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Faculty Senate Chronicle September 2, 2021

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September 2, 2021

30 pages

SENATE ACTIONS

1. Approved a motion from the Executive Committee: In order to facilitate student advancement toward degrees, Faculty Senate, in consultation with the Office of Academic Affairs, endorses the development of a recommended sequence of courses for each program. (Appendix A)
2. Ratified an action of the Executive Committee: Formation of the ad hoc Investment Criteria Committee with the charge – develops quantitative and qualitative criteria for the evaluation of faculty proposals for academic investment and the review of academic programs and recommends proposed criteria to the senate. (Appendix B)
3. Approved a motion from the Academic Policies Committee to discontinue the temporary Credit/No Credit option. (Appendix C)

4. Ratified the Executive Committee's approval of 6 course proposals and 3 program proposals brought by Curriculum Review Committee. (Appendix D)
5. Approved the Bachelor of Science in Polymer Science and Polymer Engineering program brought by the Curriculum Review Committee. (Appendix D)
6. Elected to the Executive Committee: Nita Sahai (1-year term), Stacia Biddle and Dana Cole (2-year terms).

Table of Contents

Minutes of Faculty Senate meeting held September 2, 20214

Appendices to Minutes of the Faculty Senate meeting held on September 2, 2021

- A. Course sequence motion and example.....23
- B. Ad hoc Investment Criteria Committee motion.....28
- C. 2021 Academic Policies Committee report29
- D. CRC course proposals approved by FSEC in Summer and BS Polymer
Science & Polymer Engineering30

MINUTES OF THE FACULTY SENATE MEETING OF

September 2, 2021

The meeting of the Faculty Senate took place Thursday, September 2, 2021 in Teams. Senate Chair Kathryn Budd called the meeting to order at 3:02 pm.

Of the current roster of 44 senators, 41 attended the meeting. No senators were absent with notice. Senators Gandee, Mudrey-Camino and Palmer were absent without notice.

I. Adoption of Agenda

Chair Budd noted three changes to the agenda. First, the minutes being approved are from May 6, 2021, not May 7, 2021. Second, the APC will be giving a report. Third, Senator Saliga will be providing the report for CRC.

Chair Budd asked if there were objections to the modified agenda; none were voiced. The agenda was adopted as amended.

II. Adoption of minutes of May 6, 2021 meeting

There were no corrections; the May 2021 minutes were adopted without dissent.

III. Remarks of the Chair

Welcome to the 21-22 academic year! 20-21 may have been the most challenging and difficult academic year in recent history for us as a learning community. I hope you all found at least a little time to rest and recharge over the summer months.

First, some housekeeping. The Faculty Senate is the legislative body of the faculty at the University level. Its meetings are relatively formal and are conducted according to Robert's Rules of Order. Senators who wish to be recognized should type "request" into the chat window, and wait for me to recognize you. I know that you will keep debate civil and respectful; if it helps, address comments to the chair to de-personalize contentious issues. If I mispronounce your name, let me know the correct pronunciation so I can do better next time. To preserve bandwidth for all, turn off your mics and cameras until you are called on to speak.

I would like to thank Linda Saliga, the Senate Executive Committee, Heather Loughney, and Bill Rich (our Parliamentarian) for their help in acclimating me to the position of chair over the summer. I am on the bottom slopes of a steep learning curve, and their help continues to be invaluable.

Our newly elected and re-elected senators were announced at May's Faculty Senate meeting, and I extend a warm welcome and thanks to you for your willingness to serve. I want all senators to know that I have an open door policy. Please contact me at any time with any questions or concerns you may have. My effectiveness in this position comes from understanding your needs, and the needs of the students, academic advisors, and faculty you represent.

With us today are Trina M. Carter and McKenzie K. Gerzanics, of the University of Akron Board of Trustees. Senators may be aware that Board Chair Gingo will be meeting with the Senate Executive Committee on a regular basis this year; I am very glad of the opportunity to improve communications between the faculty and the Board of Trustees.

I believe that shared governance is vital for the health of any university. My goal is to create a forum where you – the representatives of the faculty, academic advisors, and students – can speak up and share your experience, knowledge, and insights about our University. No single person has the answers to all the complex issues facing us, but together, we've got this.

At this meeting, we will conduct elections for the Executive Committee (also known as the EC), representatives to the Graduate Council, The University Council, and the Ohio Faculty Council. I hope you will consider running. The EC must also appoint Senate representatives to the following University Council Committees; Information Technology, Institutional Advancement, and Recreation and Wellness; contact me if you are interested in serving.

In the coming year, we have two major tasks in addition to the regular business of Senate. The first is to implement the relevant sections of the Memorandum of Understanding on Shared Governance agreed to by the Akron-AAUP and the Administration.

In broad strokes, the MOU increases financial transparency and defines the role that the APC will have in any proposed reorganization or renaming of academic units. It sets forth a process by which faculty can submit requests for academic investment - in particular, for faculty positions - through Senate. Those recommendations will be passed to President Miller for consideration within the annual budget process, and the Labor Management Policy Committee of the Akron-AAUP will annually review the process to ensure our input, along with that of the Chairs and Deans, was duly considered. The MOU also lays out a process for program review that includes guidance and support to promote continuous improvement. Any programs identified as underperforming will be given feedback and, as appropriate, the support they need to improve. I see this MOU, and the desire of the Administration to see it implemented well, as one of the most hopeful signs towards real shared governance at this university.

As with all shared governance, this will require work, but this is a task with positive and measurable outcomes. We will be asking senators to step up to serve on new committees to achieve this, the first – an Ad hoc Criteria Committee that will recommend the criteria by which programs will be evaluated for academic investment and program review - will hopefully be ratified by this body today.

Our second task concerns enrollment. This University is at a pivotal moment. We must do better at attracting, and retaining, students to ensure the

health of our institution. I love this University. This is my 23rd year of teaching here, and despite the tough times we've been through, I believe in what we do. While our best students could thrive at any University, we also welcome students who may arrive underprepared, or without the support structures to help them realize their aspirations. The work ethic of all of our students, their perseverance, desire to learn, and to reach for their goals is inspirational to me.

Our academic advisors provide individualized and invaluable academic guidance. They are often our first responders when students are struggling, identifying the resources and help they need. Their knowledge of our curriculum enables students to graduate with as little debt as possible, something to be proud of in this day and age.

Faculty set high academic standards and we work tirelessly to help students meet and exceed those goals. We work to connect with our students as individuals and mentor them as we guide them to their next stage in life or education. And we go beyond providing a solid education at a reasonable cost – many of our programs provide opportunities for students from this region to study and work internationally.

Students who come to us from other institutions often remark that UA provides a stronger sense of membership in a learning community than they've experienced before. Students are looking for that engagement with all of us, and I know that's something we at UA naturally excel at.

So how do we achieve the enrollment numbers we rightly deserve? Let's begin campus-wide conversations on how we can do better at both recruiting and retaining our students in the future. And right now, let's all vigorously support our departmental recruiting efforts, and individually and collectively find ways to let prospective students know about the learning community they can find here. See every conversation as an opportunity to spread our true narrative – that this is a University open to all, and we are here to help you succeed.

I hereby grant you permission to brag about our programs and University to your friends, neighbors and on social media. Be an influencer, and use your powers for good. The more we can spread the word about what makes UA excellent, the more prospective students will see that The University of Akron is where they belong.

This concludes the remarks of the chair.

IV. Special Announcements

Hans Zbinden, emeritus professor of modern languages, passed away June 27 surrounded by his family in Akron where he lived with his wife, Kathryn (Mallett) Zbinden, of 68 years. He was 90. As a professor at UA, he taught German language and culture to many generations of local students. After retiring in 1995, Zbinden joined the Association of The University of Akron Retirees and served as its recording secretary.

