychology (CPCP) into the Buchtel College of Arts & Sciences. CPCP Faculty who are currently appointed to the School of Counseling within the College of Health Professions will move to the Department of Psychology and doctoral students in the CPCP program enrolled in the School of Counseling will move to the Department of Psychology. Thus, the CPCP program previously housed in two colleges and two departments will be consolidated into one college (CAS) and one department (Psychology) by the Fall, 2017.

It is expected that this consolidation and move will significantly ease the administration and simplify a complex program while eliminating disparities in graduate assistantships and professional experiences between School of Counseling and Psychology Department students. The CPCP currently functions as a unified (collaborative) program so that its policies, procedures, requirements, and most curriculum already exist within the Psychology Department (e.g., many classes are cross-listed). We expect that this first year of transition will necessitate flexibility in terms of which courses are taught, class size, the status of cross-listed classes, and curriculum changes. However, the teaching load of the Counseling faculty will be consistent with that of the current CPCP faculty housed in the Psychology Department during this period of transition and moving forward.

This MOU will set forth the following terms and conditions for consolidating the CPCP by moving the School of Counseling CPCP faculty and doctoral students into the CAS and the Department of Psychology:

Faculty
The Counseling Psychology faculty (Drs. Margo Gregor, John Queener, Ingrid Weigold) from the School of Counseling will transfer to the Department of Psychology and will maintain their current faculty rank and tenure status. Offices will be provided on the 3rd floor of CAS comparable to faculty currently housed in the psychology department and lab space will be provided and shared among faculty where possible. The faculty member at the assistant professor rank (Gregor) will be given one year to select whether to keep RTP guidelines under which she was hired or to be considered for RTP under the Psychology Department guidelines. Moving forward the teaching load for all Counseling faculty members will be consistent with Psychology Department policies. All faculty members will fall under the Psychology Department’s merit expectations. Professional Development money for the incoming Counseling faculty will be consistent with that provided to current Psychology faculty. In a fashion consistent with the Collective Bargaining Agreement, within two years faculty salaries will be reviewed and adjusted to bring Counseling faculty salaries to a level commensurate with like faculty in Psychology.

**Doctoral Students**
The Counseling Psychology doctoral students currently enrolled in the School of Counseling will transfer to the Department of Psychology. Shared office space will be provided to all students on the 3rd floor of CAS comparable with other CPCP doctoral students.

**Admissions**
The faculty has yet to determine if the program will continue to admit both post-Bachelors and post-Master’s students. This issue will be resolved within the next year.

**Resources: Graduate Assistantships and Administration**
The current dollars allocated for GAs to the current CPCP doctoral students in the School of Counseling will transfer to the Department of Psychology. Additional funds to equalize the assistantships between the School of Counseling students and the Department of Psychology students will be secured by BCAS. Disparities between Counseling and Psychology students will be eliminated, and all students will be funded equally according to their credentials and experience.

In order to effectively administer the program fully within the Psychology Department, resources will be needed for one Director of Clinical Training (e.g., combining the stipend, course release, assistance from a GA).

Resources that were previously shared between the Colleges to support program activities will migrate to the BCAS. For instance, the program hosts annual professional development day activities, twice annual town hall meetings, an orientation luncheon for incoming students,
refreshments for annual Practicum Fair, Great Lakes conference attendance for one faculty member, and an evening reception, breakfast and lunch for Admissions Interview Day.

Curriculum
Over the next year there will be some needed adjustments to the curriculum (e.g., sequencing, instructors) to meet the needs of the consolidated program.

APA accreditation
Maintenance of APA accreditation is critical for the continued success of the program. Decisions, resources, and policies must prioritize the quality of the program and its continued accreditation. Faculty are invested in offering a high quality, nationally recognized Counseling Psychology doctoral program and will discuss if this consolidation warrants requesting a delay in our upcoming (2019) site visit and self-study. There are shared expenses related to the program’s APA accreditation that must migrate to CAS including annual American Psychological Association (APA) dues, Association of Psychology Postdoctoral and Internship Centers (APPIC) dues, Council of Counseling Psychology Training Programs (CCPTP) dues, CCPTP annual meeting attendance, and APA site visit expenses.

Conclusion
The CPCP faculty conducted an on-line vote on this MOU on April 24, 2017. The results were unanimous with 7 faculty in favor and 0 faculty against.

__________________________________   __________________
John C. Green, Ph.D.      Date
Dean and Distinguished Professor
Buchtel College of Arts & Sciences

_________________________________   ____________________
Paul E. Levy, Ph.D.      Date
Chair and Professor
Department of Psychology
Appendix D

CCTC Learning Management System
Replacement Resolution

1. Whereas, University Libraries and Information Technology Services, in partnership with the Chair of Faculty Senate and the Co-Chairs of Computing & Communications Technologies Committee (CCTC), created a Task Force to help select our Learning Management System (LMS) for the next 5 years; and
2. Whereas, the Task Force surveyed faculty, staff and students to gather required and desired functionality; and
3. Whereas, the Task Force issued a comprehensive Request for Proposals (RFP); and
4. Whereas, the Task Force evaluated the vendor proposals using the selection criteria in the RFP; and
5. Whereas, the Task Force selected three vendors to provide on campus demos and sandbox accounts to which the entire campus was invited to participate; and
6. Whereas, the Task Force gathered feedback from the faculty and students who participated; and
7. Whereas, the Task Force used the feedback to inform the selection of the system that best meets our selection criteria in the RFP;
8. Whereas, the members of the Task Force request that the university select Brightspace by D2L (the current vendor for Springboard) as a result of meeting the following criteria:
   • User Experience
     – Accessibility - D2L is clearly committed to accessibility. As evidence, D2L’s Brightspace has become the first learning management system (LMS) to be accepted into the National Federation for the Blind’s (NFB) Strategic Nonvisual Accessibility Partnership (SNAP) program (announced November 2016). The NFB is very selective in choosing partners to join the SNAP program. Partners must have already met the initial accessibility standard of the W3C’s Web Content Accessibility Guidelines, version 2.0, AA in order to be considered for SNAP.
     – A well-defined new user interface, called the Daylight Experience, which is modern and clean in design, simplifies navigation, and takes a mobile-first design approach, prioritizing responsive design;
     – Continued investment and enhancement of personalized learning features;
     – Unmatched access to data provided through clear visualizations; and
     – Ease of editing of content that faculty create or upload to the system.
   • Desired Functionality- Brightspace offers an extensive array of release conditions that allow faculty to create custom learning paths for students:
     – Intelligent agents that allow instructors to automatically notify students when their course activity does or does not match desired performance criteria;
     – The built-in Awards tool that allows instructors to provide merit-based awards to students when the student meets a key learning milestone;
     – The YouSeeU tool allows instructors to develop a wide variety of video-based interactive assignments including peer-feedback; and
     – The rubrics tool allows pre-populated feedback to be provided to students.
   • Desired Technical Requirements
- A cloud-based platform with 99.9% uptime that will offload the burden of server upgrades and maintenance from our over-committed ITS staff;
- A continuous delivery approach that will ensure our faculty and students can also take advantage of the most up-to-date team;
- A dedicated D2L team that includes a Customer Success Manager who will partner with UA on how Brightspace and D2L can best support achievement of UA’s strategic and business objectives; and
- 24/7 365 phone, email and chat support provided by the vendor in addition to existing local support.

- **Cost total**
  - The estimated cost of Brightspace by D2L will be $1.4 million for 5 years, as compared to $1.6 million for Canvas, and $1.5 million for Blackboard.
  - The cost of maintaining the current system is conservatively estimated at $2 million over the next 5 years.

9. Whereas, the current name, Springboard, is advancing towards obsolescence and does not permit easy searching for online help, we, the members of the Computing and Communications Technology Committee of the Faculty Senate (CCTC) strongly recommend that the name of the University’s LMS be changed to Brightspace by D2L;

10. We, the members of the CCTC recommend that the Faculty Senate approves the recommendation of the Task Force in the selection of Brightspace by D2L as the new LMS for the University and the recommendation of the CCTC to change the name of LMS.
Appendix E

Faculty Research Committee
Report for Faculty Senate
April, 2017

The Faculty Research Committee met in the College of Arts and Sciences Building Room 124 for their Spring Business Meeting on Friday, April 14. Ten out of 24 members were in attendance. The committee started by discussing the formation of a subcommittee for the National Endowment for the Humanities and three members volunteered. These proposals for NEH are due and reviewed over the summer.

The committee reviewed the FRC application and review process for the 2016-2017 year. Forty proposals were submitted, with 14 proposals being funded.

Before the meeting, the chair had solicited email input from the committee about concerns with the FRC process and suggestions for improvement. The chair summarized these items, which included (a) the need for more money to fund a larger number of proposals (there were many very good proposals that did NOT get funding this year), (b) concerns about the quality and thoroughness of the reviews, and (c) concerns over the lack of agreement between the reviewers. A discussion ensued with several changes to the review process and the reviewing criteria proposed. The chair offered to make changes to the FRC documents and circulating them for additional input from the committee. The chair also offered to seek additional funding to support a larger number of proposals. A persistent problem faced by the committee in recent years is that there are more good proposals than can be funded with only 14 slots.

2017 Faculty Research Committee Summer Fellowship Recipients

Yalin Dong, Mechanical Engineering
   Study Mechanisms of Micropitting: Towards a Mechanics-Based Surface Engineering Strategy to Confine Rolling Contact Fatigue

Stephen Duirk, Civil Engineering
   Transforming Hazardous Waste into Value-Added Engineered Products

Elisha Ann Dumser, Art History
   The Arcus Novus and Late Roman Visual Literacy

Sergei Lyuksyutov, Physics Department
   Modeling Refractive Index of Venusian Atmosphere in Visible and Tremendously High Frequency Ranges

Erin Makarius, Department of Management
   Identifying and Developing Employees for Virtual Work

Debmalya Mukherjee, Department of Management
   Global Ties and Local Roots of Innovation: An Examination of Cluster Firms in Akron

Bi-min Zhang Newby, Chemical and Biomolecular Engineering
   Fabricating Mechanically Strong Protein-Based Hydrogels using Suckerins from Squid Ring Teeth

Hillary Nunn, English Department
The Downing/Layfield Manuscript: Exploring Networks in an Early Modern Recipe Book

**Isa Rodriguez-Soto**, Anthropology and Classical Studies
*Prevention and Decision-Making Strategies about Zika Virus in Puerto Rico*

**Marnie Saunders**, Biomedical Engineering
*Osteoblast/Osteoclast Co-culture for Use in Lab-on-a-Chip Bone Remodeling Platform*

**Sherry Simms**, Metalsmithing Program
*Blurred Identities*

**Kristine Sonstrom**, Speech-Language Pathology & Audiology
*Noise Induced Hearing Loss in Canine Police Officer Handlers*

**Hossein Tavana**, Biomedical Engineering
*Natural Compounds Ethnic-Specifically Block Migration of Metastatic Cancer Cells*

**Markus Vogl**, Graphic Design
*In Silico et in Situ: Earthworks in the Age of Voxels*

Submitted by James Diefendorff, FRC Chair
Appendix F

TO: All University of Akron Department Chairs
FROM: Faculty Senate Part-time Faculty Committee
RE: Best Practices from OGC Rules for Part-time Faculty Appointments

The Part-time Faculty Committee of Faculty Senate has been examining the University Rule 3359-20-06.1, Part-time Faculty Appointments. The Rule has many cost-effective ways of supporting part-time faculty and thereby improving instruction and curriculum development. This memo summarizes some of the lowest/no cost, high impact practices. For the complete rules, please see Part-time Faculty Appointments 3359-20-6.1

Supporting Teaching Effectiveness (Section D):
Departments can provide part-time faculty with:
- Peer evaluations
- Supervisor evaluations

Privileges for Part Time Faculty (Section F):
- Faculty/peer mentor
- Opportunities for interaction with full-time faculty and information about departmental activities including departmental meetings
- Opportunities for and ability to contribute to discussions of curriculum issues

Professional Development and Departmental Decision-Making (Section G):
- Support for professional development (within departmental budget constraints) by attending local, state, or national workshops and conferences.
- Opportunity to request sections and teaching times
- Teaching and/or Service Awards
- Include part-time faculty in all professional opportunities
- Re-classification to higher salary grade if the specified criteria are met. (see section H.2 of these rules.)

Promotion to a higher salary level must be requested by the individual; however, our surveys show that many part-time faculty are unaware of this and may spend years at one rank when already qualified for promotion. This is unfortunate for morale, and we ask that you support at the departmental level our efforts to inform part-time faculty of the process. Though changing status will impact the department budget somewhat, part-time faculty with sufficient hours have earned and are entitled to an increase in salary.

Many of you are already implementing some of these suggestions, and for that we thank you. Please consider reviewing your department’s policies and practices regarding your part-time instructors to find low cost ways you can support the valuable work they do.

If you have any questions, suggestions, or comments, please feel free to contact us.

We appreciate your support,

Part-time Faculty Committee
Shannon Osorio, Part-time Faculty Senator and chair
Executive Summary and Action Items of Ad Hoc Committee on Interdisciplinary Initiatives

for May 4th Faculty Senate, 2017

Executive summary

The Ad Hoc Interdisciplinary Initiative Committee, set up by Faculty Senate in November “to develop an implementation plan for encouraging interdisciplinary teaching, research, experiential learning and community engagement” provides its report below. The Committee took a broad definition of “interdisciplinary” to refer to teaching or research that spans across two or more academic fields of study, concentrating on those activities that span specific units of the university, such as departments and colleges. It also chose to focus its initial efforts primarily on educational programs, while recognizing the importance of interdisciplinary research and community engagement.

In summary:

In a world in which interdisciplinary skills are increasingly valuable, the University of Akron is at the forefront through its range and depth of interdisciplinary activities. It is a point of distinction that has not been effectively stressed in publicity; with little effort we can showcase to potential students the important skills and experiences the University of Akron has to offer as we seek to increase enrollment.

Interdisciplinary activity has a long history at the University of Akron and in numerous programs it has offered rich opportunities to many students over the years, with minimal resources. But interdisciplinary work cannot flourish at the University of Akron without specific support from upper administration (President and Provost) as detailed in this report.

The Committee found significant campus wide interest in interdisciplinary activities: we received 485 replies to a faculty survey in December. The results of the survey helped us identify successful and promising initiatives of all kinds, examples of which we have set out in our Report (pp 3-5). They also confirmed the institutional and information problems faced in working across disciplines (for details of the survey, including the many comments, see Appendix A).

To carry out the charge to develop an implementation plan to reduce these problems and improve the interdisciplinary environment, the Committee carried out the following specific tasks as requested by the Faculty Senate:

1. Developed an inventory of interdisciplinary activities on campus. The file of 146 activities (with links) is attached to the Report as Appendix B. It provides the basis for a website for students and faculty to explore interdisciplinary activities, from interdisciplinary degrees, to interdisciplinary components to a program, interdisciplinary courses and the effective certificates, minors and accelerated cross-degree programs.

2. Documented specific barriers to interdisciplinary activities related to SCH, faculty load, joint appointments, cross-listing and cross-scheduling as well as lack of information. In each case we have suggested methods of solving these barriers, including a role for the Interdisciplinary Council outlined below.

3. Suggested a publicity plan, based on the new website and providing effective information to advisors and use of student media.
4. Developed a proposed institutional structure to support interdisciplinary initiatives and continue the work of the Ad Hoc Committee.

**Action Items**

The Committee asks that Faculty Senate:-

1. Endorse the importance of interdisciplinary activities at the University of Akron: that they have significant value and are an area of distinction.

2. Recommend that the President and Provost stress the importance of interdisciplinary activities to Deans, Chairs and faculty as a point of distinction of UA and state specifically that:-
   - departments consider ways to support and encourage interdisciplinary teaching and research, for example by including it in RTP and merit evaluations.
   - Deans, colleges and departments work with the Interdisciplinary Council to deal with bureaucratic issues of SCH, load hours, small classes and related roadblocks to strong interdisciplinary course and program development.
   - there be cooperation between departments and colleges in developing joint courses and programs that share resources and assist students in obtaining interdisciplinary skills and experience.
   - there is upper administration support of initiatives for strong research and teaching programs across disciplinary boundaries

3. Recommend that an Interdisciplinary Council be set up as stated below

An Interdisciplinary Council reporting to the provost and to Faculty Senate, consisting of 4 directors of interdisciplinary programs and centers (on a rotating basis), 5 faculty appointed by the Executive Committee of Faculty Senate, 1 department chair, 2 representatives of student government and a representative of OAA. Members of the Council would choose a Chair, Vice Chair and Secretary. Each council member will serve for a term of 3 years, with 1/3 of the members being appointed/elected each year.

