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Faculty Senate Chronicle May 4 2023

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May 4, 2023

50 pages

SENATE ACTIONS

1. Approved a motion from the Executive Committee to endorse the resolution made by the Faculty Congress of Ohio, April 2023 in response to Ohio Senate Bill 83 (Appendix A).
2. Approved changes to the Bylaws of the Graduate Faculty (Appendix B)
3. Approved a resolution from the Academic Policies Committee regarding the Transfer-Credit Evaluation Process (Appendix C).
4. Approved a statement from the Academic Policies Committee regarding the Use of ChatGPT and other AI Tools (Appendix C).
5. Approved a resolution from the Academic Policies Committee regarding the curriculum changes proposed by the Williams Honors College Advisory Council (Appendix D).
6. Approved a resolution from the Academic Policies Committee approving the move of the Math Department from BCAS to CEPS (Appendix E).
7. Approved a list of program and course proposals from the Curriculum Review Committee (Appendix H).

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MINUTES OF THE FACULTY SENATE MEETING OF

May 4, 2023

The meeting of the Faculty Senate took place Thursday, May 4, 2023 in Law School Room 180 and in Teams. Senate Chair Kathryn Budd called the meeting to order at 3:02 pm.

Of the current roster of 42 senators, 35 attended the meeting. Senators Cole, Hreno and Levin were absent with notice. Senators Buldum, Lyuksytutov, Mudrey-Camino and Yi were absent without notice.

I. Adoption of Agenda

With no changes, the agenda was adopted by unanimous consent.

II. Adoption of minutes of April 6, 2023 meeting

With no additions and no corrections, the minutes were adopted by unanimous consent.

III. Remarks of the Chair

Welcome to the May meeting of the Faculty Senate. Senators should hold up your name card if you wish to be recognized, please be sure to hold it higher than the head of the person in front of you. Don't forget to press the button to turn on the mic when you speak and press the button again to shut the mic off when you are done. Please be sure to sign in on one of the attendance sheets. Those attending virtually should type "request" into the chat window and wait to be recognized. For senators attending in Teams, when we vote, please raise your virtual "hand" to be counted.

I welcome Michael Saxon and Luke Smith with us today from the University of Akron Board of Trustees.

I am grateful to Janet Klein and the Academic Policies Committee who have revised the transfer credit evaluation proposal to address the concerns raised at the April meeting. I believe the proposal strikes a thoughtful balance between giving prospective students a timely answer regarding which

credits will count towards their degree and ensuring that transferring students have the preparation to be successful in subsequent classes. The reality is that more and more of our competitors are using completely automated transfer evaluation systems, which give prospective students a concrete answer within hours or days. The student who waits weeks for a response from us doesn't know we are using that time to make a careful assessment of their prior academics. Their perception is that we forgot about them, and they will go to the university that responded faster and seems to value them more. UA's future stability is tied to improving enrollment. Attracting and retaining transfer students is a vital component of that effort.

Also, during the APC report you will be asked to give a recommendation on the proposal to move the Math department to the College of Engineering and Polymer Science. Faculty in both Math and Engineering have voted to approve the move, which is a natural fit given the number of Engineering students taking math classes, minoring in Math, or choosing a second major of Applied Math. It is anticipated that this move will give the Math department the resources it needs to strengthen all of its degree programs, and not only its general education offerings.

Finally, I want to express my gratitude to all of you for your work this year, with a special shout out to those senators coming to the end of their terms. Thank you to all of the committee chairs who have worked hard to keep the business of senate running smoothly – your work is necessary, and very much appreciated. And whether you are contract professionals, staff, students, administrators, or faculty, I hope you can all take time to recharge over the next few months.

To celebrate the work we've done over the past academic year, please join myself and the senate EC at the Thirsty Dog Taproom directly after today's meeting. Your first drink is on me, please make sure to get a drink ticket from Linda Saliga when you get there.

This concludes the remarks of the chair.

IV. Special Announcements

None.

V. Report of the Executive Committee

The Senate Executive Committee would like to provide status updates on the following business:

Implementation of the MOU on Shared Governance: The MOU, with completely revised sections regarding program review and academic investment, is in the last stages of review prior to signing.

Senate Committees: The Senate EC has called for nominations to the various committees and will be making appointments over the summer. The ad hoc Interdisciplinary Committee has been populated and members are being notified.

Faculty Topic Submissions: The EC would like to remind senators that we have a “Topic Submissions” button on the senate homepage. Senators can submit items at any time for consideration by the EC.

In other business, the senate EC reviewed and suggested amendments to the proposed Graduate Faculty Bylaws and continues to meet with the provost to discuss enrollment, university initiatives, and state legislation impacting higher education.

For more information on these discussions, please contact Angela Hartsock.

Today, the EC brings the following motion:

On behalf of Senate-EC, Chair Budd brought the resolution for the response to Ohio Senate Bill 83 (see Appendix A). No debate occurred; the motion passed by unanimous consent.

VI. Election of Executive Committee officers: Chair (2-year term), Vice-chair (2-year term)

Chair Budd called for nominations for Chair. Senator Hartsock nominated Chair Budd; the nomination was accepted. With no further nominations, nominations were closed. Chair Budd was elected by unanimous consent.

Chair Budd called for nominations for Vice-Chair. Senator Srinivasan nominated Senator Cole; the nomination was accepted. With no further nominations, nominations were closed. Senator Cole was elected by unanimous consent.

VII. Remarks of the President

President Miller acknowledged the board members in attendance and thanked senators for their work. President Miller invited senators to attend the commencement ceremonies. Reflecting on the past year as our first true post-COVID year, the president highlighted the mission of the university. He emphasized the importance of the campus, the higher demand for on-campus housing, a spike in student activities, and the importance of having the right leaders. He spoke to the encouraging plateau in enrollment declines. The HLC visit was complimentary to UA with special mention of the commitment to shared governance. UA's commitment to downtown Akron was affirmed with the \$20 million Knight Foundation gift. President Miller introduced Jason Segedy, previous director of urban planning for the city, who has now assumed the role of project leader. UA received a #1 ranking in plastics engineering and a #2 ranking in e-sports. The Development Office has reengaged alumni across the country and giving is up 14%. All colleges now have permanent decanal leadership and UA is establishing new partnerships with the community in arts and music. The UA magazine has been relaunched with funding from the UA Foundation; the next issue will be all about students. Next year marks the 50th anniversary of E.J. Thomas Hall and the 100th anniversary of the ROTC program. President Miller wished everyone the best.

Chair Budd invited questions for the president; none were offered.

VIII. Remarks of the Provost

Provost Wiencek spoke to the positive trajectory at UA but the need now for a break and some time off. He thanked everyone for their work and grace.

Transfer Credit Evaluation Process: The provost appreciated the topics brought up in the April senate meeting and the time for continued conversation. He thanked Chair Budd and Senator Klein for her leadership on the APC. He acknowledged a need to increase our pace to remain competitive but emphasized that faculty are always in control of the curriculum. Faculty can raise concerns if there is evidence of issues with transfer credit; the intent is to have a formal process for transfer credit evaluation. Delays in transfer credit evaluation can dissuade students from applying. Provost Wiencek encouraged support for the motion being brought by APC. He acknowledged some trust involved.

Budget: Provost Wiencek shared details of the current budget process with all units involved in an in-depth review of allocation. (Appendix F) The goal was to reallocate resources based on requests

for investment. A key goal was not to disrupt but to build on momentum and communicate broadly about shared priorities. There was also effort to identify opportunities to use shared positions. He thanked the AIC, the decanal leadership and the executive leadership for their involvement. Moving forward, this will be a yearly process of setting priorities and investing in new things.

Enrollment: New strategy will bear fruit in a few years with incremental improvements year to year.

Scholarships: Provost Wiencek shared the goal of maximizing the use of financial aid. He encouraged everyone to participate in discussions and listen to rationales moving forward.

Board Meeting: The recent meeting was the first with the new format that included more public sessions. The provost finds the conversations with the board to be valuable from a historical and data perspective.

Strategic Plan: Provost Fellows have set up collaboratives around the strategic promise areas. The provost is working on how to push seed resources toward these groups.

Chair Budd invited questions for the provost; none were offered.

IX. Report of Graduate Council Representatives – Senator Karriker

The Graduate School held the 2023 Graduate Student Research Day on April 17th, in lieu of the April Graduate Council meeting. The event included a keynote address by Dr Jessica Winter, Distinguished Professor at The Ohio State University followed by a poster competition for the graduate students. The Graduate School wanted to thank all the students and faculty judges that made the day a success.

The Graduate Council has one item to present to the Senate today – changes to the Bylaws of the Graduate Faculty, which is University Rule 3359-24-01 (Appendix B). These changes have been discussed and approved by Graduate Council. The changes were done to update outdated practices, clean up wording throughout, provide more specificity to ease clarification and comprehension of the bylaws and to make the Graduate School similar to other colleges in terms of rules and oversight. If there are any questions, please let us know.

Chair Budd called for debate on the motion; none was offered. The motion passed by unanimous consent.

X. Committee Reports

Academic Policies Committee – Senator Klein

Senator Klein acknowledged the work of the committee.

Senator Klein brought forward the motion for the Transfer-Credit Evaluation Process (Appendix C). Chair Budd called for debate on the motion; none ensued. The motion passed unanimously.

Senator Klein brought forward the recommended statement about the ethical use of ChatGPT (AI) (Appendix C). Chair Budd called for debate on the motion; none ensued. The motion passed unanimously.

Senator Klein brought forward the Williams Honors College curriculum changes (Appendix D). Chair Budd noted that these changes went through APC instead of CRC because the honors college cannot propose courses. However, Chair Budd invited the chair of CRC to review. Chair Budd called for debate on the motion; none ensued. The motion passed unanimously.

Senator Klein brought forward the APC approval of the proposed move of the Math department to CEPS (Appendix E). Chair Budd called for debate on the motion; none ensued. The motion passed unanimously.

Ad hoc Academic Investment Committee – Senator Srinivasan

Senator Srinivasan updated the senate on the work of the AIC. There were weekly meetings and continual communication. The process was very transparent. The process was different than historically and involved a reallocation of existing money across units. The Delaware Cost Study was used as a starting point for conversation. He also pointed out the mid-cycle start, and that next year will begin the first full cycle using the proposed AIC process. This should allow more faculty input during the budget cycle.