V. Report of the Executive Committee

Since our last meeting in May, the Executive Committee has met six times including our regular monthly meetings with Provost Wiencek and Sr. Vice Provost Hendricks; in addition, President Miller also joined several of our summer sessions.

Summer business included discussions on enrollment and retention, discussions on advising and mentoring, implementation of the MOU on shared governance, and preparation for this coming year and today's meeting of the Senate.

Included in today's EC report are four items that will require further action by the Senate.

First, the EC voted to approve the list of summer graduates; the EC asks for the Senate to ratify that vote.

Chair Budd asked for a motion to ratify the Executive Committee's approval of the summer graduates. Senator Stoyhoff motioned to ratify with Senator Evans seconding the motion. Chair Budd opened the floor for debate; none ensued. Chair Budd asked for objections; none were voiced. The ratification passed unanimously.

Second, on May 17, 2021, the EC approved 6 course proposals and 3 program proposals that consisted of minor changes or edits. One proposal was for a new program in Polymer Science; EC did not act on this proposal instead it will be brought for discussion and vote to today's Senate meeting. (see Appendix D)

Chair Budd asked for a motion to ratify the Executive Committee's approval of the 6 course proposals and 3 program proposals. Senator Nicholas motioned to ratify with Senator Graor seconding the motion. Chair Budd opened the floor for debate; none ensued. Chair Budd asked for objections; none were voiced. The ratification passed unanimously.

Third, the Executive Committee brings the following motion.

In order to facilitate student advancement toward degrees, Faculty Senate, in consultation with the Office of Academic Affairs, endorses the development of a recommended sequence of courses for each program. (see Appendix A)

Rationale-A recommended sequence of courses for each degree is intended to do the following:

- provide greater transparency to students on the degree process.
- enhance communication and coordination between students and advisors.
- facilitate easier and more efficient scheduling.

- provide faculty an opportunity to weigh in on the optimal sequence of courses in their area.

Discussion and Vote:

Chair Budd opened the floor for discussion of the motion. Senator Evans asked if course sequence is necessary and straightforward for all programs or if some programs do not lend well to a defined sequence. Chair Budd indicated they are used in Art. Senator Klein asked if there would be sequences for students who enter with a significant number of credits. Chair Budd indicated that transfer students would need to work with advisors. Senator Rochester indicated that course sequences are an incredible advising tool. Chair Budd noted that competing universities have technology that allows students to see their program and populate their schedule from it. Senator Rochester noted that those options are not without their own issues, but it is a good step and helps student progress and reduces advising errors. Senator Klein responded to Senator Evans about the applicability of course sequences in other departments; she noted that history has used one for a long time but that the process has to be flexible due to shrinking faculty and class offerings. Senator Kasunic noted from a student perspective they cannot express how helpful these would be; this keeps students engaged and helps with timely graduation. Chair Budd noted that regarding classes not being offered, there are art classes that can't be offered every semester, but the course sequences can help provide clarity for when classes will be offered. These are meant to be guides not mandates.

Chair Budd asked for additional debate on the motion; none ensued. Chair Budd asked for objections to the motion; none were given. The motion was adopted by unanimous consent.

Finally, with regards to the implementation of the MOU on Shared Governance, the EC formed an ad hoc committee charged with the initial work of implementation. Today, we ask for ratification of this committee by the senate.

Ad hoc Investment Criteria Committee

Develops quantitative and qualitative criteria for the evaluation of faculty proposals for academic investment and the review of academic programs.
Recommends proposed criteria to the senate. (see Appendix B)

Rationale:

- This short-term committee will focus on determining the best “basket” of quantitative and qualitative criteria for the evaluation of proposals for investment in academic programs and program review.
- Prevents duplication of effort. There may be criteria suitable for both academic investment evaluation and program review; these will be easily identified through one committee.
- The committee will include an optimal mix of faculty and administrators with expertise in resource allocation and program evaluation.
- After the criteria have been developed and reported to the Faculty Senate, implementation will be carried out by the Program Review Committee and a proposed Academic Investment Committee.

Discussion and Vote:

Chair Budd provided context for the motion in relation to the MOU and the need to define roles and tasks for implementation. This committee is intended to be a first move toward that goal.

Senator Evans motioned, seconded by Senator Lashbrook, to ratify the motion. Chair Budd opened the floor to debate; none ensued. The motion was adopted without dissent.

This concludes the report. For more information on these discussions, please contact Angela Hartsock.

VII. Remarks of the President

President Miller welcomed the board members present and announced the new members of the board. President Miller noted that Chair Gingo will be joining sessions of the Faculty Senate Executive Committee and the University Council Executive Committee. He has also been invited to attend student leadership groups, SEAC, and CPAC executive committee sessions. He noted that Chair Gingo will be accompanied to these meetings by the president, provost, or senior vice provost.

President Miller thanked Chair Budd for her opening comments. He affirmed to the senate and the university the deep commitment to shared governance. He noted this is the most engaged and intentional shared governance process he has worked in and believes this will advance the university. He iterated the need to work together to overcome challenges and that disagreements will occur, but a mutual love of the institution can allow us to work through those disagreements. He applauded Chair Budd for her sentiments and noted that the administration is committed to the current shared governance model and the agreed upon MOU on shared governance with the Akron-AAUP. President Miller also referenced the newly created ad hoc Investment Criteria Committee and noted the committee will give more voices into program review and investment moving forward.

Regarding enrollment, President Miller noted that we have an opportunity in the coming weeks as he visits the colleges and units to collect ideas about enrollment and the future of the institution. He noted we have huge opportunities to invite people to come start and finish their academic journey at UA; this is intended to start discussions. We will hear more from deans on exciting plans for the coming year.

President Miller noted that students have been incredibly constructive and helpful, and USG President Grace Kasunic is doing a great job.

The president reviewed some of his recent activities. The cabinet had a retreat focused on the positive aspects of the university and how the leadership team can support all campus constituents. They were joined by Chair Gingo who shared

strategies for working more closely with the board. President Miller plans to repeatedly stress that the leadership team sees themselves as a service group. We have ideas that can be implemented but we must all work together and gather input and questions as we move forward.

President Miller thanked faculty for attending the campus reunion and noted the great convocation and opening weekend activities. He stated that he and Georgia have ramped up outreach activities to alumni and friends.

Regarding COVID, President Miller noted that we continue to monitor the pandemic. He noted new policies issued surrounding vaccination and that the call center was open through the end of this week to field questions about the policy. Our current case counts are at 27 for Akron campus and 2 for the Wayne campus. In our groups with high contact (athletics was given as an example), the case rates remain low. The initial survey data provided an estimated 85% vaccination rate with 9% identifying as unvaccinated and 6% declining to report. There are also over seven thousand verified vaccinations in MedProctor. President Miller pointed to Senator Kasunic to corroborate that student leadership is overwhelmingly in support of the vaccine policy and students are getting vaccinated. He also noted many other institutions implementing similar policies.

President Miller noted a recent meeting with the Ohio Control Board regarding real estate and legislation.

President Miller noted an event at Lock 3 on September 9th to extend thanks to the Akron community for support during the COVID lockdown. UA musicians will provide music and food will be served.

President Miller also noted the unveiling of the Schrank Hall courtyard collaboration between Art and Engineering to make the space more exciting and enjoyable.

President Miller invited questions.

Senator Levin asked if the president was aware of the state bill on divisive topics being taught at Ohio schools and the dangerous possibility of it passing. President Miller stated the administration is aware of the legislation and it has been discussed at IUC where concerns were shared. IUC will engage on the bill vigorously and early in the process.

