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## Faculty Senate Chronicle for February 1, 2018

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February 1, 2018

38 pages

### SENATE ACTIONS

- Adopted a resolution from the Curriculum Review Committee approving the list of curriculum change proposals.
- Adopted a resolution from the Academic Policies Committee proposing a policy to govern the posthumous conferral of degrees.
- Adopted a resolution from the Academic Policies Committee approving the Progress Report on Targeted Duplicative Programs, with two amendments.
- Adopted a resolution from the Academic Policies Committee approving the changes to the honors program specified in Vice Provost Sarah Craven's memorandum.
- Adopted a resolution from the General Education Advisory Committee approving courses for the new general education requirement.

## Table of Contents

Minutes of Faculty Senate meeting held February 1, 2018 .....	3
Appendices to Minutes of the Faculty Senate meeting held on February 1, 2018	
A. Report of the Curriculum Review Committee .....	11
B. Report of the Academic Policies Committee .....	12
C. Report of the General Education Advisory Committee .....	22
D. Report of the University Libraries Committee .....	23
E. Report of the Computing & Communications Technologies Committee .....	36
F. Report of the Athletics Committee .....	37

## MINUTES OF THE FACULTY SENATE MEETING OF FEBRUARY 1, 2018

The regular meeting of the Faculty Senate took place Thursday, February 1, 2018 in room 201 of the Buckingham Center for Continuing Education. Senate Chair William D. Rich called the meeting to order at 3:04 pm.

Of the current roster of 63 senators, 48 attended the meeting. Senators Braga Alves, Howley, Mahajan, Makki, Nicholas and Tessier were absent with notice. Senators Braun, Dey, Hariharan, Haritos, Hreno, Matejkovic, Soukup were absent without notice.

### *I. Adoption of Agenda*

On Senator Roy's motion, the agenda was adopted as amended by Chair Rich without dissent.

### *II. Adoption of Minutes of December 7, 2017 meeting*

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

### *III. Remarks of the Chairman*

Chair Rich remarked:

Among the items on our agenda for today are:

- Curriculum change proposals from the Curriculum Review Committee;
- Three items from the Academic Policies Committee:
- A recommendation to approve the proposed report to the Ohio Department of Higher education on duplicative programs, with certain amendments;
- A proposal for a new University rule governing the posthumous conferral of degrees; and
- A set of proposed changes to the University's honors program; also,
- From the General Education Advisory Committee, expedited approval of certain courses for credit under the new general education requirement; and
- Informational reports from the University Libraries Committee, the Computing and Communication Technologies Committee, and the Athletics Committee.

In our December meeting, I recalled that some years ago the Academic Policies Committee recommended and the Senate approved a change in our undergraduate admissions standards that made undergraduate admissions somewhat selective and called for applicants categorized as "preparatory" to be referred to Wayne College or community college until they could demonstrate the ability to succeed academically. These changes in admissions policy, I recounted, were supported by the Administration and adopted by the Board of Trustees. I stated my belief that this process for re-evaluating and revising admissions policy had worked well and demonstrated the value of faculty involvement in such decisions. I further expressed the hope and the expectation that the same process would be used to make any further changes in admissions standards that might be needed. I am pleased to report that Provost Ramsier subsequently expressed to me his agreement with these points and that applicants who fall into the "preparatory" category are now being offered admission to Wayne College.

In my remarks in our December meeting, I also urged the Administration to refrain from making decisions that would substantially weaken, suspend, or terminate existing programs and

thereby preempt the academic program review with respect to the affected programs. I was and am particularly concerned about the decision that was made to discontinue funding of graduate assistantships in the History Department, the effect of which would be to eliminate the History Ph.D. program. I am now informed that this decision is under reconsideration. This is welcome news. I strongly urge the Administration to restore the History Department's funding for graduate assistantships for the next academic year to its current level so that any decision about the future of the History Ph.D. program comes as a result of the academic program review currently under way.

Since our December meeting, the Administration has announced the adoption of the four-day class schedule, "Five-Star Fridays" plan for implementation starting Fall 2018. As you know, President Wilson discussed this idea in Faculty Senate meetings on more than one occasion last Fall. Although this is not a matter that required submission of a proposal for formal action by the Faculty Senate, I believe it would have been wise of the Administration to submit such a proposal for a careful review and recommendation by the Senate because faculty are in a good position assess both the benefits of such a plan and the problems it may cause for academic programming, and because deliberation and a favorable recommendation by the Faculty Senate might have helped to solidify faculty support for the proposal. I am disappointed that formal consultation did not occur. I am also uncertain whether there has been sufficiently thorough and detailed planning to ensure that this new schedule can be implemented smoothly and successfully this Fall.

I expect that there will be discussion of this topic in both this and future Faculty Senate meetings and in other forums. For the sake of the University and the faculty, I urge my faculty colleagues to bear in mind that any strongly negative comments about this plan that are made in public venues could adversely affect student recruitment and thereby harm the University financially at a time when the University can ill afford it. We must be free to raise legitimate concerns and identify problems that need to be solved, but we must also take care to do so in ways that do not jeopardize the University's future.

This concludes my remarks.

#### *IV. Special Announcements*

Dr. Eric Birdsall, a retired professor of English, died December 10. He was 73.

He joined the University as a professor of English and department head in August 1987. He served as department head until 1994. Professor Birdsall, who earned a Ph.D. in Philosophy, English Language and Literature at Johns Hopkins University in 1976, focused during his career on a wide range of academic interests, from British romantic poetry and fiction to British literature of the late eighteenth century, detective fiction, and the relationships between film and literature. Birdsall held grants and fellowships from the American Philosophical Society and the Penn State University Institute for Arts and Humanistic Studies. He retired from The University of Akron in May 2013.

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

#### *V. Report of the Executive Committee*

Secretary Miller reported:

Since our last regular meeting of the Faculty Senate, the executive committee has held five meetings.

On Thursday, December 14, the executive committee met twice. In the first meeting, we set an agenda for our monthly meeting with the President and Provost. We discussed funding for graduate assistants, the general education program, and academic program review.

We then met with President Wilson, where we discussed the University's budget; the new voluntary retirement incentive program for faculty; funding of graduate assistants; the University's sesquicentennial; academic program review; and admissions.

On Thursday, January 18, the executive committee met twice. In the first meeting, we made committee appointments and we set an agenda for our meeting with the President and Provost. We then met with President Wilson to discuss the University's budget; admissions; the new faculty early retirement incentive program; the "Four-Day Core, Five-Star Fridays" schedule; and funding for graduate assistants.

Finally, on Thursday, January 25 the executive committee met to prepare an agenda for this meeting. We also discussed funding for graduate assistants; the "Four-Day Core, Five-Star Fridays" schedule; eSports; the Honors College; and academic program review.

This concludes my report.

#### *VI. Remarks of the President*

President Wilson welcomed the faculty back to school from the winter break and expressed gratitude for improvements in the overall mood and general positivity expressed about UA among our students and out in our community.

He spoke of very positive reports we have received in the media for our efforts to save money, and he noted that donations to UA are up considerably.

He spoke of efforts we must especially focus upon in 2018. He spoke of a request of about \$18M to handle seven campus infrastructure improvements, including funds to do basic renovations and repairs and updates to the Auburn Science Engineering Center, to Whitby Hall, to the Buckingham Building, and to start refashioning Crouse and Ayer Hall. He also noted a request to reallocate funds for the Bits and Atoms to our collaboration with the City BOUNCE Initiative that is located down at the Akron Accelerator.