This Council should facilitate and promote interdisciplinary activities by

- Maintaining the documentation of interdisciplinary activities on campus
- Developing and maintaining an interdisciplinary web-site as well as other forms of communication.
- Working with the administration to overcome institutional barriers like shared SCH and faculty load and bringing about effective change
- Providing opportunities for faculty to meet and share creative ideas that expand interdisciplinary initiatives.
- Assisting departments in the expansion of interdisciplinary activities and effective use of resources
- Developing interaction with community and potential employers on interdisciplinary needs
- Seeking funding for expanded activities from the community
The Chair of the Interdisciplinary Council should receive three credits load per semester plus have access to administrative resources, to ensure that these activities are carried out effectively.
Report and Recommendations of Ad Hoc Committee on
Interdisciplinary Initiatives, for May 4, 2017

Introductory Statement

This Committee was set up at the request of Faculty Senate (November 2016)

“--to develop an implementation plan for encouraging interdisciplinary teaching, research, experiential learning and community engagement.

The tasks for this committee should include:

1. Identifying and documenting existing interdisciplinary programs and activities on campus, in teaching, research and community engagement, including certificates, minors and joint majors.
2. Documenting specific institutional barriers to interdisciplinary activities (for example, cross-listing of courses, joint appointments across units, and faculty load issues) and involving administration in suggesting methods of solving them.
3. Suggesting how to establish an institutional space in which faculty from different disciplines and others can brainstorm and develop ways to add and improve interdisciplinary approaches to academic programs, and research.
4. Working with EXL center to set up a process to create, enhance and expand interdisciplinary learning opportunities and community engagement.
5. Suggesting methods to publicize the interdisciplinary initiatives on campus as a source of the strength of the University of Akron experience.
6. Determining the minimum resource needs to make this initiative possible”

The Committee has been meeting since late November, mostly on a weekly basis. First, the Committee decided on a broad definition of “interdisciplinary”: to refer to teaching or research that spans across two or more academic fields of study, concentrating on those activities that span specific units of the university, such as departments and colleges. It also chose to focus its initial efforts primarily on educational programs, while recognizing the importance of interdisciplinary research and community engagement.

We then developed a survey which went to faculty at the end of the Fall semester. There were 485 responses, many with multiple individual comments. We considered that this an indication of campus-wide interest in our work. The survey and its results are attached in Appendix A. The responses provided an invaluable source of data for the implementation tasks set out above and we sincerely thank those who replied.

This Report sets out the value of supporting interdisciplinary efforts, then describes the current interdisciplinary activity at the University of Akron, identifies barriers that hinder existing efforts and new initiatives, and recommends ways to overcome these barriers to enhance interdisciplinary work at the University of Akron.

Our overarching objective has been to complete a comprehensive description of interdisciplinary initiatives on campus, and the issues facing them. We see this Report as the basis for ongoing work to integrate and strengthen this aspect of the University of Akron’s mission.
Role of Interdisciplinary University Experience

In 2010 the Ad Hoc Committee on Organizational Structure and Organizational Effectiveness set up by Faculty Senate stated that “both students and faculty are enriched when we reach across disciplinary boundaries---Students are prepared for more diverse career paths and doors are opened for faculty to pursue exciting new venues for intellectual enquiry” To expand on this statement

1. What is the value of interdisciplinary university experience?
Contemporary educational success in our complex world requires students to be adaptable learners who can think critically and creatively about systems and work well in teams to solve problems. Disciplinary grounding followed by exposure to interdisciplinary educational and research opportunities are particularly good pathways to such preparation. Recognizing, supporting, and aligning our interdisciplinary activities so that programs of study are oriented to include it will directly serve our students as they move from grounding disciplinary content acquisition toward the work world.

“…educators have an obligation to prepare workforce-ready graduates who are prepared to assume their roles and responsibilities as highly effective team members…Ideally, it [interdisciplinary, team-based experiential learning] would progress to multidisciplinary experiences before graduation that integrate strategies that build the necessary teamwork skills of communication, collaboration, and respect.” (Masters, Baker, and Jodon 2013)

Many of the issues our graduates must tackle are by nature interdisciplinary (e.g., health care; local, regional, and global environmental issues, socio-political dynamics of nations; aging). Likewise, the wide array of tools and technologies they will require to take on these issues, and the need to effectively communicate with others who possess complementary skills, demand backgrounds and abilities that are interdisciplinary in nature. As a result, interdisciplinary, hands-on, problem-based, and team-based opportunities prepare students and can serve as valuable contributors for enrollment and retention.

2. What is the position of the University of Akron in interdisciplinary university experience?
Interdisciplinary activity is a point of distinction here. It is one of the strengths of the University of Akron that we have tremendous range and depth in interdisciplinary activities on campus. For example, recently the EXL Center has provided space and resources for faculty and student collaboration. Likewise, we have had publicity and recognition for the Integrated Bioscience program. Recent efforts to update and enhance other programs with interdisciplinary orientation, like the re-development of Theatre and changes in the Criminal Justice program also stand out. However, as this Report will show, there is a long history of interdisciplinary work, with many, many more interdisciplinary initiatives that do not receive the recognition they deserve, although they are already integral components of many of the strongest programs at the university. With little effort our wide array of interdisciplinary initiatives can be publicized to show the experiences and skills we create for our students. With administrative support we can maintain and enhance these activities to further add to the reputation of the University of Akron.

In addition, support of interdisciplinary additions to our strong disciplinary programs, will allow us to maintain and in fact improve the quality of the University of Akron experience, while helping to reduce costs and increase revenue. When departments add complementary courses from other departments to requirements or electives for degrees, encourage relevant minors, support interdisciplinary content or skill certificates for their students, they increase demand and class sizes of upper division courses, as well as provide a broader experience for students. Students will be encouraged to come to the University of Akron because they have the opportunity to integrate their knowledge in interdisciplinary classes (or un-classes) or in interdisciplinary teams.
Such opportunities can be especially important at the graduate level as we recruit non-subsidized students to attend the University of Akron. Cooperation by departments that reduce the length of undergraduate plus graduate degrees across disciplines encourages the best students to continue. Both the Law School and CBA have excellent programs of this type, and other departments have initiated them, but this model should be extended and publicized.

The interdisciplinary activities on campus fall into five areas that the committee strongly argues need additional support: a) interdisciplinary degrees; b) interdisciplinary teams; c) interdisciplinary certificates and minors; d) interdisciplinary components to degrees and courses; and e) accelerated undergraduate to graduate programs. Examples of these follow.

3. Examples of Interdisciplinary Activity:

3a. Interdisciplinary Degrees

i. **Integrative Biosciences (IB):** “Modern problems often require multidimensional approaches to their solution that require individuals who can interface with diverse scientists and engineers. The IB PhD program is specifically designed so that PhD students work in interdisciplinary teams from the inception of their studies, so that they learn how to work and communicate across an array of disciplines. Students and their faculty mentors design personalized coursework and research training experiences that draw from expertise across various disciplines, both on and off campus, encouraging novel approaches to bio-based research challenges.” Hazel Barton

ii. “The interdisciplinary **BS in Biochemistry** program, situated in the Department of Chemistry, was approved in 2006. The required courses are primarily from the Departments of Chemistry and Biology, and to a lesser extent from Mathematics and Physics. Electives in Polymer Science and Statistics are available. Undergraduate research and Honors Projects can involve the Departments of Chemistry, Biology and Polymer Science. The program has doubled the number of majors in the Department of Chemistry. The BS in Biochemistry degree is very versatile. Biochemistry majors have been admitted to medical and graduate schools and have found jobs in local industry” Claire Tessier

iii. “The **Computer Information Systems Digital Forensics Option** (implemented fall 2014) and the proposed **Computer Information Systems Cybersecurity Option** (now at the Faculty Senate level in the approval process) are prime examples of the benefits of interdisciplinary collaboration. Neither program could exist without the expertise of faculty in three departments (Applied General and Technical Studies, Business Information Technology, and Disaster Science and Emergency Services). Both programs are in high-demand and high-paying fields and they offer superb employment opportunities for graduates. The digital forensics program already has many students despite its rigorous technical nature and only word-of-mouth marketing. A large number of students expressed interest in studying cybersecurity at a recent recruiting event even though the proposed program was not mentioned to them. The directors of both programs believe they will be points of distinction for the university.” Scott Randby

3b. Examples of interdisciplinary teams

i. **Unclasses**. These were created to allow interdisciplinary teams of faculty and students to be more innovative and to focus on problem-based, team-based learning. Examples include the partnership between CBA, School of Communication, and Engineering embedding PR and Marketing students with Engineering Design Teams; a collaboration between Biology, Art, and a number of other disciplines problematizing the boundary between the university and the city; and upcoming
collaboration between Sociology, Applied Math (and potentially appealing to dietetics, physiology, art, and design students as well) focusing on the challenges faced by commuter students with a goal of improving the culture of the campus for this numerically dominant population.

ii. Faculty/Student Working Groups. An example of this is the **Resilient Communities Working Group** which arose from a workshop last Spring at EXL. Faculty from Arts and Sciences and Engineering came together along with several engineering students to collaborate on research and community engagement around energy resilience in low income neighborhoods. This has led to 2 University of Akron students working with STEM HS faculty and science classes developing and implementing curriculum, research partnership with a team in Barbados, and the early stages of an NSF IMEE proposal.

iii. Faculty-Driven Initiatives. These are EXL-supported **faculty projects** that seek to improve research and/or teaching through experiential learning. EXL explicitly encourages faculty to think in an interdisciplinary way in the development of their ideas. One example is the activity involving Polymer Sciences, the Libraries, and Geosciences in developing hands-on workshops for faculty and students to “demystify” the **hardware needed to improve data collection** in a wide range of fields.” Carolyn Behrman

iv. **Faculty driven team teaching:** “Interdisciplinary and international collaboration between the University of Akron **Modern Languages Department (French Section), Department of History**, and the Université du Maine in France includes: team-teaching during a semester at the University of Akron, and during summer program in Le Mans where students from the University of Akron and Le Mans take one common class in European history team taught by both French and American faculty. In addition, the University of Akron students with intermediate/advanced proficiency in French take part in experiential learning interning at various city and region offices and organizations under the supervision of the Franco-American faculty team. The collaboration is expanding to include the University of Akron’s Department of English. Plans are underway to organize a second international conference in Akron, after the first successful run in Le Mans, co-organized by the University of Akron and Le Mans faculty members.” Maria Adamowicz-Hariacz

3c. **Examples of Certificates and Minors**

i. Certificates: Despite minimal resources, interdisciplinary centers with certificates have had significant long-term success in areas like Women’s Studies, Pan-African Studies, Gerontology, Environmental Studies and Conflict Management. In some cases students have even come back to add a specialization or to study a topic in more depth. Because Certificates have not been recorded except at graduation, long-term data are hard to find, but for example there have been approximately 300 certificates in Gerontology. These certificates have added breadth to many students’ degrees and have added to their employability. In **Gerontology** for example, alumni have reported that this additional qualification has given them an edge in being hired especially after practicum placements. As example of the range of the effects of certificates: in **Women’s Studies** students have gone into a Women's Studies Ph.D. program, specialized in women's health after medical school, and added Women’s Studies because of a focus on midwifery in the Nursing program.

ii. Minors: For many programs, notably in the College of Arts and Sciences, there are considerable opportunities for minors in another discipline. The requirement of the College is for 40 credits of 300/400 level courses and many majors require many less credits at that level. This gives the opportunity for complementary work in another discipline. Again, because minors are only officially recorded after graduation, it is difficult to determine the number of minors given or with what major.
We hope to obtain more information from Institutional Research. Nevertheless, anecdotaly, minors seem to have improved the employment or graduate study possibilities of numerous students.

3d. Examples of an Interdisciplinary component to degree/program or Interdisciplinary aspect to course

i. “The Economics Department is reorganizing a degree to include data analytics and we do not have resources to do it all ourselves. So we have discussed with Finance about taking our courses in econometrics and we are reaching out to other departments not only in the College of Business, but also Statistics and Geosciences, to include complementary sequences of courses as electives in our degree. We feel this gives students a stronger background than they could get from us alone. Also it allows us to reorganize resources when we are unlikely to be able to hire new, only at best replacement, faculty.” Elizabeth Erickson

ii. “Since the Fall of 2014, the Department of Mechanical Engineering in the College of Engineering (COE) has been offering Discovery to Impact: Technology Entrepreneurship Courses with a view to bring together motivated graduate and senior undergraduate students on an experiential entrepreneurship journey which complements the Entrepreneurship courses offered by the College of Business (COB). From the beginning, the graduate course was designed to have interdisciplinary students, since every startup must necessarily have teams with business, technology and legal expertise. The class has proved to be extremely popular among COB MBA students, Polymer Science and Polymer Engineering (PSPE) students working in laboratories as well as COE students from various disciplines. The 3 credit course was backed originally from funding obtained through Venturewell. Several alumni from this course have gone on to become entrepreneurial leads for various University of Akron based spinoffs and the faculty student team have been successful in obtaining grants, awards and funding. Based on the success of this course, Venturewell has funded a modified version this course that focuses on a true interdisciplinary version i.e. Bio Mimicry based Entrepreneurship.” Gopal Nadkarni

3e. Examples of Accelerated undergraduate/graduate programs

i. “Our largest joint program is our joint JD/MBA – we currently have 16 students enrolled. Our joint JD/MBA students are typically pursuing a career in corporate/business law. Many of them find jobs in the following areas: compliance, risk management, in-house corporate counsel, tax firms (as tax associates), and in consulting roles. They find the joint degree to be very beneficial for these fields. I can tell you for the Class of 2015, the average starting salary for our grads who reported working in the business field was $62,000, which is higher than our average for grads who work in private law practice. This May, we have 6 graduating and that is pretty typical each year. We also have 3+3 programs that are just getting off the ground: https://www.uakron.edu/law/curriculum/three-plus-three - we have programs with Akron, Robert Morris, Walsh, Youngstown, and Mount Union in the works. We will admit our first group from various schools this coming fall.” Alisa Benedict O’Brien, Law School.

ii. “We have the JD/MBA (outlined above) as well as the JD/MTax and JD/MSA. The JD/Mtax students work primarily with the IRS, Law, Accounting or tax departments in large corporations. In most instances, the salary is much higher for a JD/MTax than a JD or MBA would receive. We graduate a few of these students each year. The JD/MSA is a new program which currently has only two students enrolled. It has a focus on Financial Forensics. The opportunities here will be in government, financial institutions, firms, and large corporations. We started looking up the joint degree students in Fall 2014 and since that time we have graduated 21 JD/MBA students and 6 JD/MTax students.
We recently worked out an agreement with NEOMED for a Pharm. D/MBA program which is not yet on the web page. The program is effective Fall 2017. We have already admitted one student and have about five more in the pipeline. Discussions are underway for an MD/MBA as well. The program will help Doctors and Pharmacy professionals better manage the business side of their practice or move into hospital or facility administration.

For non-business students we have the accelerated BS Applied Math/MBA. We have had about a dozen students admitted to the program since 2012: that is two or three each year but not all complete the degree. So far, we have had three graduate. Most seek opportunities in actuarial science or finance upon graduation. The addition of the business degree helps them fit in to corporate culture.

Many cooperative programs provide undergraduate students with the opportunity to take undergraduate business classes to waive MBA Gateway courses. Programs in this category include the BS/MD-MBA and the Honors Engineering-MBA options (See Appendix B of this Report). The BS-MD students gain knowledge to help them in Hospital administration as well as operations of their own practice. Over the past 8 years we have graduated about 10 and there are currently 6 to 8 enrolled. Engineering students who complete the MBA have the business knowledge to move out of the technical side and into managerial or supervisory positions within companies.” Myra Weakland, College of Business Administration

4. Why focus on interdisciplinary initiatives at the University of Akron?: in summary

- These are already integral components of many of the strongest programs at the University of Akron (see attached Appendix B.)
- Nurturing nascent activity will strengthen our degree programs (e.g., recent redevelopment of Theatre)
- Graduating students with these experiences and related skills will enhance the reputation of the university
- Pursuing interdisciplinary program innovations allows curricula and program change with limited faculty
- Research and teaching can be built on and strengthened with few resources
- EXL and the experiential learning initiative it promotes are well aligned (and already engaged with) these goals and many current programs
- It allows 3+2 programs of undergraduate into graduate work which students will pay for

Implementation Task 1: Identifying and documenting existing interdisciplinary programs and activities on campus, in teaching, research and community engagement, including certificates, minors and joint majors.

The Committee collected data identifying and documenting existing interdisciplinary activities and programs. This involved collecting material already on the University website, material from colleges and departments as well as sources identified in the Faculty Survey. It has been a long and difficult task and we do not know even now whether it is complete. The documenting file, with its links to further material is attached (Appendix B). Checking the links and making sure they access information needed by students is still in progress.