Senator Klein requested a follow up on the COVID response. She noted Duke University reporting 98% students and 92% of employees are vaccinated yet 300 students tested positive (with asymptomatic or mild illness). She noted we have lower vaccination rates and asked what we can expect going forward and what the response should be if a student tests positive.

President Miller responded that we should follow the procedure for contact with COVID positive cases. He noted that we won't get to 100% vaccination rate and there will be cases, including breakthrough cases, on campus. He pointed to vaccination providing protection from severe illness and hospitalization.

Wayne Hill noted that procedures are being communicated to the campus community.

President Miller noted we have home self-tests that will be available.

Senator Bisconti had 2 COVID cases in class and talked with people at length about policies. She stated there is no blanket class cancelation, but immediate contacts are notified. Depending on vaccination status, testing and guidance is provided.

Senator Kidd inquired about a more thorough communication of the exemption guidance.

President Miller noted that the administration can answer specific questions about exemptions. He noted that UA is already giving medical and religious exemptions; there is no massive oversight, but some rationale is expected.

Wayne Hill noted that forms are on the UA vaccination page. Once filled out, the exemption forms go to health services. Religious exemptions and matters of conscience go to the Office of General Counsel for review.

VIII. Remarks of the Provost

The provost acknowledged the service of former Senate Chair Linda Saliga and stated he is excited to work with new Senate Chair Kate Budd.

On enrollment, Provost Wiencek noted that the census is next week. There is an anticipated decline partially due to COVID. Attrition is higher than typical and could be much worse if not for the work of faculty. The COVID delta surge and the opportunity to take a semester off may be impacting numbers.

Regarding the Fall 2022 class, targets are being set for applications by Christmas break. Efforts are underway to help students with questions and applications and direct students toward offices that can assist them.

Regarding open searches, the provost noted seven searches. Many search committees have formed and are working closely with Akron-AAUP. The seven searches include Dean of Business, Dean of College of Health and Human Sciences, Dean of Law, Director of Polymer Science and Polymer Engineering, Vice President for Research and Dean of the Graduate School, Vice Provost for Student Pathways and Dean of the Honors College, and Director of the School of Nursing. The provost noted that shared governance is helping to advance these searches. He encourages everyone to nominate people and get involved to ensure a diverse set of candidates and achieve long sought stability.

Provost Wiencek thanked the Senate EC for the summer sessions and for the motions being brought today. These motions will be good for students. He is looking forward to work on the MOU-related committees and is pleased with the interactions thus far.

On strategic planning, the provost noted that the plan is through UC and is continuing to move forward. The UC-EC finalized some procedures for the university planning group. The provost noted two major recommendations for activities for the year. The first is an envisioning exercise to get together and reflect on experiences and achieve closure on a difficult decade to build optimism for future. University Planning Group will advance this. Second, the planning group has adopted a goal-setting process where objectives and key results are formulated. This will be personalized to the AKRon approach (Actions and Key Results). This will roll out at the executive level and then move through deans to the colleges. He encouraged everyone to get involved. There will be mini retreats and workgroups.

Regarding advising, the provost noted a strong partnership with OAA, student government and faculty senate to provide a high level of service to students across the academic enterprise. This includes working to advance advising services.

Regarding budget and finance, CFO Grundy and Director Gilliland are launching a finance approach (iFIG) that will get finance officials together to improve processes.

The provost noted there is a core team that works on enrollment management issues; colleges will put together their own team “CORTS” (college recruiting teams). He encouraged everyone to get involved and help with enrollment, the strategic plan, and student services. The provost noted the energy on campus.

Provost Wiencek announced that the September 11th football game against Temple will include invitations to local high school students. He asked the senators to spread the word to encourage a good turn-out and is expecting we will win that game.

The provost commented on the legislation and noted that the administration is in contact with senate leadership and at the state level there are comparable faculty governance bodies looking at this bill.

The provost invited questions; no questions were offered.

IX. Senate Elections

Executive Committee (3 members, one 1-year term, two 2-year terms)

For the 1-year term, Senator Sahai self-nominated and Senator Makki nominated Senator Lashbrook. A poll was administered, 35 votes were cast, Sahai received 18 and Lashbrook received 17. Senator Sahai was elected.

For the first full term seat, Senator Saliga nominated Senator Cole. There were no other nominations. Senator Saliga motioned, seconded by Senator Kidd, to close nominations and elect Senator Cole by acclamation. There were no objections. Senator Cole was elected.

For the second full term seat, Senator Smith nominated Senator Biddle. There were no other nominations. Senator Evans motioned, seconded by Senator Dejbord-Sawan, to close nominations and elect Senator Biddle by acclamation. There were no objections. Senator Biddle was elected.

Representatives to Graduate Council (2 representatives, 1-year terms)

For the first representative, Senator Kidd nominated Senator Graor. There were no other nominations. Senator Levin motioned, seconded by Senator Saliga, to close nominations and elect Senator Graor by acclamation. There were no objections. Senator Graor was elected.

For the second representative, Senator Yi self-nominated. There were no other nominations. Senator Klein motioned, seconded by Senator Smith, to close nominations and elect Senator Yi by acclamation. There were no objections. Senator Yi was elected.

University Council (1 seat, 3-year term)

Chair Budd requested Senator Evans discuss the role.

Senator Evans noted that UC makes recommendations to the President on strategic planning, regularly receives reports, and works with OAA on policy on topic submissions from across campus. He noted the faculty senate representative has the opportunity to participate in UC-EC.

For the seat, Senator Bisconti nominated Senator Evans. There were no other nominations. Senator Klein motioned, seconded by Senator Graor, to close nominations and elect Senator Evans by acclamation. There were no objections. Senator Evans was elected.

Ohio Faculty Council (1 representative, 2-year term; 1 alternate, 1-year term)

For the representative, Senator Hartsock nominated Senator Saliga. No other nominations were offered. Senator Evans motioned, seconded by Senator Bisconti, to close nominations and elect Senator Saliga by acclamation. There were no objections. Senator Saliga was elected.

For the alternate, Senator Biddle self-nominated. No other nominations were offered. Senator Lashbrook motioned, seconded by Senator Dejbord-Sawan, to close nominations and elect Senator Biddle by acclamation. There were no objections. Senator Biddle was elected.

X. Committee Reports

Academic Policies Committee – Chair Klein

Chair Klein brought a recommendation to discontinue the temporary Credit/No Credit option (see Appendix C).

Chair Budd asked for objections to considering the recommendation without at least 7 days of notice. None were offered.

Chair Budd invited debate on the motion. None ensued.

Chair Budd asked for objections to adopting by unanimous consent. There were no objections. The recommendation was adopted by unanimous consent.

Curriculum Review Committee – Chair Saliga

Approval of Bachelor of Science in Polymer Science & Polymer Engineering
(see Appendix D)

Chair Saliga presented the program approved by CRC in May for debate by senate. Chair Budd opened the floor to debate. None ensued. Chair Budd requested a vote. The program passed with 33 votes, 32 in favor, 1 against.

XI. AAUP report— Toni Bisconti

Toni Bisconti thanked Pam Schulze for representing Akron-AAUP for the last four years; through one of most painful times in UA history. The Akron-AAUP has been busy over summer. Senator Bisconti noted the following activities: engaging in shared governance with administration, LMPC meetings for dean's searches, engaging in conversations on determining accurate workload and then subsequently workload, engaging in conversation on flexible work arrangements, recent conversations on health information policies related to COVID, and the fundraising drive for RIF faculty which raised \$2,000 per faculty member who opted in. For the upcoming year's goal, the chapter will work on increasing membership and solidifying our position at the university as one of moving the university forward. Senator Bisconti also noted working together to deal with legislation intended to limit academic freedom.