He spoke of legislative mandates. We must form a consortium with about ten other area universities and community colleges. We have also been discussing an alliance with the area four-year schools and possible ways of collaborating in administrative and academic ways.

He spoke of significant budgetary pressures and the fact that this year has not been as good, from a budget perspective, as the previous one. We anticipate a sizeable loss for this fiscal year and will need to withdraw funds from our reserves. We will look for even more stable financial grounds, he promised.

He noted that applications to UA are down significantly, but he explained that the total number of applications was inflated in previous years, because of the way we outsourced some of that work. About 25% of twenty thousand applications in previous years would not be completed. We are not seeing as many incomplete applications, but still we are down about three thousand applications.

He noted that we have about two thousand fewer admitted students than this time last year. At this point last year, we had rejected under two hundred applicants; this year, we have rejected about eight hundred so far. He reported that we are encouraging these students to apply to Wayne and Medina. He expressed his anticipation that an improved pool of students will help us with quality and retention.

He further noted that we are down about 164 seat confirmations after this has picked up in recent days but explained that this year, the financial aid packages were held back until February.

Last year, they went out in December. He expressed the expectation that confirmations will improve once these packages go out. He noted there were new initiatives to increase student yield, and he informed the Senate that Bill Kraus has returned to admissions as Associate Provost for Enrollment Management.

President Wilson spoke of the need to be distinctive in 2018. In this area, he spoke of new pricing as distinctive with the tuition guarantee for residents. He said the Akron Guarantee Scholarship continues to draw raves and praise, and he noted that we have lowered out-of-state tuition, too.

He described our new eSports program as a distinctive extracurricular program and expressed hope that it could also bring distinction in academics. He imagined bridges to nutrition, marketing, business, communications, and other disciplines. He noted that a bibliography of newspaper coverage of our eSports program is ten pages long.

He reported that a task force studying summer semesters continues its work.

"Five-Star Fridays," he reported, has been very positively received. He again emphasized the necessity of attracting students and being distinctive. He noted that a task force has been formed to study emerging issues. He noted that we will never get 100% of scheduling into Monday to Thursday. He also promoted the idea of Fridays as an opportunity to offer quality programs that help our students. He related news of an engineering firm that expressed their pleasure at the idea of having better-attended job fairs on Fridays and reported how many engineering students could not attend a career fair because they had exams. He described a department in BCAS that believes it can improve student retention through a tiered mentoring initiative that was difficult to implement because of scheduling conflicts.

He reported a need for faculty to spread the word about our search for a Chief Academic Officer. This job ad was posted on January 18 and applications were coming in. The search committee will first meet on February 12.

He made himself available for questions.

Chair Rich asked if the search process that will be used for the Chief Academic Officer will be the one in the board rule.

President Wilson replied, Yes.

Chair Rich asked when the Senate and other constituency groups would be asked to select representatives.

President Wilson replied, I will get back to you.

Senator Elliott referred to a Terry Pluto article arguing that the Mid-American Conference should drop a level.<sup>1</sup> He asked for Wilson's perspective and how it outweighs Pluto's expertise.

President Wilson declined to comment on Pluto's expertise. Over the last eighteen to twenty months, UA has been transparent about the cost of athletics, he replied. He noted that he has never spoken with Mr. Pluto. In the Cleveland *Plain Dealer* yesterday, he continued, he was quoted speaking on how we need to continue to find ways to make athletics more affordable.<sup>2</sup>

Senator Soucek asked for clarification about changes in application recruitment and noted that more applications is better than fewer. President Wilson responded that we were spending about a million dollars a year for this outsourcing, and that we wondered if we could do a better

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<sup>1</sup> Amanda Rabinowitz, "The View From Pluto: The Big Problem with MAC Football." *WKSU*, December 20, 2017, <http://wksu.org/post/view-pluto-big-problem-mac-football#stream/0>

<sup>2</sup> Karen Farkas, "University of Akron to Focus on Recruiting Athletes from Ohio to Gain More State Funding." *Cleveland.com*, January 31, 2018, [http://www.cleveland.com/metro/index.ssf/2018/01/university\\_of\\_akron\\_to\\_focus\\_o.html](http://www.cleveland.com/metro/index.ssf/2018/01/university_of_akron_to_focus_o.html)

job, especially at adding a more personal touch. He reported that UA renegotiated the contract to below half the previous cost to re-engage this firm in mid-December.

Senator Clark asked about teaching assistants for her master's program in Communications and if there are plans to offer sustainable assistantships for graduate students at the master's level. President Wilson responded that all graduate students will want funding but we do not have the ability to pay everyone. He spoke of programs that had no paying students and described them as unsustainable. He suggested that if programs were able to get in more paying students, that might create the ability to fund students. He also suggested that master's programs might look more at providing only a stipend or only tuition remission as a way of stretching graduate assistantship dollars. He also expressed hope that graduate assistantships might be considered in Academic Program Review.

Senator Klein spoke of teaching loads for graduate students at comparable universities. She asked what kind of funding might be available to international recruiting, and she spoke of Kent State's success recruiting students from Istanbul. President Wilson assured the faculty that international recruitment is university-wide and not restricted to STEM disciplines. He spoke of efforts to attend more international fairs as well as high schools abroad. He noted that UA hosted international high school counselors in the fall; that we have four international recruiters on the road; and that the number of international undergraduate applications is up this year. He also described himself as putting together a request to a foundation to support further international recruitment. Senator Klein invited the recruiters to visit her department so that they could better recruit for it. President Wilson said he would send them her way.

### *VII. Remarks of the Provost*

Provost Ramsier noted there will be open forums to discuss Five-Star Fridays in a few weeks. He also spoke of open forums upcoming for the voluntary retirement program (VRIP) and TARP.

He called the attention to the faculty of the decision, made by the Provost's office, to not send all the RTP letters on the same day. All of the tenure or tenure-and-promotion case letters were out, he added. The fourth-year cases will not receive the letters at the same time. The reason for this is a lack of storage in Buchtel College.

He spoke of a IUC Provosts conference call about textbook affordability. He noted that he will have a meeting on the subject in Columbus and then will share what he learns with the faculty committee.

He thanked the Academic Policies Committee for their good work and made himself available for questions.

Senator Veillette asked when the departments would receive fall schedules. In a couple of weeks, he answered.

Senator Elliott asked if eleven faculty retired last summer. Provost Ramsier answered that eleven retired in the TARP program. Senator Elliott expressed concern that perhaps we will have a backlog of about one hundred faculty retiring at once, out of 650, or heading toward a twenty-percent reduction. He asked if there would be a commensurate reduction on the administrative size.



Provost Ramsier referred Senator Elliott to the recent article identifying UA as having the lowest percentage of its revenue spent on administration in the state.<sup>3</sup> He noted that the number of people employed at the VP level has dropped from 42 to 25, and salary expenditures for these positions has fallen from 7 million to 4 million. He explained that if one hundred faculty took our VRIP, there would be salary dollars made available. He noted that 103 retired in a program at Kent. If faculty want to stay and help, they can take the TARP program. He added that, by his calculation, faculty could make more money by taking the TARP and staying on to help.

Senator Rich suggested faculty should consult with a financial planner before making such decisions.

Senator Nofziger asked if the RTP process could be more electronic. Provost Ramsier noted that this would be a logical thing and the Provost's office would be spared their problems storing large boxes.