An inventory of the interdisciplinary programs, projects, and initiatives at the University of Akron yielded an extensive list across colleges and disciplines. Many units offer interdisciplinary learning opportunities
for students, in the form of minors, certificates, and areas of specialization. Faculty from different departments and disciplines collaborate on a regular basis to develop research proposals and innovative pedagogies. Faculty are working across traditional disciplinary divides (e.g. dance and theater with business; natural sciences and art; philosophy and bioscience).

The inventory at the moment is broken down by colleges and 146 activities and programs are recorded. The following chart shows that breakdown:

<table>
<thead>
<tr>
<th>College</th>
<th>No. Interdisciplinary Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCAS- Fine Arts</td>
<td>10</td>
</tr>
<tr>
<td>BCAS-Humanities</td>
<td>17</td>
</tr>
<tr>
<td>BCAS- Natural Sciences</td>
<td>14</td>
</tr>
<tr>
<td>BCAS-Social Sciences</td>
<td>40</td>
</tr>
<tr>
<td>CAST</td>
<td>12</td>
</tr>
<tr>
<td>CBA</td>
<td>13</td>
</tr>
<tr>
<td>CHP</td>
<td>18</td>
</tr>
<tr>
<td>COE</td>
<td>7</td>
</tr>
<tr>
<td>Law</td>
<td>4</td>
</tr>
<tr>
<td>LIFFCOE</td>
<td>2</td>
</tr>
<tr>
<td>PSPE</td>
<td>4</td>
</tr>
<tr>
<td>Wayne</td>
<td>5</td>
</tr>
</tbody>
</table>

_The next task is to get permission to set up an Interdisciplinary web site so that students, faculty and advisers can access the material. The Committee has checked what is technically required for this site. They are developing the introductory material and the search methods which are included as Appendix C._

**Implementation Task 2: Documenting specific institutional barriers to interdisciplinary activities (for example, cross-listing of courses, joint appointments across units, and faculty load issues) and involving administration in suggesting methods of solving them.**

The survey on interdisciplinary activities asked several questions regarding barriers in regard to teaching and research activities. Although the responses were varied (with almost 150 comments submitted), a few common themes in problems can be identified as:

1. Institutional Support (resources, time, etc.) and distribution of “credit”
2. Time and existing workload
3. Narrow focus of departments within the existing structure and lack of interest in collaboration from other colleagues/departments
4. Lack of support for interdisciplinary research in RTP and performance evaluation.

It should be noted that some faculty felt that the current system in place was sufficient.
Of the four issues listed above, the narrow focus of departments is a cultural hurdle resulting from the fact that disciplines can act as silos and departments can work purely within those limits. As we have outlined earlier, this focus can prevent the synergies of effective interdisciplinary collaboration. We hope over time to show that they can be overcome, especially if interdisciplinary activity is supported by the administration. The other problems have more specific solutions.

Using the survey results as the basis of discussion, the Committee considered that the first and most important part of the solution to barriers is:

1. To increase the effectiveness of interdisciplinary activities, it is critically important to have the support of the upper administration. Faculty and students need to know that the administration sees this as a strength of the university that is of significant value, and encourages and rewards interdisciplinary initiatives. If this type of work is an area of University of Akron distinction than upper administration should mandate/encourage all units to reward it in their RTP and merit standards. With this support, it should also be possible to solve issues that act as barriers.

2. The Committee then considered specific barrier issues, with examples and suggested solutions outlined below:

   a. **Student Credit Hours (SCH):** Departments base their planning and decisions on SCH generated by their department. This leads to departments, programs) believing they will be rewarded with resources (e.g. faculty or funding) if they enhance their SCH generation by having their students take as many classes as possible from their unit (or, even more likely, that they will be penalized somehow if SCH generation decreases). While this was important when the Ohio Legislature based funding on SCH, but it is much less relevant today, and especially at the department level. Given limitations on faculty resources, departments should be rewarded for incorporating courses from other departments into a program of study or at least not penalized.

   Also, lack of interaction between departments leads to the situations in which enrollment can be low because departments with similar needs do not combine to provide a single class, but each sets up its own, which relates to the minimum enrollment problem, (discussed in a different context below) as well as the SCH problem.

   Example: “One thing that interdisciplinary activity could do for the institution is to help reduce the redundancy created when departments/programs on campus compete for the same students. For example, if each program that wishes their students to learn about play (e.g. SPLA, education, child and family development, counseling) develops its own version of a play class, we take what could be a large class taken by a group of students from a variety of majors and instead offer several smaller classes in different programs taken by students of specific majors. From a resource standpoint, at a time when we have dwindling faculty resources, this seems inefficient. From the standpoint of quality, we miss out on the opportunity to provide an interdisciplinary learning experience for students—and perhaps a collaborative opportunity for faculty.” Pam Schultze, Professor, Child and Family Development

   Example: Technology Entrepreneurship courses have been taught by engineering faculty, and students from several colleges attend e.g. College of Business, PSPE and CAS along with engineering students from other COE departments (EE, CSE, CE etc.). However, spurred by the popularity of this course, the COB set up a parallel elective course number for business students registration so that course credits could be counted towards COB. Since graduate courses have a
required minimum of 10 students, there is the risk that the course could be dropped if 8 engineering students and 8 business students take the class simultaneously.

Possible solution: There could be a system to encourage exchange, so that if department X agrees to cross-list a course for department Y, then Y agrees to reciprocate and can demonstrate that this meets criteria that improved outcomes for the University of Akron, then the administration would agree to count all SCH’s in both departments for purposes of evaluating department productivity. The criteria to be met (“the template”) would be developed by the Interdisciplinary Council (IC see later) which would also be involved in negotiating disagreements between departments and between departments and the administration. The record of all such exchanges would be reported to IC.

b. Minimum Enrollment: It should be recognized that experimental interdisciplinary or certificate courses may experience small enrollments relative to more traditional discipline specific courses. Nevertheless, such courses may be an important offering for an interdisciplinary program of study, and students need to have such classes to graduate with joint degrees or certificates. Also these courses could later lead to important program development.

Possible solution: If faculty of more than one department wish to try new interdisciplinary classes, they should develop a rationale based on a criteria “template” developed by IC that represent the goals of increasing the quality and quantity of the University of Akron programs and include for e.g. methods of load shifting and SCH sharing over longer periods. A certain number of low enrollment sections would be allowed each year, with time limits on how long lower enrollments will be allowed during the program building stage.

c. Faculty Load: Faculty should not be penalized for collaborating on interdisciplinary activities. For example, there are problems with how the course load hours are allocated for team taught courses. Many survey comments asked that both faculty be given the full load hours. Although this may not be possible, partial load may not be reflective of the effort required for team taught courses, nor may it reflect the educational impact of the course. This could be potentially addressed with a mechanism to allow for banking and sharing of load hours.

Possible solution: This could be addressed with a standard mechanism “template” recommended by the Interdisciplinary Council to allow for banking and sharing of load hours, so faculty teams can ‘bank’ load over a 1-2 year period that allows faculty and units to act on their own, in a timely manner (response to grant RFP or availability of data or student demand). Expecting faculty and units to seek permission each time they want to do the right thing simply because interdisciplinary work falls outside bureaucratic boxes inhibits innovation and just adds another avoidable hurdle to an already challenging task that is central to what makes the University of Akron distinctive.

d. Difficulties in cross-listing and in scheduling: Interdisciplinary degrees like Biochemistry and interdisciplinary certificates like Gerontology and Women’s Studies have major issues in scheduling so that their students can graduate in reasonable time. By being involved in the scheduling of certificate courses given in different departments, it is possible to avoid conflicts that make it difficult for students to meet requirements. However, there is no mechanism in place for departments to plan together to schedule effectively for students who are not their specific majors. Cross listing classes so students from two departments can sign up easily for courses that are important to more than one department is discouraged.

Examples of scheduling challenges
“Many of the 300/400 level courses in Biology that are part of the Biochemistry degree are not high enrollment courses in the Biology degrees. Therefore, these courses are a lower priority from the perspective of the Department of Biology and are taught only every other year because of the limited number of faculty. Advisors in the Department of Chemistry must emphasize to Biochemistry majors that if they have the prerequisites and the course is being offered, the students must take the course that semester. When a professor who teaches a required, upper-level Biology course in the Biochemistry degree retires or goes on sabbatical, elective courses have been used as substitutes or Department of Chemistry faculty have had to teach a substitute course.”

Examples of cross-listing problems

“It is logistically difficult to cross-list courses in two (or more) departments. It is not clear if this is a problem due to the schedule of classes software or lack of standard procedures. It is often necessary to improvise: For an example, in the Fall I am teaching an "un-class" that we are listing as a Special Topics course in Sociology but allowing students to sign up for through Independent study in their "home" department if that meets their major needs or to substitute the credit if they are students in the Conflict Transformation certificate program.”

Possible solutions: More collaboration between departments is needed to develop appropriate substitutes when courses are needed for interdisciplinary degrees. The technical issues related to program software and standard procedures need to be investigated further.

e. 120 credit issue. State efforts to reduce credits for graduation could be a problem for interdisciplinary initiatives, given that students need to have sufficient credits for their majors.

Possible solution: We note that with the new General Education program, extra credits beyond the major can come from Gen Ed tags outside one department and can work with efforts to encourage minors that add to content or skill strength of students. Engineering and CBA are schools that are working on doing this.

f. Lack of information for students, faculty and administration: Students do not know the opportunities for strengthening content, skills and/or experience by interdisciplinary activities. Partially this is because of the departmental “silo” mentality and partly because there is no major advocate for interdisciplinary work. Faculty are often unaware of interdisciplinary initiatives (like co-operative courses or available complementary skills). Administration is not aware of the numbers of students involved in interdisciplinary activities.

Example: The interdisciplinary degree PPE (Philosophy, Politics and Economics) at the University of Akron requires significant course work in all three disciplines. It is the degree sought by large number of students of Oxford University in the United Kingdom interested in public policy. Many students in this major at the University of Akron say that they only heard of it by accident. Faculty in all three departments are more likely to suggest majors in their own field.

Example: The problem of minors and joint majors: A search of the Bulletin finds listings for many, many minors. However there is no active policy for helping students choose minors, or consider minors when determining requirements for degrees v elective credits. Advisors may or may not suggest appropriate minors to students, though in many cases an appropriate minor or
interdisciplinary certificate could enhance the value of their degree and make them more attractive to potential employers or graduate programs.

In addition, departments do not know whether a student has a minor in their discipline until after graduation and there is no way for them to count minors (or joint majors) when they are providing information to the administration on the strength of their program(s). In the case of collaborative degrees like JD/MBA numbers are hard to determine because when most of the students are graduate, only the MBA is listed without noting that they come from a special program, especially when a count is asked for years later.

Possible solution: collaboration. Encouraging programs to work together to meet overlapping curricular needs, would allow discussion of minors appropriate to particular degrees and increase the numbers of students in upper-division classes for each discipline. It would make it easier for students to pursue minors or interdisciplinary certificates, which may enhance the value of their degree, and even make them more attractive to potential employers or graduate programs.

Possible solution: technical: “Tracking is tricky when programs are collaborative because they do not have a specific program code so they are not easily recognizable in reports generated from PeopleSoft or ZipReports. Most departments use those reports to generate lists and track students. Even with our own in house database we prefer not to list the program as the collaborative one because that makes matching the student to PeopleSoft challenging. Perhaps when it is determined what our new software system will be we can add a field to make notations such as these to help clarify it.” Myra Weakland, College of Business Administration

g. **Joint appointments:** Interdisciplinary activities can provide a demand for faculty who have joint appointments. There can be problems, even though procedures do exist for such appointments. Even when it is clear that one department needs to be chosen for RTP, the teaching load or requirements of the other department can make it difficult for the faculty member, even when joint research is agreed to be acceptable. This discourages such appointments even when they could be very effective for example in the new interdisciplinary communication degree where a joint appointment in sports management and communication could be very useful.

Possible solution: There could be more use of joint titles for faculty interested in teaching or research in a secondary department. This is used by the Department of Modern Languages which has a member of the History Department who has a joint title. It involves agreements on teaching and research, but does not affect RTP which is in the primary department.

h. **Barriers to research.** As stated earlier, in the time available the Committee concentrated on the issues relating to teaching. However, the survey results documented problems with respect to interdisciplinary collaborative research as well. The Committee recommends that IC explores the issues related to research as soon as possible.

Implementation Tasks 3 and 4 and 6. Suggesting how to establish an institutional space in which faculty from different disciplines and others can brainstorm and develop ways to add and improve interdisciplinary approaches to academic programs, and research. Working with EXL center to set up a process to create, enhance and expand interdisciplinary learning opportunities and community engagement. Determining the minimum resources to make this initiative possible.

The Committee discussed the need to work with existing interdisciplinary Centers and Programs related to academic programs and research and to incorporate the EXL center with its stress on community
engagement. They also considered that there were many other stakeholders on campus involved in the wide range of interdisciplinary activities, including faculty, chairs, students and administrators. In order to carry out the implementation plan we have suggested to co-ordinate and support these activities, there needs to be a body to help make and support the changes. It is a task that will take significant effort and time, but the Committee felt that would be of real benefit to the University of Akron. To carry this out they have suggested the following:

An Interdisciplinary Council reporting to the provost and to Faculty Senate, consisting of 4 directors of interdisciplinary programs and centers (on a rotating basis), 5 faculty appointed by the Executive Committee of Faculty Senate, 1 department chair, 2 representatives of student government and a representative of OAA. Members of the Council would choose a Chair, Vice Chair and Secretary. Each council member will serve for a term of 3 years, with 1/3 of the members being appointed/elected each year.

This Council should facilitate and promote interdisciplinary activities by

- Maintaining the documentation of interdisciplinary activities on campus
- Developing and maintaining an interdisciplinary web-site as well as other forms of communication.
- Working with the administration to overcome institutional barriers like shared SCH and faculty load and bringing about effective change
- Providing opportunities for faculty to meet and share creative ideas that expand interdisciplinary initiatives.
- Assisting departments in the expansion of interdisciplinary activities and effective use of resources
- Developing interaction with community and potential employers on interdisciplinary needs
- Seeking funding for expanded activities from the community

The Chair of the Interdisciplinary Council should receive three credits load per semester plus have access to administrative resources, to ensure that these activities are carried out effectively.

Implementation Task 5. Suggesting methods to publicize the interdisciplinary initiatives on campus as a source of the strength of the University of Akron experience.

The Committee noted the problems listed earlier relating to lack of communication on interdisciplinary activities. They discussed how to improve communication and made the following suggestions to be followed up by Interdisciplinary Council:

- Establishing the web site from the inventory of activities.
- Providing academic advisors with information on interdisciplinary initiatives, using a trifold to be provided to students
- Using WZIP, ZIP news and social media to publicize interdisciplinary activities, incorporating the help of Communications interns.

This Report is respectfully submitted by the Committee

Elizabeth Erickson, (Chair) Economics
Maria Adamowicz-Hariasz, Modern Languages
Hazel Barton, Biology
Carolyn Behrman, EXL Center
Susan Kushner-Benson, Educational Foundation and Leadership
Kathleen Endres, Communication
Kathryn Feltey, Sociology
Lori Fielding, University Libraries
Seungbum Lee, Sports Science
Huey-Li Li, Educational Foundation and Leadership
Gopal Nadkarni, Mechanical Engineering
Rikki Patton, Counseling
Dane Quinn, Mechanical Engineering
Scott Randby, Applied General and Technical Studies
Anthony Samangy, Design
Pamela Schulze, Family and Consumer Sciences
Christin Seher, Nutrition and Dietetics
Paul Shiller, Civil Engineering
Jim Slowiak, Theatre
Harvey Sterns, Psychology
Claire Tessier, Chemistry
Appendix A

Interdisciplinary Initiatives Survey
Survey instrument for Faculty survey on Interdisciplinary Initiatives in December 2016

Interdisciplinary opportunities are a major strength of the University of Akron. The Faculty Senate recently formed an ad hoc Interdisciplinary Initiatives Committee to help develop and promote this strength. The committee has been charged with three main tasks: to identify, evaluate and map the complexity of interdisciplinary programs and activities on campus to understand and isolate the barriers and difficulties associated with interdisciplinary programs and activities, and to find efficient ways of promoting the existing successful interdisciplinary programs and activities in a holistic manner. Your responses to this brief survey are an important first step in identifying and promoting interdisciplinary efforts on our campus. It should only take a few minutes of your time, and your responses will be completely anonymous.