XII. Graduate Council report—Senator Graor

Senator Graor noted the council had not met yet but will meet this month and report back next month.

XIII. GSG report—Senator Frey

Senator Frey noted a busy summer. GSG has updated their governing documents which are in the approval process, the website was updated, and a professional enrichment grant was altered to provide funds to students up front. GSG has worked with the graduate school and internal center on orientations, met with admissions to discuss recruitment and retention, successfully filled all senator positions, filled our UC standing committee appointments, and are in the process of filling departmental representative positions. Please reach out to the graduate senator of your college to offer names. The ad hoc health insurance committee is forming. For September, GSG is planning multiple forums for graduate students to learn more about graduate student government.

IXV. USG report—Senator Kasunic

Senator Kasunic noted that USG is working on filling empty senate seats. She also shared that overall students are in favor of the vaccine requirement. Senator Hustak will be the second USG representative to senate. Finally, Senator Kasunic shared that USG will be highlighted at the Lock 3 event.

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

Senator Evans shared that UC council members are from groups across campus. Over the last few months, the UC has concluded the last steps of the strategic planning process. Implementation has now begun, and deans are establishing actions. UC-EC will be heavily involved in the strategic planning process. A subcommittee of UC-EC revised the UC bylaws; these are under review by UC-EC. A second subcommittee has formed to restart the orientation process for new UC members with the goal of making UC more efficient.

UC organized a welcome back to campus event with a food truck; it was well received.

Senator Levin requested information on the finance committee. Senator Evans clarified the role of the Budget and Finance Committee as a standing committee of UC that has members of UC and others appointed to it. It is led by the CFO, and reports to the Akron-AAUP as well.

XVI. Old Business

Chair Budd called for old business. No items were offered.

XVII. New Business

Chair Budd called for new business. No items were offered.

XVIII. Good of the Order

Senator Evans complimented the alumni office on recent participation in Akron Pride Parade.

IXI. Adjournment

Chair Budd adjourned the meeting at 4:44 pm.

—Angela Hartsock, Secretary.

Questions and comments about the minutes can be emailed to

ahartsock1@uakron.edu.

APPENDIX A

In order to facilitate student advancement toward degrees, Faculty Senate, in consultation with the Office of Academic Affairs, endorses the development of a recommended sequence of courses for each program.

Rationale-A recommended sequence of courses for each degree is intended to do the following:

- provide greater transparency to students on the degree process.
- enhance communication and coordination between students and advisors.
- facilitate easier and more efficient scheduling.
- provide faculty an opportunity to weigh in on the optimal sequence of courses in their area.

6/24/20

HISTORY 34000BA

The following information has official approval of the **Department of History**, but is intended only as a supplemental guide. Official degree requirements are established at the time of transfer and admission to the degree-granting college.

Italicized courses fulfill General Education requirements. Unless a course is specified, refer to the General Education guide

1 st Year	Fall Semester	Credit Hours	Prerequisites
	Beginning Language I (Note a) OR American Sign Language I	4 or 3	
	<i>English Composition I</i>	3	Appropriate placement by advisor
	<i>Social Science Requirement (Note b)</i>	3	
	<i>Math Requirement</i>	3	Appropriate placement by advisor

Total		13-14	
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1st Year Spring Semester			
7700:102	Beginning Language II -OR- American Sign Language II	4 or 3	Beginning Language I or 7700:101
	<i>English Composition II</i>	3	3300:111 or equivalent
	<i>Social Science Requirement (Note b)</i>	3	
	<i>Natural Science/lab</i>	4	
	<i>Oral Communication Requirement</i>	3	
Total		15-16	

2nd Year Fall Semester			
7700:201	Intermediate Language I -OR- American Sign Language III	3	Beginning Language II or 7700:102
	<i>Natural Science Requirement</i>	3	
	<i>Arts/Humanities Requirement (Note c)</i>	3	
	<i>Global Diversity(GD) Requirement</i>	3	
	Elective (Note e)	2	
Total		14	

2nd Year Spring Semester			
7700:202 7700:222	Intermediate Language II OR American Sign Language IV AND Survey of Deaf Culture	3 or 3 2	Intermediate Language I or 7700:201 Sign Language students on
	<i>Domestic Diversity (DD) Requirement</i>	3	
	Field I History Elective (Note d)	3	
	<i>Arts/Humanities Requirement (Note c)</i>	3	
	<i>Critical Thinking (CT) Requirement</i>	3	
Total		15-17	

3rd Year Fall Semester			
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3400:310	Historical Methods	3	Completion of English requirement recommended
	<i>Arts/Humanities Requirement (Note c)</i>	3	
	Field 2 History Elective (Note g)	3	
3400:xxx	History Elective	3	
3400:xxx	History Elective	3	
Total		15	

3rd Year Spring Semester

	Field 1 History Elective (Note d)	3	
	Field 3 History Elective (Note d)	3	
3400:3/4xx	Upper Level History Elective (Note d)	3	
3400:3/4xx	Upper Level History Elective (Note d)	3	
3400:3/4xx	Upper Level History Elective (Note d)	4	
Total		16	

4th Year Fall Semester

	Field 2 History Elective (Note d)	3	
	Field 3 History Elective (Note d)	3	
3400:4xx	Upper Level History Elective (Note d)	3	
3400:4xx	Upper Level History Elective (Note d)	3	
	<i>Complex Systems (CS) Requirement</i>	3	
Total		15	

4th Year Spring Semester

xxxx:3/4xx	Upper Level Elective	3	
3400:xxxx	History Elective	3	
xxxx:3/4xx	Upper Level Elective (Note e)	3	
xxxx:3/4xx	Upper Level Elective (Note e)	3	
	Elective	3	

Total		15	
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	Minimum Credits for Degree	120 min	
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ALERT: 1) By the end of your first 48 credit hours attempted, you must have completed your General Education English, Math, and Communications (Speech) requirements; 2) By the end of your first 48 credit hours attempted, you must have declared a major and transferred to (been accepted by) a degree granting college at The University of Akron.

NOTES:

- a. Demonstration of ability to use another language by completion of the second year of a foreign language or sign language is required. See your advisor for placement. Please note that all four semesters must be completed in the SAME language and it's recommended you begin your first language class as soon as possible.
- b. Please note that either U.S. History Course (3400:250 or 251) are recommended to fulfill ½ of the General Education Social Science requirement and the Domestic Diversity requirement. Although not required, they can count towards the history major.
- c. Please note that 3400:200 Empires of the Ancient World fulfills both a Humanities and Global Diversity requirement. 3400:210 Humanities in the Western Tradition and 3400:221 Humanities in the World Since 1300 fulfills both the Humanities and Critical Thinking requirement. Global Societies courses (3400:292-297) fulfill the Global Diversity requirement. Students entering the university in Fall 2019, will be permitted to use up to 10 credits of General Education courses 3400:210, 221, 292, 293, 294, 295, 296, and 297 towards the 32 History credit requirements for a major.
- d. Please see the following HISTORY MAJOR FIELD REQUIREMENTS.

HISTORY MAJOR FIELD REQUIREMENTS

Students must complete 6 credits from each field.

Field I (US)

Field II (Europe)

Field III (Global, Latin America, Africa, Asia, & Middle East)

11 History Electives

At least 16 credits toward the History major must be at 300/400 level, of which 6 credits MUST be at the 400

LEVEL, and in two different fields. Please work closely with your academic adviser to identify Field (I, II, III) courses that meet the College of Arts and Sciences requirement of 40 upper level (300/400) electives.

- e. General electives can be any course not already required by your major and Upper Level (300/400) electives can be any course in or outside your major excluding workshops.

Please contact the History Department to schedule an appointment, CAS 208, (330) 972-7006.

E-mail : rteichl@uakron.edu . RoseMarie Eichler is the faculty advisor.