Chair Budd thanked the AIC for their work.

Computing and Communications Technology Committee – Scott Randby

Senator Randby submitted a written report (Appendix G).

Curriculum Review Committee – Linda Saliga

Senator Saliga introduced the motion for approval of 15 program and 25 course proposals (Appendix H).

With no debate on the motion and no apparent opposition, the motion passed by unanimous consent.

Part-time Faculty Committee – Marilia Antunez

A written report was submitted (Appendix I).

IX. Akron-AAUP report— Senator Weinstein

Senator Weinstein spoke on behalf of Senator Bisconti. The Akron-AAUP thanked the faculty who participated in the day in the life of a faculty member. Faculty are invited to participate in organizing events scheduled for this summer. The Akron-AAUP is staying involved in opposition testimony to Ohio Senate Bill 83. Senator Weinstein thanked faculty for the re-election of Senator Bisconti as chapter president and Senator Weinstein as chapter vice president.

XI. GSG report—Senator Swanson

Senator Swanson introduced the new GSG leadership. Alexis Curry and Benjamin Michael as the GSG president-elect and vice president-elect. They are assuming their roles effective immediately and have expressed eagerness to continue GSG's mission, vision, and values encouraging outreach to graduate students at large and providing equitable resources and support to everyone in the graduate student community. Senator Swanson will continue to support them to ensure a smooth transition.

XII. USG report—Senator Baig

Newly elected USG President Alia Baig introduced herself and the Vice President, Cam Feezel. She shared the new USG leadership platform of “youAkron” with three pillars focusing on elevating

the campus experience, encouraging student excellence in academics and beyond, and developing a lasting community.

XIII. Report of University Council Representatives – Kris Kraft

A written report was submitted (Appendix J).

XIV. New Business

None.

XV. Good of the Order

None.

XVI. Adjournment

Chair Budd adjourned the meeting at 3:55 pm.

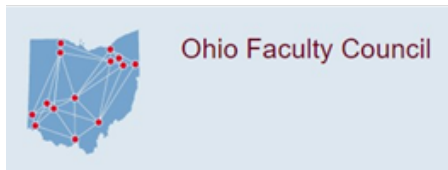
—Angela Hartsock, Secretary.

Questions and comments about the minutes can be emailed to ahartsock1@uakron.edu.

APPENDIX A

Motion to endorse the Faculty Congress of Ohio resolution

In the best interests of our students, we move that the University of Akron faculty senate endorse the resolution made by the Faculty Congress of Ohio, April, 2023, in response to Ohio Senate Bill 83.



RESOLUTION

FACULTY CONGRESS OF OHIO

APRIL 17, 2023

Whereas the faculty of the public institutions of higher education across the state of Ohio are committed to the creation and dissemination of knowledge;

Whereas academic programs within our educational institutions prepare students to contribute to Ohio's cultural, economic, and civic life;

Whereas the Ohio Faculty Council (representing faculty from Ohio's 14 public universities) and the Ohio Faculty Senate (representing faculty from the 23 community and technical colleges in the state) combine to form the Faculty Congress of Ohio;

Whereas these organizations are formally recognized by statewide educational leaders, including the Ohio Department of Education (ODHE) as providing a crucial faculty voice in statewide policy discussions impacting higher education;[1]

Whereas university and college faculty have "primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process, as affirmed by the joint statement of the American Council on Education (ACE), the Association of Governing Boards of Universities and Colleges (AGB) and the American Association of University Professors (AAUP);"[2]

Whereas university and college faculty model and promote the robust discussion of topics within their academic disciplines, taking most seriously our professional responsibilities that are grounded in shared commitment to the pursuit of objective knowledge, the freedom of expression and recognition of the diversity of viewpoints;

Whereas as part of required external accreditation processes, faculty regularly submit course materials, including syllabi and evidence of teaching effectiveness, to accrediting bodies including, but not limited to, the Higher Learning Commission (HLC), the Accreditation Board for Engineering and Technology (ABET), and the Council for the Accreditation of Educator Preparation (CAEP), which establish and maintain professional standards;[3]

Whereas our universities and colleges already maintain robust channels through which students convey concerns about their faculty, courses, or educational experiences;

Whereas university faculty and staff remain focused on fostering accessibility, affordability, and opportunity to the citizens of Ohio, responding to the workforce and development needs of our communities and beyond;

Now, therefore, be it resolved, that the Faculty Congress of Ohio, representing the faculty of the 37 public institutions of higher education in the state,

Resolves that the current legislative items under consideration by our elected officials, including S.B. 83 and H.B. 151, designed to regulate academic programs and faculty, are examples of unnecessary overreach that will create additional layers of bureaucracy, costing taxpayers more money and damaging the success and competitiveness of our students and graduates;

Resolves that legislative initiatives to unduly monitor and limit discussion, debate and diversity in our esteemed institutions of higher education damage the intellectual contributions of our faculty, infringing upon students, graduates and academic institutions;

Be it further resolved that the Faculty Congress of Ohio strongly opposes legislative actions designed to micromanage our campuses and classrooms, and further commits to working with the relevant committees in the Ohio House and Ohio Senate to continue to ensure the best educational opportunities for all of our students.

1. [ODHE Directive 2019-011](#) (OFC) and [ODHE Directive 2019-010](#) (OFS)

2. Language from the 1966 [joint statement](#) formulated by the American Association of University Professors, the American Council on Education (ACE), and the Association of Governing Boards of Universities and Colleges (AGB). <https://www.aaup.org/report/statement-government-colleges-and-universities>.

3. [HLC criteria for accreditation](#) include but not limited to:

1.C. The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves...

2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.

3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

2.D. The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.

3.B. 3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.

APPENDIX B

Bylaws of the Graduate Faculty:

(A) Name. This organization shall be known as the graduate faculty of the university of Akron.

(B) Purpose. The purpose of the graduate faculty shall be to encourage and contribute to the advancement of knowledge through instruction and research of highest quality, and to foster a spirit of inquiry and a high value on scholarship throughout the university.

(C) Duties. The duties of the graduate faculty shall be:

(1) To develop curricula leading to appropriate graduate degrees;

(2) To participate in research, publication, and professional societies;

(3) To recruit, encourage, and supervise superior students in their graduate studies;

(4) To conduct graduate classes and seminars that stimulate creativity, independent thought, and scholarly attitudes and performance;

(5) To serve on supporting committees, as needed; to supervise student research; and to direct theses and dissertations;

~~(6) To provide advice to the dean of libraries regarding graduate program needs; help develop and maintain a graduate library appropriate to a sound graduate program;~~

(7) To ~~elect~~appoint the members of the graduate council, and if ~~elected~~appointed to the council, to serve in the best interests of the graduate faculty and the graduate school; and

(8) To participate in the selection of a dean of the graduate school.

(D) Membership.

(1) The following shall be members of the graduate faculty.

(a) President of the university.

(b) Senior vice president and provost.

(c) Dean of the graduate school.

- (d) Associate/assistant dean(s) of the graduate school.
 - (e) Deans of colleges offering graduate programs.
 - (f) Distinguished professors.
 - (g) Chairs of departments/schools offering graduate programs.
 - (h) Appointees as indicated in paragraph (D)(2) of this rule.
- (2) There is only one graduate faculty of the university of Akron. Within that graduate faculty, members have different responsibilities. All members of the graduate faculty are defined as being "Category I" members. Those members of the graduate faculty, who request and are granted the prerogative to oversee ~~direct~~ master's theses or master's theses and doctoral dissertations (described herein) as primary advisor, are defined as being "Category II" and "Category III" members, respectively.
- (a) Application for graduate faculty membership is made upon the recommendation of the graduate faculty of the department/school or a duly constituted committee of that faculty. Applications are reviewed in turn by the department chair/school director, the college dean, and the graduate council. Appointments to the graduate faculty are made by the dean of the graduate school on the basis of the recommendations of the graduate council. Any member of the university faculty, who holds a full-time appointment at the rank of assistant professor, associate professor or professor, including those ex-officio members designated in paragraphs (D)(1)(a) to (D)(1)(g) of this rule, may be nominated.
 - (b) Nominations and recommendations for appointments of members shall be made in the following categories:
 - (i) "Category I": teaching of master's and doctoral courses and serving as a member of thesis and dissertation committees.
 - (ii) "Category II": "Category I" responsibilities plus serving as primary advisor overseeing ~~directing of~~ master's degree theses.
 - (iii) "Category III": "Category II" responsibilities plus serving as primary advisor overseeing ~~directing of~~ doctoral dissertations.
 - (c) Ex-officio appointments shall be in "Category I." A majority of members serving on doctoral dissertation committees must be in "Category III." Candidates, who started their first academic faculty appointment ~~received~~

~~their terminal degrees~~ within one year of applying for graduate faculty membership, will be granted the category that they request for a five-year period.

Reappointments in "Category II" and "Category III" will then be contingent upon requirements for these categories. "Category I" appointments will be for the duration of the faculty member's appointment to the university and does not require renewal.

- (d) Quality is the primary factor in awarding membership on the graduate faculty. Those closest to the discipline are in the best position to provide a qualitative assessment of a candidate's research, scholarly and/or creative accomplishments. The role of the department/school's graduate faculty, the department chair/school director, and the collegiate dean in evaluating the candidate's credentials for graduate faculty membership is to provide the crucial quality assessment. All applications forwarded for graduate faculty membership must contain written qualitative assessments of the candidate's research, scholarly and/or creative activities.
- (e) In addition, in order to ensure minimum quantitative standards on a university-wide basis, the following shall be the minimum criteria for appointment to "Category I."
 - (i) Candidates must possess a terminal degree appropriate to their fields.
 - (ii) Candidates may present other evidence of scholarly or creative activity such as panel membership, discussant, patents or performance activity.
- (f) The following shall be the minimum criteria for appointment and reappointment to "Category II."
 - (i) Candidates must possess a terminal degree appropriate to their field.
 - (ii) Candidates must be actively engaged in scholarly or creative activities demonstrative of current knowledge of and involvement with their fields. Examples of this requirement include:
 - (a) Paper presentations at regional, national or international meetings of the professional discipline; and
 - (b) Reviewed performances or exhibits or published creative work; a minimum of one refereed publication is required. For non-publication-oriented disciplines, reviewed creative work or activity in recognized forums is required.