1. What is the department/school/unit (if joint faculty, please list the unit of your primary appointment)

2. What is your rank/title?
   ○ assistant professor
   ○ associate professor
   ○ professor
   ○ assistant professor of practice/instruction
   ○ associate professor of practice/instruction
   ○ senior professor of practice/instruction
   ○ adjunct faculty: assistant lecturer
   ○ adjunct faculty: associate lecturer
   ○ adjunct faculty: senior lecturer
   ○ other __________________________

3. In your opinion, how important is it for you to engage in interdisciplinary scholarly activities?
   ○ Extremely important
   ○ Very important
   ○ Moderately important
   ○ Slightly important
   ○ Not at all important

4. In your opinion, how important is it for students to have interdisciplinary learning experiences?
   ○ Extremely important
   ○ Very important
   ○ Moderately important
   ○ Slightly important
   ○ Not at all important
5. What interdisciplinary programs are in your area (e.g. interdisciplinary certificates or minors, 4+1/3+2 programs between two disciplines, etc.--please specify undergraduate, graduate, or both)? If possible, please provide a url to a description.

6. Do you have responsibilities in a program (or programs) outside your primary department/school/unit?
   - Yes
   - No

7. Do you receive a workload adjustment for the work you do outside the department/school of your primary department?
   - Yes (please explain) ____________________
   - No

8. What sort of interdisciplinary activity have you been involved in? Please check as many as apply.
   - teaching
   - research
   - service/professional activity
   - Other (please explain) ____________________

9. What types of interdisciplinary teaching activities have you been engaged in? Please check as many as apply.
   - cross-listed course(s)
   - served on interdisciplinary honors, thesis, or dissertation committee
   - team taught class
   - discipline is inherently interdisciplinary (e.g. Women's Studies, Asian Studies, etc.)
   - joint appointment with more than one unit (please indicate which units)
     ____________________
   - teach class(es) that count toward an interdisciplinary program (e.g. certificate or minor)
   - other (please explain) ____________________

10. What types of interdisciplinary professional or service activities have you been engaged in?
    - presentations with colleagues from other disciplines
    - service on interdisciplinary boards or committees
    - co-sponsored seminars, workshops, conferences, or other professional development
    - interim, acting, or co-chair/director for unit outside one's discipline
    - advising interdisciplinary student organizations
    - Other (please explain) ____________________

11. What new interdisciplinary efforts are you working on or planning, if any?
12. Are marketing/recruitment efforts of interdisciplinary programming you've been involved with sufficient to keep the program viable (e.g. attract sufficient numbers of students)?
   - yes
   - no
   - not sure

13. What do you perceive to be the barriers to interdisciplinary teaching at the University of Akron?
   - administrative support
   - workload/release time
   - difficulty with cross-listing courses
   - issues with which unit gets credit for SCH generation
   - the curriculum proposal system
   - advertising/recruiting students to enroll in/ engage in interdisciplinary programming
   - difficulty finding colleagues interested in collaborating
   - other (please explain) ____________________

14. What do you perceive to be the barriers for interdisciplinary research or other scholarly activity?
   - Lack of PDL support for interdisciplinary activities
   - difficulty finding colleagues interested in collaborating
   - difficulty getting administrative support/approval
   - difficulty finding funding opportunities/ getting approved for funding
   - Other (please explain) ____________________

15. Please provide us with any suggestions you have for how to improve, encourage, or promote interdisciplinary activity at the University of Akron.
Appendix B

Close-ended Questions
2. What is your rank/title?

<table>
<thead>
<tr>
<th>Rank/Title</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant professor</td>
<td>51</td>
<td>10.5</td>
</tr>
<tr>
<td>Associate professor</td>
<td>92</td>
<td>18.9</td>
</tr>
<tr>
<td>Professor</td>
<td>113</td>
<td>23.3</td>
</tr>
<tr>
<td>Assistant professor of practice/instruction</td>
<td>33</td>
<td>6.8</td>
</tr>
<tr>
<td>Associate professor or practice/instruction</td>
<td>13</td>
<td>2.7</td>
</tr>
<tr>
<td>Senior professor of practice/instruction</td>
<td>25</td>
<td>5.1</td>
</tr>
<tr>
<td>Adjunct faculty: assistant lecturer</td>
<td>30</td>
<td>6.2</td>
</tr>
<tr>
<td>Adjunct faculty: associate lecturer</td>
<td>21</td>
<td>4.3</td>
</tr>
<tr>
<td>Adjunct faculty: senior lecturer</td>
<td>59</td>
<td>12.1</td>
</tr>
<tr>
<td>Other</td>
<td>34</td>
<td>7.0</td>
</tr>
<tr>
<td>Total</td>
<td>471</td>
<td>96.9</td>
</tr>
</tbody>
</table>

3. In your opinion, how important is it for you to engage in interdisciplinary scholarly activities?

<table>
<thead>
<tr>
<th>Importance</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely important</td>
<td>175</td>
<td>36.0</td>
</tr>
<tr>
<td>Very important</td>
<td>153</td>
<td>31.5</td>
</tr>
<tr>
<td>Moderately important</td>
<td>93</td>
<td>19.1</td>
</tr>
<tr>
<td>Slightly important</td>
<td>38</td>
<td>7.8</td>
</tr>
<tr>
<td>Not at all important</td>
<td>13</td>
<td>2.7</td>
</tr>
<tr>
<td>Total</td>
<td>472</td>
<td>97.1</td>
</tr>
</tbody>
</table>

4. In your opinion, how important is it for students to have interdisciplinary learning experiences?

<table>
<thead>
<tr>
<th>Importance</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely important</td>
<td>220</td>
<td>45.3</td>
</tr>
<tr>
<td>Very important</td>
<td>162</td>
<td>33.3</td>
</tr>
<tr>
<td>Moderately important</td>
<td>73</td>
<td>15.0</td>
</tr>
<tr>
<td>Slightly important</td>
<td>13</td>
<td>2.7</td>
</tr>
<tr>
<td>Not at all important</td>
<td>5</td>
<td>1.0</td>
</tr>
<tr>
<td>Total</td>
<td>473</td>
<td>97.3</td>
</tr>
</tbody>
</table>

6. Do you have responsibilities in a program (or programs) outside your primary department/school/unit?

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>92</td>
<td>18.9</td>
</tr>
<tr>
<td>Total</td>
<td>473</td>
<td>97.3</td>
</tr>
</tbody>
</table>
7. Do you receive a workload adjustment for the work you do outside the department/school of your primary department?

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>21</td>
<td>4.3</td>
</tr>
<tr>
<td>Total</td>
<td>89</td>
<td>18.3</td>
</tr>
</tbody>
</table>

8. What sort of interdisciplinary activity have you been involved in? Please check as many as apply.

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td>219</td>
<td>45.1</td>
</tr>
<tr>
<td>Research</td>
<td>207</td>
<td>42.6</td>
</tr>
<tr>
<td>Service/Professional</td>
<td>233</td>
<td>47.9</td>
</tr>
<tr>
<td>Other</td>
<td>49</td>
<td>10.1</td>
</tr>
<tr>
<td>Total</td>
<td>485</td>
<td>99.8</td>
</tr>
</tbody>
</table>

9. What types of interdisciplinary teaching activities have you been engaged in? Please check as many as apply.

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cross-listed courses</td>
<td>54</td>
<td>11.1</td>
</tr>
<tr>
<td>Served on interdisciplinary honors, thesis, or dissertation committee</td>
<td>82</td>
<td>16.9</td>
</tr>
<tr>
<td>Team taught class</td>
<td>48</td>
<td>9.9</td>
</tr>
<tr>
<td>Discipline is inherently interdisciplinary</td>
<td>60</td>
<td>12.3</td>
</tr>
<tr>
<td>Joint appointment with more than one unit</td>
<td>28</td>
<td>5.8</td>
</tr>
<tr>
<td>Teach class(es) that count toward an interdisciplinary program (certificate or minor)</td>
<td>89</td>
<td>18.3</td>
</tr>
<tr>
<td>Other</td>
<td>39</td>
<td>8.0</td>
</tr>
</tbody>
</table>

10. What types of interdisciplinary professional or service activities have you been engaged in?

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentations with colleagues from other disciplines</td>
<td>129</td>
<td>26.5</td>
</tr>
<tr>
<td>Service on interdisciplinary boards or committees</td>
<td>123</td>
<td>25.3</td>
</tr>
<tr>
<td>Co-sponsored seminars, workshops, conferences, or other professional development</td>
<td>104</td>
<td>21.4</td>
</tr>
<tr>
<td>Interim, acting, or co-chair/director for unit outside one’s discipline</td>
<td>26</td>
<td>5.3</td>
</tr>
<tr>
<td>Advising interdisciplinary student organizations</td>
<td>52</td>
<td>10.7</td>
</tr>
<tr>
<td>Other</td>
<td>37</td>
<td>7.6</td>
</tr>
</tbody>
</table>
12. Are marketing/recruitment efforts of interdisciplinary programming you've been involved with sufficient to keep the program viable (e.g. attract sufficient numbers of students)?

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>38</td>
<td>7.8</td>
</tr>
<tr>
<td>No</td>
<td>140</td>
<td>28.8</td>
</tr>
<tr>
<td>Not sure</td>
<td>217</td>
<td>44.7</td>
</tr>
<tr>
<td>Total</td>
<td>395</td>
<td>81.3</td>
</tr>
</tbody>
</table>

13. What do you perceive to be the barriers to interdisciplinary teaching at the University of Akron?

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative support</td>
<td>172</td>
<td>35.4</td>
</tr>
<tr>
<td>Workload/release time</td>
<td>231</td>
<td>47.5</td>
</tr>
<tr>
<td>Difficulty with cross-listing courses</td>
<td>120</td>
<td>24.7</td>
</tr>
<tr>
<td>Issues with which unit gets credit for SCH generation</td>
<td>126</td>
<td>25.9</td>
</tr>
<tr>
<td>Curriculum proposal system</td>
<td>147</td>
<td>30.2</td>
</tr>
<tr>
<td>Advertising/recruiting students to enroll in/engage in interdisciplinary programming</td>
<td>126</td>
<td>25.9</td>
</tr>
<tr>
<td>Difficulty finding colleagues interested in collaborating</td>
<td>106</td>
<td>21.8</td>
</tr>
<tr>
<td>Other</td>
<td>75</td>
<td>15.4</td>
</tr>
</tbody>
</table>

14. What do you perceive to be the barriers for interdisciplinary research or other scholarly activity?

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choice lack of PDL support for interdisciplinary activities</td>
<td>50</td>
<td>10.3</td>
</tr>
<tr>
<td>Difficulty finding colleagues interested in collaborating</td>
<td>67</td>
<td>13.8</td>
</tr>
<tr>
<td>Difficulty getting administrative support/approval</td>
<td>87</td>
<td>17.9</td>
</tr>
<tr>
<td>Difficulty finding funding opportunities/getting approved for funding</td>
<td>111</td>
<td>22.8</td>
</tr>
<tr>
<td>Other</td>
<td>70</td>
<td>14.4</td>
</tr>
</tbody>
</table>
Appendix C

Open-ended Questions
5. What interdisciplinary programs are in your area (e.g. interdisciplinary certificates or minors, 4+1/3+2 programs between two disciplines, etc.—please specify undergraduate, graduate, or both)? If possible, please provide a url to a description.
8. What sort of interdisciplinary activity have you been involved in? Other (please explain)

**BCAS-FINEARTS**
- Director of Center for Family Studies
- Leadership in professional organizations

**BCAS-HUMANITIES**
- Activism, Health
- Serving on dissertation committees

**BCAS-NATSCI**
- Public outreach
- Center development

**BCAS-SOCSCI**
- Work with interdisciplinary center
- Director of certificate program
- Program and curriculum development

**CAST**
- Collaboration with outside department to include new course into program
- Curriculum development
- Degree program development

**CHP**
- Interdisciplinary team at NEOMED
- Field instructor
- Medtapp grant

**LAW**
- I-Corps

**LJFFCOE**
- EXL

**OTHER**
- Served on dissertation committees of other departments
- Study abroad
- Facilitated with nutrition faculty a journal club for undergraduate nutrition and dietetics students
- Simulations both on and off campus
9. What types of interdisciplinary teaching activities have you been engaged in? Other (please explain)

**BCAS-FINEARTS**
- Taught unclass with involvement of faculty from other disciplines/departments

**BCAS-HUMANITIES**
- Learning Community
- Team teaching bioethics with MDs in local hospitals

**BCAS-NATSCI**
- Taught education students about outdoor education. Guess lecture in Engineering senior seminar
- Center activities with external partners

**BCAS-SOCSCI**
- NEOMFA

**CAST**
- Co-director of interdisciplinary programs

**CHP**
- Workshops with Kent State University personnel
- We are starting up a clinic
- Classes with diversity concept
- Simulation supported by 3 year grant...part of course for various disciplines
- Simulation with nursing

**COE**
- Teaching courses covering interdisciplinary activities

**OTHER**
- Learning Community
- Taught courses in CAST
- Simulation
- Partner with Summa Health Systems to teach Resident Physicians, Nurses and Nursing students, Social Workers, Respiratory Therapists, and EMT students how to work with other disciplines for better patient outcomes instead of focusing only on their individual discipline.
10. What types of interdisciplinary professional or service activities have you been engaged in? Other (please explain)

**BCAS-FINEARTS**
- Writing proposals, making projects
- Publications/joint research projects with colleagues from other disciplines
- Engaging with non-profits in the area with student involvement of their design services
- Co-Artistic Director of New World Performance Lab
- Advisory council of the Center for Child Development (was jointly run by Family & Consumer Sciences and College of Education)

**BCAS-HUMANITIES**
- 20 years professional experience in business, social activism, health information/advocacy
- Member of several hospital ethics committees
- Advising interdisciplinary certificate seeker in the Health Professions
- Coordinate general education program

**BCAS-NATSCI**
- Provide research results, presentations (some for continuing ed. credit) to area agencies, parks, citizens groups
- Have supervised events in various subjects for the Science Olympiad regional tournament

**BCAS-SOCSCI**
- Work with a private foundation
- Directed the World Civilizations program, which employs faculty across disciplines; I also co-chaired the Global Studies Initiative Committee

**CBA**
- Consulting activities
- Grant work
- Inter-collegiate entrepreneur programs

**CHP**
- Clinics/Screenings
- Co-advisor interdisciplinary Honor's projects
- NIH Grant
- Grant writing
- Initiating a new student organization
- Interdisciplinary activities for patient care (audiology, speech, PT & others?)
- Health fairs or wellness programming

**LJFFCOE**
- Grant Activity with faculty from other colleges
11. What new interdisciplinary efforts are you working on or planning, if any?

**BCAS-FINEARTS**
- Collaboration to incorporate video and new technology into dance performances
- Graphic Design and other Fine Art Majors could benefit from a combined art/business certificate or degree program. Designers often run their own firms so a BA/MBA would be a unique offering at UA. Also, working on a combined user experience design option and game design option with Computer Science
- I teach design x nine which works with other areas both on and off campus. Students often work with clients from other disciplines. I also teach a 3D modeling and 3D Printing course which attracts students from different disciplines and provides a unique interdisciplinary learning environment.
- Initiating the new theatre curriculum/majors The Me Too Monologues The Devil's Milk Trilogy
- Music and Environmentalism
- New cross listed courses in biomimicry
- New interdisciplinary theatre options; The Me Too Monologues
- Ongoing research projects
- Plan to develop domestic abuse training offered by the Center for Family Studies.
- Revising the curriculum of interdisciplinary new media minor
- UA does not have an architecture program with which I could work.

**BCAS-HUMANITIES**
- A non-STEM pre-med major, a number of different "philosophy of" and "philosophy and" courses, such as "Philosophy of Biology," "Philosophy of Education," etc. All of these are in the planning stages.
- Archaeological research project with specialist in geology in an effort to reconstruct past landscape and environment
- Composition I with Human Cultures, Composition II with Human Diversity
- Creating first year composition classes for specific majors
- Helping with an event to honor Women's History Month in March Giving a lecture to a scholarly book club in Cleveland
- I am conduction a research project in Classical reception studies using Anthropological data gathering techniques.
- I have also created a Beginning Medical Spanish Certificate for Health Care Professionals at Akron Children's Hospital. As of Fall 2017, Summa and Akron General/Cleveland Clinic health care professionals are planning to participate.
- I'm interested in developing an interdisciplinary "un-class," but at this point, it's just in the idea stage.
- Interdisciplinary assessment for general education
- Research on undergraduate students' writing in majors
- My current funded research involves a senior interdisciplinary faculty team from Anthropology, Chemistry, Geosciences, and Criminal Justice Studies. My current active courses are cross-listed in History, Geology, and Geography.
- Neuroethics and Friendly Artificial Intelligence (FAI)
• Reaching out to Biomedical Engineering, Polymer Engineering, Nanoscale Engineering to suggest new research projects that would benefit UA and medical science. Also, continued studies of current and popular culture to see how our perceptions of one another are reflected in and constructed by mass and social media among other influences.
• There doesn't seem to be much interest in other depts. Working with the Spanish professors.
• Unmanned aerial vehicles in research
• Working through EXL Center to support others efforts and foster new interdisciplinary, hands-on, community-engaged learning opportunities.