Senator Schulze asked who would be on the working group for Five-Star Fridays. Provost Ramsier replied that it has not been decided and they would be open to suggestions.

Senator Schulze wondered if perhaps we were not planning to do too much on Fridays. Provost Ramsier agreed that we must be careful and do Fridays well, and he noted this was a reason for the task force.

Chair Rich invited senators to email expressions of interest in serving on this task force to him.

Senator Elliott spoke about doing his own survey and found that his students were opposed to attending classes before 8am or after 8pm. He compared this survey to a similar one that he did on the subject of Scarborough's "polytechnic" branding and how it compares to something Scarborough did. Provost Ramsier noted that the survey is a matter of record, and that faculty helped to craft it.

Chair Rich asked if the President and Provost would be willing to share the instrument and results and was told yes.

Senator Bennington noted that USG owned the results and he would share them.

### *VIII. Committee Reports*

#### *A. Curriculum Review Committee—Chair Cravens*

On behalf of the committee, Chair Cravens presented a motion to approve curriculum changes (see Appendix A). The motion was adopted without dissent.

#### *B. Academic Policies Committee—Chair Klein*

On behalf of the committee, Chair Klein presented a motion to adopt a proposal for a new policy governing the posthumous conferral of degrees (see Appendix B). Chair Rich read and explained the proposal.

Senator Soucek asked about suicide. Chair Rich noted that this provides guidance for faculty who are to exercise discretion.

Senator Randby noted that students engage in criminal activity and graduate.

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<sup>3</sup> Karen Farkas, "Ohio's Public Colleges Spend About 20 percent on Administrative Costs, Report Says." *Cleveland.com*, October 24, 2017,

[http://www.cleveland.com/metro/index.ssf/2017/10/ohios\\_public\\_colleges\\_spend\\_about\\_20\\_percent\\_on\\_administrative\\_costs\\_report\\_says.html](http://www.cleveland.com/metro/index.ssf/2017/10/ohios_public_colleges_spend_about_20_percent_on_administrative_costs_report_says.html)

Senator Veillette made a distinction between students who complete requirements and students who do not, describing a posthumous degree as a gift worthy of additional considerations.

Senator Klein explained that the APC considered such situations as they crafted the proposal.

Senator Allen noted that all criminal activities are not equal and implored the senate to change this.

Chair Rich asked if Senator Allen was moving to amend in a particular way. Senator Allen demurred.

Senator Kennedy added a comment about the legality of suicide.

Senator Felty moved to amend as Chair Rich suggested. Senator Randby seconded the motion.

Senator Quinn requested that Chair Rich read the motion as amended.

The motion to amend was adopted.

The motion, as amended, was adopted without dissent.

Next, on behalf of the committee, Senator Klein presented a proposal to adopt the proposed progress report on targeted duplicative programs with the two changes as described in Appendix B.

Senator Elliott asked for a definition of "active program." Chair Rich replied that such programs admit and graduate students. He noted that the APC determined that there was an error that we are correcting. The motion adopted without dissent.

On behalf of the committee, Senator Klein presented a motion to approve the changes to the Honors program specified in Vice Provost Sarah Cravens' memorandum of January 11, 2018.

At the invitation of Chair Rich, Vice Provost Cravens addressed the body to explain the proposal. She noted who has reviewed this proposal: URC also reviewed and approved it, but it was not something that could go through the Curriculum Proposal System, for technical reasons. The Honors Advisory Council also heavily reviewed and discussed the proposal.

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

Chair Rich praised Vice Provost Cravens for the work on this proposal.

#### C. General Education Advisory Committee—Senator Bean

On behalf of the committee, Senator Bean presented a list of courses for approval (Appendix C).

Chair Rich reminded the body that the body revived the fast-track process and assigned it to the General Education Advisory Committee.

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

#### D. University Libraries Committee—Chair Miller

The ULC submitted a written report. See Appendix D.

#### E. Computing & Communications Technologies Committee—Chair Randby

The CCTC submitted a written report. See Appendix E.

#### F. Athletics Committee—Chair

The Athletics Committee submitted a written report. See Appendix F.

*IX. Report of University Council Representatives—Senators Roy & Allen*

Senator Roy described the meeting of January 23, 2018 as addressing the VRIP, Five-Star Fridays, and textbook affordability.

As Chair of University Council, Senator Sterns urged everyone to submit nominations for awards. He also reported that the Human Development committee, a joint committee with the Senate, has met for the first time.

*X. Report of Graduate Council Representatives—Senators Allen & Soucek*

There was no report.

*XI. New Business*

There was no new business.

*XII. Good of the Order*

Senator Roy announced that tomorrow would be the AAUP's first "Faculty First Friday" tomorrow at five p.m. at the Lockview.

Senator Hausknecht invited Senators to take cookies on their way out.

*XIII. Adjournment*

The meeting was adjourned at 4:27 pm.

—Jon Miller, Secretary.

Questions and comments about the minutes can be emailed to [mjon@uakron.edu](mailto:mjon@uakron.edu) or called in to x6202.

Curriculum Proposals for February 2018 Faculty Senate

<b>Proposal Number</b>	<b>Proposal Name</b>
EDUC-CURR-17-21144	Practicum: Teaching English as a Second Language
EDUC-CURR-17-21246	Practicum: Teaching English as a Second Language
A&S-POLSC-17-21308	Campaign Finance
CHP-ALLIEDHEAL-17-19841	Admin Medical Assisting II
CHP-ALLIEDHEAL-17-19847	Clinical Medical Assisting II
CHP-ALLIEDHEAL-17-19848	Medical Externship
CHP-ALLIEDHEAL-17-19849	Medical Assisting Practicum
CHP-ALLIEDHEAL-17-19837	Study of Disease Processes
CHP-ALLIEDHEAL-17-19845	Medical Insurance
CHP-NURIN-17-21711	Nursing of the Childbearing Family
CHP-NURIN-17-21223	Nursing of Communities
BUS-MANGT-16-19468	Management Consulting Project
BUS-ECON-17-21773	Applied Econometrics, II
BUS-ECON-17-21720	Applied Econometrics I
A&S-FAMILYCONS-17-20046	Child Development
A&S-HIST-17-21699	U.S. History to 1877
A&S-POLSC-16-19094	Applied Politics
A&S-POLSC-17-21334	Voter Contact & Elections
A&S-POLSC-17-21338	Voter Contact & Elections
EDUC-CURR-17-21232	Global Education and Technology
EDUC-CURR-17-21227	Global Education & Technology
A&S-POLSC-17-21769	Political Sci - CJ Track 2
A&S-POLSC-17-21911	Political Sci - CJ Track 3
A&S-POLSC-17-21770	Political Sci - Criminal Just
A&S-CLASS-17-21313	Sports & Society in Ancient Greece and Rome
CHP-NURIN-17-19938	Family Psy/Mental Hlth Nur Pra
A&S-POLSC-17-20344	Counterterrorism
A&S-POLSC-17-20913	Al Qaeda
CHP-NURIN-17-21660	Nursing Science Seminar II
CHP-NURIN-17-21606	Public Health Research and Evaluation
CHP-NURIN-17-21656	Advanced Healthcare Statistics II
CHP-NURIN-17-21657	Quantitative Research Methods
CHP-NURIN-17-21659	AMNR: Application of Qualitative Methods
CHP-NURIN-17-21775	Child & Adolescent Health CNS
SUMM-ENGRSCI-17-21651	Green & Sustainable Building Practices
A&S-SOCIO-17-21578	The Family
A&S-SOCIO-17-21567	Drugs in Society
A&S-SOCIO-17-21572	Juvenile Delinquency
A&S-SOCIO-17-21559	Corrections
A&S-SOCIO-17-21564	Sociology of Deviant Behavior
A&S-SOCIO-17-21575	Sociology of Sex and Gender
A&S-SOCIO-17-21581	Sociology of Law