- (iii) Candidates may present other evidence of scholarly or creative activity such as panel membership, discussant, patents or performance activity.
- (g) The following shall be the minimum criteria for appointment or reappointment to "Category III."
- (i) Candidates must possess a terminal degree appropriate to their field of expertise and employment.
 - (ii) Current scholarly competence as demonstrated by at least four refereed scholarly publications or the equivalent. Examples may include refereed journal articles, chapters in scholarly books, conference proceedings, and successful external research grants. Two of these refereed publications must be journal articles or chapters in scholarly books.
 - (iii) In appropriate disciplines, scholarly books containing substantial original material by the author may be substituted for the refereed publications described in paragraph (D)(2)(g)(ii) of this rule.
- (h) It shall be the responsibility of each department/school to develop its own guidelines specifying criteria for members of that department to be nominated for graduate faculty status, based on standards in their own disciplines. The guidelines will be developed by the full-time graduate faculty of the department/school and the academic dean. Guidelines must be approved by the graduate council and the dean of the graduate school. These guidelines shall meet or exceed the general criteria described above and shall be approved and on file in the graduateschool office prior to the submission of any appointment application.
- (i) Persons, who do not meet all of the preceding criteria but are recognized by their departmental/school colleagues as being highly qualified in their special fields of study, may apply in a specific category by the graduate faculty of a department/school for membership in the graduate faculty.
- (j) All applications shall be accompanied by an abbreviated vita (form provided as part of the application). Such curriculum vita must provide complete information concerning possession of the appropriate terminal degree for the discipline, concerning research and scholarship with bibliographic citations (complete, ordered list of authors' names, volumes, years, pages), and other scholarly or professional activities indicated by year. The curriculum vita must differentiate refereed publications from non-refereed.
- (i) The applicant, departmental graduate faculty committee, department chair/school director, and the college dean are to provide or attest to both qualitative and quantitative information substantiating the nominee's qualifications.

- (ii) The candidate must specify which category of membership is desired. Candidates, who are clearly qualified for "Category III," should request consideration for this category of membership, even if they are not affiliated with doctoral programs.
- (3) A faculty member holding joint appointments in more than one university department/school must seek graduate faculty status in each department/school in which graduate faculty membership is desired.
- (4) Any person desiring to appeal graduate council's actions taken under the provision of paragraph (D)(2) of this rule may appeal to the graduate school dean, who will form a committee ~~request a review by a committee~~ composed of: two members of the graduate council who are not on the graduate faculty membership committee, and three members of the graduate faculty who are not in the candidate's department/school to rule on the appeal. ~~, to be appointed by the senior vice president and provost or designee who shall serve as a non-voting chair.~~
- (5) Appointments to the graduate faculty shall be for initial and subsequent terms of five years for "Category II" and "Category III" status. Terms shall begin on the first day of the fall semester and end on the day preceding the first day of the fall semester five years later. Appointments made during the fall semester shall be considered as having been made on the first day of that semester. For appointments made during the spring semester, the term shall be considered as having begun on the first day of the following fall semester. Applications for reappointments shall be made not later than March first for a term to begin in the following fall semester.
- (6) Adjunct, part-time, visiting, non-tenure track, and other faculty members and qualified professionals from the community with substantial expertise in a student's focus of research, as determined by the graduate program shall be eligible for ad hoc temporary "Category I" appointment to the graduate faculty. Such an appointment shall be given for the performance of specified graduate faculty functions (e.g., for teaching specific master's or doctoral level courses and serving on specific master's or doctoral committees).
 - (a) Ad hoc temporary functions shall exclude: serving as primary advisor overseeing doctoral dissertations or master's theses.
 - (i) ~~Directing of doctoral dissertations or master's theses, and~~
 - (ii) ~~Service as the representative of the graduate school on dissertation committees.~~
 - (b) The dean of the graduate school shall make such an appointment for a specified period of time to fulfill specified function(s), normally for a period of up to five academic years. Faculty shall be nominated for such an

appointment by the full-time graduate faculty in the department/school, the department chair/school director, and the collegiate dean, and must possess the appropriate terminal degree, documented experience, and other credentials relevant to performance of the specified graduate faculty function(s), as defined by departmental/school guidelines.

- (c) An ad hoc appointment may be renewed, but only on a case-by-case basis.
- (7) Only members of the graduate faculty shall be permitted to teach courses at the graduate level. This does not preclude expert guest lecturers provided the graduate faculty member maintains oversight and teaches the majority of the course. Only those members who hold a full-time, regular (non-ad hoc temporary) appointment to the graduate faculty at the university of Akron shall be eligible to vote as graduate faculty members.
- (8) For some disciplines, "Category III" graduate faculty status is essential for a faculty member's career path. Therefore, a new hire started their first academic faculty appointment more than one year ago ~~past the one year terminal degree~~ may be granted "Category III" for a five-year period according to the following scale:

Time since <u>start of their first academic faculty appointment</u> report of terminal degree	Publications* required
0-1 year	0 refereed publications
1-2 years	1 refereed publication
2-3 years	2 refereed publications
3-4 years	3 refereed publications

*Or creative activity according to department/school criteria.

The scale is equivalent to one refereed publication per year following the start of their first academic faculty appointment ~~receipt of the terminal degree~~ or four refereed publications in the last five years.

- (E) Officers. Officers of the graduate faculty shall be the president of the university, the senior vice president and provost, the academic deans of colleges offering graduate programs, the dean of the graduate school, and a vice chair elected by the graduate council. Their duties shall be as follows:
 - (1) The president, as executive head of the university in all its departments/schools, shall receive the reports of subordinate officers, shall advise and counsel them, and shall have the powers and responsibilities stated in the bylaws of the board of trustees of the university.

- (2) The senior vice president and provost shall ~~receive the reports of the graduate council, and shall~~ advise and counsel the dean of the graduate school and the graduate faculty as the chief academic officer of the university responsible to the president for the supervision of the academic functions of the university.
 - (3) The academic deans of those colleges offering graduate programs shall be responsible for direct supervision of graduate faculty and programs within their respective colleges.
 - (4) The dean of the graduate school shall be responsible for the administration of the graduate school, and shall supervise its programs and its student body. The dean (or delegate) shall serve as chair and preside at graduate school-sponsored meetings of the graduate faculty. The graduate school ~~and~~ shall be responsible for recording and maintaining of minutes of all graduate school-sponsored meetings of the graduate faculty, ~~sending out notices of all meetings, and for seeing that all graduate faculty receive copies of the agenda prior to, and minutes after, all meetings.~~
 - (5) The vice chair shall be elected by the graduate council and shall preside over graduate faculty and graduate council meetings in the absence of the chair or the chair's designee.
- (F) Committees. The graduate council shall be the executive committee of the graduate faculty and shall represent the graduate faculty in proposing matters of academic policy and procedure of the graduate school, and in counseling and advising with the dean of the graduate school in matters of administering the graduate school.
- (1) The graduate council shall consist of full-time graduate faculty appointed by each of the graduate degree-granting colleges and two elected faculty senate representatives. Degree-granting colleges will appoint representatives apportioned on the basis of graduate program demographics. College representatives and senate representatives shall be voting members. ~~sixteen voting members, including fourteen elected graduate faculty members and two elected faculty senate representatives.~~ In addition membership shall include the following non-voting members: one elected graduate student; the dean of the graduate school; and the (senior) associate dean of the graduate school.
 - (a) ~~The faculty members shall be elected from the colleges and divisions as follows:~~

College or division	Number of elected members
--------------------------------	--------------------------------------

Buchtel college of arts and sciences	
Arts division	
Education division	
Humanities division	6
Natural sciences division	
At large	
The LeBron James Family Foundation College of Education	2
College of business	2
College of engineering and polymer science	4
College of health and human sciences	2

- (b) The student member shall be elected yearly by the graduate student government.
 - (c) The dean shall not have voting rights, except in the case of tie votes.
 - (d) The number and apportionment of graduate council members shall be determined and reviewed every ~~within~~ three years ~~of the adoption of university bylaws and at least every three years thereafter by the graduate faculty~~. A similar review shall be conducted whenever a college not now offering a graduate degree shall institute one or a college sunsets all of its graduate programs.
 - ~~(e) If a graduate council member cannot attend, they should send their alternate.~~
- (2) The term of office of a faculty member on the graduate council shall be three years and the terms arranged so that no fewer than four members shall be replaced each year. Members may serve no more than two consecutive terms. No more than one member of the faculty of any department/school may serve on council during any given year. Faculty membership on the graduate council is limited to those members of the graduate faculty who qualify under paragraph (D)(2) of this rule or department chairs/school directors who qualify under paragraph (D)(1) of this rule.
- (3) The process for appointment of new faculty representatives to ~~members retiring from~~ the graduate council each year is as follows. ~~shall duly constitute a~~

~~nominating committee which will meet in March and propose the names of two graduate faculty members from each college or division represented by the retiring members.~~

~~(a) The nominations shall be transmitted to the dean of the graduate school by April first, and the dean shall circulate the slate to the graduate faculty. Prior to April fifteenth, any five qualified members of a college or division may nominate an additional member of their group by petition addressed to the dean of the graduate school through the college dean.~~

(b) ~~On or about April fifteenth, the~~ The colleges with representatives rotating off the graduate council shall submit the names of their new representatives ~~dean of the graduate school shall send an electronic ballot to each member of the graduate faculty concerned, which ballot shall list all nominees for the graduate council classified according to college or division. Faculty members shall vote only for the representative of their own particular group and shall vote for one nominee only, except when a member at large is elected from the Buchtel college of arts and sciences. The electronic ballot shall be returned to the dean of the graduate school no later than May first.~~

~~(c) The graduate council shall then tally the vote and preserve the ballots for one month after the May meeting. In the event that no candidate for a given position receives a majority of the votes cast, there shall be a runoff between the two candidates with the largest pluralities. Results of the election shall be announced to the graduate faculty, and the newly elected members shall take up their duties on September first.~~

~~(d) If a vacancy should occur on the graduate council before the end of the representative's with one year or more left in the term, the college should submit the name(s) of the new special election shall be held. The newly elected member that shall serve for that portion of the term for which the originally appointed elected member shall be absent. For the special election, the last nominating committee shall be asked to submit a slate of two names from the appropriate faculty group; other nominations may be made in accordance with the procedure described in paragraph (F)(3)(a) of this rule. If a vacancy occurs with less than one full year remaining in the term, the dean of the college may recommend for appointment to the graduate council a person from the appropriate college or division to fill the vacancy for the remainder of the term.~~

(4) The duties of the graduate council shall include:

(a) To evaluate the qualifications of nominees and recommend membership on the graduate faculty.