**BCAS-NATSCI**
- Biomimicry
- BS/MS in Data Analytics
- Campus community garden
- Continued work with biomimicry; anticipated work with certificate or graduate program in biodesign
- Developing new courses in the area of science, technology, and society
- Field trips for academic credit
- I am on a research team with faculty members from two other departments.
- I have several interdisciplinary research projects that are ongoing.
- I was officially hired via the Biomimicry Research & Innovation Center, thus everything I do is supposed to be interdisciplinary
- Interdisciplinary advanced materials research
- Interdisciplinary assessment and evaluation collaborative
- Interdisciplinary research projects related to archaeology and related to engineering
- Ohio Board of Regents supported teacher-training workshops. Collaboration with colleague in College of Education. Funded for past 2 years.
- Team taught course development; research
- The Department of Statistics has had discussions with other programs to develop interdisciplinary efforts. Unfortunately, our department has lost many faculty members and we no longer have the resources to pursue this endeavor.
- Thinking about MS program
- Working with grads from Civil Engineering in this Sea grant.

**BCAS-SOCSCI**
- Development of storytelling initiative in the community
- I am working with Criminal Justice Studies with our new joint program and working with helping advising students with a joint effort
- I continue to work on the interdisciplinary efforts we began two years ago, as listed above.
- I serve on the Faculty Steering Committee of the EXL Center.
- I would like to contribute to making our Pan-African Studies more robust here at the University of Akron by developing it into a minor program.
• I'm the primary author of the 3+2 BA (History) / JD program. I will be submitting this for consideration by the BCC in the Spring.
• In addition to new CJ program, discussion of a 3-1 certificate / program with the law school
• Multi-site NIH grant projects
• Research - collaborating with historian on ongoing project
• Study-Abroad joint program between History and Modern Languages with Universite du Maine in Le Mans, France.
• The possibility of cooperation around sustainable living
• Trying to build a MA program that would connect communication efforts to health sciences and athletics.
• Unclass for the EXL Center
• Women in politics is a class that will be offered to MPA and undergraduates from any discipline
• Working on documentaries - one working towards doctorate that incorporates leadership of non-profits and local relocated people.
• Working through the Bliss Institute to develop Bachelor of Law in cooperation with Political Science, Philosophy, and Law; Developing preliminary organizational plans for a potential International/Global Studies curriculum

CAST
• A new B.S. degree in cybersecurity. The degree involves three disciplines and is working its way through the curriculum process.
• Cybersecurity
• Cybersecurity Degree that will have representation from CIS, Disaster Service and Emergency Management and Applied General and Technical Studies.
• Developing an Associate of Science with Concentration on Supervision and Management
• Grants "facilitator" for 1 or more cybersecurity grant proposals.
• Increase industrial assistantship opportunities
• Met with Medical Assisting program coordinator about possibly including 2 new AGTS courses into that program. Medical Assisting Coordinator acknowledged that the AGTS courses "Integrated Human Behavior and Health" and "Death and Dying for Health Care Professionals" (both Non-Ged Ed courses) will be included in the curriculum and will be required courses in the Medical Assisting program (beginning 2018).
• Military credit agreements
• Trying to get a GIS course (CAST) as an elective in the Civil Engineering program.

CBA
• 3+2 program with finance
• 3+2 degree programs with economics.
• Interdisciplinary student competition teams.
• Have spoken to faculty in FEN as several Nutrition students would like to work with us to develop a stronger track combining both business and nutrition programming
• I am doing a research project / paper with an Education Psychologist to study how individuals make financial decisions
• Research
• Student run companies on campus
• Student-run sustainable business

CHP
• Grant writing activity with multi-CHP professions and Summa Healthcare
• Pilot testing for NSF grant with Electrical Engineering
• Edgewood Connect Wellness Wednesday programs
• Manuscript development with nursing
• Active Aging Wellness Fair at Callis Tower (annual since 2010)
• Minority Health Month wellness fair
• Active learning internship across two departments
• Collaboration with non-nursing faculty/health care professionals, driven externally by Medtapp Health Care Access funding opportunity
• Collegiate Recovery Community
• Cross course with counseling Allied health initiatives with radiologic tech etc
• Existing and new Interprofessional simulation trainings are planned for health professions students related to care of geriatrics and pediatric populations. I am also working with an interdisciplinary team to apply for a grant to support interdisciplinary care associated with the Nursing Center for Community Health housed on campus in MGH.
• Had been working on promoting interdisciplinary/interprofessional activities within the College of Health Professions.
• Inter professional: World Health Organization
• Interdisciplinary grant
• Research
• Research grant proposal with a colleague from Nursing (College of Health Professions)
• Research publication
• Research with NEOMed
• Trying to work with NEO Med to implement interdisciplinary activities for motivational interviewing
• Viewing Globally and Acting Locally to Promote Community Health
• We are working to develop an interdisciplinary model for patient care, which will include audiologists, speech therapists, physical/occupational therapists and possibly a family counselor. My specialized research field is also interdisciplinary, between audiologists, veterinarians, biologists, animal scientists, animal bioacousticians and animal behaviorists. We perform hearing testing on dogs and other animals, and study animal communication (bioacoustics), across a broad array of species.
• We strive to provide interdisciplinary experiences for the students through interprofessional simulations.
• We want to bring in an OT or PT to work with us during augmentative-alternative communication evaluations. We are collaborating with audiology starting in the Spring 2017.
• Working with the other College of Health Professions degrees
INTERDISCIPLINARY INITIATIVES

COE
• Bioscience and engineering.
• Continuing on with current research, which is interdisciplinary (PS, Biology, ME (not at UA), NEOMED)
• Engineering Education Research
• Harmful algae bloom control through food chain management Biopesticides on crops and minigreens
• I am hosting a NSF-funded STEM conference that focuses on increasing diversity in STEM fields. This will be held at UA in March 2017. I also host an annual K-12 conference at UA: Bridging Engineering, Science and Technology in Medicine (aka BEST Medicine).
• I have worked towards creating an Applied Physics PhD program that would be administered by the College of Engineering.
• International co-operations, joint lectures and projects with partner universities
• Personalized Human wellness

LAW
• Grant to develop gerontechnology aids for seniors.

LJFFCOE
• I feel that my research should remain interdisciplinary and I would like to engage students in this perspective as well
• Learning Sciences
• Research Workshops
• The programs that promote equity in a culturally pluralistic society

PSPE
• Undergraduate Minor in Polymer Science and Polymer Engineering Enhanced Graduate program in Biomaterials

WAYNE
• Attending the conference NEXT in the coming Spring semester.
• Community outreach projects/services
• I will be teaching the 2017 Spring Colloquium for the Wayne College Distinguished Student Program. I primarily teach English Composition courses, but my research specialty is African American Literature. I am designing the colloquium as an interdisciplinary course on the topic Race in America.

OTHER
• Expansion of interdepartmental academic efforts between CAST and Developmental Programs, an accelerated Basic Writing and English 121. This has been offered in the past as well.
• I routinely tutor ESL students working at a variety of levels and disciplines and, therefore, keep abreast of best practices for ESL learning.
• Internship Classes
• Proposing workshops on topics relevant to various programs where students receive extra credit or are required to participate.
• Writing workshops
• A committee is considering a new five year BS/MS in Applied Math/Data Analytics. This was the last of the five year programs I intended to develop. I do not sit on that committee but do advise my colleagues who are setting on that committee. This program is different in that there does not currently exist a masters program. Further, it is not clear in which the department the masters program should reside.
• Currently and Interprofessional group is working on 2 grants.
• Currently working on developing a course in conjunction with the School of Social Work that will look at economics of social issues.
• Developing a Biomimicry Certificate with courses in art/design, biology, engineering and polymer
• Dissertation committees are a great way to fuse interdisciplinary work with other faculty and graduate students. Unfortunately, UA has hired many NTT positions. NTT are unable to sit on dissertation committees, unable to hold Grad status and unable (or not voted) to be on UA committees in general. NTT are not value in the same light. This gap between positions makes interdisciplinary efforts difficult.
• Economics/Finance Graduate and Undergraduate joint programs
• I am planning to collaborate with the Drama and Dance Departments with regard to the possible performance of a specific philosophical dialogue.
• Integrating more interdisciplinary training into our Masters and doctoral MFT programs - very much in the early planning stages
• International study abroad program
• New certificates 3-2 with other departments
• Research projects, and course development
• Simulations and writing of the papers describing our team efforts and outcomes.
• The integrated Biosciences PhD program and Biomimicry Center are always bringing up new interdisciplinary ideas and opportunities. I am allied with the SYNAPSE arts/science collaborative (mostly attend their events, do talk with them at times). I am working with arts, science, computer science and other faculty to help students develop a phone app for use in nature preserves
• To carry some research projects which are the interplay between math, statistics, computer sciences, and electrical engineering. One such example is the research in the area of machine learning and artificial intelligence.
• Working on new degree programs and focused tracks with the Department of Finance.
13. What do you perceive to be the barriers to interdisciplinary teaching at the University of Akron? Other (please explain)

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<td>Lack of university support</td>
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<td>Little interest of other colleagues/low collegiality</td>
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<td>No motivation/incentive</td>
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<td>University setting not conducive</td>
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<td>Weighing RTP criteria/assigning credit</td>
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15. Please provide us with any suggestions you have for how to improve, encourage, or promote interdisciplinary activity at the University of Akron.

- Co-teaching for an interdisciplinary course should get strong support from the administration. First, each faculty member should get full teaching load for that. Second, the preparation of this type of course should give either release time or a professional assistant to help with because it takes a lot more time and effort to make an adequate interdisciplinary course. Third, curriculum of school or college should be re-organized to support these changes, especially in terms of curriculum. For example, adding the course to the list of elective courses if the existing unit is relevant to this new interdisciplinary study.

  *Recruitment effort:* It should be done by the administrator. There should be a clear effort from the administration to kick off the new program. The effort could include reorganization of curriculum of relevant units, advertising in the level of the college or university, showing the recognition of administration by attending or supporting student activities from such program. etc.

- A clear and sustained commitment is needed from the administration. A new administration presents new opportunities. It would be nice to include adjunct faculty in these efforts.

- A major problem with interdisciplinary programs is that graduates from these programs (including graduates from UA's Biomedical Engineering program) are seen as students who lack rigorous education in a particular area. BME students, for instance, are often seen as people who "know a little about everything, but have no depth in a single area". This is a nation-wide problem.

- Administrative and faculty decision to make it happen. Commit to a Saturday, bring in speakers that will interest multiple groups, and make it mandatory to attend - a graded event. Why are the people in marketing, video production, graphic design and the school of business not networking? Because the faculty doesn't. So busy with their world they don't make logical / vital connections. Make a required course in each major one of the courses in another college: Graphic Design majors should take "Principals of Advertising" and so on. Have events, with speakers, or purposed workshops to blend students. They will connect, and once they do it will take off.

- Administrative push and support campus-wide Advertising Incentives

- Allow adjunct faculty to teach more credits, so that they have time to do things like being involved with interdisciplinary activity.

- Allow both faculty members to count as teaching a course when it's jointly taught, rather than having to divide the students in half for accounting purposes. Make it easier for courses to be cross-listed. Don't hold it against a department if a faculty member teaches a course "officially" in another department.

- Allow course release for faculty who are very active in interdisciplinary research. Make the process to offer interdisciplinary courses, graduate and undergraduate, easier on the respective departments.

- Allow faculty to stick their necks out, use their imaginations, and try new ideas with a minimum of rigamarole. Right now, I think that creativity is stifled and discouraged.
• Allow PT faculty to have a voice in departments. Treat them like the professionals they are and understand they have a lot to offer the University in the way of innovative teaching methods and knowledge. Encourage them to lend their expertise in their respective fields to course offerings and guarantee future employment beyond the semester to semester appointments that are now offered. Pay them for their contributions in the same way that FT faculty would be compensated.

• An annual poster session to show off student and faculty interdisciplinary work?

• Answer the question: What is the need for interdisciplinary-trained employees in the workforce?

• As a "junior" faculty member (assistant prof.), from discussions with other junior faculty members, it seems there are several individuals that are willing and open to collaborating together to develop this type of a model, however, everyone seems "stretched" in terms of time and their workload (likely due to other barriers such as the universities financial state, hiring freezes, etc.). If faculty members were given time as part of their workload for interdisciplinary activities, I believe this type of an effort would be more practical. My research based interdisciplinary activities at this time are with colleagues from other universities, and the healthcare model we are working to start within our department (or school) is between individuals that are mainly in the same department, but of different professions, as this is the most practical way to get everyone involved together at this time. I believe we are also bringing in a physical therapist (PT) from an outside source, only because we do not have a graduate PT program at our university. I spoke with faculty members today about potentially incorporating family counseling into our model. This is doable, I think the development of this committee is a great start.

• As with so many initiatives on this campus, interdisciplinary activity seems to peter out once it gets started. The learning cohorts established a few years ago are a good example. I participated in, I believe, three of them. Yet, my conversations with the other instructors in the cohorts was limited, at best. No one really knew what they wanted to accomplish. Often, faculty (part-time) were just assigned sections designated for these cohorts, so they had little incentive to collaborate. The purpose, the oversight, and the assessment were never clear. Naturally, the cohorts just became something that looked good on paper but had little substance. We need to work on substantive issues, not appearance.

• Ask faculty to volunteer to present about their ongoing or previous research/creative activities to fellow faculty from various academic departments (including UA Libraries) in a relaxed meeting (several times a semester). These informal meetings will create rapport and encourage collaboration and possibly identify mutual interests/research. A facilitator would need to have a special meeting at beginning of semester and ask volunteer presenters and coordinate/schedule meetings. Food would be an incentive (everyone can contribute $1s for pizza or have a Brown Bag Lunch or a Sigma Xi campus-wide meeting).

• Benchmark good programs that are involved in similar activities.
  Instill a sense of need to wake up among the faculty.
  Identify champions in focus areas who can lead the initiatives.

• Campus wide showcase, discussion, lecture on work completed from interdisciplinary collaboration.

• Change of culture on campus
• Change RTP Guidelines. In the current guidelines, a new Assistant Professor working in interdisciplinary areas cannot get tenured/promoted.

Rigorously and continually evaluate all university funded inter-disciplinary efforts. Why are we putting university $$ into these programs?

I know that the industry needs serious inter-disciplinary talent. Let us ask the industry to fund the inter-disciplinary efforts on campus when the programs cannot generate federal funds. If the industry does not want to fund the programs, and the program cannot attract its own federal or state money (without cost share), it must not be important. We should not pursue such programs.

A intellectually stimulating research/practice seminar series must be the foundation for all interdisciplinary efforts at UA. Let us make sure that such seminar series are first up and running and well-attended before putting money into programs.

• co teaching should be made easier
  more time for interdisciplinary activities is needed for teaching as well as research, because new methods have to be developed
• Consider adding a website/webpage or other online medium to find faculty or project descriptions for interdisciplinary collaboration.
• Convince professors such activities will not be eliminated once they have been started.
• Could organize course work by theme and have multiple contributors from across the university: e.g., access to mental health, impact of violence, rape culture
• Course releases and other incentives. Work has increased, funding decreased so no one has time and administration needs to assist if it's a goal at UA to do more research and cross research
• Create a page on website, publicize, UA conference, spreading information is the most difficult barrier.
• Create a way for teachers to share their ideas for projects so they can be linked to those who are interested in a collaborative effort.
• Departments are still too "siloe" and thus interactions across departments at the faculty/student levels are minimized. We need some form of social and/or professional opportunities to interact across departments to bring people together so that interdisciplinary activities have the opportunity to develop.

One mechanism to promote interdisciplinary research would be to have some % of IDC from interdisciplinary grants go to the Integrated Bioscience program such that it could have some modicum of funding to promote more interdisciplinary projects/programs.

• Development of an interdisciplinary strategic plan. Currently we are in the midst national healthcare reform. The end product will involve performance based funding (BH Redesign) and coordinated interdisciplinary service delivery. Bottom line- when working with patients, nurses, social workers, dietitians, physicians, and other allied health professionals work together; yet few are taught the importance of each others role while in the college environment. Healthcare is starting to emphasize the multidisciplinary team approach, we should do likewise. The notion of a multi-disciplinary team course may be a natural first step.
• Don't see a lot of discussion on this topic.
• Encourage all adjunct faculty to help them feel supported
• Establish a virtual forum for such discussions that can then be followed up with face-to-face meetings to create a plan of action and then make it happen.