Web page : <http://www.uakron.edu/history/>

TRANSFER TO COLLEGE OF ARTS & SCIENCES: Students should apply to the college upon the attainment of:

- ✓ a cumulative GPA of 2.0 or better (includes transfer coursework until 30 credits are earned at UA)
- ✓ a major GPA of 2.0 or better (includes transfer coursework until 30 credits are earned at UA)
- ✓ 30 credits completed including both required English composition courses and 3 credits of mathematics or statistics that meets the General Education requirement

COLLEGE OF ARTS & SCIENCES:

Degree requirements in Arts and Sciences include the demonstration of ability to use another language by completion of the second year of a foreign language or sign language and a minimum of 40 credits of 300/400 level coursework (excluding workshops) consisting of either:

- Upper-level (300/400) courses both in and outside the student's major
- Any courses outside the major department as specified in and approved by the student's major department chair (permission should be obtained prior to enrollment) except workshops.

APPENDIX B

Ad hoc Investment Criteria Committee

Develops quantitative and qualitative criteria for the evaluation of faculty proposals for academic investment and the review of academic programs. Recommends proposed criteria to the senate.

Rationale:

- This short-term committee will focus on determining the best “basket” of quantitative and qualitative criteria for the evaluation of proposals for investment in academic programs and program review.
- Prevents duplication of effort. There may be criteria suitable for both academic investment evaluation and program review; these will be easily identified through one committee.
- The committee will include an optimal mix of faculty and administrators with expertise in resource allocation and program evaluation.
- After the criteria have been developed and reported to the Faculty Senate, implementation will be carried out by the Program Review Committee and a proposed Academic Investment Committee.

APPENDIX C**Report of the Academic Policies Committee to Faculty Senate (Sept 2, 2021)**

APC has voted unanimously to discontinue the temporary CR/NCR option that was put in place during the height of the pandemic. Although the health crisis does persist, students are now familiar with online modes of course delivery, should any of their instructors need to return to that mode this semester. The CR/NCR policy has additionally had an impact on dismissal, as some students' transcripts do not reflect their actual performance, which has prompted questions about the preparedness of students entering certain programs, such as nursing. Therefore, APC has also voted unanimously that dismissal for academic deficiency be reinstated.

APPENDIX D

Course Proposals approved by CRC on May 5, 2021 and FSEC on May 12, 2021				
Code	Title	Status	Initiator	Received
3800:398	3800:398: Police Accountability and Risk Management	Added	licate	5/10/2021
3850:301	3850:301: Social Research Design	Edited	rericks	5/10/2021
3850:302	3850:302: Data Analysis	Edited	rericks	5/10/2021
7500:157	7500:157: School of Music Performance Seminar	Edited	cblaha1	5/10/2021
7500:434	7500:434: Teaching Literature: String Instruments	Edited	crussell	5/10/2021
7600:429	7600:429: Advanced Strategic Social Media	Edited	alm133	5/10/2021

Program Proposals approved by CRC on May 5, 2021 and FSEC on May 12, 2021				
Code	Title	Status	Initiator	Received
820002BS	820002BS: Nursing, RN/BSN	Edited	shanks	5/10/2021
H70101BA	H70101BA: Speech Language Pathology Audiology	Edited	jab171	5/10/2021
H70101BAT	H70101BAT: Speech Language Pathology Audiology	Edited	jab171	5/10/2021

: Bachelor of Science in Polymer Science and Polymer Engineering 1

: BACHELOR OF SCIENCE IN POLYMER SCIENCE AND POLYMER ENGINEERING

In Workflow

1. POLY Chair (sarah3@uakron.edu)
2. UG ENGR Curriculum Chair (ssawyer@uakron.edu)
3. Curriculum Review Committee chair (knk@uakron.edu)
4. Institutional Research (mmatyasovsky@uakron.edu)
5. Faculty Senate Chair (saliga@uakron.edu)
6. Provost's Office (llooks@uakron.edu)
7. Registrar (ajb40@uakron.edu)
8. PeopleSoft (PeopleSoft@uakron.edu)

Approval Path

1. Fri, 12 Feb 2021 13:22:08 GMT
Sarah Thorley (sarah3): Approved for POLY Chair
2. Fri, 12 Mar 2021 16:59:16 GMT
Scott Sawyer (ssawyer): Rollback to Initiator
3. Sat, 10 Apr 2021 19:45:05 GMT
Mark Foster (mdf1): Approved for POLY Chair
4. Mon, 12 Apr 2021 23:41:23 GMT
Scott Sawyer (ssawyer): Approved for UG ENGR Curriculum Chair
5. Sat, 24 Apr 2021 15:47:10 GMT
Kristine Kraft (knk): Rollback to Initiator
6. Wed, 28 Apr 2021 17:09:51 GMT
Mark Foster (mdf1): Approved for POLY Chair
7. Wed, 28 Apr 2021 17:46:19 GMT
Scott Sawyer (ssawyer): Approved for UG ENGR Curriculum Chair
8. Mon, 10 May 2021 19:07:46 GMT
Kristine Kraft (knk): Approved for Curriculum Review Committee chair
9. Mon, 10 May 2021 19:28:53 GMT
Matt Matyasovsky (mmatyasovsky): Approved for Institutional Research

New Program Proposal

Date Submitted: Wed, 28 Apr 2021 17:08:54 GMT

Viewing: : Bachelor of Science in Polymer Science and Polymer Engineering

Last edit: Mon, 12 Jul 2021 14:04:46 GMT

Changes proposed by: Mark Foster (mdf1)

Program Title

Bachelor of Science in Polymer Science and Polymer Engineering

Author - Proposed Creators

Author Name Author's Email

Mark Foster mfooster@uakron.edu

Kevin Cavicchi kac58@uakron.edu

Effective Catalog Year

2021-2022

Primary College

College of Engineering and Polymer Science

Primary Department

Polymer Science & Polymer Engineering

Is this program Interdisciplinary?

No

2 : Bachelor of Science in Polymer Science and Polymer Engineering

Is Proposal related to another program proposal?

No

Is the current proposal dependent on a related course proposal?

Yes

Related Courses

- 9841:333 - Polymer Thermodynamics Laboratory
- 9841:496 - Senior Design Project I
- 9841:499 - Senior Design Project II
- 9841:497 - Honors Project
- 9841:330 - Polymer Thermodynamics
- 9841:422 - Polymer Processing
- 9841:451 - Polymer Engineering Laboratory
- 9871:265 - Organic Polymer Chemistry Laboratory
- 9871:340 - Polymer Characterization Fundamentals
- 9871:350 - Sustainable Polymers
- 9821:100 - Introduction to Polymers
- 9821:411 - Special Topics in Polymer Science and Polymer Engineering
- 9841:101 - Tools for Polymer Science and Polymer Engineering
- 9841:324 - Quantitative Polymer Analysis
- 9841:423 - Injection Molding and Mold Design
- 9841:424 - Additive Manufacturing with Polymers

Rationale: Why is this change or addition to the University curriculum being proposed? Provide a concise description:

This new program significantly expands the opportunities for undergraduate students at UA to benefit from the strengths of the university in polymer science and polymer engineering. This offers undergraduate students at UA a major in polymer science and polymer engineering that prepares them well for an existing job market in polymer industries in Ohio and other parts of the country. This major, built on the reputation of the excellent graduate program, will also attract to UA a larger number of students from parts of the US outside Ohio as well as from other countries. It is hoped that ultimately this will also draw students from these geographic locations into other majors at UA.

What are the benefits to the student:

This program will offer opportunities for immediate employment upon graduation and strong prospects in graduate studies. There is strong demand in the polymer industries for BS polymer graduates with well-rounded knowledge in the science and engineering of polymers. Also the polymer science and polymer engineering program has strong opportunities for undergraduate research.