## **Report of the Academic Policies Committee to the Faculty Senate**

**1 February, 2018**

1. APC unanimously recommends that the Faculty Senate adopt a new rule to govern the posthumous conferral of degrees to students in good standing who were near the completion of their degrees at the time of their death. The full proposal has been emailed to you.
2. APC unanimously recommends that the Faculty Senate approve the changes to the honors program specified in Vice Provost Sarah Craven's memorandum of January 11, 2018, which has been emailed to you.
3. APC unanimously recommends that the Faculty Senate approve the previously distributed Progress Report on Targeted Duplicative Programs, with the following amendments:
  - a. Removal of the French and Spanish Language Teacher Education programs from the list of suspended programs. Rationale: Although the committee understands that these programs were suspended two years ago partly because a key faculty member in the College of Education retired, the committee recommends that this program's status be reexamined now that there is a new faculty member in the College of Education who can undertake the duties of the now-retired faculty member, and because this was an excellent program that would continue to enjoy local demand if it were reinstated.
  - b. Removal of the Family and Consumer Sciences education program from the list of programs to be suspended. Rationale: This is an active program with nothing similar at any university closer than Bowling Green State University.

## **Posthumous Conferral of Degrees**

**(as amended)**

A request for the posthumous conferral of a degree may be made to the chief academic officer by the faculty of the degree-granting college in which the deceased student was enrolled if the student was in good academic standing at the time of death. Ordinarily, the following criteria should be met:

- (1) The student should have been enrolled at the time of death, or in a fall, spring, or summer term in the calendar year immediately preceding the date of death; and
- (2) The student should have had a reasonable chance of degree completion within six months after the date of death.

From: Sarah M. R. Cravens, Vice Provost & Interim Dean, Williams Honors College  
To: Dr. Janet Klein, Chair of Academic Policies Committee  
Date: January 11, 2018  
Re: Proposed Changes in the Williams Honors College

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Over the course of the Fall 2017 semester, the Honors Advisory Council (made up of thirteen faculty, administrators, and advisors representing each of the colleges as well as the Office of Academic Affairs) met extensively to discuss potential changes to the graduation requirements and other aspects of the overall program in the Williams Honors College.<sup>1</sup> Each of the proposals presented below comes unanimously from the eleven members of the Council who attended a retreat wrapping up the work of the semester. It is our strong desire to secure the approval of these proposals from the Academic Policies Committee (APC) and the Faculty Senate ahead of New Student Orientations in mid-March, so that we can present with clarity to incoming Fall 2018 Freshmen the new requirements that would apply to them.

Only one of the proposals involves the Curriculum Review process. That proposal involves a set of minor, parallel, and simple proposals for course changes, which we have already set in motion through the CPS/CRC process, as indicated below. It is our hope that the processes can move in parallel for maximum efficiency to meet the mid-March deadline.

### **Proposal I. Creation/Adoption of Program Outcomes for the Williams Honors College**

As appropriate to their fields, students will:

- demonstrate research competency by engaging in an authentic scholarly experience;
- demonstrate leadership competency by engaging in diverse university and/or community experiences;
- demonstrate multi-disciplinary academic excellence; and
- demonstrate an appreciation for diversity and inclusion in a global society.

*Rationale:*

- *The Council discovered early on in its discussion of potential specific changes to graduation and other program requirements, as well as admission standards, that the College had never adopted any program level outcomes or engaged in any program assessment. So we engaged in extended discussion of potential program outcomes, looked at outcomes from other honors colleges, considered our mission statement, discussed what distinguishes the honors experience from any other UA undergraduate experience (or what we would like to do so in keeping with the changes we propose to put into place), what outcomes are measurable, and so on. These are the program outcomes on which we unanimously agree.*

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<sup>1</sup> As members of the Academic Policies Committee may be aware, another related component of this work already put into play was the transition in the late summer/early Fall to return to a selective admissions process with higher presumptive threshold criteria, an essay, and various other components. That process is currently in use.

**Proposal II. Specific Changes to Honors Program / Graduation Requirements**  
(all proposed for application only to Fall 2018 entering students and onward)

The following five changes are separately indicated A through E for clarity, but are grouped as a set under one proposal because they are meant to work together as a group. Particularly those that relate to changes in numbers of credits (B, C, and D, most of all) will not work the same in the bigger picture without the others.

A. Elimination of the option for “completed Honors requirements” designation at graduation for those who do not meet GPA requirement of 3.4

- Currently, students are permitted to remain in good standing in Honors so long as their cumulative GPA remains above 3.0, but can only graduate as a Williams Honors Scholar with a GPA of 3.4 or higher. (There is a no-man’s-land in between, into which roughly 30 students a year fall, many of them nowhere near the 3.4) These students currently get a different notation on their transcript, a different certificate, and a smaller medallion.
- **We propose eliminating this practice and instead using graduated GPA standards for good standing in Honors** to assist students in working towards the graduation requirement. We propose using GPA standards parallel to those currently used for maintaining Honors scholarships, but **allowing for students to maintain probationary Honors status for one year** while attempting to regain their footing.
- **Students would still be dismissed (without probation) from Honors if below a 3.0**, but at the end of each Spring semester if they had not achieved a cumulative GPA of 3.25 (first year), 3.3 (second year), 3.4 (third year and beyond), they would be on probation for the next year.<sup>2</sup> If by the following Spring they had achieved the appropriate GPA to be on track for their year, they would return to good standing.<sup>3</sup> Students would not be permitted to remain on probation in Honors for more than one year.

B. Elimination of current requirement of 1 credit of Physical Education

- **We propose elimination of the current requirement of 1 P.E. credit.**

*Rationale:*

- *While the Council is very much in favor of the health and wellness of our student body, and strongly encourages physical education, we wish to align with the General Education requirements on this point, and are concerned about the continuing availability of appropriate course offerings in light of the parallel elimination of the General Education requirement and the staffing in relevant areas.*

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<sup>2</sup> Over the past five years, these graduated GPA marks represent roughly the 60<sup>th</sup> percentile marks for any given year for each class cohort for the undergraduate population.

<sup>3</sup> Students do not regain their Honors Scholarships, even if they return to a GPA at which they would have retained them.