• Faculties need to first determine the learning outcomes that can only be achieved through interdisciplinary teaching and then go about designing curricula to meet those outcomes. Too often I hear faculty complain the University does not support interdisciplinary teaching. When I ask about the learning outcomes I generally get a blank stare - that suggests to me those faculty do not know what they are talking about.

• Faculty and administration must be less territorial.

• Financial compensation for outside endeavors is an incentive

• Find new methods for team teaching...not tag-team, but co-team teaching...two or more professors together at the same time working with students

• Fix the "broken" curriculum system. Give the ECE Department its fair share of teaching support (in proportion to its relatively student body).

• Flexible budgetting to reward rather than punish out of department activity

• Focus the budget on teaching and offering classes. If students are willing to take a class it should be offered regardless of the student enrollment numbers. Take all the money spent on student success and other frivolous programs and put it directly into offering classes and programs that benefit students toward graduation, degrees, and employment after college. Class offerings should come first before any "feel good" department or program at the university. This is a school and university not a playground.

• For interdisciplinary teaching, SCH should be made tradable. Collaborating departments should be able to work out deals with each other.

• For one thing, you don't let adjuncts have any opportunities to do creative work.

• Fund programs as well as departments

• Fund the team taught proposals that have been submitted rather than do it in name and then ask for faculty to do for free.

• Get rid of the deadwood that has ensconced itself across the campus. Get the big broom out and sweep all these do-nothings with atrophied brains out the door. All they're concerned about is showing up to put in their hours (if even that) and collecting a paycheck as they wait for retirement.

• Graduate Assistantships

• Haven't been told of these issues or opportunities

• High workload and lack of support prevent this from happening. If we did have some time and support, there is no clear understanding of what this type of activity is mean to achieve.

• Honestly not sure how to promote this. Many areas don't have or take the opportunity to learn about or work with other areas of the university. This makes it difficult.

• How much credit you give for promotions, merit pay will decide this activity

• I believe Time is important.

• I hate to say this, but we need to have more interdisciplinary meetings. Meeting just once a semester as a college does little to promote interdisciplinary work. If I don't know my colleagues (and I don't) in the other disciplines, how/why could/would I suggest interdisciplinary collaboration? So I am accustomed to monthly college meetings. Perhaps BCAS could have monthly meetings at least of the different divisions if not of the entire college. If I knew my other colleagues better, I would naturally collaborate more with them.
I have taught for about 25 years in undergraduate and graduate programs at John Carroll, Baldwin Wallace, Cuyahoga Community College and now 3 years at UofA. I have always taught as an adjunct while I was employed full time until I retired a few years ago.

I was on academic advisory boards to develop new courses at The George Washington University and Cuyahoga Community College where I also taught several of the courses. I also developed courses for Michigan State University.

Perhaps it is because I teach on the Medina campus that I don't get much information, but to get more involved, I need to know more about the school's needs and opportunities.

At least in part it is my fault for not taking more initiative to investigate the university's needs and opportunities, but I really enjoy working with the students and creating new courses. What I want no part of is getting involved in the politics of the school.

I am currently conducting professional training for corporate clients which is probably where I will concentrate my efforts unless and until a need presents itself at the university.

I spent my career at UA in the School of Family and Consumer Sciences - the child and family development areas were heavily, intrinsically interdisciplinary. Our students ALL found employment after graduation or when on for graduate work in our department and in other depts on campus and across the nation. We were successful. However, because of a single, severely limited dean prior Dean DePompei, the school was abandoned by the University, and faculty did the best they could to find homes across the campus.

Rather than see the school for the highly successful entity it was, it was allowed to dwindle to just five faculty members today. My experience has been 32 years of inattention, abuse, and mismanagement from the dean's office upwards to the top of the administration, in spite of countless productivity reports, enrollment analyses, and other dreamed up accountability studies force onto us by a blind and deaf administration. In each case, we showed ourselves to be an effective, engaging, unit. Our students found work in virtually every social service agency in the eight counties surrounding UA, often rising to positions of leadership themselves.

Yet, if anyone were to ask any administrator what we did all those years, they would likely not even know we existed. They'd have a vague idea of the work faculty in the School of Communication did, or Art, or Music. But they would be surprised to learn that the School of Family and Consumer Sciences routinely out performed every unit in the college on virtually any measure (and without a single general education class).

I teach Composition I/II as a CCP instructor. I receive no compensation from The University of Akron Wayne College, I receive no tuition remission (which has lead us to consider other partners for CCP classes). I would like to be treated with the respect that other adjunct faculty receive... it is the least thanks we deserve considering the majority of my students lean toward attending The University of Akron after they learn of my affiliation with the CCP program.

I think gauging the success and vitality of interdisciplinary programs at comparable universities, and how these programs factor into the prestige and rank of the institution, could help with encouraging and promoting interdisciplinary activity.
• I think it is a two-fold problem. Professors aren't interested in working together because everyone is protecting their own territory and therefore, students aren't aware of interdisciplinary approaches or don't recognize interdisciplinary connections.

• I think that scheduling needs a major overhaul including requiring faculty and lecturers to teach in the summers so that students can have more options to complete minors, interdisciplinary work... etc.

• I wish that the university supports us to have interdisciplinary seminars which will promote joint research between faculties from different research areas. The kind of support may be in the form of reducing workload or just simply a convenient teaching schedule.

• ID projects should have addl load hours. We use ABIA and it takes mire time and effort.

• If I were hired into a full-time position, I would be able to engage in interdisciplinary activity at the University of Akron. That would increase interdisciplinary activity. I mean this sincerely. I would be happy to take an interdisciplinary full-time (even if non-tenure track) position. In regard to the Humanities, especially philosophy, psychology, community counseling and technology, I should be something of an ideal candidate.

• If we are really serious about this, I suppose it is time to form a committee with administrative support and faculty participation to explore options. For example, I would like to bring Woman's Studies and Philosophy together in a course in Ethics. How do I begin? There needs to be a clear path to follow for instructors with ideas and an evaluation committee to offer guidance. There should be a university wide discussion. We should have guest speakers, seminars, conferences, be in communication with other universities that have successful programs. The administration should be promoting this, asking for help. There should be pilot programs; get it into Social Media; on the talk show circuit, newspapers and magazines. I mean, really, we need to become actively engaged with the concept and become agents of change. Enough already with the surveys.

• In many disciplines there seems to be a real divide between Akron and Wayne faculty. These two groups need to work together to advance teaching and learning.

• In my capacity as a teaching Contract Professional, the bulk of my 40+ hours weekly is involved in my responsibilities outside of teaching. However, I have great appreciation for the value of interdisciplinary learning opportunities and I am fully in support of it.

• In our department, interprofessional learning isn't tied to the curriculum. It is done in a hit or miss fashion, and the competencies aren't part of graduation requirements, certification, or clinic. The students must volunteer, and this model makes the training program seem unimportant or secondary to them.

• increase international cooperations

• Interdisciplinary activity is not the norm so it takes time and effort to convince others from colleagues up to OAA that an interdisciplinary project is worth supporting. Why bother unless they are incentivized? This will be especially difficult when we all are taking up the slack caused by diminished members of our departments. How about helping departments work together to fill multiple holes?

• Interest and awareness of need are there in College of Health Professions faculty and students. Constraints caused by heavy teaching assignments force focus on more immediate demands. Even with awareness that teaching demands may shift with the combining of classes/interdisciplinary teaching, it is very difficult getting interdisciplinary activity off the ground because of lack of continuity.

• Internal support to jumpstart interdisciplinary research projects.
- It is difficult to collaborate with colleagues who are already very busy with normal teaching responsibilities. It would be helpful if examples of what you are looking for could be presented to faculty members at the beginning of the semester. These examples should be simplistic in nature and not require a great deal of time to explore. Release time or funding would encourage faculty members to be more creative and supportive of interdisciplinary activities.

- It is essential to provide more institutional research, teaching, and administrative funding and support to enable programs to become sustainable, active, and thriving. Further, interdisciplinary research and teaching units should be reconstituted to develop more collaborative structures, such as institutes and centers, to promote greater faculty, student, and community engagement and cooperation. Interdisciplinary units must have the necessary institutional capacity to actualize and maximize upon its scholarly, intellectual, and human capital for the benefit of the overall university and its community.

- It is not clear from this survey whether you are taking about interdisciplinary (synthesis of new material between disciplines, e.g. biomedical engineering) or multidisciplinary (work on projects involving multiple disciplines, e.g. robotics), both are necessary.

- It is very difficult to find local collaborators in medical field. Since The University of Akron does not have a medical school or hospital, we rely on other institutions. I have not been form strong research collaborations with surgeons at the Cleveland Clinic or University Hospital.

- It would be helpful to have some way of knowing what is available in other programs. For example, when we met with NEO Med, we discovered that the Social work program has been working with them on Motivational Interviewing. Making this information widely known throughout the programs would make it easier to make connections between programs. More support for grants that pay for load would really be helpful. The grants take a lot of time and if we don’t have load to allow us to work on the grants and implement the programming needed to support the grants, it makes it almost impossible to do everything that we have to do to offer quality programs.

- It would be nice to have an environment where the Administration does not set the research agenda but rather allows competition among the faculty to drive the research.

- joint appointments, research talks advertised across campus, interdisciplinary proposals announced across campus to get folks to get together and discuss topics that cross departments

- Keep the good work up.

- Let it go.....

- Major issues outside are professional: structures within disciplines not set up for this generally, so not sure if internal group can address, but maybe. Internally: could use special grants through FRG model just for interdisciplinary research - make sure it goes beyond STEM to include A and H. Need to reward/incentivize teaching interdisciplinary courses: release time and/or stipend to develop? equal SCH and load credit incentives as well? Make sure students have courses count to major/minor. Clearinghouse/portal internal to UA like LinkedIn or online network to profile faculty, announce ideas/courses, research, and promote collaboration? One observation in terms of professional issues: it seems Humanities and Arts faculty more likely to seek out these types of projects than science or business or engineering. Somehow incentivize/encourage holistic research and teaching across the boundaries, especially from STEM and business to A and H.

- **MAKE IT COUNT TOWARDS RTP, PROVIDE INTERNAL FUNDING, HAVE A SYSTEM IS PLACE TO COLLECT DATA FOR SUCH COLLABORATIONS**
- Make scholarship money available again for students who want to Study-Abroad. Support the Confucius Institute on campus. Fund Faculty travel for taking students abroad.
- Making this a bigger part of merit would be helpful. I wouldn't really want time away from my classes to work on such a project, but I would prefer less time on committees. It seems a disservice to the students to pull faculty out of the classroom rather than give them leave from non-course work. Tying it to merit so that we could decrease committee work would help.
- Marketing within UA needs to become more responsive and involved in the activity.
- MORE FACULTY. HARD ENOUGH JUST GETTING BASIC WORK OF A DEPARTMENT DONE WITHOUT PUTTING MORE ON THE FEWER AND FEWER FACULTY WE HAVE.
- More financial support to off- campus activity
- More release time to design courses
- More support from the administration. More release time for efforts.
- n/a
- n/a
- need get a solid full time instructor/professor level in understaffed departments like the geosciences
- Need to market these to students better
- Need to strategize on how to show a competitive advantage from interdisciplinary work. Currently our budget system does not incentivize this.
- None
- none
- Not at this time
- Nothing. The profession is moving in the other direction. We now teach tests for professional certification (CPA,CFP,CFA etc). To my mind professional certification is not education.
- OAA impedes interdisciplinary and innovative research, PDL, collaboration among colleagues, funding, etc. Also, tenure-track faculty are stretched so thin and our ranks decreasing exponentially -- such an atmosphere does not encourage collaboration, innovation, or interdisciplinary work.
- President Wilson acknowledge faculty who are doing interdisciplinary work (teaching, researching, presenting, involved in service, and so forth)... by 1) meritorious letter and certificate; 2) invitation to party or gathering to which each awardee is invited; 3) goal to boost self-esteem and to encourage more interdisciplinary work.
- Professors need to accept working with adjuncts.
- Programs such as the EXL Center that explicitly support connecting people from different units on campus. Money to address issues such as covering needed courses when faculty have the opportunity to teach an interdisciplinary course.
- Promoting interdisciplinary activity for its own sake makes no sense. It is more important to consider the objectives - helping students to learn complicated real-world issues, or identifying large research needs that require collaboration - and then finding ways to eliminate the administrative roadblocks. In management we teach that "what is measured is what gets done." Currently, workload and SSI is measured at the department, or at the college, level. So, unless there is real altruism, why would faculty work for the benefit of another group (especially at a time where every credit hour is looked at so closely)?
- Provide internal funding for interdisciplinary activity.
• Publicize the opportunities to students and encourage faculty to get involved in interdisciplinary activities. Just providing a directory of faculty interested in interdisciplinary work (along with areas in which they are interested in collaborating) would help me a lot.
• Read the now "classic" book, BEYOND ACADEMIC DEPARTMENTS by Stan Ikenberry.
• REAL research support!! That UA calls itself a research institution yet faculty are not eligible to even apply for PDL until tenured?
• Recognize it as a strong recruiting tool and invest dollars in professional development of faculty and incentives for those who create and maintain interdisciplinary education and research through load hour assignment and release from other responsibilities. Make joint curricular courses easier to design and assign workload to faculty. Don't make logistics a reason to not move in this direction, and respect innovative faculty who are willing and able to design programming that is interdisciplinary by awarding merit and load hours. Provide as much support as possible.
• reward or require it, make it part of RTP if it isn't already
• Rules have been established over the decades to maintain the isolation of each college silo. There must be a dozen reasons why we can't do something, none to encourage innovation in teaching. I understand the use of the smoke screen of "academic integrity" to protect someone's turf, but that is just a ruse. Why does anyone outside the College of Business, for example, need to approve a new undergraduate level course? In business. There is great software available to check for duplicate courses, so that reason, again, is just a ruse for someone to gain power over someone or something else.
• Seminars/activities should be organized so that professors can learn the research areas of others, which can promote the collaboration among the professors.
• Several years ago I suggested that we could make U of A distinctive in e-learning by using "e" methods on campus to create virtual inter-disciplinary classrooms. This suggestion fell on deaf ears, perhaps with good reason. Since then, I have not had any creative ideas about how to do inter-disciplinary courses.
• Show a business plan as to how this activity will pay for itself or add income to The University.
• Start at the top. Without support from the top, interdisciplinary activity will continue to be completely ad hoc. Some colleges and departments will (and do) embrace interdisciplinary activity... most won't. At the same time, if there is NOT support from the top, then I would not recommend fighting the process. This is a structural problem.
• Starting progams like mine at the hospital can be a very slow process because it is hard to get the word out. Administration needs to be supportive of small class sizes.
• Stop giving lip service to the idea and start making interdisciplinary appointments. Long term: pursue reorganization of school and departments and lend themselves to interdisciplinary. Not being so parochial.
• Teach the basics first and foremost. I don't care if they learn about art in a history class. I want them to be able to write a sentence, know how to punctuate and spell and how to paragraph which is basic English. I want them to know how to take notes, how to study, how to identify what is important and what can be used in their life at UA AND in their worklife and everyday life after school. I want them to be literate, know history, the workings of a political system, how to add, subtract, multiply and divide, the basics of art and literature and music. I want them to FUNCTION not just get a brief taste of an interdisciplinary program
• the administration does not really support interdisciplinary work. They want those who co-teach classes each to count the work as less than a course, when in fact, it is the same amount of work if it is done correctly (I have co-taught multiple courses, at other universities, both in and out of my discipline).

• The administration needs to be clear and forceful in promoting interdisciplinary programs and their development. In addition to encouraging this move, it needs to make clear (especially to colleges) that this move is a priority. It needs to support people who are willing to assume leadership roles in that area. It must replace the current Curriculum Proposal System with one that is much less cumbersome and streamlined, showing greater deference to decisions jointly made at the departmental levels and ignoring trivial details such as whether or not proposed syllabi are perfectly drafted.

• The administration needs to see it as a marketable feature of education at UA and promote our programs!

• The best universities do this - if they are the best they must be doing something right? Learning is not linear or defined into boxes...looking through a diverse scholarly lens is useful for intellectual growth.

• The culture of UA is one that needs change. Silo mentality must go and this includes at the top in administration. UA is in dire need of a complete overhaul. OAA/BOT need to make the hard cuts of programs that are not viable. Deadwood faculty are killing this institution. I witness faculty bullying every day. The bullying is coming from tenured faculty that have not published or updated their courses in years.