Delivery Sites

Uakron (Main Campus)

Bulletin Description

Polymer Science and Engineering is a versatile field of study. Polymers are used in industries

ranging from aerospace to medicine, plastics, and rubber. Polymer scientists and engineers work at the intersection of chemistry, physics, biology and engineering to develop material solutions to some of the world's most challenging problems. They invent new materials, optimize processes, and model the physical behavior of macromolecules.

The undergraduate program in Polymer Science and Polymer Engineering teaches students fundamental problem-solving skills, analytical techniques and design, and provides hands-on laboratory experience. The curriculum builds a strong foundation in polymer science, polymer physics, and polymer engineering with opportunities to specialize in sustainability, processing, or biomaterials. Akron is the "Rubber Capital of the World" and has a more than a 100-year history in the development of rubber, tires, and other polymeric materials. Students in Polymer Science and Polymer Engineering benefit from industrial collaborations with local polymer focused companies, state-of-the-art processing facilities, and a wealth of research opportunities. Students interested in technical solutions to sustainability, materials science, processing, soft-matter physics, and biomaterials will find this an exciting program.

What are the program-specific admissions requirements:

There are no program-specific admission requirements beyond what is required for admission to the College of Engineering and Polymer Science at the University of Akron. Current admission requirements are detailed in the University of Akron Undergraduate Bulletin, link.

Program Type

Bachelor's

Show the course listing, by groups, as it will appear in the bulletin:

General Education Requirements (<https://bulletin.uakron.edu/undergraduate/general-education/>) : Bachelor of Science in Polymer Science and Polymer Engineering 3

Code Title Hours Specific courses that must be taken for the speaking and writing General Education requirements

3300:111 English Composition I 3 3300:222 Technical Report Writing 3 And one of the following two courses to fulfill the requirement in oral communication

7600:105 Introduction to Public Speaking 3 7600:106 Effective Oral Communication 3 **Code Title**

Hours Math and Science Requirements

3450:221 Analytic Geometry-Calculus I 4 3450:222 Analytic Geometry-Calculus II 4 3450:223 Analytic Geometry-Calculus III 4 3450:335 Introduction to Ordinary Differential Equations 3 3650:291 Elementary Classical Physics I 4 3650:292 Elementary Classical Physics II 4 3150:151 Principles of Chemistry I 3 3150:152 Principles of Chemistry I Laboratory 1 3150:153 Principles of Chemistry II 3 3150:263 Organic Chemistry Lecture I 3 Total Hours 33 **Code Title Hours Required Courses in Major**
 9821:100 Introduction to Polymers 3 9821:201 Introduction to Polymer Science 3 9821:202 Introduction to Polymer Engineering 3 9871:265 Course 9871:265 Not Found 2 9871:340 Course 9871:340 Not Found 3 9871:403 Polymer Chemistry 3 9871:404 Polymer Physics 3 9871:405 Polymer Science Laboratory 3 9841:101 Course 9841:101 Not Found 2 9841:321 Polymer Fluid Mechanics 3 9841:324 Quantitative Polymer Analysis 3 9841:330 Polymer Thermodynamics 3 9841:333 Polymer Thermodynamics Laboratory 2 9841:451 Polymer Engineering Laboratory 3 9841:422 Polymer Processing 3 9841:496 Course 9841:496 Not Found 3 9841:499 Polymer Engineering Design Project 3 4300:201 Statics 3 4200:121 Chemical Engineering Computations 2 or 4250:105 Corrosion Engineering Computations

4200:200 Material & Energy Balances 4 4200:321 Transport Phenomena 3 Total Hours 60 **Code Title Hours Electives**

15 credits of polymer and technical electives are required. At least 9 of these 15 credits must be from polymer electives. *Polymer Electives*

9821:411 Special Topics in Polymer Science and Polymer Engineering 3 9841:423 Course 9841:423 Not Found 3 9841:424 Course 9841:424 Not Found 3 9841:425 Introduction to Blending & Compounding Polymers 3 9841:450 Engineering Properties of Polymers 3 9841:497 Honors Project

3 9841:498 Research Problems in Polymer Engineering 1-3
4 : Bachelor of Science in Polymer Science and Polymer Engineering

9871:350 Sustainable Polymers 3 9871:460 Course 9871:460 Not Found 3 9871:497 Honors Project in Polymer Science 1-3 9871:499 Research Problems in Polymer Science 1-3 *Allowed Technical Electives*

3150:264 Organic Chemistry Lecture II 3 3150:154 Qualitative Analysis 2 3250:244 Introduction to Economic Analysis 3 3450:312 Linear Algebra 3 3470:401 Probability and Statistics for Engineers 2 3460:200 Programming for Data Science 4 3460:209 Computer Science I 4 4300:202 Introduction to Mechanics of Solids 3 4300:321 Introduction to Environmental Engineering 3 4400:231 Circuits I (Taken with 4400:230) 3 4400:230 Circuits I Laboratory 1 4400:307 Basic Electrical Engineering 4 4800:300 Biomaterials 3 4800:440 Advanced Biomaterials 3 *For no specialization, the electives taken do not need to include specific electives.*

For a specialization in Sustainability the electives taken must include the following:

9871:350 Sustainable Polymers
9821:411 Special Topics in Polymer Science and Polymer Engineering
4300:321 Introduction to Environmental Engineering

For a specialization in Processing the electives taken must include the following:

9841:423 Injection Molding and Mold Design
9841:424 Additive Manufacturing with Polymers
9841:425 Introduction to Blending & Compounding Polymers

For a specialization in Biomaterials the electives taken must include the following:

4300:202 Introduction to Mechanics of Solids
4800:300 Biomaterials
9871:460 Polymeric Biomaterials
4800:440 Advanced Biomaterials

Please provide a sample plan of study (Required for Bachelor and Associate degrees)

1st Year

Fall Semester Hours 3450:221 Analytic Geometry-Calculus I 4 3150:151 Principles of Chemistry I 3
3150:152 Principles of Chemistry I Laboratory 1 3300:111 English Composition I 3 9821:100
Introduction to Polymers 3 9841:101 Course 9841:101 Not Found 2 Hours 16

Spring Semester

3450:222 Analytic Geometry-Calculus II 4 3150:153 Principles of Chemistry II 3 3300:222
Technical Report Writing 3 Social Sciences Requirement 3
Speaking Requirement 3
Hours 16

2nd Year

Fall Semester

3650:291 Elementary Classical Physics I 4 3150:263 Organic Chemistry Lecture I 3 4300:201 Statics
3 9821:201 Introduction to Polymer Science 3
: Bachelor of Science in Polymer Science and Polymer Engineering 5

3450:223 Analytic Geometry-Calculus III 4 Hours 17

Spring Semester

3650:292 Elementary Classical Physics II 4 9821:202 Introduction to Polymer Engineering 3
9871:265 Course 9871:265 Not Found 2 3450:335 Introduction to Ordinary Differential Equations 3
Technical elective (For Biomaterials Specialization must be 4300: 202 Intro
to

3

Mechanics of Solids)

4200:121 Chemical Engineering Computations 2 Hours 17

3rd Year**Fall Semester**

9841:330 Polymer Thermodynamics 3 4200:200 Material & Energy Balances 4 9871:403 Polymer Chemistry 3 9841:333 Polymer Thermodynamics Laboratory 2 Social Science Elective 3
9841:324 Quantitative Polymer Analysis 3 Hours 18