### C. Changes to credit requirements within groups of the Honors Distribution

- The **current** Honors Distribution requires:
  - Group I: Humanities (6 Credits)
  - Group II: Languages (9 Credits → 6 in English + 3 in other departments)
  - Group III: Social Sciences (6 Credits)
  - Group IV: STEM (9 Credits → 3 in Math + 6 in Science including a lab)
- **Proposed Changes:**
  - Group I: NO Change (remain 6 credits)
  - **Group II: Reduce to 6 credits (3 in English + 3 in other departments)**
    - **Require English credits in the group to be at English 112 or above**
  - Group III: NO Change (remain 6 credits)
  - **Group IV: Reduce to 7 credits (3 in Math + 4 in science including a lab)**

#### *Rationale:*

- **Group II Change:** *The vast majority of Honors students come in with at least three if not all six of their current English credit requirements in Group II already met via their ACT English scores or AP test scores, College Credit Plus work, etc. It is the consensus view of the Council that the more effective use of the distribution requirement simply to require that 3 credits in English be achieved at the level of English 112 or above. We have also recently reaffirmed the existing requirement that in each group, one “traditional” college course must be taken – i.e. no group can be entirely fulfilled by AP, CLEP, bypass, etc. – so at least the English or the other departmental course will be a college course, if not both. But we believe based on what we have seen with past students, the additional three credit requirement in English is in effect wasted, as they simply bring them in when they come – they do not take them as Honors students at UA as part of their distribution.*
- **Group IV Change:** *The change in Group IV reduces the credits required in science from 6 to 4, but retains the requirement that the student take a lab. The Council’s assessment is that lab science classes, however the credits are assigned, tend in the main to amount to a total of four credits. This has left the students to fill two credits in this area. Some bring in prior credit from AP courses, but many fill these credits by taking two 1-credit 7-week courses in Geology (Caves, Dinosaurs, Gems, etc.) simply to fill this requirement as efficiently as possible. The consensus view of the Council was that these credits could be used to better effect in serving the program goals.*

#### D. Changes to Honors Colloquia

##### 1. **Increase Colloquium credits from 2 hours to 3 hours each<sup>4</sup>**

- **We propose that each Honors Colloquium** (Humanities, Social Science, and Natural Science) **be offered at 3 credit hours rather than the current 2 credit hours.**
- *(We will maintain the current requirement that each student take one of each type of colloquium.)*
- Course change proposals are currently under submission in CPS (18-22899 for Humanities; 18-22900 for Natural Science; 18-22901 for Social Science. As of submission of this memo they are pending before URC and LC.)

##### 2. **Make all Colloquia uniformly 300-level (no prerequisites other than Honors status)**

- **We propose that existing 300-level course numbers in the catalog should be used for Humanities and Natural Science Colloquia, and an existing 200-level Social Science Colloquium in the catalog should be renumbered at the 300-level.**
- The course number currently in use for the 2-credit Social Science colloquium is a 300-level number, so the course change proposal for Social Science (18-22901) works from an existing 200-level course number in the catalog and proposes a new 300-level number for it, so as to leave that course undisturbed for current and continuing students.

#### *Rationale:*

- ***For increasing credit hours:*** *Currently few full-time faculty teach Honors Colloquia, frequently citing as their reasons for this either the difficulty in fulfilling their load obligations with a 2-credit hour course or the difficulty of making the scheduling fit well with courses that do not mesh well with otherwise standardized hours in the schedule. With a goal of having more full-time faculty teach the colloquia to offer their skilled teaching and knowledge to these exceptional students, and to develop relationships with them that may lead to research, mentoring, and other opportunities in their majors or otherwise, it will be helpful to resolve these straightforward issues. Currently students have some difficulties making the colloquia fit well with their other courses due to scheduling issues, again because the 2-hour courses do not always mesh well with the rest of the schedule grid. This is more easily resolved with 3-hour courses. But most importantly, there is a great deal of feedback from both students and faculty that the colloquia are, at 2-credits, often considered “lite” courses because they bear less credit than the other courses both in the students’ and in the faculty members’ loads. There is less time to devote to class discussion, less work can be justifiably assigned, etc. The view of the Council is that for these to bear the weight of the Honors distinction, they need to be three hour courses, so that faculty can assign the work that needs to be done, and lead the kinds of discussions students need to have. At three credits, students are more likely to take them seriously and devote themselves more fully to the endeavor.*

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<sup>4</sup> We will, of course, continue to teach colloquia at 2 hours for a few years as well for the benefit of those current students remaining under the 2-hour course requirement. There will simply have to be both 2-hour and 3-hour offerings for a few years, in an appropriate distribution, which we will work out.

- ***For uniform 300-level offerings:** There is currently a progression in the course numbering from Humanities (200-level) to Social Science (300-level) to Natural Science (400-level). This is not reflective of the Council's view of the reality of either the courses as taught (or as they should be taught), the goals for the courses or the program, or the necessities of the subject matters involved. Course numbers already exist in the catalog for the colloquia at all levels. (However, all were created for 2-credit courses.) The Council's consensus view is that the appropriate level is 300 and that the appropriate signal to the students is that the topics are all on the same level. Because we need to retain the current Social Science course number for the 2-credit courses that will still need to be taught for students under the existing requirements for a few years, the course change proposal for the 3-credit offering proposes renumbering the existing 200-level offering to a different 300-level course number.*

E. Requirement of Taking Honors Credits

- **We propose a new and more specific requirement that each student take at least 17 total Honors credits.**
- **Honors credits may be obtained via the Honors Colloquia (9 required), the Honors Project (2-6 possible), Honors Sections, and courses taken in fulfillment of an Honors Contract.**
- For example: If a student took the minimal credit hours for the Honors Project (2), having fulfilled the Honors Colloquium requirements (9), this would mean taking two 3-credit courses as Honors classes either by means of Honors Sections or Honors Contracts.
- Similar to the situation with tags in the General Education requirements, **these credits could be taken within the Honors distribution, so they might be but need not be additional credits.**

*Rationale*

- *The Council considered the approaches of other Honors Colleges, as well as the past practices of our own Honors College in looking at what makes the Honors experience different from that of the more standard undergraduate experience. In addition to a capstone or research type of experience and some unique course offerings and other opportunities, one of the key components was a number of credits taken as Honors courses/credits. While our Honors Handbook indicates that students are expected to take Honors sections, it does not indicate any mechanism for enforcing that as a requirement. As a result, the expectation has faded as a matter of norm and practice, and in turn, the offerings have withered for lack of enrollment. With a return to selective enrollment and a requirement that students take a certain number of their credits designated as Honors courses, we will build back this strength.*
- *In terms of any issues of course offering/potential, the concept here allows for flexibility both for departments and for students. No department is under any obligation to offer Honors sections, though certainly that is welcome and encouraged wherever there is an appropriate opportunity. We anticipate the greatest opportunities would come in the basic building block courses of majors and in some of the most popular courses used to satisfy the distribution courses. Introductory courses in areas such as Psychology,*

*Philosophy, Ethics, and Public Speaking, for example; courses in Statics and Solids, and others along these lines.*

- *In addition to the courses officially offered as Honors Sections, however, there is the opportunity for students to work with faculty teaching any course in which the student is enrolled, to enter into an Honors Contract for the course. The student agrees with the faculty member what additional work they will do (additional reading and discussion, more in-depth research or writing, an additional assignment, or some assortment of those appropriate to the course) to make it an Honors version of the class. If the student fulfills the Contract, the class is designated as Honors on the student's transcript, and would count toward this new requirement. This allows students flexibility both with respect to choosing how to schedule their Honors credit courses and with respect to the subject matter in which they believe they would perform best or are most interested.*

#### Overall Number of Credits Required

- Currently Honors students are required to take 38 credits in the distribution, 30 of which are specified in the particular groups, 8 of which are at their choice as to where they are taken. We are proposing **reducing this to the 25 specified credits** in the distribution groups, per the specific revisions noted above.
- Currently Honors students are required to take a total of 6 credits in the three Honors colloquia. We are proposing **increasing this to a total of 9 credits** in the three Honors colloquia, and making them uniformly at the 300-level.
- Currently Honors students are required to take 1 physical education credit. We are proposing **eliminating this to 0 credits**.
- Currently Honors students are required to complete an Honors Project for **2-6 credits**. Some majors dictate the number of credits, others give the students discretion. We **propose no change** to this requirement, but note the introduction of our new Associate Dean for Undergraduate Research who will be working on the enhancement of these projects.
- Currently Honors students are not technically required to complete any credits/courses specified as "Honors" outside of the colloquia and the Honors Project. **We propose a requirement of at least 17 Honors credits** including those for the Colloquia (9), the Project (2-6), Honors Sections, and courses fulfilling Honors Contracts. Although students might complete these efficiently by fulfilling them with courses within their distribution requirements, this **is a prospective increase of up to 6 credits**.
- Overall, these changes as a set would reduce the Honors requirements by 5 credits, offer students greater flexibility in the Honors Distribution, with closer parallels to the General Education requirements in terms of the overall number of credits required (which is helpful to us on the Admissions/Yield front), but with more meaningful rigor in terms of the substance of the requirements.



