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10-1-2020

Faculty Senate Chronicle for October 1, 2020

Heather M. Loughney
hl@uakron.edu

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Loughney, Heather M.. "Faculty Senate Chronicle for October 1, 2020." *The University of Akron Faculty Senate Chronicle*, 1 Oct 2020. *IdeaExchange@UAkron*, <https://ideaexchange.uakron.edu/universityofakronfacultysenate/170>

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October 1, 2020

68 pages

SENATE ACTIONS

1. Adopted the courses and approved programs brought by the Curriculum Review Committee (Appendix A)
2. Approved a motion brought by the General Education Advisory Committee to accept the changes to the General Education program. (Appendix B)

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MINUTES OF THE FACULTY SENATE MEETING OF

October 1, 2020

The meeting of the Faculty Senate took place Thursday, October 1, 2020 in WebEx. Senate Chair Linda Saliga called the meeting to order at 3:04 pm.

Of the current roster of 46 senators, 38 attended the meeting. Senator Sahl was absent with notice. Senators Gandee, Mahajan, Mudrey-Camino, Palmer, Rochester, Srinivasan and Zheng were absent without notice.

I. Adoption of Agenda

On Senator Nofziger's motion, the amended agenda was adopted without dissent.

II. Adoption of Minutes of the July 23rd, August 6th, and September 3rd Senate meetings.

On Senator Graor's motion, the minutes of the July 23rd special Senate meeting were adopted without dissent.

On Senator Randby's motion, the minutes of the August 6th special Senate meeting were adopted without dissent.

On Senator Schulze's motion, the minutes of the September 3rd Senate meeting were adopted without dissent.

III. Remarks of the Chair

I will start by sharing with you the responses I received from President Miller regarding our resolutions from August 6th. He sent his response to me on August 24th. Regarding the membership to the Athletics Review Task Force, President Miller responded, “The Faculty Senate along with other important constituents of athletics – including members of the Board, the community, student athletes and others – will be represented on the task force. We will consult with the Chair of the Senate to identify potential Faculty Senate representatives who may or may not be current members of the Faculty Senate Athletics Committee. It will not be possible to include all members of the Faculty Senate Athletics Committee on the Task Force.” President Miller appointed two of our nominees, Jeffrey Franks and Rolando Ramirez, as well as three other faculty members to serve on the seventeen-member committee.

Regarding the discontinuation of former President Proenza’s salary, President Miller responded, “Our communications with current employees about their employment status are confidential and for professional and legal reasons cannot be influenced by Faculty Senate Resolutions.”

President Miller’s response to the resolution regarding the Developmental Program was, “Developmental Programs have not been eliminated. We welcome any input from the Faculty Senate about the efficacy of the corequisite course model.”

The other two resolutions from the August 6th meeting were not addressed to President Miller. The resolution about the make-up of our Board of Trustees was sent to Governor DeWine, and the resolution about removing the members of our Board of Trustees was sent to State Senator Stephanie Kunze, chair of the Ohio Senate's Higher Education Committee. Neither has responded.

In June, our Board of Trustees approved our current five college structure. As Faculty Senate, it is our job to examine the consequences of this new structure. My first inclination was to form a committee. My fellow executive committee members pleaded with me not to do that, as I had already convinced them to ask you to form an ad hoc committee that I will talk about in a moment. Instead, the executive committee will be developing a survey to distribute to the university community to find out how the reorganization has influenced units and colleges, been experienced by individuals, and most importantly, what impact has it had on students. It is likely that once we see the results of this survey, we will recommend the formation of an ad hoc committee to deal with some of the issues that arise.

We have two non-standard items of business today. The first will be to consider some minor changes to our general education program. I'm not opposed to the changes. I know that statement surprises members of CRC and the executive committee because I proposed to these groups an alternate change to the

gen ed program. In fact, I've been arguing with Janet Bean and Katie Cerrone about one of these changes for months. I could go into all kinds of details about this that none of you would be interested in, so I'll simply say that my problem, and the reason that I proposed an alternative, is that the rationale I was initially presented with as to why we needed to make a change led me to an alternate proposal. Most of the arguing was about why they believed my proposal wouldn't work. Today, Katie will present the proposed changes, hopefully with solid justifications.

Our second non-standard item is program review. I want to thank the committee members for their excellent work. Unfortunately, just hearing the words "program review" triggers PTSD for some faculty members. You may recall that Marnie Saunders and Joe Wilder developed the cyclic program review materials in the fall of 2018, immediately following the administration's announcement of the 80 program or track cuts that occurred as a result of APR. Marnie and Joe emphasized that these were to be formative reviews for self-reflection and improvement. For a program review process to be truly successful, the final report needs to contain explicit recommendations, not just to the program faculty about things the committee believes they could do to improve the program, but also to the administration in terms of additional resources the committee believes should be given to the program and why. The latter has been missing from the reports of the program review committee these first two years. After we accept the report from the program review committee, I will ask for a

motion to create an ad hoc committee to evaluate, and maybe modify, what is being asked for in the program review self-study, and to expand the current evaluation protocol for the self-studies to include recommendations about the level of resources, including personnel, space, etc. The program needs to deliver the best possible experience for our students.

IV. Special Announcements

None

V. Report of the Executive Committee

The Executive Committee had four scheduled meetings since the last regular meeting in September.

The Committee met with Provost Wiencek to discuss the following items: strategic planning, the composition of the OAA committee, the need to increase student enrollment, measuring faculty effectiveness, metrics for measuring programs and program success, international recruitment, following up with reorganization, a mid-semester survey for students, and budgeting for large class assistance in synchronous classes.

Additionally, the EC met to prepare for the October Senate meeting and to discuss assessment, program assessment and program review, and recommendations from GEAC.

For more information on these discussions, please contact Heather Howley at hhowley@uakron.edu.

VI. Remarks of the President

President Miller did not attend.

VII. Remarks of the Provost

Provost Wiencek thanked members of the Board of Trustees for their attendance. He shared the news of hiring the new CFO, Dallas Grundy. He thanked the body for their work during COVID and felt the semester was going well. He appreciated the good work faculty were doing for students.

He commented about his visits to the colleges and was in the beginning of painting the University's new portrait. He shared his philosophy that changes should be faculty and student-driven and yet acknowledged that innovation had to be within certain constraints, boundaries, and directions.

He discussed the strategic plan and planned to reassess the mission statement. He emphasized the role of Senate in several committees including streamlining OAA.

He asked for discussion on the student survey. He asked for feedback on online classes specifically and mentioned some students were disappointed by their experience and level of classroom engagement. He understood many faculty were already surveying students. The deans and FSEC discussed issues with the survey or the Widget. He discussed the problems with giving it to the faculty to create their own Widget and the potential benefits of the one click, automated, rollout. He presented the two options and was leaning toward automatic rollout.

He stated on the record data would not be used to evaluate or judge faculty. He opened the floor to feedback.

Senator Klein asked two non-related questions regarding how the Administration is supporting faculty with childcare needs and COVID testing accuracy concerns.

Senator Evans thanked the Provost for his remarks, noted high distrust and suggested departmental distribution as a preferred route.

Provost Wiencek expressed the need for feedback.

Janet Bean noted only the instructor of record can log in to receive the feedback and it was totally confidential.

Provost Wiencek didn't see the advantage of distributing to departments in terms of increasing trust and described it as an urgent issue.

Senator Luettmer-Strathmann suggested minor rewording and preferred the Brightspace option.

Senator Makki commented on survey fatigue and asked about support and resources if faculty are struggling.

Provost Wiencek believed that many services were already available and that it was a matter of matching services and faculty needs.

Senator Randby supported making it optional and making it a Brightspace item that is hidden.

Senator Banik shared some comments as a graduate student and stated the recorded videos were very helpful. He missed the habit of in person study and peer interaction in the classroom. He commended the administration on quickly

addressing graduate assistants' concerns with in-person labs regarding COVID-19 risks.

Senator Spiker encouraged the dialogue with students, the importance of addressing student learning and echoed concerns about access.

Senator Feezel stated USG talked with hundreds of students and the students wanted some way to tell their professor about online learning. He read a number of statistics regarding the classes and concerns about online classes. He supported anonymous feedback without affecting faculty members.

Senator Bible saw this as a great opportunity to have an impact during the class as opposed to after the class is over.

Provost Wiencek addressed the issues of COVID-19. He stated the students should self-report. The Governor has urged testing protocols and the University has followed up, and he assured that random testing is in place.

Janet Bean encouraged students and faculty to fill in the form and asked that all faculty get the students in the system.

Senator Klein mentioned that COVID-19 burdens parents working from home.

Senator Schulze supported the idea of a COVID-19 impact workgroup.

VIII. Committee Reports

A. Academic Policies Committee—Chair Klein

Senator Klein mentioned discussions regarding admissions and acceptance policies. She discussed the impact of RIF on admissions and acceptances.

B. Curriculum Review Committee—Chair Kraft (Appendix A)

Kris Kraft presented the report from CRC. The course and program proposals were accepted without dissent.

Katie Cerrone, the Coordinator of General Education, discussed the learning outcomes. She discussed Learning Outcome II regarding quantitative reasoning and the critical thinking tag. Modifications will include higher expectations to the quantitative reasoning, adding logic, and reducing redundancy to the critical thinking requirement. Learning Outcome IV will be adjusted in name and integrated and applied learning will be added. Making this change will allow programs to use the Gen. Ed. courses or use the capstone course if applicable. She also discussed tags and tiers and the reduction in credit hours.

Discussion centered around clarification and process.

Senator Nofziger requested similar to the change in global diversity, the artifacts collected only address one or two learning outcomes. She commented that the requirements for many of the artifacts in the other areas were counterproductive to innovation.

Janet Bean commented that the revisions were made on the basis of comments from the faculty that taught the courses as well as arguing that it was responsive to the faculty process.

Senator Schulze agreed with Senator Nofziger's comments and expressed concerns about teaching to the assessment. She also asked about the assessment artifact and the differences between the class and the capstone, as well as if the student could take a capstone in another program to meet the requirement.

An example was discussed along with process regarding assessment as well as the clarification of the motion on the table regarding responsiveness. Chair Saliga suggested that a broader discussion of the assessment process was warranted and called for a vote on the motion which passed 28 to 1.

C. Communications and Computer Technology Committee—Chair Randby.

Chair Randby clarified the expiration date of Qualtrics and asked for input regarding the need for Qualtrics and the proposed replacement of Qualtrics with Microsoft Forms. He also discussed the WebEx expiration date and the increase in price and he asked for feedback regarding specific needs that only WebEx can fill.

IX. AAUP report—*Senator Schulze*

Senator Schulze reminded everyone about the surveys that have been sent out and noted that negotiations were soon to start. Senator Schulze shared that the RIF colleagues were not forgotten and the National AAUP would soon be asked to investigate the University of Akron for a violation of shared governance practices.

X. Graduate Council report—*Senator Graor*

No report.

XI. GSG report—*Senator Banik*

Senator Banik shared a report highlighting the new Instagram account, a mental health survey and conversations regarding COVID concerns and classroom safety.

XII. USG report—Senator Feezel

Senator Feezel updated the body on safety and shared students felt safe in their classrooms. Earlier updates included a student survey regarding student classroom needs.

XIII. Report of University Council Representatives—Senator Evans & Nicholas

Senator Evans updated the body on the discussion in University Council regarding diversity initiatives.

XIV. New Business

Program Review Report (Appendix C): Thomas Calderon discussed the goals of formative assessment, which are related to continuous improvement. He also discussed the process. He discussed the improvements this process has made over previous iterations of the process.