(b) To counsel and advise the dean of the graduate school on any matter that the graduate council brings to the dean. If such matters impact academic

policies or administration of academic policies, graduate council will include a vote along with its counsel and advice.

~~To vote upon all matters of policy of the graduate school, not otherwise established by the graduate faculty.~~

- (c) To approve graduate curricula and formation of new graduate degree programs.
 - (d) ~~To counsel and advise the dean of the graduate school in administering the policies of the graduate school as related to, but not limited to admissions, dismissals, transfers, awards, curricula and degree programs.~~
- (5) The dean of the graduate school or a designee shall serve as chair of the graduate council. At its first meeting each fall, council shall elect from among its members a vice chair and a secretary. The vice chair shall work with the chair on the agenda for each meeting and preside in the absence of the chair.
- (6) Standing committees of the graduate council shall be as follows:
- (a) A graduate faculty membership committee, comprised of a chair and one other faculty member of the graduate council who will serve as vice chair, plus representation ~~four persons~~ from the membership of the graduate faculty, shall be composed ~~elected by the council~~. ~~Four different~~ All colleges with graduate programs shall be represented in the membership of this committee. A majority ~~minimum of four~~ (of the ~~six~~ total members) must hold category III faculty status. The size of the committee will be at the discretion of the graduate council. This committee shall review all nominations for membership on the graduate faculty, using the guidelines in paragraph (D)(2) of this rule, and make recommendations to the graduate council. Those persons approved by the graduate council shall be recommended to the dean of the graduate school for appointment to the graduate faculty. Any nominated person who is rejected by the council or the dean may seek further consideration through the procedure described in paragraph (D)(4) of this rule.
 - (b) A graduate faculty curriculum committee, comprised of a chair and one other faculty member of the graduate council who will serve as vice chair, plus representation ~~four persons~~ from the membership of the graduate faculty, shall be composed ~~elected by the council~~. ~~Four different~~ All colleges with graduate programs shall be represented in the membership of this committee. The size of the committee will be at the discretion of the graduate council. This committee shall review all curriculum proposals and related curricular issues referred to either the graduate council or the dean of the graduate school under the operative university curriculum review policies and procedures.
 - (c) ~~A graduate faculty student policy committee, comprised of a chair and two other faculty members of the graduate council, one of the two identified as~~

~~vice chair, and three persons from the membership of the graduate faculty, shall be elected by the council, plus three graduate students to be elected by the graduate student government. Four different colleges shall be represented in the faculty membership of this committee. This committee shall assist the graduate council and the dean of the graduate school in resolving issues regarding admission and denials of admission, transfer credit, dismissals, special standing, and other matters relating to the general welfare of graduate students.~~

- (d) The dean of the graduate school shall be an ex-officio, non-voting member of all standing committees of the graduate council. No other member of the graduate faculty may serve on more than one standing committee at a time.
- (e) Ad hoc committees of graduate council (e.g., student policies) may be appointed by the dean of the graduate school as needed. The chair shall be a member of graduate council and shall report to the council.

(7) Minutes of the graduate council meetings shall be available electronically to all members of the ~~graduate faculty and~~ graduate council before the next council ~~within two weeks of each~~ meeting. ~~Unless a formal objection to the action of council is submitted in writing to the dean of the graduate school within two weeks after the date of distribution, council actions shall be considered as approved by the graduate faculty. All such Action~~ taken by the graduate council that requires faculty senate approval (i.e. graduate curricula and new graduate degree programs and university-level academic policies) will be forwarded to the faculty senate ~~whenever action by that body is required.~~

~~If written objection to any action of the graduate council is received by the dean of the graduate school, the dean shall report it to the council for consideration. One member of council shall be designated by the dean to arbitrate the matter between council and the objector. If agreement has not been reached after two weeks, a special meeting of the graduate faculty shall be called. The action of the graduate faculty on the issue shall be binding and reported in the next minutes of the graduate council.~~

- (8) The graduate council shall meet regularly ~~at least once a month~~ during the academic year and a majority ~~two-thirds~~ of the membership shall constitute a quorum.

The agenda for meetings of the graduate council shall be prepared by the ~~dean of the~~ graduate school ~~in consultation with the vice chair~~ prior to each meeting and shall include a report from each standing committee. Any member of the graduate faculty may submit items for the agenda to any member of the graduate council.

~~(G) Meetings.~~

- ~~(1) The graduate faculty shall hold a regular annual meeting. A quorum at any meeting shall be ten per cent of the graduate faculty membership. Members shall be~~

~~notified one month prior to the date of all regular meetings.~~

- ~~(2) The agenda for each regular meeting shall include:
 - ~~(a) A report by the dean of the graduate school on the state of the graduate school;~~
 - ~~(b) A report by the vice chair of graduate council on the activities of the graduate council;~~
 - ~~(c) A report from a representative of university libraries on the state of the libraries as they pertains to graduate study;~~
 - ~~(d) A report from a representative of information technology on the state of the computing and telecommunication units as they pertain to graduate study;~~
 - ~~(e) A report from a representative of graduate student government, and~~
 - ~~(f) Other business.~~~~
- ~~(3) Special meetings of the graduate faculty shall be called by the dean of the graduate school when:
 - ~~(a) Ten members so petition, or~~
 - ~~(b) The counsel and guidance of the graduate faculty are sought by the dean and/or the graduate council.~~~~
- ~~(4) The chair of the graduate faculty shall appoint a parliamentarian, who shall base any ruling on "Robert's Rules of Order, Revised."~~
- ~~(5) Minutes of each graduate faculty meeting shall be posted electronically for all members of the graduate faculty and sent to graduate student government. A permanent file shall be kept in the graduate school office.~~
- ~~(6) University bylaws may be amended by vote at special meetings of the graduate faculty that are called for the specific purpose of considering such amendments, and provided that the amendments are distributed to the entire membership in writing at least one month prior to the meeting and are approved by two thirds of those present at such meetings. Amendments may also be made by a two third vote of those voting by secret mail ballot, provided the amendment has been submitted to the entire membership in writing at least six weeks prior to the deadline for receipt of the vote. Amendments are subject to ratification by the board of trustees.~~

Effective: ~~12/18/2021~~

Certification: _____
M. Celeste Cook
Secretary
Board of Trustees

Promulgated Under: 111.15

Statutory Authority: 3359.01

Rule Amplifies: 3359.01

Prior Effective Dates 11/04/1977, 12/20/1979, 08/20/2004, 08/30/2009,
10/22/2010, 10/01/2012, 02/01/2015, 11/16/2015,
08/27/2017, 08/26/2018, 12/18/2021

APPENDIX C

Report of the Academic Policies Committee to Faculty Senate May 4, 2023

Transfer-Credit Evaluation Process

APC worked with Kim Gentile, Director of Admissions, and the Transfer-Credit Evaluation Staff, to establish a standard transfer-credit evaluation procedure that best serves our students and upholds the University of Akron's academic standards while ensuring that students are able to apply the maximum number of credits possible to their degree.

Rationale:

UA currently has no standard procedure for evaluating transfer credits; the process varies significantly across campus with some units responding to requests to evaluate transfer credits in a timely manner and others taking weeks to complete the evaluations. A prompt evaluation of students' transfer credits is necessary to ensure that prospective transfer students will enroll at the University of Akron instead of at a university that completes the evaluation in a more timely manner.

Although the transfer credit evaluation staff (TCES) will be performing many evaluations on their own, APC believes that the integrity of the curriculum can only be upheld with the continued involvement of faculty in the process, which is detailed in the attached proposal. APC also notes that a prompt response to prospective transfer students may not be possible without hiring more TCES.

Note: This draft has been modified to include recommendations offered by CEPS.

Statement about the ethical use of ChatGPT and other AI tools for syllabus

APC strongly encourages faculty to include the following statement in their syllabi and to provide a link to the "What Students Need to Know" page on OAA's website.

AI tools (such as ChatGPT) are powerful tools that can be used to aid in the learning process. Students should look to their instructors for guidance on the fair and ethical use of AI tools for this course. The inappropriate or unethical use of such technologies will violate the Code of Student Conduct as cheating, plagiarism, fabrication, unauthorized collaboration, misrepresentation, and/or gaining an unfair advantage. The Code of Student Conduct is a University rule that provides the framework for the student conduct process at the University of Akron and defines student misconduct and the process that the University will use to address student misconduct reported to the Department of Student Conduct and Community Standards. Students at the University of Akron are responsible to know and abide by the Code of Student Conduct and all University rules, regulations, and policies. View the Code of Student Conduct here: <https://www.uakron.edu/oaa/faculty-affairs/What-students-need-to-know>

Williams Honors College Curriculum Changes

APC approves the curriculum changes proposed by the WHC Advisory Council (see attached).

Proposed move of Math Department from BCAS to CEPS

APC has approved (by a vote of 12 to 2) the proposed move of the Math Department from BCAS to CEPS. Please see the attached rationale for the move.

Transfer credit evaluation (updated proposal 4-17-23)

Transfer Credit Evaluation Proposal

Objective: To establish a standard transfer credit evaluation procedure that best serves our students and upholds the academic standards at The University of Akron while ensuring that students are able to apply the maximum number of transfer credits possible to their degree.

Evaluation Initiation:

There are several ways in which a transfer credit evaluation is initiated:

1. **Student Initiated:** A student contacts the Office of Admissions/Transfer Center to request an evaluation of their coursework.
2. **UA Admissions Staff Initiated:** Once a student is admitted, all coursework from previous institutions is evaluated by transfer credit evaluation staff (TCES) member(s) and coursework that needs to be reviewed is identified.
3. **UA Advisor Initiated:** An advisor meeting with a transfer student may see on the student's degree progress report (DPR) that some coursework from their previous institutions has not been evaluated. Advisor then contacts the transfer credit evaluation staff to request a review.