Spring Semester

4200:321 Transport Phenomena 3 9871:404 Polymer Physics 3 9871:340 Course 9871:340 Not Found 3 Arts and Humanities Requirement 3
Select one of following: 3 9821:411 Special Topics in Polymer Science and Polymer Engineering (For Sustainability Specialization)
Arts and Humanities Requirement (For Processing Specialization)
4800:300 Biomaterials (For Biomaterials Specialization)
Polymer Elective (For no Specialization)
Select one of the following: 3 9871:350 Sustainable Polymers (For Sustainability Specialization)
9871:460 Course 9871:460 Not Found (For Biomaterials Specialization)
Technical Elective (For Processing Specialization or no specialization)

Hours 18

4th Year**Fall Semester**

9841:496 Course 9841:496 Not Found 3 9841:321 Polymer Fluid Mechanics 3 9841:422 Polymer Processing 3 9871:405 Polymer Science Laboratory 3 Select one of the following: 3 4800:440 Advanced Biomaterials (For Biomaterials Specialization)
9841:425 Introduction to Blending & Compounding Polymers (For Processing Specialization)
Arts and Humanities Elective (For Sustainability Specialization or no specialization)

Hours 15

Spring Semester

9841:499 Polymer Engineering Design Project 3 Arts and Humanities Requirement 3
9841:451 Polymer Engineering Laboratory 3 Select one of the following three choices: 3 Technical or Polymer Elective (For Sustainability or Biomaterials Specialization)
9841:423 Course 9841:423 Not Found (For Processing Specialization)
Polymer Elective (For no specialization)
6 : Bachelor of Science in Polymer Science and Polymer Engineering

Select one of the following: 3 4300:321 Introduction to Environmental Engineering (For Sustainability Specialization) 9841:424 Course 9841:424 Not Found (For Processing Specialization)

Arts and Humanities Requirement (For Biomaterials Specialization)
Polymer Elective (For no specialization)

Hours 15

Total Hours 132

Minimum Required Credits

132

Please justify the number of credit hours (or the change in credit hours):

This is an interdisciplinary degree addressing both Polymer Science and Polymer Engineering. We also intend to seek ABET accreditation. In order to obtain the breadth of science and engineering material needed as well as to meet ABET requirements requires 132 credits.

In addition to course requirements, describe track or certification requirements: (e.g. examinations, internships, final projects, thesis, dissertation, exit criteria, etc):

Students may obtain a specialization in one or more of three areas: sustainability, processing, or biomaterials by taking for each 3 designated courses, of which at least one is from polymer science and polymer engineering and the remainder are appropriate technical electives outside polymer science and polymer engineering.

In addition to course requirements, describe other degree program requirements:

There are no additional degree requirements beyond the course requirements. The requirement for a capstone project is met by taking the required course 9841:499 Senior Design II.

Describe in general the educational goals and objectives:

In general, the goals and objectives are to provide undergraduate students with knowledge and laboratory competencies in the fundamentals of Polymer Science and Polymer Engineering, building on courses in fundamental knowledge and laboratory competencies in elementary physics, chemistry, and mathematics. Graduates will demonstrate competence in problem solving, quantitative analysis, polymer synthesis, polymer characterization, polymer processing, lab skills in polymer synthesis, characterization and materials testing, and in the design of experiments and principles of sustainable design. Student learner program outcomes consistent with ABET accreditation are listed in the Assessment section below. Graduates will be prepared for employment opportunities in the polymer industry as well as having the skills needed to pursue graduate study if they wish.

Explain how the program will help achieve the goals / objectives of the University in terms of its role and mission: The program will leverage strengths of a leading graduate program to provide an undergraduate degree that will be attractive to residents of Ohio, which is one of the top states in several categories of polymer production and export in the US. In addition, due to the national and international reputation of the polymer science and polymer engineering graduate programs this new undergraduate degree has the potential to increase undergraduate enrollment by pulling in students from US areas outside Ohio and the Midwest as well as from other countries. So this degree can truly tap new applicant pool demographics rather just redistributing among majors students that already are applying to and enrolling in UA.

Identify any unique resources that make it particularly appropriate for the University to offer the proposed program: · 100 year reputation as a leader in the field of polymer science.

- Designation as an ACS Chemical landmark for the "US Synthetic Rubber Program"
- Local industry ties and collaborations with many polymer-related companies including Goodyear, Bridgestone-Firestone, Smithers, Smithers-Oasis, Sumitomo Bakelite, BF Goodrich, Lubrizol, Sherwin-Williams, GoJo, to name a few.
- National Polymer Innovation Center (NPIC) gives students an unique opportunity to work with industrial pilot scale equipment.

UA is home to a graduate program in Polymer Science and Polymer Engineering with a national and international reputation, making an undergraduate program in this field an attractive option to students across the globe.

Describe career opportunities and/or opportunities for graduate / professional study available for person who complete the program: Students will find employment as analytical scientists, quality control engineers, material scientists, synthetic chemists, data engineers, polymer engineers and process engineers. These positions are central to the operations of companies in the tire, plastics, materials, medical, adhesive and coatings industries and more. Students will also be well positioned to pursue graduate degrees in science and engineering or professional degrees in law or medicine.

What are the benefits to the University:

The University has seen sharply decreasing enrollment of undergraduate students in the recent past. The proposed program, supported by the strong reputation of polymer science and polymer engineering at UA, will help the University attract more out-of state and international students.

: Bachelor of Science in Polymer Science and Polymer Engineering 7

What are the benefits to the University System of Ohio and/or the Region:

The proposed program will be the only undergraduate polymer program at an Ohio public university and only the second program of its type at a public university in the nation. It offers Ohio students an affordable degree in fields with excellent growth opportunities for the foreseeable future, since advanced materials are key to solutions for many current grand challenges in society such as procuring clean water, obtaining sustainable transportation solutions, and finding breakthrough therapies for various important human diseases.

Are there similar programs offered?

Yes

If Yes, where:

Nationally
Ohio Institutions (public or private)

List institutions and explain how these programs compare to the one being proposed.

Case Western Reserve University has a program that enrolls ~20 entering students per year. CWRU is a private school with high tuition. Although CWRU is close, we do not expect much direct competition from their program. Our program will be more affordable. The University of Southern Mississippi, a public university, is located far away from the University of Akron and in a part of the country from which UA rarely draws undergraduate students. Overall, UA has a larger body of polymer faculty, and thus can offer a broader range of research opportunities in polymer science and polymer engineering for undergraduates.

Will this be a joint program with another institution?

No

Specify any articulation agreements (direct transfer opportunities) with other institutions that will be in effect for this program: None.**Indicate whether this proposal was developed to align with the standards of a specialized or programmatic accreditation agency? Yes****If yes, indicate the institution's plans to pursue programmatic or specialization accreditation for the proposed program. Provide details including a timeline for achieving such accreditation:**

The PSPE faculty have created this program with ABET accreditation requirements in mind, including the program-specific criteria for materials, metallurgical, ceramics, and similarly named engineering programs. The University of Southern Mississippi's BS in Polymer Science and Engineering was just recently accredited by ABET.

The actual accreditation process takes about 18 months, with a readiness review document due by Oct. 1 in the academic year preceding the year of the site visit, the site visit itself in Sept-December, and the eventual accreditation issued by August 1 of the calendar year after the site visit. In order to submit a readiness to review document, the program must have graduated at least one cadre of students so that assessment data can have been collected for the entire course of study and a graduated student's transcript submitted with the request. So from the time of enrolling the freshmen who come into the first class to awarding of successful accreditation would be 6 academic years.

Has this program or a similar program been submitted for approval previously?