Motion to develop an ad hoc committee for the program assessment process.
21 in favor and 1 opposed.

XV. Good of the Order

None.

XVI. Adjournment

The meeting was adjourned at 5:16 pm.

—Heather Howley, Secretary.

Questions and comments about the minutes can be emailed to
hhowley@uakron.edu or called in to x8914.

APPENDIX A

Course Proposals for Faculty Senate for October 1, 2020				
Code	Title	Status	Initiator	Received
3230:151	3230:151: Human Evolution	Edited	rericks	9/16/2020
3300:699	3300:699: Master's Thesis/Capstone	Edited	nunn	8/31/2020
3470:451	3470:451: Theoretical Statistics I	Edited	sd85	8/31/2020
3470:452	3470:452: Theoretical Statistics II	Edited	sd85	8/31/2020
3470:551	3470:551: Theoretical Statistics I	Edited	sd85	8/31/2020
3470:699	3470:699: Master's Thesis	Edited	sd85	8/31/2020
3750:728	3750:728: Social and Emotional Development Across the Lifespan	Edited	tb33	9/14/2020
3750:730	3750:730: Health Psychology in Later Life	Edited	tb33	9/14/2020
3750:731	3750:731: Sensorimotor Processes in Adulthood	Edited	tb33	9/14/2020
3750:732	3750:732: Cognitive Aging	Edited	tb33	9/14/2020
3750:733	3750:733: Mental Health and Aging	Edited	tb33	9/14/2020
3750:734	3750:734: Diversity Across the Lifespan	Edited	tb33	9/14/2020
3850:343	3850:343: Sociology of Aging	Edited	rericks	8/31/2020
3850:447	3850:447: Sociology of Gender, Sex, and Sexualities	Edited	rericks	8/31/2020
4300:490	4300:490: Senior Design in Civil Engineering	Edited	rtimberlake	8/31/2020

Program Proposals for Faculty Senate for October 1, 2020				
Code	Title	Status	Initiator	Received
	: Psychology-Adult Development and Aging, MA/PhD	Added	tb33	9/14/2020
360008C	360008C: Law Enforcement Ethics Certificate	Edited	wyszyns	9/16/2020

APPENDIX B

Proposed Adjustments to General Education Program

Current Program	Proposed Adjustment
<p style="text-align: right;"><u>Credit</u></p> <p><u>Hours</u></p> <p>Tier I: Academic Foundations</p> <p>Writing 6</p> <p>Speaking 3</p> <p>Quantitative Reasoning 3</p> <p>Tier II: Disciplinary Areas</p> <p>Arts and Humanities 9</p> <p>Natural Science, including lab 7</p> <p>Social Science 6</p> <p>Tier III: Tags—one course in each area</p> <p>Domestic Diversity</p> <p>Global Diversity</p> <p>Complex Systems</p> <p>Critical Thinking</p> <p><i>Note: Many tagged courses also fulfill requirements in the major or in Tier II.</i></p>	<p><u>Credit Hours</u></p> <p>Academic Foundations</p> <p>Writing 6</p> <p>Speaking 3</p> <p>Mathematics, Statistics, & Logic 3</p> <p>Breadth of Knowledge</p> <p>Arts and Humanities 9</p> <p>Natural Science, including lab 7</p> <p>Social Science 6</p> <p>Diversity</p> <p>Domestic Diversity 3^{a, b}</p> <p>Global Diversity 3^{a, b}</p> <p>Integrated and Applied Learning</p> <p>Complex Issues Facing Society <i>or</i> 3^b</p> <p>Approved Capstone in major</p> <p>^a may overlap with Breadth of Knowledge</p> <p>^b may be in the major</p>
Total Credit hours: 37-46	<p>General Education credit hours: 43</p> <p>(up to 9 credits may overlap or be in the major)</p>

What will change, and why?

1. The category “Quantitative Reasoning” will change to “Mathematics, Statistics, & Logic.” The courses in our program do not fit well with quantitative reasoning learning outcomes; instead, they adhere to disciplinary outcomes of Mathematics and Statistics. This change would give students an additional option of using Logic to fulfill this requirement, bringing our program in line with the Ohio Transfer Module categories.

Proposed LOs: During the 2016 assessment process it was determined that the LOs did not meet college level mathematics requirements and the data did not provide meaningful feedback. The updated LOs were developed by the faculty from math, technical math, statistics and philosophy.

1. Identifies the appropriate method for solving the problem(s)
 2. Uses the appropriate method to solve the problem(s) correctly
 3. Demonstrates effective disciplinary writing
- (Approved by GEAC on 2/28/20)

2. The category “Critical Thinking” will be streamlined with the remaining General Education courses because critical thinking is embedded and assessed in all General Education courses. (Approved by GEAC on 2/14/20)
3. The name of “Complex Systems” will change to “Complex Issues Facing Society.” The current name causes widespread confusion, and the revised name better reflects the learning outcomes of this requirement. (Approved by GEAC on 9/13/19)
4. The program structure will change from three tiers to four areas. The concept of “tags,” which has caused significant confusion, will be replaced by two descriptive categories: Diversity (two courses) and Integrated & Applied Learning (one course). (Approved by GEAC on 2/14/20)
5. Currently, we require all students to take a Complex Systems course. We anticipate issues with providing enough courses. In the adjusted program, there will be two options for fulfilling the Integrated and Applied Learning requirement: a Complex Issues course *or* an approved capstone course in the major. This change ensures there will be sufficient courses available to students. The addition of capstone courses strengthens the integration of general education learning outcomes in the major.

To be approved as an “Integrated and Applied Learning” course, capstones in the major would document how their courses require students to demonstrate the following:

- Effective communication
- Critical thinking
- Integration and application of broad and specialized knowledge
- Application of ethics and social responsibility

(Approved by GEAC on 2/14/20)

6. The learning outcomes for the former Tier III courses were clarified and slightly modified as a result of the assessment process. The following are the revised learning outcomes. (Approved by GEAC on 9/13/19)

Domestic Diversity: Revised Learning Outcomes

LO 1: Knowledge of Domestic Diversity

Students demonstrate knowledge of the perspectives and experiences of a non-dominant social group within the U.S., with attention to social and cultural contexts.

LO 2: Recognition of Diversity and Power

Student work reflects knowledge of how social groups within the U.S. are affected by power structures that determine hierarchies, inequalities, and opportunities.

LO 3: Application of Diverse Perspectives

Students use knowledge of diverse perspectives within the U.S. for analysis, interpretation, or problem solving.

LO 4: Understanding of Intersectionality

Students describe how dimensions of diversity intersect and overlap.

The course must cover all learning outcomes. The assessment assignment must address learning outcomes 1, 2, and 3.

Global Diversity: Revised Learning Outcomes

LO 1: Knowledge of Global Diversity

Students demonstrate knowledge of multiple worldviews and experiences, either within a nation (other than the U.S.) or among nations, with attention to social and cultural contexts.

LO 2: Application of Global Perspectives

Students use knowledge of global perspectives for analysis, interpretation or problem solving.

LO 3: Understanding of Global Relationships

Students describe global interconnectedness from a historical or contemporary perspective.

The course must cover all learning outcomes. The assessment assignment must address learning outcomes 1 and 2.

Complex Issues Facing Society: Revised Name and Learning Outcomes

LO 1: Student articulates a complex problem or issue facing society.

LO 2: Student describes multiple systemic contributors to the problem or issue.

LO 3: Student views the problem or issue from multiple, disparate disciplinary perspectives.

LO 4: Student evaluates the advantages and disadvantages of an approach or solution to problem or issue.

The course and the assessment assignment must address all four learning outcomes.

Notes about the CI Learning Outcomes

- One of the central goals of this requirement is to shift students from a “single cause” mindset to an understanding that complex problems and issues exist within an interconnected environment of influences and causes.
- **Systemic contributors** (LO 2) are the broad, foundational systems that contribute to the problem or issue. These may include economic systems, government and institutions, political systems, education, health care, cultural value systems, physical environment, ecosystems, and other systems.
- **Multiple, disparate disciplinary perspectives** (LO 3) are the various disciplinary lenses students use to examine the issue or problem. These may include perspectives such as economic, sociological, psychological, cultural, aesthetic, communicative, financial, technological, ethical, scientific, environmental, and others. The student should use perspectives from *different* disciplinary areas. For example, if the primary approach is geological and biological, students should engage a social science or cultural perspective rather than another natural science perspective.

APPENDIX C

**The University of Akron Program Review 2019-2020
Program Review Committee Initial Report**

Buchtel College of Arts and Sciences (BCAS)

Chemistry
Modern Languages

College of Business Administration (CBA)

Economics

College of Engineering (CoEng)

Chemical Engineering

College of Polymer Science and Polymer
Engineering (CPSPE)

Polymer Engineering
Polymer Science

LBJFF College of Education (CoEd)

Curricular and Instructional Studies

6/15/2020

Updated with interview information 9/15/2020

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**PROGRAM REVIEW TIMELINE & REPORTING STRUCTURE
2019-2020**

UA Program Review Timeline Fall 2019 – Fall 2020

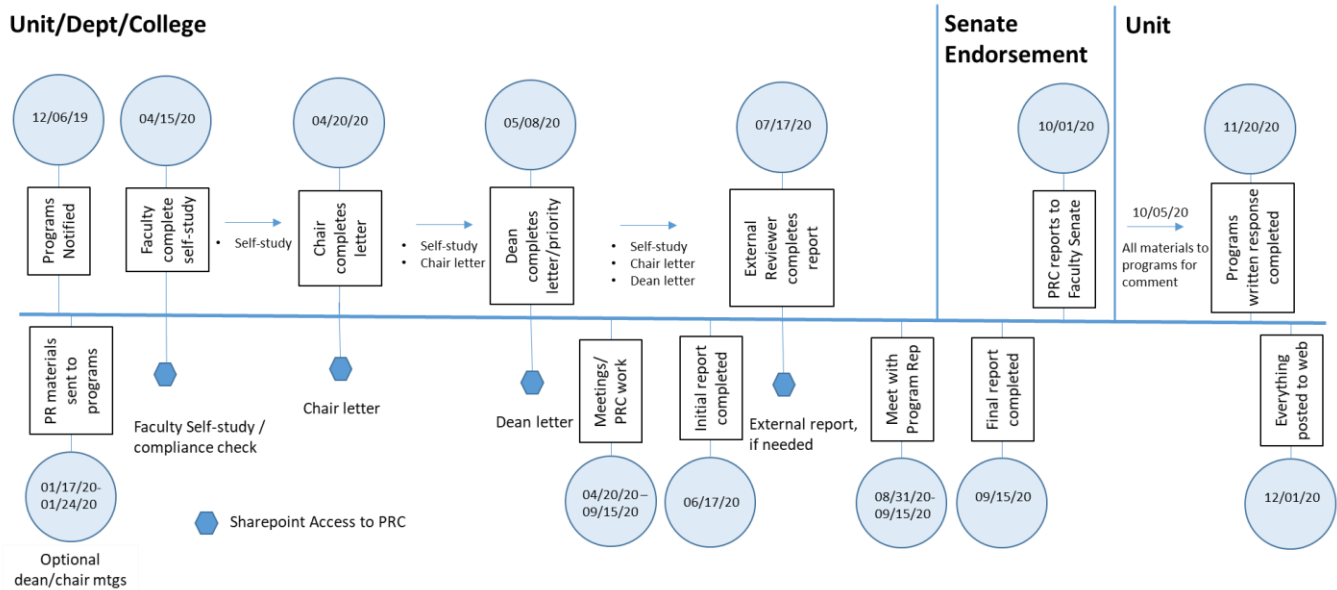


Figure 1. Timeline and reporting structure for formative program review, modified due to COVID.