Evaluation Process for 100 and 200 level coursework that has not been previously evaluated:

Recommendation: Courses from accredited institutions at the 100 and 200 level will be reviewed by the transfer credit evaluation staff (TCES).

1. Course descriptions for The University of Akron's (UA) courses are being pulled from the most recent Undergraduate Bulletin. This will be sourced yearly from the Registrar's Office directly. Syllabi can be obtained from academic departments if necessary.
2. Once a transfer credit evaluation has been requested, TCES will source relevant course information to begin the evaluation process. Course equivalency guidelines from academic departments will be obtained through individual meetings with the faculty members involved in the current syllabus review process. The TCES will work with departments across campus to get their feedback on what should be considered during the evaluation process. These guidelines will be checked/accessed on a yearly basis for updates or changes.
3. For general education courses, the State has equivalencies (i.e., OT36, etc.) or learning outcome agreements that can transfer automatically. This mostly applies to 100 and 200 level courses. The Gen Ed Coordinator should review diversity and Complex Issues Facing Society tags.
4. Equivalencies for the same course evaluated by other accredited institutions will be gathered from Transferology Lab.
 - a. TCES will use Transferology Lab to triangulate equivalencies built from other accredited institutions to begin the credit evaluation process.
 - i. The following example illustrates what we are collaborating to accomplish: Ex: Student A wants to transfer to UA from Mississippi State University. They want their course ENGL 100 English Composition to be evaluated. The TCES will enter the course into Transferology Lab to see if other institutions have evaluated this course previously. We will see what The Ohio State University (OSU) and the University of Cincinnati (UC) determined the course is equivalent to at their respective institutions. We will utilize the Transfer Equivalency Database (TED) on the UA website to ensure we have evaluated the courses from OSU and UC.

If we have equivalencies for those courses in TED, we will use this as a jumping off point to narrow our course description review.

- b. TCES will use the guidelines from UA faculty members and course descriptions from TES for incoming courses to begin the review process. TCES will compare the incoming course descriptions to UA course descriptions, assisted by the triangulation method explained in Step 4(a) to finalize the equivalency.
 - TCES is looking for a 70% course match to determine an equivalency. This is the standard recommended by national organizations such as AACRAO and NISTS. If equivalency cannot be established using Transferology* or TES**, the appropriate faculty will determine if there is a 70% match in content by reviewing the syllabus.
 - i. TCES will place the course in the transcript as an unarticulated elective course (documented appropriately in the new Workday system) until final decisions about whether there is an equivalency approved by the faculty.
5. If the equivalency can be determined in steps 3 and 4, then it will be entered into TED as the equivalent course. If not, syllabi from the previous institution(s) will be used for the evaluation by the relevant UA department. If the course does not have direct equivalency, then the course will remain as an unarticulated elective course as described in 5.b.ii above. If the syllabus cannot be obtained, TCES and faculty will collaborate on a case-by-case basis to determine equivalency.
6. After the transfer credit evaluation process is approved, TCES staff will connect with academic departments to review the new process and learn from the departments which 100 and 200 level courses should be directed to the faculty for review.
 - a. There will be 100 and 200 level courses within some academic departments that will continue to require faculty evaluation. These departments may include, but are not limited to, applied and visual arts, nursing, and some STEM majors. Major-specific classes in accredited degree programs will require faculty evaluation.
 - b. The department shall identify the primary and secondary contact for review. Requests for review will be sent to both primary and secondary faculty evaluators.
 - c. If faculty are involved in this review process at the 100 and 200 level, faculty will review and provide an evaluation to TCES within five business days.
 - i. If there are extenuating circumstances, the TCES will be notified that extended time is needed or that another faculty member or department chair is going to conduct the review.
 - ii. If no response has been received by the third day a reminder email will be sent to both the primary and secondary faculty evaluators.
 - iii. If there is no response within five business days from the original request the TCES will move forward with evaluation of the course and notify the department.

Evaluation Process for 300 and 400 level coursework that has not been previously evaluated:

Recommendation: Upper-division and/or credits to be applied directly to the major should be reviewed by faculty. A syllabus is necessary to determine if the course can transfer and where credits can be applied in the major.

1. TCES will provide the syllabus from other accredited institutions to the faculty contact(s). The timeline for faculty contacts to respond to the TCES about the evaluation will be five business days. Some responses may include the following:
 - a. If enough information was available to make an evaluation. The faculty provides their equivalency for the course, lets the TCES know if the equivalency can be added to TED, and the TCES processes the evaluation accordingly.

- i. Unless otherwise noted, it is assumed that equivalencies made by faculty members will be built as rules to show up in TED.
- b. The course is not equivalent to any course offered at UA. It is expected that if the course does not have direct equivalency, then the course will be placed into the student's transcript as an unarticulated elective. The student or academic advisor may request a substitution of these unarticulated course for major designated electives which must be approved by the faculty in the student's declared major.
- c. Syllabus is not detailed enough – with this response, the TCES will work on sourcing the syllabus to send to the faculty contact for review.
 - i. The period for faculty assigned to review the syllabus and respond with their evaluation of the course will be five business days.
 - ii. If there are extenuating circumstances, the TCES will be notified that extended time is needed or that another faculty member or department chair is going to conduct the review.
 - iii. If no response has been received by the third day a reminder email will be sent to both the primary and secondary faculty evaluators.
 - iv. If there is no response within five business days from the original request the TCES will move forward with evaluation of the course and notify the department.

TCES will develop a system to maintain records viewable by pertinent members of the academic units that document the progress of the course evaluation process and its outcome, and retain the syllabi used for the evaluation.

Next Steps, Training and Future Goals

1. Once this proposal for the review of 100 and 200 level courses has been approved, the TCES will begin meeting with faculty contacts to create guidelines/process documents for review of 100 and 200 level coursework.
 - a. Discuss, determine plan of action after proposal has been approved.
 - b. Identify faculty contact(s) within each department.
 - c. Schedule knowledge transfer meetings.
 - d. Draft standard form that faculty complete and submit as part of the review process.
2. Bi-yearly meetings with faculty contacts will be conducted to keep all those involved in the transfer credit evaluation process aligned. This will allow the faculty to provide the TCES with updates about courses, as well as allow the TCES to advocate for the equity of course evaluations, as necessary.
3. We need to build our database of accepted courses.
4. Re-review courses that have been approved every three years.

Questions from APC

- 1) Members of the Transfer Credit Evaluation Staff include Donna (DJ) Bell and Kim Snowden
 - a. A proposal has been submitted to increase staffing level.
- 2) Who will train new staff members?
 - a. We see this as a combination of current TCES members and faculty.
- 3) What happens when there is staff turn-over?
 - a. Training documents will be developed/shared.
- 4) How do we plan to deal with courses offered by platforms like Sophia Learning?

- a. Sophia Learning is an online learning platform. The courses must be ACE approved. It is a subscription model for students to complete general education courses. We have a list of Sophia Learning ACE approved courses. We do not have rules built for these courses.
- 5) What happens when a course is not found in any of the reference systems?
- a. TCES will contact the institution(s) directly.

* Transferology is a nationwide network designed to help students explore their college transfer options. This is similar to our internal system TED.

** TES is a system through CollegeSource that houses course descriptions for colleges/universities across the country, as well as some international schools. It allows users to research credits, track evaluations, and manage equivalencies.



Proposed Curriculum Changes for Fall, 2023

Traditional class rule change: We propose to eliminate the “Traditional class” requirement in the current Honors distribution (Groups I-IV).

Currently, the Honors distribution groups require that at least one "traditional" class be taken in order for the requirement to be met. So, for instance, a student who has taken two AP tests in History and received a score that confers credit cannot fulfill that Humanities group with just those awarded credits. CCP credits are considered "traditional classes," and so a student can fulfill the requirement with these classes.

The rationale behind that rule was that many Honors students would arrive at UA with a large number of AP credits—and to a lesser degree IB credits—under their belt and so would not have to take many classes on campus and would benefit by taking "traditional classes" here. *Rationale for the change:*

- This rule is not applied to students following the General Education requirements, so it unduly penalizes Honors students, or potential Honors students, for having completed AP classes successfully. This discourages some students from applying to the WHC or motivates them to resign so that their awarded credits move them toward graduation in a timely manner.
- CCP classes are often not "traditional classes." When the rule was first instituted, CCP classes were not as widespread as they are currently, and most students who were enrolled in CCP classes were taught by university faculty, either in person or via distance learning. Today, a large majority of CCP classes are taught on high school campuses by high school instructors. In effect, these classes are not "traditional" university classes, but rather similar to AP classes, though sometimes not as rigorous and without the benefit of an objective evaluation such as the AP exam.

Add CRJU (Criminal Justice) as an option to Social Science (Group III) Distribution

Currently, there are no Criminal Justice (CRJU) courses listed as fulfilling the Group III distribution.

Rationale for the change:

- CRJU courses were listed in the bulletin when the department was formed several years ago and the Honors distribution has not been substantively updated since that date.
- The CRJU courses, in some cases, were courses that were taught either in Political Science or in Sociology previously and did count toward the distribution.
- Regardless of the history of these courses, CRJU is an established academic discipline in the social sciences and the courses are appropriate to fulfill Group III requirements.

Move ENGL courses (except composition courses) to Humanities (Group I)

Currently all English courses fall into group II, but students must take 3 credits of composition and 3 credits of non-English courses in languages and arts. *Rationale for the change*

- This group requires six credits be taken. Three credits must be English Comp II or Technical Report writing and three must be non-English courses in the area. Given this limitation, any other English course a student takes does not fall into any distribution bracket.
- Most ENGL courses meet the Humanities requirement in the regular Gen Ed sequence; this change in the Honors distribution will mirror that structure.

Move ANTH (Anthropology) to the Social Sciences, except ANTH 105, which will meet the Natural Sciences (Group IV) lab requirement.

Currently, all ANTH courses can count toward either Humanities (Group I) or Social Sciences (Group III), except ANTH 105, which meets Group IV requirements.

Rationale for change:

- Some ANTH courses used to be housed in two different departments, Anthropology and Classics. Classics no longer exists as a department, and some of the courses originally taught there are now taught either in Anthropology or in History (under the CLAS course code). Current Anthropology courses more properly belong in the social sciences (the division of BCAS to which the department belongs).
- Allowing courses to count in one or the other groups presents challenges to the registrar since these courses cannot be automatically placed in one category or the other.