• The curriculum at UA would be enhanced by a policy allowing multiple faculty members to received full DARS credit for a team-taught class in which all faculty members are present at all meetings and actively engaged with each other. (Courses in which, say, three faculty each independently teach 1/3 of a class are not interdisciplinary and should be discouraged.)

• The most important reform would be to assign credit for SCHs to the department of the instructor rather than that of the program. Faculty also need to be given release time to develop these courses and programs, since they often involve considerable work to overcome administrative obstacles in our discipline-based university. Finally, the CPS needs an overhaul to prevent proposals from getting kicked to the beginning of the approval process every time there is a minor change. Doing so would enable innovative programs across the campus, including interdisciplinary ones.

• The Nursing School is very short staffed. Nursing is an area that we could promote a great deal of interdisciplinary activity- however, with low faculty numbers we are required to pick up a more strenuous workload to just maintain status quo. Hiring more faculty would reduce the workload and permit time to plan for amazing interdisciplinary activities.

• The only way to do it is to incentivize it with time or money. We are already stretched too thin.

• The Provost needs to set a minimum of interdisciplinary activities that each college must undertake. Ironically, the effort needs to be led by those that are leaders.

• The university system for course creation and curriculum changes in general is stifiling. The process is tedious and takes a very long time. Colleagues and myself had 2 certificates and a minor interdisciplinary but could not get through the UA system of approval. Expedite the curricular process.

• There is a need to identify the interdisciplinary programs or activities on the campus, then define the support base for them administratively and financially. Cross-listing, advertising or promoting the programs or activities could be greatly enhanced once they were identified.
• There needs to be focused recruiting to bring students into interdisciplinary programs. This means there should be a central website for interdisciplinary programs and recruiting visits to high schools by faculty running the programs.
• There needs to be support from the highest levels to encourage students to look into these opportunities to increase the skill sets with which they can graduate. Advising and University support should help them understand the importance of graduating with as many skills as possible. Opportunities for augmenting their education are generally not taken seriously by our student population which includes so many who are working outside of school. In the past, personal contact with faculty counteracted this. Many programs and helps have been eliminated.
• There simply needs to be more encouraged interaction and collaboration between departments and programs. Additional certificate and minor programs would be great ways to form interdisciplinary relationships. The creation of a committee to work toward these goals and assess the viability of more interdisciplinary programs could be beneficial. However, as an NTT faculty member, I would not have the necessary support to serve on such a committee.
• True administrative support and eliminating academic "turf" wars
• University should have a continuing supporting system, e.g. culture quest...
• Use social media to advertise what you're doing. There's a great free service called remind.com to sign people up who are interested in interdisciplinary activities and then text alerts can be sent out to notify people of upcoming events.
• We make reasonable efforts to attract students--not sure what else can be done.
• We need a competent and ethical provost.
• We need a venue to share ideas with others who might be interested in interdisciplinary activities; we need funding to support the development of such activities
• We need support from administration to foster these activities. CHP is still a new college and to date, with the exception of Dr. Gordon who is now gone, administration does not appear to value what CHP can contribute to the university both financially and in the community. Since the creation of CHP I have not seen any support what so ever to even explore the how we can contribute. I have been involved in a multitude of inter professional activities here at UA. We have the perfect training site with the Community Health Clinic. It can also serve as a university wide health clinic which could save healthcare costs for the university. Within CHP alone there are many willing faculty members but without a supportive leader now that Dr. Gordon is no longer our Dean, it is difficult to move forward. Healthcare is becoming more patient centric, proactive focusing on a team approach to educating and treating patients. As such it is imperative that we create opportunities for our students to experience this type of skill development prior to graduation and into professional life. We need to prepare them to be successful in this rapidly changing healthcare environment. Our location to two major healthcare systems provides us with a great opportunity for inter professional collaboration in education and research. We have the location, dedicated faculty willing to think outside the box and explore innovative strategies, strong community partnerships, and access to state of the art equipment. All we need is a strong leader and support from administration to bring this to fruition. I understand that we are in difficult financial times here at UA, but the cost to benefit ratio is in our favor. Our students upon successful graduation enter the workforce obtaining high paying jobs. We need to be proactive and not reactive and we will be successful.
• We need to stop just talking about the importance of working together and follow through with actually doing so. We need equivalence in compensatory time or pay for all participants of an interdisciplinary team (adjustment in load hours). We also need to have equivalence in the number of students we are each responsible for recruiting to participate rather than being overly full of one discipline and totally absent of another. We need to actually value one another from administration down, regardless of title or position, as contributing members of the interdisciplinary team.

• When proposals are submitted, Provost Office negates.

• Workload issues: if 2 faculty are engaged in an interdisciplinary class, where both attend and are involved in all lectures, they should both get full course credit for the load. These are not easy classes to teach, and require multi-disciplinary thoughts. SCH will continue to be an issue, but cross listing the course may help.

Territory/silo mentality is a primary barrier. The 'residence' of new interdisciplinary programs is likely another.

• Workload, cross-listing, and credit for SCH are the biggest barriers. Permitting cross-listing is probably the easiest to solve: just do it. However, with cross-listing comes the issue of credit for SCH. Two solutions come to mind: 1) Suppose a course is cross-listed by departments A and B. Schedule the course to be offered by department A one year and department B the next. In each department's year, that department gets credit for all the SCH generated by the course. 2) Each department lists the course every year, and the departments divide the SCH credit proportional to the number of students who enroll from (or through) each department.

Workload is a more difficult nut to crack. I don’t think giving the workload for the course to the departments in alternate years, or dividing the workload proportionately between the departments every year based on "amount of involvement" would be satisfactory. I think that administration must realize that effectively offering, say, a 3-credit interdisciplinary course requires more effort by the faculty involved than a traditional "monodisciplinary" 3-credit course—and assign workload accordingly.
<table>
<thead>
<tr>
<th>College</th>
<th>Department</th>
<th>Interdisciplinary Program/Activity</th>
<th>Description</th>
<th>Link to Information</th>
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<tbody>
<tr>
<td>Buchtel College of Arts &amp; Sciences</td>
<td>Art</td>
<td>New Media Minor</td>
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<td>Dance, Theatre, Arts Administration</td>
<td>B.A. in Dance with Business Cognate</td>
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<td>BA in Theatre-Applied Theatre and Social Entrepreneurship</td>
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<td>Parent &amp; Family Education (Graduate)</td>
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<td>Linguistic Studies Certificate</td>
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<td>Teaching English as a Second Language</td>
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<td>Teaching English as a Second Language</td>
<td>(Graduate)</td>
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<td>Modern Languages</td>
<td>Certificate of Advanced Spanish for the Health Professions and First Responders</td>
<td><a href="http://www.uakron.edu/modlang/hp.dot">http://www.uakron.edu/modlang/hp.dot</a></td>
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<td>Middle Eastern Studies Certificate (Graduate)</td>
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<td>Adult Development and Aging Ph.D.</td>
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<td>Psychology</td>
<td>Collaborative Program in Counseling and Psychology</td>
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<tr>
<td>Institute for Life-Span Development &amp; Aging</td>
<td>Gerontology Certificate (Undergraduate)</td>
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<td>Political Science</td>
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<td>Public Administration</td>
<td>Juris Doctorate and Master of Public Administration</td>
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**Chemistry**  
Chemistry-Polomer B.S.  
http://www.uakron.edu/academics_majors/undergraduate/programs_detail.dot?programId=1024114&pageTitle=Undergraduate%20Programs&crumbTitle=Chemistry%20-%20Polymer%20Option

**Biochemistry B.S.**  
http://www.uakron.edu/academics_majors/undergraduate/programs_detail.dot?programId=131470&pageTitle=Undergraduate%20Programs&crumbTitle=Biochemistry

**Chemistry Ph.D.**  
In collaboration with the Department of Physics, the Department of Chemistry offers a chemical physics option as part of the chemistry Ph.D. program. Cross-disciplinary training is promoted through continued collaborations with The Maurice Morton Institute of Polymer Science, Institute for Biomedical Engineering Research, Center for Environmental Studies, Northeast Ohio Medical University (NEOMED), and the Integrated Bioscience program.  
http://www.uakron.edu/chemistry/graduate.dot

**Geosciences**  
Environmental Science B.A.  
http://www.uakron.edu/geology/academics/undergraduate/environmental-science-program.dot
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<th>Program</th>
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<td>Environmental Studies Certificate Program (Undergraduate)</td>
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<td>Applied Mathematics M.S.</td>
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<td><strong>Computer Science</strong></td>
<td>Computer Science Management Track B.S.</td>
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<td><strong>Interdisciplinary Programs</strong></td>
<td>Women’s Studies Minor and Certificate (UG)</td>
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<td>Women’s Studies Certificate (Graduate)</td>
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<td></td>
<td>Pan-African Studies Certificate</td>
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<td>Social Science Research Methods Certificate</td>
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Certificate in Conflict Transformation & Social Entrepreneurship

Victim Studies Certificate (joint program between Sociology & Social Work)

Natural Science Division

http://www.uakron.edu/academics_majors/undergraduate/programs_detail.dot?programId=1462231&pageTitle=Undergraduate%20Programs&crumbTitle=Natural%20Sciences

no web link
Criminology and Criminal Justice B.S. (Fall 2017)

Combines and replaces existing Criminal Justice related degrees in Political Science, Sociology, and Criminal Justice Studies. The degree offers four areas of concentration: Policing, Courts, Corrections, and Criminology.
Criminal Intelligence Analysis B.S. (Fall 2017)

Integrates courses from Political Science, Sociology, and Criminal Justice Studies, as well as related disciplines (Geography and Planning, Geographic and Land Information Systems, and Computer Information Systems). The degree prepares students for careers in which they will gather, analyze, and evaluate information from a variety of sources including policing databases, surveillance, intelligence networks, and geographic information systems.

College of Applied Science & Technology

<table>
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<tr>
<th>Applied General and Technical Studies</th>
<th>Interdisciplinary degree directed by faculty from Applied General and Technical Studies (mathematics), Disaster Science and Emergency Services (digital forensics), and Business and Information Technology (computer information systems).</th>
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<td>Supervision and Management Certificate</td>
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<tr>
<td>Business and Information Technology</td>
<td>Interdisciplinary degree directed by faculty from Applied General and Technical Studies (mathematics), Disaster Science and Emergency Services (digital forensics), and Business and Information Technology (computer information systems).</td>
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<tr>
<td>Organizational Supervision B.S.</td>
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<td>Computer Information Systems Cybersecurity Option B.S.</td>
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<td>Disaster Science and Emergency Services</td>
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<td>Computer Forensics certificate</td>
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<td>Computer Security certificate</td>
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<td>Engineering and Science Technology</td>
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<tr>
<td>Geographic &amp; Land Information Systems (GIS/LIS) certificate</td>
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<td>Program</td>
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<tr>
<td>Corrosion Technology Certificate</td>
<td>Interdisciplinary certificate using courses from multiple engineering technology and science disciplines.</td>
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<td>Business Administration (BBA)</td>
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<td>Institute for Leadership Advancement</td>
<td>Leadership Certificate (UG)</td>
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<td>College of Engineering</td>
<td>Civil Engineering</td>
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<td>College of Health Professions</td>
<td>Mechanical Engineering</td>
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<tr>
<td>College of Health Professions</td>
<td>Nursing</td>
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</table>
The Nursing Center for Community Health provides a rich educational opportunity for University graduate nursing students, undergraduate nursing students, medical students, residents, and students from other health care professions to work in a community ambulatory care environment. Students are mentored by interdisciplinary faculty who serve as role models while providing culturally sensitive patient care. Mentored research experiences are available on an individual basis. 

Akron-Region Interprofessional Area Health Education Center Center goals are to become increasingly more interprofessional in nature, to have more experiences for individuals from different disciplines to work as a team and to provide outreach to medically undeserved communities. 

HRSA-funded Simulations Brings together nursing, medical, and respiratory therapy students in different simulations
Provides an interprofessional approach to care incorporating nursing, social work, nutrition and dietetics, and speech language pathology and audiology perspectives.

### School of Allied Health
- **Respiratory Therapy**
  - Collaborates in funded simulations

### School of Speech Language Pathology
- Collaborates in funded simulations

### School of Nutrition and Dietetics
- Collaborates in funded simulations
- Food and Environmental Nutrition B.S.

### Sport Science & Wellness Education
- **Graduate C&I:** Multi-Age Physical Education Licensure
  - To meet the growing needs of students seeking a master's degree with licensure in Physical Education the Departments of Curricular and Instructional Studies and Sport Science and Wellness Education have collaborated to offer this program

- Undergraduate: Physical Education & Health Education Pre K-12

- **Social Work**
  - Minor and Certificates (Basic and Advanced) in Addiction Services

### Links
- [School of Allied Health](http://www.uakron.edu/alliedhealth)
- [School of Speech Language Pathology](http://www.uakron.edu/speechlanguage)
- [School of Nutrition and Dietetics](http://www.uakron.edu/nutritiondietetics)
- [Sport Science & Wellness Education](http://www.uakron.edu/sswe/)
- [Social Work](http://www.uakron.edu/socialwork/addictions/)
| School of Law | Joint degrees with CBA I-Corps Program - Intrepreneurship w/ Biomedical Engineering |
| School of Education | TESOL Certificate (with Department of English) BA in early childhood, middle level, Adolescent to Young Adult (AYA) and P-12/Multi-age educatio areas of concentration in subject matter disciplines MA and MS degree programs in subject matter areas of concentration. |
| College of Polymer Science & Polymer Engineering | Master of Polymer Science and Polymer Engineering Coursework focused professional Masters Degree in Polymer Science and Polymer Engineering with integrated courses in Business and Law 5-year BS/MS Program with BS in Applied Mathematics and MS in Polymer Engineering http://www.uakron.edu/cpspe/academics/professional-masters-degree http://www.uakron.edu/dpe/academics/3-2-app-math.dot |
| University-Wide Center for Experiential Learning | http://www.uakron.edu/exl/ |
Unclasses and EXL-assisted classes

Collaborations have included faculty and students from: Engineering, Communications, Sociology, Psychology, Family and Consumer Sciences, Art, Biology, Anthropology, English, History, Political Science, Business/Marketing, Health Professions, CAST, UARF, and Honors.

Open-Source Hardware

Collaboration includes faculty and students from: Polymer Sciences, Engineering, Computer Science, Geosciences, Anthropology, the Library MakerStudio to increase exposure to micro-circuits as valuable tools for many different forms of data collection across disciplines.

Resilient Communities Working Group

Collaboration between Political Science, Anthropology, Engineering, and Kent’s School of Information and Library Science. Goals include multi-site research and NSF grant proposal.

Solidworks 3D Project

Collaboration between Biomedical Engineering, Art, the Library MakerStudio and others to develop teaching modules for use of modeling software across disciplines.
Assessment Center Concept

Budding collaboration between College of Education, A&S (Sociology, Anthropology, Statistics), College of Health Professions, College of Business to create a hands-on learning center for social science research methods to assess and evaluation programs. Development of NSF grant proposal planned.


The Center for Emergency Management and Homeland Security Policy Research at The University of Akron is dedicated to create a supportive environment for research, academics, and outreach in Emergency Management and Homeland Security. This Center will support and encourage multidisciplinary endeavors in these fields that will make a positive contribution to society.

http://www.uakron.edu/cem/
Faculty Senate Athletic Committee Report 5/4/2017
John B. Nicholas, Chair

Since that last written report the Faculty Senate, the Faculty Senate Athletic Committee met twice. The first meeting was on March 3, 2017 and the second meeting was held on April 28, 2017.

March 3, 2017

The meeting was called to order at 2:06 PM.

Athletics Director Larry Williams was not present. Anne Jorgensen discussed meeting with students for summer registration.

Tim Lillie inquired about the moral of the AD after the announcement of the changes made for graduate assistants. Anne Jorgensen answered that it is about the same as the rest of the campus. Owens added that the value that the GA’s bring is helpful and that the work experience they receive is very helpful to the students. Anne Jorgensen shared some GA success stories.

Tim Lillie then asked about the Women in Sports program and a discussion ensued. Mary Lu Gribshaw stated that she is working on launch of program. It will be for contributing to women’s sports in particular and that Athletics received $200,000 scholarship gift for that.

Chair John Nicholas attended the Coalition on Intercollegiate Athletics provided an overview of the annual COIA meeting including the adoption of the new bylaws and the discussion of the organization becoming a 501(c) non-profit organization. There was an initial discussion about a dues structure for member faculty senates, but that discussion was postponed until the aforementioned matters were resolved. The focus of the annual meeting was the adopting the new bylaws and the 501(c) status.

Deb Owens provided an update Student Athlete Academic Improvement Committee. She discussed the mentioning Matt Juravich has provided regarding the production of videos highlighting student athletes. The video feature the Mack sisters.