All programs in this review cycle were provided the following documents:

Program Review Self-Study Template
Program Review Reviewer Guide
Program Review Timeline
Directions for Accessing Benchmark Data
Access to the program review dashboard; data was also available on
Institutional Research (IR) website

In addition, research programs were provided:
5 Years of Research Expenditure Data
5 Years of Community and Industrial Graduate Assistant Program (CIGA)
Data (as appropriate)

CONTEXTUAL REFERENCE FOR REVIEW

Supporting Continuous Improvement

The committee wanted to begin our report by providing some contextual reference for this review.

This review is a formative review completed in the context of supporting continuous improvement of our educational offerings, strengthening the value of our degrees, providing a clear path for our students to identify their ideal degree and supporting them through the completion of that degree. As a result of the formative approach, committee comments are not to be taken as quantitative appraisals and at no point during the review were programs compared to each other. The committee put no scoring metric to this process.

The committee did discuss their role in program review and that it was not the committee's goal to suggest widespread restructuring. However, the committee assumed that it should consider the best interest of the students as an overarching principle throughout the review process, and therefore discussion did take place on ways to better align programs in this review cycle with similar campus offerings in order to foster high levels of student success.

First, we must comment on the campus climate under which this review was completed. The COVID-19 pandemic and the not unrelated university

restructuring were ongoing during the review cycle. Given the COVID-19 pandemic, faculty completed their self-study while working remotely, in addition to moving their courses to online delivery with limited notice; chairs and deans were inundated with addressing the individual needs of the programs and colleges. In addition, the Program Review Committee (PRC) conducted all reviews and discussions remotely and began meeting on a weekly schedule addressing 1-2 programs per week. We would like to acknowledge the tremendous accomplishment of completing the 2019-2020 program review cycle and the dedication of all those involved. Given the enormous circumstances, the fact that this program review cycle was completed is a testament to our campus and our commitment to the quality education of our students. Furthermore, the co-chairs discussed postponing this cycle, but felt it was important to keep the momentum from last year when we initiated the 7-year formative review cycle.

It should also be noted that the program review process is subject to continuous improvement. Based upon committee recommendations from last year, it was suggested that the PRC become a standing committee of Faculty Senate (FS). The intent would be for the standing committee to provide their findings directly to FS for their endorsement and the Curriculum Review Committee (CRC) would no longer conduct a second, independent review. While the PRC co-chairs will work this year with the Faculty Senate Executive Committee (FS EC) to make this an official standing committee, after discussion with FS EC, it was decided to move forward this year by eliminating the CRC independent review. As such, improvements to the process include providing the units with more time to complete their reviews and providing the opportunity for a program faculty representative to meet with the PRC and address any questions and clarify any misunderstandings before the PRC reports are presented to FS for endorsement. In addition to this process modification, the PRC would also like to meet with FS EC and discuss modifications/improvements/simplifications to the self-study template to better align with campus assessment processes now that we have two years of reviews completed to inform these discussions. For example, the lack of specific assessment data (results), or the inclusion of data without adequate explanation may, in part, be a consequence of the self-study template as it is currently written. Though we have asked programs to explain how (and with what frequency) they collect assessment data, as well as how they implement feedback to improve teaching quality, we have not explicitly asked them to include or interpret specific assessment data in this section of the report. Instead, we have asked them to describe measures they have taken in response to whatever data they have collected.

Overall, the committee felt there was significant overlap among Chemistry, Chemical Engineering, Polymer Engineering and Polymer Science. The committee questioned if there were opportunities to leverage their strengths. The committee discussed that there could be opportunities to strengthen the programs by working together, but also was concerned that siloing of these

programs could unduly lead to confusion for students and competition among the programs for the same students. As noted, this review is ongoing during our restructuring efforts. As such, we are aware that these four programs are under discussion regarding how best to move forward, so we will allow these discussions to occur. The committee would add its support to these discussions.

The committee would like to acknowledge the prevalence and importance of part-time faculty on campus; the committee acknowledged that some programs rely heavily on these faculty to meet their instructional needs. The PRC voiced concern as to whether or not an over-reliance on part-time faculty put these programs at an increased risk/scrutiny during the restructuring discussions. The committee discussed the unique instructional needs that exist on any campus to provide the necessary expertise/experience which serve to improve the quality of education we provide our students.

The committee would also like to acknowledge the importance of Wayne College in both providing a more direct path to employment and potential for increasing overall enrollment at UA. In addition, the committee acknowledged that the accreditation of Wayne programs is under the UA umbrella. As such, we need to work to ensure that Wayne's programs and courses are more tightly aligned with those offered on the main campus. It was discussed that this would require sharing course content, regular meetings and ongoing two-way communication. This is the second year in a row that the committee is making this point and is again stressing the need for better communication, coordination and alignment among programs and course offerings taught on both campuses.

Some general observations were made as a result of committee discussions:

- Dashboard data was not widely utilized and several self-studies were not data-driven.
- The co-chairs will alter their process and demo the dashboard to the faculty and units that are completing the review instead of the past approach which targeted only program directors/chairs.
- There is little evaluation that occurs by units of the courses taught outside their own major.

Respectfully submitted by the PRC members (2019-2020):

Committee Members

Phillip Allen, PhD (Buchtel College of Arts and Sciences / Continuity)

Malik Elbuluk, PhD (College of Engineering)

Jennifer Hebert, MA Professor of Instruction (Assessment Director)

Gary Holliday, PhD (LBJFF College of Education)

Sadhan Jana, PhD (College of Polymer Science and Polymer Engineering)

Galen Karikker, DMA (Buchtel College of Arts and Sciences)

Scott Palasik, PhD (College of Health Professions)

Craig Wise, MSc, PE (College of Applied Science and Technology)

Co-chairs:

Thomas Calderon, PhD (College of Business Administration)

Marnie Saunders, PhD (Graduate School)

EVALUATION APPROACH

The 2019-2020 program review committee consisted of ten members. In an attempt to provide a fair, balanced and consistent review, all ten members read and discussed all 7 programs in the review cycle, except where there was a conflict of interest with the member’s home department. All program review discussions were based upon the program review committee’s interpretation of materials provided about the units in the form of the self-study report, Chair’s letter and Dean’s letter. The committee completed a formative review of the 7 programs utilizing an approach similar to a traditional SWOT analysis. Our analysis focused upon Strengths, Challenges, Opportunities and Concerns (SCOC). The committee based their discussions on the SCOC template that was provided to all units upon review notification. The approach agreed upon was ‘holistic’ in that the overall program SCOC was completed rather than a point by point SCOC of the topic sections in the self-study template. The committee notes that opportunities may be seen as concerns and vice versa. We have tried to provide the correct classification of our comments but we acknowledge we may not always correctly identify overlap or classify as the units intended.

Figure 2. SCOC template utilized in program review committee discussions.

Review Matrix

	Strengths/Opportunities	Challenges/Concerns
INTERNAL (within the unit)	Strengths	Challenges
EXTERNAL (outside the unit)	Opportunities	Concerns

Available IR enrollment and graduation data are provided for each program in this review cycle. In addition, campus-wide and college-level IR enrollment and graduation data are provided in the Appendix.

BUCHTEL COLLEGE OF ARTS & SCIENCES

I. Chemistry

The committee thanks the Chemistry faculty for the effort and time put into the self-study report. Based upon the quality of the self-study, overall the committee felt they understood how the program operates.

	Fall Census Enrollment (with Pre-Majors)									
Major Level	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Pre-Major	59	60	40	38	23	37	30	40	24	35
Bachelors	129	167	185	188	165	161	133	130	109	89
Masters	1	1	5	4	2	5	9	6	5	6
Doctoral	61	56	55	46	54	49	50	50	44	42
Grand Total	250	284	285	276	244	252	222	226	182	172

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College Trends

Location Descr	Level	Award Level	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Buchtel College of Arts and Sciences	UG	Bachelors	18	10	19	27	31	29	39	33	25	40	9
		Sec. Major		1	1		2	1			2		
		Minor	61	61	83	107	86	114	56	94	47	43	7
	GR	Masters	2	1	1	5	1	33	13	17	12	8	10
		Doctoral	8	9	13	10	11	6	9	7	14	6	5
Grand Total			89	82	117	149	131	183	117	151	100	97	31

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	Nbr of Faculty										
Rank	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Professor	11	12	11	10	10	9	9	8	8	7	6
Assoc Prof	6	5	5	4	2	1	1	1	1	2	4
Asst Prof	2	3	3	3	5	5	6	6	5	4	2
Pr Instructor									2	1	1
Lecturer			1	1		1	1	1			
Grand Total	19	20	20	18	17	16	17	16	16	14	13

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Strengths / Opportunities:

- The committee discussed the program and noted the significant role the program plays in general education service courses/labs to students outside their major (e.g., education, engineering, nursing)
- The committee felt the program goals were clear and aligned with the university mission
- The committee noted that two of the undergraduate degrees are accredited, while two are not
 - All programs adhere to the accreditation standards
- The committee felt the interest in forensics and green chemistry (degrees and certificates) were great opportunities to grow interest in their major, as well as general education offerings and collaborations with other units (e.g., Geosciences and College of Polymer Science and Polymer Engineering)
- The committee commended the program for the excellent publication record and success in external funding that includes the incredibly prestigious NIH R01 award
 - The committee felt the self-study missed the opportunity to detail scholarship and research productivity given this is a significant strength of the program
- The committee commended the program for utilizing faculty advising
- The committee questioned if there were opportunities to expand online offerings
- The committee commended the program for their emphasis on undergraduate research and internships with strong ties to industry
- The committee questioned if there were opportunities to better leverage the strengths of this program
 - The committee commented on the strong starting salary for bachelor's degrees and would like to see the program grow the undergraduate majors
- The committee commended the program for their outreach and service which is appropriate for a program of this nature
- Assessment appears to be appropriate, which is further confirmed by accreditation

- The committee commended the program for the in-progress Master's degree and the BA option for those undergraduates weaker in mathematics but wanting Chemistry careers

Weaknesses / Challenges:

- The committee felt the self-study could be significantly improved with additional interpretation of the data provided
 - The self-study included learning goals and rubrics for measuring learning outcomes, but it did not clearly articulate the performance levels the unit expects from students in assessing quality.
 - Because many of the tables were not discussed, they did not add as much to the self-study report as they potentially could
 - The self-study was not as effective as it could be in articulating the strengths of the graduate education
- The committee discussed the need for faculty investment in this program, given the impending retirement of 25% (3/12) of the faculty and the large classes sizes
 - This will leave four associate professors and one assistant professor, with one assistant professor denied tenure
 - The committee discussed the need to maintain the excellence in the classroom with faculty attrition
- The committee questioned the PhD graduate degree numbers provided by the program, which differ from those found in the campus dashboard
 - The committee believes the CIP code reflects Chemistry and Polymer Science and the selfstudy data provided did not accurately reflect only the Chemistry degrees

Additional Clarifications:

The above notes were distributed to the Chemistry representative prior to meeting with the committee. The intent was to allow the program time to prepare and to understand where the committee had questions and clarification was needed.