Move Latin (LATN) courses from Humanities (Group I) to English and Arts (Group II).

All Latin courses currently meet the Humanities requirement but should be placed in Group II with other languages.

Rationale for the change:

- Latin courses were formerly housed in the Classics department and the course offers encompassed a broader array of subject matter in addition to just language classes. Since these courses were moved to Modern Languages, only the basic and intermediate series of language courses have been offered, and so it is more appropriate to have LATN count toward group II requirements as do other languages.

Rename Group II to “Writing, Languages, and the Arts.”

Group II is currently titled “English and Arts.”

Rationale for the change:

- The group title does not accurately reflect the content of this group’s course offering and occasionally leads to confusion for students when doing their course planning.

Department of Mathematics
Buchtel College of Arts and Sciences

Akron, OH 44325-4002
t: 330-972-7400

DATE: April 7, 2023

TO: Dr. John Wiencek, Senior Vice President and Provost, Office of Academic Affairs
Dr. Mitchell McKinney, Dean, Buchtel College of Arts and Science
Dr. Kathryn Budd, Chair, Faculty Senate

FROM: Dr. Linda Marie Saliga, Chair, Department of Mathematics
Dr. Craig Menzemer, Dean, College of Engineering and Polymer Science

RE: Proposal for Department of Mathematics to Move from BCAS to CEPS

The Proposal

The Department of Mathematics will move in its entirety from the Buchtel College of Arts and Sciences (BCAS) to the College of Engineering and Polymer Science (CEPS) as an independent unit effective July 1, 2023. The Department of Mathematics faculty voted unanimously to approve this proposal on February 23, 2023. The ballot for this proposal was open for the faculty of the CEPS from March 16, 2023, to April 6, 2023. The result was 89% in favor of the proposal.

Rationale

The common thread through all the reasons for making this proposal is that it will benefit students at The University of Akron. Over sixty percent of undergraduate mathematics student credit hours are from students enrolled in programs from CEPS. Many of our majors are students from CEPS that choose to pick up applied mathematics as a second major. Over eighty-five percent of students getting a minor in mathematics are students from CEPS. As a result of the major university reorganization in 2020, the technical programs from the former College of Applied Sciences and Technology went to CEPS, while the technical mathematics courses came to the Department of Mathematics. The technical mathematics courses are almost exclusively taken by students in CEPS programs.

Therefore, since so many of the students that we teach are in the CEPS, the proposed move will help the Department of Mathematics to better address the issues faced by those students. Retention, enrollment, and graduation numbers can be improved by locating our department in a college that is focused on STEM related issues. With regular, structured interaction between the mathematics faculty and CEPS faculty, collaboration on the mathematics curriculum required by CEPS students is inevitable. Further, lack of institutional support has hindered mathematics course offerings for CEPS graduate students. The move will make it easier for us to plan electives that will give CEPS graduate students more options in advanced mathematics.

Secondly, the move will allow undergraduate mathematics majors to benefit from CEPS's co-operative education program. While all our students would benefit from having work experience before graduation, this will be especially attractive to students wishing to participate in our five-year

accelerated program, as they can earn money during their co-op terms to help them pay for the last year of master's level work.

Third, the move will assist us with recruiting efforts. For our master's program, using the established CEPS's industry contacts and relationships will give us the insights needed to be able to revise the program to address current industry needs, provide specialized courses for individual companies, attract part-time master's students from these companies, and seek external funding for full-time master's students working on research projects with Mathematics faculty addressing industry needs.

Many applied mathematics programs throughout the US reside in colleges of engineering. Historically, there has been significant collaboration between faculty in CEPS and the Department of Mathematics. The level of collaboration has dwindled over the last decade with the loss of faculty, but new collaborations may arise as the faculty have more direct interaction with each other through college activities. This will make the mathematics faculty more visible to CEPS graduate students so they may be more willing to ask mathematics faculty for help with research problems.

Implications for BCAS

We do not see any negative implications for BCAS. We have always worked with faculty in colleges other than our own to develop and offer needed mathematics courses. That will continue. Our course offerings and timing will not change. Our current interdisciplinary research efforts with colleagues across campus, including those in BCAS, will continue.

Resources

The Department of Mathematics would move to CEPS as an independent unit. At a minimum, all funds, as described in what follows, will move with the Department of Mathematics to CEPS.

All full-time faculty (14 tenure-track faculty and 8 non-tenure-track faculty) with their salaries (\$1,863,184.00) will remain with the department as this is essential to carry out our teaching mission and meet the service responsibilities for the university. The part-time budget for adjunct faculty will continue to be maintained at a sufficient level to meet the teaching needs of the Department (currently \$133,100.00) as we do not have enough full-time faculty to meet the needs of the university. The summer teaching budget (\$69,400.00) and full-time faculty stipends (\$17,500) will remain with the department as this work will continue in CEPS. The Assistant to the Chair of the Department of Mathematics (Pam Hoover) will remain with the department at her current salary as the experience she has is invaluable and the administrative responsibilities in meeting the needs of faculty and students in the unit are wide-ranging and time-consuming. The fringe benefits (\$654,141) will move with the department.

The \$8,550.00 that BCAS allocates to the Department of Mathematics for non-personnel expenses will remain with the department. The course fees will remain with the department, as the courses will stay with the department. All research, IDC, and start-up accounts attributed to faculty within the Department of Mathematics will remain with the department. All resources from restricted (6-accounts) will remain with the department to maintain their intended use.

While it would be beneficial for the Department of Mathematics to be located closer to, or in, ASEC, the department will remain in its current location within the Arts and Sciences Building at this time so there would be no moving costs.

All current programs and courses, including general education courses and courses designed for other units (i.e., education, college of business, etc.) offered by the Department of Mathematics will continue to be offered by the Department of Mathematics following the move to the CEPS. Any revision of existing programs or proposals for new ones would be considered as part of the normal curriculum process within CEPS going forward. We believe the existing Department guidelines and policies (merit, RTP, workload, etc.) are compatible with those in CEPS and will remain in place, with future revisions being considered in the same fashion as any unit in CEPS.

Cc: Dr. Janet Klein, Chair, Academic Policies Committee, Faculty Senate
Dr. Christine Russell, Chair, Buchtel College Council

APPENDIX F

Introduction

The Office of Academic Affairs (OAA) has spent this academic year developing a transparent and inclusive resource management process in collaboration with the University Council and Faculty Senate. Major units that are members of the OAA include all colleges, the research office, the graduate school, all vice provosts and their direct reports, enrollment management, the University libraries, the branch campuses and student affairs. The allocated budget to all units is approximately \$150 million with nominally \$50 million set aside for scholarships.

This document summarizes the extensive work of many groups with a goal of moving towards a shared budget and resource management approach. The primary shared governance body of the University is the University Council (UC), which has responsibility for strategic planning and resource management. The budget process is monitored by the UC's Budget and Finance Committee (UCBF). Given that this effort is limited in scope to the OAA resource management and budget, the UCBF will be the primary recipient of the recommendations coming from this process annually. The Faculty Senate (FS) has enacted a committee to guide the process and get appropriate faculty participation and feedback. Faculty Senate has established the Academic Investment Committee (AIC) to work closely with the provost as part of the annual budget setting process and resource management. The AIC will provide periodic updates and reports to the FS going forward and will share its written updates and assessment with the UCBF.

The following sections touch on key topics that help explain what has occurred over this academic year to institutionalize a collaborative budget and resource management approach. The conceptual framework and timeline are first discussed for context. The AIC and the provost met frequently in the spring to move this concept into action, at least in a partial way. The narrative summarizes this year's work but also points to things that we are already preparing to do in the next year. The appendix contains some details on the final funding recommendations based on the work of the OAA leadership, the AIC, the UCBF and the UA executive leadership.

Conceptual Framework

The old conceptual framework for resource management within OAA has been one of incremental and historic budget allocations. Typically, if there were increases or decreases in budgets across campus, most budgets would go up or down by the same percentage. Some units would occasionally convince leadership to invest in new ideas or initiatives, resulting in an episodic increase in that unit's budget, which often would redefine a new, higher level of resources relative to other units (a bigger slice of the pie, so to speak). Likewise, there may have been directed reduction in the budget of a given unit. These episodic adjustments were well intentioned but not always understood by the larger University community since they seemed to occur through a process that was outside of the normal incremental budgeting process.

This new conceptual framework will use an annual process where all units on campus can make clear their priorities for new investment to their respective leadership. Thus, in the academic units, faculty would propose the department chair. The department chair would meet with the faculty and prioritize the ideas with the faculty's input and provide those ideas to the dean. Likewise, an ongoing set of discussions would eventually bring priority requests to the provost from the many diverse groups within OAA. Utilizing a shared governance approach, the provost would then identify those priorities to fund and the sources of the needed funding. This work would be done in close collaboration with

the AIC, the UC, the OAA leadership (deans, vice presidents, vice provosts etc.), and the University executive team.

The sources of funding for this process would include increases (or decreases) in budget allocation, earned revenue (e.g., fees or other alternative revenue streams) and reallocation of current resources. Budget allocation to the OAA areas is the purview of the president and the Board of Trustees. Any increase will be closely linked to increases in net tuition revenue. Although research activity does increase access to additional funding, that funding is restricted to activities related to the grant and is thus outside of this process. Only the Facilities and Administration (F&A) fees are flexible funds. To clarify, the F&A revenue is a minor contribution to the overall general fund budget. Undergraduate net tuition revenue accounts for most of our general fund, including the contribution from the State of Ohio as the State Share of Instruction (SSI). Thus, undergraduate instruction should be a significant factor in assessing productivity as well as new ideas for investment. Research and service are also vital to our mission at The University of Akron (UA) and will continue to deserve ongoing investment, especially as it impacts upon the undergraduate student experience at the UA. In times of flat or declining revenue, this framework dictates that reallocation and earned revenue will be how resources will grow or shrink. Earned revenue is typically related to fees or specialized program delivery and the revenue earned is allocated to those units annually based on recent past performance. Such allocations would be independent of this larger process, although they will be shared transparently, as requested, and will guide decisions on the relative amount of ongoing general funds allocated to those units that have significant earned revenue. We rise together as a university community, so we must maximize the impact of the \$150 million investment that students, parents, and the citizens of Ohio make in us each year. Reallocation will allow us to move funds to high priority initiatives over time. The normal process going forward will rely on the use of position vacancies to fund a reallocation pool, that will in turn be invested in our highest priorities as a university. To be clear, no current employment of an individual will be discontinued as part of this normal, ongoing reallocation process. Rather, we will rely on natural turnover in positions to scrutinize the highest and best use of those resources.