A discussion ensued about the formation of a Mental Health sub-committee. Deb Owens mentioned Brining in Bill Droddy and Dr. Sam Mainor, PhD, the sports psychologist currently being used by the University for student athletes to the next meeting to discuss mental health issues and policies. A discussion ensued. It was agreed that Bill and Sam
should attend the next meeting.

The March 3, 2017 meeting adjourned at 3:07 PM

April 28, 2017

The meeting was called to order at 2:03 PM.

Athletic Director Larry Williams provided the following update on the state if the Department of Athletics.

The first subject was the unexpected separation of long time Men’s Basketball coach Keith Dambrot. He addressed the issue by stating we have had an important coaching change. Williams described the process. Dambrot was receiving offers from other school including Dayton. After the loss in the NIT tournament Dambrot talked to Williams and then a few days later Williams got word that he had an offer from Duquesne. He gave Williams 90 minutes to answer if we were going to counter. Williams talked to President Wilson and the BOT and it was decided we would not be able to do more so he took the offer from Duquesne.

Williams attended the coaches convention then gave him the opportunity to talk to a lot of candidates and he did that over that week. He had many conversations with great coaches and he was pleased with the pool of candidates. He ultimately chose John Groce because he has MAC experience and Groce has had success in that. Williams feels comfortable with him; he has impeccable character, he deals effectively with his players and he’s a good coach.

Williams then stated that the department is turning its attention to the budgets. The department has completed a zero based budget and is waiting to hear about that. The department is also working on dealing with our GA loss. Williams said that the department had reached 56 GAs and they were getting great experiences. Some GA positions are remaining, 5 funded by us and others coming from other funds. The department is closing 2017 on a 34 mil budget with a small deficit. Swimming and Diving coach Brian Parissi is staying onboard. We have saved money on this basketball coach. Dambrot was being paid a salary of $495,000 which was a combination of salary and bonuses.

Crain’s Cleveland Business reported Groce’s contract as follows:
Years 1 and 2 $350,000 base salary
Years 3-6 (2019-23): $400,000 base, plus $62,500 in quarterly supplemental compensation, for a total payout of $650,000 annually. With other bonuses.
Williams also reported that plans are underway to renovate JAR – seating, restrooms, signage. This should be announced officially in next few years. The changes will drop capacity to 4700.

In response to the Plain Dealer article regarding the UA Athletics budget, Mr. Williams issued this statement:

“The numbers appearing in the PD article are skewed to make it appear that UA is spending disproportionately on athletics operations, however, the reality is that those reported numbers include the debt service amount that on other campuses doesn’t exist or is not charged to athletics. UA Athletics is charged for the vast majority the debt yet only uses the majority of the facility seven times a year, while other colleges and programs use it (the most expensive part of it) every day of the year. Further, other colleges on campus have not been charged for their facility. When one backs out the debt service, we are actually right in the middle of the MAC in operational spending.”

The discussion of the Mental Health subcommittee continued with guest speakers Bill Droddy Director of Sports Medicine for The University of Akron and Sam Miniar of The Center for Peak Performance, LLC who has been retained by The University of Akron Athletics Department to provide counseling and sport psychology services as an extension of the sports medicine department. Droddy provided an overview of the services and Dr. Miniar provided a Power Point presentation and pen discussion of the services he provided, the types of issues that he has seen regarding UA student athletes and other related information. The discussion of forming a Mental Health subcommittee will be carried over into next academic year.
Report of the ad hoc Scholarly Communications Committee
Jon Miller, chair

The development of the University’s institutional repository, IdeaExchange@UAkron, continues. The ad hoc SCC invites proposals for the creation of new UA websites publishing the scholarly work of students, faculty, and scholars around the world. Our form for the creation of publication websites is included with this report. The committee will consider proposals over the summer.

New series and journals
The committee has recently approved the creation of a journal of student-authored open educational resources, Nineteenth-Century Ohio Literature. This series of readings, with critical introductions and bibliographies, will begin publication this summer.

The committee expects to soon consider proposals for AshBelt, the undergraduate literary journal; for a series of student reports on service and experiential learning sponsored by the EX L center; and for a new peer-reviewed journal on the history of psychology, to be sponsored by the Drs. Nicholas and Dorothy Cummings Center for the History of Psychology.

Open educational resources
To better serve our students and help alleviate the financial burden of college, many faculty are creating or considering the creation of “open educational resources”—of textbooks, chapters, pamphlets, handouts, videos, etc.,—to be published open access. Our repository, a UA-branded version of the bpress platform Digital Commons, is an ideal place to host these materials and make them widely available. Every department now has a place established for the publication of miscellaneous open educational resources, and The University of Akron Press will help faculty convert finished manuscripts into polished documents with the kind of production values that students associate with high-quality textbooks and educational materials. Contact Jon Miller at x6202 or mjon@uakron.edu to learn how the Press and IdeaExchange can help with the creation and dissemination of your high-quality open educational resources.

IdeaExchange rebranding
The UA webteam has been working with bpress, the company that licenses Digital Commons and its companion, SelectedWorks, to redesign the repository so that it better integrates, visually and functionally, with the forward-facing website. This redesign is not yet complete, but attached to this report, please find a pair of proposed redesigns that bpress has recently presented to the webteam.

New IdeaExchange Cover Page
The ad hoc SCC approved a redesign of the cover pages that are automatically generated for most content posted into IdeaExchange. It updates the University’s branding and incorporates a survey link through which downloaders of our content can provide feedback on its utility.
Better integration of SelectedWorks, IdeaExchange, and the main University website

In 2016, CVs for all faculty were posted on SelectedWorks pages dedicated specifically to them, for greater transparency, service to students and parents, and to meet accreditation standards. All faculty continue to have a SelectedWorks page, and all faculty can log into this page to update their photograph, their biography, and their CV stating their qualifications to teach the courses they teach. SelectedWorks pages can also be used to post copies of faculty research and faculty-authored open educational resources.

Over the next year, the webteam expects to pull content from both SelectedWorks and IdeaExchange for automated display on the forward-facing website. Before long, for example, units may be able to automatically display information from SelectedWorks (headshots, biographies, etc.) on the unit page. By updating the SelectedWorks page, then, a faculty member would also update the information about them on their unit’s home page.

To better prepare for the planned integration of SelectedWorks and the main UA website, faculty should visit and update their SelectedWorks page from time to time. The University of Akron Press manages both SelectedWorks and IdeaExchange; if you need assistance updating your SelectedWorks page, you can contact Jon Miller at mjon@uakron.edu.

Units and departments might also think about what scholarly content they might want to display, as in a feed, on their home page. The Faculty Senate minutes and transcripts, for example, are now hosted in the repository at

http://ideaexchange.uakron.edu/universityofakronfacylty senate/

and before long, we should be able to display a feed linking to these documents at

https://www.uakron.edu/facultysenate/
Figure 1. Proposed redesign, one of two proposals displaying different options.
Figure 2. Second proposed redesign.
Application for creating a series or journal in IdeaExchange@UAkron
for the Scholarly Communications Committee, The University of Akron

Directions
Visit the "reference" area of the Digital Commons home page at http://digitalcommons.bepress.com/reference/. Find and read the manuals for managing the type of repository publication you'd like to begin. Complete the required form(s) for bepress IT support that might be included and forward them, with a document answering the following questions, plus additional file(s), if needed, to the chair of the ad hoc Scholarly Communications Committee (for 2016-2017, Jon Miller mjon@uakron.edu x6202).

Have a question? The committee will work with you on completing this application.

1. Proposed name of series or journal? Note that you will be able to change the name later.

2. Please provide a brief description and rationale for the series.

3. Proposed URL for series or journal? All URLs for in IdeaExchange will begin with http://ideaexchange.uakron.edu/; please indicate what additional string of characters you would like to create the URL for the proposed series or journal. Note that you will not be able to change this later.

4. Is the content for the series or journal already prepared? Will you be publishing a set of completed works or establishing a place where works will published going forward?

5. Will the series or journal include peer-reviewed content? If so, who will manage peer review and how will this be handled?
6. Will the series have an editorial or advisory board? An active editorial board will be necessary for the publication of peer-reviewed content. Advisory boards can be helpful in a variety of ways. If this series will have a board, please attach endorsements—brief letters supporting the idea of the series and promising to work to support its operation—from each member of the proposed board.

7. If the series or journal is planned as an ongoing project, who will acquire content for the series or journal? Are events or processes planned that will help generate a steady supply of new material for the series or journal?

8. Who will handle and store permissions for publication? Note that the University of Akron Press can help publishers to understand what permission forms will work for a series or journal.

9. Who will do the final editorial work on the content in the series or journal—who will do the copyediting?

10. Who will design and layout the content? If the series or journal will be made up primarily of text articles, the publisher can use default templates built into Digital Commons. The University of Akron Press can also work with campus publishers to create more individualized templates.

11. Who will administrate the series or journal on a day-to-day basis?
12. How will the series or journal be marketed or promoted?

13. Please sign and date in the space below.

______________________________
signature

______________________________
printed or typed name

______________________________
date
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 vice president for research and 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) Vice president for research and dean of the graduate school.

      (d) Associate/assistant dean(s) of the graduate school.
(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 doctoral dissertations (described herein), are defined as being "Category II" members.

(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 vice president for research and 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 degree courses, directing of master's degree theses, and teaching of doctoral courses.

   (ii) "Category II": "Category I" 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 II." 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 will then be contingent upon requirements for each category.
(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.

(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)(e)(ii) of this rule within the previous appointment period.

(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 field of expertise and employment.

(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)(f)(ii) of this rule.

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

(g) 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 vice president for research and 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.

(h) 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.

(i) 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 II", should request consideration for this category of membership, even if they are not affiliated with doctoral programs.
(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. 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, 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 vice president for research and 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 academic year. 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 eligible to vote as graduate faculty members.

(8) For some disciplines, "Category II" 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 II" for a five-year period according to the following scale:

<table>
<thead>
<tr>
<th>Time since report of terminal degree</th>
<th>Publications* required</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-1 year</td>
<td>0 refereed publications</td>
</tr>
<tr>
<td>1-2 years</td>
<td>1 refereed publication</td>
</tr>
<tr>
<td>2-3 years</td>
<td>2 refereed publications</td>
</tr>
<tr>
<td>3-4 years</td>
<td>3 refereed publications</td>
</tr>
</tbody>
</table>

*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 vice president for research and 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 vice president for research and 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 vice president for research and 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 vice president and 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.

(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 vice president for research and dean of the graduate school in matters of administering the graduate school.

(1) The graduate council shall consist of sixteen voting members, fourteen elected graduate faculty members, and two elected faculty senate representatives. In addition membership shall include one elected graduate student, and the vice president for research and 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:

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

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

(c) The vice president and 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. No members serving full three year terms can succeed themselves. 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 vice president for research and dean of the graduate school by April first, and the vice president and 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 vice president for research and dean of the graduate school through the college dean.

(b) On or about April fifteenth, the vice president for research and 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 vice president for research and 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.

(4) 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 vice president for research and 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 vice president for research and 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 vice president for research and dean of the graduate school for appointment to the graduate faculty. Any
nominated person who is rejected by the council or the vice president and 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 vice president for research and 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 vice president for research and 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 vice president for research and 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 vice president for research and 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 vice president for research and 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 vice president for research and dean of the graduate school, the vice
president and dean shall report it to the council for consideration. One member of council shall be designated by the vice president and 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.

(a) The agenda for meetings of the graduate council shall be prepared by the vice president for research and 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 vice president for research and 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,

(c) A report from a representative of university libraries on the state of the libraries as they pertain 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 vice president for research and 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 vice president and 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: 11/16/2015

Certification: Paul A. Herold
Secretary
Board of Trustees

Promulgated Under: 111.15

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
Graduate student assistantships.

(A) Financial assistance.

(1) The university graduate school awards a number of graduate assistantships to qualified students. Graduate school funded assistantships are awarded for up to two years of master's study, up to five years of doctoral degree study, and up to five years of master's/doctoral degree study. No student will receive an assistantship for more than five years. Assistantships are awarded for up to two years of master's study and up to four years of doctoral degree study. A graduate assistant renders service to the university through teaching, research and other duties. For information and/or applications, the student should contact the head of the department. Tuition scholarships are also available on a limited basis in some departments.

(2) Section 3345.281 of the Revised Code requires that each state university establish a program to assess oral English language proficiency of teaching assistants providing classroom instruction to students. The university of Akron has adopted such a program, to ensure that teaching assistants who are not orally proficient in the English language will attain necessary proficiency prior to providing classroom instruction to students. For further information with regard to this program, applicants are advised to contact the graduate school of the university of Akron.

(3) A number of fellowships sponsored by industry and government agencies are available in some departments. For information, the student should contact the head of the department.

(4) Information about student loans can be obtained from the office of student financial aid.

(B) Scholarship for tuition and fees.

The university shall provide a scholarship for graduate instructional fees, non-resident surcharge, general fee, and partial payment of a parking permit, for student campus lots, during each semester or summer session of award period. Scholarships are not provided for audit, undergraduate courses, administrative fees, facilities fees, general service fees, or technology fees. For graduate scholarships awarded after the start of the semester or summer session the following will apply:
Scholarships that begin after the start of a semester or summer session will be reduced on a pro rata percentage of the number of weeks remaining in the semester/session.

Examples:

(1) If the scholarship was awarded during the third week of a sixteen-week semester, the scholarship value would be thirteen-sixteenths or eighty-one per cent of the fees required in that semester.

(2) If the scholarship was awarded during the third week of a five-week summer session, the scholarship value would be two-fifths or forty per cent of the fees required in that summer session.

(C) Repayment of graduate scholarships upon resignation.

The graduate scholarship recipient is not required to repay any scholarship award if he or she withdraws from all classes at the time of resignation. However, if he or she continues as an enrolled graduate student at the university of Akron after resignation from the scholarship award, then he or she must repay the scholarship based on a percentage of the number of weeks remaining in the semester or summer session.

Examples:

(1) If the student resigns in the ninth week of a sixteen-week semester, the repayment will be seven-sixteenths or forty-four per cent of the fees required in that semester.

(2) If the student resigns in the second week of a five-week summer session, the repayment will be three-fifths or sixty per cent of the fees required in that summer session.

(D) Important stipulations:

(1) If the graduate scholarship recipient drops below the minimum required graduate credits at any time during the contract period, the scholarship is forfeited.

(2) No refunds will be made to any student for tuition and fees paid prior to the receipt of this scholarship.
Replaces: 3359-60-06.6

Effective: 01/31/2015

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, 11/24/01
Graduate Assistantships & Oral English Proficiency Assessment (OEPA)
April 17, 2017

Graduate Council Approved Motion April 17, 2017
Return to the 3 Categories of GA as outlined in the current Graduate Assistant Handbook:
- Teaching Assistantships,
- Research Assistantships, and
- Administrative Assistantships.

Graduate School allocated stipend funding may be used for TA’s only.

“No TA contracts may be awarded to students without the student having received a 23 or higher on the speaking component of the internet-based TOEFL.”

Incoming Students:
1. Students must pass the spoken component of the TOEFL with a 23 or higher before a TA contract may be offered.
2. Students who do not pass the spoken component of the TOEFL with a 23 or higher may only be offered RA contracts supported with non-Graduate School funds.
3. International RAs who take the U-ADEPT upon arrival at UA and receive a score of “Pass” or higher may be transitioned to TAs subject to TA funding availability.

Current Students:
1. Current students funded through the Graduate School must pass the OEPA by the beginning of fall 2018.
2. In the unusual event that a student does not pass the OEPA by this time, s/he may appeal to the Graduate School.
Appendix K

From: Rich, William D [mailto:rich@uakron.edu]
Sent: Wednesday, May 03, 2017 2:12 PM
To: senate-l@lists.uakron.edu
Subject: [senate-l] Proposal to Amend Faculty Senate Bylaws

Faculty Senators:

In tomorrow’s Faculty Senate meeting, a proposal to amend the Faculty Senate bylaws by inserting a new paragraph (H)(5)(d) (and renumbering subsequent paragraphs in (H)(5)) will be introduced for the Senate’s consideration. The purpose of the proposed amendment is to allow senators to serve the remainder of their terms, and to serve as senate officers during that time, if they participate in TARP. Under the bylaws, the amendment cannot be voted on until the Senate’s next meeting, which is in September. Below is the text of the proposed amendment:

A regular faculty member who, before the expiration of his or her term of office as a senator, retires but continues to be employed part-time as a faculty member while participating in a University-approved program for transition from active employment to retirement may complete his or her term of office as a senator and may serve as an officer of the senate.

Bill Rich
Faculty Senate Chair