The committee would like the program to consider providing additional data as they complete their next round of accreditation. The lack of a data-driven report did not adequately represent this strong program. The committee would also like follow up on where the PhD graduates are finding employment and the extent to which they are choosing academic careers, if known.

Faculty Meeting:

The committee met with Dr Aliaksei Boika on 9/3/2020.

Overall he noted he felt the review was fair. He noted the Chemistry faculty's concern for the increased workload with reduction in faculty numbers and the increased difficulty they will have maintaining the research volume and quality moving forward. He did comment on the benefit of faculty from other programs providing teaching support in the Principles courses.

He commented on the faculty developing 2 courses online in Biochemistry and an Introductory Chemistry in Society course. Both courses are being developed as asynchronous. He further noted the faculty are not considering an online BS degree at this time given the concern with how best to address the many laboratories that are required.

He commented on the committee's suggestion to grow the undergraduate major and questioned the committee on how best to do that. The committee suggested targeted recruitment and noted this as a recurring theme they wanted to address.

The committee clarified the criticism that the data was not explained. Dr Boika agreed that to the uninformed, the tables without discussion did not provide the value added that was intended.

II. Modern Languages

The committee thanks the Modern Languages faculty for the effort and time put into the self-study report. Based upon the quality of the self-study, overall the committee felt they understood how the program operates.

	Fall Census Enrollment (with Pre-Majors)									
Major Level	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Pre-Major	18	10	11	6	2	3	3	4	2	10
Certificate								7	12	1
Bachelors	31	33	35	35	37	23	21	12	18	13
Masters	9	8	1	1	1	1				
Grand Total	58	51	47	42	40	27	24	23	32	24

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College Trends

Location Descr	Level	Award Level	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Buchtel College of Arts and Sciences	UG	Certificate						4	9	29	13	24	19
		Bachelors	21	12	11	14	9	15	18	5	4	4	9
		Sec. Major	6	3	6	8	12	4	3	6	8	8	2
		Minor	18	30	32	26	47	47	45	54	39	28	42
	GR	Masters	3	2	7				1				
Grand Total			48	47	56	48	68	70	76	94	64	64	72

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	Nbr of Faculty										
Rank	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Professor	2	2	1	1	2	2	2	2	2	2	2
Assoc Prof	5	5	5	4	3	3	3	3	3	3	4
Asst Prof	2	1	1	1	1	1	1	1	1	1	
Pr Instructor									5	4	4
Instructor	4	4	3	2	1	2	2	2			
Lecturer				2	2	3	4	4			
Grand Total	13	12	10	10	9	11	12	12	11	10	10

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Strengths / Opportunities:

- The committee discussed the program and noted the significant role the program plays in general education service courses to students outside their major
- The committee commended the faculty for continuing to find creative ways to be productive, in spite of challenging resources
 - Opportunities

for dual majors, certificates, study abroad, EX[L], Spanish for the medical professional

- Conversation groups to improve student performance
- Professional development opportunities and dept commitment to coordination—e.g., Akron Children’s Hospital niche
- The committee commended the faculty on their commitment to continuous program improvement, responsiveness to assessment and improving their assessment process
 - Have a documented track record with yearly assessment and working to strengthen their program
 - The committee encouraged the program to continue to address assessment and suggested they work to assess additional formative learning goals that align with some of the more challenging aspects of their programs
- The committee commented on the high caliber and dedicated faculty
 - The program has received national recognition
- Some committee members noted the international norm of students studying multiple languages in contrast to the US where English is the only language spoken and studied
 - The committee wondered if there were opportunities to capitalize upon this in the US or in the international arena
- The committee questioned if there were opportunities to utilize the plethora of language learning apps as a practice tool in classes or to engage students in moving beyond the translation to understanding the culture

Weaknesses / Challenges:

- The committee felt there were opportunities to better provide data in the self-study
 - The committee appreciated the discussion of the process to collect data but would have appreciated more discussion of specific, individualized learning outcomes (i.e. a breakdown and assessment of the specific learning outcomes achieved within the fairly broad standards identified) It was noted that they follow the guidelines put forth by the General Assessment Committee, so this is not seen so much as a concern, as a missed opportunity to better explain program learning outcomes to the committee
- The program has a large number of part-time faculty (18) with 7 full-time faculty (4 tenured/tenure track) and a perceived need for more tenure track, full-time faculty

Additional Clarifications:

The above notes were distributed to the Modern Languages representative prior to meeting with the committee. The intent was to allow the program time to prepare and to understand where the committee had questions and clarification was needed.

The committee questioned if advising, done by the chair and part-time faculty was done as a result of value added or workload constraints? If it is the latter, are there better approaches that could be used?

The committee questioned how study abroad may change post-COVID and wondered if the program had opportunities. The committee acknowledged that this program is about creating students that appreciate understanding and perceiving the totality of cultures, particularly from the standpoint of language and questioned whether there were opportunities on campus to better leverage their program with business/English/engineering/psychology/sociology, etc.

Faculty Meeting:

The committee met with Dr Maria Zanetta on 9/3/2020.

The main point Dr Zanetta wanted to clarify/correct was the committee questioning the potential use/benefit of language apps in the curriculum. Dr Zanetta clarified that a grammar-based approach to modern languages was archaic. She explained that language was taught in the cultural context and used a textbook chapter to demonstrate this. The units include vocabulary and grammar lessons specific to culture, cultural videos, fotonovelas, readings and writings as they relate to culture and listening comprehension that is organized by country. As such, what the committee considers external apps are already embedded into the curriculum. She stressed that there is no division between culture and language.

Dr Zanetta further provided clarification on what students can do with courses and/or degrees in Modern Languages. Positions included high school teaching and she noted the potential for these offering to complement any career/professional. For example, she noted many regional companies have operations in foreign countries and language skills can make students more competitive for these positions. She also noted that to inform the students of the benefits of the modern language courses, each syllabus explicitly states what will be learned in the course and what the student will be able to do upon completion of the course.

Dr Zanetta further discussed opportunities her program has been considering. In the post-COVID environment, she noted her program is considering alternatives to study abroad. For example, she discussed the possibility of

summer immersion programs on campus where students could partake in lectures, culture discussions, native speaker guests and cooking. Dr Zanetta noted this would require a long-term commitment from the upper administration; she further noted a limitation in these efforts given the current reliance on part-time faculty. She also noted the possibility of partnering with other units on campus to provide marketable opportunities for their majors to immerse themselves in learning modern languages.

COLLEGE OF BUSINESS ADMINISTRATION

III. Economics

The committee thanks the Economics faculty for the effort and time put into the self-study report. Based upon the quality of the self-study, overall the committee felt they understood how the program operates.

	Fall Census Enrollment (with Pre-Majors)									
Major Level	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Pre-Major	19	17	12	5	10	15	12	13	7	12
Bachelors	30	37	47	39	41	46	46	44	37	34
Masters	24	21	21	20	17	12	12	14	7	3
Grand Total	73	75	80	64	68	73	70	71	51	49

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College Trends

Location Descr	Level	Award Level	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
College of Business Administration	UG	Bachelors	10	9	12	11	10	14	17	14	11	13	14
		Sec. Major		1	2	1		2	2	1		2	1
		Minor	7	8	7	3	7	2	5	1	6	5	7
Grand Total	GR	Masters	3	12	9	10	7	12	5	2	8	4	3
			20	30	30	25	24	30	29	18	25	24	25

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Rank	Nbr of Faculty										
	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Professor	4	3	2	1	1	1	1	1	1	1	2
Assoc Prof	5	4	4	4	4	4	4	4	4	3	2
Asst Prof		1	3	2	1	2	2	2	2	2	1
Pr Practice									1	1	2
Instructor	1	1	1								
Lecturer				1	2	2	2	1			
Grand Total	10	9	10	8	8	9	9	8	8	7	7

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Strengths / Opportunities:

- The committee discussed the program and noted the significant role the program plays in the generation of service hours outside their major, particularly with respect to their Principles of Microeconomics and Principles of Macroeconomics
 - Data suggests service hours represent upwards of 10,000 students in the last 5-year period
 - Provide a valuable service to other programs in business, education, arts and sciences, etc
- The committee agreed with the self-study that the program is weak on majors and agreed with the suggested opportunities to grow the major related to analytics degrees (undergraduate and graduate)
 - The committee noted that this is a very difficult major which hurts their enrollment, but it is a critical discipline that is growing nationally (~8% according to self-study)
- The committee discussed the college move from Arts and Sciences to Business Administration
 - The committee agreed with the self-study that this provided more/stronger opportunities for collaboration and provided opportunities to better leverage degrees/offerings in data analytics
- The committee commended the quality of the faculty and their research
 - The faculty has one Fulbright Faculty who received two awards, which is an extraordinary achievement
 - Discussion of a Center for Economic Research
 - ✦ While applied and may not generate IDC – may provide recognition to grow enrollment and it may also benefit the local economy
- The committee felt the STEM designation, given its benefits for OPT, was an opportunity to increase international enrollment
- The committee commended the program for the commitment to assessment, the assessment process and continuous improvement
 - The committee felt the faculty should consider simplifying their rubric and perhaps limiting their focus to a few key areas of feedback

- They have shown themselves to be responsive not only to their own assessment data but also to the data presented to them by the General Education program
- The committee commended the program for their commitment to their students' learning
 - Capstone course requirement – only program in NEO to require one
 - ✦ The committee thought there was potential to leverage this distinction to grow the program
 - Partnership with SAS Institute for certification
- The committee commended the program on their use of faculty to advise students and noted the benefit of a formal structure
- The committee commended the program for their executable and reasonable strategy to grow enrollment
- The committee felt the time to graduation was appropriate for the program
- Economics is a mature discipline that can be challenging for most students. Several courses that are critical in the discipline (e.g., the econometrics sequence) are inherently difficult. We observed multiple years of low enrollments, and the program has taken several proactive steps to counter the low enrollments. This is commendable, but growth in the major is imperative to maintain the longterm viability of this important program and the department

Weaknesses / Challenges:

- The committee appreciated the candor of the faculty in discussing the difficulty some junior faculty find with achieving outcomes
 - The committee is not particularly concerned as the faculty are remedying this through mentoring and a rigorous assessment process

Additional Clarifications:

The above notes were distributed to the Economics representative prior to meeting with the committee. The intent was to allow the program time to prepare and to understand where the committee had questions and clarification was needed.

The committee discussed the retiring of the Economics chair and discussed the future of the program. The committee specifically discussed opportunities to work with Finance to better leverage opportunities. The committee notes, that as of this writing, restructuring discussions have paired Economics and Finance. The PRC supports these discussions.

Faculty Meeting:

The committee met with Dr Amanda Weinstein on 9/3/2020.

Dr Weinstein addressed in more detail the use of the capstone rubric in terms of teaching and learning economics and its effectiveness. She noted that the rubric is very involved and that her program was working to simplify the rubric. She indicated that the current rubric ensures the alignment with the field and all other economics programs, so streamlining the rubric is challenging as it needs to maintain this alignment.

She discussed ways in which her program utilizes the curriculum to address shortcomings and she illustrated this discussion with students' ability to interpret data. She noted that while this is largely addressed by each instructor at the course level, significant time in faculty meetings is devoted to discussions regarding the curriculum and ways to address the needs of follow on courses and providing activities that close the loop.

While Dr Weinstein acknowledged the drop in enrollment, she indicated that the recent loss of 4 faculty (3 to retirement) within the last year has been most problematic and they are excited about the opportunities with two, new tenure track hires. She noted opportunities to recruit through junior achievement and more virtual outreach. She noted that students often do not understand what economists do and that those in the field need to work harder to engage the students in ways that economics applies to life.