Timeline

The AIC was established at the beginning of this year and the development of this budget process was the first charge to this committee. It took the fall semester to appoint the committee and to start laying out the sequence of steps that OAA would need to orchestrate in order to fold into the budget planning process established by the chief financial officer (CFO) for the University. Key constituents that would need to remain aware and engaged in the process were identified and include the Faculty Senate, UC, the OAA leadership team (and thus the faculty through their deans), provost and the executive leadership. Thirteen guiding steps are outlined in the timeline grid below. This **timeline is available on the UC website as well**. These steps and the deadlines are guideposts and are not intended to be overly restrictive. Flexibility will be afforded with an eye towards meeting the cadence of the budgeting process but allowing time for transparent and meaningful engagement.

This timeline was agreed upon by all parties by January 2023. All parties agreed in advance that we would not be able to run the full process until the beginning of the 2023-24 academic year. Within that

Date	University Council Activity	Faculty Senate Activity (AIC Process)	OAA Activity	College/Direct Report Unit Activity	CFO/Board of Trustee Activity	
August		AIC Data Sets Sent to OAA for use in budget decisions	Review and Analyze AIC Data Sets	Share pertinent AIC data with unit, collect qualitative input (special circumstances or opportunities)		1
September 15		Provost communicates OAA budget guidelines and approach for following Fiscal Year to OAA leadership and AIC	Share budget guidelines broadly. Summarize approach and guidelines for AIC, Meet with AIC as needed.	Share college/unit's procedure to meet budget guidelines from the Provost within the college/unit	Budget Director hosts annual fall budget administrators meeting.	2
October 1				OAA leadership (deans, vice presidents etc) execute a transparent budget process within their area		3
November 15	UCBF reviews Fall Revenues versus projected with CFO, get update from CFO on mid-year adjustments if needed			Units submit budget, OAA leadership works with units to respond to Provost guidelines (e.g. priority requests)	University Council (UC) - Budget and Finance Committee discusses budget development guidelines with the CFO (CFO reviews with the President).	4
December 1		Provost shares submissions with AIC as soon as they are available	Make sure Colleges/Direct Reports have completed budget process including narrative describing decision-making process and stakeholder input.	Final report submitted to Provost consistent with the budget guidelines provided in	Vice Provost Enrollment Management projects tuition/fee revenue and scholarships. Shares with President, Provost, CFO, and UCBF. CFO presents preliminary budget parameters and assumptions to the BOT Finance and Administration Committee and communicates changes in allocations (carryover, IDC, overhead on Sales and Services and Testing).	5
January 15		Provost (with OAA leadership), finalizes draft budget and forwards to AIC	Adjust budgets based on new information or feedback in collaboration with Deans/Direct Reports, Forward Draft Plan to CFO, President and AIC	Be ready for additional adjustments as needed based on developing working assumptions as well as overall assessment of budget by Provost	Share and update draft of Working Assumptions with President and EVP/Provost; share with UC Budget and Finance by early February	6
February 15	UCBF reviews working budget assumptions for next FY with CFO				Budget Director hosts mid-year budget reviews.	7
March 1-15	As needed, second review (with CFO) of working budget assumptions for next FY as well as revenue/expense to date for current FY	AIC discusses and reviews draft budget with Provost, drafts report to Faculty Senate, provide report at late Spring Faculty Senate meeting	Address emerging questions from AIC, Discuss Working Assumptions Current Draft with Colleges/Direct Reports		CFO submits summary of budget proposals to the president, Provost, and the UC - Budget and Finance Committee. CFO receives budget proposal recommendations.	8

acknowledgment, we did agree to try to get the latter half of the process in motion this year, if possible. The remainder of this report details those efforts.

AIC Meetings and Deliberations

The AIC met frequently in the spring semester to discuss the investment process for the units within OAA. The guidance from the CFO and the budget office was that the OAA budget allocation would be flat. Thus, our primary means for investing in high priorities would come from new earned revenue sources or reallocation. The provost engaged with his leadership team and the AIC to conduct some “what if” scenarios and to home in on a budget that provides differential investments from current uncommitted resources. The provost organized this work as a two-step procedure. First, OAA leaders were asked to identify a few high priority requests that would be no more than a few percent increase in their budgets. That list has been compiled and shared. To meet those investment requests, the second step would require each area to contribute to a reallocation pool differentially. These shares would effectively be a budget cut but often offset by a budget increase related to the high priority request. The results of this two-step process can be seen in the appendix.

This approach of funding new investments by repurposing current resources has been occurring at all universities for many years, and it is not a new idea. Indeed, deans at the UA have been reallocating vacant positions on an ongoing basis in response to increasing/decreasing enrollment or service needs within their units. This current approach is different only in that it takes such a concept up to the OAA level. Such an approach is essential to appropriately fund growing and/or shrinking enrollments across the colleges or among other units.

The differential reallocation levels require a guiding measure that is rational and acceptable. The Faculty Senate took up this task and provided a list of quantitative measures that the AIC could suggest to the provost to utilize for the academic colleges. For the current year, the framework approved by the AIC relied primarily on the Delaware Cost Study to assess the relative budget provided to colleges to meet the instructional demands of the academic areas. Although not perfect, this data set is the best peer benchmark data available that can provide an objective estimate of the expenses required to deliver one student credit hour (SCH) in a given academic discipline. The

expenditure per SCH reflects the differential salary levels of our faculty as well as the appropriate student-to-faculty ratio within a discipline. The range encompasses a sixfold difference in the cost to deliver an SCH. Some disciplines are more expensive than others, but often vital to our institutional mission. By coupling this benchmark with the actual SCH delivered by a department, we can arrive at an appropriate budget for that unit. Adding up all units within a college gives us a proxy for the college's total budget. It was this college-level aggregation of benchmarked budget that was utilized to guide the differential allocation of the reallocation level. Budget reallocation levels included 0%, 0.5%, 0.75% or 1% of the base budget managed by that college or OAA unit. Some units were asked to reallocate much larger amounts and these actions are described below. Such benchmarks are not currently available for the non-academic units within OAA, but the AIC will be assessing possible ideas for the provost's consideration in the next cycle.

The first "what if" iteration of this process made clear that we simply could not fund all the priorities that were requested. The AIC and the OAA leadership all recommended a much lighter touch be taken and that other opportunities for reallocation or new revenue be considered. Working with the CFO and the budget office, the provost identified an opportunity to more closely monitor our graduate remission pool to allow reallocation of the remission funding into operations. Both the AIC and the OAA leadership team have endorsed this approach. Although some believe the graduate remissions are not "real money," this current plan appropriately recognizes that they are indeed completely equivalent to repurposing a vacant position on campus. In addition, the online fee was scheduled to be assessed this next academic year and the increased revenue can be directed to cover some general fund expenses in our office for distance learning. Those funds will also be directed to the reallocation pool. By combining these additional sources, along with applying a modest budget reduction methodology, sufficient funds were identified to fund high priority projects in a manner that is not disruptive to the colleges and OAA units. Collegiate deans have made many commitments to fund new positions from ongoing positions vacancies and the plan allows them to continue to enact those plans. Any reallocation that is occurring in support of this budget plan is coming from position savings or vacancies within the units. Deans and OAA leadership will continue to have direct control over most of the funding and vacancies in their areas and current plans and localized processes should not be significantly disrupted.

Summary of Recommendations

The brief paragraphs in the appendix summarize the investments into each unit, along with the assigned reallocation amount. The overall approach will leave contingency funds for the next cycle each year given the necessity for such funds as the academic year unfolds. The initiatives proposed among the academic colleges had significant overlap in a few key areas that were identified for cooperative funding. In most cases, the funds were split for a given faculty position request among two colleges. One college is designated as the academic home for the faculty hire but only half of the needed funding is supplied to that one college. The partner college would have the other half of the funding which will assure an appropriate apportioning of the new faculty member's productivity measure (SCH, research, service, etc.) to each of the cooperating colleges. The intent is to promote interdisciplinary and broader collegiate interactions. The cooperatives include one in nursing (CHHS and Wayne) and one in computing/data analytics (BCAS, CEPS, CoB). Other ideas proposed seem worthwhile, but funding was limited, and the next year could be spent firming up those interactions across campus. Other major investments were for enrollment management to provide a data analytics approach to maximizing our net tuition revenue through state-of-the-art optimization methods and to the Office of Research to address core support and compliance needs in support of our faculty researchers.

As part of the reallocation process, the management of what is currently called the graduate assistantship budget will be changed in a manner consistent with recommendations from the vice president of research, HR job descriptions, and discussion with the Graduate Council. Specifically, we will more clearly define roles and expectations of graduate students supported by the University's general funds. Going forward, OAA will allocate teaching assistantships (TA) or research assistantships (RA). A TA or RA will continue to accrue a tuition remission from the remission budget as is current practice. Administrative graduate assistantships (AGA) can be offered by units throughout the University, but the AGA must be fully funded by the unit's ongoing budget, including the tuition remission. The TA budget will be administered by the senior vice provost for academic and faculty affairs and the RA budget will be administered by the dean of the Graduate School. The current commitments to all graduate students, either currently enrolled or joining us in the fall, will be honored as we make this administrative transition. All appointments will continue to be administered through the Graduate School so the ongoing operations will not change.

Finally, the College of Engineering and Polymer Science (CEPS) had a professional fee that was "swapped out" for an equivalent amount of general funds in 2015. Although there was probably good reason to do this swap at the time, the college has requested to get that fee back so that it can accrue any increased revenue from enrollment increases or fee increases over time. Thus, there will be an even swap again to restore this fee directly back to CEPS. This change will treat CEPS in a comparable fashion to other colleges that have such a professional fee.