No

Organizational Structure

Describe the organizational structure of the proposed program. In your response, indicate the unit that the program will be housed within and how that unit fits within the context of the overall institutional organizational structure:

The program will be housed in the School of Polymer Science and Polymer Engineering, which is located in the College of Engineering and Polymer Science (CEPS). Bachelor degree programs in science and engineering fields are concentrated in CEPS with Physics, Biology, Geology, and Mathematics located in the Buchtel College of Arts and Sciences. The location of the program in CEPS should make coordination of class schedules for engineering electives in this degree program somewhat easier.

Describe the reporting hierarchy of the administration, faculty, and staff for the proposed program:

Faculty and staff involved with the program will report to the Director of the School of Polymer Science and Polymer Engineering, who reports to the Dean of the College of Engineering and Polymer Science.

Describe the title of the lead administrator for the proposed program and a brief description of the individual's duties and responsibilities:

The Director of the School of Polymer Science and Polymer Engineering-will be the lead administrator. This individual leads the faculty of the School and oversees the School's staff members, who work primarily in the technical facilities and services that support the research enterprise in the School and the whole university. The Director also has a small classroom teaching load and mentors graduate research students.

8 : Bachelor of Science in Polymer Science and Polymer Engineering

Describe any council, committees, or other organizations that support the development and maintenance of the proposed program. Describe the individuals (by position) that comprise these entities, the terms of their appointment, and the frequency of their meetings:

We anticipate creating an advisory council for the program that would include several representatives from industries that hire graduates from our program. These would typically be individuals in upper level management positions. They would meet a couple of times per year to provide feedback on the match between our curriculum and industry needs and trends and also to offer suggestions on initiatives to further strengthen the prestige and reach of our program.

Student Enrollment

Estimate the number of students to be in this program each year:

Full Time

Year 1

15

Year 2

35

Year 3

60

Year 4

85

Year 5

110

Part Time

Year 1

2

Year 2

7

Year 3

12

Year 4

15

Year 5

18

How many of these FTE's are expected to be students transferring from other programs?

Full Time**Year 1**

3

Year 2

4

Year 3

4

Year 4

5

Year 5

5

Part Time**Year 1**

1

Year 2

2

: Bachelor of Science in Polymer Science and Polymer Engineering 9

Year 3

2

Year 4

3

Year 5

3

Faculty

Will the college / department need to identify additional faculty to offer the proposed program?

No

Provide the number of existing faculty available to teach (within your department or college) the proposed program:

Full Time

25

Part Time:

0

Provide the estimated number of faculty that will be needed to teach the proposed program:

Full Time:

15

Part Time:

0

Attach the Faculty Matrix

Faculty_Matrix Feb 11 10pm.xlsx

Comments

We have historically had a large graduate program and therefore we estimate a faculty member would teach 1-2 class courses per year in the BS program, in addition to mentoring UG research and honors projects, with the rest of their teaching load being in the graduate programs (AMP, Professional MS, PS Research MS, PS PhD, PE Research MS, and PE PhD).

Please attach the Activities Matrix

Activity Matrix SPSPE Feb 11 430pm.xlsx

Support Services

Describe existing administrative services (e.g. admissions, financial aid, registrar, etc) in place to support the proposed request: All of the services listed explicitly here, undergraduate admissions, financial aid, and registrar, are provided at the university level. The interface with these resources will be handled by a staff person currently in the School of Polymer Science and Polymer Engineering.

Describe additional administrative services (e.g. admissions, financial aid, registrar) needed as a result of the proposed request and provide a timeline for acquiring/implementing such services:

No additional administrative services beyond those provided by the College of Engineering and Polymer Science and the University are requested.

Describe existing student services (e.g. career services, counseling, testing) in place to support the proposed request: Highly effective career services, including assistance with placement in internships, are already available in the College of Engineering and Polymer Science. Counseling and testing services are already provided by the University.

Describe additional student services needed specifically for the proposed request and provide a timeline for acquiring and implementing such services:

No additional student services are needed specifically for starting up this program.

Needs Analysis

Has the institution performed a needs assessment / market analysis to determine a need for the program? No

10 : Bachelor of Science in Polymer Science and Polymer Engineering

Has the institution consulted with advisory groups, business and industry, community or other experts in the development of the proposed program?

Yes

If Yes, briefly describe the involvement of these groups in the development of the program:

Two former Deans of the College of Polymer Science and Polymer Engineering, the organizational predecessor of the School of Polymer Science and Polymer Engineering, have sought input from industry executives on the potential need for a BS in Polymer Science and Polymer Engineering

and the possible structure of such a degree program. Results from input gathered in 2019 and early 2020 were summarized in a report assembled in February 2020. That input made clear that a specialization in processing would definitely be valuable, but also that different industry segments saw value in other aspects as well. Both strong fundamentals and extensive laboratory experience were seen as essential. The Dean and a leading faculty member with polymer expertise and extensive undergraduate development experience at a well-regarded private university very strong in engineering education were also consulted in a review of an early draft of the curriculum in September 2019, in order to get an outside academic appraisal and input.

Assessment

What measures will be used to assess the program?

The program will be assessed both by assessing student learning (see next question) and by gathering feedback from constituencies on perceptions of the effectiveness of the programs.

The following student learning outcomes for the program have been chosen to be consistent with those required for ABET accreditation:

- (1) An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics
- (2) An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors
- (3) An ability to communicate effectively with a range of audiences
- (4) An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts
- (5) An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives
- (6) An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions
- (7) An ability to acquire and apply new knowledge as needed, using appropriate learning strategies

We will collect comments from student evaluations and from faculty members about the effectiveness of the courses and program. We will incentivize each graduating senior to complete an exit survey that includes questions about their satisfaction with the program and suggestions for improvement. Once we have graduates from the program we will follow up with alumni and will also seek employer input on their impressions of the training provided in the program.

We will collect data every semester and review the data once a year. Program adjustment will be made as needed following consideration of the various data.

What procedures will be used to measure student learning in the proposed program?

We will develop course learning outcomes tied to specific course activities, and use student performance in those activities to assess progress toward the student learning outcomes.

What is the plan to ensure recruitment, retention, and graduation of underrepresented groups?

The following actions will be taken to recruit, retain, and graduate students from underrepresented groups: 1. SPSPE already recruits at national graduate fair events of the National Society of Black Engineers and Society for Hispanic Professional Engineers. We will extend our engagement with those societies to also recruit at their events that provide access to high school students and their parents.

2. Ensure our website/literature for the program specifically welcomes applications from disabled students.
3. Work with the Office of Inclusion & Equity to promote and advertise the program in TRIO programs, such as the Upward Bound Math and Science and Pre-Engineering Programs. (The Upward Bound Math and Science program has had its offices and summer activities in the polymer science academic building (Goodyear Polymer Center) for many years.)
4. The Akron Global Polymer Academy (AGPA) does outreach to various high schools in Akron, Cleveland and the surrounding area. These schools cover a broad distribution of demographics. Recruiting materials and information will be made available during different outreach events.
5. For retention and graduation, the college will work with the Office of Inclusion and Equity and programs such as Four-Phase Advising, Peer Mentoring and the Student Success Center to identify opportunities where the School of Polymer Science and Polymer Engineering can be of assistance (e.g. identifying peer mentors and tutors) for retention and graduation of the

students in this program, a subset of which are students from underrepresented groups. The above activities will be followed in conjunction with active individualized advising and mentoring efforts of the faculty members of the School of Polymer Science and Polymer Engineering.

: Bachelor of Science in Polymer Science and Polymer Engineering 11

Mode of Delivery

Check all that apply

Traditional

Reviewer Comments

Scott Sawyer (ssawyer) (Fri, 12 Mar 2021 16:59:16 GMT): Rollback: Rollback by request

Kristine Kraft (knk) (Sat, 24 Apr 2021 15:47:10 GMT): Rollback: CRC would like the course listing and POS updated. Please contact KNK and LMS with questions.

Key: 521