The committee commended Dr Weinstein and her colleagues for their discussions on the development of a Center for Economic Research and the SAS Certificate. Both of these efforts bring attention and strengthen the reputation of the program and university. Dr Weinstein indicated that the loss of faculty will not affect either of these efforts.

Dr Weinstein did note the concern over recent faculty reductions and the effect it could have on their ability to sustain their productivity. Furthermore, they currently are not able to fulfil their teaching obligations without the use of adjuncts.

COLLEGE OF ENGINEERING

IV. Chemical Engineering

The committee thanks the Chemical Engineering faculty for the effort and time put into the self-study report. Based upon the quality of the self-study, overall the committee felt they understood how the program operates.

	Fall Census Enrollment (with Pre-Majors)									
Major Level	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Pre-Major	62	70	67	51	56	134	105	84	56	64
Bachelors	204	219	251	290	357	388	397	400	380	337
Masters	22	18	19	17	25	19	13	12	8	14
Doctoral	49	52	61	71	73	64	68	59	56	45
Non-Degree						1	1			
Grand Total	337	359	398	429	511	606	584	555	500	460

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WE WERE NOT ABLE TO RETRIEVE COLLEGE TREND DATA. THIS IS A DASHBOARD ISSUE AND THE DASHBOARD TEAM WAS INFORMED OF THE PROBLEM

	Nbr of Faculty										
Rank	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Professor	5	5	5	6	6	7	7	7	8	9	8
Assoc Prof	2	2	2	2	3	2	3	5	4	6	8
Asst Prof	2	6	6	8	7	8	9	6	6	5	3
Pr Practice									1	1	1
Pr Instructor									1	1	1
Instructor					1		1	1			
Lecturer	2										
Grand Total	11	13	13	16	17	17	20	19	20	22	21

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Strengths / Opportunities:

- The committee discussed the program and commended the high-quality faculty, the emphasis on PhD education, the strong funding record and the publication record in high-quality journals
 - 3 NSF Career Award winners
 - Textbook writers
 - ~60 PhDs graduated during the last 5 years

- The committee commended the faculty for a very well-written self-study report and its data-driven approach
 - The committee noted that this is typical of ABET accreditation and noted the particularly strong focus on undergraduate assessment in the self-study
 - The committee commended the faculty for their efforts to improve capstone projects and develop technical writing abilities of the students
- The committee commended the faculty for the excellent assessment, that could serve as a model for other campus programs unclear how to complete the self-study
- The committee felt there may be opportunities to grow enrollment with corrosion certificates, material science offerings, and in-progress MS degrees for all doctoral students in the program
- Graduate advising is done by faculty; undergraduate advising has been improved by having the associate dean work with the college advising staff
- The committee commended the faculty on their willingness and experience in utilizing data to improve their program
 - Excellent commitment to assessment
 - Do not just collect data; work to understand data and make deliberate program changes in response to the data
 - Deliberate and well-defined links between student and program outcomes – expectation of ABET accreditation
 - Good use of alumni feedback to modify program

Weaknesses / Challenges:

- The committee felt the corrosion program was struggling for undergraduate enrollment
 - The committee would like the faculty to consider opportunities to capitalize on corrosion electives that could have a strong draw in other degree programs, such as mechanical and biomedical engineering, polymers and chemistry
 - The committee questioned if the program was not growing as a result of competition with other programs on campus
 - ✦ Some committee members saw this program as a niche area
 - ✦ The committee suggested the faculty discuss this program and the best way to move forward
- The committee realizes the program just underwent ABET accreditation and much of the report focused on undergraduate education; the committee would like to see the graduate education equally discussed--e.g., more discussion addressing graduate research and the program goals

- of graduate education ○ The committee felt graduate assessment is appropriate, and assumed the document was lacking
- The committee felt the self-study alluded to a passive role in recruitment; the program notes funding cuts ○ The committee would like the faculty to discuss opportunities to recruit graduate students **Additional**

Clarifications:

The above notes were distributed to the Chemical Engineering representative prior to meeting with the committee. The intent was to allow the program time to prepare and to understand where the committee had questions and clarification was needed.

- The committee was curious as to the undulating enrollment trend in the program and would like to better understand the cause—e.g., does this parallel the trend in high school enrollment?
 - Does this translate into opportunities to grow enrollment?

Faculty Meeting:

The committee met with Dr Jie Zheng on 9/3/2020.

Dr Zheng provided follow up numbers for his department's impressive publication record for 2015-2020 (to date): 100, 112, 119, 132, 121, 89, respectively.

As a program that is very strong in research, Dr Zheng spent much of his time raising research concerns, specifically the summer funding policy which they would like to be revisited and discussed further. Given their faculty are incredibly well-funded, he noted that this summer salary policy has had a negative effect on funding and faculty/researcher morale. He noted that this is not an incentive to funding graduate students at a time when it is critical that faculty researchers maintain their record of external funding.

He also commented on the uniqueness of the Corrosion Engineering program and a strong job market. Dr Zheng indicated that the application and electrochemistry focus of this program made it nationally unique. He noted that with faculty reductions, the teaching load in this program is very high. He noted concern for the junior faculty in this program that need time to develop their research programs. He further noted that this ABET-accredited program could have overlap with Polymer Engineering which could provide one strategy for additional teaching support. He noted university support is needed to retain the outstanding faculty in this program.

Dr Zheng informed the committee that Chemical Engineering recently lost 5 faculty. He noted a need for investment and the ability to balance resources moving forward.

COLLEGE OF POLYMER SCIENCE AND POLYMER ENGINEERING

V. *Polymer Engineering*

The committee thanks the Polymer Engineering faculty for the effort and time put into the self-study report. Based upon the quality of the self-study, overall the committee felt they understood how the program operates.

	Fall Census Enrollment (with Pre-Majors)									
Major Level	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Masters ◀ ▶	7	29	50	53	59	59	51	54	44	20
Doctoral	74	80	78	83	97	91	92	71	56	48
Grand Total	81	109	128	136	156	150	143	125	100	68

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College Trends													
Location Descr ▲ ▼	Level	Award Level	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
College of Polymer Science and Engineering	GR	Masters	4	2	3	19	22	21	20	32	23	26	7
		Doctoral	10	12	11	14	16	13	7	27	17	20	11
Grand Total			14	14	14	33	38	34	27	59	40	46	18

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	Nbr of Faculty										
Rank	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Professor	8	11	10	10	9	8	7	7	6	5	6
Assoc Prof	2	1		1	3	3	3	2	1	1	1
Asst Prof	2	2	3	3	2	4	5	3	3	3	2
Grand Total	12	14	13	14	14	15	15	12	10	9	9

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Strengths / Opportunities:

- The committee discussed the program and noted the national and international reputation that this program has enjoyed
- The committee agreed this is a program of distinction for the university
- The committee noted the strong goals and a very clear mission statement of the program, particularly with respect to ‘preparing leaders in research and education’ and emphasis on industry relationships
- The committee felt the program made a compelling argument for the development of an undergraduate program
 - The committee felt this would help address the base utilization of the program
 - Strengthen the undergraduate program by building capacity and demand
 - Reduce burden on general education
- The committee felt there were opportunities to better create niche programs with other units on campus to create undergraduate offerings, including certificates
 - The committee felt this may be a strong opportunity for the recent hires trying to establish their research programs
- The committee commended the faculty for the strong publication record
- The committee commended the faculty for the advising structure
 - Builds strong relationships with students
- The committee commended the approach of using senior faculty to mentor junior faculty
 - This is critical to establishing strong researchers that are successful at

garnering funding
- The committee commended faculty that have left the program maintaining adjunct status to graduate students
- The committee felt there was an appropriate time to graduation for the degree offerings in this program
- The committee meets annually to discuss program assessment and utilizes the UA assessment report; these are graduate programs without an accrediting body

- The committee felt the program did an effective job with assessing student outcomes
- The committee commended the faculty for using employment to meet program objectives – given the strong research focus of this program, the committee felt this was a very appropriate metric to track
- The committee commended the program for an executable strategy to increase funding and the ideas of senior researchers forming collaborative research teams to pursue funding and working to provide first year PhD students with RAs to lessen the financial burden on the university

Weaknesses / Challenges:

- The committee was not clear on how Polymer Science and Polymer Engineering interact
 - These programs work largely with the same constituents
 - The committee questioned if these programs had enough of a distinctive niche, given the recognition of the cost associated with these programs
- The committee wondered if there were potential synergies with other units across campus that might be more proactively leveraged, including those with units in the College of Business Administration, Engineering, Arts and Sciences, etc.
- The committee wondered if there were opportunities to grow local interest in the MS degree (Table 15) – there are no Ohio students applying to this program in recent years
- The committee had a similar concern for in-state students applying to the PhD program, but noted that at least a majority of these students were employed in the US
- The committee was concerned with the significant drop in demand for the PhD (5 year drop from 111 to 24 applications) (Table 16)
 - The program acknowledged the challenges of competition, US job prospects for internationals and immigration issues
- The committee noted that this is not an Ohio graduate program, but an International graduate program
 - The committee wondered if there were realistic opportunities (e.g., in Latin America and other regions) and how difficult it would be to build these opportunities given our limited resources
- The program leaves course assessment to the individual instructors based upon student evaluations
 - The committee suggested the faculty consider discussing these matters as a program and work together to look at additional measures to improve other aspects of the program

- The faculty noted the need to hire at least 5 new faculty
 - The committee is not clear on the likelihood of this with the current economic challenges
 - The committee noted the need for faculty at the Associate level

Additional Clarifications:

The above notes were distributed to the Polymer Engineering representative prior to meeting with the committee. The intent was to allow the program time to prepare and to understand where the committee had questions and clarification was needed.

- Overall the committee thanks the Polymer Engineering Department for the excellent and detailed self-study report. The committee acknowledged the important role this program, and its college have played in the reputation of The University of Akron. However, the growing concerns over increasing competition for students, immigration concerns and economic prospects are leading to significant challenges for this program. While the program offered many ‘suggestions’, the committee would like to ask the faculty to consider how they can take immediate action (and what that action(s) would be) to begin to lessen the challenges. The committee would like to also ask the faculty to consider ways in which the rest of the UA campus community can help in this regard.

Faculty Meeting:

The committee met with Dr Sadhan Jana on 9/14/2020.

Dr Jana thanked the committee for the positive comments and wanted to address the weaknesses/challenges noted in the report. Dr Jana began by providing a brief historical perspective of the program and noted the catalyst for their program was industry wanting engineers trained in polymers. He noted that the set of core courses between polymer science and engineering are distinct, while students can use their discretion supported often by advisor approval to take the electives from both departments, Polymer engineering core and electives are distinct with an advanced mathematics orientation. He also noted there was slight overlap in research opportunities and he indicated that their specialization makes them very marketable (100% get job offers) – a majority of graduates obtain employment offers in Ohio.

Dr Jana discussed synergies with other units/departments and noted while there have been some, he feels the merging of CoEng and CPSPE will provide

additional positive opportunities. He noted there is reciprocity of adjunct appointments with faculty in other UA units/departments.

Dr Jana addressed the program as having an international draw and re-iterated comments of his Polymer Science colleagues that it is unlikely these programs will attract self-pay students from domestic market and the job market for domestic undergraduate engineers is such that there is not a strong financial incentive for graduate study and specifically self-paying MS study. He did note there are opportunities to grow their programs in areas like Argentina and Brazil but their economies are currently in recession, which is affecting recruitment.