Anticipated Improvements Next Year

AIC suggests that there be more clarity about criteria that will be utilized in making decisions about allocation of resources into or out of the units. The criteria were informally communicated to the deans during this process, but it is appropriate to acknowledge that more clarity would be useful. Our discussions landed on some initial ideas that include the use of appropriate benchmarks of productivity (Delaware study, which includes both instructional benchmarks as well as research expenditure benchmarks), articulation of mission-critical needs vis a vis impact on institution (e.g., lack of teaching capacity preventing students from timely graduation), areas of national and international distinctiveness/excellence, and ongoing track record of successful return on investment. The AIC has recommended the continued use of the Delaware benchmarks. The AIC will need to provide its finalized guidance in the coming months so that the provost can include this information as part of the next budget cycle.

Regarding benchmarking, it would be appropriate to look at benchmarking availability for the non-academic areas. The University has recently investigated options such as Helios. The Performance, Strategy, and Insights (PSI) office will be consulted by the AIC to see if these other areas can also be benchmarked.

Finally, the new year will allow us to implement the process in its totality. The colleges and other OAA areas will be asked to push the process down to the frontline departments and units. The goal is to provide an inclusive process to surface the best ideas for investment. In parallel, the strategic planning work has resulted in five promise collectives which will also provide avenues for seed funding of ideas and are likely the best way to pilot an idea at small scale to strengthen a proposal for a recurring source of funds.

Definitions of resource types:

Recurring resources are those funds that reside in the budget each year going forward and allow for hiring an employee for the long term or to meet an ongoing annual expense over an extended period of time.

One-time resources are a lump sum that is expended over a short period of time, typically within the same year that they are posted to a unit's budget. Once spent, they are not automatically replenished each year.

Buchtel College of Arts and Sciences

Recurring: Two areas were ranked as the top priority in the college. Upon seeing all the other college proposals, the data analytics proposal seemed to be a better fit and more developed. One position (total salary and fringe of \$110K) will be split with the College of Engineering and Polymer Science with the academic home being in Statistics.

The English Language Institute will be re-established given its importance to returning our international student body. The recurring budget totals \$140K.

One faculty retention effort required a new NTT position which was partially funded from the strategic fund pool in OAA (\$20K) earlier this year and is part of the new allocation to BCAS in the next fiscal year.

One time: Start-up funds for this faculty position (\$60K)

Reallocation: 0.5% (\$178,714)

College of Engineering and Polymer Science

Recurring: One top priority – School of Computing. I have asked Dean Menzemer to take the lead in this matter in a way that complements efforts in other partner colleges which currently includes the College of Engineering and Polymer Science (Computer Science, Cybersecurity, Computer Information Systems), the College of Health and Human Sciences (Digital Forensics), College of Business (Information Systems), and the Buchtel College of Arts and Sciences (Statistics/Data Analytics).

Requires 2 half positions (\$110K for each position) to be leveraged with BCAS and COB and some operating funds (\$20K). Additional position funding available in current collegiate plan (over \$700K).

One time: Start-up funds for two computer science positions (\$150K).

Reallocation: 1% (\$267,844)

College of Health and Human Sciences

Recurring: Nursing NTT, Counseling TT, Coordinator for Associate of Arts in Nursing (split with Wayne) totaling \$222,770

One time: \$90,000 - vital discipline specific equipment provided as matching to be used with fundraising.

Reallocation: 0

College of Business

Recurring: Data analytics split with College of Engineering and Polymer Science (salary and fringe \$110K or \$55K per college)

One time: \$100,000 – building updates, provided as matching to be used with fundraising.

Reallocation: 1% (\$125,033)

School of Law

Recurring: Increasing scale of online Master’s in Law degree (staffing salary and fringe \$90K)

One time: \$60K - marketing and content development

Reallocation: 0.75% (\$57,418)

Wayne and Branch Campuses

Recurring: \$50K - Coordinator for Associate of Arts in Nursing (split with CHHS)

Reallocation: 0.75% (\$34,979)

Student Affairs

Recurring: Student employment initiative (\$55K) and Placement Testing Staff (\$55K)

Reallocation: 0

Enrollment Management

Recurring: \$1.525 million – modern data analytics implementation

Reallocation: 0

VP Research

Recurring: \$297,415 - Addressing Workday software modification, compliance, and support staff

Reallocation: 0

Graduate School

Recurring: \$6 million - Modified graduate remission budget; \$250K – establish RA stipend budget

Reallocation: \$12,560,745 (place whole GA stipends and remissions into reallocation pool but pull remissions, RA budget and TA budget back out explicitly)

University Libraries

Recurring: \$79,740 (Salary and fringe) for staff to implement Open Scholarship Initiative as required by federal funding agencies

One time: \$29,000 inflation on collections budget

Reallocation: 0

Senior Vice Provost for Academic and Faculty Affairs

Recurring: \$4 million – TA stipend budget to be allocated to colleges based on transparent process linked to undergraduate teaching assistant needs in colleges

One time - \$110K – Psychology Archives building envelope study, EXL fellow stipends, ITL summer support for faculty and ITL mini-grants

Reallocation: \$433,567 – increased revenue from online fee reducing general fund needs

Vice Provost for Student Pathways

Recurring: \$8,500 – expanded community outreach role for staff

One time - \$230K - Choose Ohio First Summer Bridge program, First Year Experience pilot projects

Reallocation – 0.5% (\$20,240)

APPENDIX G

Computing & Communications Technologies Committee Report

The CCTC met on Friday, April 14, 2023.

The committee considered the idea of merging the CCTC and the University Council Information Technology Committee (UCIT). The committee believes that the CCTC and UCIT both have important roles that are not identical. However, there has been duplication of efforts at times, and it would be best to avoid such duplication. The committee recommends that the CCTC and UCIT continue to exist with one change. That change is to make the chair of the CCTC an ex-officio voting member of the UCIT in order to coordinate efforts with the UCIT to avoid duplication of work. The Faculty Senate would still appoint two additional members of the UCIT. This change requires a change in the bylaws of the UCIT, but the CCTC views this as a minor change that will have a great positive effect on the work of both committees.

The next meeting of the CCTC will be early in the fall semester.

Scott Randby
CCTC Chair

APPENDIX H

CRC Report
5/4/2023

CRC brings forth fifteen program proposals and twenty- five course proposals for the Senate's approval.

New Certificates

Police Leadership

Updated Programs

224003AAS Emergency Medical Services Technology, Fire
 225001C Cyber Forensics
 225001M Cyber Forensics
 325005BS Business Data Analytics
 358002C Spanish Language and Hispanic Cultures for International Business
 380001BS Criminology and Criminal Justice
 380021M Forensic Psychology
 445000BS Computer Engineering
 602000BS Business Administration
 640003BS Risk Management and Insurance
 640004BS Financial Management
 640006BS Financial Planning
 H40113M Nutrition
 570104MA Educational Administration and Leadership

Course Proposals**New Courses**

CRJU220 Prior Learning Assessment
 CRJU495 Professional Pathways in Criminal Justice
 CRJU498 Honors Research in Criminal Justice

Updated Courses

ART424 Middle School Materials and Techniques
 ART524 Middle School Materials and Techniques
 ART430 Advanced Practices for Visual Arts Licensure
 ART530 Advanced Practices for Visual Arts Licensure
 BUSN497 Honors Project in Business Administration
 CJSU202 Principles of Criminal Law
 CRJU203 Corrections
 CRJU205 Police Studies
 DGFR100 Introduction to Cyber Forensics
 DGFR280 Cybercrime
 DGFR281 Computer Forensic Methods
 DGFR440 Intrusion Detection
 DGFR442 Wireless Forensics
 ECON244 Introduction to Economic Analysis

ELEN453 Antenna Theory
HIST308 Ancient Greece From Stone Age to the Hellenistic Empires
INTB205 International Business
MATH140 Mathematics for Early/Middle Teachers 1
MATH240 Mathematics for Early/Middle Teachers 2
MATH261 Applied Finite Mathematics
POLIT612 Seminar in US National Security Policy

Inactivated Courses

HIST318 Roman Empire

APPENDIX I**2022-2023 Faculty Senate Report, Part-time Faculty Committee
The University of Akron**

The Part-time Faculty Committee met regularly through the academic year. Highlights included:

- Submitted a University Council's topic submission regarding parking at the UA Akron campus.
- Had a university-wide election to fill two faculty senator positions. Stephanie Davis-Dieringer and Kiirsi Johnson were elected.
- Received faculty questions, and discussed questions/topics, contacted university personnel/resources, and advised as appropriate, to help address faculty's questions and concerns.

The committee also offered four virtual meetings (called Friday Brunch meetings) to inform and provide updates to part-time faculty. A virtual meeting by a STRS representative is currently being planned for May 5, 2023. Other guest speakers included:

- Christin Seher, EX[L] Center, 2/3/2023
- Patrick Tabatcher, Online Learning Services, 1/20/2023
- Marilia Antunez and Maureen Lerch, University Libraries, 11/18/2022
- Angela Paonessa, University Police, 10/7/2022

The committee extends a special thanks to Melissa Dreisbach and Stephanie Ann Davis-Dieringer, Faculty Senators and members of the Part-time Faculty Committee, for their continued dedication and diligent work on key matters impacting work conditions for part-time faculty. Also, thank you to the committee members for their hard work.

Respectfully submitted by Marilia Antunez
Chair, Part-time Faculty Committee
Spring Semester 2023

APPENDIX J

University Council Report – May

The University Council met on April 11th for there in-person meeting of the semester.

Dr. Miller spoke to UC regarding SC 83 and HB183. HE spoke of the upcoming board of trustees meeting and the switch to quarterly meetings and that this is still a work in progress, but he is very optimistic that this is for the best. Dr. Miller spoke of the upcoming commencements on May 5th and May 6th and invited everyone to attend.

Chief Gilbride spoke about the events in Downtown Akron and the safety of all on campus.

Dr. Wiencek spoke briefly about enrollment as the speakers were talking about enrollment. He spoke about the transfer policy that is being reviewed by Senate and APC and thanked both for their work. He understands that there are concerns but he emphasized how this will help our transfer students. He also spoke of the AIC committee and the work that they are doing.

Ms. Helen Dutka and Ms. Kim Snowden presented on admissions – focusing on transfer students.

Dr. McKellips spoke about enrollment on the campus.

The next meeting will be May 9th at 3 pm.