Office of the Senior Vice President and Provost  
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October 9, 2017

**MEMORANDUM**

**TO:** Ohio Department of Higher Education (ODHE)

**FROM:** Rex D. Ramsier  
Senior Vice President and Provost

**RE:** Progress Report on Targeted Duplicative Programs

**COPY:** Matthew J. Wilson  
President

William D. Rich  
Chair, Faculty Senate

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Please accept this memorandum as The University of Akron's required progress report on programs identified as duplicative by ODHE and targeted for specific action through a process involving our Faculty Senate. As seen in the attached, the targeted programs are being phased out or have already ceased. Any students remaining in these programs have been held harmless through appropriate teach-out mechanisms.

II. Chart listing the duplicate programs **targeted for action** and the action being considered (e.g., partnering with other institutions for course sharing, elimination)

Program Name	Action and Rationale - FOR ACTION	Collaboration Partners, if Applicable
Music History	Program in process of termination	
Zoology/Animal Biology (CIP Code 260701)	Elimination - program is no longer active	
Geography (CIP Code 450701)	Elimination - program is no longer active	
Drafting and Design Technology Technician General 151301	Program in process of termination	
Legal Assistant Paralegal 220302	Suspended	
Admin Assistant and Secretarial Science, General 520401	Terminated	
Humanities 240103	Will be discontinued	
Liberal Arts 240199	Will be discontinued	
Social Science General 450101	Will be discontinued	
52.0901 Hospitality Administration/ Management, General Hospitality Management, Marketing and Sales, AAB	Suspended	
Education, Other (CIP 139999)KSU 121/UA 48	Suspended	

**To: Faculty Senate**  
**From: Janet Bean, Coordinator of General Education and GEAC member**  
**Date: 1/30/18**  
**RE: Fast Track Courses for Approval**

GEAC submits these courses, which were approved by GEAC in Fall 2017, for Faculty Senate approval. We have verified that departments have approved these as General Education courses through a faculty vote.

**Global Diversity**

3250:460 Economics of Developing Countries

3300:362 World Literatures

3400:489 Ottoman State and Society

7100:101 Art History Survey II

**Domestic Diversity**

3300:350 Black American Literature

Report of the University Libraries Committee  
February 1, 2018

The University Libraries Committee met on January 30. Dean Aimée deChambeau briefed the committee on the library's strategic plan; reorganization following the separation of a department head; affordable educational resources initiatives; the University Libraries budget; the upcoming NEXT conference; information and news literacy events; the Gather @ the Library series of speakers and workshops; upcoming events from the Institute for Teaching and Learning; a gift of airship materials to University Archives; substantial improvements to the functionality and underlying database of the library catalog; and requests for funding for furnishings and equipment.

The ULC would like to call attention to the upcoming NEXT conference, which features a keynote address from Delmar Larsen, the founder and director of Libretexts libraries, a collaborative platform for open educational resources that reaches more than 60 million students a year. This event will take place on Friday, February 16 in the Student Union.

<http://www.uakron.edu/next/>

Information is available through an OhioLINK website about affordable learning initiatives across the state. University Libraries are working on a local page and will announce this when it is ready.

<http://affordablelearning.ohiolink.edu/Guide>

<http://affordablelearning.ohiolink.edu/Guide/campusinitiatives>

The new strategic plan for University Libraries is attached to this report.

Jon Miller  
Chair, University Libraries Committee





The University of Akron  
**University Libraries**



**Strategic Plan**  
**FY2018-2020**

## **Our Mission**

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University Libraries provides resources, services, and expertise to support and enhance teaching, learning, and research.

## **Our Vision**

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To be known and valued as a collaborative partner essential to the educational and research processes, and fundamental to the success of the university community. As an intellectual asset for the campus, our creativity and adaptability will foster innovation in services, teaching and learning, technology, and resources.

## **Our Values**

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Student empowerment  
Inclusiveness  
Service

## **Accessibility Statement**

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University Libraries strives to provide multiple means of engagement, multiple means of action and expression, and multiple means of representation for all patrons. University Libraries is committed to producing, evaluating, selecting and acquiring, whenever possible, resources, content, services, programs, facilities, and technologies that are accessible to all and compliant with the Americans with Disabilities Act, Section 504 and Section 508, as amended, of the Rehabilitation Act of 1973.

# Our Future: Strategic Directions

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## **1. Academic Engagement**

Partner with the University of Akron community to foster student success, inspire intellectual inquiry, promote scholarship, and disseminate knowledge.

## **2. Outreach & Collaboration**

Cultivate relationships with the campus and the community to increase engagement with University Libraries.

## **3. Facilities & Spaces**

Provide inclusive, barrier-free physical and online environments for teaching, learning, and research that are responsive to the university community.

## **4. Discovery & Access**

Optimize and increase the discovery of and access to services, resources, technologies, and scholarship.

## **5. Professional Development**

Invest in ongoing workforce development of all University Libraries employees to enhance expertise, effectiveness, and engagement.

## Introduction

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The University Libraries began a strategic planning process in June 2017 to plan for the future while building upon the strengths and accomplishments gained through implementation of the FY2016-2017 plan. The resulting plan focuses on the combined strengths of the eight distinct units that currently comprise the University Libraries (Archival Services, Audio Visual Services, Bierce Library, Computer Based Assessment & Evaluation, Design and Development Services, Distance Learning Services, Science & Technology Library, University of Akron Press) and emphasizes their innovative potential as related to teaching, learning, and research. The plan maintains its user-centric perspective while emphasizing a renewed interest in partnerships with the campus and community.

The strategic plan is organized around five overarching strategic directions, each supported by strategic objectives and action items. The plan serves as a template for decision-making and the effective allocation of resources. Above all, the plan reinforces the University Libraries' commitment to its stated values, vision, and mission.

### The Process

The University Libraries gathered input from the university community through an online survey (82 responses) and through the facilitation of one community stakeholder focus group (16 attendees). In addition, staff input was gathered via an online survey (29 responses) and through an all-staff planning session.

The information acquired from the surveys and focus groups was shared with the University Libraries department heads. During a half-day retreat in August 2017 the department heads utilized the knowledge in the context of a SWOTA (Strengths, Weaknesses, Opportunities, Threats, and Aspirations) analysis which was essential to the decision to maintain the previous strategic directions. The department heads retreat also yielded a shared set of values, a new vision, and a revised mission statement. Additionally, new definitions were created for the five strategic directions and the context for each was rewritten to incorporate the eight distinct units.