Dr Jana addressed a concern for course evaluation being the main source of assessment. He noted that course evaluation is based on student feedback and discussions with the chair, which takes place in the context of a curriculum designed to include desired learning outcomes integrated into all courses. This is further followed up with data obtained during the PhD proposal and MS/PhD thesis/dissertation defense, such as ability to demonstrate a working knowledge of the field. These data further feed outcome assessment.

Dr Jana finished by addressing the faculty needs of the program which he indicated are no longer relevant with the recent college restructure. He indicated that the Polymer Science and Polymer Engineering programs will be undertaking discussion to develop a strategic plan for the program that will further guide their consideration of the feasibility of a singular MS and a singular PhD offering in this merged unit. At this time, they envision core courses that will be augmented with specializations in the science and engineering foci.

VI. Polymer Science

The committee thanks the Polymer Science faculty for the effort and time put into the self-study report. Based upon the quality of the self-study, overall the committee felt they understood how the program operates.

	Fall Census Enrollment (with Pre-Majors)									
Major Level	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Masters ◀ ▶	7	32	60	67	69	69	70	79	58	43
Doctoral	108	106	113	123	126	141	144	140	131	112
Non-Degree	1	2								
Grand Total	116	140	173	190	195	210	214	219	189	155

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College Trends

Location Descr	Level	Award Level	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
College of Polymer Science and Engineering	GR	Masters			4	25	32	40	33	34	40	39	24	
		Doctoral	15	13	14	17	20	18	25	18	32	23	21	
Grand Total			15	13	18	42	52	58	58	52	72	62	45	

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	Nbr of Faculty										
Rank	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Professor	11	9	8	9	10	11	13	13	15	13	13
Assoc Prof	1	2	4	5	5	5	3	3	3	3	3
Asst Prof	1	1	2	1	2	2	2	3	2	2	1
Instructor	1	1	1	1	1	1					
Grand Total	14	13	15	16	18	19	18	19	20	18	17

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Strengths / Opportunities:

- The committee noted the local, national and international reputation of the Polymer College to the university
- The committee commended the program for their excellent publication record and strong research productivity
- The committee commended the program for having a major reliance on external, competitive funding over CIGAs

- The committee commended the program for identifying areas of material focus—e.g., recycling and upcycling, sustainability, energy conversion and storage, purification and nanoscale directed manipulation
- The committee commended the program for using faculty for advising, given the strong relationships needed in these research-intensive programs
- The committee commended the faculty for starting to take part in undergraduate education with teaching courses in programs like Chemistry, Honors Colloquium
- The CPSPE has opportunities to better align the departments and find research and education synergies
 - Program notes depth of expertise that would set them apart from competitors
- The committee noted opportunities to grow the AMP, self-pay master's program
 - Concern for over-reliance on particular countries and suggested there may be opportunities in Latin America, South America

Weaknesses / Challenges:

- The committee discussed the financial cost of this research program but noted that research programs generally do not completely cover their operating costs
- The committee discussed a waning interest in polymer education and noted other countries developing competitive programs
- The self-study alludes to the need to implement routine assessment; the committee felt their assessment was stagnant
 - The committee would recommend the program work with Prof. Hebert to better address their assessment needs
 - The committee recommends better communication for programs where the dept provides service courses
 - It will be critically important that they develop routine assessment practices as they intend to develop an undergraduate program
- The committee noticed benchmark comparisons to Chemistry; would like to see benchmark comparisons to other Polymer Science programs
 - The committee commented on the fact that they did not compare with the Chemistry dept at UA and felt they should
 - If CWRU data is available/known, the committee felt this would be an appropriate comparison
- The committee commented again on the potential overlap and redundancy in Chemistry, Chemical Engineering, Polymer Engineering and Polymer Science with a much lower faculty to student ratio in polymers

Additional Clarifications:

The above notes were distributed to the Polymer Science representative prior to meeting with the committee. The intent was to allow the program time to prepare and to understand where the committee had questions and clarification was needed.

- The committee would like to better understand how the undergraduate curriculum is being developed and the role Chemistry and Chemical Engineering play in this endeavor
 - What are the opportunities to leverage cutting edge offerings and collaborate with other units on campus

Faculty Meeting:

The committee met with Drs Nita Sahai and Mark Foster on 9/3/2020.

Dr Sahai provided a written response and was informed to hold off, as the faculty would have the opportunity to collectively respond. Dr Sahai began by indicating expansion of the AMP and noted they are working to develop agreements with Taiwan, Thailand and India.

Dr Sahai corrected the committee on their assumption that there is a waning interest in Polymers and she explained how Polymers is a field for the 21st century given applications in sustainable polymers, additive manufacturing, batteries, biomaterials, etc. She indicated that other countries have a growing interest in polymers and polymer education and as such, the university should invest to maintain its position in the field.

Dr Sahai indicated that they would be working with Jennifer Hebert on their assessment procedures. She indicated concern with dashboard numbers provided in the report. All programs were provided access to the dashboards and the ability to gather their own data, understanding their own internal organization better than the committee. The co-chairs worked with Dr Sahai afterwards to correct the degree numbers for her program and the corrected table is provided in this report.

Dr Sahai went on to discuss the curriculum for the new undergraduate program. She noted the potential to recruit a new type of student to UA as this type of opportunity will not be offered elsewhere.

Following additional conversation, the waning interest in polymers was further addressed. A committee member provided additional context for the comment which was based upon a continued drop in applicants to their program and the

high reliance on international applicants. Dr Sahai noted it was unrealistic to find domestic students willing to pay for a degree. They further noted opportunities for growth in the Professional MS degree and in the Ohio Tech Cred Program in which they currently have a partnership with Goodyear.

LBJFF FOUNDATION COLLEGE OF EDUCATION

VII. Curricular and Instructional Studies

The committee thanks the C&I faculty for the effort and time put into the self-study report. Based upon the quality of the self-study, overall the committee felt they understood how the program operates.

	Fall Census Enrollment (with Pre-Majors)									
Major Level	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Pre-Major	609	543	437	273	178	260	235	214	224	222
Certificate			3	3						
Bachelors	841	877	906	841	719	659	570	564	514	523
Masters	421	358	309	303	237	162	116	112	125	111
Doctoral	57	67	66	62	49	35	28	19	16	16
Non-Degree	11	4	3		1					
Grand Total	1,939	1,849	1,724	1,482	1,184	1,116	949	909	879	872

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College Trends

Location Descr	Level	Award Level	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	
College of Education	UG	Certificate	3	5	1	5	4				3	1	3	
		Bachelors	231	237	267	286	295	291	249	200	198	173	152	
		Sec. Major				1								
	GR	Certificate				1	3							
		Masters	137	162	155	142	110	112	79	49	41	54	46	
		Doctoral	6	3	10	5	2	11	8	8	3	2	2	
Grand Total			377	407	433	440	414	414	336	257	245	230	203	

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	Nbr of Faculty										
Rank	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Professor	9	8	9	9	9	11	8	7	7	7	5
Assoc Prof	5	6	5	4	4	2	3	5	5	6	5
Asst Prof	6	7	7	8	7	7	8	6	4		
Pr Practice									1	1	1
Pr Instructor									2	4	4
Instructor	2	2	2	4	4	3	3	3			
Lecturer				1	1						
Grand Total	22	23	23	26	25	23	22	21	19	18	15

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Strengths / Opportunities:

- The committee appreciated the data-driven self-study
- Overall the College of Education and C&I program have had changes in leadership and currently have an interim Dean; the committee felt the program was performing well given the resources provided to them
- The committee felt the C&I program overall had strong enrollment numbers, was graduating students in a timely manner and was awarding an appropriate number of degrees given program enrollment
- The committee noted a strong enrollment in K-5th

- The program notes a 6% projected increase in the education field, the committee would like a source cited
- The committee thought the dual degree programs and the ability of students to earn both a degree and 2 licenses was innovative and a significant strength – providing students with more flexibility and opportunities for employment
- The committee thought including the special education focus in the programs was a significant strength and necessary given the mainstreaming occurring in the public schools
- The committee felt the master’s degree in principalship was a strong pathway
 - At least one committee member questioned if there was an opportunity to offer an EdD
- The committee felt the faculty have a strong understanding of the assessment necessary within their program and are working to continuously improve the program
 - The committee felt the Day of Development was an excellent idea and led to strong faculty engagement in addressing curriculum
 - The committee noted the accreditation standards in the education field are rigorous and was impressed that the faculty continue to achieve these standards
- The committee thought the area partnerships were a huge benefit, such as the Barberton partnership
- Many of the programs have enjoyed national recognition
- Student testing performance was high, indicating strong content knowledge
- The committee recognizes that research is field-specific and commended the faculty on their impressive funding record (\$2.4 million)
- The committee was impressed that all TT faculty have the equivalent of the current Graduate Faculty III status

Weaknesses / Challenges:

- The committee questioned if the focus on K-5th was at the expense of the secondary education programs
- The committee questioned if the number of programs being offered was appropriate
 - Some committee members felt there may be too many given the size of the department
 - Are there opportunities to better optimize offerings and is this something that should be considered
- The committee would like clarification on Table 15, Licensure Examination, specifically why the comparisons are focused on CSU
- Little explanation was provided on advising, the faculty note they utilize a faculty advisor approach undertaken for its perceived value added
 - It was noted that students can change advisors

- It was not clear if there is a mechanism in place for improvement of this approach based upon student feedback, or how issues are addressed
- At least some of the committee noted that there have been recent retirements in this program and questioned if there was a strategic plan to ensure teaching was not affected

Additional Clarifications:

The above notes were distributed to the C&I representative prior to meeting with the committee. The intent was to allow the program time to prepare and to understand where the committee had questions and clarification was needed.

- Looking at 5yr trends in faculty ratios –
 - It was not clear if assistant professors are leaving, being promoted or being replaced
 - There is a large number of part-time faculty. Is this due to economics or are the positions appropriately PT (e.g., oversight of field experiences), or other?
 - At least one committee member thought several former faculty were returning to teach, so the ratios may be appropriate – the committee would like some follow up
- Is course assignment appropriate?
 - A detailed table was provided, but little discussion was provided to determine if the faculty felt their approach was appropriate or if altering assignments could enhance student learning and course outcomes
- Looking at Tables 5-8 –
 - The committee noted strong benchmarking in Early Childhood compared to Secondary Education
 - ✦ Is there an opportunity for growth in Secondary Education, or should discussion take place on refocusing in strength areas – if so, is there opportunity/gains to be made in Early Childhood
- The committee questioned if there were opportunities to better align with other programs on campus and strengthen and/or expand program offerings in profitable areas
- The committee would like more of a discussion on, if the program is where the faculty would like it to be and if not, what can they do to get it there

Faculty Meeting:

The committee met with Dr Gary Holliday on 9/3/2020. Given Gary is serving on the PR committee, the co-chairs discussed if this was a concern. Given that Gary was the faculty member offered by their Director, the co-chairs determined this was not a conflict in any way. Given the significant commitment Gary has made to service on this committee, the co-chairs felt it only appropriate that he be allowed to serve as the faculty representative.

Dr Holliday began by noting the starkly different environment we currently find ourselves in compared to the one in which the report was written. He began by clarifying the demographics of his faculty noting that several faculty have retired; importantly many of the assistant professors have been promoted.