The first department heads retreat was followed by a second four hour retreat to consider the strategic directions through five library-specific perspectives, thus resulting in objectives, the strategies to be employed in achieving the stated goals. The information from that retreat was compiled and used by the staff to create the action steps indicated in this plan.

The themes from the surveys are carried throughout the plan and are supported by objectives and action steps that propel the library into the future.

Strategic Planning Facilitator: Northeast Ohio Regional Library System



## Strategic Direction 1

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### Academic Engagement

Partner with the University of Akron community to foster student success, inspire intellectual inquiry, promote scholarship, and disseminate knowledge.

### Context

University Libraries performs and supports teaching, learning, research, and service. University Libraries fosters student success through embedded and extracurricular, formal and informal teaching helping students to develop information literacy, digital literacy, and research skills. University Libraries equips scholars with robust, user-centered services, tools, and spaces to promote increased intellectual inquiry. University Libraries provides services and expertise to champion and transform the practices of research and scholarship. University Libraries supports the full range of scholarly communication from acquisition and collection management to information transformation, preservation, and the creation and dissemination of knowledge.

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### Strategic Objectives and Action Items

#### **1. Create virtual and physical spaces that support the continuum of learning from initial knowledge exploration through final scholarly communication.**

- ❖ Develop a user experience focus group of patrons that inventories, assesses, prioritizes, and recommends potential virtual and physical space use improvements.
- ❖ Begin to act on the recommendations of this focus group.

#### **2. Capitalize on the strengths of University Libraries by creating an infrastructure which increases internal knowledge and external outreach.**

- ❖ Create a Libraries-wide, inclusive committee tasked with nurturing the growth of the Gather @ the Library series.
- ❖ Implement a process that recognizes, rewards, and assesses the impact of at least three new creative solutions to internal and external outreach.

## Strategic Direction 1

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### Academic Engagement

Partner with the University of Akron community to foster student success, inspire intellectual inquiry, promote scholarship, and disseminate knowledge.

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### Strategic Objectives with Action Items

**3. Partner with faculty and students to support not only discovery of and access to our collections, but also aid in the management of scholarship by helping them to preserve and disseminate new knowledge.**

- ❖ Achieve or maintain consistent representation of University Libraries at meetings of administrators and faculty.
- ❖ Partner with SOuRCe to raise awareness among student organizations of resources provided by University Libraries.
- ❖ Develop a pilot program that enables and encourages faculty to find or produce affordable textbooks and course materials in alignment with campus and regional efforts for affordable learning.
- ❖ Strengthen information literacy learning outcomes integration through collaboration with teaching faculty in the general education curriculum.
- ❖ Support experiential learning projects and content.

## Strategic Direction 2

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### Outreach & Collaboration

Cultivate relationships with the campus and the community to increase engagement with University Libraries.

#### Context

University Libraries possesses a vast wealth of diverse resources including services, spaces, technology, and expertise that enhance teaching, learning, and research at the university and in the greater community. The library promotes these strengths using effective marketing tools and internal branding. Through outreach and collaboration, University Libraries supports vital partnerships that maximize our resources and strengthen recruitment and retention efforts.

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### Strategic Objectives with Action Items

#### 1. Align with university colleges, departments, centers, and offices to promote services and resources that support teaching, learning, and research.

- ❖ Enlist appropriate library faculty and staff to engage regularly with campus academic and non-academic units.
- ❖ Collaborate with faculty to incorporate appropriate library resources into their curriculum and BrightSpace content.
- ❖ Coordinate with Office of New Student Orientation and Admissions to assume responsibility for library informational tours.
- ❖ Improve collaboration with the intra-library departments, outside centers, and departments that reside in the Libraries.
- ❖ Identify and evaluate similar or duplicate responsibilities internally within departments and other units on campus.
- ❖ Showcase new tools, services, collections, and professional development opportunities.
- ❖ Develop programmatic information literacy assessment.

#### 2. Foster local and regional community partnerships.

- ❖ Investigate sponsorships and partnerships for funding of renovations.
- ❖ Promote University Libraries facilities to community partners.
- ❖ Leverage local and regional partners to provide sponsorships, in-kind donations, and professional development opportunities.
- ❖ Partner with public and private agencies to share costs, increase services, and improve access to resources.

## Strategic Direction 2

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### Outreach & Collaboration

Cultivate relationships with the campus and the community to increase engagement with University Libraries.

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### Strategic Objectives with Action Items

#### 3. Develop internal and external communication and marketing strategies.

- ❖ Engage with the Department of Development and use the strategic plan to help identify donors and grants, and to promote naming rights.
- ❖ Add dynamic outreach to University Libraries website.
- ❖ Conduct surveys to measure impact of, and improve, outreach efforts.
- ❖ Develop a list of local and regional partners past and present, re-engage them, and create new opportunities for future partnerships.
- ❖ Increase University Libraries presence by actively participating in campus and community events.
- ❖ Feature student worker's accomplishments in social media outlets.
- ❖ Celebrate and showcase current accomplishments.



## Strategic Direction 3

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### Facilities & Spaces

Provide inclusive, barrier-free physical and online environments for teaching, learning, and research that are responsive to the needs of the university community.

### Context

University Libraries includes Archival Services, Audio Visual Services, Bierce Library, Computer Based Assessment & Evaluation, Design and Development Services, Distance Learning Services, Science & Technology Library, University of Akron Press.

Maintaining facilities and spaces that are modern and meaningful both physically and online is core to University Libraries success. In addition to seven unique brick & mortar locations, University Libraries is responsible for critical virtual spaces for university students, faculty, and staff. These spaces include the University Libraries website, research guides, and online databases; Brightspace, the university learning management system; digitized archival material; twenty-nine synchronous distance learning classrooms; and IdeaExchange, the digital platform for scholarship generated by university students, faculty, and staff.

Whether it is providing a comfortable and technologically infused testing center, facilitating media streaming to or from remote locations, or teaching and providing instructional technology and proper pedagogical practice to match, library facilities and spaces are vital. University Libraries will continue to enhance its robust physical and virtual infrastructure through critical space assessment and strategic budgeting to support evolving methods of research, scholarship, gathering, and creative activity across campus.

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### Strategic Objectives with Action Items

#### 1. Study current space use and activities to inform a plan for the most effective use.

- ❖ Conduct a self-study and gather feedback on uses and space issues including traffic, noise levels, technology, furnishings, appearance, and comfort.
- ❖ Design inclusive physical spaces that provide a welcoming and barrier-free environment for a diverse population.

## Strategic Direction 3

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### Facilities & Spaces

Provide inclusive, barrier-free physical and online environments for teaching, learning, and research that are responsive to the needs of the university community.

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### Strategic Objectives with Action Items

#### **2. Develop long-term plans to renovate outdated spaces and align with University and professional expectations.**

- ❖ Develop comprehensive facility plans that prioritize usability, aesthetics, and accessibility and are supported by past and continual space assessment.
- ❖ Improve wayfinding and signage to make the facilities more navigable and collections more discoverable.

#### **3. Develop a philosophy and strategy for designing, managing, and continuously improving an integrated online presence.**

- ❖ Define target audiences and scope for each part of the University Libraries online presence, including LibGuides, Brightspace, IdeaExchange, etc.
- ❖ Identify ways to take full advantage of the new CMS design templates and other modalities in the University Libraries online presence to effectively promote library resources and services.
- ❖ Complete and implement a redesign of the University Libraries website.

#### **4. Respond to user demands for new technologies and tools through assessment and refinement of existing portals, platforms, and virtual services.**

- ❖ Audit public workstations and lending equipment for software/licensing consistency and accessible/universal design for barrier-free usage.
- ❖ Enhance, centralize, and make fully accessible public printing, copying, and scanning services.
- ❖ Identify infrastructure needs and scalability concerns for the delivery of services and resources.

## Strategic Direction 4

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### Discovery & Access

Optimize and increase the discovery of and access to services, resources, technologies, and scholarship.

### Context

University Libraries provides access to a wide variety of scholarly content and technologies that facilitate teaching, learning, and research. University Libraries strives to enhance and support teaching and the research continuum through evaluation and development of our resources, technologies, and delivery methods to ensure that the university community has unrestricted access to our resources and services.

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### Strategic Objectives with Action Items

**1. Assess and combine our collective skills and resources in innovative ways in order to integrate and maximize our services.**

- ❖ Conduct a libraries-wide cost-benefit analysis.
- ❖ Create a stable, sustainable budget model for collection management.
- ❖ Perform a self-assessment of current practices.
- ❖ Educate libraries personnel on available products, resources, and services.

**2. Enhance the user experience by reducing barriers and improving access to all University Libraries services, collections, resources, and technologies through a coordinated approach.**

- ❖ Assess reliability and usefulness of tools and services and establish a mechanism for ongoing review.
- ❖ Utilize web presence and other online tools to promote and improve access to resources and services.
- ❖ Build promotion of resources into workflow.
- ❖ Review hours of operation to ensure that they are convenient and predictable.

## Strategic Direction 5

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### Professional Development

Invest in ongoing workforce development of all University Libraries employees to enhance expertise, effectiveness, and engagement.

### Context

The University Libraries is a learning organization that is continually transforming itself to meet challenges in higher education. We embrace innovation and meet new, often unanticipated, expectations. These challenges include the continual need for new expertise, both from new recruitment and internal development; achieving and maintaining an environment welcoming to and inclusive of a richly diverse workforce; and supporting all who work in University Libraries in both their professional development and their efforts to prioritize competing and growing demands.

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### Strategic Objectives with Action Items

#### 1. Create clear pathways for communication and sharing of job-specific knowledge and expertise.

- ❖ Develop a method for sharing information from professional development events with others to aid in developing new expertise.
- ❖ Provide a straight-forward pathway to university expertise (flowchart).
- ❖ Better utilize internal expertise to address training in house.

#### 2. Foster a culture of continuous professional development across the entire University Libraries workforce.

- ❖ Train management and staff to incorporate professional development into the annual evaluation tool.
- ❖ Invite trainers and host trainings on a regular and ongoing basis,utilizing vendors and organizational ties where possible, forskills maintenance and discovery of trends and innovative practice.
- ❖ Provide more information about outside meetings, training, etc
- ❖ Provide service training at all levels, including student workers.

# Computing & Communications Technologies Committee

**Subject:** Computing & Communications Technologies Committee meeting report  
**CCTC Meeting Date:** *[2017-12-08 Fri]*

The CCTC met on Friday, December 8, 2017.

The Curriculum Proposal System Subcommittee of the CCTC is planning to use the following process: (1) develop criteria for a new curriculum proposal system, (2) develop an RFP and have it sent out for proposals, (3) evaluate proposals with appropriate input from the university community, and (4) submit a recommendation to the CCTC.

The committee will meet with IT to discuss the implementation of a steady (yearly) plan for replacement of laptops. Such a plan will prevent ad hoc laptop replacement.

The committee will examine the state of the online evaluation system at a future meeting.

Scott Randby  
CCTC Chair

## **Athletics Committee meeting November 20, 2017**

Attending: Jeff Franks, Marc Haas, Matt Juravich, Lala Krishna, Tim Lillie, John Nicholas, Ronald Otterstetter, Laura Richardson, Ben Rochester, Larry Williams

Meeting called to order at 2:02 pm

### Approval of Minutes from 9/20/17 meeting

Motion to approve by Rochester, seconded by Krishna, minutes approved

### Further discussion of Chair for the 2017-18 academic year.

Matt Juravich was willing to serve starting in spring semester.

Motion to elect Matt by Otterstetter. Juravich elected.

### Update from Athletics Department

Larry Williams – Thanked John Nicholas for hours given to the committee. Williams stated that he loves the input we receive from the committee. We have to do even a better job integrating ourselves into the campus. As we pull together our strategic plan we'll rely on you for that. Department is in high gear with overlap of programs right now. It's fun but chaotic. We have finished out the fall sports in a bit of a mixed bag of results; soccer was a big win and our students come from everywhere and they do it well and even in the snow yesterday it was great to watch them take apart Seattle. We stand a good chance of taking a run to the college cup. We could win another one. It's a good story and we've got to make sure as many people know about it as possible.

Other notable success this year is football and I played the game all my life and I was surprised at how things have turned out for us and if you had told me that a month ago I would not have believed it. Back in Kalamazoo MI we were sitting there in the rain and lightning and then it turned into a big ice rink. We canceled. We made the decision to stay in a hotel rather than drive back and we found a hotel for that night. Western Michigan decided not to stay and it was clear the next day they had not obeyed their curfew. There were very few in attendance. Western Michigan did not wake up til the 3<sup>rd</sup> quarter and we were on a roll. This week our starting quarterback was suspended and our backup was outstanding. He's turned out to be the much better option. So here we are at the top. Our challenge now is to get the word out and get people involved. So soccer is right on the money and football has just been a great surprise.

On the other side we have some fall sports that are a work in progress; volleyball is just not happening yet but they should take a huge step forward next year. More trouble in women's soccer, it's surprising to me that our women's team is not close to the success of our men's team. Track is about what we expected, so not a lot going there.

Looking forward, our basketball program looks good. Our coach is working well with the guys and Matt Wilson has attended some of our practices and has said the level of attention of the guys is amazing. The focus is elevated. Building a great culture in the team and we're up this fall and their basketball

success is growing. Jody is still working to get a good team put together. She's going to battle everyday. It's been really busy but it's an exciting time.

Lillie – you had said a couple of times that there is something coming in renovations to the JAR.

Williams – we're meeting with the potential donor tomorrow and hoping they are ready to commit. We need to get moving on the drawings and the work needs to get started. Will announce soon the first baseball endowment and have a couple others that look promising. We've got a landing spot for our women's lacrosse program.

Gribshaw – a mixed conference is what we'll be in.

Williams – it's a hybrid conference and should provide some decent travels for us. We're still a couple of years out.

Krishna – we still have the right number of sports for women and lacrosse should be easy to maintain financially right?

Williams – yes, the financial part of lacrosse should be doable.

Further discussion ensued regarding potential funding opportunities for new sports.

Update and discussion of COIA and its membership –

Nicholas stated that it seems to be disintegrating. Email chain shows that some big schools are dropping out. I will add Matt Juravich to list and we'll need to keep an eye on it as it seems to be disintegrating.

Lillie – was there not a trial membership?

Nicholas – yes, but that is over and we have decided to become permanent members two years ago. Current members were disappointed in that there didn't seem to be "teeth" to the organization. Learning what they did at North Carolina was interesting. From the Faculty Senate view it looked like they cleaned up their act. We want to keep our eyes on that.

Motion for adjournment –

Meeting adjourned at 2:59 pm