Dr Holliday noted that there are a lot of part time faculty in the program. He indicated 36 part time faculty cover 59 courses in the program. In some cases they teach sections of a course that has a full time faculty teaching additional sections and providing course oversight. He noted the real challenges occur in single section courses without oversight and indicated a need to better deal with these moving forward.

Dr Holliday noted that the students they attract to their programs are very different populations. Currently the program has a larger K5 focus than secondary education. Dr Holliday noted this was not surprising and the secondary education programs required the completion of significant content coursework. Dr Holliday noted that with the move of the College of Education to the College of Arts and Science, there is an opportunity to better align content courses.

Dr Holliday clarified the benchmarking with CSU. He noted the similarity in demographics, urban setting and program content.

Dr Holliday also noted the potential to capitalize on their recently approved dual licensure offering which is one of only two in the state. He clarified the 14 options for licensure in the secondary education program. Specifically he noted that providing all these different options is not as challenging as it seems given the educational foundation courses are the same and only content course requirements change.

Dr Holliday discussed advising and noted they have teetered between a centralized model and the use of full time faculty with content expertise. He noted past difficulty striking the appropriate balance and noted that with the move to A&S they will likely revisit this issue.

Dr Holliday also indicated efforts for more concerted curriculum mapping. He noted that with the merging of the faculty into the new School of Education there are more opportunities to work together. When asked if he felt he and his colleagues were where they wanted to be as a program, Dr Holliday had a mixed response in that while they want to discuss opportunities for a doctoral offering and online certificates, their immediate priorities are on stabilizing the program and retaining the current faculty.

**APPENDIX: ENROLLMENT, DEGREE AND
FACULTY DATA TRENDS**

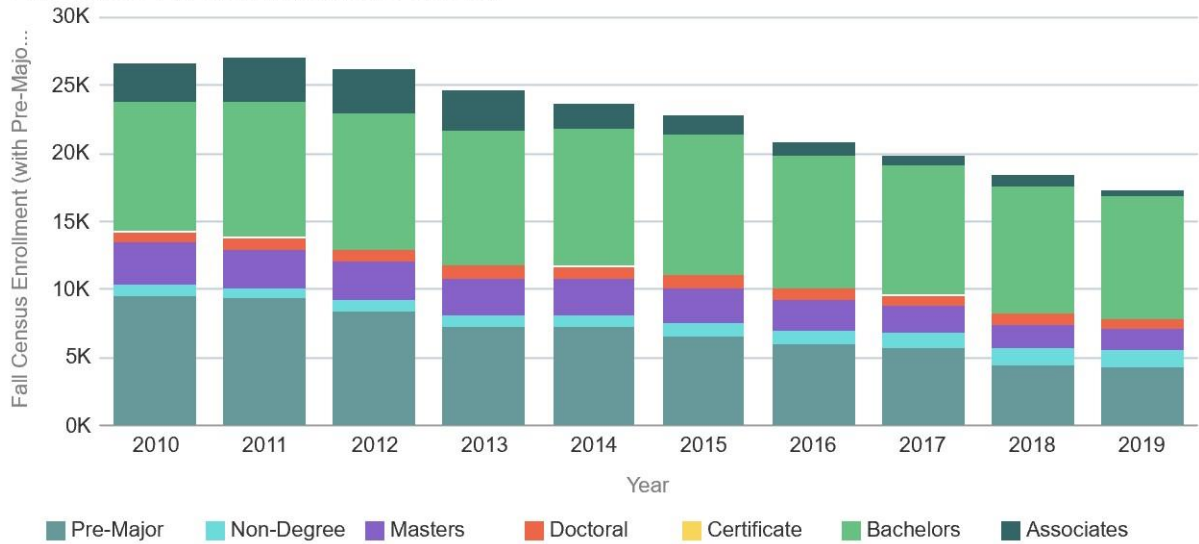
- Source – Program Review
Dashboards

University Trends: Enrollment Data 2010-2019

	Fall Census Enrollment (with Pre-Majors)									
Major Level	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Pre-Major	9,508	9,277	8,373	7,203	7,190	6,460	5,894	5,701	4,421	4,238
Certificate	41	54	69	80	61	47	46	42	48	25
Associates	2,979	3,320	3,178	2,905	1,875	1,420	999	762	913	500
Bachelors	9,437	9,871	10,060	9,860	10,040	10,293	9,651	9,480	9,262	9,022
Masters	3,071	2,921	2,815	2,808	2,680	2,519	2,179	1,907	1,771	1,590
Doctoral	793	831	852	880	905	892	914	821	754	675
Non-Degree	825	733	789	821	869	1,115	1,098	1,122	1,217	1,248
Grand Total	26,654	27,007	26,136	24,557	23,620	22,746	20,781	19,835	18,386	17,298

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Fall Census Enrollment (with Pre-Majors)



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Figure A1. (Top). Ten year enrollment data for The University of Akron. (Bottom) Column data plot of trend. Enrollment includes Main Campus, Undergraduate and Graduate, Full and Part Time; data excludes Wayne College and School of Law.

University Trends: Degree Data 2010-2019

		Degrees										
Level	Award Level	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
UG	Certificate	154	185	155	200	214	210	220	284	258	306	126
	Associates	379	502	484	651	749	665	634	585	492	456	202
	Bachelors	2,559	2,846	2,847	2,995	3,033	3,134	3,166	3,032	2,885	2,856	1,055
	Sec. Major	93	147	146	133	149	132	110	79	91	72	26
	Minor	750	793	844	879	872	877	775	756	670	688	223
GR	Certificate	34	37	36	29	42	37	41	27	16	10	5
	Masters	1,043	1,163	1,135	1,111	1,157	1,100	1,117	1,115	892	769	322
	Doctoral	96	95	106	110	126	131	140	167	164	151	87
Grand Total		5,108	5,768	5,753	6,108	6,342	6,286	6,203	6,045	5,468	5,308	2,046

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University Trends: Faculty Data 2010-2019

	Nbr of Faculty										
Rank	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Professor	271	284	285	286	279	278	267	242	248	246	221
Assoc Prof	233	221	216	203	202	190	204	197	189	177	177
Asst Prof	149	157	158	158	164	167	150	128	109	97	79
Pr Practice									49	51	53
Pr Instructor									125	119	116
Instructor	61	61	55	55	58	60	73	79			
Lecturer	32	30	46	62	60	69	79	91			
Grand Total	746	753	760	764	763	764	773	737	720	690	646

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Figure A2. (Top). Ten year data for The University of Akron. (Bottom) Ten year data of faculty profile.

Data includes Main Campus, Undergraduate and Graduate, Full and Part Time; data excludes Wayne College and School of Law.

BCAS Trends: Enrollment, Degrees & Faculty

	Fall Census Enrollment (with Pre-Majors)									
Major Level	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Pre-Major	2,295	2,142	1,792	1,692	1,476	1,222	1,073	1,027	966	927
Certificate	3	12	17	22	21	14	26	22	21	6
Associates	72	59	67	65	46	187	107	62	31	6
Bachelors	3,895	4,001	3,829	3,552	3,348	3,352	3,010	2,911	2,811	2,700
Masters	687	642	585	536	536	466	421	349	268	234
Doctoral	258	249	249	237	231	231	232	220	213	208
Non-Degree	29	14	6	8	3	1		1	5	14
Grand Total	7,239	7,119	6,545	6,112	5,661	5,473	4,869	4,592	4,315	4,095

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		Degrees										
Level	Award Level	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
UG	Certificate	67	59	39	50	56	44	52	77	53	86	104
	Associates	7	6	6	10	14	12	61	57	41	19	18
	Bachelors	1,005	1,116	1,093	1,080	1,069	970	1,067	944	861	867	818
	Sec. Major	61	114	95	91	98	78	64	33	50	36	47
	Minor	507	513	574	591	560	611	560	518	449	433	438
GR	Certificate	18	11	14	16	19	15	15	10	4	3	6
	Masters	245	276	270	263	226	262	268	235	187	129	134
	Doctoral	21	35	33	32	39	27	29	29	40	21	35
Grand Total		1,931	2,130	2,124	2,133	2,081	2,019	2,116	1,903	1,685	1,594	1,600

	Nbr of Faculty										
Rank	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Professor	132	138	138	142	136	133	128	117	117	115	99
Assoc Prof	119	109	107	102	93	82	85	84	83	78	79
Asst Prof	71	64	59	49	54	64	52	48	41	37	32
Pr Practice									5	10	9
Pr Instructor									74	65	65
Instructor	16	16	15	12	9	12	16	15			
Lecturer	29	30	35	44	41	56	65	74			
Grand Total	367	357	354	349	333	347	346	338	320	305	284

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Figure A3. Buchtel College of Arts and Sciences data trends: (top) enrollment; (middle) degrees; (bottom) faculty.

CBA Trends: Enrollment, Degrees & Faculty

	Fall Census Enrollment (with Pre-Majors)									
Major Level	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Pre-Major	1,217	1,174	1,010	917	831	679	588	542	493	568
Certificate	16	13	12	11	6	21	2		3	1
Bachelors	1,440	1,330	1,300	1,316	1,353	1,420	1,383	1,326	1,262	1,209
Masters	481	431	431	429	452	489	386	293	274	262
Non-Degree	7	1	1							
Grand Total	3,161	2,949	2,754	2,673	2,642	2,609	2,359	2,161	2,032	2,040

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		Degrees										
Level	Award Level	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
UG	Certificate	8	15	14	12	19	10	11	25	24	18	30
	Bachelor	490	505	494	452	446	446	429	472	436	425	399
	Sec. Major	31	33	51	40	49	53	45	45	40	36	42
	Minor	134	152	137	156	169	157	148	171	156	203	208
GR	Certificate	4	16	7	3	6	7	16	7	1		
	Masters	188	204	160	171	206	165	221	254	162	117	118
Grand Total		855	925	863	834	895	838	870	974	819	799	797

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	Nbr of Faculty										
Rank	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Professor	27	26	22	19	20	19	19	16	16	14	14
Assoc Prof	25	24	21	22	24	26	30	28	29	28	27
Asst Prof	12	14	17	21	22	18	16	15	13	14	11
Pr Practice									18	17	19
Instructor	8	8	7	6	1						
Lecturer			8	6	7	10	11	14			
Grand Total	72	72	75	74	74	73	76	73	76	73	71

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Figure A4. College of Business Administration data trends: (top) enrollment; (middle) degrees; (bottom) faculty.

CoENG Trends: Enrollment, Degrees & Faculty

	Fall Census Enrollment (with Pre-Majors)									
Major Level	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Pre-Major	810	800	865	870	928	965	922	870	699	647
Certificate	1	1		4	2		1			1
Bachelors	1,418	1,576	1,733	1,828	2,080	2,223	2,237	2,314	2,291	2,148
Masters	208	192	185	170	171	208	169	139	104	104
Doctoral	147	170	203	238	248	230	263	232	213	188
Non-Degree	9	4	2	1	1	2	1			
Grand Total	2,593	2,743	2,988	3,111	3,430	3,628	3,593	3,555	3,307	3,088

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		Degrees										
Level	Award Level	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
UG	Certificate		10	17	22	20	33	21	24	31	37	21
	Bachelors	182	200	232	284	280	373	332	388	443	500	474
	Sec. Major	1			1	1		1	1	1		4
GR	Certificate							1	2	2	1	
	Masters	50	50	74	74	70	63	74	86	70	68	47
	Doctoral	24	17	16	17	30	44	46	49	37	50	36
Grand Total		257	277	339	398	401	513	475	550	584	656	582

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	Nbr of Faculty										
Rank	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Professor	24	27	28	32	34	40	39	36	38	46	41
Assoc Prof	29	27	30	26	24	21	27	31	28	25	26
Asst Prof	15	26	26	31	30	38	36	29	26	22	18
Pr Practice									7	7	8
Pr Instructor									3	4	4
Instructor				1	2	1	1	4			
Lecturer	3		1	2	2	3	2	3			
Grand Total	71	80	85	92	92	103	105	103	102	104	97

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Figure A5. College of Engineering data trends: (top) enrollment; (middle) degrees; (bottom) faculty.

CPSPE Trends: Enrollment, Degrees & Faculty

	Fall Census Enrollment (with Pre-Majors)									
Major Level	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Masters	14	61	110	120	128	128	121	133	102	63
Doctoral	182	186	191	206	223	232	236	211	187	160
Non-Degree	1	2								
Grand Total	197	249	301	326	351	360	357	344	289	223

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		Degrees										
Level	Award Level	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
UG	Minor ◀▶										1	2
GR	Masters	4	2	7	44	54	61	53	66	63	65	24
	Doctoral	25	25	25	31	36	31	32	45	49	43	32
Grand Total		29	27	32	75	90	92	85	111	112	109	58

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	Nbr of Faculty										
Rank	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Professor	20	21	20	21	20	21	22	23	22	19	20
Assoc Prof	3	3	4	6	8	8	6	5	5	5	5
Asst Prof	3	3	5	4	4	6	7	6	5	5	3
Instructor	1	1	1	1	1	1					
Grand Total	27	28	30	32	33	36	35	34	32	29	28

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Figure A6. College of Polymer Science and Polymer Engineering data trends: (top) enrollment; (middle) degrees; (bottom) faculty.

LBJFF Trends: Enrollment, Degrees & Faculty

	Fall Census Enrollment (with Pre-Majors)									
Major Level	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Pre-Major	782	697	557	498	433	319	267	234	251	242
Certificate	6	12	16	15	16	4	8	3		
Bachelors	874	909	948	878	747	676	582	570	516	525
Masters	796	658	543	524	417	316	214	197	216	172
Doctoral	80	87	82	73	60	45	35	25	19	18
Non-Degree	107	32	81	97	53	28	20	1	1	
Grand Total	2,645	2,395	2,227	2,085	1,726	1,388	1,126	1,030	1,003	957

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		Degrees										
Level	Award Level	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
UG	Certificate	9	5	1	5	4				3	1	3
	Bachelors	244	250	277	298	306	298	259	206	199	173	153
	Sec. Major				1							
GR	Certificate	2	3	9	9	12	8	6	6	5	1	2
	Masters	300	325	308	224	225	194	163	98	81	81	79
	Doctoral	6	4	13	8	3	11	10	8	3	6	2
Grand Total		561	587	608	545	550	511	438	318	291	262	239

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	Nbr of Faculty										
Rank	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Professor	20	19	20	20	19	19	16	14	13	13	9
Assoc Prof	10	11	12	10	10	8	9	10	10	11	10
Asst Prof	9	11	10	11	11	11	11	7	5	1	
Pr Practice									1	1	1
Pr Instructor									3	5	5
Instructor	8	7	6	6	5	5	4	4			
Lecturer				3	3						
Grand Total	47	48	48	50	48	43	40	35	32	31	25

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Figure A7. LBJFF College of Education data trends: (top) enrollment; (middle) degrees; (bottom) faculty.

The University of Akron Program Review 2019-2020 Program Review Committee Final Memo

Buchtel College of Arts and Sciences (BCAS)
Chemistry
Modern Languages

College of Business Administration (CBA)
Economics

College of Engineering (CoEng)
Chemical Engineering

College of Polymer Science and Polymer Engineering (CPSPE)
Polymer Engineering
Polymer Science

LBJFF College of Education (CoEd)
Curricular and Instructional Studies

9/15/2020

The committee completed an initial report of the programs in the 2019-2020 review cycle which provides a detailed review of each of the programs. This final memo encompasses a high level view of the programs, as well as input to improve the program review process.

The committee would like to begin by commending all of the units in this review cycle for their efforts in making this process possible. We look forward to their positive influence on the effectiveness and quality of program review moving forward. Additionally, we would like to thank the Chairs and Deans for their letters that provided valuable input and direction to committee discussion.

To begin, it would be remiss of us to not acknowledge the extraordinary time in which this review process was undertaken. With our entire campus moving to remote education as a result of COVID-19, the selfstudies were completed by faculty working remotely, as were the reviews by the Chairs, Deans and PR Committee. As a testament of our campus commitment to the education of our students, we believe strongly that the remote completion of this year's program review process in no way affected the quality of the reports/reviews, and the significant effort of all parties is clearly reflected in these documents. In addition and not entirely unrelated, this year's program review cycle was completed in the midst of campus-wide restructuring. As such, our initial reports for programs like Chemistry, Chemical Engineering, Polymer Engineering and Polymer Science included consideration of ways to better align the programs. As of the completion of this final memo, the College of Engineering and College of Polymer Science and Polymer Engineering have merged and we will not comment further on this.

With respect to the review process, in this 2nd year of our cycle, the process included a slightly modified timeline that provided the programs under review additional time to complete the self-study reports. This was necessitated by the pandemic as the faculty needed to simultaneously move their courses to an online format. In addition, last year's recommendation to institutionalize program review as a standing committee of Faculty Senate gained traction. The committee continues to be firm in its belief that continuous improvement of our educational offerings is contingent upon the continuation of the program review process. Institutionalizing the committee has been suggested as a means to keep the process robust and immune from staffing (faculty/administration/leadership) turnover.

With the support of the Faculty Senate Chair and the Provost, it was decided this year that the Program Review Committee would report their findings directly to Faculty Senate eliminating the need for the Senate's Curriculum Review Committee to complete an additional, independent review. The process was further modified (given the additional time) to provide an opportunity for a faculty representative from each program to provide any clarification to the initial report and correct any inaccuracies. The summaries of those meetings can be found at the end of each report and were not utilized to modify the report. Where individuals have provided additional material in writing, these will be uploaded with the unit's response documents in December.

Overall the committee felt the faculty representative meetings were very positive and should be a permanent addition to the program review process. It appeared to us that the faculty appreciated the opportunity to meet with the committee and address any questions/concerns and it was inspiring to the committee to see the passion faculty have for their programs and students.

The committee would like to re-iterate suggestions from last year's process. First, we continue to support an incentive-based program review process. We re-iterate

that program review is formative and focuses upon continuous improvement; we believe an incentivized system to encourage high quality self-studies and continuous improvement efforts will help to appropriately focus those efforts. Second, we continue to acknowledge the importance of external reviews. While our finances have restricted our recent ability to include external reviews in program review, we suggest that these be considered when possible. Specifically, the committee support the idea that minimally any program that does not have a campus visit as part of an accreditation process should have an external program review. We further note external reviewers should conform to a selection process that includes input from the program faculty, chair and college dean. Third, the committee acknowledges the need to continuously improve the program review process. This year the committee determined document clarity was needed to better indicate where data discussion is needed and how this data drives the unit's continuous improvement, thus providing an opportunity to close the loop. The committee intends to meet with the new leadership to discuss the current program review process and obtain their input as we determine how best to move forward. As a committee, we understand the necessity of program review as an HLC /ODHE requirement, but we believe this meaningful effort has tremendous potential to inform and help guide our university and we have focused our efforts on the latter.

Recurring themes from this year's review cycle that the committee would like noted include consideration of a better method to track part-time faculty. These faculty are not represented in our dashboard numbers and several of our programs rely heavily on part-time faculty to meet their teaching needs. Given our reliance on NTT and PT faculty, it would seem important that we have focused discussion on how best to utilize these instructors. This process begins by first understanding how we currently utilize them.

It was clear to the committee that few programs in this review cycle utilized the program review dashboard to which they were provided access. As such, some of the reviews are not as data-driven as would be preferred; this is noted in the reports. To remedy this situation moving forward, the committee recommends the co-chairs of the program review committee meet with the faculty completing the self-study at the beginning of the cycle and provide them with one-on-one training on how to access the dashboard and obtain their benchmarking data provided by the State. Alternatively, the program can seek data from Institutional Research. The committee also discussed the benefit of having programs develop strategic plans that will help them to capitalize upon their strengths and allow them to work on weaknesses. The committee utilizes a strengths/Weaknesses/Opportunities/Challenges (SWOC) approach in discussion of programs under review. We believe this approach could help the programs to identify their guiding principles and prioritize their efforts. We further hope this will encourage faculty discussion and drive continuous improvement of our programs and educational offerings.

The programs in this year's review cycle included research-intensive programs. A recurring concern was the perceived diminished support for research given decreases in faculty numbers, increases in faculty workload, and policies that require tuition support on external awards and affect summer salary. Given the financial challenges currently facing the university, it may not be possible to immediately address this concern. However, the research mission is critical to the reputation of this university and our ability to retain exceptional faculty that provide cutting-edge research training to our students. The concerns of our research colleagues are valid. As the university's finances stabilize, we would like to see discussion with the leadership on ways to support the research mission and the research infrastructure on this campus. Our current leadership has been very receptive to communication and we believe they would welcome such a discussion.

Finally, many of the programs noted difficulty in recruiting students. The committee discussed the benefit of campus-wide support of recruitment efforts in helping programs recruit. The committee briefly discussed opportunities for virtual days, theme-based (eg, health, data-analytics) multi-program recruiting efforts and student-shadowing days. The committee also noted the need for units across the campus to have clear and concise statements on the value proposition that they offer current and prospective students and to use those statements proactively in their recruitment. The committee would like to see discussion on sharing campus efforts in maximizing recruitment. The committee further noted the current, strong support of staff in Career Services and Admissions and suggested we think collectively on how to leverage our resources for success. Finally, the Committee noted that there are several excellent programs and faculty across the campus. In addition to quality students, the lifeblood of those programs is the faculty. The Committee noted that is critical to assure that we nurture the capacity to offer those programs by developing and retaining our outstanding faculty.

The committee would like to thank the university's faculty and administration for the opportunity to serve in this capacity. We hope the work of this committee benefits our faculty, staff and students. Respectfully submitted by the PRC members (2019-2020):

Committee Members

Phillip Allen, PhD (Buchtel College of Arts and Sciences / Continuity)
Malik Elbuluk, PhD (College of Engineering)
Jennifer Hebert, MA Professor of Instruction (Assessment Director)
Gary Holliday, PhD (LBJFF College of Education)
Sadhan Jana, PhD (College of Polymer Science and Polymer Engineering)
Galen Karikker, DMA (Buchtel College of Arts and Sciences)
Scott Palasik, PhD (College of Health Professions)
Craig Wise, MSc, PE (College of Applied Science and Technology)

Co-chairs:

Thomas Calderon, PhD (College of Business Administration)

Marnie Saunders, PhD (Graduate School)

APPENDIX D

Computing & Communications Technologies Committee Report

The CCTC met on Wednesday, September 09, 2020. Scott Randby was elected as chair.

The committee plans examine web conferencing software options (due to the expiration of the WebEx contract), survey software options (due to the expiration of the Qualtrics contract and the huge increase in the price of Qualtrics), Mac support in IT, high performance computing, and the proctoring of online exams with proctoring software. John Corby, the Chief Information Officer of the university, will attend the next meeting of the committee to provide information about these issues.

The next meeting of the CCTC will be on Wednesday, October 14.

Scott Randby
CCTC Chair